McGILL UNIVERSITY SCHOOL OF ARCHITECTURE ARCHITECTURE PROGRAM REPORT

SUBMITTED TO THE CANADIAN ARCHITECTURAL CERTIFICATION BOARD MARCH 2018

McGill

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DIRECTOR'S INTRODUCTION

The accreditation cycle offers the opportunity to pause and reflect on developments that have occurred in the last six years in the School of Architecture. The Architecture Program Report (APR) lays out these changes in detail and in all their facets. But the comprehensive nature of the APR tends to veil the most significant transformations in an ocean of data and figures. This introduction serves to highlight the most salient points.

I assumed directorship in September 2015, following upon Professor Annmarie Adams' four productive years at the helm, from 2011 to 2014. I inherited a school whose finances had returned to a sound footing and whose administrative operations had been made ever more transparent and accountable. Professor Adams sought to increase the school's visibility, notably by very diligently seeking prestigious awards to which our faculty could be nominated and by creating the school's very effective Instagram account, superbly managed by herself and a small group of faculty and students since its inception in November 2014. In the summer of 2017, our Instagram had reached 10,000 followers, by far the most consulted account of all Canadian schools of architecture.

Taking up the directorship, I have continued my predecessor's efforts to increase the school's visibility and financial security. I have made the professional curriculum more coherent and effective, more attuned to the challenges of the profession yet simultaneously more speculative and creative. I have built better bridges between the two wings of the school: the professional program and our lively post-professional programs. I wish for our school to become an ever more significant design hub on the North American scene, a goal I have worked to achieve not so much by making ourselves more fashionable but by encouraging a spirit of research, by creating a concentrated design environment, and by publicizing the resulting work as widely as possible.

The following are the most significant changes in the school since 2012:

Finances

Philanthropy and fundraising continue to be a priority amongst my duties, with a clear direction given to the fundraising team through ongoing and regular strategy meetings. The most noteworthy gift within the last six years has been the Peter Fu Endowment of $12,000,000, which will see the school renamed as The Peter Guo-hua Fu School of Architecture at McGill University in September 2017. We have also successfully raised funds for a new Professor-in-Practice position thanks to the generosity of the family of the late Clifford C.F. Wong (B.Arch. 1960), and for a Global Studio in Israel funded by the Azrieli Foundation. Finally, we have received a series of generous endowment funds for studio enhancement, augmenting tenfold our budget for visiting critics.

Pedagogy

The structure of our M.Arch. (Professional) DST (45 credits) and DSR (60 credits) options have both been harmonized as one-and-a-half-year programs. All students enrolled in these options have started in September and have graduated in December of the year following. The DSR has remained a 60-credit program by integrating a 12-credit summer term.

The core design studio in U2, U3, and M1 have all been reorganized to offer rigour and integration yet flexibility. Although each design studio has been divided into separate sections of 11–14 students each, the fall studios at each level of the program have been

based on a single common project, integrated with specific 'support' courses and guided by individual studio instructors. The winter studios, in contrast, have been presented as option studios, carefully orchestrated to provide students with choices that enable them to chart their own course through the professional program.

Comprehensive design is now covered in our completely redesigned U3 studio Design and Construction 3 (ARCH 405) and in our M1 studio Architectural Design 1 (ARCH 672); in both cases, the studio pedagogy has been integrated with the content of related technical courses. As our main comprehensive studio, ARCH 405 is now integrated with Energy, Environment and Buildings (ARCH 377), Lighting (ARCH 447), and Structures (CIVE 492), while ARCH 672 is now integrated with Advanced Construction (ARCH 678).

Faculty

Four new faculty members have joined the school since 2012: David Newton, who holds an M.Arch. from Rice University and researches computational design (for personal reasons, Newton resigned from his position in September 2016); David Theodore, who holds a joint Ph.D. in architectural history and the history of science from Harvard, and focuses on the history and theory of computers in the organization, construction, and management of institutions such as hospitals and prisons; Theodora Vardouli, who completed a Ph.D. at MIT in design and computation, and studies computation and its effect on design discourse; and Salmaan Craig, who holds a doctorate in engineering from Brunel University and was a lecturer in environmental technology at Harvard's GSD since 2014; he specializes in material design and building physics as it relates to the thermodynamics of buildings and issues of sustainability.

- In 2015, Professor Annmarie Adams was appointed Chair of McGill's Department of Social Studies in Medicine (in the Faculty of Medicine), but she has retained a 50% appointment in the School of Architecture.
- In 2016 and 2017, the school was awarded two new CRCs, Tier 2: Professor Ipek Tureli holds the Canada Research Chair in Architectures of Spatial Justice, and Professor David Theodore holds the Canada Research Chair in Architecture, Health, and Computation.
- Professor Howard Davies was named the Clifford C. F. Wong Professor-in-Practice in 2016.

Facilities

The Macdonald-Harrington Building housing the school is currently undergoing a $10,000,000 renovation, involving the total rehabilitation of the envelope. The building's foundations will be resealed; its exterior masonry walls, the front exterior masonry steps, and the interior stair masonry will all be repaired and restored (much of this involving dismantling and relaying). The roof and metal windows will be replaced, while the remaining original wood windows will be restored, and the interiors of the attic storey will be completely refinished.

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Beyond all these immediately quantifiable transformations in our finances, pedagogy, faculty, and facilities, the school is above all an atmospheric effect of its milieu, experienced as ambiance. The transmission of affect in an institution is what constructs its social character. Profiting thus from our well-worn building and its quasi-residential scale, I have sought in the last few years to nurture a sense of warmth, collegiality, collaboration, and creativity. Only my colleagues and our students can comment on the extent to which I have succeeded. But I trust they know that that has been my intention.

Martin Bressani, Director
September 2, 2017

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INTRODUCTION TO THE SCHOOL AND THE PROGRAM

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In 2017-18 the McGill University School of Architecture celebrates its 122nd year of professional education, debate, and scholarship. The School is home to about 300 students (283 in 2016-17), 14 professors, 26 visiting/adjunct/sessional instructors, and seven administrative and technical staff. It is one of eight academic units in the Faculty of Engineering, which includes six departments—Bioengineering, Chemical Engineering, Civil Engineering and Applied Mechanics, Electrical and Computer Engineering, Mechanical Engineering, and Mining and Materials Engineering—and two Schools, the School of Architecture and the School of Urban Planning. This Architecture Program Report spans the period from 2012 to the present; in this period, the School has had two Directors:

- Professor Annmarie Adams (1 July 2011 to 31 August 2015)
- Professor Martin Bressani (1 September 2015 to 31 August 2018)

The core professional program offered at McGill University's School of Architecture is based on a sequence of two degree programs: the pre-professional Bachelor of Science (Architecture) and the Master of Architecture (Professional). The M.Arch. (Professional) is the accredited first professional degree.

B.Sc. (Architecture)

Our pre-professional B.Sc. (Architecture) is a three-year, six-term studio-based program. It provides a foundational, pre-professional architectural education in which students acquire competencies in architectural design and construction, skills in traditional and digital modes of representation and production, competency in the history and theory of architecture, a strong knowledge and practical understanding of environmental strategies, engineering, and building science, as well as verbal and written communication skills.

- Number of students registered in the B.Sc. program in 2016-17: 165 (including U0 students, out-of-province students who are admitted to a four-year program)

M.Arch. (Professional)

The **Design Studio (DST)** concentration is a 45-credit, three-term (Fall—Winter—Fall) program based on a design-intensive professional curriculum that is centered on the design studio. Students work in a traditional studio format for the first two terms and on the nine-credit terminal design and research project course in the third (Fall) term. Complementary and elective courses are organized to provide flexibility in individual program design and create opportunities to both explore the discipline and focus on subject areas related to research and design interests.

The **Design Studio with Directed Research (DSR)** concentration is a 60-credit four-term (Fall—Winter—Summer—Fall) program that enhances the regular 45-credit three-term concentration with a supervised 12-credit individual research report in the summer term. This forms the basis of the terminal design studio in the fourth (Fall) term. Each student is assigned a faculty adviser in the second (Winter) term and follows a research-intensive curriculum shaped by complementary and elective courses chosen in consultation with, and approved by, the adviser.

All students in the professional M.Arch. program normally commence and finish their degrees at the same time, in the Fall term of their second year.

— Number of students registered in the professional M.Arch. program in 2016-17: 64

In addition to the professional M. Arch. program, the School offers a three-term post-professional Master of Architecture program and a Ph.D. for advanced post-professional studies.

— Number of students registered in the post-professional M.Arch. and Ph.D. programs in 2016-17: 54 students (including 41 Ph.D. students)

1.1 PROGRAM IDENTITY AND MISSION

IDENTITY

The McGill University School of Architecture is a vibrant, dynamic, small-scale learning environment. Housed in the historic Macdonald-Harrington building (built in 1897), the School is home to a close-knit community of professional educators, teacher-practitioners, researchers, scholars, and committed students. We admit 48 students to our first-year undergraduate program, and 36 to our first-year professional Master's program. Attrition rates are extremely low.

The School values the place of research in professional architectural education. Ten out of our fourteen faculty members have doctoral degrees. Four of them hold research chairs, including two Tier 2 Canada Research Chairs. In 2016-17, $455,257 in research funding flowed into the School (excluding chair allocations), mostly from the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Fonds de recherche du Québec – Société et culture (FRQSC). In the total period covered by this APR, faculty members garnered about $2,167,012 (we include the full amount of the grant when PI, but only allocated the relevant percentage when co-applicant). In terms of research output during the same period, our small group of 14 professors edited four peer-reviewed collections of essays, published 14 books and 162 articles and essays (excluding short features published in professional journals and newspapers), and presented roughly 250 significant conference presentations and invited lectures.

Our strengths lay in History and Theory (in which six out of the 10 faculty members with Ph.D. degrees did their doctoral work) and critical thinking on social justice and community engagement, in urban, institutional, and domestic spaces. These strengths work in tandem, building on our long tradition of specialized studies on minimum cost housing and affordable homes. Moreover, researchers in the School—including historians—work in a scholarly tradition of public engagement, promoting architecture as a philosophical, cultural, social, and technical enterprise.

Our research focus translates richly into student experience. At the B.Sc. (Architecture) level, a series of four consecutive history courses introduce students to undergraduate-level research and scholarship. Complementary courses enrich that foundation. At the Master's level, we have nearly as many research students (post-professional) as we have students in the professional program. In the Fall 2016 term, for example, the School was home to 64 professional M.Arch. students and 58 post-professional students, including Ph.D. students. Post-professional students serve as instructors and teaching assistants in our professional programs, and as role models for the myriad career options open to young architects today. We strive to have significant cross-pollination between teaching in our professional and post-professional M.Arch. program options. In particular, professional students participate regularly in graduate seminars alongside post-professional and doctoral students.
Both the DST and DSR options in our professional M.Arch. program are officially

recognized by FRQSC and SSHRC as 'research-intensive' programs, meeting important criteria for rigour and critical thinking; this also entails that students can apply for Master's fellowships. The DSR option provides the opportunity for each student to design and undertake an intensive one-year project, bringing research to bear on the work architects do in professional practice, individually supervised by a faculty member. In 2014, we harmonized the DST and DSR options so that all students are now in sync, completing their program together at the end of the Fall term.

The School puts great emphasis on ensuring that students are exposed to various pedagogical approaches to architectural education as they proceed through the curriculum. A good example is the emphasis laid on hand drawing in the first year of the curriculum, complemented with Summer Sketching School, while also providing the most up-to-date training in digital visualization and modelling. This polyvocal dimension is complemented by an extraordinarily diverse student body and faculty. For example, in 2016-2017, 17% of our students were from abroad; of our 14 core faculty members, nine were born outside Canada, and 12 received at least part of their architectural education in other countries.

Finally, our situation in the heart of the fourth-largest Francophone city in the world (after Kinshasa, Paris and Abidjan), with its cosmopolitan and multicultural population, tremendously enhances our programs. Montréal was named a UNESCO City of Design in 2007 and is well-known internationally for both its remarkable architectural heritage and innovative communities of practice. Graduates and students from the School of Architecture participate in this significant cultural production. The city's rich architectural culture is ever-present in our curriculum and its architects are important actors in the School, called upon to teach, advise, and inspire our students and faculty.

MISSION

McGill University

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

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

Early in 2017, McGill University published its 2017-2022 Strategic Academic Plan, which can be summarized in the following five key objectives (here abbreviated):

> Be open to the world McGill will strive to remain an institution of choice for international students and faculty. Our objective is to maintain international undergraduate student enrolment at 25-30% and continue to be a leader in attracting top graduate students from around the world, while developing an academic complement that places us among the top ten North American research universities for proportion of faculty of international origin. We will also make a commitment to providing undergraduate and graduate students with a 21st century education by increasing the number of enriched educational opportunities that create occasion for global engagement through internships, field courses and field semesters, research internships, international competitions, and international exchanges. […]
>
> Expand diversity McGill University believes that social, economic, and intellectual diversity among our student body and workforce is a matter both of fairness and of enriching the advancement of our academic mission. Opportunities for intellectual, academic, and professional growth flourish in communities that reflect a diverse set of social identities and experiences. […]

Lead innovation We commit to supporting pedagogical and curricular innovation, including increased numbers and availability of collaborative and active learning classrooms, and the implementation of robust programs to prepare undergraduate and graduate students for the full range of careers available to them, as well as to contribute to the innovation ecosystem of Montreal, Quebec, and Canada. […]

Connect across disciplines and sectors We will reduce administrative barriers to academic appointments across academic units and facilitate interdisciplinary teaching and research. In support of interdisciplinary efforts, the University will invest resources (human and financial) in large interdisciplinary and inter-sectoral projects, including interdisciplinary degree programs. […]

Connect with our communities We will embrace our cultural milieu and physical location to build collaborative relationships with educational, commercial and policy sectors in Montreal and Quebec and across Canada. […] We will encourage and facilitate activities that allow all our members to engage in activities that serve their local communities, as well as the broader world.

Faculty of Engineering

The 'Guiding Principles' of the Faculty of Engineering intersect in many key points with McGill's aspiration towards openness, diversity, innovation, and connection:

- Collaboration & Networking: Barriers between disciplines are counterproductive. Interdisciplinary partnerships enable individuals and groups to draw on each other's strengths and to work more effectively on the multifaceted project teams that have become indispensable in solving complex engineering and design problems.
- New Approaches: Technical knowledge refined over generations must be combined with the social, ethical and environmental considerations that impact so heavily on the decisions that Engineers, Architects and Urban Planners are asked to take.
- Sustainability: Actions are based on concepts and thinking that stand the test of time. Decisions should only be taken if they are provably good decisions over the long term.
- Personal Development: Learning is more than lectures and lab work. A culture of service and citizenship is essential because exposure to new experiences and diverse groups significantly enhances personal growth for students and professors alike.
- Environmental Scanning: Alumni are uniquely placed to identify new trends and new opportunities that can help the Faculty of Engineering better serve the professions it serves. Ever closer ties between our Faculty and its 24,000 Engineering, Architecture and Urban Planning graduates will create new opportunities and nurture essential support.

School of Architecture

In August 2017, in response to evolving University and Faculty priorities, the School of Architecture revised its vision and mission statement to reflect a commitment to an inclusive, diverse discipline, founded upon research and creative work, embracing change and welcoming partnerships and social engagement:

Vision Statement

The School of Architecture at McGill University is dedicated to professional architectural education that flourishes through research, critical practice, and community engagement. The School strives to act responsibly and nimbly within changing cultural, social, and technical conditions, maintaining architecture's core mission in relation to the practical and symbolic qualities of the built environment.

Mission Statement

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

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

1.2 PROGRAM ACTION PLAN AND OBJECTIVES

Anchored in the School's mission statement, the following Action Plan calls for the School to continue developing its integrated set of degree options and curricula that sustainably reflect the highest standards of pedagogy, research, and scholarship in a school of architecture, and which enhance the student experience.

There are eight major components to our current five-year action plan.

FACULTY AND STAFF

a- Renew our faculty in a way that promotes gender balance and diversity. Strengthen our teaching in core competencies, especially in design, construction, and sustainability.

Rationale: Three retirements are anticipated within the next three years, and only three professors (20%) are women. At present, close to half of the core faculty members do not teach professional design studios (putting aside the supervision of DSR students); only three of the 14 maintain an architectural practice and/or have specific (applied) expertise in construction and/or sustainability.

Action: Since the last APR, four new faculty members have been hired: David Newton, David Theodore, and more recently (as of the 2017-18 academic year), Theodora Vardouli and Salmaan Craig. Theodore's position was a new one granted by the University in November 2012. Newton replaced Prof. Pieter Sijpkes, but he resigned from the School in 2016, as did Aaron Sprecher in 2017. Vardouli (a specialist in design and computation) fills Newton's position, while Craig (a specialist in energy and building) fills that of Sprecher.

In 2015, Annmarie Adams was appointed Chair of McGill's Department of Social Studies in Medicine (in the Faculty of Medicine), but she has retained a 50% appointment in the School of Architecture. The University granted us a full replacement position, which was a net gain for the School. Finally, the Gerald Sheff Visiting Professorship has been transformed (per the donor's wish) into a full-time named tenure-track position (the Gerald Sheff Chair). Both the replacement for Adams and the Gerald Sheff Chair remain to be filled.

Measure of Success and Time Line: Raise the percentage of women in the School to over 33% (5 out of 15) within the next two years, with recruits in the area of construction and sustainability capable of bridging research with design.

b- Add to our support staff two new positions: a coordinator of special activities and events and an industry liaison officer.

Rationale:

- A coordinator of special activities and events is needed because the School hosts a myriad of special events every year: an extensive lecture series, special guest lectures (including distinguished guests for our Ph.D. Forum), colloquia, guest critiques, studio abroad, summer field trips, and so on. The new Peter Fu endowment (see Director's introduction) will likely lead to the establishment of an even greater number of special programs and events, such as new Visiting Professorships and international studios. The coordination of these events is now largely carried by faculty who are already burdened with the heaviest teaching load in the Faculty of Engineering and by administrative staff members whose job descriptions do not include such responsibilities and are already extensive.
- An industry liaison officer would ensure that the School maintains a solid and permanent bridge with both the profession and our vast pool of alumni, many of whom hold key positions in firms around the globe—an extensive global network that remains largely untapped. The liaison officer would keep an on-going alumni survey, while connecting our students with future employers. Working full-time within the McGill Engineering Student Centre (MESC), he or she would provide support for internship placements, organize yearly job fairs and develop other resources such as workshops to prepare our students for job interviews.

Action: The Peter Fu endowment will be used to cover the first position (Special Activities and Events). The School is currently drafting a rationale and business plan to fund the industry liaison officer, to be later submitted to the Faculty and the Provost.

Measure of Success and Time Line: Opening and filling these two new positions within the next two years.

UNDERGRADUATE ADMISSIONS AND STUDENT RECRUITMENT

a- Ease undergraduate admission requirements to the School of Architecture. Add significant architectural content to our U0 curriculum.

Rationale: Our School receives yearly over 600 applicants for its 48 places, amongst whom fewer than 100 are from Quebec CEGEPs. The greatest number are from overseas (225 in 2016-17), Canada (86 from Ontario, 91 from the other provinces in 2016-17), and finally from the US (36 in 2016-17). Most of our applicants seek admission to the U0 year, which currently includes no architectural content and which is burdened with science requirements inappropriate for architectural education. To improve the number and quality of our applicants from both CEGEP and other provinces, we must relax our science requirement and make the U0 curriculum more appealing as an entry point into the School of Architecture.

Action: Abolish the requirement of two Chemistry courses (General Chemistry 1 & 2) for admission into Architecture. In their place, introduce foundational architecture courses in U0, thereby making it a desirable point of entry into the B.Sc. (Architecture) program. Increase the number of places available in each U0 cohort (currently, we admit only 15 students in U0, while 33 are admitted into the U1 cohort).

Measure of Success and Time Line: Change our admission requirements as described above and augment the U0 cohort within the next two years. The success of that action will be measured by our ability to attract more out-of-province candidates, and to be able to admit them to our program.

b- Improve liaison with CEGEPs and admission officers at McGill

Rationale: Applications for admission to our B.Sc. (Architecture) from Québec CEGEPs have dropped over the last several years. This important population now represents less than 13% of our overall applicant pool. We participate in the yearly and very well-attended McGill University Open House; we also maintain a 'Student-for-the-day' program, which provides opportunities for CEGEP students to attend U1 classes (we host about six to eight students every year). Renewed efforts must be made to promote architecture in CEGEPs and to make McGill more desirable for Québec students interested in a career in architecture.

Action: The School must resume its participation in the Undergraduate Admissions Office's recruitment fairs in CEGEPs across Québec, sending delegates of the School, instead of relying on engineering representatives. We must also improve communication with McGill's Undergraduate Admissions and Recruitment Officers to ensure their familiarity with our program, its special features, and its special events for dissemination. We will create information sheets on 'the roles of an Architect in Society' and 'career paths in Architecture' to inform and fire up the imagination of prospective students. Posters for our Architecture Lecture Series will be distributed to Recruitment Officers to pass along to CEGEP counsellors. We will also create a summer school for CEGEP or High-School students—or non-architects in general—to be introduced to the field and to develop portfolios.

Measure of Success and Time Line: Increase of CEGEP students within our B.Sc. (Architecture) applicant pool. We intend to begin the process described in the paragraph above in the next academic year.

UNDERGRADUATE CURRICULUM

a- Renew the building construction course sequence of our undergraduate curriculum to integrate relevant digital software (such as Revit) and principles of sustainable construction from the beginning.

Rationale: Two transformations have radically altered the construction industry in the past decade: the use of new digital modelling tools and the full integration of sustainability. Both must be embedded in the core technical curriculum starting early in the program. Learning Revit too early in the program can be detrimental to architectural pedagogy—we remain committed to an hands-on approach in first-year studio pedagogy--but by the beginning of third-year, our students must have gained familiarity with Revit.

Action: Recruit one or more new faculty member(s) with expertise in construction, teaching skills, and pedagogical methods that integrate digital tools.

Measure of Success and Time Line: Recruiting new faculty members in construction and digital skills, in this current academic year. We intend to plan our transformation of the construction curriculum in the course of the next academic year. Digital tools have already been integrated this year in the first-year construction curriculum.

GRADUATE CURRICULUM

a- Enlarge the scope of our M.Arch. program by increasing graduate complementary course offerings; enhance the graduate student experience by offering new entrance fellowships; reinforce positive student participation by promoting opportunities for research and research creation in the curriculum.

Our BSc. (Arch.) graduates have a high rate of admission to top M.Arch. programs in North America and Europe. The result is that our M.Arch. program admits 50% of its applicants from the rest of Canada, mostly from Université de Montréal, Waterloo, Carleton, and Ryerson. Typically, 5 to 7 of our B.Sc. (Architecture) graduates are admitted to major American schools of architecture every year. While our program thus competes with top US programs, our more important goal is to maintain the professional M.Arch. program at McGill as a top choice for outstanding graduates from pre-professional programs in Canada who seek a challenging academic program. We offer several fellowships for incoming M.Arch. students, and we plan to increase that number to be competitive with funding at other major schools while keeping in mind the low tuition rates we enjoy in Québec.

Action: In the past three years, we have been very active in promoting the work of our professional M.Arch. students through publications and social media. We have added a new showcase of student work to our website. We have harmonized the two professional M.Arch. program options (DST and DSR) so that students can flexibly switch from the one to the other, rather than being forced to choose before applying. This past year, we revised our DST program to meet the SSHRC and FRQSC criteria for a 'research-intensive' degree so that students in both degree programs are now eligible for Master's fellowships. Furthermore, we will use the Peter Fu endowment to increase the levels of financial support to students in both of our professional programs.

We have already begun to harmonize the structure of our professional M.Arch. and post-professional M.Arch. curricula. Grounded in the School's longstanding expertise in architectural history, architectural theory, housing, and urban design, our post-professional programs develop research skills and motivate students toward research careers and leadership roles in society. Our intention is to parallel our evolving offerings to students of funded international studios with increased access to our graduate-level research seminars and studios.

Measure of Success and Time Line: Increase of our applicant pool at the M.Arch. level, and increased capacity to retain the top applicants. Increase of complementary offerings at the M.Arch. level. Increase enrollment of M.Arch. (Professional) students in our M.Arch. (Post-Professional) graduate courses and seminars. We hope to see the effect of the measures listed above within the academic year 2018-19.

RESEARCH

a- Increase research funding through collaboration within the School and the rest of the University

Rationale: In the recent past, the School has been successful in attracting significant research funding from all three major federal agencies (SSHRC, Natural Sciences and Engineering Research Council of Canada or NSERC, and Canadian Institutes of Health Research or CIHR), collectively referred to as 'tri-council grants'. In the last decade, these have become highly competitive, and special efforts therefore need to be made to maintain and increase our funding level. Currently, no faculty members are applying to NSERC grants, which have greater success rates and dollar values than SSHRC grants.

Action: As many of our core faculty members have considerable expertise in successfully obtaining research grants, a special grants committee will be formed to support

colleagues developing new grant applications. As we further develop our expertise in construction through new tenure-stream hires, collaborative research programs with colleagues in the Faculty of Engineering will be developed to allow direct access to NSERC funding opportunities.

Measure of Success and Time Line: Increase in grant applications at both the SSHRC and NSERC granting agencies, and the FRQST and FQRNT agencies. We expect successful outcomes within the next three years.

FACILITIES

a- Improve student accessibility to digital fabrication tools

Rationale: The School is equipped with a wide array of analog and digital fabrication tools (wood workshop, six-axis robot, CNC machine, high-performance 3D printer, laser cutter, and so on), but some of them are difficult to access because we lack proper technical support (i.e., dedicated staff) and/or our students do not have the proper training to use them.

Action: Organize systematic training workshops at the beginning of the term, and increase the amount of technical support.

Measure of Success and Time Line: Increase the number and type of digital tools easily accessible to students, as measured by our periodic self-assessment of student satisfaction. Increase of technical support available to students. We expect substantial improvement of the workings of our workshop by the academic year 2019-20.

OUTREACH TO SOCIETY

a- Continue building strong connections to local communities and maintain an active presence in society through design-build projects and community design workshops

Rationale: The School has recently launched a series of studio-based community design workshops and design-build projects: Solar Decathlon China, Tongji University Construction Festival, design-build workshop at Fogo Island (Newfoundland), neighbourhood projects in Montréal (Imaginons Bellechasse), Hackathon in Kuujjuuak and on-campus projects (B-Shack, Brown Building, Paddle-Shack). Such initiatives, however, tend to be one-off offerings and often involve only a limited number of students who opt to take these complementary courses.

Action: Increase our outreach offerings to provide students many opportunities to participate in community-design workshops and design-build projects, and integrate them within the core professional curriculum of the School.

Measure of Success and Time Line: Substantial increase of community-design workshops and design-built project offerings by the academic year 2019-20. Substantial increase in the level of student participation in these courses by that time line.

INTERNATIONAL OPPORTUNITIES

a- Provide undergraduate and graduate students with enriched educational opportunities for global engagement through internships, field courses, and international exchanges.

Rationale: Over 17% of our overall student population is international; in our undergraduate program, it is 20%. Although we have not collected precise statistics on employment, we know that an even greater percentage of students in our professional programs seek work outside Canada during their studies and upon graduation.

Architecture, as so many other disciplines, functions within an increasingly global context, with important opportunities growing in China, India, Europe, and the global South. Furthermore, many current environmental and social challenges are global in nature, and it is more important than ever for students to develop a global perspective on architecture.

Action: We currently have a rich array of exchange programs covering Austria, Belgium, France, Denmark, Germany, Italy. We have just concluded an exchange agreement with Tongji University in Shanghai. We have run successful summer programs in Europe for decades, and the yearly Shaver Scholarship brings a small group of B.Sc. (Architecture) students to various global destinations. Since 2016-17, we have added the funded Azrieli Global Studio to the curriculum, bringing one studio section of the professional M.Arch. program to Israel. Together, these programs provide a good set of opportunities for global engagement, but only a relatively limited number of students have opportunities to participate; moreover, not all programs allow our students to engage deeply with critical social, political, and cultural questions of the sort that professional architects must now regularly address in practice. We therefore seek to increase the number of funded global studios for our professional programs to enable in-depth research and exposure to important socio-cultural situations abroad. Thanks to the Peter Fu endowment, we hope to be able to offer funded global studios to all our graduate students. Targeted regions are China, Africa, India, and continental Europe.

Measure of Success and Time Line: Increase of global studios offering in the school by the academic year 2019-20.

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PROGRESS SINCE THE PREVIOUS ACCREDITATION SITE VISIT

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PROGRESS SINCE THE PREVIOUS ACCREDITATION SITE VISIT

A team from the CACB visited the school in March 2012 and granted McGill University's M. Arch. (Professional) program a six-year term, with a focused evaluation after three years to address the Conditions and Student Performance Criteria (SPC) evaluated as 'not met.'

2.1 SUMMARY OF RESPONSES TO TEAM FINDINGS

We offer below detailed evidence of the progress made by the School of Architecture in addressing the Conditions and SPCs not met in 2012. Please note that this report includes information submitted in last year's Annual Report, as well as the Focused Evaluation Report of 2015.

In the sections below, the blue text is quoted from the 2012 Visiting Team Report.

2.1.A CONDITIONS AND CAUSES FOR CONCERN

2: Program self-assessment (and Vision)
The 2012 VTR stated: The Team's concerns are framed by two key CACB Criteria for Accreditation, that is, professional programs in architecture should:

- Have a productive self-assessment process and be making reasonable progress toward achieving its mission, as measured by the benchmarks identified in its strategic plan.
- Be making reasonable progress toward eliminating the deficiencies identified during the previous accreditation site visit.

Based on this, the team recognizes the critical need for a clear and articulated program vision, structuring a coherent curriculum that optimizes the exceptional teaching and research expertise of the school. It is important to note that this recommendation is consistent with the requirements outlined in the 2001 VTR, 2006 VTR, the 2006 External Review Report, and the 2011 Cyclical Academic Review. Items identified within a restructured curriculum include an increase in program length, an increase in technological literacy, and increased access to courses in the liberal arts.

Given the internationally recognized thinkers and writers on architectural history and theory in the School, there is the potential for the teaching of critical thinking skills, writing skills, and history and theory to be fully embedded in the educational experience of the students in the professional program. Aspects of this concern have been cited in the 2001 VTR, 2006 VTR, 2006 External Review report, and the 2011 Cyclical Academic Review.

Following the accreditation visit in 2012, the School revisited its mission and took the opportunity to develop a new vision statement. Both the vision and mission were further revised in the Summer of 2017 in the context of the upcoming 2018 accreditation visit. These tasks were accomplished through broad consultation with faculty members, student representatives, and Dean Jim Nicell. The new vision and mission statements are showcased on the School's homepage and reproduced in section 1.1 of this report.

Research is a key word in our vision statement—research meaning to investigate systematically, to explore, to examine, to scrutinize—rather than approaching the discipline as unquestionable and static. We take very seriously our mission of preparing future professionals by proactively adapting to the changing conditions of the architectural profession. We take equally seriously our task to further our understanding of the meaning and social agency intrinsic to the built environment. In short, we believe that students must be appropriately prepared for the profession; for us, this implies, amongst other requirements, learning to think about society and culture (both increasingly understood from global perspectives) to critically engage the discipline and the profession, and thus able to act creatively within that larger environment.

As already described in section 1.1 of this report, research is central to our curriculum. It is particularly the case at the graduate level, as research is integrated within studio methodology, crowned, for DST students, by Architectural Design 3 (ARCH 677: 'Research and design-based graduate studio focused on individual self-initiated investigation of architectural and urban issues') and, for DSR students, by the sequence of Architectural Design 2 (ARCH 673), the Directed Research Report (ARCH 676 / ARCH 683). We are now focusing on making our professional and post-professional M.Arch. work in tandem by synchronizing and dovetailing some of the required courses.

The School continues to invest considerable time and resources in regular program self-assessments, which we examine in terms of our vision and mission statements. Beyond the documents produced for the 2012 accreditation visit, we have written several self-study documents as an academic unit at McGill. In the winter of 2011, the School was a leading participant in the reshaping of the University's standard cyclical review process by serving as one of three pilot cases. Self-assessment within the School is integrated within the regular routine of the academic year, with structured opportunities for community dialogue around our shared vision. We have monthly faculty meetings (averaging 90 minutes) guided by formal agendas and recorded for future reference through detailed official minutes distributed to all full-time faculty members. The full-time professoriate, managerial support staff members, and retired and emeritus professors attend these regular meetings; all are invited to participate in open, frank dialogue. Several School committees report directly to this monthly faculty meeting, notably the Curriculum Committee and our new Research Grants Committee. Some meetings focus intensely on self-assessment. At the meeting on 26 February 2014, for example, we concentrated on identifying strategic priorities and action items, to shape long-term developments. To this end, a SWOT (Strengths, Weaknesses, Opportunities, Threats) template was distributed with five category headings (Research, Teaching, Service, Space + Facilities, and Funding) with a request from the Director for input. All full-time professors and the School's two managers then devoted a half-day to 'blue-sky thinking' in December 2014. At the invitation of the Principal and Provost, this meeting focused on the future, unfettered by financial or other concerns. Further discussions were held in September 2016, including a second request for SWOT analysis. Finally, the 2018 CACB accreditation was the occasion to further refine our strategic priorities and action items, as presented in section 1.2 of this report.

We also assess our School through structured input from students in addition to the formal course evaluations (described below). Ideas and concerns are communicated in regular meetings between the Director and representatives from the Architecture Students' Association (ASA) and Graduate Architecture Students' Association (GASA). In addition, the Director regularly forwards information, items of special interest, and opportunities to the ASA for distribution in its wide-reaching weekly newsletter. Similarly, our School website is continuously updated by Administrative Officer David Krawitz, and it is now more than ever a catalyzing force in the School. For self-assessment methods to be legitimate, students must also have opportunities to voice their concerns and aspirations in a neutral context. A highly effective mechanism for this, instituted in the past five years, is the student-led Academic Forum held every academic term, where all students are invited to speak out on any academic issue without non-student participants in the room. Both ASA and GASA have hosted successful forum over the last five years and produced formal reports, which are then brought forward for discussion directly with the director, and at both the Curriculum Committee meetings and monthly faculty meetings. Each Forum has also been followed by special meetings to address deficiencies and action items related to issues in the report.

For a more detailed description of the School's and the University's self-assessment process, see section 3.2 of the report.

5: Human resources

The 2012 VTR stated: A number of items related to human resources are of long-standing concern to the School and have yet to be fully resolved, although some progress has been made. The School places unusual reliance on adjunct faculty to teach in studio courses; unless these adjunct faculty become more engaged in the governance of the School and its long-term direction, there is a risk that the studios may, over time, drift away from the vision of the School. The relatively small number of tenured and tenure-track faculty could result in a high service load, posing a potential danger for tenure-track faculty seeking to initiate, and be recognized for, a research agenda (refer to Condition 5 Human Resources in the 2012 VTR). Although the policies and procedures around hiring are clear, the occurrence of two failed faculty searches in recent years raises questions about the application of those policies and procedures to the School of Architecture. In a similar vein, there is the need for a clear policy on the evaluation of the specific forms of peer review typical of the architectural discipline for tenure purposes.

The School raised once again the issue of Professors-in-Practice, and the Team supports its desire for one or more of these positions. The Team notes that Professors-in-Practice are included in the Regulation Relating to the Employment of Contract Academic Staff (effective September 1, 2010). Finally, there is a pressing need for additional technical staff able to facilitate use of digital infrastructure and other services. The demand on this position will only grow. Human Resources concerns of this type have been raised in the 2001 VTR, the 2006 VTR, the 2006 External Review report, and the 2011 Cyclical Academic Review, and were raised again by faculty and students during the 2012 visit. Although some progress has been made in some areas, the substantive concern of deficiencies in Human Resources has not been resolved. […]

The McGill support staff team has experienced, committed and energetic people. The students recognize this, however, both staff and student feedback presented a concern over the need for additional support to facilitate the delivery of the curriculum. This concern is a repeat of the message from the 2001 VTR, 2006 VTR, and 2011 Cyclical Academic Unit Review. It was noted that this was especially the case during peak administrative demand periods, while long-term financial restraint pressures has been a stress on staff.

The potential for over-reliance on part-time faculty and a correspondingly high service load for core faculty members are two concerns that have been carefully addressed since the last visit. We have hired four new core (tenure-track) faculty within the last six years: Professors David Newton, David Theodore, and more recently, Theodora Vardouli and Salmaan Craig. During the same period, we also have lost two professors: Newton left McGill for personal reasons prior to his reappointment in 2015-16 (as of July 2016), and Professor Aaron Sprecher resigned from his post as Associate Professor as of September 2017 to take a professorship in Israel (for family reasons). Prof. Vardouli was hired as Prof. Newton's replacement while Prof. Craig replaces Prof. Sprecher.

Overall, the School experienced a net gain of 1.5 positions to its full-time tenure-track complement (TTC), up from 13.5 to 15, now including two 50/50 cross-appointments (Prof. Adams and Prof. Luka). Professor Annmarie Adams was appointed Chair of McGill's Department of Social Studies in Medicine in 2015, but she retains a

50% appointment in the School of Architecture. The School successfully negotiated with the University to be granted a full replacement position—in effect, gaining one-half of a tenure-track position. Meanwhile, the Gerald Sheff Visiting Professorship has been transformed (following the donor's wish) into a full-time Chair position. Given that Prof. Ricardo Castro is retiring as of September 2018, a search for three new positions (the Sheff Chair + replacement for Adams and Castro) will be conducted in the coming academic year (2017-18). This will result in a further decrease in the School's reliance on our part-time teaching need and a healthier distribution of service responsibilities borne by the full-time professoriate. These three new hires will fully participate in the design and studio culture of the School.

With respect to the perceived lack of a systematic mechanism to allow part-time instructors to evolve into more full-time positions, it needs to be said that both search committees received applications from several of our part-time professors, some of whom made the first shortlist. Furthermore, following a generous donation from the family of the late Clifford C. F. Wong, we were able to appoint long-time adjunct professor Howard Davies to a Professor-in-Practice position. The University has demonstrated its commitment to this important mode of professional education, and securing funding for additional Professor-in-Practice positions remains a priority among our development objectives.

Technical assistants are now part of the staff complement. The Engineering Undergraduate Society (EUS) budget provides the ASA with the resources needed to hire a student assistant for the Workshop (to service the laser cutter during evenings and weekends) and the Media Centre (to provide plotting services during evenings and weekends), totalling 10 hours per week throughout the fall and winter terms (approximately 250 hours over the course of the academic year). This augments the hours of the workshop technician (David Speller) and the media technician (Juan Osorio), both of whom work only during regular office hours on weekdays. The EUS fund also enabled the hiring of a student for 12 hours each year to develop and organize two tutorial sessions to develop skills with the Adobe Creative Suite as well as V-Ray for Rhino 3D and 3DSMax. Special training workshops to use the CNC machine have also been organized by Jamil Haram, workshop manager of the Faculty of Engineering. As of Summer 2017, a generous gift from GKC Architects provides annual funds to hire a part-time professor to provide extensive workshop on BIM software for our undergraduate students.

The number of administrative support staff has remained stable since the 2012 accreditation visit. We have rationalized the distribution of work, however, as one staff member who was previously dedicated to supporting Professor Alberto Pérez-Gómez (as Saidye Rosner Bronfman Professor of the History of Architecture) has now been integrated into the support team dedicated to the running of our programs. Luciana Adoyo has thus taken up the task of coordinating the M.Arch. professional admissions, in addition to being the administrative assistant for the Ph.D. program, thereby freeing Mary Lanni-Campoli to devote more of her time to student advising.

7: Physical resources

The 2012 VTR stated: The school building is an excellent resource with ample exhibition, review, classroom, seminar and lecture spaces, all seen to successfully facilitate student learning and

development. The exhibition and main lecture rooms especially are seen as strong connections to the campus as a whole, and the architecture community beyond. Although there is adequate or even an excess of space for students to work, there are clear maintenance issues which prevent an effective use of the available area. Studio

desks and chairs are substandard and require updating and/or maintenance. Evidence of some development on this issue was found, however a consistent and comprehensive implementation strategy as articulated in the 2006 VTR, quoted below, has not been completed: "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."

This scope of work needs to be implemented throughout all studios and completed in a timely manner; it was noted that there is currently a student perception of imbalance in terms of the distribution of school resources between professional and post-professional spaces. Studio conditions are sometimes so insufficient that students are required to provide much of their own funding for studio equipment and renovations as evidenced by the student-led amelioration of the ground floor studio spaces.

As the curriculum continues to realize the potential for digital thinking and making, the school must develop a commensurate set of physical resources to complement this growth. As a complement to the world class FARMM (Facility for Architectural Research in Media and Mediation) and LIPHE (Laboratory for Integrated Prototyping and Hybrid Environments) facilities, digital infrastructure must offer a seamless transition between design, documentation and fabrication in a studio environment. In this context, there is inadequate access to printers and plotters for student use. Plotters have been moved from the school to be included in the Faculty of Engineering, creating restricted hours of access, poor print quality and high costs. Lack of convenient access (printers located on other floors and plotters in another building) is hampering the necessary easy relationship between digital ideation, exploration, documentation, and fabrication. The metal shop and wood shop complement is an excellent resource. Access to and instruction in the use of these resources needs to be expanded to meet the needs of the students. In addition, excellent digital fabrication resources are available in the 3 axis milling machine, CNC plasma cutter, and laser cutter, however access to these resources and instruction in their use is currently being restricted by the lack of dedicated technicians for architecture students. It should be noted that the current technician related to this service is appreciated but over-committed. As noted in subsection entitled Human Resources, additional technical support is required to facilitate access to the program's digital infrastructure.

The Macdonald-Harrington Building housing the School is currently undergoing a $10,000,000 renovation, much of it deferred maintenance for this heritage building. As already described in the Director's Introduction, the work involves the total rehabilitation of the envelope. The building's foundations will be resealed, addressing water infiltration issues; its exterior masonry walls, the front exterior masonry steps, and the interior stair masonry will all be repaired and restored (much of this involving dismantling and relaying). The roof and metal windows will be replaced, while the remaining original wood windows will be restored, and the interiors of the uppermost storey will be completely refinished.

In terms of studio space and furniture, our U3 and graduate studios have recently been or are currently in the process of being completely refurbished, including replacement of all furniture. We fully expect a complete renovation of U2 studio very soon, as it is on the Faculty Priority List as part of a larger renovation to be taken on by the University Teaching Laboratory Work Group (UTLWG). The UTLWG's representatives have led a series of brainstorming sessions about the 'studio of the future' as part of its planning process, with pre-design document produced. The proposed renovations are estimated to cost $850 000. In March 2014, the School submitted a proposal to the University's Universal Access Working Group to upgrade the accessibility of the power supply in the U1 studio. This was based on the fact that students with mobility issues cannot reach a suspended power supply. We have not yet received a response to our proposal.

Plotters and 3D Printers have been purchased thanks to allocations from the Engineering Undergraduate Society (EUS) equipment fund (totalling $35,155):

- two Zortrax M200 3D Printers ($6 438)
- Sony 70" 1080p LED Smart TV ($2 341)
- three UP! Plus 2 3D Printers ($4,672)
- HP DesignJet T3500 eMultifunction Printer, also comprising plotter and scanner ($11 300)
- HP DesignJet T795 ePrinter/plotter ($6 100)
- Lighting equipment for the photographic studio ($748)
- HP Color LaserJet CP5225 Printer ($3 556)

A new lighting system was installed in our Exhibition Room, designed by lighting instructor Conor Sampson and Junia Jorgji of CS Design, the costs of which were covered by alumni donations. It was inaugurated in January 2015.

Finally, the entire lighting system in the Macdonald-Harrington building was retrofitted in January 2015. The new energy-efficient system is the result of replacing all the ballasts and bulbs in every fluorescent fixture. Energy-saving timers were also installed to replace all the manual light switches.

9: Financial resources

The 2012 VTR stated: The Visiting Team finds that funds available are neither sufficient nor sustainable to support a professional program in the long term. During the 2012 Visit, the Interim Dean of Engineering confirmed that the School of Architecture has been unable to remain within its allocated budget for a number of years; to cover these annual overruns, the Faculty of Engineering has had to reallocate funds originally destined for other departments. The Visiting Team considers it unsatisfactory that the School has been running at a deficit for several years while on a starvation budget. The rectification of this problem requires a clear and transparent long term financial review and plan. As well, for a program that relies heavily on part-time instructors to deliver studio instruction, the opinion stated in the McGill School of Architecture: 2011 Cyclical Academic Unit Review wherein "teaching support allocations are insufficient to deliver program requirements and have not met actual expenditure for at least the past 10 years…" is revealing of the current financial situation.

Moreover, as underscored in the 2006 VTR, "the allocation of funds" should "be reviewed with the objective of making remunerations and studio budgets for adjunct professors more competitive." It should be noted that an increase to part-time faculty compensation was recently approved. But it was clear to the visiting team that the overall situation related to financial support remains, as indicated on page 6 in the APR: "The school continues to press the Faculty and University administrations for higher levels of support for adjunct teaching…"

Substantial upgrades to the Furniture, Fitments, and Equipment within the Macdonald-Harrington Building, which have not been addressed according to the recommendations in the 2006 VTR, will result in an even greater financial burden to the years immediately to follow the 2012 Visit.

As cited in the 2012 APR: "In the last five years, annual donations… including special gifts, have been strong with two peak years—2008 and 2011." Furthermore, as noted in the 2006 VTR, the School's ability to "attract external funding" has remained strong. However, the impact of funds raised by research initiatives and grant proposals to the benefit of the Professional Program does not address the above concerns in a systematic and sustainable manner.

The School's financial situation is healthy. Since 2013-14, thanks to a substantial increase in our operating budget provided by the University, we have experienced no deficit overruns. Our budget meets the needs for all academic and administrative staff salaries, as well as teaching assistantships and other general expenses.

Our endowment and annual gift funds, including the new Peter Fu endowment, sustainably complements our operating budget. For greater details on the school budget see section 3.9 of this report.

2.1.B STUDENT PERFORMANCE CRITERIA NOT MET

B2: Program preparation

The School has made numerous changes to several of its core studio courses to provide continuous opportunities for students to prepare, write, develop and test programs as a precondition to design work, most notably in U1 (ARCH 202), U2 (ARCH 303, 304), U3 (ARCH 405), and M1 (ARCH 672), all of which are mandatory studio courses. In Architectural Graphics and Elements of Design (ARCH 202), the exercise in program preparation has been expanded dramatically since 2012. In Design and Construction 1 (ARCH 303), a key component for all sections was to creatively modify the base program following the students' choice of museum type and in relation to the needs of the neighbourhood. Comprehensive studio ARCH 405 specifically asks student to add substantial programmatic elements to the base program, following their careful interpretation of the type of institution they are designing. Similarly, both sections of optional M1 DST studio Architectural Design 2 (ARCH 673) in the Winter 2017 term demanded that students prepare and develop their own program. Finally, students must define their own program in the terminal studios in both the DST (Architectural Design 3, ARCH 677) and DSR (Architectural Design 2, ARCH 673, and the Directed Research Report, ARCH 676 / ARCH 683) options.

B5: Accessibility

Our core course on Building Regulations and Safety (ARCH 451) has been reworked and features barrier-free design as one of its three major pedagogical pillars. The School has made substantial efforts to integrate issues of universal accessibility within the pedagogy of several core studios, most notably in Architectural Graphics and Elements of Design (ARCH 202), Design and Construction 2 (ARCH 304), and Architectural Design 1 (ARCH 672). The terminal project of ARCH 202 specifically demanded students to provide universal accessibility; code instructor Marc-André Plourde was invited to give lectures in ARCH 304 about the topic. In ARCH 672, a specific code analysis is required of all students as a distinct assignment, again instructed by Plourde.

Our U1 studio (ARCH 202) emphasizes the importance of accessibility in a very special way. In a structured work session with McGill's School of Occupational Therapy program, students now act as consultants to Occupational Therapy students working on a design assignment that calls for the renovation of a single-family house for barrier-free access and use; both groups of students are introduced to the topic in a formal lecture and work with the Canada Mortgage and Housing Corporation's barrier-free design standards as a primary resource. As part of this exercise, using wheelchairs borrowed from the School of Occupational Therapy and left in the studio, U1 architecture students are required to undertake a wheelchair tour around the campus and nearby underground city, and to report on the experience in a formal presentation at the end of the term. For logistical reasons, the exercise was not carried in 2016-17, but it will resume in 2017-18.

B8: Environmental Systems

Two of our required courses—Energy, Environment, and Buildings (ARCH 377) and Lighting (ARCH 447)—address environmental systems. In particular, ARCH 447 coursework provides evidence of the understanding of basic principles that inform the design of climate modification systems. Both ARCH 377 and ARCH 477 are integrated into Design and Construction 3 (ARCH 405), which is a comprehensive design studio, and students are required to produce a full set of mechanical and lighting drawings. Finally, rotating projects in Design and Construction 2 (ARCH 304) require students to design buildings with sophisticated environmental-systems analysis. Professor Avi Friedman's project for an apartment building, for example, teaches students concepts of net-zero energy use, passive solar gain, active solar-powered building design, water efficiencies and green roofs. Although only part of the cohort undertakes this project, all U2 students attend lectures associated with the project and thus are exposed to the same learning opportunities.

B9: Building envelopes

Advanced Construction (ARCH 678) has been reworked to devote a substantial portion of its time to the building envelope, addressing 10 other SPCs at the same time. Thirteen weeks of lectures, precedent analysis, four exercises, and an eight-week project focus on the topic of responsive building envelopes. Earlier in the curriculum, undergraduate students are introduced to building envelope design in Organization of Materials in Building (ARCH 240); the midterm project in the U1 studio Architectural Graphics and Elements of Design (ARCH 202) is fully integrated with the content of ARCH 240. Envelope design is also embedded in the studio curricula of both U2 and U3 studios, most notably in our comprehensive design studio Design and Construction 3 (ARCH 405).

B11: Building materials and assemblies

Organization of Materials in Building (ARCH 240) addresses the understanding of construction materials, products, components, and assemblies, based on their inherent characteristics and performance. Greatly expanded since 2012-13, the course now covers finishes, plumbing and electrical systems, and brick and concrete construction. Moreover, one assignment asks students to revisit studio projects from Architectural Graphics and Elements of Design (ARCH 202) in terms of construction requirements. ARCH 241 (Architectural Structures) also covers building materials and assemblies. This SPC is now at the core of our U3 comprehensive studio (Design and Construction 3, ARCH 405). Finally, as noted under SPC B9, Advanced Construction (ARCH 678) now includes lectures on building materials and assemblies which are integrated into the teaching of graduate studio Architectural Design 1 (ARCH 672).

C2: Building Systems Integration

Work continues apace to include Building Systems Integration (BSI) in studios in U1, U2, U3, and M1; this SPC is specifically addressed in our U3 comprehensive studio (Design and Construction 3, ARCH 405) and our M1 graduate studio Architectural Design 1 (ARCH 672), with requirements for explicit documentation. BSI is also a key component of the revised version of Advanced Construction (ARCH 678).

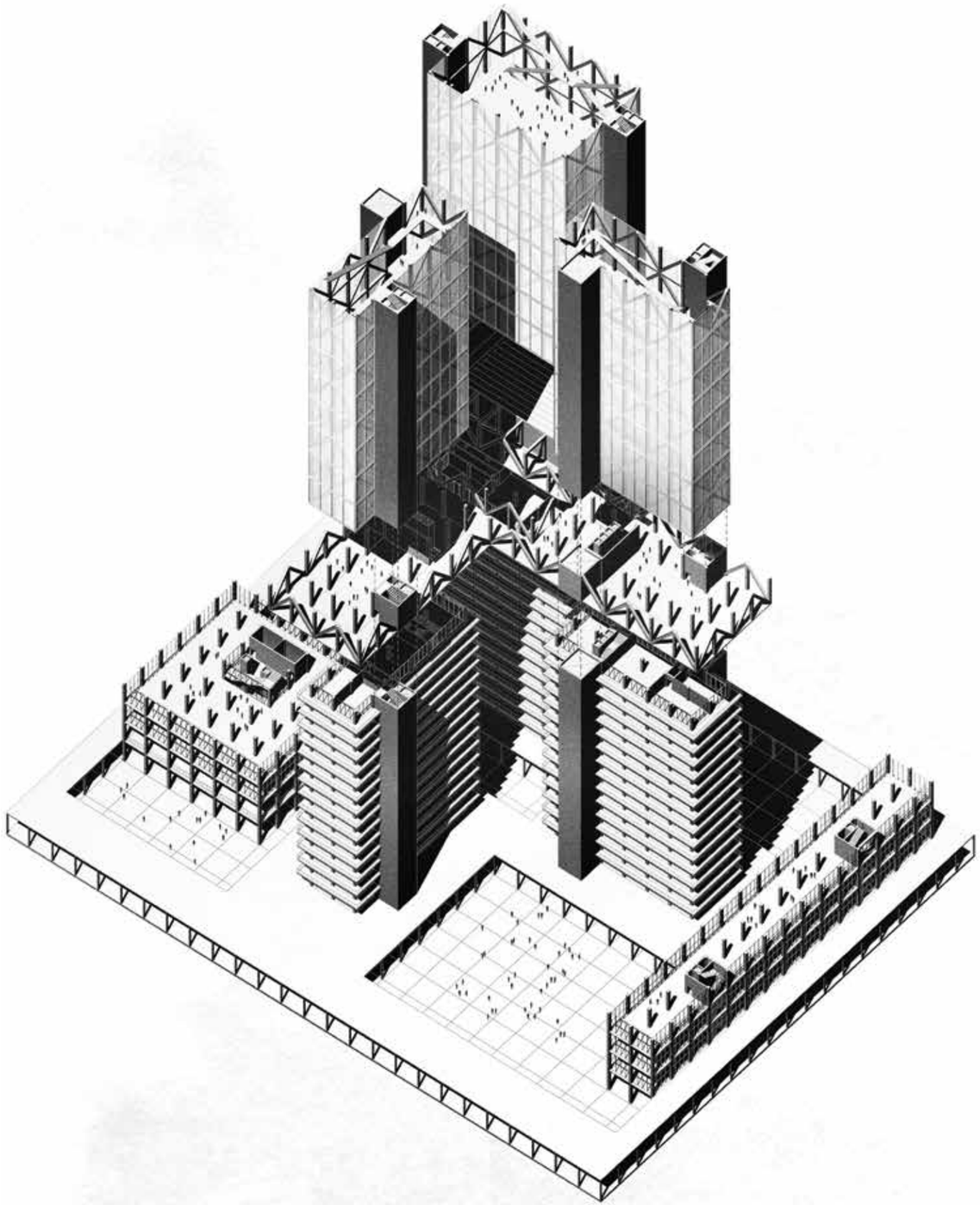
C4: Comprehensive design

Comprehensive design is now covered in our completely redesigned U3 studio Design and Construction 3 (ARCH 405) and in our M1 studio Architectural Design 1 (ARCH 672); in both cases, the studio pedagogy is integrated with the content of related technical courses. As our main comprehensive studio, ARCH 405 is now integrated with Energy, Environment and Buildings (ARCH 377), Lighting (ARCH 447) and Structures (CIVE 492), while ARCH 672 is integrated with Advanced Construction (ARCH 678). A rudimentary version of comprehensive design is also part of the pedagogical structure for our U2 studio Design and Construction 2 (ARCH 304).

D6: Professional internship

This SPC is addressed at length in Professional Practice (ARCH 674), where the internship is introduced as a topic of concern in the introductory lecture and later at greater length in the context of the Architects Act, the Code of Ethics, and other regulatory documents. Internship issues are also examined in discussions with visiting practitioners, and ultimately are the focus of an essay question in a take-home exam that challenges students to propose changes to the text in the legislative documents that govern practice in Quebec. In addition, and in partial response to the concerns expressed in the 2012 VTR, opportunities for internship are discussed at length in the orientation sessions held for new students in U1 and M1, typically on the first day of the fall term. In the past four years, we have also encouraged students to join the Royal Architectural Institute of Canada at these meetings; this has resulted in a substantial jump in student membership. At the end of the winter term, a special meeting is held with the U1 cohort to present an overview of the educational and regulatory (including accreditation and licensing) context of the architectural profession in Canada and the USA, with reference to Mexico and the EU. The role of Internship in the path to licensure in Canada is discussed at length, and the School's revised Work Experience Guidelines are explained in detail. At this meeting, students are also once again encouraged to join the RAIC.

There is a minimum internship requirement of 12 weeks before students complete their professional degree.



FRANCOIS GIRALDEAU
M2-DST, 2015

3

COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

3
COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

3.1 PROGRAM RESPONSE TO THE CACB PERSPECTIVES

3.1.A ARCHITECTURE EDUCATION AND THE ACADEMIC CONTEXT

McGill University offers an outstanding context in which the School of Architecture flourishes. With its enduring reputation for excellence and a compact urban campus woven deftly into the downtown fabric, it is arguably the most cosmopolitan medical-doctoral university in Canada, as 27% of its students come from some 140 other countries. The University maintains the highest academic standards, enabling the program to attract high-calibre faculty, students, and visiting scholars. McGill is known for its superlative entering grades, and it has counted 142 Rhodes Scholars among its ranks. It has amongst the highest sponsored-research income amongst Canadian Universities. Some observers might worry that the agenda of such a research-intensive institution maps awkwardly onto the needs and characteristics of a professional program such as architecture. This does not apply at McGill, as our School has enjoyed strong support from the Faculty of Engineering and the University, both of which have demonstrated a firm commitment to its academic renewal and growth. In the last year, the School increased its full-time faculty complement from 13.5 to 15. It is currently investing more than $10,000,000 to renovate the School's premises. In return, the University benefits from the pedagogical approaches and activities of professional education in architecture. As was mentioned in the University's 2011 cyclical review of the School, our 'studio model could well play the role of poster child for the active/cooperative teaching model currently and vigorously promoted at McGill.' The School has also contributed significantly to the reputation of the University through academic and professional recognition, research initiatives and collaborations, and administrative services.

Running a professional program constrains our curriculum in certain ways, and yet our students engage with other disciplines at McGill, and not only through elective courses. In terms of core courses, 15 of the 100 credits required for the B.Sc.(Arch.) program are provided by Engineering: 12 credits offered by the Department of Civil Engineering and Applied Mechanics, and three credits as a Faculty-wide course (FACC). The School enjoys a close relationship with two cognate units: the Department of Social Studies in Medicine and the School of Urban Planning, as expressed through cross-appointments (Adams and Luka, respectively). The Schools of Architecture and Urban Planning have enjoyed a particularly productive relationship for decades: we share the Macdonald-Harrington Building and a commitment to improving buildings, cities, and landscapes. One core course in the professional M.Arch. program, Urban Planning and Development (ARCH 550), is jointly delivered by the two Schools. Our students frequently take courses in each other's units.

Faculty members collaborate on a regular basis in teaching and research with colleagues in many units including Environment, Geography, Hispanic Studies, Social Work, Occupational Therapy, Mechanical Engineering, the Centre for Interdisciplinary Research on Montréal, the Institute for the Study of Canada, the Institute for Health and Social Policy, the Institute for Gender, Sexuality and Feminist Studies, and the Faculties of Arts, Management, Music, and Medicine. Ties with the latter are particularly strong, as Professor Annmarie Adams is now Chair of the School of Social Studies in Medicine while keeping a 50% appointment in the School. The School is also represented on

the Advisory Board of the Faculty of Engineering's Trottier Institute for Sustainability in Engineering and Design (TISED), and lists four of its faculty amongst its members.

Our core faculty members have played an active role in the development and teaching programs associated with a major initiative in the Faculty of Arts, the Institute for the Public Life of Art and Ideas (IPLAI). Now in its eighth year, this Institute foster dialogue among disciplines at McGill and with organizations outside of it. Six Faculties, two Schools (including Architecture) and the McGill Libraries collaborate within it. Here are the roles that our faculty and students have played in IPLAI since its inception:

IPLAI Faculty Fellows:

- Professor Annmarie Adams (2016-18)
- Professor Michael Jemtrud (2012-14)

IPLAI courses:

- Fall 2017: Professor Annmarie Adams with Professor Mary Hunter (Art History and Communications): PLAI 600/ARTH 675: *Identity and Space in Medical Art and Architecture: 1850-present*.
- Fall 2013: Professor Michael Jemtrud with Professor Alanna Thain (English): PLAI 500: *Movement Practice: Thought and Technique in Motion*.
- Winter 2013: Professor Ricardo Castro: PLAI 500: *The Making of Place: Strategies of Impermanence*.

IN 2016-17, Professor Ipek Türeli co-organized an IPLAI reading group, 'NORTH-BY-NORTH TURKISH STUDIES READING GROUP' (where University-wide graduate students and faculty discussed contemporary scholarship on Turkey.

Several of our Ph.D. students are or were fellows at IPLAI:

- Tanya Southcott (Malloch Fellow, 2017-18)
- Meltem Al (Fred and Betty Price, 2017-18)
- Ayca Koseoglu (Fred and Betty Price, 2016-17)
- Ipek Mehmetoglu (Fred and Betty Price, 2015-16)
- Rafico Ruiz (Max Stern McCord Museum Fellowship, 2012-13)

In the Summer of 2014, undergraduate architecture student Lëila Rached-d'Astous was the winner of the Archie Malloch Undergraduate Intern in Public Learning at IPLAI. One of our recent Ph.D. graduates, Diana Cheng, was IPLAY artist-in-residence in the Winter 2016, and was the winner of the 2015-16 Art Installation Competition, exhibited in March-May 2016.

The School also participates actively in the new Yan P. Lin Centre for the Study of Freedom and Global Orders in the Ancient and Modern Worlds, a new McGill research collaborative funded by a generous gift from Yan P. Lin (Ph.D. 1992), providing a unified home for humanistic social sciences across the Faculties of Arts, Engineering, and Law, and drawing from disciplines ranging from history, classics, architecture, political sciences, and philosophy. Professor Ipek Türeli from the School of Architecture coordinates one of the five pillars of the Yan P. Lin Centre: The Research Group on Democracy, Space and Technology. Its members from Architecture include Profs. Annmarie Adams, Vikram Bhatt, Avi Friedman, Nik Luka, and David Theodore. Activities of the Yan P. Lin Centre often take place in our School, with student participation, particularly our Ph.D. students.

Another key collaborative venture spanning multiple departments at McGill is Team Montreal competing for the Solar Decathlon China 2018. It is led by McGill Architecture Professor Michael Jemtrud as a joint venture with Concordia University (see section 3.1.E). Within McGill, it involves faculty and students from Architecture, Engineering, and Management.

Faculty members of the School of Architecture are also actively involved in the administration of the Faculty of Engineering and the University. The following University committees and units include chairs or members from the academic staff of the School:

- Architectural Advisory Committee (responsible for reviewing all major building projects at McGill)
- Design review Committee, Facilities Operations and Development
- Building and Property Committee
- McGill Athletics and Recreation Advisory Board
- McGill University Sports Hall of Fame Committee
- Beatty Lectures Committee
- Senate Committee on Physical Development
- Gardens & Grounds Committee
- School of Environment
- Bicentennial Planning Committee
- Innovation in Practice Advisory Committee
- Institute for Health and Social Policy
- Cyclical Review Committee for the Department of History and Classics
- Response to Unit Review Report, Department of Economics
- Cyclical Unit Review Committee for the School of Social Work
- Cyclical Unit Review Committee for the Department of Music Performance
- Advisory Board, McGill News
- McGill Association of University teachers (MAUT)
- Committee to revise the Policy on Safe Disclosure (MAUT rep)
- Trudeau Fellowship Committee, Graduate and Postdoctoral Studies
- McGill SSHRC Doctoral Fellowship Review Committees
- McGill Shad Valley program (Summer enrichment program)
- McGill Edible Campus
- Italian Studies, Department of Languages, Literatures, and Cultures
- Senate (Elected Member for the Faculty of Engineering)
- Senate Steering Committee
- Committee on the Rights of Senate
- University Tenure and Promotion Committees
- Search Committee for the inaugural director of the School of Population and Global Health
- Search Committee, head of Osler Library
- RBC Art and Heritage Centre, McGill University Health Centre
- Search Committee, Dean of Education
- Search Committee, TISED Endowed Chair in Sustainable Engineering and Design
- Steering Committee for the Maude Abbott Medical Museum, McGill University
- Athletics Hall of Fame Committee
- Osler Library Board of Curators
- McGill Medal (formerly Emeritus)
- Statutory selection committee for Promotion to Full Professor

Special task forces and working groups with representation from the School have also included the Principal's Task Force on Excellence, Diversity, and Community Engagement.

3.1.B ARCHITECTURE EDUCATION AND STUDENTS

Our students form a diverse group, coming from Québec, Canada, the US, and beyond. As mentioned above, more than 15% of our overall student population is international; in our undergraduate program, the proportion reaches 20%. The Program promotes that diversity by striking a balance between offering a rigorous professional curriculum and providing opportunities for individual exploration. Many learning paths can be taken across our curriculum, thanks to complementary and elective courses, option studios (starting in U2), study abroad programs, global studios, summer courses abroad, and the DST and DSR options at the M.Arch. level. The pedagogical model on which our teaching is founded—not unlike most architecture schools in North America—is collaborative and project-based. The studio, as a space, is an open working and teaching environment that is collective and social. The domestic scale of the Macdonald-Harrington Building, and its compartmentation in smaller studio spaces (even if this has its drawbacks) enables or eases a sense of social belonging and intimacy. Studio instruction is in keeping with that scale: excellent across-the-board student/instructor ratios (rarely exceeding 12 students per studio section) where faculty members 'accompany' students through the process of design, seeking to instill both confidence and rigour in the student's own creative process and interpretation of the questions and/or problems at hand. In addition to one-to-one interaction with instructors and research advisors, students have access to individual academic advising with the two Associate Directors and student advisor Mary Lanni-Campoli. Finally, our pedagogical model fosters leadership through its public design reviews with outside juries, carried at regular intervals during the term, at every stage of the curriculum. Such strong engagement and public accountability is essential not only to prepare students to the profession but also to teach them mutual respect and to nurture the habit of being active citizens.

Students play a role in virtually every aspect of the life of the School. Students are actively involved in the planning and decision-making processes in the School, the Faculty, and the University (see Section 3.2.2). Students play a significant leadership role in the organization and coordination of the School's public lecture series, as well as the student-led Brown-Bag series involving representatives of the profession leading lunch-hour seminars on their practice. The exhibition program also benefits from student participation; several recent exhibitions have been the result of student initiatives, and some annual exhibitions (for example, the work from Sketching School) are now entirely student-curated. Students also have a vital role in feeding and maintaining the School's two social media (the Facebook page and Instagram account). Our Instagram account has reached over 10,000 followers this year, the highest amongst Canadian Schools of Architecture.

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), the AIAS, and the RAIC. Architectural competitions continue to provide significant opportunities for students to experiment and challenge themselves both within and outside the regular program. A number of competitions have emerged as regular features in the annual life of the School: the Ice Hotel, the Canadian Centre for Architecture's Interuniversity Charrette, and the Summer Construction Festival at Tongji University in Shanghai. The success with which McGill students have participated is well-documented in the annual reports.

Among the main channels through which students participate in establishing their collective learning agenda is the Architecture Students' Association (ASA). As the official representation of all undergraduate architecture students at McGill, all students enrolled in the B.Sc.(Arch) program at McGill University are automatically members. The ASA Council is the governing body of the ASA and is comprised of 19 members, all undergraduate students. It is comprised of seven Executive Officers, four Auxiliary Officers and seven Class Representatives. Besides organizing events and fun activities, the ASA acts as a liaison between the professors, staff and administration of the School

of Architecture and its undergraduate students. At the faculty level, the ASA has four seats on the council of the Engineering Undergraduate Society (EUS). The ASA also works to unite architecture students with the larger creative and architecture community in Montréal and across Québec. Here is a list of its main activities, amongst many others:

- ASA Supply Store—Our Supply Store, 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.
- 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.
- Internship program—Through a collaboration between the Engineering Career Centre, the School of Architecture and the ASA, this student-run initiative helps architecture students throughout the process of finding a summer internship in architecture to get valuable work experience in the field. The ASA offers support for portfolio creation, cv, and workshops for Autocad and Revit.
- The Cellar—This is the name of our common room for architecture students. This communal lounge brings together students from every year for several social events and venues. The Cellar is also the place to go for a coffee break with friends, and gives students the opportunity to showcase their studio work. Every architecture student has access to this room.
- Architecture Frosh—This is the official evening event of initiation for all new students of the School of Architecture. Frosh is a fun filled evening where you get to meet the students you will be spending the next three years with! It is followed by the Welcome Party.
- Space Improvement Fund committee (EUS)—Under the EUS, the ASA has access to several benefits, such as the Space Improvement Fund. This fund enables the ASA to submit a proposal to the EUS for improvement in the architecture building. A specific amount of money is available every term. This summer, the ASA used this fund to completely renovate the second-year studio. Students from the School of Architecture are welcome to submit a proposal each term to the ASA prior to submitting it to the EUS!
- Architecture Student Colloquium—Where are we going?—Initiated in 2011 by the architecture students' association of Laval University, this joint student symposium intends to bring together the three architecture schools in Quebec for a weekend of discussions and lectures. The ASA at McGill was in charge of organizing the event in the winter term of 2016. Their chosen theme was "Architecture and Beyond," focusing on the expanding horizon of opportunities presented to architecture graduates. All the speakers were trained architects (or designers), but have pursued a slightly different career path: Mouna Andraos from Daily Tous les Jours (Montréal), Serge Belet from the National Gallery of Canada (Ottawa), Oskar Brecher from Moinian Group Development (New York), Luc Courchesne from the Societé des arts technologiques (SAT) (Montréal), An Te Liu from An Tel liu Studio (Toronto) and Jenny Sabin from Jenny Sabin Studio (Ithaca).
- ASA Website—This useful website (http://www.arch.mcgill.ca/asa/) is the reference for any architecture student looking for dates, news, and contact information. The website calendar provides important dates for events, deadlines, and ASA activities. Relevant activities happening outside the School are also posted on that website calendar. The bylaws of the ASA, as well as the contact information of the executive members can be found on the website. The ASA also maintains a lively Facebook page.

- 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 Newsletter—A regular, electronic newsletter sent to the School of Architecture student body, outlining current events, what's going on in the field at large, team sports scores, interesting facts, events within the school, and events at the CCA and in Montreal.
- Photo Lab—Facilities for film developing, printing, and also a light room. Managed by staff and students.
- CASA—The Canadian Architecture Students' Association is important to the ASA as two executive members act as liaison between the ASA and CASA (CASA representatives). Our involvement with this association seek to strengthen the relationship between the students from our school and other Canadian architecture schools.

The Graduate Architecture Students' Association (GASA) was established in 2010, before which time the ASA also represented graduate architecture students at McGill. When architecture students decided to join the Engineering Undergraduate Society (EUS) in November 2010, the ASA was forced to change its constitution to reflect the undergraduate nature of its new parent organisation. GASA was then instituted. The graduate "ASA" is responsible for providing representation for the Membership, organizing a series of academic and social activities so that participants may benefit from the educational, social, or recreational nature of the organized event, and providing a sense of community amongst the different programs within the School. GASA organizes Ph.D. forum lectures, Brown Bag lectures, fitness classes, 'speed dating' (mock-up interview and portfolio review), and various other get-togethers and parties. As ASA, they also hold an Academic Forum every term (see section 3.2).

3.1.C ARCHITECTURE EDUCATION AND REGISTRATION

The School enjoys a collegial and constructive relationship with the Ordre des Architectes du Québec (OAQ), with whom it stays in close contact. Prof. David Covo was a member of the OAQ's Comité de la formation des architectes, now replaced by the current Director of the School. It sits at least twice a year to examine and discuss questions regarding the quality of architectural education and training. The committee comprises members of the administrative staff of the OAQ, including its president, two members of the Bureau de cooperation interuniversitaire (a voluntary coalition of Quebec universities incorporated on May 9, 1967), the Ministre de l'Éducation et de l'Enseignement supérieur or his/her representative, and faculty members of accredited Schools of Architecture in Quebec. The official mandate of that committee is as follow:

« Le comité de la formation des architectes a pour fonction d'examiner, dans le respect des compétences respectives et complémentaires de l'Ordre, des établissements universitaires et du ministre de l'Éducation et de l'Enseignement supérieur, les questions relatives à la qualité de la formation des architectes.

Dans le cadre de son mandat, il impulse des réflexions menant à des recommandations visant à améliorer la qualité de la formation des futurs architectes.

Le comité considère, à l'égard de la formation :

1 ° les objectifs des programmes de formation, dispensés par les établissements d'enseignement universitaire, menant à un diplôme donnant ouverture au permis;

2 ° les objectifs des autres conditions et modalités de délivrance de permis, comme un stage, un cours ou un examen professionnel, qui peuvent être imposées par un règlement du conseil d'administration;

3 ° les normes d'équivalence de diplôme ou de formation, prévues par règlement du conseil d'administration, donnant ouverture au permis.

La qualité de la formation s'entend de l'adéquation de la formation aux compétences professionnelles à acquérir pour l'exercice de la profession d'architecte.

Les responsabilités du comité sont prévues aux articles 5 et 6 du Règlement sur le comité de la formation des architectes. » (From Annexe à la politique des comités – Comité de la formation des archtiectes, OAQ.)

Our students meet representatives of the OAQ, the Association des architectes en pratique privée du Québec (AAPPQ), and the Royal Architectural Institute of Canada (RAIC) in the context of the Professional Practice course (ARCH 674). As already discussed in section 2.1 of this report, internship and the path to registration are covered at length in Professional Practice (ARCH 674) and in the orientation sessions held for new students in U1 and M1, typically on the first day of the fall term. Internship and registration issues are also examined in discussions with visiting practitioners in ARCH 674. In the first year of the program, a special meeting is held with the U1 class to present an overview of the educational and regulatory (including accreditation and licensing) context of the architectural profession in Canada and the USA, with some reference to Mexico and the EU. The role of Internship in the path to licensure in Canada is discussed at length, and the School's revised Work Experience Guidelines are explained in detail. One of the requirements to graduate from the professional program is four months of relevant practical experience (see "Work Experience Requirement" heading in section 3.6), and for many students this contact with the profession at the end of their first year of school provides the foundation to understand the larger framework of their studies.

3.1.D ARCHITECTURE EDUCATION AND THE PROFESSION

The program engages the professional community in the life of the school chiefly through a core of professors, adjunct professors and sessional instructors drawn from practice who teach studio and lecture courses. During 2016-2017, 25 architects and engineers were appointed in both studio and lecture courses, and more than 30 experts—mainly architects, landscape architects, and planners—participated as visiting critics and guest lecturers. They play a vital role in the School, in relation to both teaching and the development of role models. Professor-in-Practice Howard Davies, at the head of an active award-winning practice in Montreal, coordinates our comprehensive studio (ARCH 405) and the terminal studio of the DSR option. Although not all studio instructors are registered, at least some are involved in the planning and coordination of every design studio. They constitute a vital, dynamic, and lively group of teachers in the school. Last year, for example, the U3 Fall comprehensive studio was taught by active practitioners: Profs. Howard Davies and Robert Mellin, with Andrew King and Éric Gauthier.

In terms of formal instruction, four separate core courses address directly the profession and its ethical and moral responsibilities:

- Law for Architects and Engineers FACC 220
- Building Regulations and Safety ARCH 451
- Professional Practice ARCH 674
- Urban Planning and Development ARCH 550

In addition, all students are required to complete 12 weeks of approved professional experience before graduation from the M.Arch.(Professional) program. (See at the end of section 3.6.C, Work Experience Requirement.) The work experience acquired by students informs their academic trajectory and provides a ground for discussions, especially at the graduate level, in courses such as Professional Practice (ARCH 674), Urban Planning and Development (ARCH 550), and the design studios.

The School's regular visiting lecture programs also provide an important point of contact for students with the local, national and international community of architectural practitioners. The most important of these series is our regular evening program, which runs in both the Fall and Winter and our popular student-run lunch Brown-Bag series. See section 3.6 for a comprehensive list of visiting lecturers.

As already mentioned in section 3.1C, the program enjoys a positive and cooperative relationship with the OAQ. Through the School's participation in OAQ committees, formal contact and continuity is maintained. The OAQ also sponsors annual awards and prizes for students, notably the Bourses du collège des presidents, won, within the last six years, by McGill students in 2014-15 and 2012-13. Most of our faculty are members of the RAIC, with a great number as Fellows. Professor David Covo (FRAIC) served as a member of the RAIC task force on the Syllabus program until the end of 2017; he is also a member of the Architecture Program Advisory Committee at Athabasca University.

The Director of the School is the Canadian Director on the ACSA Board, and therefore engages three times a year in discussions on architectural education and the profession, not only with the ACSA, but other US collaterals such as the AIA, AIAS, NAAB and NCARB.

3.1.E ARCHITECTURE EDUCATION AND SOCIETY

The School enjoys a long tradition of community involvement and activism. Much of that commitment finds expression in the type of projects carried in design studios throughout the program, often involving concrete issues of housing, urban assets, community advocacy planning, emergency shelters, or more evanescent questions of urban memory and the representation of trauma. Students in the post-professional programs typically work on social questions, including cultural and gender studies, and material analysis of existing communities around the world. That investment bleeds in our professional program. Last year, for instance, DSR student Rita Wei, supervised by Professor David Theodore, worked closely with a range of community stakeholders for the research and design of her proposal to use abandoned schools to revitalize abandoned villages in Guangdong, China. She collaborated with a local architect, met with local realtors, shadowed a senior marketing associate at Platino Group, and proposed projects in conjunction with an NGO (ITree), which had agreed to use her final project as a prototype to spark consultation with the locals in the specific villages where they work. Rita won The Ping Kwan Lau Prize in 2017. This is an outstanding example, but it is not unique. Many of the projects carried by our final year students involved direct community consultations and advocacy planning. It tackled issues such as co-housing, the architecture for mental health, hospices in China, or urban strategies for shrinking cities.

In the last two years, student involvement in the community has included active participation as members of Team Montreal (led by Professor Michael Jemtrud in collaboration with Concordia University) in the Solar Decathlon China Competition (2016-18). The team worked with dedication to fund raise over $1.2 millions, and design and build two prototypes of a "deep performance dwelling." The first is built for the competition in Dezhou (China) in August 2018, remaining in China permanently; the second, built in Montreal after the competition, will be more finely tuned and site-specific. The dwelling is intended as an urban single-family home that answers the pressing global challenge to provide affordable and robust housing in cities that must

achieve, not only environmental and cultural sustainability, but also livability and social equity. Other community design workshops or design-built initiatives are regularly carried by the School: Tongji University Construction Festival in Shanghai, design-build workshop at Fogo Island (Newfoundland), neighbourhood projects in Montréal (Imaginons Bellechasse), Hackathon in Kuujjuak (see below), and on-campus projects (B-Shack, Brown Building).

Meanwhile, faculty members of the School continue to serve larger communities in numerous ways, as practicing professionals and as members of a wide variety of committees and advisory groups, often involving teaching and/or student participation. Many of our faculty members are involved in local, regional, and national design issues. Prof. David Covo should be singled out for his frequent participation in design juries across Canada, including his continued role as advisor for the Moriyama RAIC International Prize in Architecture, his membership in the RAIC Advocate for Architecture Award Jury, and his participation in OAA and AIA awards program.

The community outreach and societally-oriented contributions of our faculty (often involving students and teaching) notably include the following paragraphs:

- Professor Annmarie Adams was one of two recipients of the 2017 RAIC President's Medal for Media in Architecture, recognizing her article "Canadian Hospital Architecture: How We Got Here" in the Canadian Medical Association Journal (CMAJ) as an easy-to-read synthetic article, making palpable to a larger public the history of Canadian hospitals. The CMAJ article is representative of the many articles published by Prof. Adams over the past 25 years intended to educate the larger health-care community about the value and history of health care design. She has been very active in diffusing architecture knowledge and criticism to an extended public audience, speaking at literary events, women's club, at lifelong learning societies, in newspapers, etc.
- Prof. Vikram Bhatt is member of Montréal's Permanent Committee on Urban agriculture (Comité de travail de la collectivité montréalaise en agriculture urbaine) since its founding. In 2012, he actively participated in promoting a large mobilization effort to hold public hearings on Urban Agriculture, which led to the publication of a report on the State of Urban Agriculture in Montréal by the Montréal Office of Public Consultation. Prof. Bhatt has served on the Board of Directors and continues to advise the Santropol Roulant, a local NGO which serves as intergenerational community food hub which grow, prepare, and deliver food daily to about 100 mobility impaired clients. He also founded and continues to participate in a live-action research project at McGill: The Edible Campus, now in its 10th year of operation. It brings together Santropol Roulant and McGill as urban agriculture initiative. It began as a campus-community partnership, and now evolved as a volunteer student-run kitchen that serves free food to the McGill community. Students involved in the Edible Campus Garden have generated public awareness regarding the potentials of urban gardens, the production of food for deprived community and the need to conciliate urban developments and sustainable strategies. In 2014, part of the Edible Campus was converted into a community garden for McGill staff. In Summer 2017, discussions were initiated with the McGill Redpath Museum to convert a large portion of the Edible Campus into an herb-garden that would involve First Nation students and volunteers. Partly as a result of that community work, and partly for his decade-long wok on minimum cost housing, Prof. Bhatt was awarded in 2014 the Margolese National Design for Living Prize, an award that celebrates the life achievement of a Canadian who has made and continues to make outstanding contributions to the development or improvement of living environments for Canadians of all classes. As a co-researcher on the SSHRC Partnership (2015-20) on Habiter le Nord Québécois, Prof. Bhatt is also working closely with the Innu communities of Nitassinan and the Inuit communities

of Nunavik on culturally appropriate and sustainable habitat planning. Growing out of that community engagement in Northern Quebec, he curated the 2016 CCA Design Charette entitled 'Reconfiguring the North.' Given the high level of student participation, and also the professional calibre of work submitted by the winning teams, Prof. Bhatt mounted, in collaboration with McGill students, a live 'Hackaton' from September 14-19 2017 in Kuujjuaq—one representative from each winning team and a coordinator will be involved. In the Winter 2016, Prof. Bhatt crafted a project for ARCH 304 studio (U2) in partnership with Foundry Darling, a Montréal visual art centre founded and directed by the non-profit art organization Quartier Éphémère. The studio addressed two issues: rethink the existing Foundry Darling facilities, while creating an impactful public space. Students consulted with artists in residence, and staff from the Centre participated in reviews in their own premises.

— Professor Avi Friedman is a syndicated columnist for the Postmedia chain of daily newspapers, in which since the year 2000 he has written an extensive number articles for wide-readership on sustainable and affordable housing. He also has co-produced and hosted TV programs on the Bell Community Channel, addressing issues such as living small, live-work and urban agriculture. Prof. Friedman carries advocacy work and community engagement on affordable housing across Canada and beyond; he is involved in the design of affordable housing for community based organizations. Much of that work transpires in his teaching at the School, such as in his U2 studio (ARCH 304), his Housing Seminar ARCH 602 and Sustainable Housing Development ARCH 517. Over the years, students in Prof. Friedman's affordable homes research team have made impressive contributions to the challenges of housing in Canada and internationally.

— Professor Michael Jemtrud was an invited member of the Sustainable Urban Models Augmentation Consortium in 2013 in Toronto. He is an active participant and board member of the Salon 1861 in Montréal, a co-creation lab and event space dedicated to rebuild a community through social business models, using real estate as a force for economic development and community integration. He is the 101st member of the international Impact Hub network. He is also a UN Future Earth delegation member for the 46th Session on the Intergovernmental Panel on Climate Change (IPCC).

— Professor Nik Luka has played a continuing role as Urban Design Advisor for the Direction de l'habitation, Service de la mise en valeur du territoire et du patrimoine, City of Montréal. This included being member of the Comité conseil de développement de l'Hippodrome de Montréal, intended as a pilot project for family-friendly higher-density housing. He has played a key role with local government and civil-society organisations, including city-wide projects using urban design to support active transportation (walking and cycling) such as the Projet Quartiers verts, actifs et en santé led by the Centre d'écologie urbaine de Montréal, where he was a strategic advisor and member of the scientific committee, and in which several students also participated, as well as city-led projects on improving public space for pedestrians. He has served for five years on the Board of Directors of the Centre d'écologie urbaine, in part as Vice-President. In addition to being a member of the Organising Committee of the Ecocity World Summit Conference in August 2011 and the World Design Summit sheduled for October 2017, he was an expert advisor on the 25-year revision of Québec's cultural policy. His action-research projects in Montréal on participatory neighbourhood-scale transformations regularly involves partnership with students and professional experts in urban

planning and engineering.

— Professor Robert Mellin ran several studios to rethink the site of an old hospital in Granada (Nicaragua), involving student travel to the site. The specific project varied from year to year, transforming the old hospital either into a hotel with an ecological mandate, or into a school of design, including a special program to train students in Granada for restoration work in different trades. The latter project relates to the very real possibility of establishing a School of Design in Granada. A conference held in Granada in 2013 with participation by Profs. Alberto Pérez-Gómez and Robert Mellin plowed the terrain for the idea. The aim is to provide training for young Nicaraguans in heritage conservation techniques (carpentry, adobe, masonry, ceramics) and design (architecture, furniture making, crafts). There is a great need for heritage conservation architects, designers, and artisans in Nicaragua, at a critical time when an older generation of carpenters and adobe experts must pass their skills to a new generation. Since 1987, Prof. Mellin has been and remains a volunteer heritage conservation consultant of the Town of Tilting, Fogo Island, Newfoundland. He advises on the restoration strategies for buildings and the preservation of Tilting's cultural landscape. His continued involvement reflects his concern to maintain the provincial and national heritage designations, designations that evolved in large part from Prof. Mellin's own fieldwork and research. He was also a member of a committee to establish an Interpretation Centre and Irish Studies Fieldwork Centre for Tilting.

— Professor Ipek Türeli led students in her Winter 2015 U2 Studio (ARCH 304) to produce 14 proposals for Amal, a primary school for Syrian refugee children in a camp in the Syrian border zone of the Turkish town of Reyhanli. The students put together a show of their work producing an in-house catalogue entitled "Amal School" to be sold at this exhibition; the proceeds were donated to Syrian Kids Foundation, a Montreal-based NGO which has been operating the Al-Salam School in Reyhanli. The following year, in the winter term of 2016, Prof. Türeli 's students in U2 designed new facilities for the Al-Salam School, which is currently operating from a makeshift farm house conversion. The projects were presented to the Foundation's founding representative at the final review. Over the years, Prof. Türeli has led several seminars on the issue of spatial justice, politics of public space, knowledge institutions, and other critical social topics. In most cases, it involved student interaction with the community, conducting interviews and filming in situ. In Winter 2016, she brought to McGill the exhibition "Creative Dissent: Arts of the Arab World Uprisings"— curated by Dr. Christiane Gruber and Nama Khalil, put together by the Arab American National Museum in Michigan in conjunction with the 2013 Freer Symposium at the University of Michigan, Ann Arbor, and later exhibited at MIT's School of Architecture and Planning. A condition of the travel of the exhibition was partnership with a local Arab organization, and the School used this opportunity to collaborate with the Arab-Canadian community organization Société Gilgamesh, Montréal.

3.2 PROGRAM SELF-ASSESSMENT

3.2.A UNIVERSITY-LEVEL ASSESSMENT

Cyclical Reviews of Academic unit

McGill University has an obligation to conduct program reviews to ensure quality and accountability, in keeping with the policy adopted by all Québec universities within the CREPUQ framework (1991-99; now the Bureau de coopération interuniversitaire). Furthermore, McGill's commitment to excellence in research and in undergraduate and graduate teaching requires a procedure to assess the quality of its programs. For these reasons, cyclical reviews of academic units were introduced in 2011, to replace the academic program reviews that were implemented from 2004 to 2009. In 2011-12 the School of Architecture was a leading participant in the reshaping of the University's cyclical review process by serving as one of three pilot cases. Its next cyclical review is scheduled in 2018-19. Cyclical academic unit reviews go beyond program reviews; they allow the University, the Faculty, and the units themselves to assess their objectives, priorities, activities and achievements, strengths and weaknesses, and to compare themselves to equivalent units in peer institutions, with a view to improving quality and maintaining excellence. The reviews cover five elements: (i) the academic unit's objectives and priorities; (ii) the extent and quality of the unit's research, scholarship, and creative work; (iii) the academic programs, teaching, and the student experience; (iv) contributions and performance of the unit on issues related to diversity and community involvement; (v) the effectiveness and appropriateness of the unit, structure, management, and administrative processes. The cyclical review process requires that the unit produce a self-assessment document. The review committee also produces a report, which is intended to provide future direction. In the case of the School of Architecture, cyclical review reports are circulated and discussed. We look forward to this opportunity in 2018-19.

Annual Reports

Every year, each individual academic staff member in the School must prepare two separate reports: a *General Activity Report* and an *Annual Report of External Consultation Activities*. The Director uses these to compile the School's overall Annual Report, sent to the McGill Cyclical Unit Review Office (CURO), and serving to document and promote the unit's achievements during the previous calendar year, highlighting significant realizations, activities, awards, etc. in one given academic year. The individual activity reports also serve as a basis for allocation of the yearly merit pay increases.

Merit Pay Increases: process and performance assessment

Academic Salary Policies at McGill typically provide for annual salary increases comprising two components: an across-the-board increase and a merit-based increase. The merit portion of the annual increase is determined by performance of academic duties through a peer-review process. Each merit increase is given in discrete amounts specified by the University, known as "merit levels" or categories, so that each individual eligible academic staff member is assigned a merit level, which corresponds to a fixed dollar amount. There are five merit levels, with level 5 corresponding to $0 and level 1 corresponding to the highest increase for that year. Given the obvious constraints imposed by the exercise, the process differs from a thorough and individual performance evaluation, such as would be carried out for reappointment, tenure or promotion. The yearly merit assessment is made according to the principles of relative ranking (relative performance of members of the School) and peer-based review. Each year a Merit Evaluation Committee (MEC) is constituted, comprising at least three elected full-time academic members from the School, which serves in an advisory role to the Director. Each member of the MEC will score each eligible member (excluding herself or himself)

against a pre-defined set of categories of performance. Research, teaching, and other relevant activities are weighted equally. As part of the merit exercise, the Director meets with each faculty member to discuss work accomplished over the year. Once merit rankings are communicated, faculty members have an opportunity to appeal the decisions. Faculty members who receive low merit scores are required to meet with the Associate Dean.

3.2.B SCHOOL SELF-ASSESSMENT PROCESS

The official mechanism for reviewing curriculum and suggesting changes within the School is the Curriculum Committee (CC). Chaired by the Associate Director of the professional program, it comprises four faculty members (including the Graduate Program Director), two student representatives (the Vice-Presidents, Academic, of the Architecture Students' Association and the Graduate Architecture Student's Association), the School's two main administrative officers, and the Director of the School. The CC meets at least twice per term and produces minutes of all meetings. It has the role to monitor, review and approve the curriculum at both the undergraduate and graduate levels. The CC may instigate program or course changes and all program and course changes must go through the CC. It regularly examines issues relating to pedagogy, new course development, coordination with non-departmental courses, and other academic matters identified by the Director, by faculty, and/or student representatives as requiring attention. Decisions made by the CC are then reported and discussed at our monthly Faculty Meetings (see below).

All changes in academic curriculum (creation of new courses, retirement of existing courses, changes to course descriptions, to credit value and to academic requirements) are then taken through an external review process beginning with the Academic Committee of the Faculty of Engineering, whose recommendations must after pass Faculty Council in Engineering.

Faculty Meetings

Every month during the academic year, School faculty meet for roughly 90 minutes to report news items, to discuss the general state of the programs, and to address program-specific issues or opportunities. It is chaired by the Director and follows a formal agenda, published ahead of the meeting. The full-time professoriate, managerial support staff members, and retired and emeritus professors attend these regular meetings; all are invited to participate in open, frank dialogue. Detailed minutes are later distributed to all full-time faculty members to keep everyone up to date and to maintain an official record of decision-making. Occasionally, longer meetings and faculty retreats are organized around specific events and to establish future directions. For example, we have held special meetings to discuss advancement opportunities and the PhD program. In 2021, McGill University will celebrate its 200th anniversary and we anticipate a number of special meetings to plan events.

Student Meetings and Evaluation

The Director of the School meets on a regular basis with the Presidents of the Architecture Students' Association (ASA) and the Graduate Architecture Student's Association (GASA), and occasionally with other representatives of student government. These meetings provide important opportunities for the expression and consideration of concerns from both staff and student points of view. As already mentioned, the presidents of ASA and GASA also sit on the School's Curriculum Committee.

The two most effective mechanisms for student evaluations are the official online Mercury Course Evaluations run by the University, and the student-led Academic Forum held each term.

McGill has an online end-of-course evaluation system through which students can provide numerical ratings and written comments. The Mercury Course Evaluation facilitates all aspects of the official course evaluation process: students giving anonymous feedback, instructors and administrators reviewing it, and the dissemination of numerical results to the McGill community. The course evaluations provide one useful tool through which the Director of the School can monitor the success of individual courses and instructors. Since the last accreditation visit, for example, course evaluation results have meant the termination of at least one long-serving instructor. Course evaluations also provide useful data for individual performance evaluation for reappointment, tenure and promotion. Since McGill transitioned from paper-based course evaluations to electronic delivery, however, the level of student participation in the online course assessments has dropped significantly. The School and each course instructors must now make special efforts to encourage students to participate.

The student-led Academic Forum, held every term, provides a more lively and interactive process of student evaluations of individual courses and programs. Every student is invited to attend and speak out on any academic issue—non-student participants being excluded. Both ASA and GASA have hosted the forum every term over the last six years and produced formal reports, which are then brought forward for discussion directly with the Director, and at both the Curriculum Committee meetings and monthly faculty meetings. Each Forum has also been followed by special meetings to address deficiencies and action items related to issues in the report. These Forums have been an effective means to identify several issues in the curriculum, and have allowed for quick resolutions.

Another effective, though less critical, student mechanisms for communication amongst themselves is the ASA Newsletter, an electronic newsletter that is published weekly by the Architecture Students' Association and distributed to the entire School community. GASA, too, is now publishing a regular newsletter. In addition, the School has established since 2016 a student-run Facebook page.

Alumni Survey

The School of Architecture is deeply interested in the career paths of its students, once they graduate. We take every opportunity to communicate with graduates and to celebrate their successes. One systematic study which has enhanced our knowledge of what happens to students once they leave the Macdonald-Harrington Building has been undertaken by Profs. David Theodore and Ipek Türeli. In 2015-16 they conducted a School alumni survey, entitled Trajectories: Networks of Architectural Education (trajectories.research.mcgill.ca) funded by the Faculty of Engineering Summer Undergraduate Research in Engineering (SURE) traineeship program. The survey focused on professional undergraduate training at the School of Architecture. They wanted to understand the multiple ways architecture is practiced, and to highlight the varied careers architectural education can lead to: How do our undergraduates use their education? What careers paths do they take? How has their education at McGill shaped their lives? Using data collected from surveys, they have begun to map and visualize the career paths of our alumni. In two summers of work they contacted 47 % of alumni who graduated between 1993 and 2013, with a response rate of 8%. They reached alumni through the Advancement Office, through advertisements on the School's website, through social media, and through word of mouth. Theodore and Türeli plan to publish their results in an academic paper in the near future.

3.2.C FUTURE DIRECTIONS

Section 1.1 of this report contains the School's Action Plan, which responds to the school's mission statement. It is the product of feedback from faculty, student, staff and alumni following the assessment process outlined above. Our intention is to improve the

student experience, adapt the school to the changing cultural and technical context, and promote diversity and outreach. Academically, one of the main intentions is to increase cross-pollination between our professional and post-professional streams.

We here summarize the main items already presented in section 1.1:

1- Faculty and Staff

- Renew our faculty in a way that promotes gender balance and diversity. Strengthen our teaching in core competencies, especially in design, construction, and sustainability.
- Add to our support staff two new positions: a coordinator of special activities and events and an industry liaison officer.

2- Undergraduate Admissions and Student Recruitment

- Ease undergraduate admission requirements to the School of Architecture. Add significant architectural content to our U0 curriculum.
- Improve liaison with CEGEPs and admission officers at McGill

3- Undergraduate Curriculum

- Improve the building construction course sequence of our undergraduate curriculum to integrate relevant digital software (such as Revit) and principles of sustainable construction from the beginning.

4- Graduate Curriculum

- Enlarge the scope of our M.Arch. program by increasing graduate complementary course offerings; enhance the graduate student experience by offering new entrance fellowships; reinforce positive student participation by promoting opportunities for research and research creation in the curriculum.

5- Research

- Increase research funding through collaboration within the school and the rest of the university.

6- Facilities

- Improve student accessibility to digital fabrication tools.

7- Outreach to Society

- Continue building strong connections to local communities and maintain an active presence in society through design-build projects and community design workshops.

8- International opportunities

- Provide undergraduate and graduate students enriched educational opportunities for global engagement through internships, field courses, and international exchanges.

3.3 PUBLIC INFORMATION

Below are relevant excerpts (in blue) from the architecture program description from the School website, and from McGill University online Undergraduate and Graduate calendar 2017. They may be consulted at the following:

https://www.mcgill.ca/architecture/programs
http://www.mcgill.ca/students/courses/calendars

SCHOOL WEBSITE (EXCERPTS)

B.Sc. (Arch.)

Introduction

The professional program in Architecture 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, minimum of six-semester, design-based program leading to a non-professional degree, Bachelor of Science (Architecture). Applicants whose background includes a university degree in an area not related to Architecture should apply to the B.Sc.(Arch.) program.

Application procedures

Applicants from Quebec (B.Sc. Arch.)

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.

Applicants outside Quebec (B.Sc. Arch.)

Most students from outside Quebec are admitted to an eight-semester B.Sc.(Arch.) program and enter a first year which includes CHEM 110 & 120; MATH 140, 141 & 133; PHYS 131 & 142.

Students may write McGill Placement Tests to obtain credit for CHEM 110, CHEM 120, MATH 140, MATH 141, MATH 133, PHYS 131 and PHYS 142, in the event that they have studied similar material previously. Details on the advanced placement examinations are provided in the "Welcome" book.

Online application and Undergraduate Admissions Guide

Undergraduate Admissions Guide.

Proceeding from B.Sc. (Arch.) to M.Arch. (Professional)

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;
- submission of a portfolio of work executed in the sequence of six design studios, as well as samples of professional and personal work;

completion of the minimum period of relevant work experience according to the current Work Experience Guidelines.

Applicants from within McGill (Inter-Faculty Transfer/Intra-Faculty Transfer/Readmission)

Students presently registered (or who had attended but withdrew before completion of program) at McGill University in another program are welcome to apply to transfer.

There are two types of McGill internal transfer applicants. The Inter-Faculty transfer identifies applicants wishing to transfer from one Faculty to another Faculty within McGill University. The Intra-Faculty transfer identifies applicants wishing to transfer from within the Faculty, in this case, the Faculty of Engineering.

Application deadline: MAY 1.

Document submission deadline: MAY 1.

The B.Sc. (Arch.) program is a limited-enrolment program. Therefore inter-faculty and intra-faculty transfer students are required to have completed most, if not all, of the following prerequisite courses:

- One semester of differential calculus
- One semester of integral calculus
- One semester of linear algebra
- Two semesters of physics (mechanics, electricity and magnetism, waves and optics) with labs
- Two semesters of general chemistry with labs

Application procedures may be found by visiting the Faculty Transfer & Readmission page of the Faculty of Engineering website.

In addition to the required documents listed, applicants to the B.Sc.(Arch.) program must provide the following:

1. Two letters of recommendation, which can be mailed directly to the School as indicated below, or which can be given to the applicant in a sealed envelope for inclusion with the portfolio.
2. Curriculum vitae or resume.
3. Portfolio: The portfolio might include, but is by no means restricted to, the following: freehand drawing, technical drawing, photography, computer graphics, personal composition (poetry, short stories, etc.), or other creative work. The size of the portfolio must be 8½" x 11" (A4) and must include at least 10 samples demonstrating creativity and imagination. Please note that facilities for reviewing material such as slides, audio and videotapes, and CD's are limited, therefore good quality photocopies or photographs are preferred.

All the above is to be forwarded to:

Mary Lanni-Campoli, Student Advisor/Program Administrator
School of Architecture, McGill University
Macdonald-Harrington Building
815 Sherbrooke St. W., Room 202
Montreal, Quebec, H3A 0C2

(Re: McGill Internal transfer application)

Please note: McGill graduates in another discipline will need to apply through the main McGill Undergraduate Admissions Office.

Please visit the Faculty Transfer & Readmission page of the Faculty of Engineering website for further information on Returning/Readmit students. In addition to the instructions provided, students who were enrolled in the B.Sc. (Arch.) program should also contact Mary Lanni-Campoli.

Curriculum

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).

PROGRAM REQUIREMENT / COURSES:

Bachelor of Science (B.Sc.) (Architecture) - Architecture (126 Credits)
Click on this link for Class Schedule.
Click on this link for Course Catalog.

M.Arch. (Professional)

Introduction

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 (45 credits) and Design Studio Directed Research (60 credits).

Option 1: The Master of Architecture – Professional program Design Studio (DST) concentration is a 45-credit, three-term (Fall, Winter, and Fall) program based on a design-intensive professional curriculum and centred on the design studio. Students work in a traditional studio format for the first two terms and on the 9-credit terminal design project course in the third (Fall) term. Complementary and elective courses are organized to provide flexibility in individual program design and create opportunities to both explore the discipline and focus on subject areas related to research and design interests. This option is a 3-term consecutive degree (Fall, Winter, Fall) requiring full-time residence for one calendar year.

Option 2: The Master of Architecture – Professional program Design Studio Directed Research (DSR)concentration is a 60-credit four-term (Fall, Winter, Summer, Fall) program that complements the regular 45-credit three-term concentration with a supervised 12-credit individual research report in the summer term. This forms the basis of the terminal design studio in the fourth (Fall) term. Each student is assigned a faculty adviser in the second term and follows a research-intensive curriculum shaped by complementary and elective courses chosen in consultation with, and approved by, the adviser.

Eligibility

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 partially-completed non-professional undergraduate program 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. program. In certain cases, qualified applicants may be required to complete a qualifying year, up to a maximum of 30 credits, or two semesters, before entering the three-semester M.Arch. (Professional) program.

Applicants whose background includes an Architectural Technology degree will need to apply to the B.Sc.(Arch.) program. Applicants are considered college transfers and are only able to apply to the three-year B.Sc.(Arch.) program, and are required to complete the prerequisite courses as listed in the Undergraduate Admissions Guidelines for Applicants from Other Universities or Colleges and Second Bachelor Degree Applicants ("Transfers") elsewhere.

Applicants who have already completed a professional degree in architecture, are not eligible for admission to the M.Arch. (Professional) program, and are instead encouraged to consider one of our advanced research programs, the M.Arch. (Post-Professional), in the following options: Architectural History and Theory, and Urban Design and Housing. Further information on the M.Arch. (Post-Prof.) programs may be found here.

Accreditation

The M.Arch. (Professional) degree is fully accredited by the Canadian Architectural Certification Board, and is recognized as accredited by the National Architectural Accrediting Board (NCARB) in the U.S.A. Architects who have obtained their professional degree outside of Canada and who wish to become licensed architects in Canada should contact the Canadian Architectural Certification Board for further assistance.

Application procedures

IMPORTANT NOTICE
We have made changes to harmonize our two concentrations – the Design Studio (DST / 45 credits) and the Design Studio Directed Research (DSR / 60 credits) – changes that affect students starting in September 2014. Here are the key features of this new harmonized program:

- Both concentrations will take one and a half years to complete. The DST concentration will be offered Fall/Winter/Fall, while the DSR concentration will be offered Fall/Winter/Summer/Fall.
- All students will first be admitted to the DST concentration. For those students interested in the DSR concentration, a second internal application process will take place in early Fall of the first term; these students will need to provide a comprehensive thesis proposal and find an appropriate advisor.
- All students will undertake a self-initiated project in the third or final term. DST students will complete a design project on a site and program of their choice. DSR students, on the other hand, will be required to produce a substantial research paper during the summer preceding the final term, then complete their design thesis in the final Fall term.
- Students in both concentrations will complete program requirements at the same time.

All applicants should select the M.Arch. (Professional) – Design Studio (DST / 45-credit) program.

The application deadline for all M.Arch. programs is JANUARY 15.

For detailed instructions on how to apply and how to upload required supporting documents in McGill's new online application system (uApply), please see: http://www.mcgill.ca/gradapplicants/apply/prepare.

Please NOTE: Admission is only available each September (Fall term).

General application requirements for the M.Arch. (professional) program are summarised below:

1. Application (Online)
Please complete and submit an online web application at www.mcgill.ca/gradapplicants/apply.

2. Application fee
A non-refundable application fee of CAD$104.86 is required, payable by credit card (Visa or MasterCard), payable at the time of submission.

3. Summary of work experience
A minimum of sixteen (16) weeks of work experience is required. Further information and Work Experience Guidelines are provided here. Please use the following form: Work experience form [.pdf]. Note: Your employer's signature is required along with the company business card. We do NOT require the Director's signature.

4. Résumé or CV

5. Transcripts
Applicants are required to upload unofficial transcripts of all universities previously attended (including summer term, exchange term, or study-away term). If you are recommended for admission, you will later be required to supply official transcripts. Transcripts in languages other than English or French must be accompanied by an English or French translation provided by the institution issuing the transcript or by a certified translator.

Please refer to the following webpages:
http://www.mcgill.ca/gradapplicants/apply/ready/submit/upload
http://www.mcgill.ca/gradapplicants/apply/prepare/checklist/documents

6. Electronic letters of reference
A total of two (2) confidential letters of reference are required for your application: two (2) from academics or one (1) from an academic and one (1) from a recent employer. Once you have identified your referees (you must provide a valid institutional e-mail address for each referee), McGill will send them an e-mail asking for a reference in support of your application (Gmail or Yahoo domains cannot be accepted). Additionally, uploaded letters must be on university or company/business stationery and the referee must indicate his/her position and full contact information at the institution.

Please refer to the following webpage:
http://www.mcgill.ca/gradapplicants/apply/prepare/checklist/documents.

7. Research statement
Once accepted to the M.Arch. (Professional) program (DST), students interested in the Design Studio Directed Research option will need to provide a two-page (maximum) research statement in early Fall of the first term indicating their general area of interest, their understanding of this area of study, faculty expertise, and research intention in terms of topic and project-based investigation. Specific references to expertise within the School are encouraged (e.g. History and Theory of Architecture; Cultural Landscape Studies; Affordable and Sustainable Housing; Computation and Fabrication; High-performance Visualization; Minimum Cost Housing; Gender, Sexuality and Space; Design and Health; Urban Design; Landscape Urbanism; Architectural Representation; Urban Agriculture; Vernacular Architecture; Reurbanisation).

Note: Applicants to the M.Arch. (Professional) Design Studio option do not need to provide a research statement.

8. Completed program chart
Program Comparison Chart [.pdf]

Note: Not required by B.Sc. (Arch.) graduates from McGill University.

9. Course descriptions
Course calendar descriptions of previous college and/or university studies must be submitted in addition to the Program Comparison Chart.

Note: Not required by B.Sc. (Arch.) graduates from McGill University.

10. Proof of English language proficiency
Proof of English language proficiency: Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English. Before acceptance, appropriate exam results must be submitted directly from the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing Systems) Office. An institutional version of the TOEFL is not acceptable. Applications will not be considered if a TOEFL or IELTS test result is not available. For the TOEFL, a minimum score of 567 is required on the paper-based test (PBT), or a minimum overall score of 86 with each component score not less than 20 is required on the internet-based test (iBT). (The TOEFL Institution Code for McGill University is 0935.) For the IELTS, a minimum overall band score of 6.5 is required. Please refer to: www.mcgill.ca/gradapplicants/apply/prepare/requirements/proficiency.

11. e-portfolio
A comprehensive e-portfolio (pdf format, max. 15 MB, due no later than January 15) that may include the following:

- selected work from all previous design studios
- examples of project work from other courses
- examples of freehand drawing and sketching
- examples of professional work: sketches, drawings, images of models, photographs of built work (professional work includes work carried out while employed in architects' offices, as well as personal projects; please identify the architect(s) and your own roles in each project illustrated)

Note: Please indicate, where applicable, if a project is an individual or group project.

Submission deadline

The deadline for submission of your online aplication and all supporting documents (CV, letters of reference, unofficial transcripts, e-portfolio, Program Comparison Chart [if required], course catalogue [if required], work experience reports, research statement [if required], and a TOEFL / IELTS score [if required]) is January 15.

Recommended applicants will be notified by Graduate Studies to provide official documents. For information on sending official documents, see here.

TO APPLY, CLICK HERE.

Questions should be addressed to: e-mail

Curriculum
The second part of the professional program in Architecture, for students with the B.Sc. (Arch.) degree, is a three- or four-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.

M.Arch. (Professional – DESIGN STUDIO option)
Program of Study
(45 credits)

PROGRAM REQUIREMENT / COURSES:
Master of Architecture (M.Arch.) Professional (Non-Thesis): Design Studio (45 Credits)

M.Arch. (Professional - DESIGN STUDIO DIRECTED RESEARCH option)
Program of Study
(60 credits)
PROGRAM REQUIREMENT / COURSES:
Master of Architecture (M.Arch.) Professional (Non-Thesis): Design Studio-Directed Research (60 Credits)

For complete information on the program requirements and curriculum, please consult the McGill GRADUATE CALENDAR.

UNDERGRADUATE CALENDAR (EXCERPTS)

6.12.2
Architecture 6.12.2.1 Location
Macdonald-Harrington Building, Room 201 815 Sherbrooke Street West
Montreal QC H3A 0C2
Telephone: 514-398-6700
Fax: 514-398-7372
Website: www.mcgill.ca/architecture

6.12.2.3 Architectural Certification in Canada
In Canada, all provincial/territorial associations/institutes/orders 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 authorized to accredit Canadian professional degree programs in architecture, recognizes two types of accredited degrees: the Master of Architecture (M.Arch.), and the Bachelor of Architecture (B.Arch.). A program may be granted a two-year, three-year, or six-year term of accreditation, depending on its degree of conformance with established educational standards.

Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The M.Arch. (Professional) degree is accredited by the Canadian Architectural Certi cation Board (CACB), and is recognized as accredited by the National Council of Architectural Registration Boards (NCARB) in the United States.

6.12.2.4 Programs of Study
Students in the B.Sc.(Arch.) program who intend to proceed to the professional degree must satisfy certain minimum requirements. Students must:

complete the B.Sc.(Arch.) degree, including the series of required and complementary courses stipulated for professional studies, with a minimum CGPA of 3.00;

submit a portfolio of work executed in the sequence of six design studios, as well as samples of professional and personal work;

complete the minimum period of relevant work experience according to the current Work Experience Guidelines (see www.mcgill.ca/architecture/bboard/bscmai/workexperience).

Further information on the M.Arch. (Professional) program and application procedures is available at www.mcgill.ca/architecture.

6.12.2.5 Ancillary Academic Facilities
Laboratories and workshops

Facility for Architectural Research in Media Mediation (FARMM) - Professor Michael Jemtrud.

Laboratory for Integrated Prototyping and Hybrid Environments (LIPHE)

Media Centre, Juan Osorio, Media Technician

Workshop Facilities - David Speller, Technician

Library

Blackader-Lauterman Library of Architecture and Art, located in the Redpath Library - Jennifer Garland, Liaison Librarian

Collection

Slide Library - Professor Annmarie Adams

The John Bland Canadian Architecture Collection, housed in the Blackader-Lauterman Library - Ann Marie Holland, Liaison Librarian Orson Wheeler Architectural Model Collection - Professor Pieter Sijpkes

6.12.2.7 Bachelor of Science (B.Sc.) (Architecture) - Architecture (126 credits)
Program credit weight: 126 credits

Program credit weight for CEGEP students: 100 credits

McGill's professional program in Architecture is divided into two parts. The first part is an eight-term design-based program (six-term program for students entering with the Quebec Diploma of Collegial Studies in Pure and Applied Science or the equivalent) leading to a non-professional degree, Bachelor of Science (Architecture). Applicants whose background includes a university degree in an area not related to architecture should apply to the B.Sc. (Arch.) program. For detailed information about admission procedures and requirements, please see the Undergraduate Admissions Guide at http://www.mcgill.ca/applying.

The second part, for students with the McGill B.Sc.(Arch.) degree or equivalent non-professional undergraduate architecture degree, is either a three-term or a two-year program leading to the Master of Architecture (Professional) degree. There are two options for the completion of the M.Arch. (Professional) program: Design Studio (45 credits) and Design Studio-Directed Research (60 credits). The M.Arch. (Professional) degree is accredited by the Canadian Architectural Certification Board (CACB), and is recognized as accredited by the National Council of Architectural Registration Boards (NCARB) in the U.S.

For more information on program structure and courses, visit the School of Architecture website at http://www.mcgill.ca/architecture.

GRADUATE UNIVERSITY CALENDAR (EXCERPTS)

6.11.1.2 About Architecture

M.Arch. (Professional) (Non-Thesis), M.Arch. (Post-professional) (Non-Thesis), Ph.D.
The School of Architecture at McGill University offers a professional Master of Architecture program, a post-professional Master of Architecture program, and a Ph.D. program.

The M.Arch. (Professional) requires the equivalency of the B.Sc. (Architecture) degree

for admittance. There are two options for the completion of this Canadian Architectural Certification Board (CACB)-accredited degree: Design Studio (45 credits) and Design Studio Directed Research (60 credits)

The M.Arch. (Professional) program is accredited by the CACB and is recognized as accredited by the National Council of Architectural Registration Boards (NCARB) in the U.S.

[...]

Information concerning the duration of programs, documents required of applicants, etc., may be obtained at www.mcgill.ca/architecture. Architectural Certification in Canada

In Canada, all provincial associations recommend a degree from an accredited professional degree program as a prerequisite for licensure. The CACB, which is the sole agency authorized to accredit Canadian professional degree programs in architecture, recognizes two types of accredited degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master's 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, recognized 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.

Please note that the M.Arch. (Post-professional) degree is not a professional degree and does not satisfy the requirements for certi cation with the CACB.

Professional Programs
There are two options for the completion of this CACB-accredited degree:

section 6.11.1.5: Master of Architecture (M.Arch.) Professional (Non-Thesis): Design Studio (45 credits)

The Design Studio concentration is a 45-credit three-term (Fall, Winter, and Fall) program based on a design-intensive professional curriculum and centred on the traditional design studio. Students work in a traditional studio format for the rst two terms and on a 9-credit terminal design project in the third (Fall) term. Complementary and elective course offerings are organized to provide exibility in individual program design and create opportunities for students to both explore the discipline and focus on subject areas related to research and design interests. This option is a three-term consecutive degree (Fall, Winter, Fall) requiring full-time residence for one calendar year.

For further information regarding admission eligibility and requirements, please see: www.mcgill.ca/architecture/programs/professional.

section 6.11.1.6: Master of Architecture (M.Arch.) Professional (Non-Thesis): Design Studio-Directed Research (60 credits)

The Design Studio Directed Research concentration is a 60-credit four-term (Fall, Winter, Summer, Fall) program that complements the regular 45-credit three-term concentration

with a supervised individual research report in the Summer term. This forms the basis of the terminal design studio in the fourth (Fall) term. Each student is assigned a faculty adviser in the second term and follows a research-intensive curriculum shaped by complementary and elective courses chosen in consultation with, and approved by, the adviser.

For further information regarding admission eligibility and requirements, please see: www.mcgill.ca/architecture/programs/professional.

[...]

The School communicates well its accreditation status and the process leading to professional registration, as seen from the above excerpts from the School website and the University Calendars. We also include a separate webpage titled 'Accreditation,' under the main heading 'Programs' of our website, with the following information:

Accreditation

The McGill M.Arch. (Professional) degree is accredited by the Canadian Architectural Certification Board (CACB), and is recognized as accredited by the National Council of Architectural Registration Boards (NCARB) in the USA.
From the Accreditation webpage of the Canadian Architectural Certification Board (CACB):

Accreditation is the public recognition accorded to a professional program that meets established professional qualifications and educational standards through initial and periodic evaluations.

Accreditation is based on the Conditions and Terms for Accreditation and the Procedures for Accreditation established by the CACB. It typically requires a self-evaluation on the part of the institution, followed by a site visit and review conducted by a team representing the CACB.

The Accreditation Decision is rendered by the Board.

The CACB Conditions and Terms for Accreditation and the Procedures for Accreditation are cyclically reviewed and updated to ensure that architectural education is adapting and anticipating changes in the discipline and in the profession.

The CACB has administered the Accreditation Program since 1991. It is the sole organization recognized by the architectural profession in Canada to accredit professional degree programs in architecture offered by Canadian Universities.

The CACB is one of the founders and an active member of the Association of Accrediting Agencies of Canada (AAAC).

An active link to the most up-to-date Guide to Student Performance Criteria is provided on the "Accreditation" page of the School's website. A complete list and description of the Student Performance Criteria is circulated to all first-year students, in the context of courses ARCH 201, ARCH 202 and ARCH 221. At the M.Arch. (Professional) level, the list and description is distributed in course ARCH 674.

3.4 SOCIAL EQUITY

3.4.A EQUITY AT McGILL

McGill University is committed to equity in employment and in every aspect of the University environment. At McGill, the office of the Associate Provost (Equity and Academic Priorities) oversees regulations and policies relating to academic staff and equity; the position has been held since September 2015 by Professor Angela Campbell from the Faculty of Law. Her responsibilities include McGill's Social Equity and Diversity Education (SEDE) office, which works to create innovative and engaging ways of raising

awareness and capturing the University's interest in issues of social equity and diversity. SEDE provides education to all members of the McGill community to ensure that the university becomes a more responsive and more inclusive institution. Further information on the mandate and programs of the SEDE Office can be found at http://www.mcgill.ca/equity_diversity/httpswwwmcgillcaequitydiversity.

Search committees at McGill University are required to follow strict guidelines for hiring, including diversity training. Equity data on all applicants is subsequently reviewed Academic Personnel Office. Other information on hiring procedures is available here: https://www.mcgill.ca/apo/deans-and-chairs-guide/employment-equity.

Since the School's last accreditation visit, the Faculty of Engineering has taken major steps in its ongoing commitment to equity and integrity. A Faculty Equity Committee, chaired by Associate Dean Fabrice Labeau (Faculty Affairs) has been in place since 2015; its current terms of reference were approved in Feburary 2017 by Faculty Council. Prof. Annmarie Adams represents the School of Architecture on this committee. Its terms of reference are "to propose and coordinate Faculty initiatives and programs related to inclusivity, diversity and equity in the Faculty of Engineering and in the engineering, architecture and urban planning professions." The committee met five times in 2016, managing a wellness program, a pilot program for parental leave research replacement, and a Faculty Ambassadors program, among other initiatives. The Faculty of Engineering also has a Gender Equity Subcommittee, also overseen by Associate Dean Labeau. In May 2017, the Faculty of Engineering won the annual Award for Equity and Team Building in the Team Category (see https://www.mcgill.ca/engineering/article/news/faculty-engineering-lauded-equity-work). A further improvement to McGill University's position vis-à-vis equity is a new survivor-focused Policy Against Sexual Violence, approved in December 2016; details are available at http://www.mcgill.ca/secretariat/files/secretariat/policy_against_sexual_violence.pdf.

These recent steps build on the historic passing of the Faculty of Engineering's Blueprint in 1998, a Code of Ethics that affirms our commitment to equity in all areas of staff and student endeavour. The Blueprint is prominently displayed in public areas in the Faculty of Engineering. It reads as follows:

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.

Students' rights and responsibilities are addressed in several areas, most notably in The Students' Rights and Responsibilities Handbook (online at http://www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf). Articles 1 and 2.1 of Part 1: Fundamental Rights and Freedoms, reads:

- Every student enjoys within the University all rights and freedoms recognized by law.
- 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.

Two other websites address students' rights and responsibilities in some depth:

- Personal rights and responsibilities: http://www.mcgill.ca/students/srr/personalrights/
- Academic rights and responsibilities: http://www.mcgill.ca/students/srr/academicrights/

Other university units and websites dedicated to equity and diversity include:

- Sexual harassment at the university: http://www.mcgill.ca/harass/
- McGill Institute of Health and Social Policy: http://www.mcgill.ca/ihsp/ (note two Architecture professors are Associate Members of IHSP)
- Employee rights: http://www.mcgill.ca/hr/employee/working-conditions
- Serving the needs of First Nations, Inuit and Métis students at McGill University: http://www.mcgill.ca/fph/
- Institute of Gender, Sexuality and Feminist Studies (IGSF) - Faculty of Arts: http://www.mcgill.ca/igsf/

Provincial and federal policies on equity

The laws and policies of Québec (including Civil Rights, Charter of Human Rights and Freedom) can be reviewed at http://www.gouv.qc.ca/portail/quebec/pgs/commun/gouv/societedroit/?lang=en#.

The complete version of Québec's Charter of Human Rights and Freedoms is posted at http://www.cdpdj.qc.ca/en/commun/docs/charter.pdf.

The federal Canadians Charter of Rights and Freedoms can be viewed at http://laws-lois.justice.gc.ca/eng/charter/.

3.4.B EQUITY AT THE SCHOOL

The School of Architecture at McGill is very conscious of gender equity issues as they pertain to education and the profession. Our student population enjoys a comfortable majority of women—64% in 2016-17. Amongst our tenure-track and tenured faculty, however, only 20% are female—or, more accurately, three individuals out of 14. Until 2011, Prof. Annmarie Adams was the sole woman among the core faculty. Prof. Ipek Türeli was hired that year and Prof. Theodora Vardouli in 2016. Special efforts are being made to redress the imbalance. As mentioned above, search committees at McGill University include mandatory diversity training. In the search carried out in 2016-17, 29 women candidates were specifically recruited by search committee members at the very start of the process. Of the 234 applicants, 60 were women. Out of the seven

shortlisted candidates, three women were selected. A formal offer was made in July 2017 to a female candidate, but it was turned down for personal reasons.

The School also makes efforts to hire women as sessional instructors, as visiting lecturers, and/or speakers, to increase the female presence in the daily life of the school. In 2016-17, seven out of 22 course lecturers were women. In terms of invited speakers, three among the 10 individuals who gave public lectures and five among our 12 Brown Bag Lectures were women. We make similar efforts to invite female guest critics to participate in all our design juries.

3.5 HUMAN RESOURCES

3.5.A STUDENTS

Admissions, Program Selectivity, Gender Distribution, and Retention

B.Sc. (Architecture) Program

In 2016-17, we recorded 595 applicants to the B.Sc.(Architecture) program, and accepted 48 new registrations (the number of newly admitted students in both U0 and U1)—an acceptance rate of 8%. That percentage has been maintained, plus or minus a few percentages, in the last six years. The retention is high, as can be judged from a glance at the table below. Typically, 2 or 3 students drop out of the program after U1—though, frequently, we have none. The larger number of students entering U3 in the first table below reflects the fact that a small number must do a fourth year to complete the B.Sc.(Architecture) program. In the table, we amalgamated the newly incoming U3s with those returning to do an extra year. If we put U0 out of the equation, the time to graduation is three years in roughly 85% of cases.

Gender distribution has remained stable over the last six years, ranging from 58% to 67% females. On average, we have a 64% female student population.

B.SC.(ARCHITECTURE)

ACADEMIC YEAR	NO. OF APPLICANTS	NO. OF STUDENTS REGISTERED							
		U0		U1		U2		U3	
		TOTAL	GENDER DISTRIBUTION	TOTAL	GENDER DISTRIBUTION	TOTAL	GENDER DISTRIBUTION	TOTAL	GENDER DISTRIBUTION
2011-12	N/A	12	8F / 4M	49	33F / 16M	55	22F / 33M	56	35F / 21M
2012-13	643	12	7F / 5M	50	31F / 19M	50	33F / 17M	60	26F / 34M
2013-14	629	11	7F / 4M	50	38F / 12M	50	31F / 19M	55	36F / 19M
2014-15	557	12	8F / 4M	52	36F / 16M	47	34F / 13M	70	43F / 27M
2015-16	511	13	8F / 5M	49	33F / 16M	47	32F / 15M	52	38F / 14M
2016-17	595	13	8F / 5M	48	28F / 20M	48	33F / 15M	57	41F / 16M

The pool of applicants for our B.Sc.(Architecture) program comes from across the globe—43% being from overseas. A substantial number are university transfer: 83 applicants in 2016-17, which amounts to 14%.

B.SC.(ARCHITECTURE)—PROVENANCE OF APPLICANTS

ACADEMIC YEAR	NO OF APPLICANTS	QUEBEC	ONTARIO	REST OF CANADA	US	OVERSEAS
2016-17	595	95	96	105	40	259

The quality of admitted students, judged by their CEGEP or high school grades, is high. The lowest CEGEP R Score amongst our admitted students from Quebec is 28.5. The lowest high-school grades from students coming from the rest of Canada is 90%. From the US, the lowest average is A-. One cause of concern, however, is the decreasing average of students admitted from CEGEP in the last 6 years. In 2011-12, the lowest R score was 30.7 overall, as opposed to 28.5 last year. As mentioned in our Action Plan (section 1), the School must make a substantial effort to attract more CEGEP applicants.

M.Arch. Program

In 2016-17, we recorded 214 applicants to the M.Arch. professional program, that number consistently increasing over the last six years. In 2011-12, the acceptance rate was around 20%; in 2016-17, it was 15%.

Admission to our M.Arch. professional program is conducted on a competitive basis, returning McGill students having no priority points. Out of the 34 students successfully admitted to the Fall term 2016, 16 were returning McGill students (47%). The other 18 came from Université de Montréal (8), Waterloo University (5), Carleton University (2), Ryerson University (2) and Liverpool University (1). If the overall pool of applicants has substantial representation from across the globe, generally students trained in Canadian universities have the strongest dossiers.

The program being only one and a half years long (three- or four-term), the retention is naturally very high, nearly 100%. Unlike our B.Sc.(Architecture) program, the gender distribution is nearly equal: 52% female on average over the last six years.

M.ARCH.

ACADEMIC YEAR	NO. OF APPLICANTS	NO. OF STUDENTS REGISTERED			
		M1		U1	
		TOTAL	GENDER DISTRIBUTION	TOTAL	GENDER DISTRIBUTION
2011-12	186	37	21F / 16M	17	10F / 7M
2012-13	194	34	19F / 15M	16	7F / 9M
2013-14	217	37	15F / 22M	17	10F / 7M
2014-15	198	38	20F / 18M	12	5F / 7M
2015-16	232	32	20F / 12M	36	17F / 19M
2016-17	214	34	18F / 16M	29	19F / 10M

Student/Faculty Ratio

We maintain a favorably low ratio of students to faculty. In required lecture courses, it stays below 50:1. Our elective courses have generally a lower ratio while seminars are capped at 15:1. The student to faculty ratio in design studios is typically 12:1. Here are the exact numbers for Fall 2017:

U1	12.25:1
U2	11.5:1
U3	13.25:1
M1	12.33:1
M2 DSR	1-3:1
M2 DST	12.5:1

3.5.B FACULTY

The following table lists current tenured and tenure-track faculty, Professor-in-Practice, and adjunct professors, including their core teaching responsibilities. The table below lists sessional lecturers.

PROFESSORS

NAME	RANK AND TITLE	TEACHING LOAD	CORE TEACHING RESPONSIBILITIES
MARTIN BRESSANI	PROFESSOR, TENURED DIRECTOR	50%	HISTORY AND M2 DST STUDIO
ANNMARIE ADAMS	PROFESSOR, TENURED (JOINT APPOINTMENT WITH MEDICINE) STEVENSON CHAIR IN THE HISTORY AND PHILOSOPHY OF SCIENCE, INCLUDING MEDICINE	50%	HISTORY AND RESEARCH METHODS
VIKRAM BHATT	PROFESSOR, TENURED	100%	HOUSING, SUSTAINABILITY, U2 STUDIO AND POST-PROF. M.ARCH. UDH STUDIO
AVI FRIEDMAN	PROFESSOR, TENURED	100%	HOUSING, CONSTRUCTION, SUSTAINABILITY, U2 STUDIO AND POST-PROF. M.ARCH. UDH SEMINARS
ALBERTO PÉREZ-GOMEZ	PROFESSOR, TENURED SAIDYE ROSNER BRONFMAN CHAIR	100%	HISTORY AND THEORY POST-PROF M.ARCH. HISTORY AND THEORY SEMINARS
RICARDO CASTRO	ASSOCIATE, TENURED	100%	HISTORY AND U2 STUDIO
DAVID COVO	ASSOCIATE, TENURED	100%	DRAWING, PROFESSIONAL PRACTICE, U1 STUDIO
MICHAEL JEMTRUD	ASSOCIATE, TENURED	100%	SUSTAINABILITY, DIGITAL REPRESENTATION AND M1 STUDIO
NIK LUKA	ASSOCIATE, TENURED (JOINT APPOINTMENT WITH URBAN PLANNING)	25% (HALF SABBATICAL)	URBAN DESIGN, COMMUNITY DESIGN WORKSHOP
ROBERT MELLIN	ASSOCIATE, TENURED	100%	CULTURAL LANDSCAPE AND U2 AND COMPREHENSIVE STUDIO
AARON SPRECHER	ASSOCIATE, TENURE	ON-LEAVE (RESIGNED FROM McGILL AS OF SEPTEMBER 2017)	DIGITAL REPRESENTATION AND FABRICATION, U3 STUDIO
DAVID THEODORE	ASSISTANT, TENURE-TRACK, CANADA RESEARCH CHAIR IN ARCHITECTURE, HEALTH, AND COMPUTATION	100%	HISTORY, THEORY, DESIGN, DSR
IPEK TURELI	ASSISTANT, TENURE-TRACK CANADA RESEARCH CHAIR IN ARCHITECTURES OF SPATIAL JUSTICE	100%	SPATIAL JUSTICE AND HISTORY
THEODORA VARDOULI	ASSISTANT, TENURE-TRACK	STARTS ON FALL 2017	DIGITAL MODELLING AND DESIGN
SALMAAN CRAIG	ASSISTANT, TENURE TRACK	STARTS IN WINTER 2018	SUSTAINABILITY, ENERGY AND ARCHITECTURE
HOWARD DAVIES	CLIFFORD C.F. WONG PROFESSOR OF PRACTICE	50%	COMPREHENSIVE DESIGN DSR
ADRIAN SHEPPARD	EMERITUS PROFESSOR	N/A	HISTORY
PIETER SIJPKES	RETIRED PROFESSOR	N/A	STRUCTURES AND HISTORY OF HOUSING
RADOSLAV ZUK	EMERITUS PROFESSOR	N/A	GEOMETRY AND DESIGN THEORY
JULIA GERSOVITZ	ADJUNCT PROFESSOR	N/A	HISTORY OF ARCHITECTURE IN CANADA, HERITAGE CONSERVATION
ANDREW KING	ADJUNCT PROFESSOR	N/A	COMPREHENSIVE DESIGN
CONOR SAMPSON	ADJUNCT PROFESSOR	N/A	LIGHTING, COMPREHENSIVE DESIGN

SESSIONAL INSTRUCTORS—2016-17

NAME	PROFESSION	TEACHING RESPONSIBILITIES	TERM
VEDANTA BALBAHADUR	ARCHITECT	U1 AND U2 STUDIO	FALL AND WINTER
CLOTHILDE CAILLÉ-LEVESQUE	ARCHITECT-INTERN	U2 DIGITAL REPRESENTATION AND U2 STUDIO	FALL
YVES DE FONTENAY	ARCHITECT	U3 STUDIO	WINTER
NANCY DUNTON	ARCHITECTURAL WRITER	ELECTIVE COURSE ON MONTREAL	FALL
ALIKI ECONOMIDES	ARCHITECTURAL HISTORIAN	U2 HISTORY SURVEY	WINTER
FABRIZIO GALLANTI	ARCHITECT	U3 AND M2 STUDIO	FALL AND WINTER
ÉRIC GAUTHIER	ARCHITECT	U3 COMPREHENSIVE STUDIO	FALL
MARC HALLÉ	LANDSCAPE ARCHITECT	U2 LANDSCAPE	FALL
PAUL HOLMQUIST	ARCHITECT AND ARCHITECTURAL HISTORIAN	M1 THEORY SEMINAR	WINTER
EDWARD HOULE	ARCHITECT-INTERN AND ARCHITECTURAL HISTORIAN	U2 HISTORY SURVEY	FALL
LAURENT LAFRAMBOISE	MECHANICAL ENGINEER	U3 ENERGY, ENVIRONMENT AND BUILDINGS	FALL
FRANÇOIS LEBLANC	PHD STUDENT	U2 ARCHITECTURAL MODELLING	WINTER
AMIR MOFIDI	CIVIL ENGINEER	U2-U3 STRUCTURE COURSES OFFERED BY CIVIL ENGINEERING DEPT.	FALL AND WINTER
SHERIF KAMEL	CIVIL ENGINEER	U2 STRUCTURE COURSE OFFERED BY CIVIL ENGINEERING DEPT.	FALL
ERIKA BRANDL-MOUTON	ARCHITECT-INTERN	U2 STUDIO	FALL
DAVID NEWTON	ARCHITECT	U2 STUDIO AND ADVANCED CONSTRUCTION	FALL
HUBERT PELLETIER	ARCHITECT	U3 STUDIO	WINTER
MARC-ANDRÉ PLOURDE	BUILDING REGULATIONS AND CODE	N/A	WINTER
YANNICK ROBERGE	LANDSCAPE ARCHITECT	U2 LANDSCAPE	FALL
PIERINA SAIA	ARCHITECT	U1 STUDIO	FALL
PETER SEALY	ARCHITECTURAL HISTORIAN	U1 HISTORY SURVEY	WINTER
ANGELA SILVER	ARTIST	U3 STUDIO	WINTER

Gerald Sheff Visiting Professor

The Gerald Sheff Visiting Professor is an endowed visiting position inaugurated in 2006. Sheff Professors typically contribute to studio teaching in the professional program and a dedicated seminar in their areas of expertise open to professional and post-professional students.

WINTER 2017	GILLES SAUCIER
FALL 2016	THOMAS SCHWEITZER
WINTER 2016	HOWARD DAVIES
FALL 2015	TONI CASAMOR
WINTER 2015	JOE CARTER AND HE HONG YU
FALL 2014	JOE CARTER AND HE HONG YU
WINTER 2014	ÉRIC GAUTHIER
FALL 2013	MATTHEW LELLA
WINTER 2013	JUDITH LECLERC AND JAIME COLL
FALL 2012	ATELIER TAG
WINTER 2012	ANDREW KING
FALL 2011	MICHAEL WEN-SEN SU

Retirements

There was no new retirement in the past six years. Professor Ricardo Castro is on reduced load in the year 2017-18 and will fully retire as of September 1, 2018. Professor Vikram Bhatt will be on reduced load as of January 2018, and will fully retire on January 1, 2020.

Academic Workload

The School's policy on academic workload was approved by the Faculty of Engineering in 2012. Academic Duties at McGill include:

(i) teaching (such as graduate and undergraduate courses, supervision of individual students and assessment of student work);

(ii) research and other original scholarly activities, and professional & artistic activities; and

(iii) other contributions to the University and scholarly communities.

Throughout the academic year, an academic staff member must be engaged primarily in his academic duties. Staff members shall be available for such duties at the University at such times as teaching, research, administrative or other Academic Duties, including student assessment, counseling and registration, may require. As a minimum, staff members shall be available from the first day of September to the day following the spring convocation.

The precise allocation of Academic Duties is the responsibility of the Director of the School, who consults with the Dean to consider the pattern of such allocation within the department, faculty, and University.

Teaching

Teaching responsibilities in the School fall into different types of course offerings:

- Professional program: design studios
- Professional program: final project supervision
- Undergraduate and graduate lecture and seminar courses
- Supervision of independent studies
- Post-professional graduate program: design studios
- Supervision of post-professional graduate students
- Summer courses: Sketching School, Summer Course Abroad, and others
- Coordination and supervision of student travel: Shaver Traveling Scholarship
- Field trips within studio and lecture courses

Under normal circumstances, professors are expected to:

- Teach over one year, either two studios and one non-studio course, or one studio and three non-studio courses;
- Supervise graduate students;
- Supervise 1 or 2 professional DSR thesis projects;
- Work occasionally with one or more students undertaking independent studies

Research and professional work

Faculty members are expected to engage in funded and unfunded research leading to peer-reviewed publications, exhibitions, and participation in conferences and workshops. Faculty members are also encouraged to engage in consulting and design activity that leads to built work and to propositions for built work.

Community service

Administration: Faculty members are expected to contribute to (and possibly take leadership roles in) the administrative governance of the School of Architecture, the Faculty of Engineering, and McGill 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.

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 competition juries and special commissions.

Course evaluations

All courses are subject, by University regulation, to a university-managed process of online course evaluation by students between defined dates at the end of each term. The results of these evaluations may be posted on a publicly accessible university website, but only with the permission of the instructor. The standard University and Faculty Course Evaluation forms include questions that do not specifically relate to the design studio, and so some courses use a slightly modified version of the University's standard form. See section 4.2 for more details.

Course evaluations form an integral part of the teaching dossier for all considerations of reappointment, promotion and tenure. Of great concern to the school is the fact that fewer students participate in course evaluations since it moved to an on-line format. We are currently working with the University Office of Teaching and Learning Services to explore new ways to encourage a higher rate of participation.

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.

Administration

The School is administered by a Director, Professor Martin Bressani, who has the same duties, responsibilities and authorities as the other unit heads and reports directly to the Dean. The appointment as Director provides release time equivalent to approximately 50% of the normal teaching load. For greater detail about the school administration and its committee structure see Section 3.10 "Administrative Structure."

3.5.C SUPPORT STAFF

The School is served by an effective team of administrative, clerical and technical personnel.

DAVID KRAWITZ	ADMINISTRATIVE OFFICER, MANAGERIAL POSITION
MARY LANNI	STUDENT ADVISOR AND PROGRAM ADMINISTRATOR, MANAGERIAL POSITION
MARCIA KING	STUDENT AFFAIRS COORDINATOR, UNIONIZED POSITION
JUAN OSORIO	A-V, DESIGN AND PHOTOGRAPHY, UNIONIZED POSITION
LARISSA KOWBUZ	ADMINISTRATIVE COORDINATOR, UNIONIZED POSITION
LUCIANA ADOYO	ADMINISTRATIVE COORDINATOR, UNIONIZED POSITION

In addition, the School is specifically assigned a Financial Services Manager (30%), and a full-time technician responsible for the Faculty's centralized workshop but directly allocated to the School. Several central managers in the Faculty provide support in the areas of HR, graduate education, undergraduate advising, and building services, and additional support is provided where necessary by central university services. The ratio of 6+ administrative support staff to 11.5 Tenure Track professors is greater than the support ratio in the Faculty's other departments or schools.

A table listing staff, position classifications and main responsibilities is presented on the following page.

NAME	CLASSIFICATION	GENDER	FT/PT	SENIORITY	RESPONSIBILITIES
DAVID KRAWITZ	ADMINISTRATIVE OFFICER	M	FT	16	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. COORDINATES EXHIBITIONS. MAINTAINS WEBSITE.
MARY LANNI-CAMPOLI	STUDENT ADVISOR - PROGRAM COORDINATOR	F	FT	34	ADVISES B.SC.(ARCH) STUDENTS AND M.ARCH.(PROF) APPLICANTS AND STUDENTS. RESPONSIBLE FOR REGISTRATION, STUDENT RECORDS, TIMETABLE AND EXCHANGE PROGRAMS. COORDINATES APPLICATIONS FOR INTERNAL TRANSFER, SPECIAL AND VISITING STUDENTS. ADVISES STUDENTS ON SCHOLARSHIPS AND BURSARIES; COORDINATES SCHOLARSHIP MEETINGS. SECRETARY TO CURRICULUM COMMITTEE. ORGANIZES AND PARTICIPATES IN PRE-REGISTRATION COUNSELLING. ACTS AS ASSOCIATE BUILDING DIRECTOR. HIRES WORK-STUDY STUDENTS AND CASUAL EMPLOYEES.
MARCIA KING	GRADUATE PROGRAM SECRETARY	F	FT	31	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.
LARISSA KOWBUZ	ACCOUNTS CLERK	F	FT	9	MONITORS AND MAINTAINS SCHOOL'S ACCOUNTS; PROCESSES TRAVEL EXPENSE CLAIMS INVOICES; 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. TELEPHONE COORDINATOR.
LUCIANA ADOYO	SECRETARY	F	FT	9	SECRETARY TO THE SAIDYE ROSNER-BRONFMAN CHAIR IN ARCHITECTURAL HISTORY AND THEORY (AP-G); PERFORMS SECRETARIAL TASKS AS REQUIRED; PREPARES BUDGET FOR HISTORY AND THEORY PROGRAM; COORDINATES M.ARCH. (PROFESSIONAL) AND PH.D. PROGRAM ADMISSIONS, AWARDS, EXAMINATIONS.
JUAN OSORIO	MULTI-MEDIA TECHNICIAN	M	FT	14	SUPERVISES STUDENTS WORKING IN PHOTOGRAPHY, MULTI-MEDIA AND DESK-TOP PUBLISHING FACILITIES; COORDINATES PHOTOGRAPHIC ARCHIVING OF STUDENT AND STAFF WORK; COORDINATES PUBLICATIONS OF STUDENT AND STAFF WORK; LIAISES WITH FACULTY NETWORK PERSONNEL ON SCHOOL IT RESOURCES AND SOFTWARE ISSUES.
DAVID SPELLER	WORKSHOP TECHNICIAN	M	FT	16	SUPERVISES STUDENTS WORKING IN THE 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.A PROGRAM POLICY REGARDING HUMAN RESOURCE DEVELOPMENT OPPORTUNITIES

McGill University supports its community by making every effort possible to develop a workplace where everyone understands his/her contributions to the whole, where continuous learning, collaboration, and creativity will lead to results that matter to the community. The University also endeavours to improve the ability of its staff (both academic and non-academic) to respond to evolving challenges and opportunities. McGill was ranked third among Canada's top five employers in the inaugural 2011 Randstad Canada rankings of the country's leading employers. It was also selected as one of Montreal's Top Employers in 2017, in a competition evaluated by the editors of Canada's Top 100 Employers.

The School of Architecture benefits from the supportive environment of McGill; we recognise our collective obligation to ensure that the School also provides an appropriate context in which individuals are encouraged to develop to the best of their abilities and within a milieu that embraces diversity and equity of opportunity. For academic and support staff as well as students, this means providing appropriate support systems for work and personal guidance, providing fair and transparent evaluation mechanisms, and providing opportunities for enrichment beyond the strict demands of work, teaching, and studying. The School shares the University's strong commitment to ensuring that its academic staff are provided sufficient support to develop and advance themselves as members of the community, to pursue their research agenda, and to develop new skills when required. Students get support to pursue extra-curricular activities, whether this takes the form of competitions or exhibitions, or community work. The DSR program allows our M.Arch. (Professional) students to carry a year-long research project that provides an ideal platform to prepare for their future career orientation.

3.6.B FACULTY DEVELOPMENT AND SUPPORT

Searches and Appointment

Once an academic (tenure-stream) position has been approved by the Dean and Provost, the Department or School forms an Advisory Faculty Search Committee. The composition of the committee must respect the following criteria:

- It must comprise at least four members;
- The unit head (Chair or Director) may serve as a member of the committee, and may assume the role of committee chair;
- Most members should be tenured, but untenured professors and representatives of other groups in the University community may also be members;
- One member may be from another Faculty of Engineering unit, or from a unit of another Faculty to provide needed extra expertise.

The composition of the Search Committee should reflect the diversity sought in the recruitment process as much as possible, including through the inclusion of members from underrepresented groups. All members of the Search Committee must undergo a mandatory Equity Training, normally before the first meeting of the committee. Such training is organized centrally by the Office of the Provost and Vice Principal (Academic), in collaboration with the Social Equity and Diversity in Education office (SEDE). Similar workshops can be organized on an as-needed basis by the Faculty. Although not required by regulation, all search committees in the School of Architecture have included student representatives from ASA and GASA.

The role of the Search Committee is to identify and recommend suitable candidates for interview to the unit head (in our case, the Director). The committee does not make recommendations on which candidates ought to be made an offer; in other words, the Search Committee is neither a Selection Committee nor a Hiring Committee.

Advertisements must be posted in the following places: (1) Academic Keys, (2) CAUT and/or University Affairs, and (3) in the top one or two leading professional journals or web listings of the unit. Note that both CAUT and University Affairs must be used if it is not feasible to advertise in a Canadian professional journal. Ads placed in CAUT or University Affairs must be posted in both English and French.

The Search Committee recommends suitable candidates for interview to the unit Chair or Director. Once the Search Committee has identified suitable candidates and made recommendations to the Chair or Director, its mandate is considered to have been fulfilled. Upon review of the candidate's dossier, the Chair or Director submits interview requests to the office of the Dean for approval. Search Committees should ensure that at the very least one shortlisted candidate is a member of a designated equity group. An equity data summary (based on the responses to the Equity and Diversity Survey) can be obtained from the Academic Personnel Office to help in making this determination.

The final decision rests with the Director of the School of Architecture, following approval by the Faculty of Engineering. The final offer letter is generated by the unit Chair or Director and sent to the candidate. An official letter confirming the appointment is then sent from the University's Board of Governors.

Mentorship

The Faculty of Engineering has a voluntary program for the mentoring of junior faculty, following its Career Guidance Policy. The objectives of this program are to link tenure-track professors with experienced academics who provide advice on teaching, research, the profession, and the more complex 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. The School of Architecture fully endorses the faculty mentoring program.

Re-appointment

The general terms of employment and assessment by McGill University of tenure-track and tenured academic staff follow conventions typical at Canadian universities. The Faculty of Engineering provides to every new untenured appointee, whether at the rank of Assistant or Associate Professor, its official set of Guidelines for Reappointment of Full-Time Academic Staff in Departments and Schools. These guidelines are based on the McGill's official Regulations relating to the Employment of Tenure Track and Tenured Academic Staff (referred to as the "Regulations" hereafter) available at http://www.mcgill.ca/secretariat/policies/academic/.

The first consideration for reappointment takes place at the beginning of the third year of the initial three-year appointment for a full-time Assistant or Associate Professor. Subsequent reappointment considerations (if necessary) occur at the beginning of the final year of the term for which a staff member was re-appointed. The "academic duties" of members of the full-time academic staff are set out in the Regulations (section 4.1); these include:

i) teaching (such as graduate and undergraduate courses, supervision of individual students and assessment of student work);

ii) research and other original scholarly activities, and professional activities; and

iii) other contributions to the University and scholarly communities.

The Regulations require that the School establish reappointment criteria to provide guidance both to new appointees as to what is expected from them in the discharge of their academic duties, and also to the unit in evaluating the staff member's performance of academic duties in anticipation of meeting the requirements for tenure (section 6.12.1). In essence, a decision has to be made at the time of reappointment as to whether a staff member's performance of his or her academic duties supports the conclusion that the staff member shows reasonable promise of being able to meet the tenure criteria by the time of mandatory tenure consideration.

Tenure

The tenure process at McGill follows regulations similar to other Canadian universities. As the most important decision that is made at McGill, it is highly formalized. Tenure decisions, which are core to defining McGill University as an institution of higher education and rigorous research, are guided by the following questions:

- Does the candidate's performance meet the criteria established for the School and University, on the three dimensions of academic duties? "Superior" performance in any two categories of academic duties, and at least "reasonable" performance in the remaining category, is required.
- Can the candidate and his or her work be taken as "representative" of McGill University's high standards?
- Will the tenure decision be good for the School and the University?

There are three levels of formal review:

1. The Departmental Tenure Committee (DTC), chaired by the Director of the School, plus at least four other members.
2. The University Tenure Committee (UTC), chaired by the Dean of Engineering, plus five other members.
3. The Principal or her delegate (normally the Provost).

The timing of mandatory tenure consideration is six years for Assistant Professors, five years for Associate Professors and 4 for Professors. Early consideration is possible from the third year of employment for an Assistant Professor, and in any year for an Associate Professor or full Professor. The period of work assessed includes all years of the tenure-track period, up to the year of tenure consideration. The dossier includes a CV, a personal statement, a record of research, teaching and general contributions to the University and scholarly community. Three external reports by evaluators of recognized standing and qualifications—excluding anyone with potential conflicts of interest (e.g., past supervisors, professional or close personal relations, recent colleagues/collaborators)—are added to the dossier provided by the candidate. The recommendations made by the DTC and the UTC must be guided by objectivity, integrity, impartiality, and fairness. They must be based solely on the performance of the candidate's academic duties as set out in the tenure dossier, providing substantive reasons to support an assessment of performance in all areas. Thanks to the rigorous ongoing assessment process in place at the University, most tenure candidates are eventually granted tenure. The tenure appointment is made for an indefinite term, starting on the 1st of June. If tenure is denied, the candidate may appeal the decision through a formal process as outlined in the above-mentioned set of Regulations.

Promotion to Professor

Requirements for the dossier of a candidate for promotion to Professor are described in Section 8 of the Regulations. Assessments of dossiers are made by the School, the Faculty, and the Dean, as well as a Statutory Selection Committee (SSC); decisions are based on the candidate's performance of his or her academic duties as defined in the Regulations. In particular, candidates for promotion must demonstrate:

1. A record of excellence in the area of research and/or other original scholarly activities, and professional activities, as evidenced by international recognition by peers;
2. A record of high quality teaching; and
3. A substantial record of other contributions to the University and scholarly communities.

Key to the assessment are at least four confidential letters of reference (solicited by the Dean) from recognized authorities in the candidate's field who are external to the University. If the four letters submitted do not exemplify the international reputation of the candidate in that they are all or mostly written by externals who are from one geographical area, more letters must be sought until a set of international letters is obtained and the international reputation of the candidate is demonstrated. The relationship between the candidate and the external assessors must be fully described on the form provided by the Secretariat. The external assessors will also be requested to include a description of the relationship in their letter. McGill is scrupulous in ensuring that all letters be from individuals who are at arm's length from the candidate. Included amongst those who cannot serve as external evaluators are: current research collaborators, former students, and/or individuals with whom the candidate has or has had a close personal relationship. Former thesis supervisors, departmental colleagues, research collaborators, and others involved in professional relationships with the candidate may be nominated provided that the relationship ended at least six years ago.

Faculty Development Opportunities

The most significant form of support for faculty development is the sabbatical leave, for which each full-time member of staff is eligible every seven years. Faculty members use these sabbatical leaves to work intensively on research projects and publish results at a rate often impossible during a regular year of teaching responsibilities. In the School of Architecture, faculty members have often been invited to spend a term or year at other professional schools of architecture, an effective means to gain privileged views of how other institutions function, as well as to advertise our strengths, programs, and research initiatives. It is an ongoing challenge to forecast when faculty members will apply for sabbatical leaves and the university provides no support to replace individuals away on sabbatical; the Director must survey faculty members to generate a long-term plan and avoid situations where more than two colleagues are applying for the same year.

Professional Support and Development

Most faculty members support research and conference travel through external research funding. The university provides an Internal Paper Presentation Grant of $1,500 every two years enabling professors to present papers at peer-reviewed conferences. In addition, all academic staff at McGill University have access to a Professional Development Fund of $750 annually.

All academic and non-academic staff members are encouraged to take advantage of course offerings both on- and off-campus to improve computer skills and developing familiarity with applications for teaching, administration and research. Some faculty members have taken advantages of courses to improve their French.

Organizational Development Workshops

McGill University offers a variety of interactive and practical workshops to help its staff (academic and support) to improve their operational performance. See the list at: https://mcgill.ca/od/workshops

It also offers development programs and series to meet the need of staff in terms of leadership, continuous improvement, organizational effectiveness, supervisory and management attestation and French language programs. See the offers at: https://mcgill.ca/od/programs

Customized Organizational Development Support

Support can be provided at various stages of change and transformation, emphasizing organizational, team and individual effectiveness. The team can conduct initial diagnostic with staff member and their Unit/Department and collaborate in developmental areas such as:

- Change Management – Supporting the people side of change
- Internal Consulting and Interventions – Unit diagnostics, team building
- Performance Management – Linked to unit objectives, career development/ succession planning.
- Process Management – Identifying and supporting continuous process improvement
- Team Building and Effectiveness– Including customized sessions tailored to teams
- Strategic Planning -Visioning Your Future, Mission Objectives Strategies and Values

Changing Demands of Practice and Licensure

Faculty members maintain currency with the changing demands of the profession in many ways: as practitioners and consultants to professional offices; as editors, members of editorial boards, or contributors to scholarly and professional publications; as members of committees and special workgroups serving the RAIC, the OAQ and government agencies at the municipal, provincial and federal levels; as chairs and members of juries for architectural competitions and selection panels in both the public and private sectors. Details are provided in Section 3.1.E.

3.6.C EXTRACURRICULAR STUDENT DEVELOPMENT

Extracurricular Student Development

The School of Architecture forms a vibrant community of students. This is unique when compared to most other university departments as the School serves as a kind of 'home away from home', each student having a dedicated studio workspace where s/ he literally 'lives' for much of the term. At the most basic level, the School itself, and its studio spaces, serves as the best 'extracurricular' environment for students to flourish. Section 3.1.B ('Architectural Education and the Student') describes in detail the many student-led activities in the School as well as the roles played by the Architecture Student Association (ASA) and the Graduate Architecture Student Association (GASA) in organizing these events. Our graduate students are further represented by McGill's Post-Graduate Student's Society (PGSS), which has its own clubhouse (a restored mansion on

upper McTavish Street), offering a wide array of events, courses, and services (details of which can be reviewed at https://pgss.mcgill.ca/en/about).

Field Trips and Off-Campus Activities

Opportunities for off-campus activities happen at various scales. Students regularly participate in field trips and take part in off-campus activities as part of their coursework. The School offers, for instance, a dedicate Topics course, 'Reading the city: Montréal and its neighbourhoods', taught by Nancy Dunton, much of which takes place on the streets of the city. Otherwise, students frequently attend workshops and tours at the Canadian Centre for Architecture, which has developed a special program for university students. Students also visit sites for design studio projects; in several courses they tour buildings under construction; they have toured manufacturing plants and computer facilities. In addition, and thanks to Montréal's location, individual cohorts often organize trips to Boston or New York. At a slightly larger scale, the School's annual Sketching School also provides an opportunity for architectural travel. This is a compulsory, eight-day summer field course in sketching and painting that is delivered at a different location each year, usually between 300 and 800 km from Montréal, the sites being selected for their specific visual characteristics. All students in the B.Sc. (Architecture) Program complete one Sketching School, which is offered as a term-long course following the one-week summer field exercise. All students entering the M.Arch. professional program complete a graduate level version of Sketching School immediately prior to the fall term. This means the whole Master's cohort comes together for one week before the beginning of the academic year at an out-of-town destination, where social cohesion can be developed in the final days of the summer. On a broader scale of travel, we offer Summer Abroad courses, student exchanges, global studios, design-built workshops, travelling prizes, and other opportunities for structured learning beyond the University campus.

Student Professional Societies and Activities

Every effort is made to facilitate participation by students in various extra-curricular activities both on- and off-campus. On the first day of the fall term, 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 (in the spirit of '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 to prevent scheduling conflicts.

The School also supports graduate students with bi-annual grants (Graduate Research Enhancement and Travel Awards (GREAT Awards) to participate 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.

Student Support Services

Student support services are available at all levels: University, Faculty and School. McGill's Student Services promotes and supports student success and well-being, offering a wide range of services to students requiring academic, career, and/or personal assistance, or simply looking to enrich their McGill experience and further their self-development. Apart from the McGill Athletics and Recreation Programs and Facilities (http://mcgillathletics.ca), student services include Campus Life and Engagement, Career Planning Service, Counselling Services (which as of September 2017 comprises support for mental health), First People's House, the Office of International Student Services, the Office for Students with Disabilities, the McGill Office of Religious and Spiritual Life, Scholarship and Student Aid, Student Health Services, and Tutorial Services. See http://www.mcgill.ca/studentservices/mcgill-student-services. McGill's

Office for Students with Disabilities (OSD) is the unit which provides support for students who feel that impairments are hindering their academic performance, or if they require assistance with access. OSD helps students with medical diagnosis, mental health issues, and other situations, and provides support for students with learning disabilities. OSD facilitates accommodation for students with disabilities by promoting Universal Design for Learning as a framework that guides the conception of inclusive and accessible learning environments for all students and providing for accommodations for students with disabilities. OSD also works with Faculty members to help design classroom environments that accommodate special needs and provides workshop for Faculty. Students who register with OSD may write mid-term of final exams at the OSD office, where any necessary accommodations are provided.

3.6.D ACADEMIC, PERSONAL ADVISING AND STUDENT EVALUATION

The small size of the School lends itself to nurturing close professional relationships between students and academics, as well as non-academic staff, providing access to support services not generally available in larger departments.

All students entering the program meet individually with Mary Lanni-Campoli, Student Advisor, and as a group with the Associate Directors and/or Director of the School. Coordinators of design studio are also important advisors. Each student's relationship with the Student Advisor is maintained throughout the nine terms 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; in many cases, studio instructors operate as the student's 'natural' (if unofficial) advisor and mentor.

Even if the School handles itself most student advising, additional Faculty Advisors are located in the McGill Engineering Student Centre (MESC). They provide assistance with interpreting regulations and program requirements; minor programs; exchange and study away; scholarships; managing academic situations during periods of personal, financial, or medical difficulties; requests for transfer credits; and confirming that program requirements have been met.

To graduate from the B.Sc. (Architecture) and the M.Arch. (Architecture) program, students must be in satisfactory standing (minimum Cumulate Grade Point Average (CGPA) of 2.0 and must have successfully completed program requirements. Undergraduate students must have obtained a grade of C or better in all required courses. A grade of D is accepted for Elective Courses. Graduate students must have maintained a B- or better in all courses. All students must also remain in Satisfactory standing (minimum of CGPA of 2.0) to remain in the program. Students are expected (but not required) to meet with a department advisor (Mary Lanni-Campoli) every term to review their record and ensure that they are meeting program requirements. The Faculty determines academic standing decisions after the completion of each term (Fall, Winter, Summer) based on grades obtained up to that point.

All course instructors are required, if appropriate, to develop some form of mid-term evaluation. These mid-term evaluations may take the form of a grade, of a more qualitative one-to-one indication of progress, or a written comments. The individual progress of each student through the program is closely monitored by the Student Advisor, who informs the Director of any issues or problems. Both the Advisor and the Director maintain an open-door policy for students and staff. Concerns about progress, evaluations, or career issues are addressed immediately.

The following guidelines are 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 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.

e.g.: Design and Construction 1, 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. The anticipated workload would be 18 hours per week, including scheduled hours, according to this convention. In design studios, which are core courses, the time spent by students on course work will generally be much greater than the amount indicated by the credit formula.

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 GRADE	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

LETTER GRADE	GRADE POINT	PERCENTAGE
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. A grade of 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 March 31st for A term courses, August 15th for B term 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 at www.mcgill.ca/engineering/student/sao/policies/examinations/examination/. 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 are distributed at the beginning of each course and are normally posted on the 'MyCourses' online platform. The course outline describes pedagogical intentions and evaluation criteria and indicates the value of each component of the course including projects, tests, workbooks, exams, and other elements, that 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 and independent study. It is expected 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
Included in every course outline is the requirement that students archive their work digitally at the end of the term, according to standards defined by the School's Media Centre. The ownership of all original drawings, models, writings, and/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.

Work Experience Requirement
It has long been a requirement in the program that students acquire a defined amount of work experience in an architect's office before completing the professional degree. Students do not receive academic credit for this work experience, but are required to submit a detailed report which must be approved by the School. The total amount of work experience required is 16 weeks. At least 12 of the 16 weeks must be carried out under the supervision of a licensed architect. The remaining time, up to a maximum of 4 weeks, may be completed in a related work environment or as part of a self-directed activity. Work experience generally falls into one of two categories, which are described in more detail below.

Category A, minimum 12 weeks: based on work carried out under the supervision of a licensed architect. Examples of acceptable workplaces include:

- A professional architectural office
- The building division or facilities office of an institution such as a school board, hospital, university, or corporation
- The building and planning office of a municipality
- The architectural office of a multi-disciplinary corporation or construction company
- The architectural division/department of a professional engineering office

Category B, maximum 4 weeks: based on experience in a related work environment, includes both directed and self-directed activity. Examples of acceptable experience include:

- Architectural Research (for example, with a professor, the John Bland Canadian Architecture Collection or the Canadian Centre for Architecture)
- Volunteer or remunerated work with non-profit groups in housing and other community-based services, work with groups such as Habitat for Humanity, Architects without Borders, Architectes de l'Urgence, Engineers without Borders
- Self-directed activity, based on work, study or travel, and approved in advance by the School
- Work in construction

Since the School does not operate a formal coop-style placement office, students are expected to find their own employment. However, the School maintains a "Job Notice Board" on the second floor of the Macdonald-Harrington Building, coordinates visits by professionals visiting the school to recruit students, and tries to employ as many students as possible on campus when opportunities and circumstances allow. Typically, 6-8 students will find employment each summer with the School, with individual professors, and with McGill's Departments of Facilities Management and Space Planning. Career Advisors in the McGill Engineering Student Centre provide help with CVs, job search strategies, and interview skills, and career directions. If MESC's Career Advisors remains a useful general resource for architecture students, in terms of actual internship placement, it is geared towards engineering students. It is in order to redress this lack that one of the key elements of the School's Action Plan (see section 1.2) is to hire an Architecture Industrial Liaison that would work within MESC as career advisor specifically for architecture students.

3.6.E LECTURE SERIES

LECTURES

2011-2012

School Lecture Series

Jeanne Gang (Sept. 26, 2011)
(Sheila Baillie Lecture)

Thom Mayne (Oct. 27, 2011)
(David J. Azrieli Lecture)

Suzan Tillotson (Nov. 7, 2011)
(Canlyte Philips Lighting Lecture)

Michael Wen-Sen Su (Nov. 23, 2011)
(Gerald Sheff Visiting Professor in Architecture)

Achim Menges (Nov. 28, 2011)
(Siew Fang Chan Lecture)

Alessandra Ponte (Jan. 23, 2012)

George L. Legendre (Jan. 30, 2012)

Andrew King (Feb. 13, 2012)
(Gerald Sheff Visiting Professor in Architecture)

David Scott (Feb. 22, 2012)
(Steel Structures Education Foundation Lecture)

Luc Courchesne (Mar. 12, 2012)

R.E. Somol (Mar. 19, 2012)
(William Hobart Molson Lecture)

Brown Bag: ASA-sponsored lecture series

Jean Pelland (Oct. 12, 2011)

Jean-Maxime Labrecque
(Oct. 19, 2011)

Thomas Schweitzer
(Nov. 15, 2011)

Marie-Claude Parenteau-Lebeuf
(Feb. 14, 2012)

Gavin Affleck (Feb. 28, 2012)

Maria Mingallon (Mar. 29, 2012)

Other Lectures

Peter Busby (Nov. 24, 2011)

2012-2013

School Lecture Series

Juergen Mayer H.
(Sept. 27, 2012)
(David J. Azrieli Lecture)

Manon Asselin & **Katsuhiro Yamazaki**
(Oct. 15, 2012)
(Gerald Sheff Visiting Professors in Architecture)

Daniel Bertrand Monk
(Nov. 5, 2012)
(William Hobart Molson Lecture)

Mark Linder (Nov. 12, 2012)
(Siew Fang Chan Lecture)

Linnaea Tillet (Jan. 14, 2013)
(Canlyte Philips Lighting Lecture)

Witold Rybczynski (Jan. 21, 2013)

Jean-Pierre Chupin (Feb. 4, 2013)

Jane Wernick (Feb. 11, 2013)
(Steel Structures Education Foundation Lecture)

Judith Leclerc & **Jaime Coll**
(Mar. 18, 2013)
(Gerald Sheff Visiting Professors in Architecture)

Brown Bag: ASA-sponsored lecture series

Claude Provencher (Nov. 6, 2012)

Liane Fevaivre (Nov. 16, 2012)

Hans Ibelings (Jan. 15, 2013)

Eduardo Aquino (Jan. 23, 2013)

Elsa Lam (Apr. 4, 2013)

2013-2014

School Lecture Series

Bjarke Ingels (Sept. 9, 2013)
(David J. Azrieli Lecture)

Michael Hansmeyer (Sept. 30, 2013)
(William Hobart Molson Lecture)

Matthew Lella (Oct. 21, 2013)
(Gerald Sheff Visiting Professor in Architecture)

Didier Faustino (Oct. 28, 2013)
(Siew Fang Chan Lecture)

Katherine Clarke (Nov. 11, 2013)
(Sheila Baillie Lecture)

Eric Gauthier (Jan. 13, 2014)
(Gerald Sheff Visiting Professor in Architecture)

Oren Safdie (Jan. 27, 2014)

Manuelle Gautrand (Feb. 17, 2014)
(Sheila Baillie Lecture)

Georges Teysott (Mar. 10, 2014)

Paul Kassabian (Mar. 17, 2014)
(Steel Structures Education Foundation Lecture)

Mark Major (Mar. 24, 2014)
(Axis Lighting Lecture)

Ipek Türeli (Mar. 31, 2014)

Brown Bag: ASA-sponsored lecture series

Lynne Horiuchi (Oct. 7, 2013)

Ronnie Araya (Oct. 15, 2013)

Elizabeth Cahn (Nov. 12, 2013)

M**atthew Griffin** (Nov. 19, 2013)

Nanne de Ru (Nov. 25, 2013)

S**hawn Moscovitch** (Feb. 11, 2014)

Morgan Carter (Apr. 8, 2014)

2014-2015

School Lecture Series

Ron Williams (Sept. 8, 2014)

Johanna Hurme & **Sasa Radulovic**
(Oct. 20, 2014)
(Siew Fang Chan Lecture)

Kai Piippo (Nov. 3, 2014)
(Axis Lighting Lecture)

Joe Carter (Nov. 24, 2014)
(Gerald Sheff Visiting Professor in Architecture)

Anne Bordeleau & **Martin Bressani**, in conversation with **Ralph Ghoche**
(Jan. 12, 2015)

Anca Trandafirescu (Jan. 26, 2015)
(Sheila Baillie Lecture)

Tatiana Bilbao (Feb. 17, 2015)
(William Hobart Molson Lecture)

Manon Asselin, **Randy Cohen** & **Dan Hanganu**, moderated by **Guy Berthiaume** (Feb. 23, 2015)

Sylvia Smith (Mar. 9, 2015)
(Steel Structures Education Foundation Lecture)

Bruce Kuwabara (Mar. 23, 2015)
(David J. Azrieli Lecture)

David Newton (Mar. 30, 2015)

Brown Bag: ASA-sponsored lecture series

Michael Burt (Sept. 9, 2014)

David Vanderburgh (Sept. 23, 2014)

Ila Beka & **Louise Lemoine**
(Nov. 25, 2014)

James Brittain (Dec. 2, 2014)

Pieter Sijpkes & **Eric Barnett**
(Feb. 17, 2015)

Marie-Eve L. Brodsky (Mar. 17, 2015)

Gonzalo Lizarralde (Mar. 24, 2015)

2015-2016

School Lecture Series

Toni Casamor (Sept. 14, 2015)
(Gerald Sheff Visiting Professor in Architecture)

Joseph Siry (Sept. 17, 2015)

Star Davis (Oct. 19, 2015)
(Axis Lighting Lecture)

Chris Lasch (Oct. 26, 2015)
(Siew Fang Chan Lecture)

Li Xiaodong (Nov. 2, 2015)
(Moriyama RAIC Illumination Lecture)

Tom Balaban, **Lisa-Marie Fortin** & **Stéphane Rasselet**, moderated by **Marc-André Carignan**
(Nov. 23, 2015)

Adam Caruso (Jan. 11, 2016)
(David J. Azrieli Lecture)

Chris Jofeh (Feb. 8, 2016)
(TISED Lecture)

Hilary Sample (Feb. 15, 2016)
(Sheila Baillie Lecture)

Greig Crysler (Feb. 22, 2016)
(Yan P. Lin Centre / Democracy, Space, and Technology Lecture)

Shohei Shigematsu
(Mar. 21, 2016)
(Canadian Institute of Steel Construction Lecture)

Antoine Picon (Apr. 4, 2016)

Brown Bag: ASA-sponsored lecture series

Jakub Dzamba (Sept. 15, 2015)

Adam Hardy (Oct. 20, 2015)

Francois Emond (Nov. 24, 2015)

Greig Crysler (Feb. 24, 2016)

Nina Mihaylova (Mar. 15, 2016)

Diana Allan (Mar. 22, 2016)

James Brittain (Mar. 29, 2016)

2016-2017

School Lecture Series

Alberto Pérez-Gómez (Sept. 12, 2016)
(William Hobart Molson Lecture)

Nelson Jenkins (Sept. 19, 2016)
(Axis Lighting Lecture)

Peter Fu (Oct. 3, 2016)

Sheila Kennedy (Oct. 31, 2016)
(Sheila Baillie Lecture)

Claire Weisz & **Mark Yoes** (Nov. 14, 2016)
(TISED Lecture)

David Adjaye (Jan. 16, 2017)
(David J. Azrieli Lecture)

Pelletier de Fontenay / **Kuehn Malvezzi**
(Jan. 23, 2017)
(Siew Fang Chan Lecture)

Gilles Saucier (Feb. 6, 2017)
(Gerald Sheff Visiting Professor in Architecture)

Laurie Hawkinson (Feb. 20, 2017)
(Canadian Institute of Steel Construction Lecture)

Michael Murphy (Mar. 13, 2017)
(Yan P. Lin Centre / Democracy, Space, and Technology Lecture)

Brown Bag: ASA-sponsored lecture series

Malcolm Lewis-Richmond & **Magda Popeanu** (Oct. 11, 2016)

Lisbet Harboe & **Peter Hemmersam**
(Oct. 12, 2016)

Marc-André Carignan (Oct. 19, 2016)

Fabrizio Gallanti (Oct. 25, 2016)

Jateen Lad (Oct. 27, 2016)

Rachel Law (Nov. 22, 2016)

Maxime Madeck (Jan. 10, 2017)

Nicolay Boyadjiev (Jan. 12, 2017)

Petr Franta & Vladimir Slapeta
(Jan. 26, 2017)

Christine Fontaine (Jan. 30, 2017)

Reza Aliabadi (Jan. 31, 2017)

Marie-Claude Landry (Feb. 21, 2017)

3.6.F EXHIBITIONS

2011-2012

Student Work (October 13 to 23, 2011)
An exhibition of student work from the past year to mark Homecoming and Open House.

Fall Colloquium (October 31 to November 4, 2011)
An exhibition to accompany the second annual Fall Colloquium (Nov. 2) celebrating the design work and research of graduate students and faculty.

Sketching School 2011 (November 7 to 18, 2011)
An exhibition of student work from Sketching School 2011 in Gloucester, Massachusetts.

Newfoundland Modern (November 21 to 25, 2011)
An exhibition to accompany the launch of Prof. Robert Mellin's book Newfoundland Modern (McGill-Queen's University Press).

Accreditation Exhibition (March 3 to 7, 2012)
An exhibition prepared for the visit of the CACB team.

2012-2013

Unapologetic Experiences (August 31 to September 20, 2012)
An exhibition of work by Andrew King, Gerald Sheff Visiting Professor in Architecture (Winter-Summer 2012).

Material Play (September 24 to 28, 2012)
An exhibition of current work from the M1 studio (ARCH 672 Architectural Design 1).

Evocative Spaces: A Collective Student Image (October 3 to 19, 2012)
An exhibition of photographs by students at the School.

Socially Engaged Architecture / L'Architecture Impliquée (October 22 to Nov. 9, 2012)
An exhibition of recent projects by Provencher Roy + Associés Architectes.

American Cities 2.5 (November 12 to 30, 2012)
An exhibition by Mark Linder and McLain Clutter.

M2 Review + Exhibition (December 12 to 20, 2012)
An exhibition of current work from the M2 DSR students (ARCH 682 Directed Research Project 1).

Summer Course and Field Course Abroad: Venice (January 10-25, 2013)
An exhibition of student work from the Summer Course and Field Course Abroad 2012 in Venice.

Sketching School 2012 (February 4 to 15, 2013)
An exhibition of student work from Sketching School 2012 in Saint John, New Brunswick.

Germany X 2 (February 25 to March 8, 2013)
An exhibition of student work from the Summer 2012 Wilfred Truman Shaver Scholarship trip to Germany.

Paseo de ronda / Chemin de ronde / Wall-walk (March 13 to 28, 2013)
An exhibition on Spanish Baroque fortifications. Photographs by Ricardo L. Castro. Installation by Suresh Perera.

Your Techne (April 3 to 12, 2013)
McGill Architecture Student Exhibition

M.Arch. (Professional) DSR Final Projects (April 26 to May 3, 2013)
Master of Architecture professional program Design Studio Directed Research final projects.

2013-2014

UFO: Uncommon Fabricated Objects (September 5 to 27, 2013)
An exhibition that includes the final projects of the Summer 2013 term of the M1 DST studio (ARCH 677, Prof. Aaron Sprecher and Elisabeth Bouchard) and of the 2012-2013 U3 Architectural Modelling course (ARCH 512, François Leblanc).

Things I Learned in Kindergarten (September 30 to October 18, 2013)
An exhibition of art by students at the School.

Sketching School 2013 (October 28 to November 15, 2013)
An exhibition of student work from Sketching School 2013 in Portsmouth, New Hampshire (Prof. David Covo).

Tactical Urbanism (November 19 to 25, 2013)
An exhibition of 12 projects created this term by the Urban Design and Housing studio in the School (ARCH 603, Prof. Nik Luka) and by three studios at the École d'architecture at Laval.

Failing Fast: Angels & Monsters (January 13 to 31, 2014)
An exhibition of student work from the Fall 2013 Architectural Modelling course (ARCH 512, Prof. Michael Jemtrud).

Summer Course Abroad: Greece (February 17 to 28, 2014)
An exhibition of student work from the Summer Course Abroad 2013 in Greece (Prof. Ricardo L. Castro).

Douglas Darden: Lithographs (March 10 to 21, 2014)
An exhibition of lithographs by the architect Douglas Darden that formed the source material for his book Condemned Building: An Architect's Pre-Text (1993).

Defending the Faith (March 24 to April 11, 2014)
Fortified churches and architectural modernism in Romania. An exhibition of student work from the Summer 2013 Wilfred Truman Shaver Scholarship trip to Romania (Prof. David Covo).

M.Arch. (Professional) DSR Final Projects (April 25 to May 2, 2014)
Master of Architecture professional program Design Studio Directed Research final projects.

North is 'X' Positive (May 8 to 22, 2014)
With original work created and curated by FARMM, the exhibition North is 'X' Positive showcases a series of "shack" prototypes that interrogate the research-creation process as it relates to our contemporary understanding of technics.

The Grande Place (May 26 to 30, 2014)
Assignment 2 of the professional M.Arch. DST Summer studio (ARCH 677, Architectural Design 3, Profs. Ipek Türeli and Howard Davies).

2014-2015

After the Games: 100 Days in Asia (September 8 to 26, 2014)
An exhibition by Grace Lin of her John Bland Scholarship trip. Photographs, sketches, paintings and videos. Focuses on the industrialized cities of China, especially the buildings and infrastructure associated with the 2008 Olympics and the 2010 international expo.

Sketching School 2014 (October 14 to 31, 2014)
An exhibition of student work from Sketching School 2014 in Lunenburg, Nova Scotia (Profs. David Covo & Robert Mellin).

Summer Course and Field Course Abroad: Venice (November 24 to December 5, 2014)
An exhibition of student work from Summer Course and Field Course Abroad 2014 in Italy (Profs. Radoslav Zuk and Ricardo L. Castro).

proto-moments: recent work by area.architecture (January 5 to 26, 2015)
An exhibition of new work by Anca Trandafirescu of area.architecture and Taubman College.

The New Architecture of Montreal Libraries (February 18 to 27, 2015)
An exhibition of work by Atelier TAG, Atelier Big City, and Dan Hanganu.

2013-2014 SSEF Architectural Student Design Competition (March 9 to 27, 2015)
An exhibition of the top ten finalists in the 2013-2014 Architectural Student Design Competition of the Steel Structures Education Foundation.

Winter in Tilting (March 31 to April 10, 2015)
An exhibition of paintings, oral history, and maps from Prof. Robert Mellin's book Winter in Tilting: Slide Hauling in a Newfoundland Outport (Pedlar Press, 2015).

M.Arch. (Professional) DSR Final Projects (April 27 to May 1, 2015)
Master of Architecture professional program Design Studio Directed Research final projects. (Also in Rooms 101 + 102 + first-floor hallway.)

Amal: The Reslient School (May 20 to June 5, 2015)
Prof. Ipek Türeli and her students in the studio course Design and Construction 2 invite all to the opening of the exhibition "Amal: The Resilient School." Amal, hope in Arabic, is an elementary school for traumatized Syrian refugee children in Turkey. This exhibition showcases the students' propositions on how educational buildings and school architecture can respond to the ongoing humanitarian crisis.

2015-2016

Stop! Monument (September 8 to 25, 2015)
An exhibition by Jason Tsironis, 2012 Prix de Rome for Emerging Practitioners laureate.

Views on the Plateau and around Quebec (October 13 to 30, 2015)
An exhibition by David Farley.

Sketching School 2015 (November 5 to 20, 2015)
An exhibition of student work from Sketching School 2015 in Baie St-Paul, Quebec (Profs. David Covo & Robert Mellin).

Plateau 2.0 (November 23 to December 4, 2015)
An exhibition of recent projects in Plateau Mont-Royal.

Adam Caruso (January 11 to 29, 2016)
An exhibition of the work of Caruso St John Architects, London & Zurich.

Creative Dissent: Arts of the Arab World Uprisings (February 1 to 26, 2016)
A touring exhibition (most recently at MIT) designed to immerse visitors in the creative vitality of the continually evolving uprising movement commonly referred to as the Arab Spring.

Shaver Scholarship Trip: Berlin, Hamburg, Malmo, Copenhagen (March 7 to 18, 2016)
An exhibition of student work from the Summer 2015 Wilfred Truman Shaver Scholarship trip to Germany, Denmark and Sweden (Prof. Nik Luka).

Summer Course Abroad: Greece (March 22 to April 1, 2016)
An exhibition of student work from the Summer Course Abroad 2015 in Greece (Prof. Ricardo L. Castro).

Stratografia (April 4 to 15, 2016)
Paintings by Todd Lowery informed by experiences of Greek landscape and Athenian urban fabric.

2016-2017

Beyond the Expected for the Shield of Athena (September 15 to 30, 2016)
An exhibition (photographs by Sebastien Ulysse) that explores a woman's psycho-emotional journey.

Murdoch Laing / Habitat '67 (October 4 to 13, 2016)
An exhibition of the submissions to the Murdoch Laing / Prix de la Fondation Habitat '67 Design Competition 2016 (Prof. Ricardo L. Castro).

Angelo Favretto Sketching School Exhibition 2016 (October 17 to November 1, 2016)
An exhibition of student work from Sketching School 2016 in Saint John, New Brunswick (Profs. Ricardo L. Castro, David Covo, and Robert Mellin).

Summer Course and Field Course Abroad: Venice (November 7 to 18, 2016)
An exhibition of student work from Summer Course and Field Course Abroad 2016 in Italy (Profs. Radoslav Zuk and Ricardo L. Castro).

Pelletier de Fontenay / Kuehn Malvezzi (January 9 to 27, 2017)
Architects, Pelletier de Fontenay, Montreal / Kuehn Malvezzi, Berlin.

rzlbd hopscotch: seeking a territory for a vision (January 31 to February 17, 2017)
An exhibition of the work of atelier rzlbd, a Toronto-based practice founded by Reza Aliabadi.

Passages: Entre art et médecine (March 7 to 17, 2017)
An exhibition of the work of Alain Parent, medical doctor and artist.

Fondamenta (March 20 to 31, 2017)
An exhibition by Prof. Ricardo L. Castro, RCA, FRAIC, of images of the architecture we walk on.

Nordic Impressions (April 3 to 7, 2017)
An exhibition by Dominique St-Pierre of her travels in Scandinavia on the Hugh McLennan Memorial Scholarship.

3.6.G VISITING CRITICS AND GUEST LECTURERS

2011-12

Gavin Affleck, Iris Amizlev, Thierry Beaudoin, Denis Bilodeau, Natacha Boucher, Louis Brillant, Tim Brittain-Cattlin, Yvan Cazabon, Randy Cohen, Anne Cormier, Jason Crow, Nathalie David, Ursula Emery-McClure, Paul Emmons, Marco Frascari, Terrance Galvin, Nathan Godlovitch, Fanis Gramenos, Paul Holmquist, Stuart Kinmond, Lisa Landrum, Sophie Le-Bourva, Annie Lebel, Philippe Lupien, Erik Marosi, Alexis Meier, Paula Meijerink, Maria Elisa Navarro, Lucas Oberlaender, Guillaume Pelletier, Marc-André Plasse, Alessandra Ponte, Louis Pretty, Lia Ruccolo, Antonino Saggio, Angeliki Sioli, Georges Teyssot, David Theodore

2012-13

Senn Annis, Madhav Badami, Rami Bebawi, Louis Brillant, Alberto Carli, Julian Chen, Lily Chi, Carlotta Daro, Trevor Davies, John Diodati, Ahmed El-Geneidy, Paul Emmons, Francois Emond, Maude Francoeur, Naomi Frangos, Vassilis Ganiatsas, Ziad Haddad, Cynthia Hammond, Hal Ingberg, Radu Juster, David Leatherbarrow, Lorraine Mercier, Sergio Morales, Cleo Paskal, Louise Pelletier, Marc-Antoine Primeau, Ron Proulx, Tudor Radulescu, Robert Stanley, Kassra Tavakoli, Vladimir Topouzanov, David Theodore, Henry Tsang

2013-14

Rami Abou-Khalil, Tanya Abramovitch, Gavin Af eck, Lionel Alcoloumbre, Thierry Beaudoin, Cédric Boulet, Louis Brillant, Michel Broz, Valérie Chartrand, Domenico Ciraci, Sergio Clavijo, Jerome Conraud, Anne Cormier, Dana Cupkova-Meyers, Claudine Deom, Paul Emmons, Miguel Escobar, Patrick Evans, Martin Frappier, Fabrizio Galanti, Fanis Gramenos, Hal Greenberg, André Habib, Bechara Helal, Jason Hughes, Hans Ibelings, Hal Ingberg, Marta Masferrer Juliol, Jan Kubanek, Daniel Lafond, Benoit-Simon Lagacé, Elsa Lam, Michel Langevin, David Leatherbarrow, Karl Lemieux, Mathieu Lemieux-Blanchard, Kevin Manaugh, Paula Meijerink, Patrick Morand, Franco Panzini, Louise Pelletier, Louis Pretty, Kevin Pratt, Michele Regina, Gilles Saucier, Paul Scriver, Malena Szlam, Inderbir Singh Riar, Chris Siefert, Robert Stanley, Bruno St-Jean, Tom Switzer, Georges Teyssot, David Theodore, Vladimir Topouzanov, Guy Villemure, Lilith Wyatt

2014-15

Ronnie Araya, Manon Asselin, Tom Balaban, Vedanta Balbahadur, Dinu Barbarese, Denis Bilodeau, Frederic Caplette, Justine Chibuk, Laurie Damme-Gonneville, Tom Egli, Wade Eide, Paul Emmons, François Émond, Maude Francoeur, Fabrizio Gallenti, Gene Gibbons, Frederica Goffi, Fanis Grammenos, Bob Hamilton, Cynthia Hammond, Dan Hanganu, Melinda Hart, Paul Holmquist, Lynne Horiuchi, Elizabeth Kahn, Stephan Kowal, Anick La Bissonnière, Valerie Lamontagne, Katherine Lapierre, Carla Leitão, Louis-Paule Lemieux, Mathieu Lemieux-Blanchard, Carole Lévesque, David Letherbarrow, Marie-Paule Macdonald, Sophie Mayes, Paula Meijerink, Mélanie Mignault, Neil Minuk, Eric Mongerson, David Moreaux, Shawn Moscovitch, Masa Noguchi, Hubert Pelletier, Alessandra Ponte, Inderbir Riar, Owen Rose, Witold Rybczynski, Julie St-Arnaud, Angeliki Sioli, Thomas Strickland, David Theodore, Paul Yachnin, Sybil Wa, Sasa Zivkovic

2015-16

Tiphaine Abenia, Gavin Affleck, Chandler Ahrens, Ronnie Araya, Manon Asselin, George Baird, Tom Balaban, Giovanna Borasi, Kevin Botchar, Georges Boulette, Sinisha Brdar, Brian Brush, Andrew Butler, Trevor Butler, Stephane Chevalier, Azad Chichmanian, Jean-Pierre Chupin, Christina Contandriopoulos, Andrew Curtis, Jamie Dabner, Matt Daubach, Trevor Davies, Talia Dorsey, Jean-Maxime Dufresne, Mary Jean Eastman, David Edgars, Tom Egli, Viviane Ehrensberger, Andrew Forster, Maxime-Alexis Frappier, Simon Glew, Erica Goldstein, Paul Guenther, Susane Havelka, Mimi Hoang, Timothy Hyde, Hans Ibelings, Chris Ilg, Hal Ingberg, Jayne Kelley, Stephan Kowal, Michel Langevin, Emmanuelle Lapointe, Michel Lauzon, Jonathan Lessard, Carole Levesque, Jing Liu, Leslie Lok, Jeff Ma, Andrea MacElwee, Vouli Mamfredis, Cecile Martin, Eric Marosi, John McMinn, Mélanie Mignault, Shawn Moscovitch, Shaheen Namvary, Son Nguyen, Mark Poddubiuk, Stephane Pratte, Sheldon Reich, Joan Renaud, Sophie Robitaille, Lia Ruccolo, Barry Sampson, Roxanne Sayegh, Samantha Christine Scheider, Peter Sealy, Lola Sheppard, John Shnier, Malkit Shoshan, Inderbir Riar Singh, Angeliki Sioli, Lars Spuybroek, Cliff Stendel, Rebecca Taylor, Alanna Thain, David Wees, Dan Wood, Sasa Zivkovic

2016-17

Bruce Allan, Lisa Allard, Manon Asselin, Jean-Philippe Beauchamp, Sinisha Brdar, Carlo Carbone, Joe Carter, Azad Chicmanian, Robert Claiborne, Christina Contandriopoulos, Anne Cormier, Greig Crysler, Peggy Dreamer, Frédéric Dubé, Aliki Economides, Maxim Frapier, Benjamin Gianni, Nathan Godlovitch, Fanos Gramemos, Colin Hanley, Hans Ibelings, Julian Jacobs, Ron Kellett, Thomas-Bernard Kenniff, Daniel Laflèche, Thomas McIntosh, Elena Manferdini, Anca Martyicu, Erik Marosi, Luci Mastropasqua, Robert Miners, Mohammad Miraly, Terry Montgomery, David Morris, Shawn Moscovitch, Juliette Patterson, Louise Pelletier, Mark Poddubiuk, Alessandra Ponte, Inderbir Riar, Todd Richards, Sophie Robitaille, Ivan Rupnik, Bruno St. Jean, Peter Sealy, Richard Shearmur, Robert Stanley, Jill Stoner, Michael Sullivan, Vladimir Toupouzanov, Francesca Valenti, Theodora Vardouli, Tom Verebes, Natalie Voland, David Wachsmuth, Ben Wareing, Betsy Williamson, Patty Xenos, Katsuhiro Yamazaki

3.7 PHYSICAL RESOURCES

3.7.A GENERAL DESCRIPTION

The School is housed in one of four buildings designed in the 1890s by Andrew Taylor for the main University campus. Opened in 1896 as the Macdonald Chemistry Building, it was home to the Departments of Chemistry and Mining for decades. In 1985, it was completely renovated according to the plans of ARCOP Associates (a Montréal-based architecture firm) to accommodate the Schools of Architecture and Urban Planning. The Macdonald-Harrington Building—as it is now known—combines a rational but asymmetrical plan with a sober, symmetrical façade facing the main McGill quad. The building's name recognizes two individuals from the Victorian era: Sir William C. Macdonald, a local tobacco baron and University benefactor, and Bernard Harrington, McGill's first chemistry professor. The seven-storey building has been home to the School of Architecture since 1987. As the primary occupant, the School now occupies space on every level for a net total of approximately 4,200 m2 of the building's gross floor area of 6,232 m2.

The School's principal space resources include its studios, which are distributed throughout the building on the first or main entrance floor, as well as the second, third, and fifth floors. We also have three digital and/or media labs funded by the Canada Foundation for Innovation (CFI), a two-storey workshop, photographic and darkroom facilities, two well-appointed lecture rooms, dedicated computer facilities, a multimedia resource centre, two dedicated crit rooms, and an exhibition room, as well as comfortable offices for faculty, staff, and students, and a designated non-teaching space used as a student lounge (named The Cellar). Building plans are provided on the following pages. Access to all studios, the Cellar, and the computer room is controlled by proximity card. Important public spaces—the exhibition and crit rooms, as well as a large auditorium used for major lectures—are located on the main floor, while faculty and staff offices are concentrated on the second and third floors. One professor's office is on the fourth floor and two support staff are housed on the ground floor. The Engineering Building Director is Leela Baldeo.

Major Space Allocation (square metres)

BASEMENT LEVEL (GROUND FLOOR AT SERVICE COURTYARD)		
B01	LIPHE LAB	49.82
B02	STORAGE	33.76
B02B	LAB: PIETER SIJPKES	22.19
B04	FUTURE LAB SPACE	63.76
B09	DARKROOM AND PHOTOGRAPHY STUDIO	19.29
B09A	DARKROOM AND PHOTOGRAPHY STUDIO	8.05
B09B	DARKROOM AND PHOTOGRAPHY STUDIO	6.64
B09C	DARKROOM AND PHOTOGRAPHY STUDIO	8.53
B10	ARCHIVES	26.21
B14	WORKSHOP—24-HOUR ANNEX	63.41
B25	WORKSHOP—MAIN WORKSPACE	105.53

GROUND FLOOR		
G1	SEMINAR ROOM	48.01
G2	ASA	32.30
G2A	ASA	10.65
G6	THE CELLAR—INFORMAL STUDENT AREA	58.51
G12	MEDIA CENTRE	78.24
G15	FACULTY OF ENGINEERING COMPUTER LAB	199.62
G16	WORKSHOP—OFFICE AND MATERIALS SHOP	27.09
G16A	WORKSHOP—MEZZANINE	29.05

FIRST FLOOR
(MAIN ENTRANCE LEVEL FROM CAMPUS)

HALL	MAIN CORRIDOR—DISPLAY / CRIT SPACE	58.10
100	PORTER'S OFFICE	6.83
101	CRIT ROOM	48.10
102	CRIT ROOM	52.18
103	IT LAB	60.62
G10	MAIN LECTURE HALL—175 SEATS	172.20
114	EXHIBITION ROOM	157.79
115	U2 STUDIO	240.87
115A	FARMM LAB (PROF. MICHAEL JEMTRUD)	77.93

SECOND FLOOR

HALL1	MAIN HALL—INFORMATION DISPLAY	54.65
201	SCHOOL RECEPTION—MARCIA KING	31.88
202	STUDENT ADVISOR—MARY LANNI-CAMPOLI	16.43
203	ACCOUNTING—LARISSA KOWBUZ	13.70
204	ADMINISTRATIVE OFFICER—DAVID KRAWITZ	13.91
205	DIRECTOR—MARTIN BRESSANI	23.95
206	CONFERENCE ROOM	25.96
207	SEMINAR ROOM	32.93
208A	PROJECTION ROOM	4.71
208B	KITCHENETTE	4.33
212	ARCHITECTURE LECTURE ROOM—61 SEATS	71.15
214	U1 STUDIO	204.21
215	GRADUATE PROGRAM STUDIO	212.03
215A	OFFICE—MICHAEL JEMTRUD	11.45
215B	OFFICE—SALMAAN CRAIG (AS OF JANUARY 2018)	11.45
215C	OFFICE—SHEFF PROFESSOR	9.65
215D	OFFICE—HOWARD DAVIES	12.69
215E	EMDRAH—DIGITAL HUMANITIES CFI LAB	23.74
215F	PH.D. STUDENTS	23.43
220	OFFICE—ALBERTO PÉREZ-GÓMEZ	22.66
222	OFFICE—LUCIANA ADOYO	21.79

THIRD FLOOR

HALL1	MAIN HALL—DISPLAY / CRIT SPACE	57.08
301	OFFICE	10.77
302	OFFICE—DAVID COVO	20.16
303	OFFICE—THEODORA VARDOULI	11.34
304	OFFICE—ANNMARIE ADAMS	14.67
305	OFFICE—ADRIAN SHEPPARD	14.72
306	OFFICE—IPEK TÜRELI	11.30
307	OFFICE—RADOSLAV ZUK	18.76
308	OFFICE—VIKRAM BHATT	22.60
309	OFFICE—DAVID THEODORE	15.65
311	OFFICE—RICARDO CASTRO	13.82
312	U3 STUDIO	151.13
312A	VISUAL ARTS COLLECTION STORAGE	13.02
313	OFFICE—ROBERT MELLIN	10.85
314	U3 STUDIO	203.78
315	OFFICE—AVI FRIEDMAN	15.84

FOURTH FLOOR

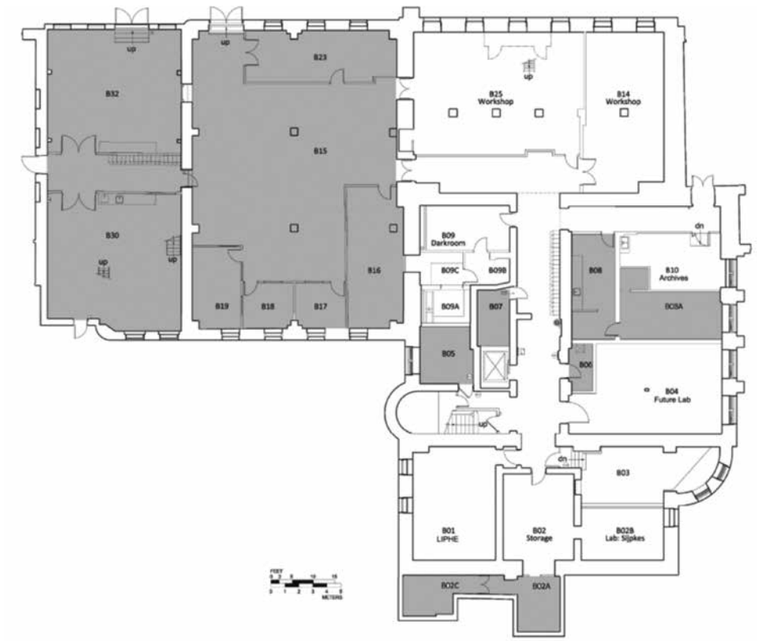
418	OFFICE—NIK LUKA	15.09
420	SEMINAR ROOM—URBAN PLANNING / ARCHITECTURE	50.53

FIFTH FLOOR

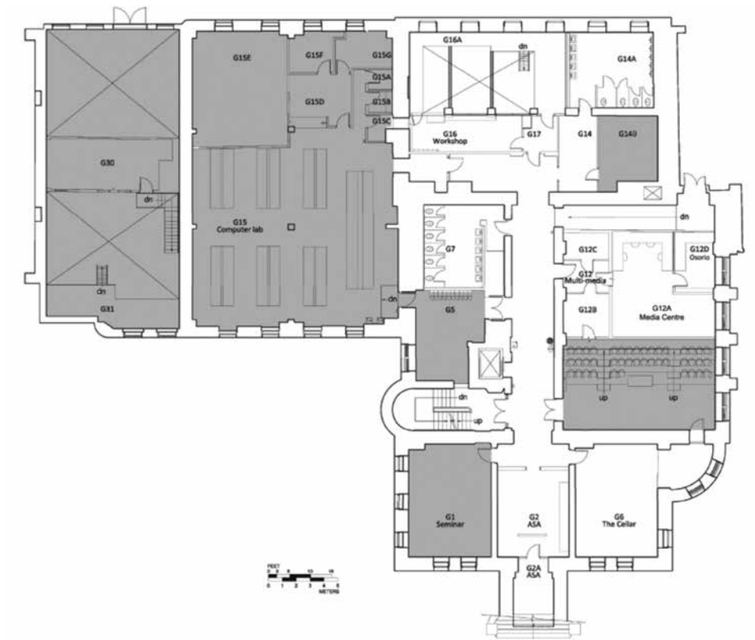
HALL1	MAIN HALL—DISPLAY / CRIT SPACE	58.99
500	M.ARCH. (PROFESSIONAL) STUDIO	154.79
505	M.ARCH. (PROFESSIONAL) STUDIO	76.28
512	M.ARCH. (PROFESSIONAL) STUDIO	153.55
514	M.ARCH. (PROFESSIONAL) STUDIO	206.28

3.7.B BUILDING PLANS

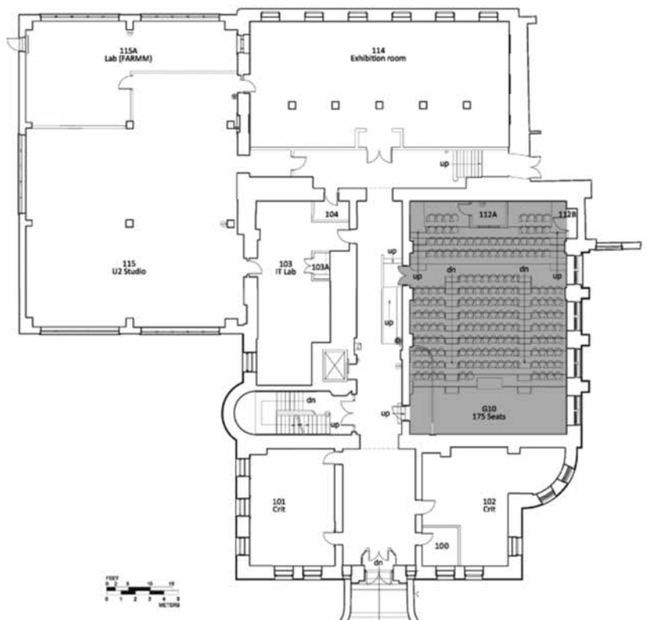
Basement
(ground floor at rear service courtyard)



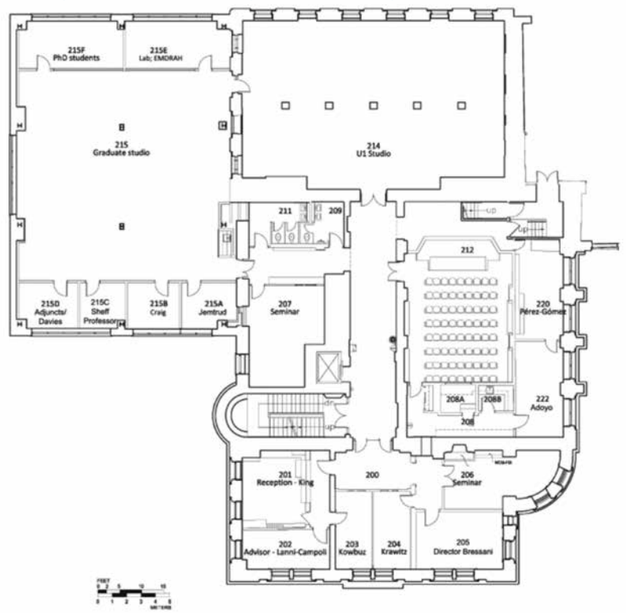
Ground floor
(one level below campus entrance)



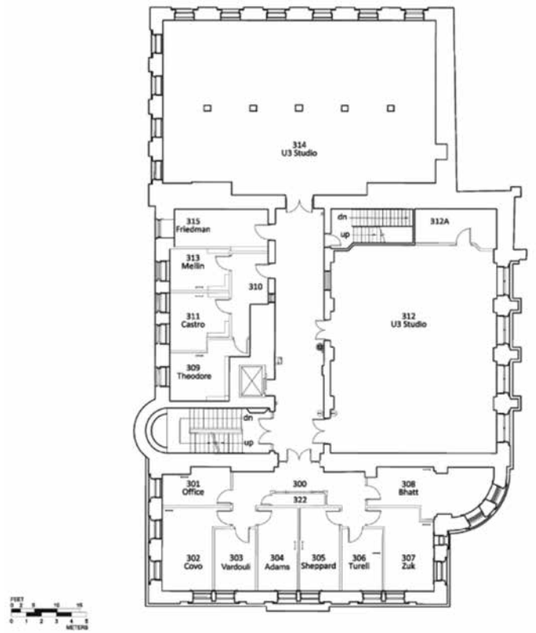
First floor (campus entrance):
exhibition, crit rooms, studio, FARMM



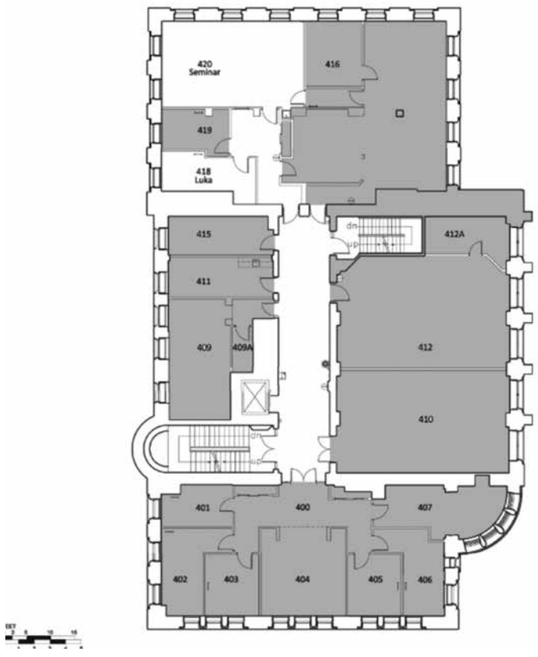
Second floor:
studios, school lecture room, administration, EMDRAH



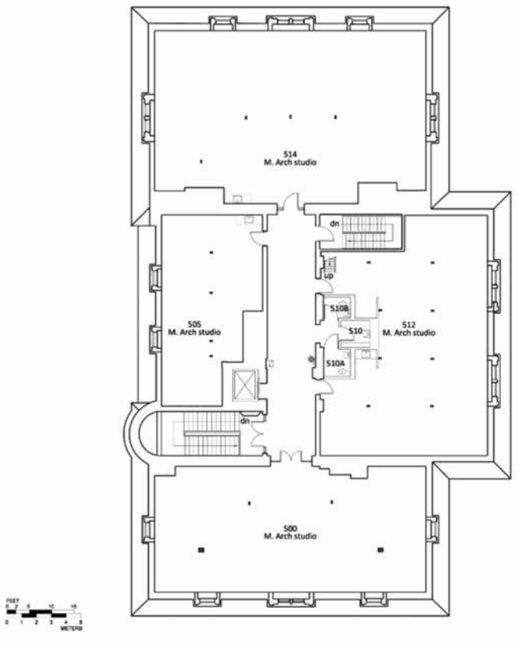
Third floor:
studios, faculty offices



Fourth floor (Urban Planning):
one architecture office and shared seminar room



Fifth floor:
Graduate Studios



3.7.C BUILDING IMPROVEMENTS SINCE 2012

As already mentioned in section 2.1, the Macdonald-Harrington Building is currently undergoing a $10 000 000 renovation involving the total rehabilitation of the envelope. The building's exterior masonry walls, the front exterior masonry steps, and the interior stair masonry are all being repaired and restored; much of this work involves careful dismantling and relaying. The foundations will be resealed, addressing water infiltration issues. The roof and metal windows will be replaced, while the remaining original wood windows will be restored. The interiors of our fifth-floor attic will be completely refinished.

In addition to this major reconstruction, several smaller improvements have taken place in the Macdonald-Harrington Building since 2012. A new lighting system was installed in January 2015 in the Exhibition Room (room 114), designed by CS Design and paid through alumni donations. The entire lighting system in the Macdonald-Harrington building was retrofitted the same year by McGill's Facilities Department. The work saw new energy-efficient system replacing all the ballasts and bulbs in every fluorescent fixture. Energy-saving sensor based timers were also installed to replace the manual light switches. Moreover, the restrooms on the second and fifth floors were retrofitted and made universally accessible.

We continue to improve the working environment and workstations in the studios with both internal and external funding as it becomes available. Thanks to a substantial alumni donation, both 3rd-floor studios (U3) were refurbished with new furniture, new electrical access, and equipped with a large computer monitor in 2016. Extensive renovation to the 5th-floor studios, including refurbishment and new furniture, will be completed as of September 2018. The next studio targeted for renovations is the first-floor studio (U2).

3.7.D COMPUTING FACILITIES

The School is completely serviced with wireless network connectivity. 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.

Computing and information systems within the Faculty of Engineering, including the Schools of Architecture and Urban Planning, are supported by extensive hardware ranging from desktop PCs to low-end supercomputers used to support research in artificial perception, robotics, and control.

The computing facilities and services within the Faculty are overseen by the Engineering Computing Committee, comprising faculty members and technical support personnel from all units within the Faculty as well as representatives from the School of Computer Science. This committee attends to any needs and issues pertaining to information technology within the Faculty, with emphasis on instructional computing at the undergraduate level.

Day-to-day operation of the undergraduate microcomputer facilities within the Faculty of Engineering is carried out by a technical team of seven people: a manager, systems engineer, and five network administrators. Over the past five years, Engineering has enhanced its core facilities for undergraduates based on state-of-the-art networking. The Engineering Microcomputing Facility (EMF) provides these facilities at computing laboratories located throughout the Engineering buildings. These labs include over 400 workstations, many of which are accessible to students on a 24-hour basis, seven days a week. In addition, EMF also provides software for specific courses or departments. Among the specialized software available to students through EMF are Adobe Creative Suite, Rhinoceros with VRay, Art-lantis, AutoCAD, AutoCAD Architecture, Autodesk Inventor, Autodesk 3ds Max, Revit, AutoCAD Civil, Autodesk Inventor SolidWorks, ArchiCAD, and ArcGIS.

Within Macdonald-Harrington, architecture students enjoy access to a dedicated lab maintained by EMF for their exclusive use, accessible around the clock, including 11"x17" printing, scanning, and read/write DVD. Printing services are provided and maintained by McGill's university-wide cloud-based copy-and-print management service, uPrint. Photocopiers with uPrint card access are located on most levels of the School of Architecture's Building. Large-format printing and plotting services are available through CopiEUS in the McConnell building and the School's Media Centre. For a more detailed description of IT services available to architecture students and staff, see section 3.8.C.

3.7.E AUXILIARY FACILITIES

The School operates auxiliary facilities including workshops, research labs, and other resources that support teaching, learning, and research in the School of Architecture.

Media Centre

Located on the ground floor of the Macdonald-Harrington building, the School's Media Centre is managed by coordinator Juan Osorio. The Centre provides staff and students with equipment and technical expertise in key areas of multimedia production and design: photography (digital and film), large-format printing, and publication design. It also provides first-level support for troubleshooting on any IT-related issues or malfunctioning multimedia equipment.

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"x5" enlargers. Copy facilities include a Leitz Reprovit copy stand for staff and student use.

The Media Centre maintains five digital cameras: two Canon Rebel XTi SLRs with EF-S 18-55 mm and EF 75-300 mm lenses, as well as three Nikon D3300 SLR with 18-55 mm and 70-200 mm lenses. A Nikon Super coolscan 5000 is available in the Centre to digitize slides and 35 mm negatives, and an 11" x 17" document Scanmaker 1000XL scanner is available to digitize other media.

The photographic studio area is equipped with seamless backdrops and is equipped with two external Elinchrom Flash Bulbs with diffuse soft boxes for the photography of architectural models. There is a LED flood light system as well as a light cube tent (1 m x 1 m x 1 m) for larger models and a smaller light tent (30 cm x 30 cm x 30 cm) for small models. Students have full access to the video-editing facilities offerred by McGill's IT Customer Services (ICS), located on campus at 688 Sherbrooke Street West.

The Media Centre offers an in-house printing service with two devices: an HP Designjet T-2500 multifunction printer / scanner / photocopy system capable of reproducing large-format documents, and an HP Designjet 795 large-format printer. It also has two 11" x 17" colour laser printers: Konica Minolta MagicColor 7450 as well as an HP Laserjet CP 5225DN. For a more detailed description of IT services available to students and staff, see section 3.8.C.

Workshop Facilities

The School of Architecture Workshop is managed by the Faculty of Engineering and operated by Chief Technician David Speller. Typical projects in the shop involve the use of solid and engineered wood, plastics, metal, plaster, concrete, paper, and glass. A spray finishing and sandblasting facilities is available. Students also have access to two Universal 55 W laser cutters, a 5' x 10' CNC router and five 3D Printers (3 UP! Plus 2 and 2 Zortrax M200).

The Workshop area comprises approximately 251 m2 of space dedicated to these activities, accessed via the basement and ground levels; it is divided into four main areas:

MAIN SHOP	105.5 M^2
OFFICE AND SUPPLY STORE	27.1
MEZZANINE	29.1
ASSEMBLY ROOM (24 HOURS)	63.4
SPRAYING AND SANDBLASTING	26.2
TOTAL	251.3 M^2

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 adjacent to the School shop and a glassblowing facility in the Department of Chemistry.

Materials used in the workshop are available for purchase through the Chief Technician.

CFI-Funded Research Laboratories

Facility for Architectural Research in Media and Mediation (FARMM)

Funded by the Canada Foundation for Innovation (Professor Michael Jemtrud, PI), FARMM opened in September 2008 and occupies Room 115A (78 m2). It is a non-hierarchical umbrella organization that links researchers and students within the School of Architecture to other academic and professional researchers around the world. FARMM includes an administrative and technical staff alongside of state-of-the-art design/build, networking, simulation, and imaging technologies. Uniquely, FARMM provides a flexible platform upon which applied research with next-generation technologies can be explored and developed.

Laboratory for Integrated Prototyping and Hybrid Environments (LIPHE)

Funded by the Canada Foundation for Innovation (2010-2015), LIPHE opened in September 2011 and occupies Rooms B10, G16, and multiple spaces in the Engineering basement workshop in the School of Architecture (80 m2 in total). It is a high-end fabrication laboratory that includes a six-axis CNC (Computer Numerical Control) mill, a sophisticated multi-material large bed 3D printer, and simulation and visualization technologies (five high-end workstations for production and a 3D scanner). This laboratory is dedicated to the development of high-end prototyping methods and the study of computational protocols applied to manufacturing processes. LIPHE was designed as an open-source infrastructure, providing opportunities for expansion and the development of new fabrication tools. With the resignation of Professor Aaron Sprecher in September 2017, it is expected that LIPHE will be re-assigned to a new faculty member.

Emerging Methods for Digital Research in Architectural History (EMDRAH)

Initiated by Professors Ipek Türeli and David Theodore and funded by the Canada Foundation for Innovation (through its John R. Evans Leaders Fund), the EMDRAH lab is in room 215E. The freshly-renovated space has been operational since August 2017. This collaborative facility aims to develop and extend emerging digital methods for research in architectural history. In architecture, research involving digital techniques has so far emphasized the relevance of computation to design and construction, or promoted initiatives to create online databases from existing slide collections. Researchers at the centre will focus instead on deploying and adopting a new generation of robust digital techniques and tools to carry out historical research on the built environment, on its users as well as producers. The methodological program of EMDRAH spans the digitization and digital analysis of source documents. Apart from partially-digitized archival photographic collections, sources related to buildings and cities are frequently inaccessible through digital databases. To overcome this deficiency, the PIs will adapt high-definition digital photography, audio-visual recording, and scanning to the collection of architectural documents. One key innovation will be to develop ways to use 3D laser scans; researchers in the EMDRAH lab will not only document buildings and cities but also use their recordings to help elicit memories and insights from interviewees that can specify and clarify the role of architecture in recent historical events. EMDRAH research also uses digital video, digital storytelling, and visualization and mapping techniques to analyze digitized documents.

Student Space

Officially the student lounge for the School, this 58m2 non-teaching space includes comfortable new seating, facilities for display and projection, a piano, and a kitchenette. It is used as a space for informal study and student-managed social events.

3.8 INFORMATION RESOURCES AND INFORMATION TECHNOLOGY

There are six main information resources that support teaching and research in the School of Architecture. The three most significant are part of the McGill University Library: the *Blackader-Lauterman Collection of Architecture and Art*, the *Blackader-Lauterman Rare Book Collection*, and the *John Bland Canadian Architecture Collection (JBCAC)*, which are all housed in the Humanities and Social Sciences Library. Two other smaller sets of resources are maintained within the School of Architecture: the *Orson Wheeler Architectural Model Collection* and the *Materials Collection*. Finally, the *Architecture Slide Library* is housed at the JBCAC and at the School.

3.8.A McGILL UNIVERSITY LIBRARY AND ARCHIVES

The Library's mission is to advance teaching, learning, research, and community service by providing outstanding collections, access to the world of knowledge, excellence in service and an appropriate library environment, all of which are client-focused and responsive to the needs of the McGill community.

All members of the McGill community have access to and borrowing privileges for the Library's collections in all formats. Electronic resources are available remotely from anywhere in the world. The rich collections are expanded through a robust interlibrary loan program and student and faculty purchase suggestions. Library branch service points provide reference, directional, and technical support and a team of subject specialist liaison librarians are available for research consultations.

Across the campus, computers are available in branch libraries in a secure environment, providing access to online course material, library materials, word-processing, data manipulation, and for general access to email and the Internet. Charging stations are available on desks and elsewhere in the library. Printing, scanning, and copying facilities are readily available. Special facilities are available for the vision and hearing impaired. All branches provide spaces conducive to individual study and group learning, with designated quiet zones and bookable group study rooms. A number of assigned desks and rooms are also available to eligible graduate students. The Library has multiple classrooms and meeting spaces and presentation spaces, including the Research Commons Visualization Studio, a large group meeting and presentation space featuring a video wall to facilitate data visualizations, high-resolution projection of images, and other work requiring a large display.

The Library is working to meet the needs of current and future McGill students, faculty, and researchers. In 2015, the Library undertook a feasibility study, Fiat Lux, to reimagine the McGill Library of the future. More information about the Fiat Lux is available at http://www.mcgill.ca/library/about/fiat-lux.

The Library actively supports McGill's architecture programs. David Greene is the Liaison Librarian for Architecture; he assists in the provision of a range of library and information services and collections to support teaching, learning, research, and outreach activities. The Liaison Librarian is responsible for the circulating collection and provision of access to rare books on architecture and art, as well as the architectural archives. He is thus well-positioned to assist faculty and students with primary and secondary research. He reports to the head of Rare Books and Special Collections and is a member of the Humanities and Social Sciences team. The Liaison Librarian is responsible for collection development in this subject area, guided by the Architecture Collection Development Policy. Material is purchased through a combination of methods, including firm orders, open orders, approval plans, and subscriptions. Suggestions for purchase by faculty and students are also considered. The Liaison Librarian is also responsible for creating and maintaining subject guides, which point students to the key resources in the field.

The Liaison Librarian participates in the School's fall orientation sessions for undergraduate and graduate students, working with faculty throughout the year to develop and conduct library research skills workshops for students. The Library maintains a presence at most University orientation events (Orientation, Open House, etc.). The Humanities & Social Sciences Library has exhibition facilities, including a dedicated exhibition case in the Blackader-Lauterman space to showcase faculty and student work from the School of Architecture and the Department of Art History & Communication Studies as well as other relevant material.

Throughout the academic year, the Humanities & Social Sciences Library provides reference service generally between 8:00 am and 7:00 pm weekdays and from 10:00 am to 6:00 pm on weekends. At peak periods the Library building stays open for 24-hour access. During service hours, staff is available in person at the Information Desk, via online chat, and by telephone. The Liaison Librarian for Architecture is also available for consultations by appointment.

Architecture is represented in three areas of the Library—the Blackader-Lauterman Collection of Architecture and Art, administered as part of the Humanities and Social Sciences Library, the Blackader-Lauterman Rare Book Collection and the John Bland Canadian Architecture Collection, the latter two administered as part of Rare Books and Special Collections. These holdings provide library support for the School of Architecture, the School of Urban Planning, and the Department of Art History & Communication Studies. Each of these three area of the collection is the subject of a separate section below. They are further complemented by other McGill branch libraries:

- The Schulich Library of Physical Sciences, Life Sciences, and Engineering collects publications on civil and structural engineering, and standards relating to the construction of buildings, as well as environmental issues and transportation.
- The Islamic Studies Library selectively collects material of an historical nature on architecture in the Islamic world.
- The Religious Studies Library includes some information on ecclesiastical architecture as it appears throughout their holdings on the world's religions.
- The Osler Library of the History of Medicine maintains an important collection on historical hospital architecture and hospices as well as early works on anatomical drawings and perspective, of interest to architectural historians.
- The Macdonald Campus Library collects material in the soil sciences and environmental issues, which are of interest to architects.
- The Schulich branch, the Macdonald Campus Library, and Education Libraries also include materials on architecture and ergonomics.

Blackader-Lauterman Collection of Architecture and Art

This important collection dates from the early 1920s, when an endowment from the family of the late Gordon Home Blackader (B.Arch. 1906) was used to establish the collection. A second endowment was received in the 1940s from the family of Montréal sculptor Dinah Lauterman in her memory. Since that time, the holdings have been developed systematically to include print and electronic media.

Since 2012, the Library has made several important operational changes:

- The Blackader-Lauterman budget is now separated into separate categories for Art, Architecture, and Urban Planning.
- University press expenditures are now covered by a shared budget across all subjects.
- New consortia and package purchases.
- E-preferred purchasing is now used wherever possible.

The collection holdings comprise about 81,000 print titles and over 20,000 electronic titles in architecture, art, and urban planning. Access is provided to more than 3,000 journal titles in print and/or electronic format. The architecture collection includes titles in landscape architecture, history and theory, historic conservation, architectural history and design since the middle ages, Canadian architecture, urban design, planning, and housing. Access is provided through the online WorldCat catalogue, which also provides search functionality for libraries worldwide.

Journals

The Library's current journal subscriptions include over 3,200 print and/or electronic titles. Where the electronic version is equivalent to the print version (includes all images, for example), that format will be preferred. As a guide for selection and retention of titles, the Liaison Librarian uses the 'Core List of Periodicals' published by the Association of Architecture School Librarians (AASL) as well as faculty requests. Current titles are complemented by the historical serials held in Rare Books and Special Collections.

Electronic Resources

The Library provides access to electronic resources through its website. Resources include ebooks, ejournals, electronic indexes and databases, dictionaries, and encyclopedia. Remote access to resources is available to members of the University community

The following are some of the Library's current subscriptions to electronic resources of particular interest to Architecture: *Avery Index to Architectural Periodicals*; *Ebsco Art Full Text/ Art Index/ Art Index Retrospective*; *JStor, Proquest International Bibliography of Art*; *Web of Science; Scopus*; *ARTstor, CPI.Q-Canadian Periodical Index, Oxford Reference Online, Proquest Digital Dissertations and Theses, Urban Studies Abstracts, and Hathi Trust*.

LIBRARY STATISTICS REPORT - BLACKADER-LAUTERMAN COLLECTION (2017-18 BUDGET YEAR)	
BOOKS (NUMBER OF TITLES)	80,470
EBOOKS (NUMBER OF TITLES)	26,970
JOURNALS (NUMBER OF TITLES, ELECTRONIC AND PRINT)	3,266
ARCHITECTURE BUDGET (MONOGRAPHS) [COMBINED ART, ARCHITECTURE, URBAN PLANNING]	$12,474 [$31,500]
STANDING ORDERS BUDGET (ART, ARCHITECTURE, URBAN PLANNING)	$9,000
SERIALS SPENDING FOR ART, ARCHITECTURE, URBAN PLANNING (INCLUDES DATABASES AND JOURNALS, BOTH PRINT AND ELECTRONIC)	$51,000
SERIALS SPENDING FOR INTERDISCIPLINARY SUBJECTS (INCLUDES CONSORTIA PURCHASES SUCH AS CANADIAN RESEARCH KNOWLEDGE NETWORK AND BUREAU DE COOPÉRATION INTERUNIVERSITAIRE, AND OXFORD, CAMBRIDGE, US, AND CANADIAN UNIVERSITY PRESSES	$50,000
UNIVERSITY PRESS EBOOKS PURCHASES (ALL SUBJECTS)	$1,000,000

Blackader-Lauterman Rare Book Collection

There are over 3,000 monograph titles in the Blackader-Lauterman Rare Book collection ranging in date from 1511 to 2014 with strength in Renaissance architectural treatises and iconography. In addition, there are some 100 related historical serials. These materials are an integral part of Rare Books and Special Collections (RBSC) which counts roughly 750,000 bibliographic items in its holdings. One of the finest university-based rare book collections in Canada, its holdings span the ages from Babylonian and Assyrian clay tablets, to medieval European and Islamic manuscripts, to early printed books, to modern editions and includes maps, prints, drawings and posters, and archives. RBSC has especially strong holdings in Canadiana (in all subjects), natural history, philosophy, the history of printing, popular culture, and English and French literature, all of which help support and complement the architecture rare book holdings.

RBSC is an active centre for teaching and research at the University with a supervised reading room accommodating up to 20 readers for the consultation of materials. The electronic seminar room was renovated and expanded in 2017

to accommodate a teaching and workshop space for over 40 people. Modular furniture allows for flexible arrangement and lecture seating for 75. The seminar room may be reserved for classes to provide access to primary documents in teaching, such as some of the School's Architectural History seminar which are taught directly in RBSC and uses the vast array of rare materials as their primary working collection.

RBSC also coordinates various exhibition spaces in the Library and will collaborate with student or faculty guest curators. Most recently, Architectural History and Theory students curated an exhibition of material to launch the final volume of *Chora: The Space of Architectural Meaning* co-edited by Professor Pérez-Gómez. Upcoming is an exhibition on 'McGill @ expo 67' co-curated by Professors Annmarie Adams and David Theodore with ex-Liaison Librarian Jennifer Garland.

RBSC is part of the newly developed "ROAAr" (Rare Books and Special Collections; Osler Library of the History of Medicine; McGill University Archives; Visual Art Collection) and overseen by an Associate Dean. RBSC is staffed by four members with academic status (three librarians and a curator) including the liaison librarian responsible for architecture and for the John Bland Canadian Architecture Collection, with one additional librarian to be hired before the end of 2017; two support staff; and student casuals. As of fall 2017, RBSC staff will work alongside the staff of the McGill University Archives in shared office spaces. The Rare Books and Special Collections unit is open to readers Monday to Friday, 10:00 am to 6:00 pm.

RBSC provides a full range of reproductive services for research purposes including photocopying and scanning, and works closely with the Library's Digital Initiatives team to provide high-resolution digital images for publication. The Library has an active digitization program that contributes to the Internet Archive and Hathi Trust for worldwide open access to McGill Library collections.

John Bland Canadian Architecture Collection (JBCAC)

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

The JBCAC contains approximately 100 archival holdings, comprising over 160,000 drawings, 25,000 photographs, and 400 m of shelf space containing related professional and personal papers of 19th- and 20th- century Canadian architects, as well as slides, models, maps, and three-dimensional objects. Vertical files contain material on McGill buildings and biographical information on Canadian architects. The JBCAC also serves as a repository for 770 student papers prepared in the last 30 years for the History of Architecture in Canada (ARCH 535). Collection materials are housed and shelved appropriately, according to archival standards, within a secure space. The JBCAC is open regularly by appointment.

The collection was established by the late Professor Emeritus John Bland, who was Director of the McGill University School of Architecture (1941 to 1972). It continues to support the teaching and research activities of the McGill University School of Architecture. The collections are used regularly in courses such as History of Architecture in Canada (ARCH 535), Heritage Conservation (ARCH 536), Critical Writing (ARCH 622), and Research Methods for Architects (ARCH 627). The most prominent holdings have online finding aids to provide users with access to the full inventories, contextual materials, and hundreds of images. Notable within the JBCAC are works by the early directors of the School, Ramsay Tranquair and Percy E. Nobbs; faculty and graduates, Gordon Webber, Peter Collins, Moshe Safdie; and influential Montreal architects Edward and W.S. Maxwell. A general guide to the collection is available at http://cac.mcgill.ca.

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

The JBCAC is actively expanding. A recent acquisition is the archive of Harold Spence-Sales (1907-2004), McGill Professor of Architecture (1946 to 1970) and founder of McGill's program in urban planning program (the first in Canada). In 2015, the School of Architecture transferred its historical slide collection to the JBCAC.

3.8.B AUXILIARY COLLECTIONS

The Architecture Slide Collection

The School's slide library is a rich resource for both teaching and research. The collection counts 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. 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 University. Most of the lantern slides were taken by Ramsay Traquair, Director of the School from 1913 to 1939. Many of these were transferred to 35 mm in the 1980s to preserve the originals. The bulk of the 35mm slides, however, were taken by Peter Collins, who taught at McGill from 1956-1981. Not surprisingly, the Collins slides reflect his special interests, particularly architecture in France from 1750, the development of reinforced concrete, and the evolution of Modernism. At the behest of the editors of SAHARA (the collective digital image initiative run by the Society of Architectural Historians), approximately 100 slides of the works of Auguste Perret from the Peter Collins collection were copied.

Although the historical slide collections are now housed in the JBCAC, additional slides remain within the School. Since 1990, additions have been made to the slide collection. These are stored 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. The Expo slides have been scanned and are now the core of a special website designed for a case-specific assignment in ARCH 355. Also, following expansion of our graduate programs in housing, we acquired hundreds of new slides of domestic architecture from around the world. In 2009, architect Gilles Gagnon donated 21,000 slides taken between 1950 and 2001; these were professionally evaluated at $66,000.

The personal slides and digital images of faculty members also constitute a major teaching resource in the School, numbering over 100,000 slides and many more digital images, and reflect the broad research interests of the faculty. These are mostly stored in individual offices and computers and are in constant use in course lectures and seminars.

- Annmarie Adams has collected images of vernacular architecture, work by women architects, and the history of hospitals. More than 1,000 of her hospital slides have been digitized in a pilot project sponsored by the Hannah Institute and McGill's Tomlinson funds.
- Martin Bressani has a rich collection of images from archival material of French 19th-century architecture, notably from the fonds Henri Labrouste and Eugène-Emmanuel Viollet-le-Duc.

- 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 Plečnik; colonial architecture in Mexico and Colombia; pre-Columbian architecture; water and architecture.
- David Covo maintains a collection of images of vernacular architecture in Europe and Asia, pre-Columbian architecture in Mexico and Peru, urban housing in China, and buildings under construction, and the works of selected architects, most notably, Arthur Erickson.
- Avi Friedman has about 4,000 slides and 20,000 digital images including special collections of housing projects around the world and buildings under construction.
- Nik Luka has 9,000 slides and about 15,000 digital images on housing, cultural landscapes, urban design, and public space.
- Alberto Pérez-Gómez has a collection strong in European architecture, architectural theory, and images from treatises.
- Pieter Sijpkes has a collection of slides related to structures of all kinds.
- David Theodore collects images of architecture, health, and computation from grey literature; he has also digitized the personal collection of scientist Christopher Thompson (Montreal Neurological Institute).
- Ipek Türeli's collection of images and films covers topics such as colonial, modern, and contemporary urbanism and architecture, urban public spaces, school and campus architecture, cinematic urbanism, museums, theme parks, and themed environments from around the world, with geographical emphasis on the Middle East and Turkey.

The Materials Collection

The School's small Materials Collection is presently located in room B04 of the Macdonald-Harrington Building; it supports teaching on building science and other technical subjects with a collection of material samples and wall and window assemblies.

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 sculptor and Concordia University Professor 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 (retired), who maintains a display of the models in the main lobby.

3.8.C INFORMATION TECHNOLOGY

McGill IT Services

McGill IT services provide and manage all student, faculty and staff domain accounts, network and server infrastructure. They provide support for IT-related issues such as email, passwords, VPN, Minerva database, MyCourses, web support, classroom equipment support, etc.

IT Customer Services (ICS)

ICS is the primary point of contact for problem resolution and IT help to the university community. Campus Printing manages the u-Print system (see below), which provides

centralized printing, copying and scanning capabilities throughout the university. IT Service Desk provides centralized IT support for users at the downtown and Macdonald campuses. IT Network & Desktop Services provides hardware and software support for faculties and departments, and is also responsible for implementing desktop computing standards, including equipment life cycle management (procurement, reuse, recycling and disposal). Computer equipment such as laptops and projectors, can be borrowed through the ICS audio-visual equipment loans department. Windows-based laptops offered for loan include: Lenovo ThinkPad X-200, X-201 and X-220 (4 Gb Ram memory and 250 Gb HD), Toshiba Tablet, and Toshiba Netbook.

U-Print Service

A network of printers/photocopiers found campus wide are available to the McGill community. There are 50 U-Print devices within the Faculty of Engineering. Capabilities range from legal and letter prints in black & white to tabloid sized prints in color. Print jobs can be submitted from any workstation on campus or from their own computers and retrieved from any u-Print printer across campus. Specific models for these devices are Xerox 5638/5655, Xerox 6400, and Xerox 7556.

NCS (Network and Communication Services)

NCS provide across campus wireless network connectivity up to 54 Mbps using the 802.11a/g/n/ac standards. This network is available throughout the School of Architecture. 100/1000 Mbit Ethernet connections are also available for faculty, staff as well as student's computers in labs passing through the building's CISCO switch. NCS also manages the School of Architecture's Web server, running Red Hat Linux (Virtual Machine 2CPUs, 4GB RAM 60GB Linux Red Hat vers.6). This server is used by some Faculty members to build course related web sites. A WordPress content management system is used to manage and display student work.

Engineering Microcomputer Facilities (EMF)

EMF is the Faculty of Engineering IT department. The School of Architecture, being part of that Faculty, is under EMF for IT related support and management (staff workstations and student computer labs). The EMF team comprises 5 support staff - a Manager, a Senior Network Administrator, a Systems Analyst and 3 Network Administrators. This team manages and provide IT support for all staff machines throughout the Faculty of Engineering, including the architecture staff workstations.

Staff Workstations

The School of Architecture has 8 support-staff workstations:

- 4 computers with i7 CPUs with at least 8GB RAM, 500GB hard drive and a dedicated graphics card (minimum 2GB RAM)
- 4 computers with i5 CPUs with at least 4GB RAM, 500GB and a discrete graphics card.

Each station is equipped with the following softwares: MS Office 2010 (Outlook, Word, Excel, PowerPoint, OneNote); Adobe Acrobat 10; Adobe Reader DC; Adobe Photoshop CS5; Web browsers (Internet Explorer, Firefox, Chrome); Crystal Reports XI.

Student Computer resources:

8 computer labs in the Faculty of Engineering, providing a total of 260 computers, are accessible to architecture students. The majority of the workstations have i7 CPUs, with 1TB of disk storage, at least 12GB of RAM and a discrete graphics adapter with at least 2GB RAM. Computers purchased within the last year have an SSD drive. The remaining 10% of the workstations have i5 CPUs with the same specifications for the remaining components. These are scheduled to be replaced with computers with i7 CPUs or better over the next 6 months as EMF standardize on i7 CPUs as the base configuration. The following software are provided on all EMF workstations:

General:

EndNote x8
SPSS (SPSS Regression) 24
SAS 9.4 TS1M3
Microsoft Office 2016
MS Visual Studio 2015
MS Visio 2015
MATLAB 2017a R2016a
Mathematica 10.4.1
Ansys 18.1
SolidWorks 2017sp3
NX Nastran (Unigraphics) 11.0.1
LabVIEW (NI) 2016
CATIA V5
Beyond 20/20 Professional Browser
Adobe CS6
Adobe Creative Cloud
Autodesk 2018 suite
Autodesk 3ds Max 2018
AutoCAD 2018
AutoCAD Architecture 2018
Autodesk AutoCAD Civil 3D 2018
Autodesk Data Management
Autodesk Inventor 2018
Autodesk Storm and Sanitary Analysis 2018
AutoCAD MEP 2
AutoCAD Plant 3D 2018
Autodesk Data Management
Autodesk Vault Basic 2018
Autodesk Inventor 2018
Autodesk Storm and Sanitary Analysis 2018
DWG TrueView 2018
Revit 2018

Architecture-related:

ArchiCAD 20
Rhinoceros 5.13609
Grasshopper for Rhino 0.9.76
V-Ray for Rhino 2.00.26563
Artlantis Studio 6.5.2

Civil Engineering:

SAP2000 14
ETABS 9
CSIBridge Advanced V15
SAFE 2014
EMME 4.3.2
GeoStudio 2016
PTV Vision - VISSIM 5.4
PTV Vision - VISUM 12.0
Visual Modflow Flex 2013
SWMM 5.1
MathCAD Prime 2.0
RETscreen 11.3
SketckUpPro 2017
S-FRAME suite 11.2

Urban Planning:

ArcGIS Desktop 10.5

Other Computer and IT resources across Campus

Students can also use computers in the libraries across campus. The most conveniently located for Architecture students are at the Schulich Library of Physical Sciences, Life Sciences, and Engineering, totaling 108 workstations ranging from i5 CPUs to i7 CPUs. (The 4th floor has 25 workstations with i7 CPUs, 1TB hard drives, 16GB RAM and discrete graphics adapter with 2GB RAM.) The Humanities and Social Sciences Library (McLennan-Redpath Library Complex) has a total of 300 workstations ranging from i5 CPUs to i7 CPUs. 3D printing and scanning services are also available. These range from "self-serve" plastic filament (PLA) printing to more complex printing services provided by technicians in nylon, fiberglass, resin, etc.

MEDIA CENTRE (SCHOOL OF ARCHITECTURE)

The Media Centre located within the School of Architecture provides students with special scanning and printing needs. Juan Osorio, the School's media technician, manages the Centre, maintaining all large format printers, scanners, and computers. He is the first-level support for the School's classrooms and amphitheaters audio-visual equipment. He also provides basic support for Faculty members' computers, helping with software installation and troubleshooting.

The media technician is the current manager of the School Web server, assigning username and passwords for professors. He manages the WordPress content management system running on the School server. He also manages each semester studio material collection and the School's accreditation folder.

The Media Centre is equipped with 2 computers linked to special scanning and printing facilities:

Imac:
3.2 ghz Intel core i3 processor
8 GB RAM memory
ATI Radeon HD 5670 512 Mb
1TB SATA disk
MacOSX 10.10.5 Yosemite
Software: Adobe Acrobat Reader
Web Browsers. Safari, Firefox

Mac Pro:
Dual Core Intel Xeon 2.66 Ghz
2 Gb memory
ATI Radeon X1900XT
2* 500 Gb HD
MacOSX 10.6.8
Software: Adobe Suite CS3
Adobe Acrobat Professional 8
NikonScan
ScanWizard Pro
Microsoft for Mac 2011
Web Browsers. Safari, Firefox

These two computers are connected to:
Nikon Coolscan 5000 for film and positive scanning.
Microtek Scanmaster 1000XL for scanning documents up to tabloid size.
Hp Color Laserjet CP5225 printer to print up to tabloid size documents.
Konica Minolta Magicolor 7450 printer to print up to Tabloid size documents.
HP Designjet T2500 scanner, photocopier, printer. For large format scans and prints.
Hp Designjet 500 PS printer for Large format other material printing.

HP Designjet 795 for Large format printing.

The media technician has a MacBook Pro for regular day-to-day work:

MacBook Pro (13-inch)
2.5 GHz Intel Core i5
8 GB 1333 MHz DDR3
Intel HD Graphics 4000 1536 MB
500 GB SATA Disk
Softwares: Office 365
Adobe Suite CS4
InDesign CS5.5
Adobe Acrobat Pro 9
Camtasia
Fetch FTP Client
GIMP
OFFICE 365 suite for mac
VLC
Audacity
Web Browsers

The Media Center also has 2 Mac Laptops for temporary staff use:

MacBook 13 inch
2.4 Ghz Intel Core 2 Duo
2 Gb memory
NVidia GeForce 9400M 256 Mb
250 Gb HD
Softwares: Office 2011 for Mac
Adobe Acrobat Reader
Web Browsers

MacBook Pro 15 inch
Intel Core I7 2.66Ghz
4Gb Memory
NVidia GeForce GT 330M
500 Gb HD
Softwares: Office 2011 for Mac
Adobe Acrobat Reader

RENEWAL OF TECHNOLOGICAL EQUIPMENT AND SOFTWARE

The Faculty of Engineering EMF's department is responsible for the renewal and update of technological equipment and software available to architecture students and staff.

For computer equipment, the academic staff profit from McGill's Academic Laptop Program, which assists tenured and tenure-stream professors by subsidizing part or all costs of purchasing laptop computers to be used for teaching purposes. All newly-hired academic staff are eligible to receive a 100% subsidized machine to be used for the enhancement of teaching and learning. Tenured or tenure-stream academic staff who have previously received computers through the Academic Laptop Program are eligible to apply for a subsidized replacement machine. This subsidy covers 50% of the cost of the standard computer package. The remaining 50% can be paid from faculty's yearly Professional Development Fund, research grants, or personal funds.

Special purchases to renew the School's technological equipment is also carried yearly through the Engineering Undergraduate Equipment Fund (EUEF). This fund is built up from an accumulation of donations and student fees ($50/semester full time, $25/semester part time), and is distributed proportionally to each of the seven departments

and schools within the Faculty of Engineering. The purpose of the EUEF is to purchase and renew laboratory or workshop equipment that directly benefits undergraduate engineering, architecture and urban planning students, in addition to what is normally supplied by the Faculty of Engineering. The Equipment Fund Committee (EFC), a committee of the Engineering Undergraduate Society (EUS), administers the EUEF. It is comprised of the Dean of Engineering and all the department Chairs and school Directors (or their representatives), as well as two student representatives from each department and school. It is chaired by the EUS VP Academic. Any proposed equipment purchased through the EUEF must be accessible to undergraduate students and should not primarily benefit other independent projects. The preparation of proposals from each department and school is the product of a consultative process between the student representatives and the faculty representatives selected to sit on the committee. In the case that a department's or a school's proposed purchases cannot be covered by its allotment, the department or school may allocate money from its own account towards that proposal. A letter covering the agreement and signed by the department's chair must be presented to the EFC before the proposal can be voted on. Approximate funds available to the School of Architecture for academic year 2016-17 was $16,700. In its last purchases, the School acquired three UP! Plus 2 3d Printers and two Zortrax M200 3D Printers, and other miscellaneous equipment.

Finally, discrete purchases of technological equipment are occasionally made using the School's Development Fund (the annual fund of undesignated alumni donations; amount in 2016-17: $106,434). Last year, for instance, we re-wired our main school auditorium (room 212) with state-of-the-art digital cabling to better fit the requirements of the recently installed Panasonic PT-EZ570 WUXGA Large Venue data-projector by McGill's IT service.

3.9 FINANCIAL RESOURCES

3.9.A PROGRAM BUDGET

The School's total overall budget for the 2017-18 fiscal year is just over $3.3 million. This includes an operating budget totalling approximately $2.5 million:

TENURE TRACK STAFF	$1,581,428
OTHER ACADEMIC STAFF	235,070
TEACHING ASSISTANTS	60,136
ADMINISTRATIVE STAFF	316,774
BENEFITS	327,206
GENERAL	57,422
NON-SALARY RECOVERIES	(20,000)
TOTAL (A)	$2,558,036

In addition, 48 endowment funds in the School of Architecture (with a total principal value of $10,276,538) generated a total income of $527,877 in 2017, comprising the following:

15 PRIZES	$25,624
12 SCHOLARSHIPS	137,741
5 FELLOWSHIPS	44,522
3 CHAIRS	214,569
6 STUDIO ENHANCEMENT FUNDS	48,086
OTHER	57,335
SUB-TOTAL (B)	$527,877

To these amounts must be added two figures for annual and one-time gifts:

ANNUAL FUND GIFTS (2016-17 FIGURES)	$106,434
ONE-TIME DONATIONS	$136,850
SUB-TOTAL (C)	$243,284
ESTIMATED TOTAL SCHOOL BUDGET 2017-18 (A+B+C):	**$3,329,197**

Since 2013-14, the School has remained within its allocated budget and has experienced no deficit overruns.

3.9.B ENDOWMENTS AND DEVELOPMENT ACTIVITIES

Our graduates continue to donate generously to their alma mater; the annual fund, managed by Development and Alumni Relations (DAR), had yielded an average of $93,086 per year within the last five years, but the figures tend to indicate a clear pattern of growth:

- 2016-17: 205 alumni gave a total of $106,434
- 2015-16: 206 alumni gave a total of $113,000
- 2014-15: 231 alumni gave a total of $88,000
- 2013-14: 232 alumni gave a total of $82,000
- 2012-13: 246 alumni gave a total of $76,000

Philanthropy and fundraising continue to be a priority for the Dean of Engineering along with the Director of the School. Clear direction has been given to the fundraising team through ongoing and regular strategy meetings as well as allowing focus on identifying key individuals that have both the capacity and inclination to support the School. The most noteworthy gift within the last six years is the Peter Fu Endowment of $12,000,000 which will see the renaming of the School to The Peter Guo-hua Fu School of Architecture at McGill University. The first annual instalment of six will be delivered in September 2017.

The table below lists all the specially designated gifts to the School since 2012:

COUNT	DESCRIPTION	FISCAL YEAR	DONOR COUNT	AMOUNT
1	PROTO PLUS PRECISION	2012	1	$4,876
2	PROVENCHER ROY + ASSOCIÉS ARCHITECTES	2014	1	$500
3	MENKÈS SHOONER DAGENAIS LETOURNEUX, ARCHITECTES	2014	1	$500

COUNT	DESCRIPTION	FISCAL YEAR	DONOR COUNT	AMOUNT
4	MRS. ANNABEL M GRIFFITHS	2014	1	$12,992
5	PROVENCHER ROY + ASSOCIÉS ARCHITECTES	2014	1	$25,000
6	JODOIN LAMARRE PRATTE ET ASSOCIÉS, ARCHITECTS	2015	1	$500
7	GESTION NEUF ASSOCIÉS INC	2015	1	$5,000
8	TOURNOI DE GOLF OF THE OAQ	2016	1	$7,500
9	BASF CANADA	2016	1	$5,000
10	GESTION NEUF ASSOCIÉS INC	2016	1	$5,000
11	MRS. YOLANDA FAVRETTO	2016	1	$225,000
12	MRS. YOLANDA FAVRETTO	2016	1	$32,200
13	MRS. JEAN M MOLSON	2016	1	$250,000
14	MS. PATRICIA WONG	2018	1	$180,000
15	GESTION NEUF ASSOCIÉS INC	2017	1	$5,000
16	THE AZRIELI FOUNDATION	2017	1	$106,850
17	GKC ARCHITECTES S.E.N.C.	2017	1	$25,000
18	PETER FU	2017-22	1	$12,000,000
TOTAL				**$12,890,918**

Scholarships and Prizes

The School offers many endowed scholarships, fellowships and prizes to its students each year, for a total amount of roughly $327,000. That amount excludes fellowship moneys given by the Faculty of Graduate Studies to support our graduate program, such as the Graduate Excellence Fellowships ($91,000). A detailed list can be seen at https://www.mcgill.ca/architecture/programs/scholarships.

3.10 ADMINISTRATIVE STRUCTURE

3.10.A INSTITUTION

McGill University is a corporation, incorporated by royal charter, granted by the Crown of Great Britain on 31 March 1821 and amended by royal charter on 6 July 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. It was 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.

The University has two governing bodies—the Board of Governors and the Senate—that provide strategic guidance and oversight, ensuring accountability through a system of formal decision-making and reporting.

3.10.B THE FACULTY OF ENGINEERING

One of 11 Faculties at McGill, the Faculty of Engineering counts eight academic units: six departments (Bioengineering, Chemical Engineering, Civil Engineering and Applied Mechanics, Electrical and Computer Engineering, Mechanical Engineering, and Mining and Materials Engineering) and two Schools (the School of Architecture and the School of Urban Planning). The management of the Faculty consists of the Dean (Professor Jim Nicell) and four Associate Deans. The Dean in turn answers directly to the Provost and Vice-Principal (Academic), Professor Christopher Manfredi.

3.10.C SCHOOL OF ARCHITECTURE

The School of Architecture reports to the Dean of the Faculty of Engineering, both administratively and academically. All academic decisions must be approved by the Faculty's Academic Committee and the Faculty Council. The School of Architecture is organized in the same manner as the Faculty's other seven units, all of which deliver accredited programs. The School is administered by a Director who has the same duties, responsibilities, and authority as the other unit heads. The Director meets with the Dean in one-on-one formally scheduled monthly meetings, ad-hoc meetings as required, and as a full member of the monthly Chairs and Directors group meetings (from September through May). The Director is responsible for the School budget, special funding requests, teaching loads, curriculum reviews, negotiation of admission requirements and targets, space allocation and fund-raising. The terms of the Directorship and Associate Directorships are three years. The Associate Director of the post-professional programs is also the Graduate Program Director (an official designation used at McGill University).

The Director, Professor Martin Bressani, works closely with Professor Robert Mellin, the School's Associate Director (Post-professional programs) and Professor David Covo, Associate Director (Professional program), who also chairs the Curriculum Committee. The Director and the two Associate Directors 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 work of the Curriculum Committee.

Full-time faculty members attend the Faculty Council meetings; managerial support staff members participate in School-level staff meetings.

The School operates with several standing committees:

- Curriculum Committee (Covo)
- Undergraduate Admissions Committee (Türeli)
- Graduate Professional Admission (Davies)
- Post-professional Admissions Committee (Mellin)
- Scholarships and Awards Committee (Covo)
- Promotion and Tenure (Bressani)
- Lecture Series (Theodore)
- Recruitment (Mellin)
- Colloquium (Mellin)
- Computing and Fabrication (Jemtrud)
- Exchanges (Castro)
- Studio Coordinators (Covo, Vardouli, Friedman, Davies, Jemtrud)
- ACSA (Jemtrud)
- Faculty Senate Representative (Theodore)

Ad-hoc committees are struck to consider special projects and other issues as necessary.

3.11 PROFESSIONAL DEGREES AND CURRICULUM

The School of Architecture offers programs leading to four different degrees at the Bachelor's, Master's, and Ph.D. levels:

- Bachelor of Science in Architecture: B.Sc. (Arch.)
- Professional Master of Architecture: M.Arch. (Professional) (two options: Design Studio (DST) and Design Studio Directed research (DSR))
- Post-professional Master of Architecture (two options: History and Theory; Urban Design and Housing)
- Doctor of Philosophy: Ph.D. (Architecture)

3.11.A PROFESSIONAL PROGRAMS: B.SC.(ARCHITECTURE) AND M.ARCH. (PROFESSIONAL)

The professional program in architecture at McGill is divided into two parts. The first involves six terms of study (eight for out-of-province students) and leads to the B.Sc. (Arch.). The second, for students with the McGill B.Sc. (Arch.), or the equivalent, is a three- or four-term program that leads to the professional degree, M.Arch. (Professional).

Application procedures

B.Sc. (Architecture)

Applicants from Quebec (B.Sc. Arch.)
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 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.

Applicants outside Quebec (B.Sc. Arch.)
Most students from outside Quebec are admitted to an eight-semester B.Sc.(Arch.) program and enter a first year which includes:

CHEM 110	GENERAL CHEMISTRY 1	4 CREDITS
CHEM 121	GENERAL CHEMISTRY 2	4
MATH 133	LINEAR ALGEBRA AND GEOMETRY	3
MATH 140	CALCULUS 1	3
MATH 141	CALCULUS 2	4
PHYS 131	MECHANICS AND WAVES	4
PHYS 142	ELECTROMAGNETISM & OPTICS	4

Students may write McGill Placement Tests to obtain credit for CHEM 110, CHEM 120, MATH 133, MATH 140, MATH 141, PHYS 131, and MATH 142, when they have studied similar material previously.

Students in the B.Sc.(Arch.) program who intend to proceed to the professional degree must satisfy certain minimum requirements:

- complete 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;
- provide a portfolio of work executed in the sequence of six design studios, as well as samples of professional and personal work;
- complete the minimum period of relevant work experience according to the current Work Experience Guidelines (see www.mcgill.ca/architecture/bboard/bscmai/workexperience).

M.Arch. (Professional)

The second part of the professional program, for students with the McGill B.Sc. (Arch.), or the equivalent, is a three-semester or four-semester program that leads to the accredited professional degree, M.Arch. (Professional).

Applicants whose background includes a university degree in a non-related area are required to apply to the B.Sc.(Architecture) program. Admittance will most likely be to the first year, with the possibility of some advanced credits for certain courses.

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.) are eligible for admission directly to the professional M.Arch.(Professional) 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.(Professional) program.

The deadline for all professional M.Arch. applicants is JANUARY 15. General application requirements for the professional M.Arch. program are summarised below:

1. Application (Online)
Please complete and submit an online web application at www.mcgill.ca/gradapplicants/apply.

2. Application fee
A non-refundable application fee of CAD$104.86 is required, payable by credit card (Visa or MasterCard), payable at the time of submission.

3. Summary of work experience
A minimum of sixteen (16) weeks of work experience is required. Further information and Work Experience Guidelines are provided here. Please use the following form: Work experience form [.pdf]. Note: Your employer's signature is required along with the company business card. We do NOT require the Director's signature.

4. Résumé or CV

5. Transcripts
Applicants are required to upload unofficial transcripts of all universities previously attended (including summer term, exchange term, or study-away term). If you are recommended for admission, you will later be required to supply official transcripts. Transcripts in languages other than English or French must be accompanied by an

English or French translation provided by the institution issuing the transcript or by a certified translator.

Please refer to the following webpages:

http://www.mcgill.ca/gradapplicants/apply/ready/submit/upload
http://www.mcgill.ca/gradapplicants/apply/prepare/checklist/documents

6. Electronic letters of reference

A total of two (2) confidential letters of reference are required for your application: two (2) from academics or one (1) from an academic and one (1) from a recent employer. Once you have identified your referees (you must provide a valid institutional e-mail address for each referee), McGill will send them an e-mail asking for a reference in support of your application (Gmail or Yahoo domains cannot be accepted). Additionally, uploaded letters must be on university or company/business stationery and the referee must indicate his/her position and full contact information at the institution.

Please refer to the following webpage:
http://www.mcgill.ca/gradapplicants/apply/prepare/checklist/documents.

7. Research statement

Once accepted to the M.Arch. (Professional) program (DST), students interested in the Design Studio Directed Research option will need to provide a two-page (maximum) research statement in early Fall of the first term indicating their general area of interest, their understanding of this area of study, faculty expertise, and research intention in terms of topic and project-based investigation. Specific references to expertise within the School are encouraged (e.g. History and Theory of Architecture; Cultural Landscape Studies; Affordable and Sustainable Housing; Computation and Fabrication; High-performance Visualization; Minimum Cost Housing; Gender, Sexuality and Space; Design and Health; Urban Design; Landscape Urbanism; Architectural Representation; Urban Agriculture; Vernacular Architecture; Reurbanisation).

Note: Applicants to the M.Arch. (Professional) Design Studio option do not need to provide a research statement.

8. Completed program chart

Program Comparison Chart [.pdf]

Note: Not required by B.Sc. (Arch.) graduates from McGill University.

9. Course descriptions

Course calendar descriptions of previous college and/or university studies must be submitted in addition to the Program Comparison Chart.

Note: Not required for B.Sc. (Arch.) graduates from McGill University.

10. Proof of English language proficiency

Proof of English language proficiency: Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English. Before acceptance, appropriate exam results must be submitted directly from the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing Systems) Office. An institutional version of the TOEFL is not acceptable. Applications will not be considered if a TOEFL or IELTS test result is not available. For the TOEFL, a minimum score of 567 is required on the paper-based test (PBT), or a minimum overall score of 86 with each component score not less than 20 is required on the internet-based test (iBT). (The TOEFL Institution Code for McGill University is 0935.) For the IELTS, a minimum overall band score of 6.5 is required. Please refer to: www.mcgill.ca/gradapplicants/apply/prepare/requirements/proficiency.

11. e-portfolio

A comprehensive e-portfolio (pdf format, max. 15 MB, due no later than January 15) that may include the following:

- selected work from all previous design studios
- examples of project work from other courses
- examples of freehand drawing and sketching
- examples of professional work: sketches, drawings, images of models, photographs of built work (professional work includes work carried out while employed in architects' offices, as well as personal projects; please identify the architect(s) and your own roles in each project illustrated)

Note: Please indicate, where applicable, if a project is an individual or group project.

Submission deadline
The deadline for submission of your online application and all supporting documents (CV, letters of reference, unofficial transcripts, e-portfolio, Program Comparison Chart [if required], course catalogue [if required], work experience reports, research statement [if required], and a TOEFL / IELTS score [if required]) is January 15.

Study Plans for the B.Sc. (Architecture) and M. Arch. (Professional) Degrees

Overview

The entrance requirement for the professional undergraduate program is based on two years of post-secondary CEGEP-level studies in Science and Humanities with specific courses in math, physics and chemistry (for Quebec students), or the equivalent (for students from outside Quebec). Qualified students from outside Quebec are admitted to a four-year program that starts with one year (U0, 30 credits) of university study. The typical trajectory is summarized here:

1	FOR QUEBEC STUDENTS, TWO YEARS OF POST-SECONDARY CEGEP STUDIES IN SCIENCE AND HUMANITIES WITH SPECIFIC COURSES IN MATH, PHYSICS AND CHEMISTRY:	
	S/TOTAL, CEGEP (EQUIVALENT)	30 CREDITS
	FOR OUT-OF-PROVINCE STUDENTS, ONE YEAR OF UNIVERSITY STUDY, WITH ATTENTION TO MISSING PREREQUISITE COURSES	
	S/TOTAL, MCGILL U0 PROGRAM	30 CREDITS
2	B.SC. (ARCH.) PROGRAM	
	B.SC. (ARCH.) PROGRAM (ARCHITECTURE CORE COURSES):	73
	B.SC. (ARCH.) PROGRAM (ENGINEERING CORE COURSES):	15
	B.SC. (ARCH.) PROGRAM (ARCHITECTURE ELECTIVES):	6
	B.SC. (ARCH.) PROGRAM (OUTSIDE ELECTIVES):	6
	S/TOTAL, B.SC. (ARCH.) PROGRAM	100 CREDITS
3	M.ARCH. (PROF.) DST PROGRAM	
	M.ARCH. (PROF.) DST PROGRAM (ARCHITECTURE CORE COURSES):	32 CREDITS
	M.ARCH. (PROF.) DST PROGRAM (ARCHITECTURE ELECTIVES):	10-13
	M.ARCH. (PROF.) DST PROGRAM (OUTSIDE ELECTIVES):	MAXIMUM 3
	S/TOTAL, M.ARCH. (PROF.) DST	45 CREDITS
	OR	
	M.ARCH. (PROF.) DSR PROGRAM	
	M.ARCH. (PROF.) DSR PROGRAM (ARCHITECTURE CORE COURSES):	48
	M.ARCH. (PROF.) DSR PROGRAM (ARCHITECTURE ELECTIVES):	9-12
	M.ARCH. (PROF.) DSR PROGRAM (OUTSIDE ELECTIVES):	MAXIMUM 3
	S/TOTAL, M.ARCH. (PROF.) DSR	60 CREDITS

CACB guideline on General Studies, Professional studies and Electives

General studies: A professional degree must include general studies in the arts and sciences, either as an admission requirement or as part of the curriculum. The program must ensure that students have the prerequisite general studies to undertake professional studies.

Professional studies: The core of a professional degree consists of the required courses that satisfy the CACB Student Performance Criteria. The program may require additional core courses to address its mission or institutional context, but no more than 60 percent of the student's required post-secondary education can be devoted to professional studies. For Master's students, this calculation includes course work taken for an undergraduate degree within or outside architecture.

Electives: A professional degree must allow students to pursue their special interests. The curriculum must have sufficient flexibility so that students can complete minors or develop areas of concentration, either within or outside the program.

Analysis of general vs professional studies: M. Arch. (Professional) DST and DSR trajectories

M. Arch. (Professional) DST

Total number of credits, including CEGEP within the overall post-secondary trajectory:

30 (CEGEP) + 100 (B.Sc. (Arch) + 45 (M. Arch. DST)	175 credits
General studies:	
— CEGEP, U0, or equivalent	30
— B.Sc. (Arch.) program:	
History sequence: ARCH 250-251-354-355	12 credits
Electives	12
S/total	24
— M. Arch. (Prof) DST Option:	
ARCH 550 Urban Planning and Development	3 credits
Electives	13
S/total	16
Total general studies: 30 CEGEP + 24 B.Sc.(Arch) + 16 M. Arch. =	70 credits
Professional studies	
— B.Sc. (Arch.) core courses	88 credits
Less: History sequence: ARCH 250-251-354-355	12
S/total	76
— M. Arch. (Prof) DST core courses	32
Less: ARCH 550 Urban Planning and Development	3
S/total	29
Total professional studies: 76 + 29 =	105 credits
Ratio for DST, professional studies / total program (105/175)	60 %

M. Arch. (Professional) DSR

Total number of credits, including CEGEP within the overall post-secondary trajectory:

30 (CEGEP) + 100 (B.Sc. (Arch) + 60 (M. Arch. DSR)	190 credits
General studies	
— CEGEP, U0, or equivalent	30
— B.Sc. (Arch.) program:	
History sequence: ARCH 250-251-354-355	12 credits
Electives	12
S/total	24
— M. Arch. (Prof) DSR program	
ARCH 550 Urban Planning and Development	3 credits
ARCH 626 Critical Design Strategies	4
Electives	12
S/total	19
Total general studies: 30 CEGEP + 24 B.Sc.(Arch) + 19 M. Arch. =	73 credits
Professional studies	
— B.Sc. (Arch.) core courses	88 credits
Less: History sequence: ARCH 250-251-354-355	12
S/total	76
— M. Arch. (Prof) DSR core courses	48
Less: ARCH 550 Urban Planning and Development	3
Less: ARCH 626 Critical Design Strategies	4
S/total	41
Total professional studies: 76 + 41 =	117 credits
Ratio DSR: professional studies / total program (117/190)	62 %

Curriculum: B.Sc. (Arch.)

Required Courses:

ARCHITECTURAL COURSES: 73 CREDITS		
ARCH 201	COMMUNICATION, BEHAVIOUR AND ARCHITECTURE	6 CREDITS
ARCH 202	ARCHITECTURAL GRAPHICS AND DESIGN ELEMENTS	6
ARCH 221	ARCHITECTURAL DRAWING (NEW 2011)	2
ARCH 240	ORGANIZATION OF MATERIALS IN BUILDING):	3
ARCH 241	ARCHITECTURAL STRUCTURES	3
ARCH 250	ARCHITECTURAL HISTORY 1	3
ARCH 251	ARCHITECTURAL HISTORY 2	3
ARCH 303	DESIGN AND CONSTRUCTION 1	6
ARCH 304	DESIGN AND CONSTRUCTION 2	6
ARCH 325	ARCHITECTURAL SKETCHING (NEW 2012)	2
ARCH 342	DIGITAL REPRESENTATION	3
ARCH 354	ARCHITECTURAL HISTORY 3	3
ARCH 355	ARCHITECTURAL HISTORY 4	3
ARCH 375	LANDSCAPE	3

ARCH 377	ENERGY, ENVIRONMENT AND BUILDINGS	2
ARCH 405	DESIGN AND CONSTRUCTION 3	6
ARCH 406	DESIGN AND CONSTRUCTION 4	6
ARCH 447	LIGHTING	2
ARCH 451	BUILDING REGULATIONS AND SAFETY	2
ARCH 512	ARCHITECTURAL MODELLING	3

NON-DEPARTMENTAL COURSES: 15 CREDITS		
CIVE 284	STRUCTURAL ENGINEERING BASICS	4 CREDITS
CIVE 385	STRUCTURAL STEEL AND TIMBER DESIGN	3
CIVE 388	FOUNDATIONS AND CONCRETE DESIGN	3
CIVE 492	STRUCTURES	2
FACC 220	LAW FOR ARCHITECTS AND ENGINEERS	3

Students must complete 6 credits of architectural complementaries from the list provided below, in order to qualify for the B.Sc.(Arch.) degree.

COMPLEMENTARY COURSES:		
ARCH 379	SUMMER COURSE ABROAD	3 CREDITS
ARCH 383	GEOMETRY AND ARCHITECTURE	3
ARCH 461	FREEHAND DRAWING AND SKETCHING	1
ARCH 490	SELECTED TOPICS IN DESIGN	2
ARCH 514	COMMUNITY DESIGN WORKSHOP	4
ARCH 515	SUSTAINABLE DESIGN	3
ARCH 517	SUSTAINABLE RESIDENTIAL DEVELOPMENT	3
ARCH 520	MONTREAL: URBAN MORPHOLOGY	3
ARCH 521	STRUCTURE OF CITIES	3
ARCH 523	SIGNIFICANT TEXTS AND BUILDINGS	3
ARCH 525	SEMINAR ON ANALYSIS AND THEORY	3
ARCH 526	PHILOSOPHY OF STRUCTURES	3
ARCH 528	HISTORY OF HOUSING	3
ARCH 529	HOUSING THEORY	3
ARCH 531	ARCHITECTURAL INTENTIONS—VITRUVIUS TO RENAISSANCE	3
ARCH 532	ORIGINS OF MODERN ARCHITECTURE	3
ARCH 533	NEW APPROACHES TO ARCHITECTURAL HISTORY	3
ARCH 535	HISTORY OF ARCHITECTURE IN CANADA	3
ARCH 536	HERITAGE CONSERVATION	3
ARCH 540	SELECTED TOPICS IN ARCHITECTURE 1	3
ARCH 541	SELECTED TOPICS IN ARCHITECTURE 2	3
ARCH 564	DESIGN FOR DEVELOPMENT	3
ARCH 566	CULTURAL LANDSCAPES SEMINAR	3
OCC1 422	ENVIRONMENTS FOR THE DISABLED	2

Outside Electives: 6 credits, subject to approval by student advisor.

SUMMARY	
REQUIRED: ARCHITECTURAL	73 CREDITS
REQUIRED: NON-DEPARTMENTAL (ENGINEERING)	15
ARCHITECTURAL COMPLEMENTARIES	6
OUTSIDE ELECTIVES	6
TOTAL CREDITS: B.SC. (ARCH.)	100 CREDITS

Curriculum: M.Arch. (Professional)

The second part of the professional program in architecture, for students with the McGill B.Sc.(Arch.) or equivalent, is either a three-term (Fall/Winter/Summer) or a four-term program leading to the Master of Architecture (Professional) degree. The two options—Design Studio (45 credits) and Design Studio-Directed Research (60 credits)—are structured around a series of joint courses that includes two design studios and a total shared credit load of 21 credits (out of 30) in the first two terms.

Option 1: Design Studio (45 credits), a 3-term consecutive program (Fall, Winter, Summer) requiring full-time residence for one calendar year.

Option 2: Design Studio Directed Research (60 credits), a four-semester long program that complements the regular three-term program, with a project-based investigation based on an intensive research component. Candidates are assigned a faculty advisor and engage in project-based Directed Research within an approved program of study that concludes with a three-term final project that includes a written component to the project-based investigation.

Option 1: DST—Design Studio (45 credits)
Required courses: 30 credits (italicized courses common to Option 1 and Option 2)

ARCH 550	*URBAN PLANNING AND DEVELOPMENT*	3 CREDITS
ARCH 672	*ARCHITECTURAL DESIGN 1*	6
ARCH 673	*ARCHITECTURAL DESIGN 2*	6
ARCH 674	*PROFESSIONAL PRACTICE*	3
ARCH 678	*ADVANCED CONSTRUCTION*	3
ARCH 680	*FIELD SKETCHING*	3
ARCH 677	ARCHITECTURAL DESIGN 3	6

ARCHITECTURAL COMPLEMENTARIES:		
GROUP A: 6 CREDITS FROM THE FOLLOWING LIST (APPROVED BY ADVISOR)		
ARCH 523	SIGNIFICANT TEXTS & BUILDINGS	3 CREDITS
ARCH 525	SEMINAR ON ANALYSIS AND THEORY	3
ARCH 531	ARCHITECTURAL INTENTIONS—VITRUVIUS TO RENAISSANCE	3
ARCH 532	ORIGINS OF MODERN ARCHITECTURE	3
ARCH 626	CRITICAL DESIGN STRATEGIES	4
ARCH 684	CONTEMPORARY THEORY 1	4
ARCH 685	CONTEMPORARY THEORY 2	4
GROUP B: MINIMUM 3 CREDITS FROM THE FOLLOWING LIST (APPROVED BY ADVISOR)		
ARCH 512	ARCHITECTURAL MODELLING	3 CREDITS

ARCH 514	COMMUNITY DESIGN WORKSHOP	3
ARCH 515	SUSTAINABLE DESIGN	3
ARCH 520	MONTREAL: URBAN MORPHOLOGY	3
ARCH 521	STRUCTURE OF CITIES	3
ARCH 526	PHILOSOPHY OF STRUCTURES	3
ARCH 528	HISTORY OF HOUSING	3
ARCH 529	HOUSING THEORY	3
ARCH 540	SELECTED TOPICS IN ARCHITECTURE 1	3
ARCH 541	SELECTED TOPICS IN ARCHITECTURE 2	3
ARCH 622	CRITICAL WRITING	3
ARCH 626	CRITICAL DESIGN STRATEGIES	4
ARCH 679	WRITING IN ARCHITECTURE	3
ARCH 684	CONTEMPORARY THEORY 1	3
ARCH 685	CONTEMPORARY THEORY 2	3

Outside elective courses (500 or 600 level): (0-6 credits)

SUMMARY	
REQUIRED COURSES	30 CREDITS
ARCHITECTURAL COMPLEMENTARIES	9
OUTSIDE ELECTIVES	6
TOTAL CREDITS: M.ARCH. (PROF.) DST	45 CREDITS

Option 2: DSR—Design Studio Directed Research (60 credits)
Required courses: 40 credits (italicized courses common to Option 1 and Option 2)

ARCH 550	*URBAN PLANNING AND DEVELOPMENT*	3 CREDITS
ARCH 672	*ARCHITECTURAL DESIGN 1*	6
ARCH 673	*ARCHITECTURAL DESIGN 2*	6
ARCH 674	*PROFESSIONAL PRACTICE*	3
ARCH 678	*ADVANCED CONSTRUCTION*	3
ARCH 680	*FIELD SKETCHING*	3
ARCH 626	CRITICAL DESIGN STRATEGIES	4
ARCH 676	DIRECTED RESEARCH REPORT	12
ARCH 683	DIRECTED RESEARCH PROJECT	9

Complementary courses: 20 credits

ARCHITECTURAL COMPLEMENTARIES: 9-12 CREDITS		
GROUP A: 3-12 CREDITS FROM THE FOLLOWING (APPROVED BY ADVISOR)		
ARCH 523	SIGNIFICANT TEXTS & BUILDINGS	3 CREDITS
ARCH 525	SEMINAR ON ANALYSIS AND THEORY	3
ARCH 531	ARCHITECTURAL INTENTIONS—VITRUVIUS TO RENAISSANCE	3
ARCH 532	ORIGINS OF MODERN ARCHITECTURE	3
ARCH 562	INNOVATIVE HOMES & COMMUNITIES	3
ARCH 602	HOUSING SEMINAR	3
ARCH 604	URBAN DESIGN SEMINAR	3

ARCH 684	CONTEMPORARY THEORY 1	4
ARCH 685	CONTEMPORARY THEORY 2	4
GROUP B: 0-9 CREDITS FROM THE FOLLOWING (APPROVED BY ADVISOR)		
ARCH 512	ARCHITECTURAL MODELLING	3 CREDITS
ARCH 514	COMMUNITY DESIGN WORKSHOP	3
ARCH 515	SUSTAINABLE DESIGN	3
ARCH 517	SUSTAINABLE RESIDENTIAL DEVELOPMENT	3
ARCH 520	MONTREAL: URBAN MORPHOLOGY	3
ARCH 521	STRUCTURE OF CITIES	3
ARCH 525	SEMINAR ON ANALYSIS AND THEORY	3
ARCH 526	PHILOSOPHY OF STRUCTURES	3
ARCH 528	HISTORY OF HOUSING	3
ARCH 529	HOUSING THEORY	3
ARCH 531	ARCHITECTURAL INTENTIONS—VITRUVIUS TO RENAISSANCE	3
ARCH 532	ORIGINS OF MODERN ARCHITECTURE	3
ARCH 533	NEW APPROACHES TO ARCHITECTURAL HISTORY	3
ARCH 535	HISTORY OF ARCHITECTURE IN CANADA	3
ARCH 536	HERITAGE CONSERVATION	3
ARCH 540	SELECTED TOPICS IN ARCHITECTURE 1	3
ARCH 541	SELECTED TOPICS IN ARCHITECTURE 2	3
ARCH 554	MECHANICAL SERVICES	3
ARCH 555	ENVIRONMENTAL ACOUSTICS	3
ARCH 562	INNOVATIVE HOMES AND COMMUNITIES	3
ARCH 564	DESIGN FOR DEVELOPMENT	3
ARCH 566	CULTURAL LANDSCAPES SEMINAR	3
ARCH 602	HOUSING SEMINAR	3
ARCH 604	URBAN DESIGN SEMINAR	3
ARCH 622	CRITICAL WRITING	4
ARCH 627	RESEARCH METHODS FOR ARCH	3
ARCH 679	WRITING IN ARCHITECTURE	3
ARCH 684	CONTEMPORARY THEORY 1	4
ARCH 685	CONTEMPORARY THEORY 2	4
ARCH 688	DIRECTED RESEARCH 1	3
ARCH 689	DIRECTED RESEARCH 2	3

Outside elective courses (500 or 600 level): 0-8 credits

SUMMARY	
REQUIRED COURSES	40 CREDITS
COMPLEMENTARIES	20
TOTAL CREDITS: M.ARCH. (PROF.) DSR	60 CREDITS

3.11.B POST-PROFESSIONAL PROGRAMS: M.ARCH.(H&T), M.ARCH.(UDH), PH.D.

The School of Architecture offers post-professional graduate programs leading to the Master of Architecture—M.Arch.(H&T), M.Arch.(UDH)—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 designed to meet the needs of both the practicing professional and the scholar/researcher.

3.12 STUDENT PERFORMANCE CRITERIA

3.12.A A- OVERVIEW OF THE DESIGN STUDIO SEQUENCE

The design curriculum of the combined B.Sc.(Arch.) and M. Arch.(Professional) program is organized around a sequence of 9 core design studios: a carefully structured series of design exercises, problems, and projects that generally increase in complexity and scope and culminate in an intensive design thesis in the final term of the M. Arch. program. At all levels of the program, design teaching and research are supported by the School's auxiliary academic resources: the computer labs, the Media Centre, the workshops, FARMM, LIPHE and other labs.

Typical student-staff ratios in the studios are listed below (fall 2017):

U1 FIRST YEAR	12.5:1
U2 SECOND YEAR	11.5:1
U3 THIRD YEAR	13.5:1
M1 MASTER STUDIO	12.5:1
M2 MASTER STUDIO DST	12.5:1
M2 MASTER STUDIO DSR	1-3:1

B.Sc.(Arch.)
The broad intention of the B.Sc.(Arch.) curriculum is to provide a foundational, pre-professional architectural program in which students acquire sophisticated skills in verbal and written communication along with traditional and innovative (digital) modes of representation and production, coupled with a critical understanding of history and theory, environmental strategies, engineering and building science, advanced design methodologies, and construction technology.

The U2, U3 and M1 studios are organized along similar lines. Although each year is divided into separate sections of 11-14 students each, the fall studios at each level of the program are based on a single common project, linked to specific 'support' courses and guided by individual studio instructors. The winter studios, in contrast, are presented as option studios, carefully orchestrated to provide students with choices that enable them to chart their own course through the professional program.

B.Sc.(Arch.): First year
The first-year design studio is for most students their first experience with the studio as an environment for teaching and learning and introduces them to a number of important ideas: the notion of design as a process based on defined constraints and objectives; the role of analysis, synthesis and judgment in design development; concepts of precedent and design language; techniques of field survey, observation and notebook recording; verbal and graphic communication skills; group work; the studio, and the crit as a forum for teaching and learning, and the workshop as an essential and fertile resource. The two-term first year studio sequence develops basic design and communication skills, including 3-d modelling, sketching, and architectural drawing, in a series of assignments that examine architecture as both discipline and profession and generally increase in scale and complexity as students become more comfortable with design and with the numerous issues and constraints – environmental, technical and regulatory, philosophical, ethical and moral - associated with any intervention in an existing context. The class is not divided into separate sections and is team-taught by a group of four instructors.

In the first term, the design studio is linked with ARCH 221 Architectural Drawing, a 2-credit core course that introduces students to techniques of representation in traditional and computer-based media. All work in the first year is based on traditional media and all work submitted is created by hand. In the second term students are invited to experiment with different architectural design methodologies and new media while considering form in relation to context and program, precedent, structure, materials, site, and climate. The terminal project in the second term typically introduces students to a real client, from within the university or the outside community, in a design exercise that calls for the organization of a building program, consultation with experts in related fields, and engagement with code and other regulatory issues.

B.Sc.(Arch.): Second year
The second-year studio is divided into equal sections – four in the fall term and three in the winter - under the direction of separate design studio instructors. The fall studio is designed as a thorough initiation in the use of digital technology and is tightly linked with ARCH 342 Digital Representation. The studio challenges students to investigate a range of topics related to program, environment, building design, structure, form, materials, colour and architectural representation, in a primarily urban context. Students explore specific building typologies (mainly institutional, residential, or mixed-use), ideas about site and context, design methodology and choice of media (for example, physical and virtual modelling), and take advantage of competitions when appropriate.

The winter studio is presented as an option studio and exposes students to a carefully ordered choice of instructor and design program.

B.Sc.(Arch.): Third year
The third-year studio, also divided into four sections, is configured as a rigorously professional studio based on assignments calling for the analysis and design of complex projects. All coursework is thoroughly researched and well-articulated with respect to the architectural strategies proposed and in relation to the cultural issues and social program under investigation.

The fall term is structured as a coordinated Comprehensive Studio that interconnects a suite of four courses: the design studio, ARCH 405 Design and Construction (6 credits), and three support courses, CIVE 492 Structures (2 credits), ARCH 377 Energy, Environment and Buildings (2 credits), and ARCH 447 Lighting (2 credits). The formal teaching mandates of the instructors of the three support courses are expanded to reflect the additional responsibilities associated with their parallel involvement in the comprehensive design studio. Strategic interventions by instructors in other courses, notably ARCH 451 Building Regulations and Safety, provide additional support.

The winter term is presented as an option studio, with four different instructors offering very different and more speculative design projects.

At this point in the professional program, many students take advantage of opportunities to acquire work experience, usually for one year. In this way, the completion of the B.Sc.(Arch.) provides a natural break for personal enrichment in the trajectory of the two-part professional program.

M. Arch. (Professional)
The M. Arch. (Professional) degree program builds on the skills, knowledge, and competencies acquired in the pre-professional B.Sc.(Arch.) degree (or its equivalent). The M. Arch.(Professional) studio sequence explores ideas about advanced architectural design in a curriculum that integrates building construction, professional practice, and urban design with advanced courses in the history and theory of architecture and urbanism. The program places a strategic focus on design methodology, creative-research practice, and design-based speculation, supported by the advanced technologies and resources required to carry out architecturally-based research and creative activity.

At the end of the first term, students are required to choose between the 45-credit Design Studio option (DST) and the extended 60-credit Design Studio Directed Research option (DSR). The DST option is a three-term program, delivered in consecutive fall, winter and fall terms. The DSR option, a four-term program, is delivered in the same period as the DST program but includes a summer term, providing an opportunity for students to capitalize on our post-professional course offerings and integrate a more developed research program within the design thesis exercise.

M. Arch. (Prof.): First year

The initial fall term studios of the professional Master's program are common to both options and explore problems related to urban design, and architecture. This first studio, ARCH 672 Architectural Design 1, is structured as a comprehensive exercise in design and documentation, intended in part to support students entering the program from other universities who have not yet completed a comprehensive studio experience. The studio is based on a single large-scale urban project and is linked with ARCH 678 Advanced Construction, where students explore issues related to structure, building envelope, building systems, and digital fabrication.

In the winter term, three distinct studios are offered: for the DST students, a master studio with a celebrated practitioner or a global exchange studio that travels to Israel; and for the DSR students, a studio that provides their first formal opportunity to work with individual advisors to define their research topic and the architectural parameters of the thesis project.

M. Arch. (Prof.): Second year

DST students complete their program in the fall in a 9-credit studio where they work one-on-one with an assigned advisor on a self-defined thesis project. For the DSR students, the terminal 9-credit fall studio is the culmination of the sequence of four courses that comprise the research-based DSR thesis program: ARCH 626 Critical Design Strategies, ARCH 673 Architectural Design 2, ARCH 676 Directed Research Report, and the terminal studio itself, ARCH 683 Directed Research Project.

3.12.B STUDENT PERFORMANCE CRITERIA

Criteria A1 - A9

SPC A1 - A9 are thoroughly covered in the studio and history sequences. A1 Critical Thinking Skills informs almost every one of the core courses in both the B.Sc.(Arch.) and M. Arch. programs, and in fact, we consider this emphasis to be a defining element of the School. A second feature of the program is the attention given to the development of graphic skills in both traditional and new media; recent changes to the sequence of courses developing these skills intentionally blur the boundaries between different modes of thinking and representation. Students learn the value of collaborative skills in almost all studios and in other project-based courses. The History and Theory sequence continues to provide important opportunities for primary source research and the development of verbal communication skills

A1. Critical Thinking Skills.

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

This SPC is well addressed in all studio courses, and in other offerings, most notably the History of Architecture sequence of four core courses. It is also addressed in the elective requirement in the M. Arch. program, where students are required to select a minimum number of credits from a list of elective courses addressing different topics in History and Theory.

A2. Research Skills.

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

This SPC is addressed in all studio courses, and in other courses with a strong research component, including the History of Architecture sequence of four core courses, ARCH 377 Energy environment and Buildings, ARCH 550 Urban Planning and Development, and the suite of courses associated with the DSR option.

A3. Graphic Skills.

Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

This SPC is well covered in all studio courses, and in a series of core courses that address drawing and representation, including ARCH 221 Architectural Drawing, ARCH 325 Architectural Sketching, ARCH 680 Field Sketching. Graphic skills are also addressed in courses like ARCH 240 Organization of Materials in Buildings, where the course requirements include technical documentation, and in courses like ARCH 250 Architectural History 1, where the course requirements include an exercise in speculative drawing.

A4. Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum.

This SPC is well addressed in all studio courses, and in the History of Architecture sequence of four core courses. It is important to note that oral and written presentations are part of the course requirements for many core courses in both the undergraduate and graduate programs.

A5. Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

This SPC is well addressed in all studio courses, and in other courses where assignments are executed in teams of two or three students.

A6. Human Behaviour

Understanding of the relationship between human behaviour, the natural environment and the design of the built environment.

This SPC is thoroughly covered in all studio courses and addressed in the History of Architecture sequence of four core courses. It is also an essential topic in FACC 220 Law for Architects and Engineers, ARCH 451 Building Regulations and Safety, and ARCH 674 Professional Practice.

A7. Cultural Diversity

Understanding of the diverse needs, values, behavioural norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

This SPC is well addressed in all studio courses, in the History of Architecture sequence of four core courses, in ARCH 550 Urban Planning and Development, and to some extent in ARCH 241 Architectural Structures, ARCH 325 Architectural Sketching, and ARCH 680 Field Sketching.

A8. History and Theory

Understanding of diverse global and local traditions in architecture, landscape, and urban design, as well as the factors that have shaped them.

This SPC is mainly addressed in the History of Architecture sequence of four core courses. The topic of global traditions is most convincingly covered in ARCH 355 Architectural History 4. SPC A8 is also addressed in the elective requirement in the M. Arch. program, where students are required to select a minimum number of credits from a list of elective courses addressing different topics in History and Theory.

A9. Precedents.

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

This SPC is well covered in all studio courses, the four courses of the History of Architecture sequence, ARCH 377 Energy Environment and Buildings and ARCH 550 Urban Planning and Development.

Criteria B1 - B12

SPC B1 - B12 are mainly covered in the studio sequence, but not exclusively. The non-studio sequence that includes ARCH 250 Organization of Materials in Building, ARCH 377 Energy Environment and Buildings, and ARCH 678 Advanced Construction addresses content in parallel with selected studios in both the undergraduate and graduate programs; this partnership between the studio and the related lecture course starts in the second term of first year with ARCH 250 Organization of Materials in Building and the design studio, ARCH 202 Architectural Graphics and Elements of Design.

SPC B7 Structural Systems is thoroughly addressed in the suite of courses in U1, U2 and U3 that specifically address topics in structural design: ARCH 241 Architectural Structures, CIVE 284 Structural Engineering Basics, CIVE 385 Structural Steel and Timber Design, CIVE 388 Foundations and Concrete Design, and CIVE 492 Structures, which is the capstone course in this series and linked with the Comprehensive Studio. These courses, with the exception of ARCH 241, are taught by members of the Department of Civil Engineering and Applied Mechanics.

Some SPC, for example, B12 Building Economics and Cost Control, are integrated within other courses, in this case, ARCH 674 Professional Practice. Other SPC, such as B2 Program Preparation, are embedded in studio curricula from U1 through the M. Arch. Program.

B1. Design Skills

Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

This SPC is addressed in all studio courses.

B2. Program Preparation

Ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

This SPC is introduced in the first-year studio ARCH 202 Architectural Graphics and Elements of Design (winter, U1) and reinforced in most subsequent studios, most importantly, in the first Comprehensive Studio ARCH 405 (fall, U3), and in the terminal studio for both options in the M. Arch. program.

B3. Site Design

Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

This SPC is introduced in ARCH 202 Architectural Graphics and Elements of Design (winter, U1) and reinforced in subsequent studios. It is also covered in ARCH 375 Landscape and ARCH 550 Urban Planning and Development.

B4. Sustainable Design

Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

This SPC is covered in depth in ARCH 377 Energy Environment and Buildings. It is also addressed in ARCH 375 Landscape.

B5. Accessibility.

Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

The topic associated with this SPC is introduced in ARCH 202 Architectural Graphics and Elements of Design (winter, U1) and reinforced in subsequent studios, most importantly, in the U2 sequence and in the Comprehensive Studio in U3. The topic is thoroughly covered in ARCH 450 Building Regulations and Safety, whose instructor plays a key role introducing the regulatory issues associated with this topic in selected studio projects in U1, U2, U3 and M1. In the M1 studio ARCH 672 Architectural Design 1, for example, a distinct assignment calling for a specific code analysis, presented by the instructor of ARCH 450, is a course requirement for all students.

The U1 winter studio ARCH 202 Architectural Graphics and Elements of Design emphasizes the importance of accessibility in a special way. In a structured work session with graduate students in McGill's School of Occupational Therapy program, students act as volunteer consultants to Occupational Therapy students working on a design assignment that calls for the renovation of a single-family house for barrier-free access and use. Both groups of students are introduced to the topic in a formal lecture and work with the Canada Mortgage and Housing Corporation's barrier-free design standards as a primary resource. When circumstances permit, architecture students also participate in a hands-on exercise based on an exploration of Montreal's indoor city by wheelchair.

B6. Life Safety Systems, Building Codes and Standards

Understanding the principles that inform the design and selection of life-safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

This SPC is covered in depth in ARCH 451 Building Regulations and Safety. It is also introduced in ARCH 202 (winter, U1) and reinforced in subsequent studios, most importantly, in the Comprehensive Studio in U3.

B7. Structural Systems

Understanding of the principles of structural behaviour in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

This SPC is introduced in ARCH 202 (winter, U1) and reinforced in subsequent studios, most convincingly in the Comprehensive Studio in U3. The topic is also thoroughly addressed in the suite of courses in U1, U2 and U3 that specifically address topics in structural design: ARCH 241 Architectural Structures, CIVE 284 Structural Engineering Basics, CIVE 385 Structural Steel and Timber Design, CIVE 388 Foundations and Concrete Design, and CIVE 492 Structures, which is the capstone course in this sequence and linked with the Comprehensive Studio in U3.

B8. Environmental Systems
Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance assessment tools.

This SPC is addressed formally in a number of courses, including ARCH 250 Organization of Materials in Buildings, ARCH 377 Energy Environment and Buildings, ARCH 447 Lighting, ARCH 678 Advanced Construction, and the Comprehensive Studio in U3.

B9. Building Envelopes

Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

This SPC is also addressed formally in ARCH 250 Organization of Materials in Buildings, ARCH 377 Energy Environment and Buildings, the Comprehensive Studio in U3, and the Comprehensive Lite exercise in M1 involving ARCH 672 Architectural Design 1 and ARCH 678 Advanced Construction,

B10. Building Service Systems
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

This SPC is addressed formally in ARCH 377 Energy Environment and Buildings, ARCH 447 Lighting and ARCH 451 Building Regulations and Safety and in the Comprehensive Studio in U3.

B11. Building Materials and Assemblies.
Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance.

This SPC is introduced in ARCH 250 Organization of Materials in Buildings and well covered in ARCH 377 Energy Environment and Buildings, ARCH 678 Advanced Construction, and the Comprehensive Studio in U3.

B12. Building Economics and Cost Control
Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

This SPC is covered in ARCH 674 Professional Practice and, to a lesser extent, in ARCH 550 Urban Planning and Development.

Criteria C1 - C4
SPC C1 - C4 are addressed in almost every undergraduate and graduate design studio, but most convincingly in the Comprehensive Studios offered in the U3 and M1 studio sequences. Certain of these criteria, C1, C3 and C4, are introduced as early as first year and examined at the smaller scale. Design-build exercises and students' engagement in ARCH 678 Advanced Construction with detailed design issues are also instrumental in exposing students to the challenges and rewards of critical practice.

C1. Detailed Design Development
Ability to assess and detail as an integral part of the design, appropriate combinations of

building materials, components, and assemblies.

This SPC is addressed to varying degree in every studio in the professional program, but it is covered most systematically in the Comprehensive Studios in U3 and M1. It is introduced as a topic in ARCH 250 Organization of Materials in Buildings and addressed in ARCH 678 Advanced Construction.

C2. Building Systems Integration
Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

This SPC is most convincingly covered in the Comprehensive Studio ARCH 405 Design and Construction (fall, U3) and is addressed simultaneously in ARCH 377 Energy, Environment and Buildings, CIVE 492 Structures and ARCH 451 Building Regulations and Safety. It is also addressed in the second Comprehensive Studio in a coordinated exercise between ARCH 672 Architectural Design 1 and ARCH 678 Advanced Construction (fall, M1).

C3. Technical Documentation
Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

This SPC is most convincingly covered in the Comprehensive Studio ARCH 405 Design and Construction (fall, U3), but it is also addressed specifically in other studios in U1, U3 and the M. Arch. sequence. The SPC is first addressed in U1 in a coordinated exercise between ARCH 240 Organization of Materials in Building and the design studio ARCH 202 Architectural Graphics and Elements of Design.

C4. Comprehensive Design.
Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

This criterion is specifically covered in the formal Comprehensive Studio which offered in the fall term of the third year. The Comprehensive Studio is structured as a coordinated offering that interconnects a suite of four courses: the design studio, ARCH 405 Design and Construction (6 credits), and three support courses, CIVE 492 Structures (2 credits), ARCH 377 Energy, Environment and Buildings (2 credits), and ARCH 447 Lighting (2 credits). The formal teaching mandates of the instructors of the three support courses are expanded to reflect the additional responsibilities associated with their parallel involvement in the comprehensive design studio. Strategic interventions by instructors in other courses, notably ARCH 451 Building Regulations and Safety, provide additional support.

A second comprehensive studio is offered in ARCH 672 Architectural Design 1 (fall, M1), intended mainly to support students entering the program from other universities who have not yet completed a comprehensive studio experience. The studio is linked with ARCH 678 Advanced Construction, where students explore issues related to structure, envelope, building systems, and digital fabrication.

Other comprehensive 'lite' exercises are offered within the first and second year studio sequences.

Criteria D1 - D6
SPC D1 - D6 are covered in both FACC 220 Law for Architects and Engineers and ARCH 674 Professional Practice, but are also addressed in other courses and in the

Work Experience Requirement. The requirement of four months of approved work experience presents students with invaluable opportunities to acquire insights in the professional arena that complement their studies and frame their advanced studies in architecture. The 60-credit DSR program also provides an extended opportunity for students to build research agendas around issues related, for example, to ethics and advocacy roles.

D1. Leadership and Advocacy

Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

This topic is specifically covered in ARCH 674 Professional Practice and ARCH 550 Urban Planning and Development. It is also addressed in several design studios, starting with ARCH 202 (winter, U1), where students are introduced in their terminal project to real clients in a project based on a real site, and reinforced in the Comprehensive Studios and the Work Experience Requirement.

D2. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

This SPC is specifically addressed in both FACC 220 Law for Architects and Engineers and ARCH 674 Professional Practice. It is also covered in the Work Experience Requirement.

D3. Legal Responsibilities

Understanding of the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

This SPC is covered in FACC 220 Law for Architects and Engineers, ARCH 451 Building Regulations and Safety and ARCH 674 Professional Practice, and in the Work Experience Requirement.

D4. Project Delivery

Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

This SPC is specifically addressed in both FACC 220 Law for Architects and Engineers and in lectures and an assignment in ARCH 674 Professional Practice.

D5. Practice Organization

Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

This SPC is specifically addressed in both FACC 220 Law for Architects and Engineers and ARCH 674 Professional Practice, and it is reinforced in the Work Experience Requirement.

D6. Professional Internship.

Understanding of the role of internship in professional development, and the reciprocal

rights and responsibilities of interns and employers.

This topic is specifically addressed in lectures and in a focused assignment in ARCH 674 Professional Practice. It is also covered in the Work Experience Requirement. Opportunities for internship are discussed in the orientation sessions held for new students in U1 and M1, typically on the first day of the fall term. At the end of the winter term, a special meeting is typically held with the U1 class to present an overview of the educational and regulatory (including accreditation and licensing) context of the architectural profession in Canada and the USA, with some references to Mexico and other jurisdictions. The role of Internship in the path to licensure in Canada is discussed at length and the School's revised Work Experience Guidelines are explained in detail.

B. Sc. (Architecture) Program - 100 credits (88 core / 12 complementary)

McGill University
School of Architecture
B.Sc. (Arch)
Student Performance Criteria
March 2018

A: ability U: understanding

			year of program	course number	credit weight
			1	ARCH 201	6
			1	ARCH 202	6
			1	ARCH 221	2
			1	ARCH 240	3
			1	ARCH 241	3
			1	ARCH 250	3
			1	ARCH 251	3
			1	CIVE 284	4
			1	FACC 220	3
			2	ARCH 303	6
			2	ARCH 304	6
			2	ARCH 325	2
			2	ARCH 342	3
			2	ARCH 354	3
			2	ARCH 355	3
			2	ARCH 375	3
			2	CIVE 385	3
			2	CIVE 388	3
			3	ARCH 377	2
			3	ARCH 447	2
			3	CIVE 492	2
			3	ARCH 405	6
			3	ARCH 406	6
			3	ARCH 451	2
			3	ARCH 512	3
				varies	12

COMPREHENSIVE STUDIO

A	A1	Critical Thinking Skills	A1
A	A2	Research Skills	A2
A	A3	Graphic Skills	A3
A	A4	Verbal and Writing Skills	A4
A	A5	Collaborative Skills	A5
U	A6	Human Behaviour	A6
U	A7	Cultural Diversity	A7
U	A8	History and Theory	A8
A	A9	Precedents	A9
A	B1	Design Skills	B1
A	B2	Program Preparation	B2
A	B3	Site Design	B3
A	B4	Sustainable Design	B4
A	B5	Accessibility	B5
U	B6	Life-Safety Systems, Building Codes & Standards	B6
U	B7	Structural Systems	B7
U	B8	Environmental Systems	B8
U	B9	Building Envelope	B9
U	B10	Building Service Systems	B10
U	B11	Building Materials and Assemblies	B11
U	B12	Building Economics and Control	B12
A	C1	Detailed Design Development	C1
A	C2	Building Systems Integration	C2
A	C3	Technical Documentation	C3
A	C4	Comprehensive Design	C4
U	D1	Leadership and Advocacy	D1
U	D2	Ethics and Professional Judgment	D2
U	D3	Legal Responsibilities	D3
U	D4	Project Delivery	D4
U	D5	Practice Organization	D5
U	D6	Professional Internship	D6

Communication, Behaviour & Architecture
Architectural Graphics & Elements of Design
Architectural Drawing
Organization of Materials in Buildings
Architectural Structures
Architectural History I
Architectural History 2
Structural Engineering Basics
Law for Architects and Engineers
Design & Construction I
Design & Construction II
Architectural Sketching (field course)
Digital Representation
Architectural History 3
Architectural History 4
Landscape
Structural Steel & Timber Design
Foundations and Concrete Design
Energy Environment and Buildings
Lighting
Structures
Design & Construction 3
Design & Construction 4
Building Regulations & Safety
Architectural Modeling
Complementaries (6 architectural / 6 outside)

M. Arch. (Prof) DST - 45 cr (32 / 13)

Required: DST and DSR - 17 cr | DST - 28 cr

M. Arch. (Prof) DSR - 60 cr (48 / 12)

Required: DST and DSR - 17 cr | DSR - 43 cr

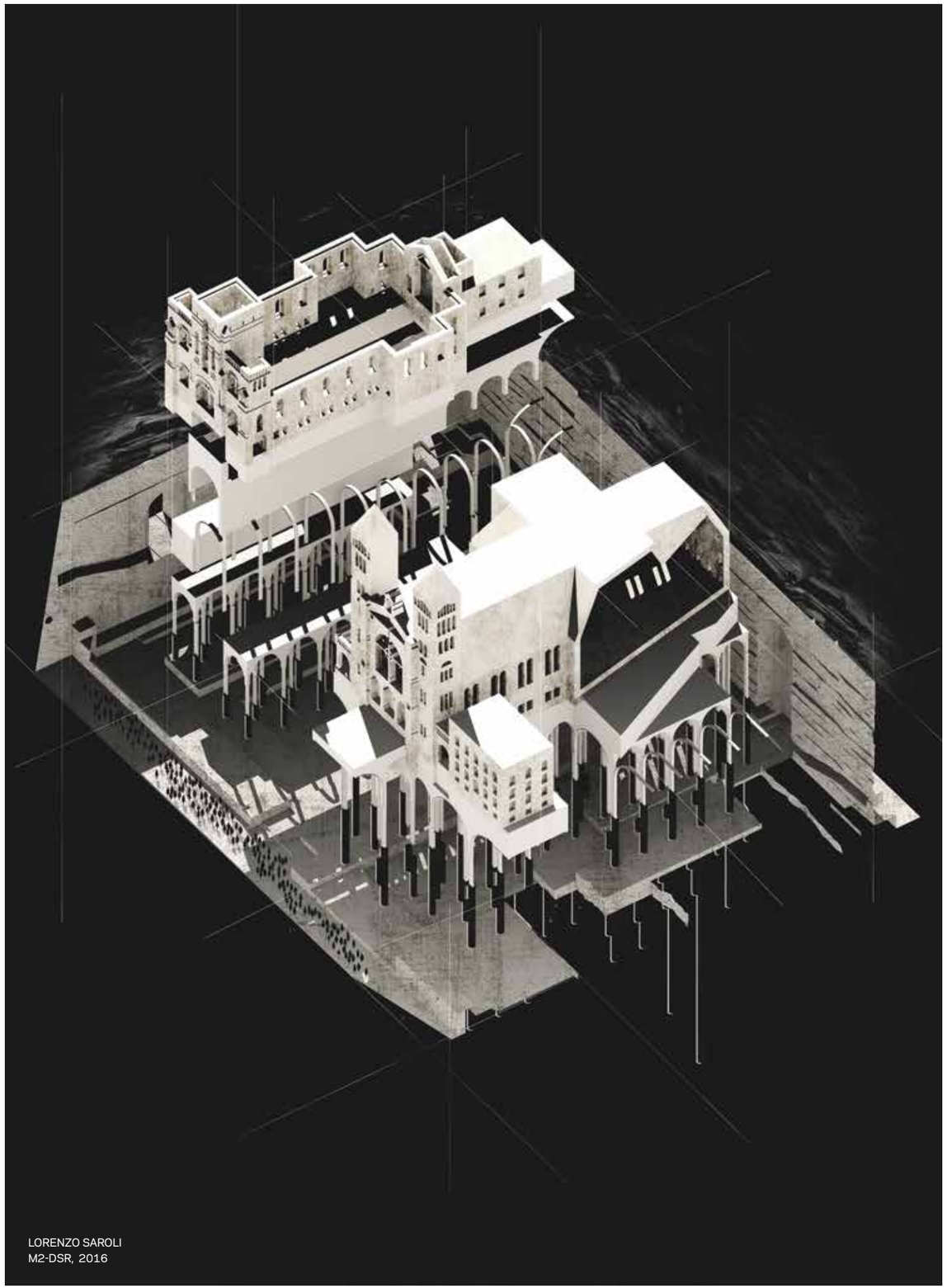
McGill University
School of Architecture
M. Arch. (Professional)
Student Performance Criteria
March 2018

A: ability U: understanding

			year of program	course number	credit weight
			1	ARCH 550	3
			1	ARCH 672	6
			1	ARCH 678	3
			1	ARCH 674	3
			1	ARCH 680	2
					0
			1	ARCH 673	6
			2	ARCH 677	9
				varies	13
			1	ARCH 550	3
			1	ARCH 672	6
			1	ARCH 678	3
			1	ARCH 674	3
			1	ARCH 680	2
					0
			1	ARCH 626	4
			1	ARCH 673	6
			1	ARCH 676	12
			2	ARCH 683	9
				varies	12

A	A1	Critical Thinking Skills	A1
A	A2	Research Skills	A2
A	A3	Graphic Skills	A3
A	A4	Verbal and Writing Skills	A4
A	A5	Collaborative Skills	A5
U	A6	Human Behaviour	A6
U	A7	Cultural Diversity	A7
U	A8	History and Theory	A8
A	A9	Precedents	A9
A	B1	Design Skills	B1
A	B2	Program Preparation	B2
A	B3	Site Design	B3
A	B4	Sustainable Design	B4
A	B5	Accessibility	B5
U	B6	Life-Safety Systems, Building Codes & Standards	B6
U	B7	Structural Systems	B7
U	B8	Environmental Systems	B8
U	B9	Building Envelope	B9
U	B10	Building Service Systems	B10
U	B11	Building Materials and Assemblies	B11
U	B12	Building Economics and Control	B12
A	C1	Detailed Design Development	C1
A	C2	Building Systems Integration	C2
A	C3	Technical Documentation	C3
A	C4	Comprehensive Design	C4
U	D1	Leadership and Advocacy	D1
U	D2	Ethics and Professional Judgment	D2
U	D3	Legal Responsibilities	D3
U	D4	Project Delivery	D4
U	D5	Practice Organization	D5
U	D6	Professional Internship	D6

Urban Planning and Development
Architectural Design 1 - COMPREHENSIVE LITE
Advanced Construction - COMPREHENSIVE LITE
Professional Practice
Field Sketching (field course)
16-week work experience requirement
Architectural Design 2 - DST
Architectural Design 3
Complementaries (min 3 credits from Group A)
Urban Planning and Development
Architectural Design 1 - COMPREHENSIVE LITE
Advanced Construction - COMPREHENSIVE LITE
Professional Practice
Field Sketching (field course)
16-week work experience requirement
Critical Design Strategies
Architectural Design 2 - DSR
Directed Research Report
Directed Research Project
Complementaries (min 3 credits from Group A)



LORENZO SAROLI
M2-DSR, 2016

4

SUPPLEMENTAL INFORMATION

4.1 INTRODUCTION TO THE PROGRAM AND PROGRAM HISTORY

4.1.1 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").

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.

4.1.2 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 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 (founded 1970) 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

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, the old curriculum, based on the tenets of the Arts and Crafts movement, was replaced by a Modernism curriculum.

1943: Catherine Chard Wisnicki graduates as the program's first woman

1945: A new five year program is adopted.

1946: Harold Spence-Sales joins the faculty. In anticipation of the important role for architects during postwar reconstruction, 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.

1950: Arthur Erickson graduates

1961: The M.Arch program is expanded to include Architectural Design (John Bland) in addition to Planning (Harold Spence-Sales).

1961: Moshe Safdie's thesis proposing Habitat '67

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.

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.

1981: Death of Professor Peter Collins

1987: A new graduate program, History and Theory of Architecture, is established by Alberto Pérez-Gómez when he joins the faculty.

1987: The School of Architecture moves into its new home, the Macdonald-Harrington Building

1989: The Housing Design graduate program is reorganised by Witold Rybczynski and Avi Friedman, and renamed The Affordable Homes Program.

1989: The Ph.D. in Architecture is introduced as an ad hoc program.

1990: The Grow Home

1993: A graduate program in housing, Domestic Environments, is established by Annmarie Adams, who joined the faculty in 1990.

1997: The Ph.D. in Architecture Program is approved by the Minister of Education.

1997: Lily Chi is the first PhD graduate

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.

2007: Associate Directors are first appointed: Professors Ricardo Castro (Professional) and Annmarie Adams (Post-professional)

2008: FARMM opens

2008: 60-credit professional Masters option is approved

2011: LIPHE opens

2014: DST and DSR options of our M.Arch. (Professional) program are harmonized to one-and-a half-year programs.

2017: EMDRAH opens

2017: School renamed "The Peter Guo-hua Fu School of Architecture"

4.2 STUDENT PROGRESS EVALUATION

STUDENT PROGRESS

The length of the B.Eng., B.S.E., and B.Sc.(Arch.) programs varies depending on the program and basis of admission. The curriculum for the program can be found on the website of the corresponding department or school. Link to department/school websites: http://www.mcgill.ca/engineering/departments-schools-and-institutes.

The B.Eng., B.S.E., or B.Sc.(Arch.) program must be completed within six years of entry. Candidates admitted to a lengthened program, or to a shortened program because of advanced standing, or who are participating in a work term or in the Engineering Internship Program (EIP) or Architecture Internship Program (AIP), will have a correspondingly greater or lesser period in which to complete their program.

Extensions may be granted by the Committee on Standing in cases of serious medical problems or where other similarly uncontrollable factors have affected the student's progress.

GRADE SUBMISSIONS

Assignment of Letter Grades

Instructors must submit ALL grades earned by undergraduate students in the Faculty of Engineering in letter grade form, as shown below:

- For students who have completed all required components of a course, letter grades of A, A-, B+, B, B-, C+, C, D, F, J (unexcused absence) or K (incomplete) are to be submitted.
- For students who have not completed all required components of a course (i.e. they have missed an exam and have not been excused), the instructor must submit a letter grade of J (unexcused absence - 0%).
- For students who have been granted an extension on fulfilling a course requirement, a letter grade of K (incomplete, extension granted) is to be submitted.
- All further information regarding grades can be found in the Undergraduate Program Calendar.

Instructors are not permitted to grant any special treatment regarding final examinations to any student. Students who believe there are circumstances which might justify making special examination arrangements for them or which might legitimately be taken into account in evaluating their performance should apply to the Student Affairs Office.

Submission of Marks to the Faculty of Engineering

The following guidelines regarding the submission of final grades to the University and the publishing of final marks for students must be strictly adhered to:

- The deadline to submit marks for courses with a final examination is one week after the exam date.
- The deadline to submit marks for courses without a final examination is one week after classes end.
- The deadline to submit marks for courses for students who have applied to graduate is:

  Fall courses - 1st week of January
  Winter courses - 1st week of May

These deadlines must be respected in order for the Student Affairs Office to make academic standing decisions and notify students of the results in a timely fashion.

Furthermore, lateness may affect the finalization of the Graduation List. Late submissions will be reported to the Dean of Engineering.

Change of Grade

Once marks have been submitted and changes are required, the instructor may enter the grade via the Grade Change by Instructor functionality on Minerva.

INCOMPLETE GRADES

Notes for students regarding L grades

When requesting a deferral of an examination, students are required to present sufficient supporting documentation that confirms the necessity of this deferral. Upon approval, an L grade is assigned in the course for which the deferral was granted. The student is strictly obligated to clear up an outstanding L grade the next time the exam is given. The penalty for not writing the exam is the assignment of a J in that course (Note: a J has the GPA equivalency of an F).

In order to ensure that students do not attempt to write too many exams in a given exam period, the student will be allowed to register in a limited number of courses in a semester in which L grades are to be cleared up. The maximum number of courses will be limited to ensure that no more than 18 credits of coursework are to be satisfied in a single semester or no more than 6 exams are to be written, whichever is greater. This will provide the student with sufficient time during the semester and the exam period to properly prepare for deferred examinations.

Notes for instructors

Student(s) with L grades are expected to write the next final examination, if one is given. Students will not appear on the class list. Instead, the instructor may enter the grade via the Grade Change by Instructor functionality on Minerva. If the student misses the next deferred examination, a mark of J (Unexcused Absence) should be given.

Students are ONLY to write the next final examination.

The student's term grades are to be retained and then calculated with the final examination result (in keeping with the original marking scheme). If a course is taught by a different instructor than the one with whom the student had originally attempted the course, that instructor must grade the final exam and then forward the result to the original instructor. It is then the original instructor's responsibility to calculate the student's final grade, taking into account their term grades and original grading scheme.

K (incomplete grade deadlines)

Those students with a K grade (incomplete), MUST complete the course within three (3) months, after which the student will be given a grade of KF (incomplete/failed). If the student is unable to complete the course within the given deadlines, a request for an extension must be forwarded to the Associate Dean (Student Affairs).

Posting of Grades

Departments need not post final marks which were submitted electronically to Service Point. Students can check the Minerva website for their grades. All posted marks or grades (whether final or interim) may identify the students by student number only, not by name.

Reassessment of a Grade and Reread

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 discussion with the instructor, a student requests a formal reread of a final exam, the student must complete a Request for a Reread of a Final Exam form and submit it to the Student Affairs Office, Engineering Student Centre.

The following regulations apply:

- The student may request rereads for only one course per term, unless the student obtains permission from the Student Affairs Office, Engineering Student Centre.
- Grades may be either raised or lowered as the result of a reread.
- A fee for each reread will be assessed directly to the student's McGill account if the result remains the same or is lowered. If the grade is raised, there is no charge. The Student Accounts website (www.mcgill.ca/student-accounts/tuition-fees/non-tuition-charges/other) may be consulted for the fee.

Reread application deadlines:

- Fall courses: last working day of March
- Winter courses: last working day of July
- Summer courses: last working day of November

Non-Engineering courses: Rereads in courses not in the Faculty of Engineering are subject to the deadlines, rules, and regulations of the relevant faculty.

Course Evaluations

MERCURY is McGill's online end-of-course evaluation system. Students have the opportunity to provide written comments and numerical ratings at the end of each course.

MERCURY facilitates all aspects of the official course evaluation process: students giving anonymous feedback, instructors and administrators reviewing it, and the dissemination of numerical results to the McGill community.

The MERCURY system is key to McGill's ongoing work to provide students with enriching learning experiences. Student involvement in this process is critical to enhance the general quality of teaching and learning and all students are strongly encouraged to participate.

The following is the most recent version of the course evaluation used in the School of Architecture since 2015. Constructive criticism about this evaluation are always welcome, and comments are to be sent to Lori Hurdle at the Faculty of Engineering Student Affairs Office.

School of Architecture Course Evaluation

Note to students

Please note that your evaluation is an important mechanism used by your instructor, department/school and faculty for making improvements to this course, as well as to the overall teaching program. The teaching evaluations form an important part of a professor's teaching portfolio, which is required by the University administration for tenure and promotion decisions. Your responsible, thoughtful and constructive feedback will be much appreciated. The results of the evaluation will be carefully reviewed by the chair/director of the department/school and will be forwarded to the instructor only after the final grades have been submitted.

Course evaluation form

The School of Architecture uses mainly two different versions of the Mercury online course evaluations: 1) Architecture Lecture + TA,.and 2) Architecture studios and T.A.

Ratings from 1 to 5: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

Architecture Lecture + TA's Course Evaluation

- Overall, this is an excellent course.
- Overall, I learned a great deal from this course.
- Professor XXX – Overall, this instructor is an excellent teacher.
- Professor XXX – Overall, I learned a great deal from this instructor.
- Professor XXX – The instructor was well organised in class and presented the material clearly.
- Professor XXX – The instructor used effective teaching methods.
- Professor XXX – The instructor was responsive to students' questions and concerns, given the class size.
- Professor XXX – The instructor fostered an environment of mutual respect and engagement in learning.
- The course materials contributed to learning the subject matter.
- The course activities (inside and outside the classroom) engaged me actively in my learning process.
- The evaluation methods used in this course were fair and appropriate.
- I was provided with useful feedback on my progress in the course.
- The course workload was appropriate, given the credit weight and the scheduled activity hours.
- As a result of this course, I have a greater appreciation for the relevance of this topic to my chosen profession.
- The course satisfied the Canadian Architecture Certification Board (CACB) student performance criteria identified in the course outline.
- Please select the Teaching Assistant (T.A.) that you interacted with most, and evaluate the next set of questions. If none, please choose the Not Applicable option for the set of T.A. questions.
- The T.A. was available for consultation and provided feedback in a timely manner (e.g. during course-scheduled activities, office hours, email, etc.)
- The T.A. helped me understand the course material (e.g. through tutorials, lab sessions, grading, discussions, etc.)
- Please provide any constructive comments on the overall effectiveness of the T.A.
- Please select another T.A. that you interacted with, and evaluate the next set of questions. If none, please choose the Not Applicable option for the set of T.A. questions.

Studio + Lecture Course Evaluation

- Overall, this is an excellent course.
- Overall, I learned a great deal from this course.
- Professor XXX – Overall, this instructor is an excellent teacher.
- Professor XXX – Overall, I learned a great deal from this instructor.
- Professor XXX – The instructor was responsive to students' questions and concerns, given the class size.

- Professor XXX – The instructor fostered an environment of mutual respect and engagement in learning.
- Professor XXX – The instructor in charge of the lab or studio was available and willing to give help.
- The evaluation methods used in this course were fair and appropriate.
- I was provided with useful feedback on my progress in the course.
- The course workload was appropriate, given the credit weight and the scheduled activity hours.
- The prerequisite and co-requisite courses prepared me adequately for the lab or studio activities.
- The written instructions for the lab or studio activities were clear.
- The lab or studio activities were designed to facilitate learning.
- The lab or studio equipment and infrastructure were in good working order.
- Through this lab or studio, I learned to apply knowledge and skills in relevant situations.
- Please select the Teaching Assistant (TA) that you interacted with most, and evaluate the next set of questions. If none, please choose the Not Applicable option for the set of T.A. questions.
- The T.A. was available for consultation and provided feedback in a timely manner (e.g. during course-scheduled activities, office hours, email, etc.)
- The T.A. helped me understand the course material (e.g. through tutorials, lab sessions, grading, discussions, etc.)
- Please provide any constructive comments on the overall effectiveness of the T.A.
- Please select another T.A. that you interacted with, and evaluate the next set of questions. If none, please choose the Not Applicable option for the set of T.A. questions.

Releasing Student Information

- According to McGill Legal Services and the Law on Information Access and the Privacy Act, McGill employees are not permitted to release any personal or nominative information. All requests should be forwarded to the Student Affairs Office, Frank Dawson Adams Building, Room 22. Request for statistics should also be forwarded to the Student Affairs Office.
- Summary information on our students or graduates can be released provided it cannot be traced back to any one individual or individuals. For example, it is NOT permissible to release the Graduation List, but it is permissible to release statistics on the number of graduates per department or as a whole.
- If personal information is to be released at the request of members of the public, firms, government, etc., written permission must first be received from the individual.

Academic Standing

The Faculty determines academic standing decisions each term (Fall, Winter, Summer) based on grades obtained up to that point. In general, students must be in satisfactory standing (CGPA of 2.00 or greater) to continue in the program. Students whose CGPA drops below 2.00 are in Probationary or Unsatisfactory standing; these students are

notified and must reduce their credit load and meet certain CGPA and/or Term GPA (TGPA) requirements by the end of the following term in order to remain in the program. (The TGPA is calculated each term based on grades for courses taken during only the previous term.) Students who are in Unsatisfactory Standing must withdraw for one term or permanently, depending on their academic history. Students may appeal the standing decision by submitting a letter clearly outlining the reasons for the appeal and providing appropriate documentation (e.g. medical documents) in support of the request. Appeal decisions are made by the Associate Dean (Student Affairs) and the Student Affairs Officer (Records). Detailed regulations concerning academic standing can be found on the Engineering Student Affairs Office Academic Standing website.

Withdrawal from McGill University

- All students who have accessed MINERVA and decided not to attend the session(s) for which they have registered, must officially withdraw from the University. If the student does not officially withdraw or meet the refund deadline, the student will be liable for all resulting tuition and other fees.
- Students must officially withdraw from the University, by letter sent to the Student Affairs Office address, or by filling out a Withdrawal form available from the Student Affairs Office in 22 Frank Dawson Adams Building.
- For students who have requested a withdrawal by the appropriate deadline as per the Undergraduate Program Calendar, the withdrawal is processed as a deletion of courses and session. If the withdrawal is requested after the first day of classes, the session and courses are left on the record, and a withdrawal code and date are entered on the session.
- Please note, an administrative fee will be charged. As per the fee information booklet, a NEW STUDENT who withdraws forfeits the registration deposit or $200, whichever is higher.
- This means that a NEW STUDENT who was asked to confirm their offer of admission with a deposit of $300 forfeits this amount whether or not it has actually been paid.
- This also means that only RETURNING STUDENTS will be charged the $200.00 minimum charge if they withdraw.
- More information is available at the Student Affairs Office, 22 Frank Dawson Adams Building.

Advising

All students are required to seek academic advising about their programs from the department in which they study. Compulsory academic advising and course approval for ALL returning students will take place the first two weeks of class of the term.

Academic advising is the responsibility of departmental advisors as well as part of the general area of expertise of the Engineering Student Centre. The immediate and obvious function of the Advisor is to advise and assist students in program planning and in the proper selection of courses. The Advisor has the responsibility for approving course selections; however, the role goes far beyond that limit. The most rewarding and important aspect of advising is that of interpreting the University and its programs to individual students so that all students may understand the education goals of the University and follow programs that coincide with their talents, interests and goals.

Departmental advising

All students are expected to attend an advising session prior to the start of classes in each semester. In certain departments students will be assigned to an individual who

will become their Departmental Advisor. In other departments, an expert advising team will be available throughout the term to assist students with their course selections. Departmental advising can be arranged by contacting the appropriate people in respective departments, as listed below:

Department/School/e-mail:
Faculty Student Advisor

General Information

Architecture
Mary Lanni-Campoli
or
Prof. David Covo

Chemical Engineering
Prof. Jean-Luc Meunier

Civil Engineering
Prof. Yixin Shao

Computer/Electrical/Software Engineering
Prema Menon
or
Prof. Jon Webb

Mechanical Engineering
Prof. Larry Lessard

Materials Engineering
Prof. Mathieu Brochu

Mining Engineering
Prof. Ferri Hassani

Urban Planning
General Information

Faculty advising

Students with academic problems often have other problems which may or may not come to light during the course of academic advising. Sometimes all a student needs is to have a talk with somebody. Students are encouraged to contact the Faculty Student Advisor (Engineering Student Centre) or their departmental advisors, who are aware of the variety of counselling services available so that the student can be referred if necessary.

Advising and Advisers

Types of Advising and Advisers

While at McGill, students have access to a variety of advisers, mentors, and counsellors who have different skills, expertise, and levels of authority. Students should ensure that they seek academic and personal advice from the adviser most closely attuned to their academic needs or personal situations. All advisers provide an atmosphere of trust where students can talk about their situation in complete confidentiality. Typical types of advisers are described below. Students should refer to their faculty's section of the Undergraduate University Calendar for additional advising information specific to their degree program. It should be noted that some academic matters require approval of more than one adviser, e.g., the faculty adviser and the department/school academic adviser.

Faculty Advisers

Faculty Advisers are normally located in the student affairs office of each faculty and are available throughout the calendar year.

Faculty Advisers:

- are experts in the rules, regulations, and requirements pertaining to specific degree programs;
- will provide ongoing advice and guidance on program selection, course registration, credit load, deadlines, and majors and minors;
- will offer help managing academic situations during periods of personal, financial, or medical problems, by working with students to identify various possibilities and strategies for making informed decisions;
- will communicate with other advisers within the University and, with a student's permission, serve as a direct link to other University resources.

Department/School Academic Advisers

Department/School Academic Advisers are normally located closer to the offices of professors in a student's particular area of study and may only be available during specific times of year (e.g., prior to registration for the next session or during the drop/add period) or during regularly scheduled office hours. Students who are completing a major or minor in more than one unit will often have an adviser in each unit. The academic adviser may be either a professor or member of the administrative staff. Students should contact their department administrative offices to determine the identity and availability of their academic adviser. Students should ensure that they check their progress with their academic adviser from time to time - and certainly before their final year.

The academic adviser:

- will guide students through course selection to meet the subject matter requirements of the major or minor;
- will consider requests for course equivalencies, recommend prior approval for inter-university transfer credits, or explain the rationale for the design of a department/school program;
- may assist in planning for, and applying to, university exchange programs, and may also provide, or direct students to, information about scholarships, awards, research
- fellowships, and opportunities within a given field;
- is a valuable source of information about the various resources available at McGill;
- can provide support, guidance, and appropriate referrals for students experiencing academic or personal difficulties while studying at McGill;
- will often be responsible for confirming that students have met major or minor program requirements for graduation.

Professors/Lecturers

Professors/Lecturers may act in a voluntary capacity to mentor students as they progress through their program. The faculty adviser or department/school academic adviser may be able to help students identify a good resource person in their area of study.

Professors/lecturers:

- may provide advice on the latest trends in a specific field of study and make recommendations on related advanced readings;
- may discuss opportunities for a student research experience and help students connect with a professor or lecturer who best suits their interests or learning style;
- will refer a student back to the faculty adviser or academic adviser for signatures and permissions related to program requirements.

Peer Advisers

Peer Advisers are student volunteers who have been trained by faculty advisers or department/school academic advisers. They often offer drop-in hours for advice on University life and will help students find the information they need in the Undergraduate University Calendar or through other University resources. Peer advisers are only available in some faculties or departments.

Related Services

The First-Year Office (FYO)

Brown Student Services Building
First Year Office

The First-Year Office can help new students navigate their way through the Undergraduate Course Calendar and the information contained in the Welcome to McGill book. They will help students prepare for the course registration period, which begins in August when the Minerva registration system opens for newly admitted students. To maximize this help, it is strongly recommended that students first read the sections in the Welcome to McGill book specific to their faculty. The FYO staff are always available to provide advice and referrals to the many support mechanisms at McGill.

Student Services Counselling Service
Brown Student Services Building
Counselling Service

Student Services Counselling Service has professional counsellors who are available to discuss personal, academic and career goals or problems. They can provide individual or group study skills sessions or guide students through financial, or other, crises by means of interventions or referrals.

Career and Placement Service
Brown Student Services Building
Career and Placement Service

Career and Placement Service provides career education, guidance, and individual advising to students in their search for permanent, part-time, or summer jobs and internships.

Service Point Centre

Service Point has brought together newly-integrated front-line Undergraduate and Graduate student administrative services. Located on the ground floor of the McLennan Library Building in the heart of the downtown campus, Service Point will address a wide variety of students' needs.

Among the many services offered at Service Point for Undergraduate & Graduate students:

- certified or translated copies of diplomas
- degree verification
- help with admissions
- help with Minerva
- international health insurance card & exemptions
- McGill ID cards

Arts or Science students will also be able to inquire about:

- course & program registration
- exams (including deferred and supplemental)
- official transcript pick-up
- replacement diplomas
- student exchanges/study abroad
- submitting legal documents
- tuition & fees info
- pick-up of alternative US Loans

Program Comparison Chart

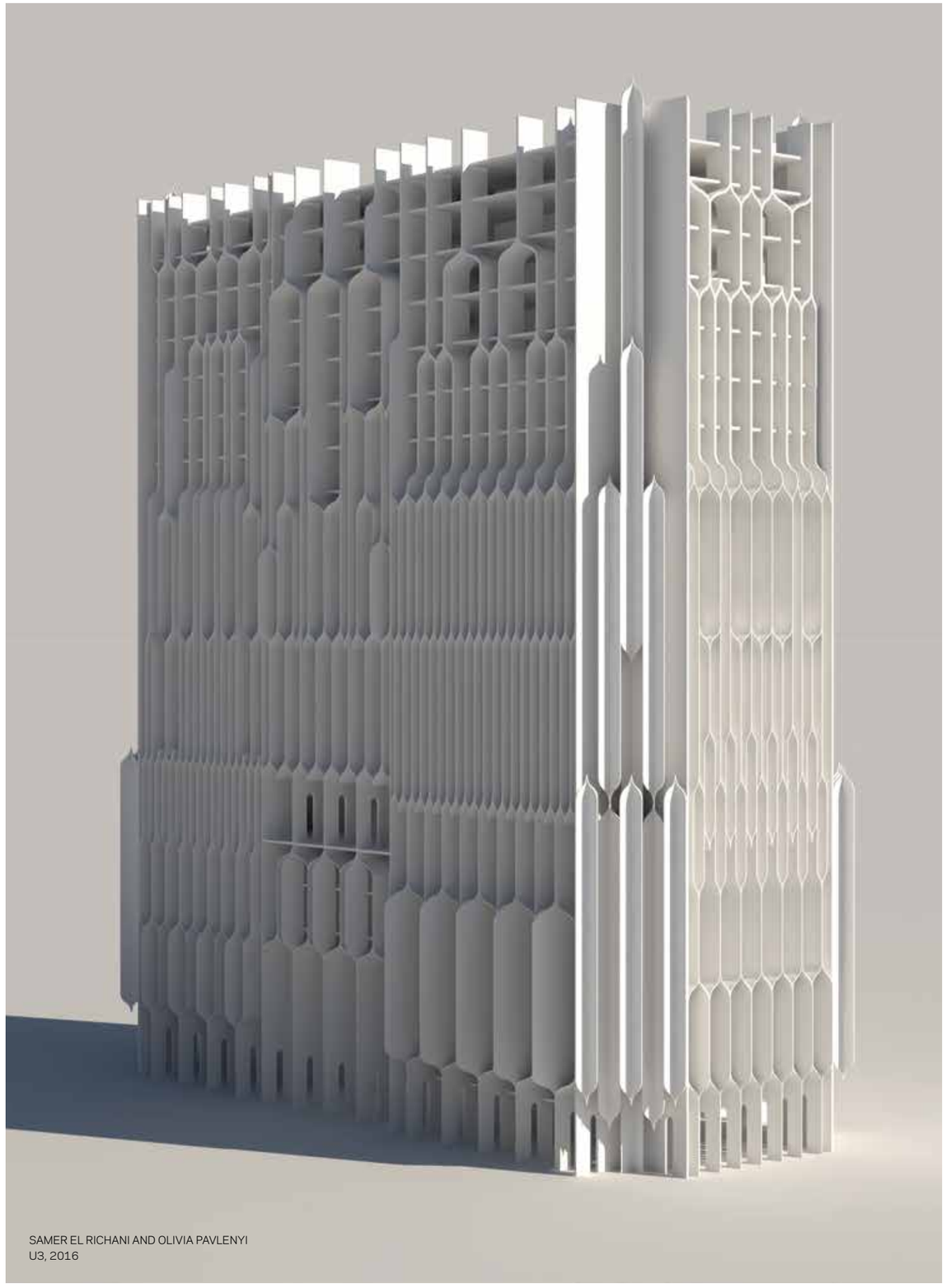
In order to assist us in the evaluation of your previous architectural studies, please complete the form below by providing us, to the best of your knowledge, with your equivalent university course title and calendar description. Please include a copy of your university course calendar.

Year of Program	Credit Weight	McGill University		Year of Program	Credit Weight	Your University (Put name here)		
	100	**B.Sc.(Arch.) Program**				**Program**		**Grade**
		Course Title	**Calendar Description**			**Course Title**	**Calendar Description**	
		Required Architecture Courses:						
		Design studio courses:						
1F	6	ARCH201 Communication, Behaviour & 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.					
1W	6	ARCH202 Arch. Graphics & 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.					
2F	6	ARCH303 Design & 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.					
2W	6	ARCH304 Design & Construction 2	Continuation of Design and Construction 1 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.					
3F	6	ARCH405 Design & 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.					
3W	6	ARCH406 Design & Consruction 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.					

Year of Program	Credit Weight	McGill University		Year of Program	Credit Weight	Your University (Put name here)		
	100	**B.Sc.(Arch.) Program**				**Program**		**Grade**
		Course Title	**Calendar Description**			**Course Title**	**Calendar Description**	
		Architectural History courses:						
1F	3	ARCH250 Architectural History 1	The study of architecture in relation to landscape, urban form and culture, from Antiquity to the end of the Middle Ages.					
1W	3	ARCH251 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.					
2F	3	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.					
2W	3	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.					
		Drawing courses:						
1F	2	ARCH221 Architectural Drawing	Strategies for visualization and representation based on perspective, orthographic and oblique projection; drawing in the design process; relationship of drawing type to design intention; freehand drawing and sketching; architectural survey and notebook recording. Students work in the studio and in the field in a range of media.					
3 F	2	ARCH325 Architectural Sketching	Eight days of supervised field sketching outside Montreal in late summer, followed by course work and fieldwork in Montreal examing architectural sketching as a process that develops an intellectural and physical framework for encounters with the urban environment. Students work mainly in the field, in selected media.					
		Technical courses:						
1F	3	ARCH 241 Architectural Structures	Introduction to the basic concepts and forms of structures in architecture.					
1W	3	ARCH240 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.					
2F	3	ARCH 342 Digital Representation	This course introduces students to digital representation in architecture. Students explore the state-of-art two- and-three-dimensional computer-modelling software in architectural design.					
2F	2	ARCH375 Landscape	Land form, plant life, microclimate; land use and land preservation; elements and methods of landscape design.					

Year of Program	Credit Weight	McGill University		Year of Program	Credit Weight	Your University (Put name here)		
	100	**B.Sc.(Arch.) Program**				**Program**		**Grade**
		Course Title	**Calendar Description**			**Course Title**	**Calendar Description**	
2W	2	ARCH 377 Energy, Environment and Buildings	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.					
3F	2	ARCH447 Lighting	Concepts of natural and artificial lighting in architecture and urban design.					
3F	3	ARCH 512 Architectural Modelling	Architectural modeling using advanced applications in digital media. Topics include: 3-D modeling 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.					
3W	2	ARCH451 Building Regulations & 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.					
		Required Non-Departmental Courses:						
		Civil Engineering courses:						
1W	4	CIVE284Structural Engineering Basics	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.					
2F	3	CIVE385 Structural Steel & 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.					
2W	3	CIVE388 Foundations & 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 foundation; shorting; retaining walls.					
3F	2	CIVE492 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.					
	100	**B.Sc.(Arch.) Program**				**Program**		**Grade**

Year of Program	Credit Weight	McGill University		Year of Program	Credit Weight	Your University (Put name here)		
		Course Title	**Calendar Description**			**Course Title**	**Calendar Description**	
		Faculty courses:						
1F	3	FACC220 Law for Architects & 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.					
updated Fall 2013								



SAMER EL RICHANI AND OLIVIA PAVLENYI
U3, 2016

4.3

CURRENT COURSE DESCRIPTION

ARCH 201 / Communication, Behaviour and Architecture (2-10-6) **6 credits / F2016**

Professors: David Covo and Pierina Saia.

Calendar Description: 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.

Course Objective: Central to the education of the architect - the core of every academic program - is the 'design studio', a term that refers to both the *course* and the *room* where the course takes place. The *room* is an open environment that could be seen as a simulation of the kind of workplace that students can expect to encounter on graduation. The *course* is based on a sequence of project-based assignments that develop design ability, judgement, critical thinking, and communication skills based on sketching, architectural drawing, modelling and oral presentation.
Work in the studio is supported with regular lectures, seminars, informal discussions and formal group reviews of the work at various stages of the project. The projects that are used to teach design reveal the pedagogy of a particular design studio. Design assignments may be based on either real or imagined contexts, but are typically grounded in the everyday experience of architecture and material culture. Whether real or imagined, the design assignments present opportunities for the exploration of ideas about architecture in relation to program and narrative, precedent, structure and materials, site and climate, and the social, cultural and historical context of the place. Assignments examine architecture as both discipline and profession, and generally increase in scale and complexity as students become more comfortable with the design process and with the numerous issues and constraints - environmental, technical and regulatory, philosophical, ethical and moral - associated with any intervention in an existing context.

Students are introduced to a number of important ideas: to the notion of design as a process based on defined constraints and objectives, to the role of analysis, synthesis and judgment in design development, to concepts of precedent and language in design, to techniques of field survey, observation and notebook recording, to verbal and graphic strategies in communication, to group work, to the studio and the crit, as a forum for teaching and learning, and to the workshop as an essential and fertile resource. It provides an interesting preview of undergraduate studies and dramatizes in an effective way the special natures of architecture education.

Schedule & Meeting Format: Lectures: Tuesday and Thursday, 8:30am - 10:30am.
Studio: Tuesday and Thursday, 10:30am - 5:30pm.

Method of Evaluation:

Assignments	90%
Sketchbook	10%

Reading List/Bibliography: Reading lists and other references are provided with each assignment and posted in the studio and on MyCourses.

Student Performance Criteria: A1-A6, A9, B1, C1, C3.

ARCH 202 / Architectural Graphics and Elements of Design (2-10-6) **6 credits / W2017**
Prerequisite: ARCH 201.

Professors: David Covo and Vedanta Prasad Balbahadur.

Calendar Description: 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.

Course Objective: The fall term of the first year studio developed basic design and communication skills and encouraged students to think critically about the role of the architect in the shaping of the built environment. The winter term curriculum reinforces skills in design, architectural drawing and sketching, and in both traditional and computer-based modeling. The term will be divided into two parts, each of which starts with a site analysis and research exercise that supports the design assignment. There will be two assignments in the first half of the semester and a single longer assignment in the second. The second half of the term also includes an exercise with students from the School of Occupational Therapy that will provide first-hand experience with issues commonly encountered by the physically disabled in the built environment.

Assignments are intended to develop opportunities for students to explore design methodology and built form in relation to precedent, program and narrative, structure, materials, site and climate, and context. For our purposes, context will be interpreted as including historical, social, cultural, and architectural thinking. Projects increase in scale and complexity as students become more comfortable with the design process and the environmental, technical, ethical and moral issues associated with intervention in a studied context. Reviews will include traditional and computer-based presentations. The unifying element in the first year studio program remains the notebook, where students document their life experience and adventures in design with observations and sketches that provide evidence of curiosity and a desire to learn and understand.

Schedule & Meeting Format: Lectures: Tuesday, 9:00am - 10:30am.
Studio: Tuesday and Thursday, 9:00am - 5:30pm.

Method of Evaluation:

Assignments	90%
Notebook	10%

Reading List/Bibliography: Reading lists and other references are provided with each problem statement and posted in the studio and online.

Student Performance Criteria: A1-A6, A9, B1-B7, B9, B11, C1, C3, D2.

ARCH 221 / Architectural Drawing (2-0-4) **2 credits / F2016**

Professors: David Covo and Robert Mellin.

Calendar Description: Strategies for visualization and representation based on perspective, orthographic and oblique projection; drawing in the design process; relationship of drawing type to design intention; freehand drawing and sketching; architectural survey and notebook recording. Students work in the studio and in the field in a range of media.

Course Objective: *Architectural representation;* based on a broad range of drawing types in both wet and dry media - is the underlying theme of ARCH 221, which is intended to complement the instruction and course work associated with the design course ARCH 201. The primary objectives of ARCH 221 are to provide students with the skills needed to generate appropriate images at every stage of the design process, and the judgment required to develop a critical position on the relationship between drawing strategy and design intention. All assignments will be executed by hand, occasionally with instruments, on sheets of matte drawing paper and watercolour paper, and in the sketchbooks.

Students are expected to maintain sketchbooks that reflect their progress through the course by documenting life experience and selected elements of the project under study in ARCH 201. The observations and sketches in the sketchbooks should provide evidence of students curiosity about the world and their attempts to make sense of it by drawing. The sketches should reflect an attitude of inquiry and a desire to learn and understand. Subject matter should include buildings and parts of buildings, interiors and exteriors, interesting stairs, art installations, streetscapes, cityscapes and landscapes, people in different situations (alone in a café, watching a football game, moving as a group through a museum), anything that teaches the student something and leaves them knowing more than they did before you made the drawing. Every sketch should include context. Students are encouraged to draw something every day. By the end of the semester, they should have compiled at least 30 'developed' observational sketches that confirm they have learned something in their walks around the city.

Schedule & Meeting Format: Lectures: Thursday, 8:30am - 10:30am.
Crits: Tuesday or Thursday at scheduled times.

Method of Evaluation:

Assignments	75%
Sketchbook	25%

Reading List/Bibliography: Readings and other references will be provided with each assignment and posted in the studio and on the MyCourses website.

Student Performance Criteria: A3.

ARCH 240 / Organization of Materials in Buildings (2-3-4) **3 credits / W2017**

Professor: Abraham Friedman

Calendar Description: 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.

Course Objective: To introduce the student to construction materials, to show how these are combined to form building components, and to acquaint the student with a fundamental understanding of the building's technical performance. *Keywords:* materials, building, structures, systems, envelope.

Schedule & Meeting Format: Lectures: Wednesday, 11:30am - 2:30pm
Tutorials: Wednesday, 2:30pm - 3:30pm

Method of Evaluation:

Assignment 1: Design Project: The base of this assignment is the design of a small house studio. Students produce a set of technical/working drawings for the construction of the unit. Marks are given for presentation, clarity, organization, understanding, design, and conciseness.	60%
Assignment 2: Innovative use of materials: Students design a cover for one of the walls in their homes. They are to think innovatively about a wide range of materials and their possible use in construction. Marks are given for presentation, clarity, organization, understanding, design, and conciseness.	35%
Attendance: Regular attendance at both lectures and tutorials is required.	5%

Reading List/Bibliography:

Main References

Canada Mortgage and Housing Corporation (CMHC), *Canadian Wood-Frame House Construction*, Ottawa, 2005.

Allen, E., Iano, J. *Fundamentals of Building Construction*. John Wiley and Sons, New Jersey, 2009 (or a later addition).

Secondary References

Wood Frame Construction published by CMHC and *Fundamentals of Building Construction* by Frank Ching.

Additional Readings

Building Construction, W.C. Huntington & R.E. Mickadeit (NYC: Wiley, 1981).

Dwelling House, Albert G.H. Dietz (Cambridge, MA: MIT Press, 1974).

AJ Handbook of Building Enclosure, A.J. Elder & M.Vandenburg, eds. (London: Architectural Press, 1974).

Architectural Graphic Standards, C.G. Ramsey & H.R. Sleeper (NYC: Wiley, 1970).

Student Performance Criteria: A2, A3, B7, B9-B12, C1, C3.

ARCH 241 / Architectural Structures (2-1-6) **3 credits / F2016**

Professors: Pieter Hindrik Sijpkes

Calendar Description: Introduction to the basic concepts and forms of structures in architecture.

Course Objective: In this course students will first learn how to critically evaluate the structural performance of major historical buildings and will then learn how to approach the design of a structure. Architectural structures introduces incoming students to the role structure plays in the conception and execution of architectural projects. Three pathways are followed to this end. One is the examination of structures built in the past. The second is an overview of the nature of various building materials, and the third pathway is the study of structural systems.

Schedule & Meeting Format: Lectures: Friday, 12:30pm - 2:30pm.
Seminar: Monday and Friday, 9:30am - 10:30am.

Method of Evaluation: Attending and participating in the weekly class sessions forms the core of the course. There are two projects to execute for small groups of students. The first project is to make a structural 'concept model' of buildings built in one of many possible ways, depending on building material and structural system employed. The second assignment asks students to study the structural history of a historical building of their choosing. Towards the end of the term all groups will present their projects in class, using whatever media they wish. In addition to the assignments there will be a midterm and a final exam.

Reading List/Bibliography: **Required Reading**
Angus J. Macdonald, *Structure and Architecture*, Department of Architecture, University of Edinburgh, 2ed.

Student Performance Criteria: A1, A2, A7, B7.

ARCH 250 / Architectural History 1 (3-0-6) **3 credits / F2016**

Professor: Ricardo L. Castro

Calendar Description: The study of architecture and cities from ancient times to 1750.

Course Objective: History is "the process of inquiry into the past of man in society" (E.H. Carr). History and Theory of Architecture are connected disciplines. History defines and illustrates the cultural context in which theories (scientific, artistic, architectural, philosophical) and architectural objects (cities, buildings, bridges, etc.) emerge. This course comprises a series of lectures and readings on selected topics in the history of western architecture before 1400, rather than a comprehensive survey of world architecture.

This course, covering from the ancient to the baroque era built environments aims to give the student a basic comprehension of the significant attitudes, philosophies, and theories of the periods under scrutiny and their relevance in the contemporary architectural fields of theory and practice. It explores the interrelation between architecture and the landscape (topography in its amplest definition) on which it rests, placing the character of physical form in its social-historical context. Lastly, students develop a comprehension of the needs and aspirations of a given epoch as these were manifested, present as it were, in physical form, as well as to the reception of architectural ideas and buildings in such epoch and their impact on current thinking.

Schedule & Meeting Format: Lectures: Monday, 8:30am-9:30am & Wednesday, 8:30am-10:30am.

Method of Evaluation:

Participation and attendance	5%
Sketchbook	15%
Mid-term	30%
Simulacrum	50%

Reading List/Bibliography:

Required Texts
Invisible Cities by Italo Calvino Italo Calvino, (New York: 2002).
Thinking Architecture by Peter Zumthor, (Basel: Birkhäuser, 2006).

Some Required Readings - General
Abram, David, The Spell of the Sensuous.
Ballantyne, A. Architecture: A Very Short Introduction.

Some Required Readings - Prehistoric/Ancient
Atkinson, R. Stonehenge.
Badawy, A. Architecture in Ancient Egypt and the Near East.

Some Required Readings - Medieval & Early Renaissance
Alberti, Leon Battista. On the Art of Building in Ten Books.
Alfoldi, A. The Conversion of Constantine and Pagan Rome.

Some Required Readings - Renaissance & Baroque
Andrews, G. Maya Cities.
Berrin, K. and E. Pasztory, eds. Teotihuacan.

Some Required Readings - Islam
Creswell, K. Early Muslim Architecture.
Grabar, O. The Alhambra.

Some Required Readings - Asian
Alex, W. Japanese Architecture.
Boyd, A. Chinese Architecture and Town Planning.

Student Performance Criteria: A1-A4, A6-A9, D2.

ARCH 251 Architectural History 2 (2-1-6) **3 credits / W2017**
Prerequisite: ARCH 250.

Professor: Peter Fensom Sealy

Calendar Description: Global architectural urban history in the 20th century. The course is organized chronologically. The topic of each week is coupled with focus on an individual city, and introduces the work of an architect.

Course Objective: This course explores new architecture that emerged since 1945 in North America. Lectures, seminar discussions and the assignments are based on the assumption that buildings are a form of material culture, and as such are manifestations of social and cultural history. Each lecture focuses on a specific architectural issue, typology, or case study, spinning out to broader societal ideas. Vernacular and everyday architectures are explored alongside famous buildings. The lectures and readings offer new approaches to the subject, carefully chosen to nurture skills in critical reading and to encourage students to question the content and interpretation of canonical architectural history. Which buildings matter and why? How do historians balance architectural evidence and how can architects engage history? Additionally, every effort is made to engage Montreal's architecture as a teaching laboratory, specially evident in the research paper and walking tours.

This course serves as an intro to writing about architecture, through two hands-on "how-to" sessions and classic readings in the history of contemporary architectural criticism. Architecture students can expect to gain significant skills in the historical research, configuring a research proposal, the engagement of primary sources, the deciphering of images, the construction of arguments, the compilation of a bibliography, and exam preparation.

Schedule & Meeting Format: Lectures: Monday, 2:30pm - 4:30pm.
Seminars: Friday, 11:30am - 12:30pm and 12:30pm - 1:30pm.

Method of Evaluation:

Seminar Participation	10%
Midterm Quiz	20%
Research Paper	40%
Final Examination	30%

Reading List/Bibliography: There is no required textbook for the course; readings are posted on the online platform MyCourses.

Recommended Texts
Harold Kalmas, *A History of Canadian Architecture 2* (Oxford: Oxford University Press, 1994).
Rhodri Windsor Liscombe and Michelangelo Sabbatino, *Canada* (London: Reaktion Books, 2016).
Dell Upton, *Architecture in the United States* (Oxford: Oxford University Press, 1998).
Gwendolyn Wright, *USA* (London: Reaktion Books, 2008).

Student Performance Criteria: A1, A2, A4, A6-A9, D2.

ARCH 304 / Design and Construction 2, Section 003 (2-10-6) **6 credits / W2017**
Prerequisite: ARCH 303.

Professors: Vikram Chandulal Bhatt

Calendar Description: Continuation of Design and Construction 1 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.

Course Objective: *The Outdoor Room:* Recent outdoor urban interventions, which occurred aplenty in the last decade in our city, have focused mainly on warm weather periods. Montreal is a Nordic city; it is important to respect its seasonal character. Winters, though long, are a beautiful and festive time of the year. Good designs celebrate all seasons; effective urban designs assimilate them making livable cities for its users. According to the International Making Cities Livable movement "to enhance the wellbeing of all inhabitants, strengthen community, improve social and physical health, and increase civic engagement by sustainably reshaping the built environment requires a well-functioning public realm - meetings, encounters, dialogue among people young and old with a diversity of backgrounds, acquaintances, friends and strangers - that exists in multi-functional public places." One concrete way to achieve this would be to create "outdoor rooms" that can be used varyingly in different seasons. Successful outdoor rooms encourage year-round use enriching cities.

The Design and Construction 2 studio is framed around two interrelated tasks; reimagining the îlot Darlington with an emphasis on Ottawa Street, and redesigning a number of key elements of the Foundry itself. The overall design objective is to create an "outdoor room" for the Foundry to enhance its public and seasonal engagement and to integrate it better with the surrounding urban situation. Architecturally, the task is to accommodate evolving needs of the Foundry by developing a rigorous design that would also make the building more sustainable and accessible. The project requires you to addresses both urban design and architectural issues complementarily, offsetting mutual deficiencies, enhancing common strengths, and synergize all elements and levels of design.

Schedule & Meeting Format: Studio: Tuesday and Thursday, 9:00am - 5:30pm.

Method of Evaluation:

Phase I: Analysis of Preliminary Design	
Context and building analysis (2 weeks)	20%
Preliminary design presentation (2 weeks)	20%
Phase II: Systems-construction and Final Design	
Urban design, building design and sustainability integration	20%
Final Presentation	40%

Reading List/Bibliography: Readings and other references are provided in studio and online.

Student Performance Criteria: A1-A6, A9-B9, B11, C1, C4.

ARCH 304 / Design and Construction 2, Section 002 (2-10-6) **6 credits / W2017**
Prerequisite: ARCH 303

Professor: Abraham Friedman

Calendar Description: Continuation of Design and Construction 1 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.

Course Objective: The main objectives of the studio are to learn about the relations between socio-economic trends and their effect on residential design, site planning principles, mixed-use apartment building design, sustainable strategies and technologies, and construction details. The studio challenges students to think critically about *apartment living* in the city of Montreal by exploring its parallel relationship to affordability, population aging, urban living and demographic changes. Students are encouraged to examine the following programmatic considerations that can be integrated at a macro and micro scale in apartment building designs: mixed uses, mixed users, pre-occupancy choice, live-work residences, aging in place, multi-generational living, micro units, adaptable units, healthy indoor, net-zero buildings, passive solar gain, active solar-powered buildings, water-efficient dwellings, green roofs and edible landscaping. The thrust of this semester studio is for students to think innovatively about an apartment building design.

Schedule & Meeting Format: The structure of the studio is made up of three components: lectures, studio/desk advising and weekly class presentations/meetings. The presentations take place on Tuesdays at 2 pm. Thursdays each team meets with the professors for reviews and discussion.

Method of Evaluation:

Week 1 Assignment (individual)	5%
Weekly submissions and contributions to the assignments (team)	10%
Mid-term Presentation (team)	30%
Building system and construction detail (individual)	15%
Final presentation (team)	40%

All students will be required to maintain an e-portfolio of studio work in accordance with School of Architecture guidelines and instructors' recommendations.

Reading List/Bibliography:

Setting the stage
Brundtland Commission. 1987. *Our Common Future*, Oxford, New York: Oxford University Press.
City Planning
Beatley, T. 2000. *Green Urbanism: Learning from European Cities.* Washington, D.C.: Island Press.
Neighbourhoods
Barton, H. 2000. *Sustainable Communities: The Potential for Eco-Neighbourhoods.* London: Earthscan Publications.
Healthy Living
Singer, N. 2010. "Fixing a World that Fosters Fat," *The New York Times*, Sunday Edition, August 22, p. 3, business section.

Student performance criteria: A2, A3, A5, A9, B1, B3, B4, B6, B7, B8, B9, B10, B11, C1, C2.

McGill University School of Architecture

Architectural Sketching ARCH325 - Fall 2017

Instructors: Ricardo Castro and David Covo

Course description: Seven days of supervised field sketching in selected locations outside Montreal. The course develops traditional skills in architectural sketching in pencil, ink and watercolor. Sketching is explored as a process that frames the student's encounter with the environment and as a strategy for acquiring knowledge and understanding of the world.

Objectives: The course develops traditional skills in observation, notebook recording and sketching in a variety of media, and explores the kind of sketching that architects and artists do when they travel. The emphasis is on sketching and painting 'on location' as opposed to in a studio, so students draw outside every day, working individually and in small groups, and under the direct supervision of the instructors for the first three or four mornings of the course. Rainy days challenge students to discover interesting interiors and provide convincing demonstrations of the importance of public interiors (like churches), porches, arcades and roof overhangs in an urban context.

The act of sketching is examined as a process of inquiry and searching. The sketch is revealed as evidence of curiosity and the result of our attempts to understand the world by observing and drawing what is seen and experienced.

Requirements: The course requirements are based on the development of a portfolio of work, at least 20 developed pieces completed in the field. Students are also expected to curate the annual exhibition of work produced in the 7-day field exercise, and may be asked to participate in the production of a document that serves as both a catalogue of the exhibition and an anthology of their reflections on the process and the sites visited.

Schedule: The dates of the course are Thursday, August 24, to Friday, September 1, 2017. The course begins with a workshop at 9 am on Friday, August 25, and ends with a final discussion of the work on the evening of Thursday, August 31. This means that for most of the group, Thursday, August 24, and Friday, September 1, will be travel days.

We will meet formally as a group 7 times: 3 morning (9am-12pm) workshops and 4 evening (6pm-8pm) crits.

First workshop:	9am, Friday, August 25, terrace/promenade in front of the Chateau Frontenac.
Second workshop:	9am, Saturday, August 26, location tba
First crit:	*6pm, Saturday, August 26*
Third workshop:	9am, Monday, August 28, location tba
Second crit:	*6pm, Monday, August 28*
Third crit:	*6pm, Wednesday, August 30*
Final crit:	*6pm, Thursday, August 31*

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Evaluation: Final evaluation will be based on the portfolio of work produced in the field exercise in Quebec City.

Other matters:

1. Student Performance Criteria (CACB)

The following Student Performance Criteria, as defined by the CACB, are addressed in this course: A1, A3, A7

A1. Critical Thinking Skills.
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

A3. Graphic Skills.
Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

A7. Cultural Diversity
Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

2. Right to submit in English or French written work that is to be graded [approved by Senate, 21-01-2009]:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

This right applies to all written work that is to be graded, from one-word answers to dissertations.

3. Academic Integrity statement [approved by Senate, 29-01-2003]**:**

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

ARCH 342 / Digital Representation (2-1-6) **3 credits / F2016**
Prerequisite: ARCH 201 and ARCH 221.

Professor: Clothilde Caillé-Levesque

Calendar Description: 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.

Course Objective: With the rise of computation and the heightening of digital culture, a need to redefine tectonics is making itself more and more palpable in the current design culture. Digital tools offer a powerful territory of expression; a possibility of new tectonics therefore arising. Consequently, technology presents a field of interventions that can be used by designers to reconsider the link between ornament, architecture and structure. In order to generate comprehensive research on these topics, this course addresses architectural surface in association with notions of aperture, ornament and materiality.
The research proposes a protocol intensively base on explorations into structure, pattern and geometry. Conditions leading to the design of buildings are envisaged as an activity invested in operative techniques emulated by observations, analysis and identification of morphological, mathematical and material potentials. The architectural object here produced revisits, by its formal and material manifestation, the traditional segmentation of structure and ornament. Through obsessive geometrical studies of an existing surface condition, the course invites to abstract and rationalize a formal system that integrates exterior information such as environmental, programmatic and structural needs.
Students are equipped with the following software packages: 123D Catch from Autodesk, Rhinoceros 4.0, 3D Max 2010 or later,Vray for 3ds max Adobe Indesign, Photoshop and Illustrator. The course is organized according to an open source system: all students and groups share information. The quality of the project highly depends on the amount of information being produced, translated and shared with other research groups.

Schedule & Meeting Format: Lectures: Tuesday, 10:30am - 12:30pm.
Weekly meetings focus on the technical learning of the different computational tools presented in the class. Specific software tutorials addressing the general logic of the tools will provide students with basic problem solving methods applied to chosen examples. Additionally, groups of students (4) will be asked alternatively to present briefly (approx 10 min) an architectural practice that shape the digital culture beginning of the class.

Method of Evaluation:

Project Performance	50%
Group Participation	30%
Daily Preparation	20%

Reading List/Bibliography:
Moussavi, Farshid, and Michael Kubo. *The Function of Ornament.* Barcelona: Actar, 2006. Print., Intro, pp. 5-11
Lynn, Greg. *Animate Form.* New York: Princeton Architectural Press, 1999. Print.
Carpo, Mario. *The Alphabet and the Algorithm.* Cambridge, Mass: MIT Press, 2011. Internet resource., pp. 81-93. Carpo, Mario. *The*

Alphabet and the Algorithm. Cambridge, Mass: MIT Press, 2011. Internet resource., pp. 93-120.
Massumi, Brian. *Interface and active space : Human machine design, Proceedings of the Sixth International Symposium on Electronic Art.* Montreal.
Picon, Antoine. *L'architecture saisie par le numérique: théorie, histoire, archéologie*. Revue de l'Art, n.186, avril 2014, pp.83.
Allen, Stan. *Points + Lines: Diagrams and Projects for the City*. Field Conditions, New York: Princeton Architectural Press, 1999. Print.
Allen, Stan. *Diagram Matter*. ANY: Architecture New York, no.23, 1998, Print, pp.16-19.
Eisenman, Peter. *A Matrix in the Jungle in The Charter of Zurich*. Birkhauser, Basel, 2003.
Cache, Bernard. *Architectural Image in Earth Moves*. The MIT Press, Cambridge, 1995, pp.21.
Lenoir, Timothy; Casey Alt. *Flow Process Fold. Architecture and the Sciences: Exchanging Metaphors.* Eds Antoine Picon and Alessandra Ponte.
De, Landa M. "Deleuze, Diagrams, and the Genesis of Form." Any: Architecture New York. (1998): 30-34. Print.

Student performance criteria: A2, A3, A5, B1, C3.

ARCH 354 / Architectural History 3 (2-1-6) **3 credits / F2016**
Prerequisite: ARCH 250 and ARCH 251

Professor: Edward Houle

Calendar Description: The study of Modern European architecture from 1750 to 1950.

Course Objective: ARCH 354 is a general introduction to the major movements in modern architecture, principally emanating from Europe from the mid-eighteenth century to the mid-twentieth century. This energetic period represents the transition from the world of early modernity (c. mid-fifteenth to late-eighteenth centuries) to our own contemporary condition. The course explores architecture's participation in the emergence and development of modernity, a historical period in which there was a sense of being distinct from the past and in which action was consciously directed toward the *modern* (i.e. that which is of the present, or the new). Nevertheless, for most of the architects of this period, the influence of the architecture from the historical past remained a major influence, even as political, technological, cultural, and economic changes seemed to call into question most conventions and assumptions. For much of this period, the resolution of modern experience with the examples provided by the past was the dominating architectural challenge.
The acquisition of historical perspective is understood as an important means for students to improve their cultural and professional judgment, and to better understand their place in the world. The course is approached as a participative discourse allowing students to find insightful and meaningful connections to the material, advancing their ability to synthesize a wide range of considerations. More specifically, ARCH 354 requires the development of reading and writing skills to examine architectural issues critically and rationally, through the clear and convincing expression of ideas.

Schedule & Meeting Format: Lectures: Monday, 1:00pm - 3:00pm.
Seminars: Wednesday, 1:30pm - 2:30pm or 2:30pm - 3:30pm.

Method of Evaluation:

Participation	15%
Mid-term Exam	25%
Final Exam	25%
Term Paper	35%

Reading List/Bibliography:

Lecture Reading Samples

John Summerson, "The Essentials of Classicism" and "The Grammar of Antiquity," in *The Classical Language of Architecture.*
Martin Bressani and Christina Contandriopoulos, "Introduction" to the *Blackwell Companion to Architecture, Nineteenth-Century Volume.*
Claude Perrault, "Preface" to *Ordonnance for the Five Kinds of Columns after the Method of the Ancients.*
Abbé Laugier, excerpts from "An Essay on Architecture."
Marc Grignon & Juliana Maxim, "Convenance, Caractère, and the Public Sphere."
Jean-François de Bastide, *The Little House: An Architectural Seduction.*
J. W. von Goethe, "On German Architecture."

Student Performance Criteria: A1, A2, A4, A6-A9.

ARCH 355 / Architectural History 4 **3 credits / W2017**
Global History of Architecture and Urbanism (2-1-6)
Prerequisite: ARCH 354 or permission of the instructor.

Professor: Aliki Economides

Calendar Description: The study of cities and world architecture from 1900 to the present.

Course Objective: This course is an introduction to the global history of architecture and urbanism, with particular attention paid to developments spanning from the 19th through 21st centuries. Focusing on a selection of cities that raise important issues about the built environment, global culture and society, the course studies urban sites in Africa, Asia, Eurasia, Europe, the Middle East, North and South America, and Oceania. Lectures, readings, and discussion seminars are organized into five thematic modules, namely: *Capital Cities*; *Industrialization and Urbanization*; *Empire and the City*; *Divided Cities*; and *The Right to the City & the Global Contract*. Within the modules, each lecture is anchored around two cities that serve as illuminating cases for the particular theme under study and the interdependent processes that have shaped architecture and urbanism.

Schedule & Meeting Format: Lectures: Friday, 3:35pm - 5:25pm.
Seminars: Monday, 9:35am - 10:25am or 10:35am - 11:25am.

Method of Evaluation:

Research Paper: *"Curating the City"*	40%
Well written paper that focuses on the analysis of a city.	
Midterm Examination	15%
Content of the examination covers lectures and readings from lectures 1-6.	
Final Examination	30%
Content of the examination covers all course material (lectures 1-12 and their required readings).	
Participation	15%

Reading List/Bibliography:

Reference and collective works on 'the city'
Caves, Roger W. *Encyclopedia of the City*. Abingdon, Oxon, OX; New York, NY: Routledge, 2005.
Global Histories and Theories of the Built Environment
Brenner, Neil, and Roger Keil, eds. *The Global Cities Reader*. London; New York: Routledge, 2006.
Empire, Colonialism, Post-colonial theory
Akita, Shigeru, ed. *Gentlemanly Capitalism, Imperialism, and Global History*. Houndmills, Basingstoke, Hampshire; New York, N.Y.: Palgrave Macmillan, 2002.
Identity, race, citizenship, nationalism, cultural agency
Al-Solaylee, Kamal. *Brown: What Being Brown in the World Today Means (to Everyone)*. Toronto, ON: HarperCollins Publishers Ltd, 2016.
Urban Segregation, Political Division, Post-War Reconstruction
Calame, Jon, and Esther Ruth Charlesworth. *Divided Cities: Belfast, Beirut, Jerusalem, Mostar, and Nicosia*. Philadelphia: University of Pennsylvania Press, 2009.
Public Space, the Commons, and the Right to the City
Bowers, C. A. *Revitalizing the Commons: Cultural and Educational Sites of Resistance and Affirmation*. Lanham, MD: Lexington Books, 2006.
Approaches to studying the urban, the global, and design at large
Adamson, Glenn, Giorgio Riello, and Sarah Teasley, eds. *Global Design History*. New York: Routledge, 2011.

Student performance criteria: A1, A2, A4, A6-A9.

ARCH 375 / Landscape (2-2-2) **2 credits / F2016**

Professor: Marc Hallé

Calendar Description: Land form, plant life, microclimate; land use and land preservation; elements and methods of landscape design.

Course Objective: The conflation of human and natural worlds has accelerated the priorities of landscape practice to go beyond its conventional sphere and address issues of global importance. A landscape methodology embraces the complex urgencies of open-ended systems and feedback loops, mediating realities and constraints while embracing subjective values of meaning and aesthetics at the same time. The open-ended systems that define the contemporary condition - such as ecology, climate, economy, politics, etc. - demand that design goes beyond style and expression towards what landscape architect James Corner describes as a "highly customized, irreproducible work of art, based on activating the potentials of a given situation."
This course aims to cultivate a landscape design approach for reading sites in order to explore their underlying constraints and possibilities, from a position that understands landscape architecture as a force for intentional change. With an emphasis on urban environments, the course will explore projects and case studies that introduce issues covering hydrology, grading, urban ecology, brownfields, urbanization, trees and vegetation, as well as civic design and construction. The course aims also to provoke insights about intention and the priority of universal appeal in designing for the public realm, through explorations in art, gardens, parks, program, and concept.

Schedule & Meeting Format: Lectures: Friday, 8:30am - 10:30am.

Method of Evaluation:

Attendance and participation	15%
Individual assignments	10%
Group assignments (5)	50%
Final presentation	25%

Reading List/Bibliography:

Samples of Suggested Readings
Site and Representation
Berger, Alan. *Drosscape: Wasting Land in Urban America*. Princeton Architectural Press: New York (2006).
Surfaces
Aymonino, Aldo and Valerio Paolo Mosco, *Contemporary Public Space Un-volumetric Architecture.* Milan, Italy, SKIRA (2006) pp. 25-53.
Contemporary Urbanism and Landscape
Allen, Stan. *Points + Lines: Diagrams and Projects for the City.* New York: Princeton Architectural Press (1999).
Public Space
Berman, Marshall, "Take it to the Streets. Conflict and Community in Public Space" in *Dissent* (Fall 1986): 476-485.
Ecology
Darmstad, W.E., J.D. Olson and R. T.T Forman. *Landscape Ecology Principles in Landscape Architecture and Land-Use Planning.* Washington, Island Press (1996).
Ecologies, Hydrologies, Technologies

Calkins, Meg. “Sculpting the Earth: How do constructed landforms achieve crispness and clarity of form?” *Landscape Architecture Magazine.* vol. 90 no. 3. March 2009, p. 24.

Altered Ecology

Baldwin et al. Beyond Preservation. *Restoring and Inventing Landscapes.* Minneapolis: University of Minnesota Press (1994).

Urban Ecology

Girot, Christophe, “Change of Nature,” in *Natural Metaphor: Architectural Papers III: An Anthology of Essays on Architecture and Nature*, Josep Luis Mateo and Florian Sauter eds. (Barcelona, Spain, ACTAR, 2007) pp. 29-33.

Urban Agriculture

Forman, Richard T.T., *Urban Ecology - Science of Cities*, Cambridge University Press (2014).

Technical References and Practice Standards

Harris, Charles W., and Nicholas T. Dines. *Time-Saver Standards for Landscape Architecture*. 2nd edition. New York: McGraw-Hill Publishing Company (1998).

Landscape Architecture and Political Economy

http://www.scapegoatjournal.org/

Current Practice

Agence Ter: http://www.agenceter.com/

Student Performance Criteria: A1, A4, A6, A8, B3, B4.

ARCH 377 / Energy, Environment and Buildings (3-0-6) **3 credits / F2016**
Prerequisite: ARCH 202.

Professor: Laurent Laframboise

Calendar Description: 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.

Course Objective: Finite amount of resources on earth and human growing population requires innovation in order to reduce our global footprint and help natural ecosystems to recover the years of abuse. Biggest consumer categories falls into these 3 (accounting for about a third each): industrial, transport and buildings. Architecture; through a renewed vision and implementing the latest technologies, could potentially have a great positive impact on the building categories. Timing is also there and most countries/politics are pushing in this direction. Design (architecture) is an art that should catalyst on physics and force of nature. Like other earth inhabitants, human should aim living in symbioses with his environment. The study and imitation of nature should guide fundamental research. Forces and elements such as solar radiation, light, wind, fire, water, earth should be at the heart of the design decision process. Architects must engage in a global discussion to radically change the vision and present concrete solution to their clients. Today, net zero building (in some context) are technically and financially feasible. Tomorrow, will they be generating energy for transport and feeding the industrial grid?

By the end of the course students are able to synthesize information about high performance building, apply specific solutions to buildings and describe them, and, be aware of the best practices and technologies employed as of today. The intent is to build the students intuition about energy efficiency and environmental friendly solution to be implemented in their design.

Schedule & Meeting Format: Lectures: Monday, 3:00pm - 6:00pm.

Method of Evaluation:

Participation	12%
Quizzes (4)	28%
High performance building analysis and summary	15%
High performance building technology integration	45%

Reading List/Bibliography:

Required Reading

Made available through MyCourses website or via email.

Reference Material

ASHRAE Standard 189.1-2014, Standard for the Design of High-Performance Green Buildings.

LEED Canada Reference Guide for Green Building Design and Construction 2009.

Green Building: Guidebook for Sustainable Architecture, Michael Bauer/Peter Mösle/Michael Schwarz, 2010.

Building Construction Illustrated, Edition 4, Francis D.K. Ching 2008.

Natural Ventilation in the urban environment, Cristian Ghiaus and Francis Allard, 2005.

Student Performance Criteria: A1, A6, A9, B1, B4, B6, B8-B11, C2, C4.

ARCH 379 / Summer Course Abroad (0-0-9) **3 credits / S2016**
The Architecture of Italian Cities: Venice 2016
Urban Structure, Urban Space, Place, Memory and Sensorial Experience
Prerequisite: ARCH 202.

Professors: Radoslav Zuk and Ricardo L. Castro.

Calendar Description: Studies in-situ of key buildings, landscapes and urban settings; techniques of graphic documentations, analysis of physical configuration, constructional details and present use. Excursions to neighbouring sites of architectural interest.

Course Objective: Study of a distinct urban environment and its key buildings; graphic documentation and analysis of physical configuration, constructional details and present use, as a basis for critical evaluation of given historical and recent architectural and urban design precepts in present day design. Excursions to neighbouring sites of special architectural interest. A major objective is to introduce students to significant historical monuments and to underline the importance of travel in architectural education. The topics of the course are divided into three major themes. Theme I: Urban Structure, Theme II: Urban Space, and Theme III: Place, Memory, Sensorial Experience.

Schedule & Meeting Format: Three week trip to Venice with three excursions and two free days.
Excursion 1: Vicenza
Excursion 2: Rome
Excursion 3: Bologna.

Excursions are 1 day structured and 1 day additional destination to be chosen by each student.

Method of Evaluation:

Participation	40%
Report 1 (Themes I & II)	40%
Report 2 (Theme III)	20%

The two reports must have sketches, photographs, analytical diagrams, and notes, consisting of each student's distinct individual work, according to given formats.

Reading List/Bibliography: General readings on Venice.

Student Performance Criteria: A1, A2, A3, A4, A5, A6, A7, A8, A9, D2.

ARCH 405 / Design and Construction 3, Section 003 (2-10-6) **6 credits / F2016**
Prerequisite: ARCH 304.

Professor: Andrew John King, Éric Gauthier, Howard Davies, Robert Mellin.

Calendar Description: 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.

Course Objective: This studio reinforces and extends issues introduced in previous years in all courses (studio, theory, history, technology, media, and structures). The lessons and experiences of these earlier instructions were directed at introducing architectural issues, skills/techniques, design methodologies, and texts fundamental to an understanding of architecture and the processes of design. Arch 405 synthesizes these issues, theories, and environmental strategies. Architecture is understood as a media of communication, promoting an understanding of its critical role in the creation of and intervention in the environmental space and landscape. Formal invention is discussed as a conceptual and cultural response to existing conditions, whereby architecture's key role is to intensify affective sites. Such "logic of senses" will be integral to decisions pertaining to all aspects of architectural projects: program, site, tectonics, and building techniques. This discourse is expanded through attention to trans-disciplinary opportunities and didactic vehicles that furthers our understanding of design theory and architectural processes. To these ends, students are asked to develop a critical relationship to the knowledge they acquire, and its application to their work. Students must address the issue of "comprehensive design," i.e. promoting a consistent design development of architectural ideas and an appreciation for the critical interrelationships that exist among design, theory, structures and building technology, including context as both determinant and consequence.
The challenge of this studio becomes to design a museum that confronts traditional orthodoxies. The design of the Irish History Museum and Black Rock Memorial is an opportunity for students to explore the role of a museum both as an archive of cultural artifacts and as a public, social place vital for both the Irish community and the city of Montreal especially the new neighborhoods west of old Montreal where the lack of public places and green spaces in recent developments is a critical question. The studio is organized around three interrelated phases, each addressing a stage in the comprehensive design of the museum; research, preliminary design, and construction documents. Comprehensive design will mean the detailed development of a building proposal both in terms of form and programmatic organization as well as its technological resolution (building fabric, structure, ventilation, day-lighting). The design developed in this studio overlaps with the following courses running in parallel: CIVE 492 Structures, ARCH 377 Energy, Environment and Buildings, and ARCH 447 Lighting.

Schedule & Meeting Format: Lectures: Tuesday and Thursday, 3:30pm - 4:30pm.
Studio: Tuesday and Thursday, 10:00am - 5:00pm.

Method of Evaluation:

Research Phase	10%
Preliminary Design	45%

Construction Documents and Final Presentation	40%
Digital Documentation Phase	5%

Reading List/Bibliography:

Museums

Serota, N. (2000). *Experience or Interpretation - The Dilemma of Museums of Modern Art*. London, Thames and Hudson.

Memorials

Farmer, S., & Village M. (1999). *London*. University of California Press, London.

Doss, E. (2010). *Memorial Mania-Public Feeling in America*. University of Chicago Press.

The City and Memory

Borden, I., Kerr, J., Rendell J., & Pivaro A. *The Unknown City - Contesting Architecture and Social Space*. MI,2001T Press.

Construction

Deplazes, A. (2005). *Constructing Architecture - Materials Processes Structures; A Handbook*. Basel, Boston, Berlin.

Zimmermann, A. (2015). *Constructing landscape: Materials, Techniques, Structural Components*. Birkhauser.

Structures

Sandaker, B. N., Eggen, A. P., & Cruvellier, M. R. (2011). *The Structural Basis of Architecture*. London and New York: Routledge.

Ching, F. (2014). *Building Structures Illustrated*. New York: Wiley.

Environmental Systems

Koster, H. (2009). *Dynamic Daylighting Architecture; Basics, Systems, Projects*. Basel, Boston and Berlin: Birkhäuser.

Lechner, N. (2009). *Heating, Cooling, Lighting: Sustainable Design Methods for Architects*. New York: Wiley.

Student performance criteria: A1-A6, A9, B1-B9, B11, C1-C4, D1, D2.

ARCH 406 / Design and Construction 4, Section 002 (2-10-6) **6 credits / W2017**
Prerequisite: ARCH 405.

Professors: Andrew John King, Angela Silver, Fabrizio Gallanti, Hubert Pelletier, Robert Mellin, Yves De Fontenay.

Calendar Description: 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.

Course Objective: This studio is based around *Performing Architecture;* a direct and critical engagement of the body in space and material, and a driver for conceptualizing and developing a critical architecture. The studio investigates movement as a way of understanding the parameters on which architecture is made. By studying the contemporary condition of the ephemeral, flux, transient and contingent, it is possible to question the modern binary opposition of form versus content (use/form, program/space). The design process is investigated through the tensions between the kinetic nature of the body in space and the stasis of architectural production. The studio inhabits this threshold. This position inherently accepts architecture as cultural production, and the criticality of the performative dimension of architecture acts as a device in the ongoing transformations of culture and society. In this way, *Performing Architecture* has a sympathy with performance art, sharing the historical preoccupations with its focus on the body, on the physical and political contexts and on the action as fundamental meaning within the work. Performative action becomes a radical social gesture that goes far beyond formal production, defining architectural expression and displacing program, site and functional agendas. Performance utilizes formal and material methodologies with political and social criticality. The studio implicitly questions contemporary architectures tendency to privilege the object and/or technological progress. The role of architecture will be challenged by reflecting culture's dominant values through the examination of the temporary, contingent, nomadic, hypothetical, and fictional conceptions of space and making.

Schedule & Meeting Format: Lectures: Tuesday and Thursday, 3:30pm - 4:30pm.
Studio: Tuesday and Thursday, 10:00am - 5:00pm.

Method of Evaluation:

Part 1: Position This work could be a didactic statement of intent, a series of speculations or an abstracted composition, a subjective, visceral response or an experienced aspect of architecture and a broader ideological position on architectures power. Deliverables can take any form, from a crafted text, a film, a performed statement.	10%
Part 2: Body/Device This action/device will act as a critical analogue, a tectonic parti, a material study and has no explicit 'function' beyond its poetic content. The project should be carefully placed, curated or performed. Its presentation is as important as its content. Deliverables are in the form of mixed media.	20%
Part 3 & 4: Construction & Architectural Speculation	70%

The understanding of the critical, phenomenological and tectonic potential of the project through the making of a proto-architecture. Students define their project through their own speculation/methodology from which a conceptual proposition and development is derived from. The format and medium is left up to the student.

Reading List/Bibliography:

Antliff, A. *Joseph Beuys*. Phaidon Press Focus.
Brandstetter, G., & Volckers, H. (2000). *Remembering the Body*. Hatje Cantz Publishers.
Giannachi, Kay, & Shanks. (2012). *Archaeologies of Presence: Performance and the persistence of being.* Routledge.
Goldberg, R. (2001). *Performance Art from Futurism to the Present*. Routledge.
Jones, A. (1998). *Body Art: Performing the subject.* University of Minnesota Press.
Jones, A. (1999). Performing the body: Performing the text. Routledge.
Loxley, J. (2007). *Performativity. The new critical idiom.* Routledge.
Mcdonough, M. (1999). *Malaparte: A house like me.* Verve Clarkson Potter Publishers.
Stiles, K., & Biesenbach, I. (2008). Marina Abramovic. Phaidon Press.
Jones, T. (2000). *The artists body.* Phaidon Press.

Student performance criteria: A1-A6, A9, B1-B4, B7-B9, B11, D2.

ARCH 447 / Lighting (2-2-2) **2 credits / F2016**
Prerequisite: ARCH 304

Professor: Conor Sampson

Calendar Description: Concepts of natural and artificial lighting in architecture and urban design.

Course Objective: The primary focus of this course is the study of lighting in an architectural context. The course looks at the integration of electric and natural light sources in the design process, with a primary emphasis placed on the role light can play in shaping architecture.
The different modelling approaches of lighting phenomena at the fundamentals level and work through a series of computer-based simulation exercises are discussed. Students are encouraged to apply their acquired simulation skills in their ongoing studio projects. Field trips of lighting installations and manufacturing facilities will add to the topics presented in the classroom.
The course presents an introduction to current lighting design theory and technology. Students complete the course with an understanding of basic lighting design principles, lighting simulation skills, and the ability to apply them to architectural projects.

Schedule & Meeting Format: Lectures: Friday, 3:30pm - 5:30pm.

Method of Evaluation:

Assignment 1	5%
Assignment 2	15%
Term project Phase I	10%
Term project Phase II	50%
Quiz	10%
Attendance at guest presentations and field trips	10%

Reading List/Bibliography:

Brandi, Ulrike. *Lightbook.* Birkhauser, Berlin, 2001.
Brandi, Ulrike. *Lighting Design*. Bikhauser, Berlin, 2006.
Brox, Jane. *Brilliant: the Evolution of Artificial Light.* New York, Houghton Mifflin Harcourt 2010.
Gordon and Nuckolls. I*nterior Lighting for Designers.* John Wiley and Sons, New York 1995.
IESNA. IESNA Lighting Handbook – Tenth Edition.
Lam, William M.C. *Perception and Lighting as Formgivers for Architecture.* McGraw Hill, New York, 1977.
GZ Brown and Mark DeKay. *Sun, Wind and Light: Architectural Design Strategies*, 2001.
Major Major and Tishchhauser. *Made of Light; The Art of Light and Architecture*. Birkhauser, Berlin, 2005.
Nye, David E. *Electrifying America.* MIT Press, Cambridge, 2001.
Neumann, Dietrich. *Architecture of the Night.* Prestel, New York, 2002.
Park, David. *The Fire Within the Eye: A Historical Essay on the Nature and Meaning of Light.* Princeton University Press, 1997.
Reinhart, Christoph. *Daylighting Handbook I*. MIT Press, 2014
Schivelbusch, Wolfgang. *Disenchanted Night.* University of California Press, London, 1995.
The Thermie Program. *A Green Vitruvius: Sustainable Architectural Design.* James & James, London, 1999.

Student performance criteria: A1-A6, B3, B4, C1-C3, D1.

ARCH 451 / Building Regulations and Safety (2-2-2) **2 credits / W2017**
Prerequisite: ARCH 405.

Professor: Marc-André Plourde

Calendar Description: 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.

Course Objective: The main objective of the course is the study of building codes with specific emphasis on the National Building and National Fire Codes of Canada. Students analyse existing buildings and are asked to illustrate specific regulations of each. The development of a systematic approach to the implementation of codes during the preliminary design stage of an architectural project is taught in this course.
As architects, it is expected for every project to have a written Code compliance analysis. The articles (prescriptive and/or acceptable solutions) of the Code describe ways to achieve compliance to particular objectives. A series of objectives are carried through building Regulations and Safety (Codes) and can be grouped into 4 major categories; safety in use, protection of the building, accessibility, and health requirements. This course focuses on such objectives.

Schedule & Meeting Format: Lectures: Friday, 8:30am - 10:30am.

Method of Evaluation:

Assignment 1: Code Compliance Template	10%
Assignment 2: Code compliance report for an existing building on campus	20%
Assignment 3: Case study report of a historic fire	10%
Assignment 4: Illustrated building Code booklet	20%
Final project code compliance analysis: Advanced code compliance report	30%
Attendance and engagement	10%

Reading List/Bibliography: National Building Code of Canada (2010 edition).
Quebec Construction Code (2010 edition).

Student Performance Criteria: A1, A2, B5, B6, B10, B11, C1-C4, D3, D4.

ARCH 512 / Architectural Modelling (2-1-6) **3 credits / W2017**
Prerequisite: ARCH 304 and ARCH 342.

Professor: François Leblanc

Calendar Description: 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.

Course Objective: Over the last two decades the logics and economics of serial production in the industrial prefabrication of building elements has eroded rapidly in the face of an increasing availability of computer-aided manufacturing and digital fabrication processes in the building sector. Whereas in industrial prefabrication the product was the one and singular outcome of a specific automated machine, the first wave of digital fabrication in architecture based on the introduction of computer-numeric control.
The second wave of digital fabrication currently underway entails a transition from job-specific computer controlled machinery to more generic production robots. This generic character of the basic robotic hardware that only becomes specific when equipped with a particular effector and tool enables the design of new fabrication processes prior or in parallel to a specific project, and thus potentially challenges the conventional hierarchy and sequences still predominant in design and fabrication in today's architectural practice.
Rather than developing a design solution from preconceived information such as programmatic or contextual parameters, design is approached here as an activity that stems from operative techniques emulated by observations, analysis and identification of material systems. These operative techniques induce the development of complex morphologies that are subsequently physically responsive and materially integrated. In order to generate a comprehensive research on these topics, ARCH 512 investigates possible convergences of computational form generation and computer-aided materialization in architecture through integrative design computation: an approach that forms the morphospace in the formation of ideas and prototypes.
The course refers to three interrelated notions: Parametric design, Material capacity, and Fabrication process.

Students must be equipped with the following software packages: Rhinoceros 5.0, Grasshopper, RhinoCAM, Adobe Indesign, Illustrator, Photoshop, Revit. In parallel, students learn the process of laser cutting, 3-axis CNC milling, 6-axis CNC milling and 3d-printing.

Schedule & Meeting Format: Lecture: Wednesday, 3:30pm - 5:30pm & Friday, 1:30pm - 2:30pm.

Method of Evaluation:

Assignment 1	10%
Assignment 2	35%
Assignment 3	35%
Group Participation & Daily Preparation	20%

Student Performance Criteria: A2, A3, B1.

ARCH 514 / Community Design (Build) Workshop (2-4-6) **4 credits / S2017**
Prerequisite: ARCH 202.

Professor: Michael Jemtrud

Calendar Description: Context-focused community-based architectural projects undertaken in collaboration with external partners. Exploration of challenges, needs, and opportunities in architectural and urban-design interventions on real sites through interdisciplinary and cross-sectorial collaboration.

Course Objective: McGill and Concordia Universities are collaborating on the design and construction of an entry for the Solar Decathlon China 2017 competition. The competition provides an extraordinary teaching opportunity in the design and construction of a net-zero energy capable dwelling. In this course, students participate in the design/build component of the competition and get construction experience in realizing the competition prototype and readying it for shipment to China. It is a "hands on" experience and practice-based mode of inquiry that includes the theoretical and practical interrogation of various aspects of sustainability in the built environment. Team MTL's entry into the Solar Decathlon China 2017 incorporates multiple disciplines including architecture, design, engineering, media, computational arts, theatre, finance, marketing, journalism, and communications. Project specific teams will be formed from this interdisciplinary composition.
The course presents the opportunity for students to engage in the design, fabrication, and assembly of the Deep-Performance Dwelling competition entry. Although the focus is on the design, fabrication, and construction of the dwelling, it also includes project management, finance, marketing, communications, and sponsorship areas of the competition contests. The multidisciplinary nature of the project necessitates a fully integrated design approach. The courses are a formidable mode of experiential learning with multi-stakeholder collaboration and hands-on making.
The overall objective of the course is to gain a sophisticated, multi-dimensional understanding of sustainable design building practices through the design and construction of a permanent dwelling that is net-zero energy capable in its design. Students will engage in vibrant cross-disciplinary discourse with colleagues and enact a research-through- design methodology as a critical and highly productive mode of project-based inquiry.

Schedule & Meeting Format: Six week build session: Monday to Friday, 9:00am - 5:00pm.

Method of Evaluation:

Participation/attendance	40%
Project and task specific deliverables	60%

Reading List/Bibliography: Readings will be distributed according to project deliverables as necessary. Materials will be distributed by pdf when possible. Students are responsible for obtaining assigned and supplementary texts.

Student Performance Criteria: A1-A5, A9, B1-12, C1-4, D1

ARCH 517 / Sustainable Residential Development (3-0-6) **3 credits / F2016**
Prerequisite: ARCH 377 or equivalent.

Professor: Abraham Friedman

Calendar Description: Design strategies of sustainable residential environments at the community and the unit levels. Historic references, siting principles, high density, healthy developments, green homes, urban renewal, circulation and parking, open spaces and implementation approaches.

Course Objective: A much talked-about and often less understood term that casts a framework for new design thinking is sustainability. The fundamental thrust of this course is a thought process about future consequences of present development actions. Considering environmental, economic, social and cultural aspects in parallel is the underpinning approach at the base of the idea. Knowledge about design and planning of homes and communities and retooling old ones while recognizing those four aspects is also the thrust of this course.
The main objectives of the course are to recognize the effects of past poor planning and construction practices, define key elements of sustainable systems, establish and illustrate principles of sustainable towns and neighbourhood design, and to establish and illustrate principles of sustainable dwellings, sustainable urban and residence renewal.

Schedule & Meeting Format: Lectures: Wednesday, 3:35pm - 6:25pm

Method of Evaluation:

Assignment 1: Research (oral 25% and written 25%) A 4,000 word well illustrated and well sourced essay of a relevant topic along with a 25 minute presentation for class discussion.	50%
Assignment 2: Invent In this assignment students are asked to think future and create a framework for a concept, process or a product which will help communities or individuals become more sustainable.	40%
Attendance Regular attendance at lectures and presentations is required.	5%
Contribution to class discussion	5%

Reading List/Bibliography: Friedman, A., *Sustainable Residential Development: Planning and Design for Green Neighbourhoods*, McGraw-Hill, New York, NY, 2007.
Friedman, A., *Fundamentals of Sustainable Dwellings*, Island Press, Washington, DC, 2012.

Student performance criteria: A1, A2, A3, A4, A5, A9, B1, B3, B4, B12, C1.

ARCH 519 / Field Course Abroad (0-0-9) **3 credits / S2016**
The Architecture of Italian Cities: Venice 2016
Urban Structure, Urban Form, Place, Memory and Sensorial Experience
Prerequisite: ARCH 304.

Professors: Radoslav Zuk and Ricardo L. Castro.

Calendar Description: Advanced and comprehensive studies in-situ of key buildings, landscapes and urban settings; techniques of graphic documentations, analysis of physical configuration, constructional details and present use. Excursions to neighbouring sites of architectural interest.

Course Objective: Advanced and comprehensive in-situ study of key buildings, landscapes and urban settings; techniques of graphic documentation and analysis of physical configuration, constructional details and present use, as a basis for critical evaluation of given historical and recent architectural and urban design precepts in present day design. Excursions to neighbouring sites of special architectural interest. A major objective is to introduce students to significant historical monuments and to underline the importance of travel in architectural education.
The topics of the course are divided into three major themes. Theme I: Urban Structure, Theme II: Urban Form, and Theme III: Place, Memory, Sensorial Experience.

Schedule & Meeting Format: Three week trip to Venice with three excursions and two free days.
Excursion 1: Vicenza
Excursion 2: Rome
Excursion 3: Bologna.

Excursions are 1 day structured and 1 day additional destination to be chosen by each student.

Method of Evaluation:

Participation	40%
Report 1 (Themes I & II)	40%
Report 2 (Theme III)	20%

The two reports must have sketches, photographs, analytical diagrams, and notes, consisting of each student's distinct individual work, according to given formats.

Reading List/Bibliography: General readings on Venice.

Student Performance Criteria: A1, A2, A3, A4, A5, A6, A7, A8, A9, D2.

ARCH 523 / Significant Texts and Buildings (2-0-7) **3 credits / W2017**
Syndetic Inquiries into Peter Zumthor's Oeuvre
Prerequisite: ARCH 251.

Professor: Ricardo L. Castro

Calendar Description: 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.

Course Objective: The foundation for the seminar's discussion and production will be guided by an interdisciplinary, Syndetic as it were, reading of literature and architectural theory, namely from Peter Zumthor's *Thinking Architecture* complemented by a suggested bibliography of interviews, lectures, and presentation available online. Other significant texts from various philosophers, architects, and writers will serve as complementary textual support. Among them Gaston Bachelard, Jose Luis Borges, Umberto Eco, Mario Frascari, and Gottfried Semper.

Participants in the seminar will be responsible for making one presentation during the term reporting on assigned readings from the required bibliography. These presentation will serve as bases for seminar discussion. Each participant will develop a critical narrative (film, mixed intertextual posters, storyboard, etc.) during the semester, which will be submitted at the end of the term as final project. The final project will be proposed, developed, and installed by each one of the members of the class in consultation with the instructor. It will focus on an aspect or issue identified by the student through his/her confrontation with the ideas and works presented in class.

Schedule & Meeting Format: Seminars: Monday, 1:30pm - 3:30pm.

Method of Evaluation:

Report and moderating	30%
Participation	20%
Final Project	50%

Reading List/Bibliography:
Required Textbook
Peter Zumthor, *Thinking Architecture*.

Student Performance Criteria: A1, A2, A3, A4, A5 A7, A8, A9, B1, B2, B8, D2.

ARCH 525 / Seminar on Analysis and Theory (2-0-7) **3 credits / W2017**
Prerequisite: ARCH 202 or permission of instructor

Professor: Radoslav Zuk

Calendar Description: Analysis and evaluation of significant architectural projects with reference to contemporary architectural theories.

Course Objective: Exploration of key aspects of significant recent and historical works of architecture, with reference to their designers' architectural theories – as an introduction to the formulation of one's own comprehensive theory of design. An in-depth analysis of important architectural projects offers the opportunity to examine the generating concepts underlying these projects, to identify those aspects of architecture which determine their essential quality and to relate them to relevant contemporary theoretical ideas, as a basis for meaningful architectural design.

Schedule & Meeting Format: A series of lectures introduces the theoretical framework. Important buildings are visited and discussed on field trips. Several significant projects are analyzed in teams and presented in graphic form, along with relevant theoretical statements, for class discussion and as part of the final report. An individual theoretical interpretation in the form of a design application study, or an illustrated critical essay on a selected and approved building, is also presented as part of the final report.

Method of Evaluation:

Participation	25%
Class presentation	25%
Graphic analysis and theoretical statements	25%
Design application study or critical essay	25%

Reading List/Bibliography: Recent and historical theoretical writings, as well as published material by and/or about the architects of the projects analyzed.

Student Performance Criteria: A1, A2, A3, A4, A5, A8, A9, B1, B7, B9, B10, B11, C4.

ARCH 528 / History of Housing (2-0-7) **3 credits / W2017**
Prerequisite: ARCH 251.

Professors: Pieter Hindrik Sijpkes

Calendar Description: 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.

Course Objective: The objective of this course is to familiarize students with the many varied types of dwelling design. Students are given a broad understanding of the role housing has played since the dawn of the human race.

The course content is delivered in thirteen two-hour sessions in the first semester of the academic year. The sequence of lectures is divided into three groups: *The Pre-Urban House, The Urban Oriental House, The Urban Occidental House*. The *Pre-Urban House* group covers the genesis of human shelter, animal shelter; the analogy to clothes and animal structures. The *Urban Oriental House* group covers urban dwelling of the 4 Ancient Civilizations, the peristyle house and the Greek City, and the urban house of China and India. Lastly, the *Urban Occidental House* covers dwelling from the Dark Ages, 19th and 20th century dwellings, and recent trend in Housing Design.

Schedule & Meeting Format: Lectures: Monday, 3:30pm - 5:30pm.

Method of Evaluation:

In-Term Exam: Covering material presented in the lectures plus reading/viewing material linked to the class website.	50%
Essay Assignment: Paper of 2,000 words analyzing a *prototypical dwelling type*, illustrated with images, drawings, and references.	50%

Reading List/Bibliography:

Norbert Schoenauer, *6,000 years of Housing*, 2000, W.W. Norton and Comapny, New York London
Norbert Schoenauer, *History of Housing*, 1992, School of Architecture, McGill University Montreal.
Karl von Frisch, *Animal Architecture*, 1974, Harcourt Brace Jovanovich.
Bernard Rudofsky, *The Prodigious Builders*, Secker & Warburg.
Paul Oliver, *Dwellings: The House Across the World*, 1987, University of Texals Press, Austin.
Kaj Blegvaol Anderson, *African Traditional Architecture*, 1977, Oxford University Press.
Diamond Jennes, *Indians of Canada*, 1963, National Museum of Canada, Bulletin65.
R. and G. Laubin, *The Indian Tipi,* Ballantine Books.
Torvald Faegre, *Tents: Architecture of the Nomads*, 1979, Anchor Books.
Vincent Scully, *Pueblo-Mountain, Village*, Dance, 1972, The Viking Press.
A.G. McKay, Houses, *Villas and Palaces in the Roman World*, 1975, Thames and Hudson.
Ronald G. Knapp, *The Chinese House*, 1990, Oxford University Press.
Hassan Fathy, *Natural Energy and Vernacular Architecture*, 1986, The University of Chicago Press, Chicago.
V.S. Pramar, Haveli, 1989, *Mapping Publishing Prt. Ltd*, Ahmedabad.
Horst Buttner and Guntar Meissmer, *Town Houses of Europe*, 1982, St. Martin's Press, New York.
David P. Handlin, *The American Home*. 1979, Little, Brown and Co.
Stefan Muthesius, *The English Terraced House,* 1982, Yale University Press.

J.N. Tarn, *Working Class Housing in 19th Century Britain*, 1971.
Norbert Schoenauer, *Arts + Crafts and Art Nouveau Dwellings,* 1996, School of Architecture, McGill University Montreal.
Norbert Schoenauer, *Cities, Suburbs, Dwellings*, 1994, School of Architecture, McGill University Montreal.
Richard Plunz, *A History of Housing in New York City*, 1990, Columbia University Press, New York.
Le Corbusier et Francois de Pierrefeu, *la Maison des Hommes*, 1942, Librairie Plon, Paris.
Pieter Sijpkes, *"The Four Lives of Pointe St. Charles"*, Grassoots, Greystones, and Glass Towers, (Bryan Demchinsky ed.) 1982, Vehicule Press, Montreal.
Pieter Sijpkes, *"Learning from the Pointe"*, The Fifth Column, Vol.1, no 4, 1981.

Student Performance Criteria: A1, A2, A4, A6, A7, A8, A9, B4, B7, B8, B9, B11, C2, D2.

ARCH 531 / Architectural Intentions from Vitruvius to the Renaissance (2-0-7) **3 credits / F2016**
Prerequisite: ARCH 251

Professor: Alberto Pérez-Gómez

Calendar Description: 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.

Course Objective: This course examines architectural intentions (the world *of* the works and the world *in front* of the works) in the early period of Western history, with special emphasis on Renaissance treatises and ideas. Students will present a relevant project or paper, depending on the student's professional program (Undergraduate, M.Arch 1 or DRS).

Schedule & Meeting Format: Lectures: Wednesday, 1:35pm - 3:25pm.

Method of Evaluation:
Project or Paper: 80%
The themes of research are flexible, but should relate to one of the specific topics in the sessions.
Participation and attendance: 20%
Constant preparation and participation are expected.

Reading List/Bibliography:
Pérez-Gómez, Alberto, "Hermeneutics as Architectural Theory," in *Timely Meditations, Selected Essays on Architecture*, vol. 2, ch.2.
Pérez-Gómez, Alberto, "Introduction to 'The Crisis of Modern Science,' in *Timely Meditations*, vol. 2, ch.1.
Pérez-Gómez, Alberto, " Architectural Theory in Classical Antiquity: Reflections on Some Key Concepts," in *Timely Meditations, Selected Essays on Architecture*, vol. 1, ch.2.
Vitruvius M.P., *The Ten Books of Architecture*, Dover ed. (Morgan M.H., 1914), Book I, chs.1, 2, 3; Book II, Intro., chs.1 & 2; Books III, chs.1, 3, 5; Book IV, chs.1, 2, 3; Book V, chs.4 & 6; Book IX, ch.1.
Eliade M., *Patterns in Comparative Religion*, chs.6, 10, 11.
Simson, O., *The Gothic Cathedral: Origins of Gothic Architecture and the Medieval Concept of Order*.
Koyre A., *From the Closed World to the Infinite Universe*, chs. I IV.
Burckhardt J., *The Culture of the Italian Renaissance*.
Pérez-Gómez A., "Architecture as the Space of Desire: The *Hypnerotomachia Polifili*," in *Timely Meditations*, vol. 1, ch.4.
Harbison R., *Eccentric Spaces*, pp.7483.
Pérez-Gómez, A., The Alchemical Architecture of Fra Luca Pacioli in *Timely Meditations*, vol. 1, ch.6.
Pérez-Gómez, A.," Filarete's *Sforzinda*: The Ideal City as a Poetic and Rhetorical Construction," in *Timely Meditations*, vol. 1, ch.5.
Palladio A., *The Four Books*, Dover ed.
Summers D., *Michelangelo and the Language of Art*. Tolnay G. de, *Michelangelo* (reference).
Pérez-Gómez, *Juan Bautista Villalpando's Divine Model in Architectural Theory,* in *Timely Meditations*, vol. 1, ch.7. 1999.
Blunt A., *Philibert de l'Orme*.

Additional Useful Reading Material
The seven published volumes of *CHORA: Intervals in the Philosophy of Architecture* (ed. Pérez-Gómez and Parcell), as well as the collection of Master's and Doctoral dissertations of the History and Theory program in our school.

Student Performance Criteria: A4, A3, A2, A1, D2.

ARCH 532 / Origins of Modern Architecture (2-0-7) **3 credits / W2017**
Prerequisite: ARCH 251

Professor: Alberto Pérez-Gómez

Calendar Description: 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.

Course Objective: This course investigates architectural design through questions relating to: architectural atmospheres, the architects' design tools, the usage of sites and their narratives, and architectural representations, by stepping out of accepted mainstream frameworks. Students do research by interfering in Claude-Nicolas Ledoux's city of Chaux, articulated in narrative and represented in various creative ways in his *L'architecture considérée sous le rapport de l'art, des mœurs et de la législation* (the architecture considered in terms of art, morals, and legislation). The interferences will be conducted in four stages leading to a final project that is expected to emerge from a combination of writing and drawing.

Schedule & Meeting Format: Lectures: Wednesday, 9:35am - 11:25am.
TA meetings: Wednesday & Thursday, 11:30am - 4:00pm.

Method of Evaluation:

Assignment 1: Short story (500 words min.)	15%
Assignment 2: Site plan and short story (750 words min.)	15%
Assignment 3: Short story (1,000 words min.)	20%
Assignment 4: Drawing	30%
Assemblage of prior assignments and final presentation	15%
Attendance	5%

Reading List/Bibliography: Claude-Nicolas Ledoux, *L'architecture considérée sous le rapport de l'art, des mœurs et de la législation* (the 1804 edition - first edition is available at the McGill Rare Books Library).
Alberto Pérez-Gómez, "Ledoux and Architecture *Parlante*" in *Architecture and the Crisis of Modern Science*, Cambridge: The MIT Press, 1983.
Alberto Pérez-Gómez, "Place and Architectural Space" in *Timely Meditations, Selected Essays on Architecture* Vol. 2, Montreal: Right Angle International, 2016. Alberto Pérez-Gómez, "Architecture as Communicative Setting 2: Modern Poetic Atmospheres" in *Attunement: Architectural Meaning After the Crisis of Modern Science*, Cambridge: The MIT Press, 2016.
Alberto Pérez-Gómez, "Representation and the Linguistic Imagination" in *Attunement: Architectural Meaning After the Crisis of Modern Science*, Cambridge: The MIT Press, 2016.

Additional Readings Paul Frederick Holmquist, "Educating the Desire for the City: Nature, Institution and Language in Claude-Nicolas Ledoux's Ideal City of Chaux" (PhD diss., McGill University, 2015)

Student Performance Criteria: A4, A3, A2, A1, D2.

ARCH 540 Selected Topics in Architecture 1 **3 credits / F2016**
Architecture Design/Build Workshop: Deep Performance Dwelling-Solar Decathlon China 2017 Competition (2-0-7)

Professor: Michael Jemtrud

Calendar Description: A course to allow the introduction of new topics in Architecture as needs arise, by regular and visiting staff.

Course Objective: McGill and Concordia Universities are collaborating on the design and construction of an entry for the Solar Decathlon China 2017 competition. Providing a teaching opportunity in the design and construction of a net-zero energy capable dwelling. ARCH 688 (ARCH 540 undergraduate) and ARCH 689 (ARCH 541 undergraduate) are conceived as coordinated courses throughout the 2016-17 academic year to provide a for-credit mechanism for students to participate in this endeavor.

The course presents the opportunity for students to engage in interdisciplinary projects to realize the competition entry. Included tasks are: design, build, project management, finance, marketing, communications, and sponsorship areas of the competition categories. The courses are a mode of experiential learning that requires students and researchers to "get dirty" with direct community and multi-stakeholder collaboration and hands-on making. Coursework is complemented by industry presentations, training, and seminars on the conceptual and theoretical foundation of the proposal. Participation of expert consultants and industry partners occur in various degrees throughout the two term structure in order to build construction skills and capacity. The courses involve a theoretical component and discussion on overall project goals relative to sustainable building, urban resilience, and the contemporary environmental paradigm.

The overall objective of the course is to gain a multi-dimensional understanding of sustainable design practices through the design and construction of a permanent dwelling that is net-zero energy capable in its design. Students will engage in vibrant cross-disciplinary discourse with colleagues and enact a research-through-design methodology as a critical and highly productive mode of project-based inquiry.

The Fall 2016 term (ARCH 540) focuses on the completion of the detailed design development of the schematic design. All elements, assemblies, and systems will be analyzed, tested, and prototyped throughout the term in collaboration with industry partners and consultants. Training and capacity building in necessary construction methods and system assemblies will occur.

Schedule & Meeting Format: Wednesday, 10:00am - 3:00pm.

Method of Evaluation:

Participation/attendance	40%
Project and task specific deliverables	60%

Reading List/Bibliography: Readings are distributed according to project deliverables as necessary.

Student Performance Criteria: A1-A5, A9, B1-B12, C1-C4, D1

ARCH 540 / Selected Topics in Architecture 1, Section 002: Brutalism Reconsidered; Exploring a Prevailing Post-War Architectural Movement (2-0-7) **3 credits / W2017**

Professors: Adrian Sheppard and Ricardo L. Castro.

Calendar Description: A course to allow the introduction of new topics in Architecture as needs arise, by regular and visiting staff.

Course Objective: The purpose of this seminar will be to study Brutalism as a phenomenon of Modernist thinking and explore its identifiable tendencies. The study begs the questions: Is it a style? A movement? Is it an architectural eccentricity? Is it an idiosyncratic phase of modern architecture? Did it spawn other movements? How does it relate to current visual arts? This seminar will explore, describe, and explain the movement by looking at iconic exemplars of Brutalism and defining its generative influences. The very fact that it is somewhat perplexing to explain Brutalism with exactitude will be seen as a benefit in terms of the research done throughout this seminar. The answers to research questions may not be obvious since the issues are often contradictory. It is precisely the evolution and the paradoxes that make Brutalism an interesting phenomenon to study. Thus, the research will be more open-ended and stimulating.

Schedule & Meeting Format: Sessions: Friday, 10:30am - 12:30pm.

Method of Evaluation:

Presentations Each student is required to prepare 2 presentations to the class in the form of a short well-prepared lecture (30 minutes in length). The first presentation will address the overall design concept of a selected building and the cultural and physical context for which the building was conceived. The second presentation will address issues related to the design methodology, materiality, planning, and constructional methods of the building. Each presentation is to be followed by a class discussion.	40%
Research Paper Students are encouraged to formulate a thesis based on a fundamental question through an illustrated and well written essay of 2,500 words. The paper must be a persuasive and a critical comment on a selected building. Students are expected to seek out appropriate plans, sections and images to help construct a credible argument.	40%
Attendance and participation during sessions	20%

Reading List/Bibliography: There is no recommended bibliography for this seminar. A limited number of text do exist and will be discussed during the sessions.

Student performance criteria: A1, A2, A4, A6-A9, D2

ARCH 541 Selected Topics in Architecture 2
Reading the City, Montreal and its Neighbourhoods (2-0-7) **3 credits / F2016**

Professor: Nancy Hawley Dunton

Calendar Description: A course to allow the introduction of new topics in Architecture as needs arise, by regular and visiting staff.

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

Schedule & Meeting Format: Sessions: Monday, 10:30am - 12:30pm.
Each session presents one or more neighbourhoods either in class in a lecture format or in a walking tour.

Method of Evaluation:

Attendance	10%
Written analysis: An ensemble of buildings in a particular neighbourhood.	25%
Presentation: Recent interventions to the same neighbourhood.	25%
Termpaper	40%

Reading List/Bibliography:

Required Readings

Charney, Melvin, 1980, "The Montrealness of Montreal, Formations and formalities in urban architecture", *The Architectural Review* 167.
Clay, Grady, "Crossing the American grain with Vesalius, Geddes and Jackson: the cross Section as a learning tool", in *Everyday America: cultural landscape studies after JB Jackson*, Berkeley, University of California Press, 2003.
Linteau, Paul-André, "Factors in the Development of Montreal" in *Montreal Metropolis*, 1880-1930, Montreal, Boréal,1994.

Fournier, Marcel and Véronique Rodriguez, “An Age Rich in Miracles“ in *Montreal Metropolis, 1880-193*0, Montreal, Boréal,1994.
Kennedy, Andrea, 2000. “Montreal’s Duplexes and Triplexes”, *The Fifth Column* v.10.
Linteau, Paul-André, “‘The Garden of Montreal’: Development by Beautification, 1910-1918”, *The Promoter’s City: Building the Industrial Town of Maisonneuve 1883-1918*, Montreal, Lorimer,1985.
Vanlaethem, France, “The Ambivalence of Architectural Culture in Quebec and Canada: 1955- 1975” in *The Sixties: Passion, Politics and Style*, Montreal, McGill-Queen’s University Press, 2008.
Lortie, André, *The 60s: Montreal Thinks Big*, p. 95-102, Montreal, Canadian Centre for Architecture / Douglas & McIntyre, 2004.
Deschamps, Yves, 1999. “Montreal: A Landscape of Modern America”, *JSSAC* 24:1.
van Nus, Walter, “A Community of Communities; Suburbs in the Development of “Greater Montreal” in *Montreal Metropolis*,*1880-1930*, Montreal, Boréal,1994.

Student Performance Criteria: A1, A2, A3, A4, A5, A6, A7, A8, A9.

ARCH 541 Selected Topics in Architecture 2 **3 credits / W2017**
Architecture Design/Build Workshop: Deep Performance Dwelling-Solar Decathlon China 2017 Competition (2-0-7)

Professor: Michael Jemtrud

Calendar Description: A course to allow the introduction of new topics in Architecture as needs arise, by regular and visiting staff.

Course Objective: McGill and Concordia Universities are collaborating on the design and construction of an entry for the Solar Decathlon China 2017 competition. Providing a teaching opportunity in the design and construction of a net-zero energy capable dwelling. ARCH 688 (ARCH 540 undergraduate) and ARCH 689 (ARCH 541 undergraduate) are conceived as coordinated courses throughout the 2016-17 academic year to provide a for-credit mechanism for students to participate in this endeavor.

The course presents the opportunity for students to engage in interdisciplinary projects to realize the competition entry. Included tasks are: design, build, project management, finance, marketing, communications, and sponsorship areas of the competition categories. The courses are a mode of experiential learning that requires students and researchers to “get dirty” with direct community and multi-stakeholder collaboration and hands-on making. Coursework is complemented by industry presentations, training, and seminars on the conceptual and theoretical foundation of the proposal. Participation of expert consultants and industry partners occur in various degrees throughout the two term structure in order to build construction skills and capacity. The courses involve a theoretical component and discussion on overall project goals relative to sustainable building, urban resilience, and the contemporary environmental paradigm.
The overall objective of the course is to gain a multi-dimensional understanding of sustainable design practices through the design and construction of a permanent dwelling that is net-zero energy capable in its design. Students will engage in vibrant cross-disciplinary discourse with colleagues and enact a research-through-design methodology as a critical and highly productive mode of project-based inquiry.

The Winter 2017 term (ARCH 541) focuses on the construction and assembly of the final prefabricated components. The prototyping of the Fall 2016 term deliverables will be implemented for the final construction. Determine and prototype prefabrication and final assembly method and strategy including shipping requirements. Construction (1:1) of all components and assemblies. Prototyping, testing of envelop. Assemble DPD for testing and adjustment. Exhibition fabricated. Project manual 90% complete.

Schedule & Meeting Format: Tuesday, 10:00am - 3:00pm.

Method of Evaluation:

Participation/attendance	40%
Project and task specific deliverables	60%

Reading List/Bibliography: Readings are distributed according to project deliverables.

Student Performance Criteria: A1-A5, A9, B1-B12, C1-C4, D1

ARCH 550 Urban Planning and Development (3-0-6) **3 credits / F2016**
Prerequisite: B.Sc.(Arch.) or permission of instructor.

Professor: Nicholas James Luka

Calendar Description: 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.

Course Objective: The general intent of this course is to enable students in architecture, civil engineering, urban planning, and other fields to make sense of key actors and factors involved with contemporary urban growth and development across North America. We will explore the distinctions and common ground among urban planning, urban development, and urban design, with attention paid to the structural, social, economic, and broader environmental forces that intersect at different scales in Canadian metropolitan regions.
Course lectures and readings introduce students to the basic tools that are used by various actors to shape urban form. These include planning regulations, policy initiatives, infrastructure improvements, and site-specific city-building projects, all of which are illustrated by case studies from North America, Europe, and the United Kingdom. The changing professional roles of planning and architecture will be discussed, including the promises of and the potential for urban design - understood here as the intersection of private enterprise, public policy, architectural intervention, and social practice - to effect positive change. Attention is also directed to how various actors interact with one another to arrive at critical decisions; students thus consider new urban projects in terms of intentions, objectives, financial viability, government approvals, and popular support.

The course has five learning objectives. One, to explore city-building as a complex endeavour, examining the distinction(s) and common ground(s) among urban planning, urban development, and urban design in history and in contemporary practice. Two, to consider how key actors engage with the processes of city-building, including a review of the basic tools that are used in shaping urban growth and development in contemporary liberal democracies, with a focus on local government in Canada. Three, to examine the specific roles played (whether well or poorly) by the state in guiding urban change across Canada and in other Euro-American urban contexts vis-à-vis their underlying characteristics of form, spatial structure, and use. Four, to consider specific issues and cases which illustrate city-building processes from private-sector perspectives. Five, to explore how architects, civil engineers, and urban planners can collaboratively and usefully contribute to the complex work of city-building in contemporary Canadian metropolitan regions.

Schedule & Meeting Format: Lectures: Wednesday, 6:30pm - 9:30pm.

Method of Evaluation:

Essay 1 (Individual): Critical analysis of a contemporary issue in city-building	30%
Essay 2 (Individual): Short paper on a key concept in urban design and planning	30%
Essay 3 (pais): Critical analysis of a current city-building project	40%

Reading List/Bibliography: **Texts of particular relevance to the course material**

Brown, L. J., Dixon, D., & Gillham, O. (2009). *Urban design for an urban century : placemaking for people*. Hoboken NJ: Wiley.
Ford, K. (2010). *The trouble with city planning: what New Orleans can teach us.* New Haven: Yale University Press.
Hodge, G., & Gordon, D. L. A. (2014). *Planning Canadian communities: an introduction to the principles, practice, and participants* (6th ed.). Toronto:Nelson Education.
Krieger, A., & Saunders, W. S. (Eds.). (2009). *Urban design*. Minneapolis: University of Minnesota Press.
Thomas, R. (Ed.) (2016). *Planning Canada: A case study approach.* Don Mills ON: Oxford University Press.

Student Performance Criteria: A1, A2, A4, A5, A7-A9, B3, B6, B12, D1.

ARCH 564 / Design for Development (2-0-7) **3 credits / W2017**
Prerequisite: Permission of instructor.

Professor: Vikram Chandulal Bhatt

Calendar Description: Designing for sustainable development to meet the Millennium and its new environmental goals. Approaches, strategies and projects that meet these goals in areas of economic empowerment, food security, gender equity, health and sanitation, and shelter sectors.

Course Objective: What is design? What is development? The context and background of the Millennium and other Developmental goals and what they tried to achieve. How and what was attained? The specific needs which are considered remain quite modest such as water, sanitation, shelter, but numbers are overwhelming and the available resources limited. Design, considered in its broadest sense, can play an important role in tackling these tasks. Traditionally, designed products were aimed at wealthy clients and exclusive markets, nevertheless, this thinking is changing. Prahalad (2010) has shown, designing for the poor requires inspired rethinking of approaches, planning, implementation, distribution and reconfiguration of products and projects. How to identify needs, develop new ideas and innovative tools; this is what the course explores.
We will take a revised look at the MDGs, especially from multi and interdisciplinary creative prism, to advance the developmental dialogue. The Millennium Villages explain these complex challenges from different perspectives; moreover, as enough time has elapsed since the unveiling of the MDGs and the launch of the project and some feedback is now available on those initiatives, we will review some related literature on this.

The course is organized around lecture-seminar-presentation sessions dealing with three topics: 1) the basic concepts, 2) ideas and case studies and, 3) students' team presentations of selected case studies. *The basic concepts:* What is design? How designs vary? What is development? The Millennium and other Developmental Goals, where they come from, how were they addressed, and where do we stand on them now? *Ideas and case studies*: Six broad themes have been identified, they are; Design thinking, Post-disaster reconstruction and refugee camps, Adaptation-Environment, Contemporary thinking about the current and emerging urban conditions, Flexible design, and Servicing infrastructure. *Students' team presentations* of a chosen case study will be related to one of the six themes.

Schedule & Meeting Format: Lectures: Wednesday, 8:30am - 10:30am.

Method of Evaluation:

Class Presentations	50%
Final Term Paper	50%

Reading List/Bibliography: Readings and other references are provided in class.

Student Performance Criteria: A1, A2, A4, A6, A7, B4, D2.

ARCH 566 Cultural Landscapes Seminar (3-0-6) **3 credits / W2017**

Professor: Robert Mellin

Calendar Description: Overview of cultural landscapes studies, methodologies, and resources. Comparative studies of the connection between people, place, and artifact systems through a critical examination of architecture, regional context, and material culture. Examination of precedents for the interpretation of cultural landscapes by architects, ethnologists, anthropologists, folklorists, historians, writers, filmmakers, photographers, and artists.

Course Objective: This seminar provides an overview of cultural landscapes studies, methodologies, and resources, including analysis and discussion of the work of architects embracing critical regionalism in architecture and housing. Comparative studies of the connection between people, particular places, and artifact systems are interpreted through architecture, critical regionalism, housing, urban design, material culture, and intangible culture. Rather than focusing on the study of individual buildings, the focus of this course is on understanding and interpreting the artifact system at all scales, reaching beyond the study of form to synthetically interpret meaning and address values.

Schedule & Meeting Format: Seminars: Wednesday, 8:30am - 11:30am.

Method of Evaluation:

Text describing your proposed fieldwork project	15%
Mid-term review of fieldwork project	25%
Project Presentation	10%
End-of-term project (web page and printed book)	50%

Reading List/Bibliography:

Some Readings: Cultural Landscapes

Aalen., F.H.A.; Kevin Whelan; Matthew Scott. *Atlas of the Irish Rural Landscape* (Toronto: University of Toronto Press, 1997). folio G1831 G4 A84 1997.

Abrams, Janet, and Peter Hall, eds. *Else/Where: Mapping New Cartographies of Networks and Territories* (Minneapolis: University of Minnesota Press, 2006). GA139 E48 2006 (missing from McGill library).

Adams, Annmarie and Sally McMurray, *Exploring Everyday Landscapes: Perspectives in Vernacular Architecture VII* (Knoxville: University of Tennessee Press, 1997).

Some Readings: Architecture

Abalos, Iniki. *The Good Life: A Guided Visit to the Houses of Modernity* (Barcelona: Editorial Gustavo Gili, 2001).

Abram, David. *The Spell of the Sensuous* (New York: Vintage, 1996).

Bachelard, Gaston. *The Poetics of Space* (Boston: Beacon Press, 1969) B2430 B253 P63 1994.

Some Readings: Artists, Photographers

Abell, Sam. T*he Life of a Photograph* (Washington: National Geographic Society, 2008).

Becher, Bernd; Hilla Becher; Armin Zweite. *Typologies* (Cambridge: MIT Press, 2004). TR654 B41913 2004.

Barry, Anne Meredith and Kevin Major, Tara Bryan. *Gros Morne Time Lines* (St. John's: Walking Bird Press).

Some Readings: Suburbia

Adams, A. "The Eichler Home: Intention and Experience in Postwar Suburbia," *Gender, Class, and Shelter: Perspectives in Vernacular*

Architecture V, edited by Elizabeth Collins Cromley and Carter L. Hudgins (Knoxville: University of Tennessee Press, 1995), 164-78.

Some Readings: Material Culture

Arkhipov, Vladimir. *Home Made: Contemporary Russian Folk Artifacts* (London: Fuel Publishing, 2006). NK975 H66 2006.

Some Readings: Literature

Bernstein, Susan. *Housing Problems:Writing and Architecture in Goethe*, Walpole, Freud, and Heidegger (Stanford: Stanford University Press, 2008). PN56 A73 B47 2008.

Student Performance Criteria: A1, A2, A6, A7.

ARCH 604 Urban Design Seminar (2-2-8) **4 credits / F2016**
Prerequisite: ARCH 602.

Professor: Nicholas James Luka

Calendar Description: Advanced concepts and methods used in urban design, focusing on epistemological debates, practical techniques, and philosophical concerns that shape contemporary theory and practice in the field.

Course Objective: The general aims of this course are for students in both the professional and post-professional M.Arch. and M.U.P. programmes to learn about concepts and methods of contemporary urban design through critical thinking, building on their knowledge and experience of design practice by familiarising themselves with the material, social/societal, and political realities in which urban design takes place. 'Design' here denotes much more than the manner(s) of representing an object to be made or a strategy to be implemented. It is instead the collaborative process through which we iteratively develop both the strategies for transforming existing spaces and places at various scales and also our understandings of those possibilities. Course discussions therefore focus on epistemological debates, practical methods, and philosophical concerns shaping contemporary theory and practice in urban design.

The course has five specific learning objectives. One, to explore descriptive, analytical, and interpretative approaches to urban design as an area of reflexive professional practice, including how practitioners can usefully identify forces, logics, and tensions structuring study areas and sites of potential intervention at various scales of space and time. Two, to provide conceptual, paradigmatic, and philosophical foundations for the applied projects undertaken by students in their studio work, including independent final projects. Three, to advance each student's mastery of using conceptual frameworks and background research so as to develop effective, plausible, and compelling strategies for intervention in urban design, particularly with respect to concisely articulating the viability and pertinence of their proposed interventions in experiential, social, cultural, economic, political, and philosophical terms. Four, to expose students to discussions concerning implementation strategies for interventions in urban design, including (but not limited to) infrastructural, regulatory, and fiscal measures. Five, to nurture a richer understanding on the part of each student of environmental humility: how a design practitioner can act intelligently and strategically in contemporary (sub)urban contexts, including a critical consideration of aspects unique to site-specific endeavours and those more typical to professional practice in urban design.

Schedule & Meeting Format: Seminars: Monday and Friday, 1:30pm - 3:30pm.

Method of Evaluation:

Field-reconnaissance study	30%
Reflections on discussion topics	30%
Statement of interest for final paper	10%
Final paper	30%

Reading List/Bibliography: There are no required texts for the course. PDF readings are posted over the course of the term on the McGill MyCourses platform.

Student Performance Criteria: A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B4, B3, B12, D1, D2, D5.

ARCH 622 / Critical Writing (2-0-7) **4 credits / F2016**

Professor: Ricardo L. Castro

Calendar Description: Seminar to critically review an architectural topic.

Course Objective: The aim of this seminar is to offer its participants the opportunity to write one illustrated critical essay on architecture (1500 words maximum). The seminar is also a locus, where critical aspects of architecture, the making of place and the writing on architecture will be raised while allowing each participant to develop verbal and written communication skills and to explore their own voice - "the grain of the voice" as Roland Barthes might have called it.
The theme for this year's seminar will focus on one of G.W. Sebald's books, *The Rings of Saturn,* coupled with three concepts emerging from Japanese Aesthetics, namely: impermanence, transience, and imperfection in the making, understanding, imagining and writing of place. The foundation for the seminar's discussion and production will be guided by an interdisciplinary reading of literature and architectural theory from the required readings.

According to their interests, informed by the issues raised by the assigned readings, participants will select a site within the city. Sites should be appropriately described and textual arguments should be presented as concisely as possible, offering in either case a polemic critical insight. Different aspects of critical writing will be considered in the seminar presentations and ensuing discussions. Participants in the seminar will be responsible for making at least two presentations during the term, reporting on assigned readings. These presentations will serve as bases for seminar discussion.

Schedule & Meeting Format: Seminars: Monday, 2:30pm - 4:30pm.

Method of Evaluation:

Participation	25%
Presentation of chapters	25%
Final Project	50%

Reading List/Bibliography:

Required Textbooks
G.W. Sebald, *The Rings of Saturn.*
Donald Ritchie, *A Tractate of Japanese Aesthetics.*
Kakuzo Okakura, *The Book of Tea.*
Relevant Textbook
Juhani Pallasmaa, *The Eyes of our Skin.*

Student Performance Criteria: A1, A2, A4, A6, A7, A8, D2

ARCH 651 / Architectural History and Theory, Seminar 1: **6 credits / F2016**
Phenomenology, Cognitive Science and Hermeneutics (4-0-14)
Corequisite: ARCH 652

Professor: Alberto Pérez-Gómez

Calendar Description: First of four intensive seminars on the thematic study of modern architecture and its theoretical underpinnings as a response to technological, cultural, environmental, and philosophical challenges. Historiographic and design approaches to architectural problems encountered from the pre-industrial age to contemporary post-industrial expansion.

Course Objective: In this seminar, students will be familiar with the themes presented in the sessions in order to carry out meaningful discussions. The themes are the following: a diagnosis of modern culture, philosophy and public life, technology as world-view, the origins of Western thought: myth and metaphysics, the scientific revolution, introduction to phenomenology, the primacy of perception, radical questioning of gestalt and associationist theories, embodied experience, spatiality and the world as perceived, space, the socio-cultural root of meaning: symbolization, phenomenology and art, *techné* as *poiesis*, the historicity of modernity, hermeneutics, interpretation in architectural history and criticism, the end of the traditional fine arts, and modernity and postmodernity.

Schedule & Meeting Format: Sessions: Thursday, 10:00am - 3:00pm (with 1 hour lunch break).

Method of Evaluation: No examination is given in this course. The mark is based on the 6 formal presentations of students to the seminar group and on the participation in discussions around the course material. Students are expected to contribute clearly articulated interpretative reports on the assigned readings in 6 out of 13 weekly sessions.

Reading List/Bibliography:

Mandatory Reading Material
Paul Frederick Holmquist, "Educating the Desire for the City: Nature, Institution and Language in Claude-Nicolas Ledoux's Ideal City of Chaux" (PhD diss., McGill University, 2015).
Frankfort H., *Before Philosophy* ch.1. For context see, Dodds E., *The Greeks and the Irrational*, chs.I, II, VII, VIII.
Descartes R., *Discourse on Method and Meditations* (Penguin ed.), and Intro.
Heidegger M., *Discourse on Thinking*.
MerleauPonty M., *The Primacy of Perception*, part I, chs.1, 2, 3.
MerleauPonty M., *Phenomenology of Perception*, part I, ch.3 & part II, chs. 1, 2, 3, & 4a (One or two readers.)
Heidegger M., "Building, Dwelling, Thinking" and "The End of Philosophy," in *Basic Writings*; "On the Origin of the Work of Art," in *Poetry, Language, Thought*; and "Art and Space," in *Man and World*, vol.VI, 1973.
Kearney R., *The Wake of Imagination*, esp. Intro. and conclusion. For context see also *Poetics of Imagining*, chs.4, 5, 6 & afterword.
Nietzsche F., "On the Uses and Disadvantages of History for Life," in *Untimely Meditations* and aphorisms from *The Gay Science.*
Ricoeur P., "Life: a Story in Search of a Narrator," in *Facts and Values* (1986), and "Towards a Hermeneutics of Historical Consciousness," in *Time and Narrative*, vol.3.
Vattimo G., *The End of Modernity*.

Student Performance Criteria: A1, A2, A4, A6, A7, A8, D2

ARCH 652 / Architectural History and Theory, Seminar 2 (4-0-8) **4 credits / F2016-17**
Corequisite: ARCH 651

Professor: David Theodore

Calendar Description: Second of four intensive seminars on the thematic study of modern architecture and its theoretical underpinnings as a response to technological, cultural, environmental, and philosophical challenges. Historiographic and design approaches to architectural problems encountered from the pre-industrial age to contemporary post-industrial expansion.

Course Objective: There are three skills students will develop in this seminar: reading, talking, and writing. None of these are trivial. Your grade will be based on both your speaking and your writing. There's enough reading every week that you'll have to learn how to distil a large number of pages down to a few important arguments and pieces of evidence. In each of our class meetings, you'll also have to speak with confidence and engage your classmates as peers.
In terms of content, we will seek to understand the engagement of theory and architecture. Theory, in this case, will be drawn from philosophers; explications of philosophical ideas; and from the methodologies of architectural historians.

Schedule & Meeting Format: Seminars: Monday & Wednesday, 8:30am - 10:30am.

Method of Evaluation:

Note-taking, bibliography & questions	10%
Participation	10%
Mini seminars	10%
Ten-minute paper presentation	10%
Term paper a) paper proposal	10%
b) critical summary of the book	10%
c) final paper	40%

Reading List/Bibliography:
C. Greig Crysler, Stephen Cairns, Hilde Heyne, ed., *The SAGE Handbook of Architectural Theory,* (London and Thousand Oaks, CA: Sage Publications, 2012).
K. Michael Hays, ed., *Architecture Theory since 1968* (Cambridge, MA: MIT, 1998).
Neil Leach, ed., *Rethinking Architecture: A Reader in Cultural Theory* (New York: Routledge, 1997).
Kate Nesbitt, ed., *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory*, 1965-1995 (Princeton: Princeton Architectural Press, 1996).
Joan Ockman and Edward Eigen, ed., *Architecture Culture, 1943-1968: A Documentary Anthology* (New York: Rizzoli, 1993).

Student performance criteria: A1, A2, A4, A6, A7, A8, D2

ARCH 653 / Architectural History and Theory **4 credits / W2017**
Seminar 3, *"Domesticities"* (4-0-8)
Prerequisite: ARCH 652.
Corequisite: ARCH 654.

Professor: Annmarie Adams

Calendar Description: Third of four intensive seminars on the thematic study of modern architecture and its theoretical underpinnings as a response to technological, cultural, environmental, and philosophical challenges. Historiographic and design approaches to architectural problems encountered from the pre-industrial age to contemporary post-industrial expansion.

Course Objective: This seminar explores changing ways architectural researchers have understood and explained domesticity, with particular emphasis on its architectural relation to gender, health, and body.
This course differs from a seminar on housing or the history of domestic architecture in that it locates domesticity, meaning "domestic character; home life or privacy; homeliness," inside *and* outside the home. According to Witold Rybczynski, "domesticity is a set of emotions, not a single attribute. Domesticity has to do with family, intimacy, and a devotion to the home, as well as with a sense of the house as embodying—not only harboring—these sentiments."[1] Exploring the embodiment of domesticity outside the home in public institutions, for example, allows us to probe its power and meaning. Do we inhabit "domesti-cities"?
The overall intention of the course is to provide students with a solid background for further research, through familiarity with the major authors who have contributed to this sub-field of architectural history. A second goal is to encourage students to use primary sources in their research papers. Students are expected to read closely and critically, speak confidently about the readings and engage in weekly group discussions, and to write according to widely accepted scholarly standards.

Schedule & Meeting Format: Seminars: Monday & Wednesday, 1:00pm - 3:00pm.

Method of Evaluation:

Draft proposal	20%
Peer review of a classmate's proposal	20%
SSHRC proposal	40%
General participation	20%

Reading List/Bibliography:
Recommended Textbook
Briganti, C., & Mezei, K. (2012). *The Domestic Space Reader*. University of Toronto Press.
Topic 1: Separate Spheres
Kerber, Linda K. "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History." *The Journal of American History* 75, no. 1 (1988): 9-39.
Topic 2: Not Separate Spheres/ "Interiors"
Adams, Annmarie "The Eichler Home: Intention and Experience in Postwar Suburbia," *Gender, Class, and Shelter: Perspectives in Vernacular Architecture* V, edited by Elizabeth Collins Cromley and Carter L. Hudgins (Knoxville: University of Tennessee Press, 1995): 164-78.
Topic 3: Sexuality and Space
Colomina, Beatriz "Battle Lines: E.1027," in *The Sex of Architecture*, Agrest et al eds., 167-82.
Topic 4: Masculine and queer domesticities
Adams, Annmarie "Sex and the Single Building: The Weston Havens House, 1941-2001," *Buildings & Landscapes* 17, 1 (Spring 2010): 82-97.
Topic 5: Vernacular Houses
Adams, Annmarie and Cameron Macdonell, "Making Himself At Home: Cormier, Trudeau and the Architecture of Domestic Masculinity," *Winterthur Portfolio* 50 No 2/3 (Summer/Autumn 2016): 151-89.

Topic 6: Literary Houses
Diana Fuss. *The Sense of an Interior: Four Writers and the Rooms that Shaped Them.*
Topic 7: Household Technologies
Elizabeth Cromley. "Transforming the Food Axis: Houses, Tools, Modes of Analysis," Material History Review 44 (Fall 1996): 8–22.
Topic 8: Home as a site for aging and dying
Adams, A. "Home and/or Hospital: The Architectures of End-of-Life Care," Change Over Time 6, No. 2 (Fall 2016): 248-63.
Topic 9: House types and room uses
Adams, A. "Victorian Domestic Architecture as a Tool of Separation," *Blackwell Companion to Architecture* (19th-century volume, edited Martin Bressani and Christina Contandriopolous (Oxford: Blackwell), forthcoming.
Topic 10: Homes Beyond Houses
Adams, A. "Rooms of Their Own: The Nurses' Residences at Montréal's Royal Victoria Hospital," *Material History Review* 40, (Fall 1994), 29-41.

Student performance criteria: A1, A2, A4, A6, A7, A8, D2

ARCH 654 / Architectural History and Theory, Seminar 4: **6 credits / W2017**
Western Architectural Theory from Antiquity to Modernity (4-0-14)
Prerequisite: ARCH 652
Corequisite: ARCH 653
Restriction: Not open to students who have taken ARCH 650.

Professor: Alberto Pérez-Gómez

Calendar Description: Last of four intensive seminars on the thematic study of modern architecture and its theoretical underpinnings as a response to technological, cultural, environmental, and philosophical challenges. Historiographic and design approaches to architectural problems encountered from the pre-industrial age to contemporary post-industrial expansion.

Course Objective: In this seminar, students will be familiar with the themes presented in the sessions in order to carry out meaningful discussions. The themes are the following: antiquity, Christian Medieval theory, 15th century Renaissance, 16th century Renaissance, Magic and Renaissance theory, key Baroque theories, the birth of History and Instrumentality, perspective as an architectural idea, early modern landscape theories, Neoclassical French theories, the theory of the *Rigoristti*, late 18th century French theory, early 19th century theories, origins of functionalism and some important reactions, and romanticism and modernism.

Schedule & Meeting Format: Sessions: Friday, 10:00am - 3:00pm (with 1 hour lunch break).

Method of Evaluation: Four formal papers and presentations 90%
Students write a 3-5-page paper/outline, providing a copy to each class member. Each student chairs a class discussion around the topic of their paper, taking into account any important suggestions. Students then identify some important questions resonant with contemporary issues, correct their presentations, and share final versions with the class.
Informal participation of students in the seminar group 10%

Reading List/Bibliography:
Examples of Session Readings
Vitruvius M.P., *The Ten Books of Architecture*, Dover ed. (Morgan M.H., 1914).
Philo of Alexandria, *Works*, Loebb Classical Library, particularly *Genesis*, *Exodus: Questions and Answers*, Book II, and *A Treatise in the Life of Moses,* Book III.
Nicholas of Cusa, *The Game of Spheres* (*De Ludo Globi*, English text, with excellent introduction), see also *On Learned Ignorance*.
Herrera J., *Discurso de la Figura Cúbica*. For context, see Rene Taylor, "Architecture and Magic in the Escorial."
Fischer von Erlach J.B., *A Plan of Civil and Historical Architecture*. See also Athansius Kircher, *Arca Noe* and *Turris Babelis* in the Osler Medical library, and other secondary sources.
Additional Useful Reading Material Relevant essays published in the 7 volume *CHORA* series (McGill-Queen's University), Prof. Perez-Gomez's books and his two volume *Timely Meditations, Collected Essays* as well as the collection of Master's and Doctoral dissertations of the History and Theory program at McGill.
M. Schlosser, *La Letteratura Artistica.*
W Kruft*, A History of Architectural Theory.*

Student Performance Criteria: A1, A2, A4, A6, A7, A8, D2

ARCH 672 / Architectural Design 1 (2-10-6) **6 credits / F2016**

Professor: David Theodore, Michael Jemtrud, Thomas Schweitzer.

Calendar Description: Research and design-based graduate studio focused on program, site, construction, and urban design.

Course Objective: Students in this graduate studio develop designs for a hybrid building on a large site in the South-West Borough of Montreal (Griffintown). The goal is to generate propositions for the sustainable urban revival of this fast-growing post-industrial neighbourhood. Students investigate the diverse needs of a healthy and inclusive community and create a programmatic alchemy to ensure social cohesion and vitality across time and space. The project engages the city and its cultures (street, neighbourhood, district, region) through a building developed to a high degree of architectural detail.
The course will introduce students to the theoretical, philosophical, cultural, practical, and technical context in which architectural design and construction occurs today. The goal is to engage the city and its cultures (street, neighbourhood, district, region) through a building developed to a high degree of architectural detail.
By the completion of this course, students should be able to: discuss on a knowledgeable level critical issues of sustainability (social, cultural, economic, and environmental) facing architectural and urban design today, paraphrase ideas and the writings of scholars, artists, architects in writing synoptic essays of assigned theoretical and practical texts, enact critical thinking skills through discussion, writing, and project-based activity by acquiring a historical and theoretical foundation of issues addressed in the course, propose architectural and urban design schemes through the representational language and artefacts specific to the architect, define, theoretically frame, and practically enact design activity as an inquiry of issues presented in class.

Schedule & Meeting Format: Studio: Tuesday & Thursday, 10:00am - 5:00pm.

Method of Evaluation:

Attendance and engagement (individual)	10%
Master-planning	20%
Code Analysis	10%
Building: Conceptual Design (individual)	25%
Building: Developed Design (individua)	35%

Reading List/Bibliography:

Required Readings

Le Programme particulier d'urbanisme (PPU) de Griffintown.
http://ville.montreal.qc.ca/pls/portal/docs/PAGE/ARROND_SOU_FR/MEDIA/DOCUMENTS/PPU%20GRIFFINTOWN%20%20MAI%202013.PDF
Master Plan - South West Borough.
http://ville.montreal.qc.ca/portal/page?_pageid=2762,3101177&_dad=portal&_schem a=PORTAL
Sustainable Development Plan (2010-15).
http://ville.montreal.qc.ca/pls/portal/docs/PAGE/PES_PUBLICATIONS_EN/PUBLICA TIONS/VERSION_SYNTHESE_EN.PDF

Student performance criteria: A1-A6, A8, A9, B1-B11, C1-C4, D2.

ARCH 673 / Architectural Design 2, Section 001 (2-10-6) **6 credits / W2017**
Prerequisite: ARCH 672.

Professor: Gilles Saucier

Calendar Description: Project-based graduate studio focused on the integration of skills and research in architecture and urban design.

Course Objective: Students in this studio will develop a design for a bio-innovation research facility in Quebec focusing on one or many of the following research areas: microbiology, biotechnology, botanic, green and sustainable technologies, bio resources, etc. The objective of the studio is to encourage students to engage with the environmental and architectural parameters of the project conjointly. The landscape and the built environment will come together as one productive ecosystem, simultaneously natural and artificial. Leading the design, the idea of an invented topography which supports high-tech research facilities and celebrates biodiversity.
This studio challenges conventional understandings of the site in architectural discourse and practice as a given condition that precedes the design process. Students engage with contextual elements in a creative and counter intuitive way. They design the site just as much as the architecture to create an invented and productive topography. This approach supports a holistic vision of our environment that moves beyond the traditional opposition of natural and man-made. It fosters an intricate integration of landscape and architecture as connected elements rooted in a larger ecosystem, one that exists outside narratives of pure conservation or exploitation.
As a generic canvas to start the design, students are given a large piece of land only defined in plan. This generic 2D space is modelled by the students and is given depth through elevation. Starting with a horizontal (x,y) plane, students work along the «z» axis to determine the experience of the landscape in reaction to the architecture and vice versa. The physical characteristics of the site (its geology and its vegetation) is to be determined by the students following the logics of the topography. Running through the site, a small creek will add further definition. However, the experience and nature of this creek is dependant upon the surrounding topography defined by the student. As they will be affected in the process of modelling the topography, the following environmental factors thus become design elements instead of pure data: sun exposure, winds strength and direction, vegetation diversity, soil characteristics, slopes and views, etc.

Schedule & Meeting Format: Studio: Tuesday & Thursday, 10:00am - 5:00pm.

Method of Evaluation:

Attendance and engagement	10%
First review: Sketch and modelling of site and massing	20%
Second review: Preliminary design	30%
Final review: Final design	40%

Reading List/Bibliography: Readings are assigned by the instructor following topics of interest for the students and the development of the studio. Materials are distributed in pdf format when possible. Students are responsible for obtaining assigned and supplementary texts.

Student Performance Criteria: A1-A9, B1-B4, B6-B11, C1-C4, D2.

ARCH 673 / Architectural Design 2, Section 005 (2-10-6) **6 credits / W2017**
Prerequisite: ARCH 672

Professors: Alberto Pérez-Gómez, David Theodore, Howard Davies, Martin Bressani, Michael Jemtrud.

Calendar Description: A series of complex architectural and urban design issues are addressed with the intention of improving the student's ability to critically assess existing design solutions, to seek alternatives and to articulate clearly the rationale and the impact of alternative proposals.

Course Objective: This studio is one of the three studio courses in the 60-credit M.Arch program; Design Studio Directed Research (DSR). The three-semester process (ARCH 673, ARCH 676, and ARCH 683) gives students a greater self-awareness of design strategies and methodologies related to the conception and production of architecture at both the personal and disciplinary levels. The DSR program follows the long-established studio tradition particular to architecture, the research methodologies associated with the sciences, and the critical reflection cultivated in the liberal arts. It demands that students demonstrate the ability to develop a convincing proposition for a constructed work, drawing on their interests, research and life experience. Students must identify a theme for investigation, and identify and organize the questions that arise from that theme.
The expected outcome for this course is an architectural or urban proposal. This proposal is the mark of a successful semester and readiness to advance to ARCH 676, which is an intensive summer research project.

Schedule & Meeting Format: Studio: Tuesday & Thursday, 10:00am - 5:00pm.

Each student will work with a faculty advisor. Students will meet regularly with their advisors in order to develop the specific substance and methods for the thesis work. Weekly meetings are strongly recommended. Formal reviews with advisors are scheduled three or four times per semester. These formal reviews are not intended as working sessions, they are presentations in which each student presents work for public discussion. There are no formal lectures associated with this studio.

Method of Evaluation:

Participation/website	10%
Review 1	10%
Review 2	10%
Review 3	10%
Booklet #1	35%
Final review	50%

Reading List/Bibliography: Variable, according to the student's advisor and project.

Student performance criteria: A1-A9, B1-B4, B6-B11, C1-C4, D2.

ARCH 674 / Professional Practice 1 (3-0-6) **3 credits / W2017**

Professors: David Covo and Marc-André Plourde.

Calendar Description: 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.

Course Objective: The course attempts to place equal emphasis on both the practical and theoretical issues that frame professional practice. In general, the course examines matters that are common to most forms of architectural practice. These include: legislation and regulations governing architecture and related disciplines; professional ethics; the rights and responsibilities of all parties involved in the design and construction of the built environment; the roles of the architect, engineers and other consultants, contractors and subcontractors; the regulations governing the design and construction of buildings; common forms of consultants' agreements; construction contracts and the tendering process; bonds and insurance; specification writing; building costs; and the organization and the administration of an architect's office. Less traditional forms of professional practice, such as the architect-as-developer, and less well understood forms of project delivery, such as design-build, will also be examined.

The professional status of the architect rests on a foundation of highly specific responsibilities towards the client, users and society as a whole. Ethical practice calls for a profound understanding of both the nature of these responsibilities and their implications on the concept of professional conduct, and will remain a subject of concern and inquiry throughout the architect's career. This course will be for many students their first introduction to the notion of architectural practice as both discipline and profession.

Schedule & Meeting Format: Lectures: Monday, 8:30am - 10:30am.
Discussions and presentations: Monday, 10:30am - 11:30am.

Method of Evaluation:

Three term assignments	60%
Final Exam	40%

Reading List/Bibliography:

Texts
Mandatory reading includes extracts from provincial concerning the structures, rights and responsibilities of professional associations, regulations of the Order of Architects of Quebec and other agencies, standard agreements and contract forms, standard tariffs of fees, standard forms of tenders as well as course notes. Specific references based on legislation enacted by the Province of Quebec include the Civil Code of Quebec, the Professional Code, the Architects Act, and the Code of Ethics of Architects. All required and recommended readings, references and lecture notes will be posted online and, in certain cases, distributed in hard copy.

Primary References
Canadian Handbook of Practice for Architects, 2009 edition, Royal Architectural Institute of Canada.
Ordre des architectes du Québec.
An Architect's Guide to Construction: Tales from the trenches, 2015 Brian Palmquist, AIBC MRAIC Intl.Assoc.AIA LEED-AP.
Hanscomb Yardsticks for Costing (current version), RSMeans, Kingston.

Mastering the Business of Architecture, 2004, volume 2 section 2, volume 3A sections 1 to 4, Stone, D., Ontario Association of Architects, Toronto.
NMS–Table of Contents Numbering Cross Reference 00 01 15 (MasterFormat) 1995-2004, July 2005, National Master Specification (NMS), Public Works and Government Services Canada.

Secondary References

The Architect: Chapters in the History of Profession, Spiro Kostof, Editor.
Architects and Firms: A Sociological Perspective on Architectural Practice, Judith R. Blau.
Architects? A Candid Guide to the Profession, Roger K. Lewis.
Architectural Practice: A Critical View, R. Guttman.
Architecture: The Story of Practice, Dana Cuff.
D*esigning Women: Gender and the Architecture Profession*, Annmarie Adams and Peta Tancred.
In the Scheme of Things, Thomas R. Fisher.
T*he Fountain headache: The Politics of Architect-Client Relations*, Andy Pressman.
The Practice of Architecture, Paul Wasserman, Patrick Sullivan and Gregory Palermo.
Professional Practice, Paul Segal.
A Theory for Practice: Architecture in Three Discourses, Bill Hubbard, Jr.

Secondary References - Fiction

The HoneyWood File, H. B. Creswell.
Mr Blandings Builds his Dream House, Eric Hodgins.
The Fountainhead, Ayn Rand.

Student Performance Criteria: A1, A2, A4, A5, B12, D1-D6.

ARCH 676 / Directed Research Report **12 credits / S2016 / S2017**
Prerequisite: ARCH 673.

Professors: Alberto Pérez-Gomez, Annmarie Adams, David Theodore, Howard Davies, Martin Bressani, Michael Jemtrud.

Calendar Description: An individual research report exploring the theoretical foundations for responsible and critical architectural intervention in the design of the built environment.

Course Objective: This studio is one of the three studio courses in the 60-credit M.Arch program; Design Studio Directed Research (DSR). The three-semester process (ARCH 673, ARCH 676, and ARCH 683) gives students a greater self-awareness of design strategies and methodologies related to the conception and production of architecture at both the personal and disciplinary levels. The DSR program follows the long-established studio tradition particular to architecture, the research methodologies associated with the sciences, and the critical reflection cultivated in the liberal arts. It demands that students demonstrate the ability to develop a convincing proposition for a constructed work, drawing on their interests, research and life experience. Students must identify a theme for investigation, and identify and organize the questions that arise from that theme.
The expectation of this studio is an intensive research of a desired subject from which the students can produce a booklet (Booklet #2). Consequently, this leads to the production of their final thesis booklet (Booklet #3) in ARCH 683.

Schedule & Meeting Format: Each student will work with a faculty advisor. Students will meet regularly with their advisors in order to develop the specific substance and methods for the thesis work. Weekly meetings are strongly recommended. Formal reviews with advisors are scheduled three or four times per semester. These formal reviews are not intended as working sessions, they are presentations in which each student presents work for public discussion. There are no formal lectures associated with this studio.

Method of Evaluation: Marks are based on the submission of a written booklet, as well as the creation of a website and its update before each formal review.

Updating website	10%
Complete Draft of Booklet #2	30%
Final Hand-in of Booklet #2	70%

Reading List/Bibliography: Variable, according to the student's advisor and project.

Student Performance Criteria: A1-A4, A6, A8, A9, B1, B2, D1, D2.

ARCH 677 / Architectural Design 3 (2-10-15) **9 credits / F2016**
Prerequisite: ARCH 673

Professors: Fabrizio Gallanti, Martin Bressani.

Calendar Description: Research and design-based graduate studio focused on individual self-initiated investigation of architectural and urban issues.

Course Objective: ARCH 677 is the terminal design project course in the third (fall) semester of the 45-credit, three-term (Fall, Winter, and Fall) Design Studio option of the professional Master of Architecture program. McGill University's professional architecture program recognizes the specificity of architectural knowledge. The terminal design project in the Design Studio option requires students to identify a potential condition for investigation, and, moreover, to identify and organize the questions that arise from that condition. In short, the architectural preposition, or final project, is a convincingly argued response to specific architectural problems. The expected outcome for ARCH 677 is an architectural proposal which can be a large-scale building with a complex program, and/or landscape/urban design scheme, and/or an infrastructural intervention. The resulting work will be convincingly argued by means of a major design presentation and a project book. Individual projects are self-directed, which means each student identifies a theme, chooses a specific site and determines the architectural program. Individual projects are expected to be original, and of significance and consequence.
The general outcome of the course becomes to address a series of complex architectural and urban design issues through design, seeking alternative scenarios and articulating clearly the rationale and the impact of the final selected proposal. Students are expected to identify an architectural problem and develop a proposition of significance and consequence, learn to address the public realm while responding to institutional and complex programs, develop an informed vision about sustainable, collective oriented and innovative approaches to architecture design, and, explore original tools of architectural design and representation in order to convey ideas and concepts with clarity.

Schedule & Meeting Format: Studio: Tuesday and Thursday, 10:00am - 5:00pm.

Method of Evaluation:

Attendance and participation	15%
Presentation of the architectural problem	5%
Site and first formal expression	5%
Programming and massing	10%
Project development I	10%
Project development II	10%
Final project presentation	45%

Reading List/Bibliography: There are no set required readings. Each student, depending on the question tackled, is responsible to identify a proper bibliography and relevant precedents.

Student Performance Criteria: A1-A9, B1-B3, B6-B11, C1-C4, D2.

ARCH 678 / Advanced Construction (2-0-7) **3 credits / F2016**

Professors: David William Newton

Calendar Description: 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.

Course Objective: In an era of increasing globalization, digitization, and competition for scarce resources: How should I build today? How can I be innovative? How can I use technology to build meaningfully? Great architects have always played the role of mediating the technological into something meaningful and accessible to society. The buildings and environments they build act as interfaces between the realm of technics, the realm of culture, and the natural world. Great architects are experts in the connection, integration, and synthesis of these realms. This course explores these issues through the focused study of one of architecture's most key interfaces: the building envelope. The course will approach this topic from a contemporary perspective and address existing, new, and emerging technologies being utilized in the design, fabrication, and assembly of envelope systems.

Schedule & Meeting Format: Lectures: Friday, 3:30pm - 5:30pm.

Method of Evaluation:

Envelope Study #1	5%
Envelope Study #2	5%
Final Envelope Design Project	40%
Exam	50%

Reading List/Bibliography:
Recommended Texts

Herzog, Thomas, Roland Krippner, and Werner Lang. *Facade construction manual*. Walter de Gruyter, 2004.
Watts, Andrew. *Modern Construction Envelopes 2nd Edition*. New York: Springer, 2013. Print.
Watts, Andrew. *Modern Construction Handbook 2nd Edition*. New York: Springer, 2013. Print.
Hauschild, Moritz and Karzel, Rudiger. *Detail Practice: Digital Processes*. Basel: Birkhauser, 2011. Print.
Marble, Scott. *Digital Workflows in Architecture: Designing Design - Designing Assembly - Designing Industry*. Basel: Birkhäuser, 2012. Print.
Gramazio, Fabio, et al. *Made by Robots: Challenging Architecture At a Larger Scale*. AD Magazine May/June, 2014. Print.
Menges, Achim. *Material Computation: Higher Integration In Morphogenetic Design*. Chichester: John Wiley, 2012.

Student Performance Criteria: A1-A4, B1, B6, B7, B9-B12, C1-C3.

McGill University School of Architecture

Architectural Sketching ARCH680 - Fall 2017

Instructors: Ricardo Castro and David Covo

Course description: Seven days of supervised field sketching in selected locations outside Montreal. The course reinforces traditional skills in observation, notebook recording and architectural sketching. Students are encouraged to approach the subject critically and thematically, and to treat sketching as a mechanism for documenting experience and expressing their knowledge of the environment.

Objectives: The course develops and reinforces traditional skills in observation, notebook recording and sketching in a variety of media, and explores the kind of sketching that architects and artists do when they travel. The emphasis is on sketching and painting 'on location' as opposed to in a studio, so students draw outside every day, working individually and in small groups, and under the direct supervision of the instructors for the first three or four mornings of the course. Rainy days challenge students to discover interesting interiors and provide convincing demonstrations of the importance of public interiors (like churches), porches, arcades and roof overhangs in an urban context.

The act of sketching is examined as a process of inquiry and searching. The sketch is revealed as evidence of curiosity and the result of our attempts to understand the world by observing and drawing what is seen and experienced.

Requirements: The course requirements are based on the development of a portfolio of work, at least 20 developed pieces completed in the field. Students are also expected to curate the annual exhibition of work produced in the 7-day field exercise, and may be asked to participate in the production of a document that serves as both a catalogue of the exhibition and an anthology of their reflections on the process and the sites visited.

Schedule: The dates of the course are Thursday, August 24, to Friday, September 1, 2017. The course begins with a workshop at 9 am on Friday, August 25, and ends with a final discussion of the work on the evening of Thursday, August 31. This means that for most of the group, Thursday, August 24, and Friday, September 1, will be travel days.

We will meet formally as a group 7 times: 3 morning (9am-12pm) workshops and 4 evening (6pm-8pm) crits.

First workshop:	9am, Friday, August 25, terrace/promenade in front of the Chateau Frontenac.
Second workshop:	9am, Saturday, August 26, location tba
First crit:	*6pm, Saturday, August 26*
Third workshop:	9am, Monday, August 28, location tba
Second crit:	*6pm, Monday, August 28*
Third crit:	*6pm, Wednesday, August 30*
Final crit:	*6pm, Thursday, August 31*

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Evaluation: Final evaluation will be based on the portfolio of work produced in the field exercise in Quebec City.

Other matters:

1. Student Performance Criteria (CACB)

The following Student Performance Criteria, as defined by the CACB, are addressed in this course: A1, A3, A7

A1. Critical Thinking Skills.
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

A3. Graphic Skills.
Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

A7. Cultural Diversity
Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

2. Right to submit in English or French written work that is to be graded [approved by Senate, 21-01-2009]:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
This right applies to all written work that is to be graded, from one-word answers to dissertations.

3. Academic Integrity statement [approved by Senate, 29-01-2003]**:**

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

ARCH 683 / Directed Research Project 2 (2-14-11) **9 credits / F2016**
Prerequisite: ARCH 682.

Professors: Coordinator: Howard Davies.
Advisors: Alberto Pérez-Gómez, Annmarie Adams, David Theodore, Martin Bressani, Michael Jemtrud, and Nicholas James Luka.

Calendar Description: Final segment of a major design-based research project focused on scholarly investigation and the presentation of results in appropriate graphic and written form.

Course Objective: The thesis is the keystone project in the 60-credit M.Arch. program, Design Studio Research (DSR), at McGill University. It is based on the long-established studio tradition particular to architectural education, the research methodologies associated with science and the social sciences, and the critical reflection cultivated in the liberal arts. It is an idea-driven endeavor that results in an architectural proposition through design and research. The three-semester process should result in a greater self-awareness of design strategies and methodologies related to the conception and production of architecture at both the personal and disciplinary levels. The McGill University professional architecture thesis recognizes the specificity of architectural knowledge. It demands that students at this point in their careers demonstrate the ability to develop a convincing proposition for a constructed work, drawing on their interests, research and life experience. The thesis project requires students to identify a potential condition for investigation, and, moreover, to identify and organize the questions that arise from that condition. In short, the architectural "solution," or final project, is a convincingly argued response to specific research questions.
The results of ARCH 683 are a convincingly argued response to this proposal by means of a major design presentation and a written thesis booklet.

Schedule & Meeting Format: Studio: Tuesday & Thursday, 9:30am - 5:30pm.

Each student will work with a faculty thesis advisor. Students will meet regularly with their advisors during each semester in order to develop the specific substance and methods for the thesis work. Weekly meetings are strongly recommended. Individual thesis advisors will determine their student's' final grade. Formal reviews with advisors will be scheduled three or four times per semester. These formal reviews are not intended as working sessions, they are presentations in which each student presents work for public discussion. There are no formal lectures associated with ARCH 683. If required, group meetings will be organized by the studio coordinator and announced via e-mail.

Method of Evaluation:

Review 1	10%
Review 2	10%
Review 3	10%
Final review	60%
Digital Documentation	10%

Reading List/Bibliography: Variable, according to the student's thesis advisor and project.

Student Performance Criteria: A1-A4, A6, A9, B1-B3, B7, B9, D1, D2.

ARCH 688 Directed Research 1 **3 credits / F2016**
Architecture Design/Build Workshop: Deep Performance Dwelling-Solar Decathlon China 2017 Competition (0-0-9)

Professor: Michael Jemtrud

Calendar Description: Directed research in topics of specialized areas of architecture and design practice.

Course Objective: McGill and Concordia Universities are collaborating on the design and construction of an entry for the Solar Decathlon China 2017 competition. Providing a teaching opportunity in the design and construction of a net-zero energy capable dwelling. ARCH 688 (ARCH 540 undergraduate) and ARCH 689 (ARCH 541 undergraduate) are conceived as coordinated courses throughout the 2016-17 academic year to provide a for-credit mechanism for students to participate in this endeavor.

The course presents the opportunity for students to engage in interdisciplinary projects to realize the competition entry. Included tasks are: design, build, project management, finance, marketing, communications, and sponsorship areas of the competition categories. The courses are a mode of experiential learning that requires students and researchers to "get dirty" with direct community and multi-stakeholder collaboration and hands-on making. Coursework is complemented by industry presentations, training, and seminars on the conceptual and theoretical foundation of the proposal. Participation of expert consultants and industry partners occur in various degrees throughout the two-term structure in order to build construction skills and capacity. The courses involve a theoretical component and discussion on overall project goals relative to sustainable building, urban resilience, and the contemporary environmental paradigm.

The overall objective of the course is to gain a multi-dimensional understanding of sustainable design practices through the design and construction of a permanent dwelling that is net-zero energy capable in its design. Students will engage in vibrant cross-disciplinary discourse with colleagues and enact a research-through-design methodology as a critical and highly productive mode of project-based inquiry.

The Fall 2016 term (ARCH 688) focuses on the completion of the detailed design development of the schematic design. All elements, assemblies, and systems will be analyzed, tested, and prototyped throughout the term in collaboration with industry partners and consultants. Training and capacity building in necessary construction methods and system assemblies will occur.

Schedule & Meeting Format: Wednesday, 10:00am - 3:00pm.

Method of Evaluation:

Participation/attendance	40%
Project and task specific deliverables	60%

Reading List/Bibliography: Readings are distributed according to project deliverables as necessary.

Student Performance Criteria: A1-A9, B1-B12, C1-C4, D1

ARCH 689 Directed Research 2 **3 credits / W2017**
Architecture Design/Build Workshop: Deep Performance Dwelling-Solar Decathlon China 2017 Competition (0-0-9)

Professor: Michael Jemtrud

Calendar Description: Directed research in topics of specialized areas of architecture and design practice.

Course Objective: McGill and Concordia Universities are collaborating on the design and construction of an entry for the Solar Decathlon China 2017 competition. Providing a teaching opportunity in the design and construction of a net-zero energy capable dwelling. ARCH 688 (ARCH 540 undergraduate) and ARCH 689 (ARCH 541 undergraduate) are conceived as coordinated courses throughout the 2016-17 academic year to provide a for-credit mechanism for students to participate in this endeavor.

The course presents the opportunity for students to engage in interdisciplinary projects to realize the competition entry. Included tasks are: design, build, project management, finance, marketing, communications, and sponsorship areas of the competition categories. The courses are a mode of experiential learning that requires students and researchers to “get dirty” with direct community and multi-stakeholder collaboration and hands-on making. Coursework is complemented by industry presentations, training, and seminars on the conceptual and theoretical foundation of the proposal. Participation of expert consultants and industry partners occur in various degrees throughout the two term structure in order to build construction skills and capacity. The courses involve a theoretical component and discussion on overall project goals relative to sustainable building, urban resilience, and the contemporary environmental paradigm.
The overall objective of the course is to gain a multi-dimensional understanding of sustainable design practices through the design and construction of a permanent dwelling that is net-zero energy capable in its design. Students will engage in vibrant cross-disciplinary discourse with colleagues and enact a research-through-design methodology as a critical and highly productive mode of project-based inquiry.

The Winter 2017 term (ARCH 689) focuses on the construction and assembly of the final prefabricated components. The prototyping of the Fall 2016 term deliverables will be implemented for the final construction. Determine and prototype prefabrication and final assembly method and strategy including shipping requirements. Construction (1:1) of all components and assemblies. Prototyping, testing of envelop. Assemble DPD for testing and adjustment. Exhibition fabricated. Project manual 90% complete.

Schedule & Meeting Format: Tuesday, 10:00am - 3:00pm.

Method of Evaluation:

Participation/attendance	40%
Project and task specific deliverables	60%

Reading List/Bibliography: Readings are distributed according to project deliverables.

Student Performance Criteria: A1-A5, A9, B1B12, C1-C4, D1

CIVE 284 / Structural Engineering Basics (3-3-6) **4 credits / W2017**

Professor: Sherif Kamal Kamel

Calendar Description: 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.

Course Objective: The objective of the course is to present selected topics from Statics and Strength of Materials, with an emphasis on an adequate knowledge and a clear understanding of the basic concepts and the principles involved in solving simple structural engineering problems without the complex rigour of mathematical derivations.

Schedule & Meeting Format: Lectures:
Monday, 8:30am - 10:30am.
Wednesday 9:30am - 10:30am.

Method of Evaluation:

Assignments	15%
Quizzes	15%
Mid-term	20%
Final Exam	50%

Reading List/Bibliography: **Required Textbooks**
Statics and Mechanics of Materials, Hibbeler, Fourth Edition, 2014, Pearson Prentice Hall.

Student Performance Criteria: A1, B7.

CIVE 385 / Structural Steel and Timber Design (3-1-5) **3 credits / F2016**
Prerequisite: CIVE 284
Corequisite: ARCH 240.

Professor: Amir Mofidi

Calendar Description: 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.

Course Objective: In this course, the design of structural elements constructed of steel and wood is studied. The course builds on the structural engineering principles learned in: Structural Engineering Basics CIVE 284. At the end of the course students are able to explain the general theories on which the design of steel and wood structural members are based, apply the appropriate sections of the CSA design standards to the design of structural members, and determine a size and estimate the load carrying capacity of structural members constructed of steel and wood (tension members, beams, joists and columns).

Schedule & Meeting Format: Lectures: Monday, 11:00am-1:00pm. Wednesday, 11:30am-12:30pm.
Tutorials: Wednesday, 12:30pm - 1:30pm.

Method of Evaluation:

Assignments	15%
Class Test	35%
Final Exam	50%

Reading List/Bibliography: National Building Code of Canada 2005 and Structural commentaries.
Handbook of Steel Construction. 10th ed. Canadian Institute of Steel Construction, 2010.
Kulak, and Grondin. *Limit States Design in Structural Steel*. 9th ed. 2010.
Introduction to Wood Design. Canadian Wood Council (CWC). 2011.
Wood Design Manual. Canadian Wood Council (CWC). 2010.

Student performance criteria: A1, B7.

CIVE 388 / Foundation and Concrete Design (3-1-5) **3 credits / W2017**
Prerequisite: CIVE 284

Professor: Amir Mofidi

Calendar Description: 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 foundation; shorting; retaining walls.

Course Objective: The design of concrete structural elements and foundations is studied. The course builds on the structural engineering principles learned in: Structural Engineering Basics CIVE 284 and Structural Steel and Timber Design CIVE 385.

Schedule & Meeting Format: Lectures: Monday, 11:30am-1:30pm. Wednesday, 11:30am-12:30pm.
Tutorials: Wednesday, 12:30pm-1:30pm.

Method of Evaluation:

Assignments	15%
Class Test	35%
Final Exam	50%

Reading List/Bibliography: Chaallal, and Lachemi. *Reinforced Concrete Structures*. University of Quebec.
Pillai, Kirk, Erki. *Reinforced Concrete Design*. McGraw-Hill Ryerson (3rd ed.).
Bowles, Joseph E. *Foundation Analysis and Design*. McGraw-Hill (5th ed.).
Terzaghi, Peck, Mesri. *Soil Mechanics in Engineering Practice*. John Wiley & Sons Inc. (3rd ed.).
Brown, Robert Wade. *Practical Foundation Engineering Handbook*.
National Building Code of Canada 2005 and Structural commentaries.

Student performance criteria: A1, B3, B7.

CIVE 492 / Structures (2-2-2) **2 credits / F2016**
Prerequisite: CIVE 385 and CIVE 388.

Professor: Amir Mofidi

Calendar Description: 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.

Course Objective: This course presents selected topics related to the study of structural systems in reinforced-concrete, structural steel, timber and current trends in structures. Class lectures focus on developing a clear understanding of basic concepts and the principles related to the philosophy of structures, structural theory, mechanics of structures, loading, different structural components such as gravity loading and lateral forces resisting systems and other influential factors in design and analysis. The course covers the fundamentals of structural engineering drawing preparations.

Schedule & Meeting Format: Lectures: Monday, 8:35am - 10:25am.
Tutorials: Wednesday, 8:35am - 10:25am.

Method of Evaluation:

Assignments	35%
Class Test	15%
Final Project	50%

Reading List/Bibliography: National Building Code of Canada 2005 and Structural commentaries.
Kulak, G. L., & Grondin, G. Y. (2010). *Limit states design in structural steel*. Markham, Ont.: Canadian Institute of Steel Construction.
Introduction to Wood Design (2011). Canadian Wood Council.
Wood Design Manual (2010). Canadian Wood Council.
Chaallal, O., & Lachemi, M. *Reinforced Concrete Structures*. University of Quebec.

Student performance criteria: A1, A2, B1, B6, B7, B11, C1, C2.

FACC 220 / Law for Architects and Engineers (3-0-6) **3 credits / F2016**

Professors: Alexandre Paul-Hus and Eric Bédard.

Calendar Description: 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, trademarks, industrial design and copyright; bankruptcy; labour law; general and expert evidence; court procedure and arbitration.

Course Objective: In this course students will learn the context and structure of the Civil Code of Québec. The following themes will be discussed during the lectures: The Law of Contracts and Obligations, Civil Liability and Extinctive Prescription, Business Association and Taxation, The Contract of Enterprise or for Services, Sales, Public-Private Partnerships, Contract of Employment, Employment Related Legislation and Collective Bargaining, Property Law, Environmental Law, Intellectual Property, Legal and Conventional Hypothecs, Bankruptcy and Insolvency, and Insurance.

Schedule & Meeting Format: Lectures: Tuesday and Thursday, 5:30pm - 7:00pm.

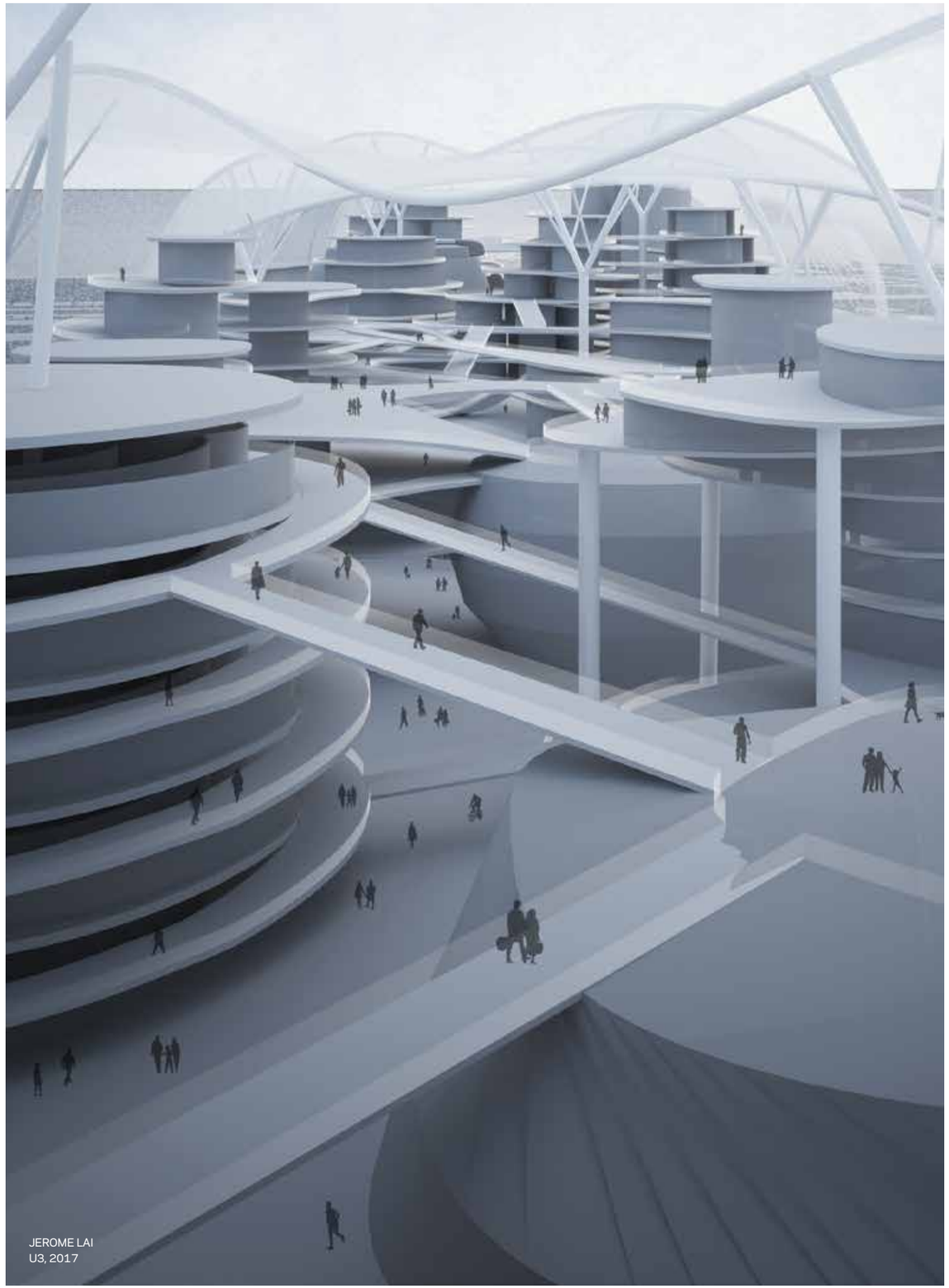
Method of Evaluation:

Mid-term examination	35%
Final examination	65%

Both examinations will be in the format of essay-type questions and a series of multiple/choice or true or false questions.

Reading List/Bibliography: A new or used bound copy (2004 or more recent) of Civil Code of Québec, or print out relevant provisions from the website coming up first from a Google search for Code civil du Québec or Civil Code of Québec.

Student performance criteria: A6, D2-D4.



JEROME LAI
U3, 2017

4.4

CURRENT FACULTY RÉSUMÉS

Annmarie Adams

Courses Currently Taught

ARCH 627	Research Methods for Architects (3 cr.)
ARCH 653	Architectural History and Theory, Seminar 3 (4 cr.)
ARCH 676	Directed Research Report (12 cr.)
FMD Research Fundamentals I	Med1
FMD Research Fundamentals II	Med2
Family Medicine TCP	Med2

Educational Background

1992	Ph.D. in Architecture, University of California at Berkeley
1986	M.Arch., University of California at Berkeley
1981	B.A (Honours) Art History, McGill

Recent Honours and Awards

2017	President's Award for Excellence in Media, RAIC
2016-18	Fellow, IPLAI, Institute for the Public Life of Art and Ideas, McGill University
2016	Christophe Pierre Award for Research Excellence, Faculty of Engineering
2015-	College of Fellows, RAIC
2014	Ambassador Award, Vernacular Architecture Forum
2011	Finalist [with P. McKeever, D. Theodore], International Research Project Academy Award Winner, International Academy of Design and Health

Recent Research, Scholarship, and Creative Activity

2016-21	Research fund, Stevenson Chair, $210,000 total for 5 years
2014	Raymond Jotterand SURE Award in Architecture, $3,000
2013-18	CIHR Catalyst, "Using Analytical Mapping in Evidence-Informed Policy for Long-term Residential Care: Lessons from Canada and Abroad," $215,032 (Principal Investigator Patricia Armstrong; Co-applicant: A. Adams)
2013-18	SSHRC Insight, "Architecture and the Environmental Tradition: The Atmospheric in British Architecture from 1750-1850," $248,093 (Principal Investigator: M. Bressani; Collaborator: A. Adams)
2013	Internal Social Sciences and Humanities Development Grant, "Death Comes to the Hospital," $3,500
2013	National Endowment for the Arts (NEA) Art Works grant, "Making A Place for Women in 20th-Century American Architecture," Beverly Willis Architecture Foundation, US$50,000
2010-2017	SSHRC MCRI "Reimagining Long-term Residential Care: International Study of Promising Practices," $2,498,987 + $862,709 = $3,361,969 (Principal investigator Pat Armstrong, York University)
2009-15	CIHR Strategic Training Programs, HCTP, $325,000 for 6 years = $1.95 million

Recent Publications

2017	Adams, A., Chivers, S., "There's no place like home: Designing for Long-term Residential Care in Canada," *Journal of Canadian Studies*, 50 no. 2 (Spring 2016): 273-98.
2017	Adams, A., "De-coding the Modern Hospital," *AD magazine* 02, vol. 87, 16-23.
2017	Wright, J. and R. Fraser, A. Adams, M. Hunter, "Portraying Maude Abbott," *Canadian Medical Association Journal*, 2017 February 21;189:E281-3. doi: 10.1503/cmaj.160976
2016	Adams, A., Macdonell, C., "Making himself at home: Cormier, Trudeau, and the Architecture of Domestic Masculinity," *Winterthur Portfolio,* 50, no. 2/3 (Summer/Autumn 2016): 151-189. DOI: 10.1086/689984.
2016	Adams, A., "Home and/or Hospital: The Architectures of End-of-life Care," *Change Over Time* vol 6, no. 2 (Fall 2016): 248-63.
2016	Adams, A., "Canadian hospital architecture: how we got here," *Canadian Medical Association Journal*, (January 2016) [RAIC President's Award]
2016	Adams, A., "Because it's 2016," *Governor General's Medals in Architecture* (Ottawa: RAIC), 5-9.
2015-16	Adams, A., Toromanoff, D., "Kitchen Kinetics: Women's Movements in Sigrun Bulow-Hube's Research," *Resources for Feminist Research* 34, 3 & 4 (2015/16), 9-40.
2015	Adams, A., Hornstein, S., "Can Architecture Remember? Demolition After Violence, *Environment, Space, Place* 7 (Spring 2015), 47-67.
2015	Adams, A., Chivers, S., "Architecture and Aging: The Depiction of Home in Sarah Polley's 'Away From Her'," *Age, Culture, Humanities: An Interdisciplinary Journal*, 2 (2015).
2015	Adams, A., "New Acquisition: Photographs by James R. Lockhart," *The Osler Library Newsletter* 123 (Fall 2015), 1-2.
2015	Adams, A., "Architecture that Breathes," *Harvard Design Magazine* 40 (S/S 2015), 14-19.
2014	Adams, A. and S. Chivers, "Home Pages: Domesticity and Duplicity in Images of Architect for Aging," *Seachange* Vol. 4 (2013).
2012	Adams, A., "Design Lessons," *Canadian Architect* Vol. 57, No. 6 (June 2012), 25-27.
2012	*Royal Victoria Hospital: A Layered History*. Montreal: Ville de Montreal, 2012. Co-authors David Theodore, Don Toromanoff. 160 pp. [professional report]

Current Academic, Professional, and Public Service

2016-21	Inaugural Stevenson Chair, Philosophy and History of Science, including Medicine, McGill University
2016-21	Chair, Department of Social Studies of Medicine, Faculty of Medicine, McGill University
2016	Governor General's Medals in Architecture Peer Assessment committee, Ottawa, 22-24 February
2015-	Associate Member, Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art, Concordia University
2015-	Associate Member, IHSP, Institute for Health and Social Policy, Faculty of Medicine, McGill University
2015	Margolese National Design for Living Prize, jury member
2014	Chair, External Review, SALA, University of British Columbia, 15-16 September
2014-17	Board of Directors, Vernacular Architecture Forum
2012-15	Chair, Canadian Council of University Schools of Architecture (CCUSA)
2012-15	Royal Architectural Institute of Canada, Board Member (CCUSA representative)
2011-14	Canadian Council of University Schools of Architecture (CCUSA), board member
2011-15	Director, School of Architecture, McGill University
2010-11	Director, Institute for Gender, Sexuality, and Feminist Research (IGSF), Faculty of Arts, McGill University
2005-16	William C. Macdonald Chair, McGill University

Professional Memberships

2002	International Academy for Design and Health (Scientific Committee)
2001-	International Network for the History of Hospitals
2000-	Canadian Society for the History of Medicine
1998-	Royal Architectural Institute of Canada
1986-	Vernacular Architecture Forum
1985-	Society of Architectural Historians (Chair, Spiro Kostof Award 2012)

Vedanta Prasad Balbahadur

Courses Currently Taught
ARCH 202 Architectural Graphics and Elements of Design (6cr.)
ARCH 303 Design and Construction 1, Section 002 (6cr.)

Educational Background
2006 M.Arch., McGill University
2004 B.Arch., McGill University

Recent Honours and Awards
2015 RAIC / MARMOMACC Scholarship to Verona, Italy
2006 Ping Kwan Lau Prize in Architecture, McGill University
2006 Royal Architectural Institute of Canada Honour Roll
2005 Royal Canadian Academy of Arts /□Eberhard Zeidler Scholarship for Architecture
2002-03 Prix de la Fondation Habitat ’67, McGill University

Recent Research, Scholarship, and Creative Activity
2015-16 Green Room Radio at Maison Sociale Montréal, Weekly Broadcast
Exhibitions
2014 Le Tonneau, La Lanterne et□Le Bâton, Objets + Histoires, Espace Projet, Montréal
2012 Group Exhibiton 2012, Gallery at Victoria Hall□Victoria Hall, Westmount
2011 Open Walls, Black Box Gallery, Portland, Oregon
2011 Artists Among Us, McGill University, Montreal

Recent Publications
2012 Balbahadur, V., “Baseball, Architecture and the City of the Future”□, i*n Satellite Magazine*

Current Academic, Professional, and Public Service
Professional
2015- Studio Instructor, Lecturer, School of Architecture, McGill University
2015- Architect, EKM Architecture
2013- Studio Instructor, Lecturer, School of Continuing Studies, McGill University
2006-14 Architect, Saucier + Perrotte Architectes

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

Eric Bédard

Cours Enseignés Présentement
FACC 220 Law for Architects and Engineers (3 cr.)

Parcours Académique
2010 Formation Professionnelle, École du Barreau, Montréal
2006-2009 Programme intégré B.C.L/LL.B., Université McGill, Montréal
2001-2005 B.A Spécialisé en Philosophie, Université McGill, Montréal
1999-2001 D.E.C. & Bacc. International, Champlain Regional College, Longueuil, QC
1994-1999 D.E.S., Collège du Mont-Sacré-Cœur, Granby, QC

Récentes Publications
2015 Chapitre sur le Canada dans *Enforcement of Investment Treaty Arbitration Awards - A Global Guide*, ed. Julien Fouret, Castaldi Mourre & Partners, Globe Law, 2015, co-rédigé avec Stephen L. Drymer.
2013 “Secret professionnel de l’avocat et transaction commerciale complexe: un privilège relatif aux négociations?” dans *Développements récents en droit des affaires*, vol 371, Yvon Blais, 2013, à titre de coauteur avec James A. Woods.
2013 “The Process of a Typical Commercial Case - Canada (Québec),” dans *Litigation Guide* - IBA Litigation Committee, 1er juillet 2013.

Expérience Académique, Professionnelle et Services d’intérêt Public
Académique
2012 Chargé de cours, *Law for Architects and Engineers*, Université McGill
2012-2013 Co-entraîneur de l’équipe Université McGill, Concours de plaidoirie Laskin, 2e meilleure équipe au cumulatif et plusieurs prix d’équipe et individuels
Professionnel
2010- Avocat, Woods s.e.n.c.r.l., Montréal. Pratique principalement en litige civil et commercial, et droits disciplinaire, administratif, de l’emploi et règlementaire. Plaide devant les cours de première instance et d’appel ainsi que certains tribunaux administratifs du Québec
2013 Comité exécutif, Section Internat’l de l’Association du barreau canadien, Québec
2013 Administrateur - Centre de développement pour l’exercice de la citoyenneté

Vikram Chandulal Bhatt

Courses Currently Taught

ARCH 304 Design and Construction 2 (6 cr.)
ARCH 564 Design for Development (3 cr.)
ARCH 603 Urban Design and Housing Studio

Educational Background

1973-75 M.Arch., McGill University
1965-73 Diploma in Architecture, School of Architecture, Centre for Environmental Planning and Technology (CEPT University), Ahmedabad, India

Recent Honours and Awards

2014 Margolese National Design for Living Prize, University of British Columbia, School of Architecture and Landscape Architecture.
2012-13 Indo-Canadian Shastri Institute Faculty Mobility Award, CEPT University School of Architecture, Ahmedabad

Recent Research, Scholarship, and Creative Activity

2017 Living in Northern Quebec, Hackathon, Actual mounting of the 2017 CCA Charrette at Kuujjuaq, $25,000 (Principal Investigator: Bhatt V., Collaborators: Harlender. D. and Havelka S.)
2015-20 SSHRC Partnership Grant, $2,046,176 as co-applicant (Principal Investigator: Vachon G.)
2011-13 Sustainability Projects Fund, McGill University, $127,444 (Principal Investigator: Bhatt V., Co-applicant: Murphy T.)
2010-11 Sustainability Projects Fund, McGill University, $57,000 (Principal Investigator: Bhatt V., Co-applicant: Farah L., Murphy T.)
2010-11 International Development Research Center (IDRC), $14,580 (Principal Investigator: Bhatt V., Co-applicant: Farah L.)

Recent Publications

Books and chapters in books

2017 Bhatt, V., “Building Contemporary India,” *INI Designing for Modern India*, Mapin Publishing, Ahmadabad and Grantha, New Jersey
2017 Bhatt, V., “Edible Campus,” *in Ground Breaking Food Gardens*, Editor, Niki Jabbour, Storey Publishing, North Adams, MASS, 2014: 232-235

Articles

2016 Levkoe, C., Andrée, P., Bhatt, V., Brynne, A., Davison, K. M., Kneen, C., Nelson, E., “Collaboration for Transformation: Community - Campus Engagement for Just and Sustainable Food Systems,” *in Journal for Higher Education Outreach and Engagement*, Vol 20, No. 3, 2016, 1-30
2011 Bhatt, V. “Urban agriculture and urban design,” *in Simopoulos AP* (ed): Healthy Agriculture, Healthy Nutrition, Healthy People, World Review of Nutrition and Dietetics, Basel, Karger, Vol. 102, 2011, 226-243

Current Academic, Professional, and Public Service

Exhibitions

2013 “Actions: What You Can Do with the City,” The Biennale of Sao Paulo
2012-13 ABC-MTL, A Self-Portrait of Montréal, the Canadian Centre for Architecture

Academic

2017- Member, Trottier Institute for Sustainability in Engineering and Design, Academic Committee, Faculty of Engineering, McGill University
2016- Member, University Tenure Committee, McGill University
2016- McGill Rep. CCA Charrette Committee, School of Architecture, McGill University
2016- Member, Academic Committee, Faculty of Engineering, McGill University
2016- Member, Trottier Institute for Sustainability in Engineering and Design, Faculty of Engineering, McGill University
2015 Visiting Professor, RWTH Aachen University, School of Architecture, Landscape Chair, Aachen, Germany
2015 Visiting Researcher, ILS - Institute for Regional and Urban Development, Aachen, Germany
2015 Visiting Professor, School of Architecture, Roger Williams University, Rhode Island, USA
2013-14 Member, Environmental Engineering Committee, Faculty of Engineering, McGill University
2013-14 Member, Promotion and Tenure Committee, School of Architecture, McGill University
2012-13 Visiting Professor, CEPT University, School of Architecture, Ahmedabad, India
2012- Member, Students Affairs Committee, McGill University
2012 Visiting Professor, School of Architecture, Roger Williams University, Rhode Island, USA
2010-14 Member, Academic Committee, Faculty of Engineering, McGill University
2009-11 Member, Environmental Engineering Committee, Faculty of Engineering, McGill University

Professional Memberships

2013 City of Montreal’s Working Committee on Urban Agriculture
2011-13 Board of Directors, Santropol Roulant
1997 MRAIC

SARAH WU MARTINEZ
DST, 2016

Erika Brandl Mouton

Courses Currently Taught
ARCH 303 Design and Construction 1 (6cr.)

Educational Background
2013-15 M.Arch., McGill University
2011 Student exchange, École Nationale Supérieure d'Architecture de Clermont-Ferrand
2009-12 B.Arch., McGill University

Recent Honours and Awards
2015 John Bland Traveling Scholarship, China, School of Architecture, McGill University
2015 Arthur Erickson Traveling Scholarship, USA, Mexico, Royal Canadian Academy of Arts
2015 Ray Affleck Scholarship for Design, School of Architecture, McGill University
2014 Norbert Schoenauer Fellowship, School of Architecture, McGill University
2013 McGill Alumnae Ethel Hurlbatt Scholarship, School of Architecture, McGill University
2012 Pekka H.M. Erkkila Traveling Scholarship, France
2011 Peter Collins Prize for Architectural History Louis Robertson Prize for Architectural History, School of Architecture, McGill University

Recent Research, Scholarship, and Creative Activity
Exhibitions
2016 Hardbakka Ruins Project and Exhibition, Norway

Current Academic, Professional, and Public Service
2015-16 Studio Instructor, School of Architecture, McGill University
2015 Studio Instructor, School of Architecture, Université de Montréal
2011- Lecturer, Instructor and Researcher, Canadian Center for Architecture
2015 Lecturer, Institute for Innovation and Creative Strategies in Architecture, Lyon
2015 Critique in Residence, School of Architecture, McGill University
2013 Intern, Josef Weichenberger Architekten, Vienna
2012-13 Intern, Studio Perera Architecte, Montréal
2011 Intern, STGM Architectes

Martin Bressani

Courses Currently Taught

ARCH 354 Architectural History 3 (3 cr.)
ARCH 676 Directed Research Report (12 cr.)
ARCH 677 Directed Research Report (9 cr.)

Educational Background

1997 Docteur de l'Université de Paris-Sorbonne (Paris IV)
1993 Diplômes d'études approfondies, Université de Paris-Sorbonne (Paris IV)
1985 M.Sc.Arch., School of Architecture, MIT
1980 B.Arch., School of Architecture, McGill University
1979 B.Sc., School of Architecture, McGill University

Recent Honours and Awards

2014 "Philip Johnson Catalogue Award", given by the American Society of Architectural Historians to the exhibition catalogue, Henri Labrouste: Structure Brought to Light. New York: MOMA, 2013. Corinne Bélier, Barry Bergdoll et Marc Le Cœur, eds. Contribution of two articles amongst the 13 in the catalogue, including the leading article (with Marc Grignon) on the Bibliothèque Sainte-Geneviève
2013 Class of '44 Award for Outstanding Teaching (Faculty of Engineering)

Recent Research, Scholarship, and Creative Activity

Grants

2016 MITACS Globalink IT07119, "Voids of Speculation. The Uncanny Ruins of Failed Urbanism," $5000, PI, awarded. (Olivier Jacques, PhD candidate)
2013-2018 Insight Grant, SSHRC, "Architecture and the Environmental Tradition: the Atmospheric in British Architecture from 1750 to 1850." Co-applicants: Jodey Castricano (The University of British Columbia), Nicolas Roquet (Université de Montréal), Marc Grignon (Université Laval); collaborators: Aaron Sprecher (McGill) and Annmarie Adams (McGill). $248,093, PI, awarded
2013 Publication Grant, Azrieli Foundation. Support grant for Architecture and the Historical Imagination. $17,925, PI, awarded

Creative Activity - Conference Papers

2017 Geology, Geography, and the Crystal Metaphor. Geology and Architecture Conference. Organized by Drawing Matter Trust. 14 January 2017, St Catherine College, Oxford University
2016 Martin Bressani with Aniel Guxholli, "Decorative versus Mechanical: A Comparative Study of Willis's and Viollet-le-Duc's Analysis of Gothic Construction," *Robert Willis. Science, Technology and Architecture in the Nineteenth Century*. International Symposium held in Gonville and Caius College, Cambridge UK, 16th-17th September, 2016
2016 Martin Bressani, "Two early Architectural Surveys: Thomas Hope's An Historical Essay on Architecture (1835) and Daniel Ramée's Manuel de l'histoire générale de l'architecture (1843)." Constructing the Architectural Canon. The Architectural History Survey Text. Workshop at the Netherlands Institute for Advanced Study in the Humanities and Social Sciences, Wassenaar, February 22-23 2016
2015 Martin Bressani and Marc Grignon, "Le Roman 'gothique', l'idée d'environnement, et l'architecture au début du XIX e siècle", Colloque annuel du CELAT, tenu à l'UQAM, à Montréal, 12-13 novembre 2015
2015 Martin Bressani, "Machine et prosthèse dans l'architecture du 19e siècle," Architecture/Machine. Programs, Process, and Performances. ETH Zurich. 30-31 January 2015. Accepted
2014 Martin Bressani, "L'habitation comme forme sociale chez Viollet-le- Duc," Viollet-le-Duc - 1814-2014- Villégiature et architecture domestique, Université de Pau et des pays de l'Adour, Hendaye, 9-10 October 2014. Accepted
2013 Martin Bressani, "Le temps comme atmosphère," Les territoires du temps, conférence at the Société française des architectes, Paris, 24 and 26 May.
2012 Martin Bressani, "Objects Willfully Shaped: the Realism of Furness," Frank Furness: His City, His World, Roger W. Moss Symposium, The Athenaeum of Philadelphia, 30 November-2 December.

Creative Activity - Public Lectures and Seminars

2016 Martin Bressani, "Prosthetic Fantasies in the First Machine Age," School of Architecture, Waterloo University, Cambridge, Ontario, 4 February 2016.
2016 Martin Bressani, "Hauntings: The Space of the Past," PhD Colloquium, Princeton University, 8 April
2015 Martin Bressani, "Bibliothèque Sainte-Geneviève et les chemins de la connaissance," Fondation Culturel Brébeuf, Collège Jean-de- Brébeuf, 16 Novembre 2015
2015 Martin Bressani, "Viollet-le- Duc's Idea on Restoration," Canadian Studies Department, Carleton University, 25 November 2015
2014 Martin Bressani, "Prosthetics Fantasies in the First Machine Age," Conversations on Writing: Methods, Procedures, Protocols, S'14 PhD Colloquium, Princeton University, 27 March
2013 Martin Bressani, "Les maisons oniriques," Round Table on Georges Teyssot's Les maisons oniriques, Musée de la civilization, Québec, 24 October
2012 Martin Bressani, "Labrouste et l'interprétation des precedents," Seminar on Design Methodology, School of Architecture, Université de Montréal, February

Recent Publications

Books

2014 Martin Bressani. *Architecture and the Historical Imagination. Eugène-Emmanuel Viollet-le- Duc 1814- 1879.* Farnham (Surrey): Ashgate Publishing. 623 pgs.

Books as Editor

2017 Martin Bressani and Christina Contandriopoulos, eds. *The Companion to the History of Architecture*. Volume III: Nineteenth-Century Architecture. New York: John Wiley & Sons, 2017. 693 p.
2016 Timothy Brittain-Catlin, Jan de Maeyer, and Martin Bressani eds. A.W.N. Pugin's Global Influence: Gothic Revival Worldwide. Leuwen: Leuwen University Press, 2016. 256 p.

Guest Edited Journals

2012 Marc Grignon and Martin Bressani, ed. Special issue of Journal of the Society for the Study of Architecture in Canada, 37, no. 2 on "Le décor et l'architecture"

Scholarly Articles in Refereed Journals

2017 "Viollet-le- Duc's Organic Machine," *Architecture/Machine*, special issue of *GTA Papers*, vol.1, 2017, 57-69.
2015 "Mass Customisation and Standardization, an Urban Dialectic," *AD Magazine*, vol. 85, 2015, no. 6, 18-23
2014 "Prosthetic Fantasies of the First Machine Age: Viollet-le- Duc's Iron Architecture," *AA Files* 68 (Spring-Summer), 43-49.
2013 "Le temps comme atmosphère: vers une spectropoétique de l'architecture," *Le Visiteur. Revue critique d'architecture*, 19 (November), 77-88.
2013 Martin Bressani and Marc Grignon, "L'architecture comme expérience totale: autour d'une restitution informatique de la salle de lecture de la bibliothèque Sainte-Geneviève d'Henri Labrouste," *RACAR Canadian Art Review* 38, no. 1, 30-44.

Current Academic, Professional, and Public Service

Academic

2015- Director, School of Architecture, McGill University
2015- Full Professor, School of Architecture, McGill University

Professional

2015- Canadian Council of University Schools of Architecture (CCUSA), Regular Member
2015- Board of Directors, Association of Collegiate Schools of Architecture (ACSA), Canadian Director
2015- Research and Scholarship Committee of the Association of Collegiate Schools of Architecture, regular member
2015- Comité de la formation des architectes, Ordre des architectes du Québec, regular member

Clothilde Caille-Levesque

Courses Currently Taught
ARCH 303 Design and Construction 1 (6 cr.)
ARCH 342 Digital Representation (3 cr.)

Educational Background
2013-2015 M.Arch., Design Studio Directed Research, McGill University
2009-2012 Bachelor of Architecture, McGill university
2006-2008 DEC Sciences de la Nature, Collège Jean de Brébeuf

Recent Honours and Awards
2015 Canadian Architect Student Award of Excellence, thesis project winner, *Close Encounters: A New Post-Industrial Landscape*
2015 The Ping Kwan Lau Prize in Architecture, for demonstrating excellence in the research, site analysis and program preparation for the final design project in the M.Arch. (Professional) Program, McGill University
2015 Radoslav Zuk Geometry Prize, M.Arch. final design project which exhibits the highest degree of mathematical rigor in its underlying geometry, McGill University

Recent Research, Scholarship, and Creative Activity
2013-2014 Research on optimization, scripting, 3d modeling of a prototype chair. Production of mock-ups complex 3d printing of the project. Fabrication of a one to one prototype with a 6 axis robotic arm (milling), Laboratory for Integrated Prototyping and Hybrid Environment, McGill University

Current Academic, Professional, and Public Service
Academic
2017 Course lecturer, 3d modelling class, Université Uqam, School of Design
2015-2016 Course lecturer, Design Studio 2 and Digital Representation, McGill University
2015 Workshop Instructor, Confluence Institute for Innovation and Creative Strategies in Architecture
2013 Teaching Assistant, Digital Representation Course, McGill University
2013-2014 Researcher, Laboratory for Integrated Prototyping and Hybrid Environment, McGill University

Professional
2016-2017 Architectural Designer, Saucier Perrotte Architectes, Montreal
2015 Architectural Designer, ACDF Architecture, Montreal
2013-2-14 Architectural Designer and 3d artist, ACDF Architecture, Montreal
2012 Architectural Designer, Manuelle Gautrand, Paris
2012 SOMA Architects, New York

Public Service
2014-16 Invited Guest Critic, reviews during final project presentations, McGill University, Waterloo University, Université de Montréal

Ricardo L. Castro

Courses Currently Taught
ARCH 250 Architectural History 1 (3 cr.)
ARCH 304 Design and Construction 2 (6 cr.)
ARCH 325 ARCH 325 (2 cr.)
ARCH 379 Summer Course Abroad (3cr.)
ARCH 519 Field Course Abroad (3 cr.)
ARCH 523 Significant Texts and Buildings (3 cr.)
ARCH 540 Selected Topics in Architecture 1 (3 cr.)
ARCH 622 Critical Writing (4 cr.)
ARCH 680 Field Sketching (2 cr.)

Educational Background
1978 Equivalence du Doctorat, Université Laval
1976 M. Arts (Art History), University of Oregon
1974 M. Arch., University of Oregon
1972 Arquitecto = Bachelor of Architecture, Universidad de los Andes,1972
1964 Diploma, International Law and Diplomacy. Universidad JTL, Bogota,

Recent Honours and Awards
2016 Royal Canadian Academy, Elected 2015, Inducted 2016.

Recent Research, Scholarship, and Creative Activity
Grants
2006-14 SSHRC: MCRI grant: “The Baroque in Latin America” (member of executive committee)
2010-11 Research and Photo doc.: Hispanic Baroque Military Architecture in the Caribbean (sabbatical)
2010-11 Research and Photo doc.: Hispanic Baroque Architecture in Tepotzotlán, Mexico (sabbatical)
2010-11 Research and Photo doc.: Italian Baroque in Italy and Spain (sabbatical)
Creative Activity
2013 Exhibition, “Paseo de ronda: Chemin de ronde / Wall-walk.” An exhibition on Spanish Baroque fortifications. Photographs by Ricardo L. Castro. Installation by Suresh Perera. 13 - 28 March 2013.

Recent Publications
Book
2014 Syndetic Modernisms. In collaboration with Carlos Rueda (editor) and Robert Mellin. Bogota: Universidad Piloto de Colombia, 2014, Bilingual English and Spanish edition.

Current Academic, Professional, and Public Service
Associate Professor, McGill School of Architecture; Editorial Board Member, deArquitectura, Bogota, Colombia; Editorial Board Member, Chora

Professional Memberships
Royal Architectural Institute of Canada

David Covo

Courses Currently Taught

ARCH 201	Communication, Behaviour and Architecture (6 cr.)
ARCH 202	Architectural Graphics and Elements of Design (6 cr.)
ARCH 221	Architectural Drawing (2 cr.)
ARCH 325	Architectural Sketching (2 cr.)
ARCH 461	Freehand Drawing and Sketching (1 cr.)
ARCH 674	Professional Practice (3 cr.)
ARCH 680	Field Sketching (2 cr.)
OCC625	Functional Environments (3 cr., co-taught with Marie-Christine Beshay)

Educational Background

1992	B.Arch., McGill University
1971	B.Sc. (Arch.), McGill University

Recent Honours and Awards

2015	Professor Honoris Causa, Ion Mincu University of Architecture and Urbanism, Bucharest, Romania
2012	Order of Athabasca, Athabasca University, Alberta, Canada
2012	Président d'Honneur, Hôtel de Glace, Quebec City

Recent Research, Scholarship, and Creative Activity

Research

2016	McGill University Faculty of Engineering Summer Undergraduate Research in Engineering Program (SURE): grant of approximately $2800 to support continuing research on the architectural legacy of Canadian Architect Arthur Charles Erickson (matched by a grant from the School of Architecture, total approximately $5600)
2015	McGill University Faculty of Engineering Summer Undergraduate Research in Engineering Program (SURE): grant of approximately $2800 to support continuing research on the history of McGill College Avenue (matched by a grant from the School of Architecture, total approximately $5600)

Architectural consulting

2017	MacPaddle Shack, a facility for recreational paddling at McGill's Macdonald campus, based on adaptive re-use of two 40-ft shipping containers
2016-2017	Coordination of relocation and redesign of the Parcs Canada Hochelaga memorial, McGill campus
2012-2013	Upgrades to residences, Sedbergh School, Montebello, QC (with FGMDA)

Exhibitions, conference presentations and public lectures

2015	Moderator, Plenary session and panel discussion: Annual Meeting of the Royal Canadian Academy of the Arts, Montreal
2015	Public lecture at Ion Mincu University of Architecture and Urbanism, Bucharest
2015	Designing the Architect - Panel discussion on architectural education, 26 January, Ryerson University, Toronto (Invited panelists George Baird, David Covo, David Gloster, Michelle Addington, Zahra Ebrahim)
2014	Exhibition, 'Defending the Faith': group show, sketches and watercolors, 2013 Shaver Travelling Scholarship
2014	Position paper: Integrating theory and practice: an educator's perspective, 2014 CACB Validation Conference: Educating Future Architects, September 2014
2013	Lecturer, Evolution of the McGill campus: art and architecture, Lunenburg, NS
2012	Lecturer, McGill College Avenue, James McGill Society, April 2012

Recent Publications

2017	An Incorrigible Optimist Looks Ahead: Dan Hanganu in conversation with David Covo, pp 19-27, in Dan Hanganu: Works 1981-2015, ed Essy Baniassad, Dalhousie Architectural Press 2017
2016	Comments from the Jury Chair, Perspectives, The Journal of the Ontario Association of Architects, Volume 24, Number 2, Summer 2016
2014	Ghid de Desenat 101: Informatii, nu Detalii (Sketching 101: Information, not Detail), ARHITECTURA, No 1 (649) / 2014, pages 62-67

Current Academic, Professional, and Public Service

Academic McGill School of Architecture

2011-present	Associate Director (Professional Programs)
2016-2017	Member, search committee (two positions)

Academic McGill University

2003-present	Chair, Architectural Advisory Committee
2008-present	Member, McGill Athletics and Recreation Advisory Board
2008-2017	University Senator, 3rd term, 1 of 4 elected reps of the Faculty of Engineering
2010-2015	Member, Senate Steering Committee (two terms)
2014-2016	Elected member of Council, McGill Association of University Teachers (MAUT)
2014	Chair, Response to Unit Review Report, Dep. of Economics, with Boran Xu
2012	Chair, Academic Unit Review for the School of Social Work
2012-present	Resource person, Senate Committee on Physical Development, Gardens & Grounds Committee
2009-2016	Resource person, Building and Property Committee
2002-present	Member, Beatty Lectures Committee

Academic McGill Faculty of Engineering

current	Member, Faculty Planning Committee
current	Member, Committee on Standing
2011-2012	Member, Advisory Board, Institute for Sustainability in Engineering and Design

Professional and Public Service

current	Member, RAIC Syllabus National Advisory Committee
current	Member, Program Advisory Committee, Architecture, Athabasca University
current	Member, Board of Directors, Arthur Erickson Foundation, Vancouver
2017	Visiting critic, Université Catholique de Louvain, Brussels and Tournai, Belgium
2016	Visiting critic, School of Architecture, Norwich University, Vermont
2012-13	Chair, Internal Academic Unit Review, School of Social Work, McGill University
2012	Member, Visiting Team, Accreditation of the Faculty of Architecture, Ion Mincu University, Bucharest, Romania, by the Royal Institute of British Architects
1977-present	McGill University; lecturer 77, Assistant Professor 78, Associate Professor 84
1976-present	Private architectural practice (OAQ)

Architectural competition juries

2017	Jury, architect selection, renovation and expansion of the Musée d'art contemporain de Montréal
2017	Professional Advisor, 2017 Moriyama RAIC International Prize in Architecture
2016	Member, selection committee for a new downtown facility for the HEC Montréal
2016	Chair, Ontario Association of Architects Design Excellence award program, February
2015	Chair, AIA (Vermont Chapter) 2015 awards program, November 2015
2014	Professional Advisor, 2014 Moriyama RAIC International Prize in Architecture
2013	Member, RAIC Advocate for Architecture Award Jury
2012	Chair, Design Panel, Canadian High Arctic Research Station Competition; PWGSC, Aboriginal and Northern Development Canada

Professional Memberships

Fellow, Royal Architectural Institute of Canada
Member, Order of Architects of Quebec

Salmaan Craig

Courses Currently Taught

ARCH 406 Design and Construction 4
ARCH 377 Energy, Environment and Buildings

Educational Background

2008 Eng.D., Environmental Technology, Brunel University, London
2004 B.Sc., Product Design, Brunel University, London

Recent Honours and Awards

None

Recent Research, Scholarship, and Creative Activity

Grants

None

Creative Activity - Conference Papers

2016 Three Kinds of Heliomorphism. Heliomorphism, Inaugural Conference for the Office for Urbanization, Harvard Graduate School of Design, 15th Sep
2016 Mass & Material Architecture: The Antidote to HVAC Infrastructure? Larfarge Holcim, 5th International Forum for Sustainable Construction, Detroit, USA, Apr 9th
2015 Geometrically Activated Thermal Mass. Ultrastructures Conference. Princeton University, Sep 19th
2014 Trees as Flow Structures. Wood Urbanism: From the Molecular to the Territorial. Colloquium, Harvard Graduate School of Design, Sep 25-26th.
2013 J. Rimmer, S. Craig et. al. “In-Situ Performance of Chilled Ceilings in Stratified Environments”. Clima 2013: 11th REHVA World Congress: Energy Efficient, Smart & Healthy Buildings, 16-19th June, Prague, Czech Republic.
2012 Use Hybrid Materials to Resolve Thermal Conflicts. Smart Geometry, Rensselaer Polytechnic Institute, Troy, New York, 27th Mar

Creative Activity - Public Lectures and Seminars

2017 On Breathing Buildings and Termite Mounds, or How to Disinvent the Need for Air-Conditioning. Master-lecture for ARCH602, Penn Design, UPenn, Feb 15th
2017 On the Thermal Resonance of Buildings. ArtScience Lecture Series, Le Laboratoire, Cambridge, MA, Jan 11th
2016 On the Forces that Shape Trees, or How to Print Buildings from Carbon Dioxide. Séminaire Phyllis Lambert, Université de Montréal, 5th Nov
2016 On Breathing Buildings and Termite Mounds, or How to Disinvent the Need for Air-Conditioning. Conférence B.E.S.T, Université de Montréal, 1st Nov
2016 Como nos Desconectamos del Aire Acondicionado. EDU Forum, Medellín, Colombia, 26th Apr
2016 Plastic Enclosures. Interior Matters Symposium, Harvard Graduate School of Design, Apr 22nd
2016 Mass & Material Architecture: The Antidote to HVAC Infrastructure? Master-lecture for ARCH602, Penn Design, UPenn, Feb 22nd
2015 Fit Form to Flow. Keynote Speech, Green Building in China Symposium, China GSD and Yuexiu Property, 5th Jan
2013 Porous Flow Structures. Thermodynamic Materialism Symposium II: Polyvalent Porosity. ETH Zürich, 29th Nov.
2013 Breathe! ‘Innovate’ Lecture Series, Harvard Graduate School of Design, Sep 10th
2013 Heuristics of Heat. Thermodynamic Materialism Symposium I: Recovering Authority Through Knowledge. Harvard Graduate School of Design, 11th Apr.
2012 Materials & Heat. Estonian Academy of Arts, Tallinn, Estonia, 4th April

Recent Publications

Books (contributions)

2018 S. Craig & J. Grinham. “Breathing Walls Made of Wood”. In: “Wood Urbanism: From the Molecular to the Territorial”, K. Moe, J. Hutton, D. Ibañez (Eds.) Actar
2018 S. Craig. “On the Forces That Shape Trees, Or How to Steal Order from the Molecular Storm”. In: What is Energy, and How Might We Think About it? K. Moe & S. Kwinter (Eds.). Actar.
2017 S. Craig. “Mass & Material-Architecture: The Antidote to HVAC Infrastructure?” In: Infrastructure Space, Ilka & Andreas Ruby (Eds.). Ruby Press.

Books as Editor

None

Guest Edited Journals

2012 M. Hensel, D. Sunguroglu-Hensel, M. Gharleghi, S. Craig. “Towards an Architectural History of Performance: Auxiliarity, Performance & Provision in Historical Persian Architectures”. In ‘Iran: Past, Present & Future’, Architectural Design

Scholarly Articles in Refereed Journals

2017 S. Craig, J. Grinham. “Breathing walls: The design of porous materials for heat exchange and decentralized ventilation”. Energy and Buildings, Vol 149 doi: 10.1016/j.enbuild.2017.05.036

Articles in Magazines

2017 Can termites teach us how to build environmentally friendly communities? Massive (massivesci.com) Dec. 4th
2015 Messages from Material Reality. Harvard Design Magazine, No. 40

Current Academic, Professional, and Public Service

Academic

2018- Assistant Professor, School of Architecture, McGill University
2014-2018 Lecturer, Department of Architecture, Graduate School of Design, Harvard University

Professional

2010-2014 Associate, Specialist Modeling Group, Foster + Partners, London
2008-2010 Facade Engineer, Buro Happold, London

Howard Davies

Courses Currently Taught

ARCH 405 Design and Construction 3 (6 cr.)
ARCH 673 Architectural Design 2 (6 cr.)
ARCH 676 Directed Research Report (12 cr.)
ARCH 683 Directed Research Project 2 (9cr.)

Educational Background

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

Recent Honours and Awards

2016 Grands Prix du Design 9e édition
2013 Finalist, Pierrefond Library competition 2013 Invited artist, “Warming Huts” competition
2010 Award of Excellence, *NDG Cultural Centre - winning project for invited competition*, Construction Jan 2012 “U”, The Canadian Architect

Recent Research, Scholarship, and Creative Activity

Grants

2016 CUPFA Professional Development Grant, Final Reviews at CSM, Central Saint Martins UAL, London, UK $2602.31
2015 CUPFA Professional Development Grant, Final Reviews ETH, Swiss Federal Institute of Technology Zurich: $2120.48
2013 CUPFA Professional Development Grant, Seminar at Delft University of Technology: $1400.00
2012 CUPFA Professional Development Grant, Final Reviews at the University of Westminster in London: $2601.10

Creative Activity

2017 Jury Member, “More Than Waiting For the Bus,” April 10_2017
2013 Architecture and the Interior, Faculty of Architecture, Delft University of Technology, The Netherlands

19897-present Founder of architecture firm L’Atelier Big City
2016- L’Atelier Big City project, Maison Le Moyne, Montréal
2016- L’Atelier Big City project, Appartement Avenue Chesterfield, Montréal
2015 L’Atelier Big City project, Maison Pigeon, Pigeon Hill
2015 L’Atelier Big City project, Vivre en couleur dans le 7-Plex, rue Clark, Montréal
2015 L’Atelier Big City project, Édifice U, Montréal
2015 L’Atelier Big City project, Centre Culturel Notre-Dame-de-Grâce, Montréal
2014 L’Atelier Big City project, Rénovation d’un bureau dans l’édifice 2-22, Montréal
2013 L’Atelier Big City project, Maison Giesbrecht, Cantons-de-l’Est
2013 L’Atelier Big City project, Warming Huts, Winnipeg, Canada
2011 L’Atelier Big City project, Centre d’Accueil, Narrowsburg, New York

Recent Publications

Articles

2016 Border Crossings, “Art + Architecture”, “Perfect Seven”

Current Academic, Professional, and Public Service

Professional

Founding partner Atelier Big City
Board of Administration for Fonderie Darling

Academic

Adjunct Professor, Concordia University
Professor-in-Practice, McGill School of Architecture
Masters Admissions Committee, McGill School of Architecture

Public Service

2017 Lecturer, The David Azrieli School of Architecture Tel Aviv University /Tel Aviv Museum of Art, *“Atelier Big City” - “5 year plan”*
2015 Lecturer, Dalhousie University, Faculty of Architecture and Planning *“Atelier Big City - Recent Projects”*
2013 Lecturer, Winnipeg Museum of Art, *Pecha Kucha “Atelier Big City - 20 images”*

Professional Memberships

1991-present Member of Ordre des Architectes du Québec

Yves De Fontenay

Courses Currently Taught
ARCH 406 Design and Construction 4 (6cr.)

Educational Background
2005-06 M.Arch., Université de Montréal
2004-05 B.Arch., École Polytechnique Fédérale de Lausanne
2001-04 B.Arch., Université de Montréal
2000-01 Industrial Design and Urbanism, Université de Montréal

Recent Honours and Awards
2017 Research Grant, Quebec Arts and Letter Council, Invariations 3, for Pelletier de Fontenay
2016 Emerging Talents, Canadian Architect Magazine, for Pelletier de Fontenay
2016 League Prize, Architectural League of New York, League Prize, for Pelletier de Fontenay
2015 Phyllis-Lambert prize, Design Montréal, for Pelletier de Fontenay
2013 Awards of Excellence, Canadian Architect magazine, for Pelletier de Fontenay
2013 Research Grant, Quebec Arts and Letter Council, Invariations 2, for Pelletier de Fontenay
2013 Research Grant, Quebec Arts and Letter Council, Invariations 1, for Pelletier de Fontenay

Competitions
2014-19 Insectarium, Montreal, First Prize (with Kuehn Malvezzi)
2012-16 Montreal Airport Entrance Landmark, Montreal, First Prize

Recent Research, Scholarship, and Creative Activity
Exhibitions
2017 Invariations, Solo exhibition at Maison de l'Architecture du Québec, Pelletier de Fontenay
2017 Pelletier de Fontenay / Kuehn Malvezzi, School of Architecture, McGill University
2016 League Prize, Architectural League of New York, (im)permanence, NY, Pelletier de Fontenay
2015- Living and designing with snow in Quebec, Maison de l'Architecture du Québec, Montreal, Marseille, Chambéry, Nantes, Edmonton, Pelletier de Fontenay
2015 Montreal Never Built, Maison de l'Architecture du Québec, Pelletier de Fontenay

Current Academic, Professional, and Public Service
Academic
2015 Studio Instructor, Université de Montreal
2011-12 Guest Professor, McGill University
2010- Partner, Pelletier de Fontenay Architectes
2006-10 Project Manager, Saucier + Perrotte Architectes
2003-05 Assistant for Melvin Charney

Nancy Hawley Dunton

Courses Currently Taught
ARCH 541 Selected Topics in Architecture 2 (3 cr.)

Educational Background
1983-91 Bachelor of Commerce, McGill University
1967-69 B.Arch., School of Architecture, McGill University

Recent Honours and Awards
2015 Award for Outstanding Teaching, Faculty of Engineering, McGill
2013 Gerald Sheff Award for Part-time Teaching, School of Architecture, McGill

Recent Research, Scholarship, and Creative Activity
2014 Curator and coordinator of Curator and coordinator of *Printing the City / Imprimer la ville*, 50th anniversary exhibition, MP Reproductions at Maison de l'architecture du Québec
2014 Research, texts and coordination of *Notman House*, booklet for the Drummond Foundation
2012 Design and coordination of *Visites en ville* for UNESCO Creative Cities
2012 Design and coordination of *Architecture en lumière*, tours for the Order of Architects of Quebec, as part of Montreal's Highlights Festival
2011 Conception and coordination of architectural tours for the 2011 Annual Meeting of the Association of Collegiate Schools of Architecture
2011 Design and coordination *of Architecture en lumière*, tours for the Order of Architects of Quebec, as part of Montreal's Highlights Festival
2011 Research, writing and coordination of *The Louis-Joseph Forget House* booklet for the Macdonald Stewart Foundation

Recent Publications
2016 Dunton, N., Malkin, H., "A Guidebook to Contemporary Architecture in Montreal", Second edition, Douglas & McIntyre

Current Academic, Professional, and Public Service
2008-16 Course Lecturer, School of Architecture, McGill University
2015-16 Course Lecturer, School of Architecture, Université de Montréal
2011-15 Course Lecturer, Dawson College
2014 Jury for the Ernest Cormier Award
2014 Jury for the Canada Council for the Arts
2013 Course Lecturer, School of Architecture, Université de Montréal
2009-11 Course Lecturer, School of Architecture, Université de Montréal
1993-12 Presentation of Renovation Planning and Administration as part of renovation courses offered by Heritage Montreal

Professional Memberships
1997-17 Member of Board of Directors, Héritage Montréal
2005-11 Member of Board of Directors, Green Energy Benny Farm
2002-05 Member of Committee for the Reuse of Existing Buildings of McGill University Health Centre
2000-01 Member of Governing Committee, Consultations on existing buildings of McGill University Health Centre
1997-02 Member of Board of Directors, Atwater Library
1998-99 Member of Client Committee, Renovation of Smith House, Mount Royal

Aliki Economides

Courses Currently Taught

ARCH 355 Architectural History 4 (3 cr.)

Educational Background

2015 Ph.D. Harvard University, History and Theory of Architecture
2007 M.A., Harvard University, History of Science
2002 M.Arch, McGill University, History and Theory of Architecture
1997 B.Arch, University of Toronto, Architecture

Recent Honours and Awards

2016 Research Residency, Centre for Interdisciplinary Research on Montréal (CIRM), McGill University.
2013-2014 Frank Knox Memorial Dissertation Completion Fellowship, Harvard University
2013 Summer Research Funding, Weatherhead Center for International Affairs
2012-2013 Canada Program Research Fellowship, Weatherhead Center for International Affairs

Recent Research, Scholarship, and Creative Activity

2016 Postdoctoral Scholar-in-Residence Research, *Centre for Interdisciplinary Research on Montréal/Centre de recherches interdisciplinaires en études montréalaises (CIRM/CRIEM)*, McGill University
2012-2013 Research Assistant, *Expanded Urbanism*, Prof. Neil Brenner Urban Theory Lab, Harvard University, Graduate School of Design

Recent Publications

Book Chapters

2017 Economides, Aliki. "The Cormier Residence in Relief." In *The Routledge Research Companion to Art Deco*. Edited by Bridget Elliott and Michael Windover. New York: Routledge, forthcoming 2017
2017 Economides, Aliki and Colin MacWhirter. "The Monumental Vision (and Division) driving the Ville Marie Expressway." In Le vivre-ensemble montréalais sous la loupe: épreuves et convivialités. Edited by Annick Germain, Valérie Amiraux, and Julie-Anne Boudreau. Montréal: Éditions Atelier 10; Centre de recherches interdisciplinaires en études montréalaises, forthcoming Fall 2017

Other Relevant Publications

2017 Economides, Aliki. "L'Architecture, l'urbanisme, et le « droit à la ville »." In Exposition architecture 2017. Catalogue de l'exposition des finissants de la Maîtrise en architecture de l'Université de Montréal. Montréal: Université de Montréal, 2017.

Scholarly Translations

2016 Tavares, André. The Anatomy of the Architectural Book (Basel: Lars Müller Publishers, forthcoming 2016)

Conference Proceedings

2012 Economides, Aliki. "Constructing Home, Constructing Self: The Maison Cormier and its 'Architecte & Ingénieur-Constructeur Client'." In House and Home from a Theoretical Perspective, edited by Efe Duyan and Ceren Öztürkcan, 39-53. Istanbul: DAKAM Publishing, 2012

Current Academic, Professional, and Public Service

Academic

2017 Invited Professor, L'Université de Montréal, École d'architecture
2017 Sessional Lecturer, McGill University
2016 Sessional Lecturer, Concordia University, Department of Art History
2015-2016 Thesis Advisor, L'Université de Montréal, École d'architecture

Professional

2016 M.Arch., Supervisor, *Centre intercommunautaire pour désenclaver Parc-Extension, Montréal*, Andréanne Dumont
2016 M.Arch., Supervisor, *Centre de recherché et distribution alimentaire, Quai des convoyeurs, Montréal,* Alenka Leclair Ramirez
2016 M.Arch., Supervisor, *Le bain comme un condensateur social*, Simon Robichaud
2016 M.Arch., Supervisor, *Mémoire, Mont-Royal*, Laurence Roux
2015 M.Arch., Supervisor, *École primaire à Hochelaga-Maisonneuve,* Christopher Dubé
2015 M.Arch., Supervisor, *Detroit People Mover*, Audrée Perrault-Mercier
2015 M.Arch., Supervisor, *L'influence du numérique sur les espaces du travail*, Karl Robert
2015 M.Arch., Supervisor, *École primaire dans le secteur du Domaine-Vert Nord à Mirabel*, Maude Rossignol

Public Service

2017 Invited lecturer, *Colloque sur le patrimoine immobilier judiciaire*, Le Barreau de Montréal
2015 Invited lecturer, Public Lecture: *"On Collective Identity and its Edification,"* ESALA Research Seminar, University of Edinburgh, School of Architecture and Landscape Architecture
2013 Keynote speaker, *"The Current State and Stakes of the Question of Ornament,"* IDEA@UdeM: International Doctoral Encounters in Architecture at Université de Montréal Colloquium
2012 Invited lecturer, "The Importance of Being Ernest: Cormier, Architecte et Ingénieur-Constructeur," École d'architecture Laboratoire d'Étude de l'Architecture Potentiel (L.E.A.P.) Seminar series, Université de Montréal

Professional Memberships/Affiliations

Society of Architectural Historians (SAH) European
Architectural History Network (EAHN)
European Association for Urban History (EAUH)
College Art Association (CAA)
Association of Critical Heritage Studies (ACHS)
Society for the Study of Architecture in Canada (SSAC/SÉAC)
Association francophone pour le savoir (Acfas)
History of Science Society (HSS)
Society for the History of Technology (SHOT)

Abraham Friedman

Courses Currently Taught

ARCH 240 Organization of Materials in Buildings (3 cr.)
ARCH 304 Design and Construction 2, Section 002 (6 cr.)
ARCH 517 Sustainable Residential Development (3 cr.)
ARCH 602 Housing Seminar (3 cr.)
ARCH 623 Project Preparation (3 cr.)
ARCH 649 Housing Project Report (15 cr.)

Educational Background

1985-88 Ph.D., Université de Montréal, Faculté de l'aménagement
1983-85 Ph.D., Concordia University, Centre for Building Studies
1980-82 M.Arch., McGill University, School of Architecture
1976-80 B.Arch. and Town Planning (Honours), Technion, Faculty of Architecture and Town Planning, Haifa, Israel
1975-76 B.Arch., Faculta di Architectura, Politecnico di Milano, Milan, Italy

Recent Honours and Awards

2014 Lifetime Achievement Award, Sustainable Buildings Canada

Recent Research, Scholarship, and Creative Activity

2012 Sustainable Housing Prototypes, SURE Grant, McGill Faculty of Engineering (2 students), $6,000.
2011 Sustainable Housing Prototypes, SURE Grant, McGill Faculty of Engineering (2 students), $6,000.
2011 Green Specification Rating System – Interactive Web Application, McGill Sustainabilty Project Fund, $63,613 (Advisor)
2010-11 A Digital Platform for Mass Customization of Housing, Maison Alouette and MITACS, $45,000 (PI with Basem Eid and Aaron Sprecher)

Recent Publications

Books

2018 Friedman, A., Fundamentals of Sustainable Urban Renewal in Small and Mid-Sized Towns, Springer Publishing, New York, NY.
2017 Friedman, A., Innovative Apartment Buildings, Edition Axel Menges GmbH:Fellbach, Germany, 2017(188 pp.).
2017 Friedman, A., Designing Sustainable Communities, Bloomsbury PLC: London, UK, 2017 (216 pp.).
2016 Friedman, A., Innovative Student Residences, Images Publishing, Victoria, Australia, 2016 (206 pp.).
2015 Friedman, A., Sustainable Houses with Small Footprints , Rizzoli: New York, 2015 (336 pp.).
2015 Friedman, A., Fundamentals of Sustainable Neighbourhoods, Springer Publishing, New York, NY, 2015 (178 pp.).
2014 Friedman, A., Planning Small and Mid-Sized Towns; Designing and Retrofitting for Sustainability. Routledge: London, UK, 2014 (222 pp.).
2013 Friedman, A., Innovative Houses; Concepts for Sustainable Living, Laurence King Publishing, London, UK, 2013 (256 pp.).
2013 Friedman, A., Inspired Houses: Architecture for Changing Times, Images Publishing, Victoria, Australia, 2013 (208 pp.).
2012 Friedman, A., Fundamentals of Sustainable Dwellings. Island Press, Washington, DC 2012 (255 pp.).Publishing, New York, NY, 2015 (178 pp.).
2011 Friedman, A., Town and Terraced Housing; For Affordability and Sustainability. Routledge, London, UK, 2011 (262 pp.).

Journals / Peer-Reviewed Articles

2016 Barardinis, P.,Marchionni, C.,Rotilio, M. Friedman, A., "The Dry Construction Systems on the Rehabilitation of Built Heritage", Open House International, Vol. 41,No. 1 , 2016 (pp.82-87).
2016 Friedman, A.,"A Slow Revolution; Canada's Changing, and So is Our Housing", Alternatives Journal (A/J)Vol.42 Number 2, 2016 (pp.37-39) (Invited Article).
2015 Friedman, A.,"Design Strategies for Integration of Green Roofs in Sustainable Housing", VITRUVIO International Journal of Architectural Technology and Sustainability, Number 1, pp. 57-65, 2015.
2015 Buchan, R., Fisher, D., Friedman, A., Ostry, A., "Local Food System Planning: The Problem, Conceptual Issues, and Policy Tools for Local Government Planners," Canadian Journal of Urban Research,Vol. 24, Issue 1, pp. 1-23, 2015.
2014 De Barardinis, P., Rotilio, M., Marchionni, C., Friedman, A. "Improving the Energy-Efficiency of Historic Masonry Buildings. A case study: a minor centre in the Abruzzo Region, Italy," Energy and Buildings, Vol. 80, pp. 415-423, 2014.
2013 Friedman, A., "Circulation and Open Space in Affordable Townhouse Communities", Open House International Vol. 38, No. 2, pp. 6-15, 2013.
2013 Friedman, A., Sprecher, A., Eid, B., "A Computer-Based System for Mass Customization of Prefabricated Housing," Open House International, Vol. 38, No. 1, pp. 20-29, 2013.
2013 Friedman, A., Sprecher, A., Eid, B. "A Framework for Developing Design Systems Toward Mass Customization of Housing," The International Journal of Architectonic, Spatial and Environmental Design, Vol. 6, pp. 57-69, 2013.
2012 Friedman, A., Whitwham, R., "The Narrow Townhouse for Sustainability and Adaptability," Open House International.Vol. 37, No. 3, pp 6-15, 2012.

Current Academic, Professional, and Public Service

Academic

2013 Visiting Professor, Lancaster University, U.K.
2010- Honorary Professor, Lancaster University, U.K.
2008- Full Professor, Director, Affordable Homes Research Group, McGill University

McGill University

2015 Member: Bi-Centenial Planning Committee
2014 - present Member: APC Subcommittee on Professional Programs
2013 - present Tenure Committee for the University's Libraries and the Faculty of Managment

McGill University , Faculty of Engineering

2014 Member: Selection Committee, TISED Faculty Scholar
2013- Member: Faculty workshops and technical services committee
2011-14 Member: Committee on Undergraduate Student Recruitment
2011-12 Member: Standing Committee
2011 Member: Search Committee, Director, School of Architecture
2010- Member: Nominating Committee

McGill University, School of Architecture

2015 Member: Mid-Term Accreditation Review Committee
2015 Member: Admission to The UDH Post-Professional and PhD Committee
2013-15 Member: Tenure and Promotion Committee
2012- Assigned Mentor to Assistant Professor Ipek Tureli
2011-12 Member: Curriculum Committee
2011-12 Chair: Search Committee, New Faculty
2011 Member:Tenure and Promotion Committee

Professional Memberships

2013- Member, Trottier Institute for Sustainability in Engineering and Design (TISED), McGill University
1986- Ordre des Architectes du Québec (OAQ)

Fabrizio Gallanti

Courses Currently Taught

ARCH 406 Design and Construction 4 (6 cr.)
ARCH 677 Architectural Design 3 (9 cr.)

Educational Background

2001 Ph.D.□Facoltà di Architettura, Politecnico di Torino
1996 State exam as licensed architect. Ordine degli Architetti della Provincia di Genova
1995 M. Arch., (with honours), Facoltà di Architettura, Università di Genova
1994 Participation to the design workshop 5th Viennese Seminar on Architecture. *Architecture of the Empty Space*. Landscape Vienna, Architektur Zentrum Depot, Vienna, Austria
1993 Academic exchange at the Faculdade de Arquitectura da Universidade do Porto (FAUP), Portugal

Recent Honours and Awards

2015 Research grant Graham Foundation for the Advancement of Fine Arts, Chicago, USA
2014 Research and teaching fellowship, Princeton-Mellon Initiative in Architecture, Urbanism, and Humanities, Princeton University, USA

Recent Research, Scholarship, and Creative Activity

Research

2015-16 Main researcher for *Las Ciudades del Boom. Economic growth, urban life and architecture in the Latin American city, 1989-2014,* Graham Foundation for the Advancement of Fine Arts,, Chicago, USA. Support: US$7,500
2014-15 Main researcher for *Las Ciudades del Boom. Economic growth, urban life and architecture in the Latin American city, 1989-2014,* Princeton University, Princeton, USA. Support: US$75,000

Exhibitions

2015-16 Curatorship of the exhibition The World in our Eyes within the Lisbon Architecture Triennale 2016. FIG Projects
2016 Free Circulation, curatorial proposal for the Oslo Architecture Triennale FIG Projects
2016 100 Cities 100 Ideas, curatorial proposal for the Bi-city Biennale of Urbanism \ Architecture 2017 Shenzhen Hong Kong. FIG Projects
2016 Work / Labour – The Aesthetics of Resistance, curatorial proposal for Extra- City, Antwerp. FIG Projects
2015 Curatorship of the international symposium Learning from Latin America, Museum of Modern Art, New York and School of Architecture, Princeton University. Moderator of the debate between Tatiana Bilbao, Angelo Bucci and Felipe Mesa at MoMA
2015 Curatorship of the round table South-North: The Americas, College of Architecture, Illinois Institute of Technology, Chicago. Moderator of the debate between Mark Lee, Jing Liu, Felipe Mesa, David Barragán
2015 La Scuola è aperta a tutti, curatorial proposal for the Italian pavilion, 15a Mostra Internazionale di Architettura, la Biennale di venezia 2016. Shortlisted, FIG Projects
2014 Syntopia, curatorial proposal for the Bi-city Biennale of Urbanism \ Architecture 2015 Shenzhen Hong Kong. Shortlisted, FIG Projects
2014 Come Together, curatorial proposal for the Oslo Architecture Triennale 2016, FIG Projects
2011-14 Associate Director Programs, Canadian Centre for Architecture, Montréal

Group exhibitions

2016 *10 Instructions to explore the city of Flint* within the *Free City Festival*, Flint, MI. FIG Projects
2015 *Dial-A-CITY*, within the *Free City Festival*, Flint, MI. FIG Projects
2015 *0 or XYZ*, in *Measure*, Storefront Gallery for Art and Architecture, New York, USA. FIG Projects
2015 *Campo Medio* in *Archivo / Italia*, Archivo de diseño y Arquitectura, Ciudad de Mexico, Mexico. FIG Projects
2014 *Tortona Stories* in *the section Monditalia, 14th International Architecture Exhibition. La Biennale di Venezia*, Venice, Italy. With Brendan Cormier

Recent Publications

Books

2016 Gallanti, F., MCHAP 1. The Americas, IIT Actar, Chicago, Barcelona

Book chapters

2016 Gallanti, F., “A conversation with Stefano Boeri and Malkit Shoshan” in *VV.AA., The Form of Form - 4th Lisbon Architecture Triennale*, Lars Muller, Zurich 2016
2016 Gallanti, F., “Profesor Taxi” in Aaron Cayer, Peggy Deamer, Sben Korsh, Eric Peterson, and Manuel Shvartzberg (editors), *Asymmetric Labors: The Economy of Architecture in Theory and Practice*, Architecture Lobby, New York 2016
2015 Gallanti, F., “The Towering Inferno” in Alona Rodeh, *Safe and sound*, The Green Box, Berlin 2015.

Articles

2016 Gallanti, F., “A Civic Monument that Never Was” in Harvard Design Magazine “Shelf Life”, n° 43, Winter, Cambridge Mass, 2016
2016 Gallanti, F., “Beauty by Committee” in San Rocco n° 13, Winter, Venezia 2016
2016 Gallanti, F., “Three extreme architects”, in Bracket n° 3, September 2016
2016 Gallanti, F., “Vous êtes gentils mais insupportables” in San Rocco n° 12, Spring, Venezia 2016
2015 Gallanti, F., “The Exploded Bunker” in Harvard Design Magazine “Family Planning”, n° 41, Fall, Cambridge Mass. 2015
2015 Gallanti, F., “The Personal Debate of Juan O’Gorman” in MAS Context, n° 27, Fall, Chicago 2015
2015 Gallanti, F., “The Lehman Invisible Monument” in MAS Context, n° 26, Spring, Chicago 2015

Current Academic, Professional, and Public Service

Academic

2016-17 Course Lecturer, School of Architecture, McGill University, Montréal
2016-17 Visiting professor, Architectural Association, London
2016 Co-chair of the session Cities / Urban Tactics for the ACSA International Conference, Cross-Americas: Probing Disglobal Networks, Santiago de Chile
2010-16 External reviewer for the Ministero dell’Universita e Ricerca Scientifica, ICAR 14 (architecture design area), Italy
2015 Visiting professor, Ecole d’Architecture, Université de Montréal
2015 Course Lecturer, School of Architecture, McGill University, Montréal
2014-15 Mellon Visiting Senior Professor, School of Architecture, Princeton University
2014 Visiting professor, Architectural Association, London

Professional

2003-16 Founding partner of Architecture design studio FIG Projects
2014-15 Curatorial Director of The Commons Inc.

Eric Gauthier

Courses Currently Taught
ARCH 405 Design and Construction 3 (6cr.)

Educational Background
1983 B.Arch., Université Laval

Recent Honours and Awards
2016 Honor Award USITT
2016 North American Wood Design Award
2015 Asia Pacific Interior Design Award
2014 Médaille du Gouverneur Général du Canada
2014 Gerald Sheff Visiting Professorship
2013 Prix d'excellence de l'OAQ
2012 Grand Prix du Design
2012 Grand Prix du Design
2011 Prix d'excellence OAQ

Recent Research, Scholarship and Creative Activity
2011 Keynote speaker, "Modernism at risk", Université de Montréal
2011 Keynote speaker, Mission Design 2011 public assembly, Montréal

Recent Publications
2013 *La Station. The Conversion of a Former Gas Station on Nun's Island into an Inter generational Centre,* Era21, 2013, no 01, pp. 48-53.
2013 *New Cultural Venue in Montreal*, Concept, vol. 156, 2013, pp. 34-37.
2013 *Paul Faucher architecte*, Architecture-Quebec, ARQ, no 162, février 2013, pp. 1-25.
2013 Plante, Jacques. *Archives nationales du Canada, Bibliothèque et archives nationales du Québec, Bibliothèque R.Howard-Webster*. In Architecture de la connaissance au Québec. Québec, Les publications du Québec, 2013.
2013 Plante, Jacques. *Centre cinéma impérial, Espace GO, Maison de la culture Maisonneuve, Maison du festival Rio Tinto Alcan, Monument-national, Quai des arts, Salle du collège Dawson,Théâtre Hector-Charland, Théâtre La Licorne, Théâtre Quat'sous*. In Architecture du spectacle au Québec, Québec. Les publications du Québec, 2013.
2013 Vanlaethem, France. *Pavillon des États-Unis, Expo 67 / Biosphère, Montréal*. In Patrimoine en devenir: *L'architecture moderne du Québec.* Québec, Les publications du Québec, 2013.
2013 Vanlaethem, France. *Réhabilitation de la station-service de l'île des Soeur*s. In Patrimoine en devenir: L'architecture moderne du Québec. Québec, Les publications du Québec, 2013.
2013 Zappa, Alfredo. *Mies Reloaded: una piccola opera dimenticata di Mies van Der Rohe*. Casabella, 2013.
2012 *Centre Communautaire Pierrefonds-Roxboro*. In World Public Architecture. Shenzhen, Hi-Design, 2012, pp. 294-301.
2012 *L'assomption Sport Complex*. In World Public Architecture. Shenzhen, Hi-Design, 2012, pp. 192-201.
2012 *L'assomption Theater Hall*. In Audiovisual Communication. Shenzhen, Art Power, 2012, pp. 216-223.
2012 *Maison de la culture de Maisonneuve*. In Audiovisual Communication. Shenzhen, Art Power, 2012, pp. 234-241.
2012 *Stewart Museum.* Hinge, vol.201, 2012 p. 32.
2012 *Théâtre de Quat'sous*. In Audiovisual Communication. Shenzhen, Art Power, 2012, pp. 194-203.
2012 *Théâtre de Quat'sous.* In World Public Architecture. Shenzhen, Hi-Design, 2012, pp. 78-85.
2012 Brinkmann, Ulrich. 2012. *Ein neutraler Rahmen für das alltägliche Leben.* Bauwelt, no 19.12, pp. 30-35.
2012 Fafard, Marie-Claude. 2012. *Prix comptoir alimentaire: projet Excentris.* Intérieurs, hiver 2012, pp. 96-97.
2012 Nebenzahl, Donna. *The Power of Small*. Urban Expressions, hiver 2012, pp. 36-40.
2012 Roy, Nathalie. 2012. *Prix accessibilité universelle: Ascenceur du Musée Stewart*. Intérieurs, hiver 2012, pp. 146-147.
2011 *Extension of Cirque du Soleil Headquarters*. In Office Building Now. Shenzhen, Hi- Design, 2011, pp. 242-245.
2011 *Theatre Quat'sous in Montreal*. Hinge, vol.185, 2011, pp. 44-45.
2011 Leblanc, Dave. *Montreal gas station to fill up once agai*n. The Globe and Mail, juillet 2011, p. 4.

Current Academic, Professional, and Public Service
Professional
1985- Partner and Project manager at FABG Architectes
Projects
2016 Victoriaville Cultural Center
2015 Gilles-Villeneuve Circuit: Construction Program
2015 Sherbrooke University, Cultural Center
2015 National School of Theater, renovation
2014 Multifunctional Theater, Mont-Laurier
2014 Reorganization of the peripheral areas of Place des Arts
2014 Art Museum of Joliette, renovation and extension
2014 Bishop's University, Sherbrooke, Sport Center
2014 Mies van der Rohe, Gas Station, Verdun
2012 Ex-Centris Cinema, Montréal, renovation and extension
2011 Concordia University, Montréal, Conference Center Loyola
2011 Stewart Museum, Fort de l'Île Sainte-Hélène, extension and reorganization
2001-11 Cirque du Soleil Headquarters, Montréal

Professional Memberships
Royal Architectural Institute of Canada
Ordre des architectes du Québec (Registered Architect)
LEED accredited professional, Canadian Green Building Council

LINSEN CHAI
U2, 2015

Julia Gersovitz

Courses Currently Taught
ARCH 535 History of Architecture in Canada (3cr.)

Educational Background
1980 Master of Science Historic Preservation, Columbia University, NY
1975 B.Arch. (with honours), McGill University
1974 Bachelor of Science (Architecture) (with honours), McGill University

Recent Honours and Awards
2015 Gabrielle Leger Medal for Lifetime Achievement in Heritage Conservation in Canada, National Trust for Canada
2014 Harley J. McKee Award, Association for Preservation Technology International
2013 'Cornerstone' and Life Member of Heritage Montreal, Heritage Montreal
2013 Honoured for exceptional contribution to the conservation of the city's heritage, Société d'Archéologie et de Numismatique de Montréal
2009 SITQ Award of Excellence, City of Montreal

Current Academic, Professional, and Public Service
Academic
1980- Adjunct Professor at the School of Architecture, McGill University
1987-01 Adjunct Professor at the School of Architecture, Université de Montréal
2011 Guest Lecturer, University of Edinburgh, Scotland
2013 Guest Lecturer, University of Edinburgh, Scotland
Professional
2017- Member, Steering Committee, Westmount South-east Sector Revitalization
2017- Member, Steering Committee, Greenhouse Rehabilitation Project
2017- Chair, Steering Committee, Westmount Houses of Worship
2016- Chair, City of Westmount, Conseil du Patrimoine de Westmount
2014- Chair, City of Westmount, Planning Advisory Committee
1983- Founder and Partner, EVOQ Architecture
2010-15 Member, Conseil du Patrimoine de Montréal
2010-14 Chair, Steering Committee Westmount Recreation Centre
2001-12 Vice-Chair, City of Montreal Review Commission (ad-hoc), Architectural and Urban Planning Advisory Committee
Projects
2016 Christ Church Cathedral (1857-59/1940), Montreal, Role: Partner-in-Charge
2016 Roddick Gates - McGill University (1924-25), Montreal, Role: Partner-in-Charge
2013-16 Confederation Building (1927), Ottawa, Role: Partner-in-Charge
2012-16 Centre Block, Parliament of Canada (1916-18), Ottawa, Role: Partner-in-Charge
2010-16 Arts Building - McGill University (1843/1860/1925), Montreal, Role: Partner-in-Charge
2008-16 Wellington Building (1927-1959), Ottawa, Role: Partner- in-Charge
1999-16 St. George's Anglican Church (1869-70), Montreal, Role: Partner- in-Charge

Professional Memberships
2017 Alberta Association of Architects
2017 Architects' Association of New Brunswick
2008 Association for Preservation Technology International (FAPT)
1996 Ontario Association of Architects
1995 Fellow of the Royal Architecture Institute of Canada (FRAIC)
1988 Canadian Association of Heritage Professionals (CAHP)
1978 Quebec Order of Architects

Marc Hallé

Courses Currently Taught

ARCH 375 Landscape (2cr.)

Educational Background

2004 Master of Landscape Architecture, University of Toronto
1993 Bachelor of Civil Engineering, University of Saskatchewan

Recent Honours and Awards

2015 The Waterfront Center, Project Honor Award, Parks/Walkway/Recreational Project Category, S*ugar Beach, Toronto*
2015 Toronto Urban Design Awards, Certificate of merit, Small Open Spaces Category*, Four Seasons Hotel & Residences,* Toronto
2015 Royal Canadian Academy of Arts, Honorific member
2015 Azure, Best Landscape Architecture, Finalist, *Four Seasons Hotel and Residences*
2015 Canadian Society of Landscape Architects, Regional Citation/Design, *Clock Tower Beach*
2014 Royal Architecture Institute of Canada/Canadian Institute of Planners/Canadian Society of Landscape Architects (RAIC, CIP, CSLA), Sustainable Development Award, *Evergreen Brick Works*, Toronto
2014 Environmental Design Research Association, Great Places Award, Place Design Category, *Sugar Beach*, Toronto
2014 Canadian Society of Landscape Architects: National Citation/New directions, *TOM Field of Daisies/Field of Poppies (2012 & 2013 editions*), Montreal. National Citation/Design, *Parc Hydro-Québec*, Montreal. Regional Citation, *Four Seasons Hotel & Residences*
2014 Illuminating Engineering Society, Exterior Architectural Lighting | *Clock Tower Beach*, Montreal (in collaboration with Éclairage Public)
2013 WAN Awards, Honorable Mention, Landscape Planning, *Pink Balls*, Montreal
2013 Toronto Urban Design, Award of Excellence, *Evergreen Brick Works*, Toronto
2013 The European Centre for Architecture, Art, Design and Urban Studies and The Chicago Athenaeum, Green Good Design, *Evergreen Brick Works*, Toronto
2013 Congress for New Urbanism, CNU Charter Awards, *Evergreen Brick Works*
2013 Ordre des Architectes du Québec: People's choice, *The Centre for Sustainable Development & Parc Hydro-Québec,* Montreal (in collaboration with Menkes Shooner Dagenais Letourneux Architectes)
2013 Ordre des Urbanistes du Québec, Award Blanch Lemco Van Ginkel, Significant contribution to the development of urbanism in Quebec
2013 Canadian Society of Landscape Architects: National Honour/New directions, *Pink Balls*, Montreal. National Honour/Design, *Evergreen Brick Works*, Toronto. Regional Honour/Design, *Renewal of Square Dorchester*, Montreal. National Honour/Design, *The new Place d'Armes,* Montreal - Advisory Committee.
2012 Phénicia, The Quebec Gay Chamber of Commerce, International Influence Award, *Pink Balls*, Montréal
2012 American Society of Landscape Architects (ASLA), Professional Award, Honour Award /General Design, *Sugar Beach,* Toronto
2012 Royal Architecture Institute of Canada/Canadian Institute of Planners, Canadian Society of Landscape Architects (RAIC, CIP, CSLA), Civic Design Projects, *Sugar Beach*
2012 Azure, People's Choice Award, *Sugar Beach*, Toronto
2012 Canadian Society of Landscape Architects, Regional Honour, *Square Dorchester and Place du Canada,* Montreal
2012 Facteur D, Landscape Architecture Award, *Pink Balls*, Montreal
2011 Toronto Urban Design Awards, Award of Excellence, Large Places and Neighbourhood Design, *Sugar Beach*, Toronto
2011 Canadian Society of Landscape Architects, Regional Honour, *Sugar Beach, Toronto*
2011 Canadian Society of Landscape Architects, Regional Citation, *Urban Prairie, Canadian Museum of Civilization,* Gatineau
2011 Association des architectes paysagistes du Québec, Overall recognition of work

Recent Research, Scholarship, and Creative Activity

Creative Activity

2003-present Involvement at Claude Cormier + Associés (Associate)

2016-2021 Lakeshore East Development, with bKL Architects, mixed use development
2016-2020 Church Wellesley Development, mixed use development, Toronto
2016-2019 NOVUS-mixed use development by Bentall Kennedy
2016-2021 Calgary Curtis Block, mixed use tower development by ONE Properties
2015-2018 Canadian Institute of the Blind, Edmonton/ONE Properties. Public landscape and roof amenities for mixed-use development
2014- Le Breton Flats, neighbourhood development in Ottawa
2014- Ordnance Street, Toronto, Master plan, public park, residential complex and Streetscape
2014-2017 602-620 King Street West, Toronto, Landscape public realm/mixed-use development
2013-2020 The Well - Former Globe & Mail site, downtown Toronto,Urban Landscape Master plan for a large commercial, office and residential development
2013-2017 River City Phase 3, Toronto, Public realm and outdoor amenity/pool for condominium
2013-2016 Berczy Park, Toronto, Revitalization and construction of a historical park
2013- Polson Quay, Toronto, Master planning for an urban site of 12.5 acres
2012-2018 City of the Arts, Lower Jarvis Street, Toronto Waterfront, Urban Landscape Master plan, streetscape and public realm (1.35 million sq ft) of retail, office residential and cultural community
2012-2018 Breakwater Park, City of Kingston, Urban Waterfront along Lake Ontario
2012-2013 Tiffany, Evergreen Brickworks, Toronto, Urban grape trellis with funding by the Tiffany + Co. Foundation
2012 Yonge & Gerrard Streets, Toronto, Urban space for a 50 storeys residential, commercial & institutional tower
2012 Allan Gardens Toronto, Urban installation
2011-2015 Performing Arts Centre & Brock University School of Fine and Performing Arts, St. Catharines, Ontario, Public spaces for a new downtown arts campus
2011-2013 3C Waterfront, Toronto, Master plan for a 14.5 acre mixed-use waterfront development

Recent Publications

2016 Experimental Landscapes: Testing the Limits of the Garden, Métis International Garden Festival, essay in publication by Birkhauser

Current Academic, Professional, and Public Service

Academic

2016 Florida International University, Miami, Department of Landscape Architecture + Environmental and Urban Design, Paul L. Cejas Scholar
2014-15 Critic, Harvard University, Graduate School of Design, student project reviews
2013 Critic, Université de Montréal, Faculté de l'aménagement, student project reviews
2012-16 Professor, McGill University School of Architecture, Instructor in Landscape Architecture

Professional

2003-present Claude Cormier + Associés (Associate), Montreal
2002-2003 Elias & Associates Landscape Architects, Toronto

Public Service

2016 Lecturer, American Society of Landscape Architects, New Orleans Convention, Lecture *'Fountain Design for Berczy Park'*
2014 Lecture and workshop, Florida International University, Miami
2013 Lecturer, American Society of Landscape Architects, Boston Convention, Lecture '*Inside the LA Studio with Claude Cormier + Associés'*
2011 Lecturer, University of Toronto, Daniels Faculty of Architecture, Landscape, and Design, Lecture *'Sugar Beach'*
2011 Lecturer, Les Jardins des Métis, Lecture, Symposium on Contemporary Landscape Design

Paul Frederick Holmquist

Courses Currently Taught
ARCH 626 Critical Design Strategies (4 cr.)

Educational Background
2016 Ph.D. in Philosophy, Architecture, McGill University
2009 M.Arch., McGill University
1999 M.Arch., Southern California Institute of Architecture
1990 Bachelor of Arts, University of California

Recent Honours and Awards
2014 Graduate Research Mobility Award, School of Architecture, McGill University
2012 Artist in Residence, Cité Internationale des Arts, Paris
2011 Graduate Research Enhancement and Travel Award, School of Architecture, McGill University

Recent Research, Scholarship, and Creative Activity
2016 *Grotta*, Gardiner Museum Ceramic Sculpture Competition Finalist (with L. Swanson), Toronto, Ontario
2014 "Douglas Darden: Lithographs," an installation of eleven original lithographs by the late architect and educator Douglas Darden, McGill University School of Architecture (with A. Sioli, J. Crow)

Recent Publications
2017 Holmquist, P.F., "Dreaming the City through Unicorn Skulls: Reading Murakami with Agamben." Accepted for publication in *Reading Architecture: Literary Imagination and Architectural Experience*, ed. Angeliki Sioli and Yoonchun Jung, Routledge
2016 Holmquist, P.F., "Towards an Ethical Technique: Reframing Architecture's 'Critical Call' through Hannah Arendt." In *The Plan Journal,* Vol. 1, Issue 1, edited by Maurizio Sabini, 11-23
2016 Holmquist, P.F., "More Powerful than Love: Imagination and Language in the Oikéma of Claude-Nicolas Ledoux." In *Chora 7: Intervals in the Philosophy of Architecture*, ed. Alberto Pérez-Gómez and Stephen Parcell, 95-116, McGill-Queens University Press

Current Academic, Professional, and Public Service
Academic
2017 Lecturer, School of Architecture, McGill University
2012-17 Instructor, Azrieli School of Architecture and Urbanism, Carleton University
2016- Facilitator and Project Manager, Institute for Urban Futures, Faculty of Fine Arts, Concordia University
2009-14 Graduate Teaching Assistant, School of Architecture, McGill University
Community Service
2010-16 FACE School, Montréal, Environment and Heritage Committee

Professional Memberships
Historians of Eighteenth Century Art and Architecture

Edward Houle

Courses Currently Taught
ARCH 354 Architectural History 3 (3 cr.)

Educational Background
2015 Doctor of Philosophy, History and Theory of Architecture, McGill University
2007 M.Arch., University of Waterloo
2003 Bachelor of Environmental Studies, University of Waterloo

Recent Honours and Awards
2015-16 ARCC Jonathan King Student Medal, Architectural Research Centers Consortium and McGill University School of Architecture
2012 GREAT Award, McGill University School of Architecture, $1,479 graduate student funding to attend "Art and Its Afterlives" symposium
2011 Maureen Anderson Prize in Architecture 2009–10, McGill University School of Architecture, $400 for paper, "Pugin's Saint Marie's Grange"
2011 Graduate Travel Funding Award, McGill University Faculty of Engineering, $1,955 awarded to help fund doctoral research in France.
2010-13 Joseph-Armand Bombardier Canada Graduate Scholarship, Doctoral, Social Sciences and Humanities Research Council of Canada, $105,000 total, three-year disbursement.

Recent Research, Scholarship, and Creative Activity
Lectures and conferences
2015 "Le dispositif de l'intime et les appartements de Louis XV à Versailles", Université du Québec à Montréal Département d'Histoire de L'Art
2014 The Architecture and Design of Spaces and Places of Sociability", Session chair, Revolutions in Eighteenth-Century Sociability: Canadian Society for Eighteenth-Century Studies 2014, Annual Conference, Montréal
2014 "Architecture of Love and War", Session chair, The Society for French Historical Studies 60th Annual Meeting, Université du Québec à Montréal
2013 "The 'Royal Touch': Objects, Tactility and the King's two persons in Louis XV's apartments at Versailles", The Tangible: 4th Annual Graduate Student Symposium, McGill University Department of Art History and Communication Studies
2013 "Discriminating Dining: Louis XV's Salles à manger at Versailles", 44th Annual Meeting, American Society for Eighteenth-Century Studies Cleveland, USA
2013 "Le dispositif de l'intime et les appartements de Louis XV à Versailles", Guest lecture in HAR4535: L'architecture classique depuis la Renaissance, Université du Québec à Montréal Département d'Histoire de l'Art"
2012 "The Petits Appartements at Versailles and the Vicissitudes of Heritage", Art and Its Afterlives: Fourth Early Modern Symposium, The Courtauld Institute of Art London
2012 "The Hôtel particulier", In ARCH 354: Architectural History 3: Western European Architecture from 1450 to 1890, McGill University School of Architecture

Recent Publications
2010-11 Houle, E., "A.W.N. Pugin's Saint Marie's Grange", *True Principles: The journal of the Pugin Society*, vol. IV, no. II

Current Academic, Professional, and Public Service
2015-16 Course Instructor, McGill University, School of Architecture
2012 Teaching assistant, McGill University, School of Architecture

Michael Jemtrud

Courses Currently Taught

ARCH 514	Community Design Workshop, Solar Decathlon-China 2017, Part 3 (4 cr.)
ARCH 540	Selected Topics in Architecture 1: Solar Decathlon-China 2017 (3 cr.)
ARCH 541	Selected Topics in Architecture 2: Solar Decathlon-China 2017, Part 2 (3 cr.)
ARCH 672	Architectural Design 1 (6 cr.)
ARCH 676	Directed Research Report (12 cr.)
ARCH 688	Directed Research 1: Solar Decathlon-China 2017 (3cr.)
ARCH 689	Directed Research 2: Solar Decathlon-China 2017, Part 2 (3cr.)

Educational Background

2000	Master of Architecture, History and Theory of Architecture, McGill University
1993	Bachelor of Architecture, Professional, The Pennsylvania State University
1993	Bachelor of Science in Architecture, The Pennsylvania State University
1993	Bachelor of Arts in Philosophy, The Pennsylvania State University

Recent Honours and Awards

2017	46th Session of the Intergovernmental Panel on Climate Change (IPCC), UN Future Earth delegation member
2016-18	Solar Decathlon China 2017 Competition invited participant
2016	Wilfred Truman Shaver Travelling Scholarship, Temples and Technology, Japan (with Prof. Ricardo Castro)
2015	Topological Media Lab, artist-in-residence, Concordia University
2012-14	McGill Institute for the Public Life of Arts and Ideas, Resident Faculty Fellow
2012	Canadian Centre for Architecture, Research Associate, Montreal

Recent Research, Scholarship, and Creative Activity

External Funding

2017	Hydro Québec - $250,000 (Total project budget: approx. $1.2 million) Title: Solar Decathlon China 2018 - Deep-Performance Dwelling
2017	Natural Resources Canada, $50,000 (Total project budget: approx. $1.2 million) Title: Solar Decathlon China 2018 - Deep-Performance Dwelling
2017	Societé d'habitation du Québec, $13,000 (Total project budget: approx. $1.2 Title: Solar Decathlon China 2018 - Deep-Performance Dwelling
2016	China Economic Development, Solar Decathlon China, US$50,000 Title: Solar Decathlon China 2018 - Deep-Performance Dwelling
2016	Mitacs Accelerate, $60,000 Title: Legado: Net-Zero Energy Strategy for a Large Development
2015	SSHRC Partnership - Talent Program, $2,495,742 (Total project budget: $9,039,332). Status: Co-applicant Title: New Paradigm / New Tools for Architectural Heritage
2013	SSHRC Partnership Development (4A: approved but not funded), $179,180. Status: PI. Title: Mediated Cities Project: creative economies and the ambient commons
2013	SSHRC Insight (ongoing), $493,000 (Total project budget: $583,000). Status: PI Title: Arts and Ideas in Motion Parkour Project
2013	SSHRC Knowledge Synthesis Program, $19,700. Status: Co-applicant Title: The Future of Graduate Training in the Humanities
2013	SSHRC McGill Collaborative Research and Development Fund, $14,800. Status: PI. Title: Art and Ideas in Motion/MUSe: Partnership and Prototype Development
2012	L'institut de recherche en histoire de l'architecture, $25,000. Status: PI. Title: Fabricating Aesthetics
2011	SSHRC Research Creation grant in the fine arts, $197,600. Status: PI. Title: Modeling the methodologies of our time

Internal Funding

2017	Concordia University, $99,000, 2018 Solar Decathlon China competition
2017	McGill University, $99,000, 2018 Solar Decathlon China competition
2016	McGill University, $1500, Conference travel
2015	Royal Architectural, $1250, Award for Lac-Mégantic Sustainable Design initiative
2014	Raymont Logistics, $7000, Awards - student competition (ARCH672, F15)
2013	McGill University, $1500, Conference travel
2013	McGill University, $14,800, Research fund
2011	McGill University, $45,000, Research fund

Recent Publications

2016	Jemtrud, M. (2016) Chapter "MUSing Publics." In: E. Clift, K. O'Brien, & G. Cairns (eds.) Imaging the City: Art, Creative Practices and Media Speculations. Intellect Books.
2015	Jemtrud, M. & Ragsdale, K. (2015) "Citying in the Anthropocene." Architecture_MPS, 8(2), 1-15. London: UCL Press.
2015	Jemtrud, M. (2015) Chapter "Messy Technics: multi-methodological research and the collaborative design project." In: J. Moloney, J. Smitheram, S. Twose (eds.) Perspectives on Architectural Design Research: What Matters? Who cares? How? Baunach, Germany: Spurbuchverlag.
2014	Jemtrud, M (2014) "Messy Technics: multi-methodological research and the collaborative design project." In: Architectural Design Research Symposium (Venice Biennale 2014). ISBN: 978-0-475-12415-9.
2011	Jemtrud, M (2011) "The End of Design, Taking Responsibility: The Architectural Final Project", Journal of Architectural Education, 65.1: 3-5.

Current Academic, Professional, and Public Service

Academic

2007-	McGill University, School of Architecture, Associate Professor (tenured)
2007-11	McGill University, School of Architecture, Director
2007-	McGill University, Founding Director, Facility for Architectural Research in Media and Mediation (FARMM)
2016-	Concordia University, Mileux Institute for Arts, Culture and Technology, Associate Researcher
2015-	Concordia University, Topological Media Lab, Associate Researcher
2015-	Concordia University, Department of Design and Computational Arts, Affiliate Professor, Montreal
2014	Aarhus School of Architecture, Visiting Professor, Aarhus, Denmark
2013	Ryerson University, Department of Architectural Science, Visiting Professor
2012	University of Toronto, The John H. Daniels Faculty of Architecture, Landscape, and Design, Visiting Professor

Professional

2016-	Concordia University, John Molson School of Business, David O'Brien Centre for Sustainable Enterprise, Sam and Diane Scalia Sustainable Real Estate and Built Environment Program, Founding Advisory Board member
2015-	Le Salon 1861, advisory board member - Resiliency Officer, Montreal
2015	Montreal Summit on Innovation (SMI 2015): Climate (of) Change. Expert panel member, Montreal
2014	BREEAM New Construction, Assessor Training, Watford, UK
2014-	Gestion immobilière Quo Vadis, consultant, Montreal
2013-15	Réalisations, Inc., consultant, Montreal
2013	Imagine My City, not-for-profit organization, founding board member, Toronto
2012	Passive House Tradesperson Certificate, Dublin
2009-12	American Collegiate Schools of Architecture Board member, Canadian Director
2007-11	Canadian Council of University Schools of Architecture, board member
2011	Journal of Architectural Education 65:1, Ending Design theme issue editor
2010-12	Canadian Architectural Certification Board,Accreditation Team member
2011	University of Saskatchewan, new architecture unit advisory committee
2010-11	Northern Ontario School of Architecture School [Laurentian University] advisory committee

Professional Memberships

American Institute of Architects, Member
Royal Architectural Institute of Canada, Member
Association of Computer Aided Design in Architecture

Sherif Kamel

Courses Currently Taught

CIVE 284 Structural Engineering Basics (4 cr.)
CIVE 317 Structural Engineering 1 (3 cr.)
CIVE 432 Technical Paper (1 cr.)

Educational Background

2013 Doctor of Philosophy: Civil Engineering, McGill University
2007 Master of Science: Construction Engineering, The American University in Cairo
2003 Bachelor of Engineering: Civil, McGill University
1997 Pre-university studies in French, Collège des pères Jésuites en Égypte

Recent Honours and Awards

2009-2010 Principal graduate fellowship, McGill University Faculty of Engineering
2008 Doctoral fellowship, Le Fonds Quebeçois de la Recherche sur la Nature et les Technologies
2008 Runner- up trenchless research, North American Society for Trenchless Technology

Recent Research, Scholarship, and Creative Activity

Research Interest

present Soil Mechanics. Analysis of the soil-structure interaction using numerical modeling, protection and rehabilitation of existing buried structures, evaluation of permafrost and its impact on foundation design and mining techniques.
present Rock Mechanics. Development of low cost monitoring techniques to detect rockfalls, development of cost effective methods to stabilize rockfalls, optimization of slope design for open pit mines.

Recent Publications

2014 Kamel, S. and Meguid, M. A. (2014) "A three dimensional analysis of the effects of erosion voids on the earth pressure distribution acting on a rigid pipe", Tunnelling and Underground Space Technology, 43, 276-289.
2013 Kamel, S. and Meguid, M. A. (2013) "Investigating the effects of local contact loss on the earth pressure distribution on rigid pipes", Geotechnical and Geological Engineering, 31 (1), 199-212.
2011 Kamel, S. and Meguid, M. A. (2011) "A three dimensional study of the effect of soil erosion on rigid pipes", 2011 No-Dig Conference, North American Society of Trenchless Technology, Washington D.C.

Current Academic, Professional, and Public Service

Academic

2013-present Course lecturer, McGill University
2016-21 Teacher assistant, McGill University

Professional

2011-present Project manager, Journeaux Assoc., Pointe Claire, Quebec
2013 Geotechnical specialist, LVM (Dessau), Laval, Quebec

Professional Memberships

Engineer, "Ordre des ingénieurs du Québec" (OIQ)
EES: Egyptian Engineers Syndicate

Andrew King

Courses Currently Taught

ARCH 405 Design and Construction 3 (6 cr.)
ARCH 406 Design and Construction 4 (6 cr.)

Educational Background

1990 M.Arch., University of Nova Scotia
1988 Bachelor of Environmental Design, University of Nova Scotia
1984 Bachelor or Arts (3rd year), Acadia University, Wolfville, Nova Scotia
1983 Diploma in Civil Engineering, Acadia University, Wolfville, Nova Scotia

Recent Honours and Awards

2017 College of Fellows, RAIC
2016 Architizer A+ award, CHUM, Recipient: cannondesign
2016 A' design Award, CHUM, Recipient: cannondesign
2015 Ottawa urban design award, Lansdowne stadium, Recipient: cannondesign
2012 Progressive Architecture Award, Wilfred Laurier Sports Centre, Recipient: cannondesign
2012 Progressive Architecture Award, Hawk House, Recipient: Andrew King

Recent Research, Scholarship, and Creative Activity

Exhibitions

2016 Paysage, MAQ, Montréal
2014 KING A., Ryerson University
2013 dessins/dessins, MAQ, Montréal
2012 KING A., McGill University
2011 Cinema, Pacific Design Center, Los Angeles
2011 AK A/Plans sequence, MAQ, Montréal

Recent Publications

Book Contribution

2014 Friedman, A., King, A., *Houses*, TK house, Rizzoli Press NYC

Current Academic, Professional, and Public Service

Professional

2016- Design Principal for Canada, Lemay/LemayLAB
2009- Principal and Founder, AK A/Andrew King Studio
2008- Design Principal for Canada, Cannondesign

Academic

2008-17 Undergraduate Studio instructor, McGill University
2009-15 Graduate Studio Instructor, Thesis Project, McGill University
2012 Gerald Sheff Visiting Chair, McGill University
2007-11 Creator/Faculty, Architecture Lab, Banff Centre for the Arts

Professional Memberships

2012-15 Selection Committee, Public Art, CHUM
2012-15 Board of Directors, Cannondesign
2013-15 Director Branding Committee, Cannondesign
2013 Canada Large Firm Roundtable, Cannondesign

PATRICIA BAYER AND PHILIPPA SWARTZ
U3, 2015

Laurent Laframboise

Courses Currently Taught
ARCH 377 Energy, Environment and Buildings (3cr.)

Educational Background
2009 Bachelor of Engineering: mechanical engineering, École Polytechnique de Montréal
2003 College degree, Natural sciences, André- Grasset College, Montreal □

Recent Publications
2014 Laframboise, L., “Rio Tinto Alcan Planetarium” in *Canadian Consulting Engineer* (Special issue: Green Buildings) No. 55, vol. 3), p.16-21 □
2011 Laframboise, L., “Le Planétarium Rio Tinto Alcan de Montréal, un bâtiment 5 étoiles” □in *La Maîtrise de l’Énergie*, No. 4, vol. 26: 4-7

Current Academic, Professional, and Public Service
Professional
2014- Associate Engineer, Dupras Ledoux Inc.
2008- Mechanical Engineer, Project Manager, Dupras Ledoux Inc.
Professional Projects
2016-17 ABB Campus, Montreal, 70 M$□
2016 3500 St. Jacques, Montreal
2012-16 BRH Administrative Building, Haiti
2015-16 Currency Museum, Port-au-Prince, Haïti□
2014-15 Fairmount Queen Elizabeth Hotel, Montreal, Renovation□
2014-15 Star Bédard Warehouse and Offices, Laval, Renovation
2013-15 Condominiums Ile Paton, Laval, 2013-2015 □
2012-16 L/Avenue, Montreal, 150 M$□
2011-15 Icône, Montreal,150 M$□
2014 Théâtre du Marais, Val Morin, 4 M$ □
2014 Renaud Bray Warehouse, Montreal, Renovation□
2012-14 Merck Canada et Brocconlini Offices, Kirkland, 35 M$□
2009-13 Guy-Bélisle Library, Saint-Eustache
2009-13 Rio Tinto Alcan Planetarium, Montreal, 33 M$
2012 Francine-Gadbois Multifunctional Center, Boucherville, Renovation□
2012 DIX30 Apple Store, Brossard, Fit-up
2012 Carrefour Laval Apple Store, Laval, Fit-up
2010-11 Caisse Desjardins Head Office, Ste-Thérèse-de-Blainville, 12,5 M$

Professional Memberships
Quebec’s Order of Engineers (OIQ) □
Professional Accreditation LEED

François Leblanc

Courses Currently Taught

ARCH 512 Architectural Modelling (3 cr.)

Educational Background

2012- PhD. in Architecture Candidate, Department of Engineering, School of Architecture, McGill Architecture
2011-12 M.Arch., Department of Engineering, School of Architecture, McGill University
2005-07 M.Arch., Faculté d'Aménagement, d'Architecture et des Arts visuels, School of Architecture, Université Laval
2002-05 B.Arch., Faculté d'Aménagement, d'Architecture et des Arts visuels, School of Architecture, Université Laval

Recent Honours and Awards

2013-16 Joseph-Armand Bombardier CGS, Doctorate, SSHRC, $105,000
2012-15 McGill Engineering Doctoral Award (MEDA), Faculty of Engineering, McGill University, $42,000
2012-13 Bourse d'étude supérieure Recyc-Québec, Recyc-Québec, $3,000
2013 Winner of the competition for the International Garden Festival 2014, Reford's garden, $20,000
2011 Prize for best innovative wood project: Institutional building less than 600m^2 [with M. Brière, M. Hart for CRÉVHSL offices, Valleyfield], Cécobois
2011 Prize for best innovative wood project: Concept and architectural details [with M. Brière, M. Hart for CRÉVHSL offices, Valleyfield], Cécobois

Recent Research, Scholarship, and Creative Activity

Exhibitions, workshops and art projects

2015 "Flashlight", [with M.J. Gagnon, C. St-Marseille, C. Magar], MassivArt
2014-15 "Méristème" (International Garden Festival 2014), [with M.J. Gagnon, C. St-Marseille, C. Magar], Reford's Gardens, Métis-sur-Mer
2013 "Domo Arigato Mr. Roboto." (CCA Educational Summer Program) [with A. Sprecher, N. Wygodski], Canadian Center for Architecture
2013 "Meet our Robot" [with A. Sprecher, N. Wygodski], McGill University
2012 "American Cities 2.5", [with M. Linder, M. Clutter], McGill University
2012 "inFormed Consent: Projects from Open Source Architecture" [with C. Ahrens, E. Neuman, A. Sprecher] WUHO Gallery, Los Angeles
2011 "Ni(d)Accessible" (Belvédère éphémère) [with M.J. Gagnon, C. St-Marseille, M. Beylarian, M. Robitaille]
2011 "Hylozoic Soil" (e-art: New Technologies and Contemporary Arts) [with P. Beesley],The Montreal Museum of Fine Arts

Recent Publications

2015 Leblanc, F., "Super-details: Integrated Patterns from 3D printing Processes to performance-Based Design", in Celani G., Sperling D., Franco J. (eds) *Computer-Aided Architectural Design Futures. The Next City - New Technologies and the Future of the Built Environment. CAAD Futures 2015. Communications in Computer and Information Science*, vol 527. Springer, Berlin, Heidelberg
2014 Leblanc, F., "Anything, Anyone, Anywhere: Towards a cloud-based 3D printing fabrication in architecture", in N. Gu, S. Watanabe, H. Erhan, H. Haeusler, W. Huang (eds.), *Rethinking Comprehensive Design: Speculative Counterculture, CAADRIA 2014*, Kyoto, Japan, 461-470
2013 Leblanc, F., Sprecher, A., "Dissipative Architecture." Journal of Architectural Education no. 67 (1): 27-30

Current Academic, Professional, and Public Service

2017 Lecturer, McGill University
2016-17 Computational designer, Smith Vigeant Architectes
2016- Computational design and researcher & Co-founder, LeFlo.ck (digital design consultants)
2016 Teacher's assistant, McGill University
2014 University lecturer, Institute for Innovation and Creative Strategies in Architecture (Confluence), Lyon, France
2014 University lecturer, Université de Montréal
2012-16 Research Assistant, LIPHE, McGill University
2012 University lecturer, McGill University
2011- Co-founder, Collectif Châssi
2010-11 Intern Architect, Brière Gilbert + Associés Architectes

Nik Luka

Courses Currently Taught

ARCH 550 Urban Planning and Development (3 cr.)
ARCH 604 Urban Design Seminar (3 cr.)
ARCH 676 Directed Research Report (12 cr.)

Educational Background

2006 Ph.D. of Philosophy in Geography, Department of Geography and Programme in Planning, University of Toronto
2001 M.Arch., School of Architecture, Université Laval
1998 Bachelor of Applied Arts in Urban and Regional Planning (with honours), School of Urban and Regional Planning, Ryerson Polytechnic University

Recent Research, Scholarship, and Creative Activity

Grants (selected)

2017-2019 Social Sciences and Humanities Research Council of Canada, $199,500 (Principal Investigator: N.-M. Lister, Collaborator: N. Luka)
2016 Fonds de recherche du Québec, Société et culture / NordForsk, $10,300 (Principal Investigator: N. Luka, Collaborator: M. Qvistrom)
2012-16 Social Sciences and Humanities Research Council of Canada, $204,200 (Principal Investigator: H. Kong, Co-investigator: N. Luka)
2010-14 Fonds québécois de recherche sur la société et la culture, $482,240 (Principal Investigator:,C. Després, Co-investigator: N. Luka)
2010-14 Social Sciences and Humanities Research Council of Canada, $1,000,000 (Principal Investigator: L. Bornstein, Co-investigator: N. Luka)

Recent Publications

Articles

2017 Luka, N., "Contested 'countryside ideals' in the urbanising amenity landscapes of central Canada" in *Landscape Research* 42(3): 256-276
2014 Farina, C., Kong, H., Blake, C., Newhart, M., Luka, N., "Democratic deliberation in the wild: The McGill Online Design Studio and the RegulationRoom Project" in *Fordham Urban Law Journal* 41(5): 1527-1580.

Chapters in books

2017 (in press) Kong, H., Luka, N., Cudmore, J., Dumas. A. "Deliberative democracy and digital urban design in a Canadian city: the case of the McGill Online Design Studio" in *Digital democracy in a globalized world* (C. Prins, C. Cuijpers, P. L. Lindseth, & M. Rosina, Eds): 180-200
2017 Luka, N., "'Midtown' Florissant: La Petite-Patrie aux abords du chemin de fer" in *Montréal : la cité des cités* (J.-L. Klein & R. G. Shearmur, Eds): 169-190
2015 Luka, N., Gendron, P.-É., Cudmore, J., Mikadze, V., "Pour un urbanisme des possibles dans le Quartier des spectacles" in *Le Quartier des spectacles et le chantier de l'imaginaire montreálais* (S. Harel, L. Lussier, & J. Thibert, Eds): 185-201

Current Academic, Professional, and Public Service

Academic

2016- Associate Professor, School of Architecture and School of Urban Planning, Faculty of Engineering, McGill University
2014- Associate Member, Institute for Health and Social Policy, McGill University
2013- Member, Trottier Institute for Sustainability in Engineering and Design, McGill University
2013- Charter Member, Centre for Interdisciplinary Research on Montréal / Centre de recherche interdisciplinaire en études montréalaises, McGill University
2008- Associate Member, School of Environment, McGill University
2015-16 Member, Search Committee, Trottier Institute for Sustainability in Engineering and Design, McGill University
2015-16 Chair, Search Committee, School of Architecture, McGill University
2014-16 Member, Admissions Committee, Post-professional programs, School of Architecture, McGill University
2012-16 Member, Curriculum Committee, School of Architecture, McGill University
2008-16 Member, Academic Committee (School of Architecture representative, 2014-2016; School of Urban Planning representative, 2008-2014), McGill University
2015 Leader, Wilfred Truman Shaver Scholarship, School of Architecture, McGill University
2014-15 Member, Search Committee, School of Urban Planning, McGill University
2014-15 Member, Accreditation Review Preparation Committee, School of Architecture, McGill University
2013-15 Member, Tenure and Promotion Committee, School of Architecture, McGill University
2012-15 Member, Senate Committee on Physical Development, McGill University
2012-15 Member, GPS-SSHRC Doctoral Fellowship Review Committee 3 (Chair, 2013 and 2014), McGill University
2012-15 Webmaster, School of Urban Planning, McGill University
2011-15 Member, M.U.P. Admissions Committee (Chair, 2007 and 2013), School of Urban Planning, McGill University
2012-13 Member, Search Committee, School of Architecture, McGill University
2008-13 Member, Ph.D. Admissions Committee, School of Urban Planning, McGill University
2007-13 Member, Brenda and Samuel Gewurz Lecture Series Committee, School of Urban Planning, McGill University
2007-13 Member, Admissions Committee, Post-professional programs, School of Architecture, McGill University

Professional Memberships

2016- Co-chair, Scientific and Professional Committee (Urbanisme); Member, Core Advisory Committee, World Design Summit / Sommet mondial du design
2016- Member, Comité scientifique, Bureau du renouvellement de la politique culturelle, Ministère de la Culture et des Communications, Gouvernement du Québec
2016-17 Member, Comité conseil de développement, Direction des transports, Service des infrastructures, de la voirie et des transports, Ville de Montréal
2014-15 Member, Organising Committee, Interdisciplinary conference on Hospitals and the City
2009-15 Urban Design Advisor; Member, Scientific Committee,Projet Quartiers verts, actifs et en santé, Centre d'écologie urbaine de Montréal
2012-14 Member, Organising Committee, Centre for Interdisciplinary Research on Montréal, McGill University
2012-14 Member, Comité conseil de développement, Service de la mise en valeur et du territoire, Ville de Montréal
2011-14 Member, Scientific Committee, Institut de recherche en histoire de l'architecture
2009-14 Member, Board of Directors (Vice-President, 2014), Centre d'écologie urbaine de Montréal
2008-14 Member, Selection Committee, La fondation Richard J Schmeelk Canada Foundation
2007-14 Urban Design Advisor, Direction de l'habitation, Service de la mise en valeur du territoire et du patrimoine, Ville de Montréal

Robert Mellin

Courses Currently Taught

ARCH 221 Architectural Drawing (2 cr.)
ARCH 405 Design and Construction 3, Section 001 (6 cr.)
ARCH 406 Design and Construction 4, Section 001 (6 cr.)
ARCH 514 Community Design Workshop, Section 002; Subtitle: Fogo Island (4 cr.)
ARCH 566 Cultural Landscapes Seminar (3 cr.)

Educational Background

1990 Ph.D. in Architecture, University of Pennsylvania
1986 M.Sc., University of Pennsylvania
1984 M.Arch., McGill (Honours)
1974 Master of Science in Architecture, The Pennsylvania State University
1973 B. Arch., The Pennsylvania State University (with Honours)

Recent Honours and Awards

2017 City of St. John's Built Heritage Award for 38 Hayward Avenue, Georgestown
2016 Southcott Award: Newfoundland Historic Trust "Design in Context: Middle Arm Residence
2015 Doctor of Letters *honoris causa* Memorial University of Newfoundland and Labrador, Spring Convocation, May, 2015
2015 Newfoundland and Labrador, Lieutenant Governor's Awards of Excellence in Architecture, Award of Merit for the architectural design of the Texmo-Storey Residence in St. Philip's, Newfoundland
2014 Appointed Member of the Order of Canada (C.M.)
2012 Southcott Award for "Design in Context", Hood Residence, Middle Arm, Newfoundland, Newfoundland Historic Trust

Recent Research, Scholarship, and Creative Activity

Exhibitions

2015 Winter in Tilting watercolours exhibition and book launch, School of Architecture, McGill University, Montreal
2014 Exhibition of recent watercolours: Tres Mundos Exhibition Gallery in conjunction with the Ruben Dario International Poetry Festival Granada, Nicaragua
2011 Exhibition and book launch: Newfoundland Modern School of Architecture, McGill University

Research

Current Preparation of a book on The Brett Premises, Joe Batt's Arm, Fogo Island, Newfoundland (2013-2014 sabbatical leave research and writing)
Preparation of a book on Little Fogo Islands, Fogo Island, Newfoundland (2013-2014 sabbatical leave, ongoing)
Preparation of a book on the old hospital "Antiguo Hospital San Juan de Dios" Granada, Nicaragua (this was also the site for my studio project for ARCH 673 in the Winter Term, School of Architecture)
1998- Volunteer consultant to TRACS (Tilting Recreation and Cultural Society) for the following heritage conservation projects in the community

Recent Publications

Books

2015 Mellin, R., *Winter in Tilting: Slide Hauling in a Newfoundland Outport* (Pedlar Press, St. John's, Newfoundland, 2015, 160 pages, full colour).
2011 Mellin, R., *Newfoundland Modern, Architecture in the Smallwood Years, 1949-1972*, McGill Queen's/Beaverbrook Canadian Foundation Studies in Art History Series, (McGill-Queen's University Press, Montreal, 2011, 282 pages, full colour).

Chapters in Books

2015 Mellin, R., "Tropical Syndesis: the House of the Carpenter in Granada, Nicaragua," *Syndetic Modernism Volume II*, with Ricardo Castro and Carlos Rueda, (University of Piloto, Bogota, Colombia: in press, due 2015 or early 2016).
2013 Mellin, R., "Towards an Architecture of Syndetic Modernism," *Syndetic Modernism Volume I*, with Ricardo Castro and Carlos Rueda (University of Piloto, Bogota, Colombia, 2013, pages 83-122)

Conference Papers

2015 Mellin, R., "Slide Hauling in a Newfoundland Outport," Vernacular Architecture Forum Conference, Chicago, Illinois
2011 Mellin, R., "Eidetic Interpretations of a Fragile Cultural Landscape," American Society for Environmental History, 2011 conference, Phoenix, Arizona, USA (panel member also)

Current Academic, Professional, and Public Service

1999- Graduate Program Director, Associate Professor, School of Architecture, McGill University, Montreal, Canada
2015 Visiting Critic, Harvard Graduate School of Design, Cambridge, Massachusetts, USA, Studio of Lola Sheppard and Mason White
2012 Visiting Critic, Piloto University, Bogota, Colombia, Review of Faculty of Architecture Program

Professional Memberships

2017 President, RCA (Royal Canadian Academy of Arts)
2013-17 First Vice-President, RCA (Royal Canadian Academy of Arts)
2011-2017 Member, Governing Council, RCA (Royal Canadian Academy of Arts)
2009- Fellow, RAIC (Royal Architectural Institute of Canada)
2002- Academician, RCA (Royal Canadian Academy of Arts)
1978- Registered Architect, NLAA (Newfoundland and Labrador Association of Architects)

Amir Mofidi

Courses Currently Taught

CIVE 385 Structural Steel and Timber Design (3 cr.)
CIVE 388 Foundation and Concrete Design (3 cr.)
CIVE 492 Structures (2 cr.)

Educational Background

2008-12 Ph.D. Department of Construction Engineering, Université du Québec, École de technologie supérieure (ÉTS)
2005-08 M.S. Department of Building, Civil and Environmental Engineering, Concordia University
1995-00 B.Sc. School of Civil Engineering, Iran University of Science and Technology

Recent Honours and Awards

2015-17 Mitacs Accelerate Postdoctoral Fellowship, McGill University, $55,000/year for two years
2013 "Prix d'excellence 2013", Best Ph.D. thesis award of the year university wide, ÉTS, $3,000
2013-15 NSERC Postdoctoral Fellowship, McGill University, $40,000/year for two years
2012 Quebec funds for research on Nature and Technologies (FQRNT), Postdoctoral Fellowship B3, $30,000/year for two years
2012 Presentation Awards (3rd prize), Civil Engineering Graduate Student Society (CEGSS) conference, McGill University
2009-12 NSERC Postgraduate Scholarship for Doctoral Level, ÉTS, $21,000/year for three years
2009-11 Transports Quebec and FQRNT, Transports Research Scholarship A4, ÉTS, $20,000/year for two years

Recent Research, Scholarship, and Creative Activity

Research

2012-16 Researcher, innovative methods to rehabilitate structures using EB L-shaped FRP plates, near-surface mounted composites and mechanically-anchored EB FRP sheets , McGill University
2012-14 Researcher, Rehabilitation of structures with near-surface mounted method using FRP rods and laminate, in collaboration with University of California, Davis
2008-12 Reseacher, Shear strengthening of reinforced concrete beams with EB FRP, Université du Québec, École de technologie supérieure (ÉTS)

Recent Publications

Books

2015 Mofidi, A., Advanced Composites for Shear-Strengthening of Concrete Beams: New Design Models and Rehabilitation Methods
2014 Mofidi, A., Reinforced Concrete Beams Retrofitting in Flexure and Shear with FRP: New Anchorage Systems to Prevent FRP Debonding

Articles

2015 Mofidi, A., Chaallal, O., Cheng, L., and Shao, Y. "Investigation of Near-Surface Mounted Method for Shear Rehabilitation of Reinforced Concrete T-Beams using CFRP Rods" in *American Society of Civil Engineers (ASCE), Journal of Composites for Construction*
2014 Mofidi, A. and Chaallal, O. "Effect of Steel Stirrups on the Shear Resistance Gain Due to EB FRP Strips and Sheets" in *American Concrete Institute (ACI) Structural* Journal 111(2): 353-362
2014 Mofidi, A., Chaallal, O., and Shao, Y. "Analytical Design Model for Reinforced Concrete Beams Strengthened in Shear Using L-Shaped CFRP Plates" in *American Society of Civil Engineers (ASCE), Journal of Composites for Construction 18(1)*
2014 Mofidi, A., Thivierge, S., Chaallal, O., and Shao, Y. "Performance of Reinforced Concrete Beams Strengthened in Shear Using L-Shaped CFRP Plates - An Experimental Investigation" in *Journal of Composites for Construction 18(2)*
2014 Mofidi, A. and Chaallal, O. "Reinforced-Concrete Beams Retrofitted in Shear with Externally-Bonded FRP: Development of a Design Model" in *Australian Journal of Structural Engineering 15(4):* 407-417
2014 Mofidi, A. and Chaallal, O., "Tests and Design Provisions for Reinforced-Concrete Beams Strengthened in Shear using FRP Sheets and Strips" in *International Journal of Concrete Structures and Materials 8(2)*: 117-128
2012 Mofidi, A., Chaallal, O., Benmokrane, B., and Neale, K., "Experimental Tests and Design Model for RC Beams Strengthened in Shear Using the Embedded Through-Section FRP Method" in *Journal of Composites for Construction. 15(5):* 540-550
2012 Mofidi, A., Chaallal, O., Benmokrane, B., and Neale, K. "Performance of End-Anchorage Systems for RC Beams Strengthened in Shear with Epoxy Bonded FRP" in *Journal of Composites for Construction 16(3): 322-331*

Current Academic, Professional, and Public Service

2015-17 Course Lecturer, McGill University
2015-17 McGill University, Department of Civil Engineering and Applied Mechanics, Mitacs Postdoctoral Fellow
2016 Course Lecturer, Concordia University
2016 Conference Session Chair, The 16th Structural Faults and Repair Conference, Edinburgh, U.K.
2012-16 Frequent reviewer of international scientific journals such as: Journal of Construction and Building Materials, Journal of Engineering Structures, Journal of Composites for Construction, and Journal of Reinforced Plastics and Composites
2015 Refereeing Panel, The 22nd Annual McGill Civil Engineering Graduate Students Society Conference, McGill University
2013-15 McGill University, Department of Civil Engineering and Applied Mechanics, Natural Sciences and Engineering Research Council Postdoctoral Fellow
2012-14 University of California, Davis, Department of Civil and Environmental Engineering, Part-time Postdoctoral Fellow
2013 Course Lecturer, Concordia University
2009-12 Student Co-supervision, *University of Quebec*, École de Technologie Supérieure

Professional Memberships

2016-17 Voting member of ACI 440-0F Subcommittee and Associate Member of ACI 440 Fiber-Reinforced Polymer Reinforcement Committee
2013-17 Professional Engineer licensed by Professional Engineers Ontario
2014-17 American Society for Engineering Education (ASEE)
2014-17 International Association of Engineers
2014-17 Institution of Civil Engineers
2014-17 American Society of Civil Engineers (ASCE)
2009-10 Canadian Society of Civil Engineers (CSCE)
2008-17 Iranian Institute of Structural Engineers
2006-17 American Concrete Institute (ACI)
2003-17 Iranian Concrete Institute (ICI)

David William Newton

Courses Currently Taught

ARCH 303 Design and Construction 1 (3 cr.)
ARCH 678 Advanced Construction (3 cr.)

Educational Background

2016-17 Masters in Computer Science, McGill University
2006 M. Arch., Rice University (Honours)
2001 B. Sc. in Design, ASU (Honours)

Recent Research, Scholarship, and Creative Activity

Grants

2015 McGill Faculty of Engineering SURE Grant $10,000 (approved; awarded)
2014 CFI Canada Foundation for Innovation Grant $250,000 (not funded)
2014 SSHRC Insight Development Grant $75,000 (approved; wait-listed)
2013 McGill Faculty of Engineering Grant $25,000 (approved)

Installations

2007 The Wiesman Art Center, Minneapolis MN - “Emerging Digerati Showcase” Student work exhibited
2006 Beijing Bennial - “Performative Landscapes” Exhibited
2004 “Modulations Symposium” - Installed “Metapatch” wall 30’ x 6’ for the at the Rice School of Architecture
2003 Diverse Works, Houston Texas - “Reflexivity” video installation exhibited

Recent Publications

2014 Newton, D. W., Canadian Architect Magazine. "Digital Provocations: A Review of the Archaeology of the Digital Exhibit at the CCA." Printed in August 2014 issue.
2009 Newton, D. W., “Performative Landscapes” Published Future Arquitecturas Magazine
2009 Newton, D. W., “Tactile Spectrum” Published by Rice University in “Everything Must Move”
2009 Newton, D. W., “Performative Landscapes” Published in [bracket] no. 1 – “On Farming”
2009 Newton, D. W., “Performative Landscapes” Published by Rice University in “Everything Must Move”.
2008 Newton, D. W., “Metapatch” project is published in “Manufacturing Material Effects: Rethinking Design and Making in Architecture”
2008 Newton, D. W., “Performative Landscapes” Project published by Rice University in “Working”
2008 Newton, D. W., “Metapatch” project is published in AD Magazine, “Versatility and Vicissitude: Performance in Morpho-Ecological Design”
2007 Newton, D. W., “Metapatch” project is published in “Morpho-Ecologies”
2006 Newton, D. W., “Metapatch” project is published in AD Magazine “Techniques and Technologies in Morphogenetic Design”

Current Academic, Professional, and Public Service

Professional experience

2016- Lecturer, School of Architecture McGill University
2013-16 Assistant Professor of Architecture, School of Architecture McGill University
201-13 Clinical Assistant Professor, Barrett Honors Faculty, The School of Arts, Media, and Engineering & The Design School, Arizona State University
2012-13 Faculty Associate, CALA, The University of Arizona
2009-12 Architecture Faculty, Lecturer, The Design School, Architecture Program, Arizona State University
2007-09 Cass Gilbert Teaching Fellow, Architecture Program, The University of Minnesota
2006-07 Junior Associate Architect, Diller Scofidio + Renfro Architects

Service

2014- Head of the Computing Committee for the School of Architecture at McGill University
2013 Member of Expert Committee on Digital Archiving with the Canadian Center for Architecture
2012-13 Arts, Media, and Engineering Liaison to The Design School
2012-13 Arts, Media, and Engineering Curriculum Committee
2009-13 Thesis Chair / PhD Advisor for Multiple Students The Design School Architecture Program
2009-13 Researcher and Advisor for digital design curriculum committee The Design School Architecture Program
2009-10 Lead Researcher and Advisor for the procurement of Digital Design and Simulation Software @ ASU
2009-10 AME Digital Culture Program Curriculum Committee
2007-09 Member of the Emerging Technologies Faculty Review Committee

Alexandre Paul-Hus

Cours Enseignés Présentement

FACC 220 Law for Architects and Engineers (3 cr.)

Parcours Académique

2009-10 Maîtrise en Droit, Faculté de Droit, Université McGill
2009-10 Diplôme de 2e cycle en Common Law et Droit Transnational (Juris Doctor), Faculté de droit, Université Sherbrooke
2003-09 Baccalauréat en Droit, Faculté de Droit, Université de Montréal

Récentes Publications

2015 Paul-Hus, A., "Chronique - La clause d'intégralité : sa validité, ses effets, ses limites", dans *Repères*, EYB2015REP1764, juillet 2015
2014 Paul-Hus, A., "Commentaire sur la décision Boulad c. 21008805 Ontario inc. Le congédiement déguisé par l'aliénation d'entreprise : vers une appréciation subjective?", dans *Repères* EYB2014REP1562, septembre 2014
2014 Paul-Hus, A., "Commentaire sur l'arrêt Bourque c. Poudrier – L'extension de la responsabilité in solidum : l'effet relatif du contrat cède le pas à l'indemnisation intégrale et effective du créancier", dans *Repères*, EYB2014REP1475, janvier 2014
2013 Paul-Hus, A., "L'expertise : sa recevabilité et sa force probante, bien choisir l'angle d'attaque", dans *Preuve et procédure civile en bref*, no 9, Yvon Blais, avril 2013
2012 Paul-Hus, A., Richemont, S., "Le droit fédéral de la concurrence et les appels d'offres publics au Québec : assurer l'intégrité du processus sans tomber dans la chasse aux sorcières", dans *Développements récents en droit de la construction*, Volume 354, Édition Yvon Blais, 2012
2012 Paul-Hus, A., "10 jugements essentiels en matière d'appels d'offres publics", dans *Blogue du CRL de l'Association du Jeune Barreau de Montréal*, 27 septembre 2012
2012 Paul-Hus, A., "Commentaire sur la décision Guay inc. c. Payette - L'application des articles 2095 et 2089 C.c.Q. : les clauses restrictives accessoires à une vente d'entreprise et l'emploi transitoire du vendeur", dans *Repères*, EYB2012REP1142, février, 2012
2011 Paul-Hus, A., "Duty of Loyalty : Director's Liability Under Quebec Civil Law - The Limits to Loyalty", Vol. XII, *Corporate Litigation*, No.1, 704, 2011

Expérience Académique, Professionnelle et Services d'intérêt Public

Professionnel

2017- Avocat en litige civil et commercial, Langlois avocats s.e.n.c.r.l.
2011-17 Avocat en litige civil et commercial, Woods s.e.n.c.r.l.

Académique

2012-16 Chargé de cours, Faculté d'ingénierie, Université McGill

Associations professionnelles

2007- Membre du Barreau du Québec
2007- Membre de l'Association du jeune Barreau de Montréal (AJBM)
2007- Membre de l'Association du Barreau Canadien

Hubert Pelletier

Courses Currently Taught

ARCH 406 Design and Construction 4 (6cr.)

Educational Background

2005-06 M.Arch., Université de Montréal
2003-05 B.Arch., Université de Montréal
2002 École de Design Industriel, Les Ateliers (ENSCI), Paris
1999-03 Bachelor in Industrial Design, Université de Montréal
1996-99 Professional Technique in Industrial design, Cégep Ste-Foy

Recent Honours and Awards

2017 Research Grant, Quebec Arts and Letter Council, Invariations 3, for Pelletier de Fontenay
2016 Emerging Talents, Canadian Architect Magazine, for Pelletier de Fontenay
2016 League Prize, Architectural League of New York, League Prize, for Pelletier de Fontenay
2015 Phyllis-Lambert prize, Design Montréal, for Pelletier de Fontenay
2013 Awards of Excellence, Canadian Architect magazine, for Pelletier de Fontenay
2013 Research Grant, Quebec Arts and Letter Council, Invariations 2, for Pelletier de Fontenay
2013 Research Grant, Quebec Arts and Letter Council, Invariations 1, for Pelletier de Fontenay

Competitions

2014-19 Insectarium, Montreal, First Prize (with Kuehn Malvezzi)
2012-16 Montreal Airport Entrance Landmark, Montreal, First Prize

Recent Research, Scholarship, and Creative Activity

Exhibitions

2017 Invariations, Solo exhibition at Maison de l'Architecture du Québec, Pelletier de Fontenay
2017 Pelletier de Fontenay / Kuehn Malvezzi, School of Architecture, McGill University
2016 League Prize, Architectural League of New York, (im)permanence, NY, Pelletier de Fontenay
2015- Living and designing with snow in Quebec, Maison de l'Architecture du Québec, Montreal, Marseille, Chambéry, Nantes, Edmonton, Pelletier de Fontenay
2015 Montreal Never Built, Maison de l'Architecture du Québec, Pelletier de Fontenay

Current Academic, Professional, and Public Service

Academic

2016-17 Studio Instructor, School of Architecture, McGill University
2016 Studio Instructor, Université du Québec à Montréal
2014-15 Critic in residence, Thesis Project, School of Architecture, McGill University
2013-15 Studio Instructor, Université de Montréal
2014 Thesis Project Advisor, Université de Montréal
2010- Partner, Pelletier de Fontenay Architectes

Alberto Pérez-Gómez

Courses Currently Taught

ARCH 531	Architectural Intentions from Vitruvius-Renaissance (3 cr.)
ARCH 532	Origins of Modern Architecture (3 cr.)
ARCH 651	Architectural History and Theory, Seminar 1 (6 cr.)
ARCH 654	Architectural History and Theory, Seminar 4 (6 cr.)
ARCH 623	M.Arch. Project Preparation (3 cr.)
ARCH 676	Directed Research Report (12 cr.)
DSR	Course sequence for Professional Research Thesis Option

Educational Background

1979	Ph.D. in Art, History and Theory of Architecture, University of Essex
1975	M.A., History and Theory of Architecture, University of Essex
1972	Diploma, History of Architecture and Urban Development, Cornell University
1971	Dipl. Eng. Arch., with Honours, Instituto Politécnico Nacional, Mexico City (Prof. Degree).

Recent Honours and Awards

2017	Droga Architect in Residence Fellowship, Sydney Australia
2016	Inclusion for Outstanding Academic Title, "*Attunement, Architectural Meaning after the Crisis of Modern Science,"* in *Choice* (North American Academic Librarians Journal).

Recent Research, Scholarship, and Creative Activity

2013-2014	SSHRC Partnership Grant, "Early Modern Conversions: Religions, Cultures, Cognitive Ecologies," $2,297,800 for 6 years, personal allocation of 10,000 per annum
2012-15	SSHRC Insight Development Grant, "Architecture's literary context, redefinition of the notion of architectural context through its manifestation in literary works," $74,363
2007-10	Research/Creation Grant: $173,000, SSHRC, to develop projects generated from "Polyphilo" in order to test digital media on problems of architectural representation

Recent Publications (Books)

2016	*Attunement, Architectural Meaning after the Crisis of Modern Science (*Cambridge MA: MIT Press).
2016	*CHORA: Intervals in the Philosophy of Architecture,* vol. 7, series editor, co-edited with Stephen Parcell (Montréal: MQUP, 2016).
2016	*Timely Meditations, Collected Essays on Architecture*, 2 vols. (Montreal: RightAngle Intl.).
2016	*Questions of Perception. Phenomenology of Architecture*, co-author with Steven Holl and Juhani Pallasmaa, (2007), Farsi translation by Matin Mirgozar (Tehran, 2016).
2014	*Lo Bello y lo Justo en Arquitectura, Convergencias hacia una práctica cimentada en el amor,* (revised Spanish version of *Built upon Love*, 2006), (Xalapa, Mexico: Universidad Veracruzana).
2014	*Alberto Pérez-Gómez. De la Educación en Arquitectura* (México: Universidad Iberoamericana).
2012	*El Sueño de Polifilo. El Origen Erótico del Significado Arquitectónico* (México: Universidad Iberoamericana, Biblioteca Francisco Xavier Clavigero).
2011	*CHORA: Intervals in the Philosophy of Architecture* vol. 6, series editor, co-edited with Stephen Parcell (Montréal: McGill-Queen's University Press).

Recent Publications (Essays)

2017	"Fenomenología/ Phenomenology," in *Arquine 80,* Twentieth-Anniversary Commemorative Issue (Mexico).
2017	"Three Love Letters to Architecture," in *Anah#6* (Berlin, Germany).
2017	"Auf Liebe Bauen," in *der arkitekt*, Journal of the Bund Deutscher Architekten (Berlin and Dusseldorf).
2017	"Language and Architectural Meaning," in *Confabulations, Storytelling in Architecture,* ed. P. Emmons, M. Feuerstein and C. Dayer (New York, Routledge).
2017	"Foreword," *Designbuild Education,* ed. C. Kraus (New York: Routledge, 2017).
2017	"De la conception à la construction: l'architecture comme art de performance," in *D'Architecture* 250, (France).
2017	"El contexto histórico de la representación arquitectónica contemporánea," in *Bitácora arquitectura* 34 (Universidad Autónoma de Mexico, 2016-2017, in print and digital media: http://www.revistas.unam.mx/index.php/bitacora/article/view/58093
2017	"Le Corbusier's La Tourette and the Hermeneutic Imagination," in *The Living Tradition of Architecture*, ed. Jose de Paiva (New York: Routledge).
2016	"Language, Literary Approaches and Architectural Meaning," in *Writing Place Investigations in Architecture and Literature*, ed. K. Havik et. al., (Rotterdam: nai101 Publishers).
2016	"Ethics, Emotion and Aesthetics," interview by Graham Cairns, in *Reflections on Architecture, Society and Politics, Social and Cultural Tectonics in the 21st century* (New York: Routledge).
2016	"On the Importance of Critical Discourse," Introduction to *Na(rra)tions Essays on East and Central European Architecture* (Bucharest: Arhitext design Foundation Publishing House).

Current Academic, Professional, and Public Service

Academic

2016	Chair, Visiting Committee, Cyclical Review of the Dept. of History and Classics, McGill
Ongoing	Member, Post-professional Master's and Ph.D. admissions committee
Ongoing	Member, Honours and External Awards Committee, Faculty of Engineering, McGill
Ongoing	Member, M.Arch. Professional Admissions Committee, School of Architecture, McGill
2014-2015	Member, Tenure and Promotions Committee, School of Architecture, McGill

Professional and Public Service

2017	Keynote speaker, *Understanding and Designing Place,* Tampere University of Technology, Tampere, Finland.
2017	Public Lecture, National Gallery of Victoria, Melbourne, Australia.
2017	Public Lecture, State Library of Queensland, Brisbane, Australia.
2017	Public Lecture, University of Sydney, Sydney, Australia.
2017	Public Lecture, National Gallery of Australia, Canberra, Australia.
2017	Guest speaker, College of Architecture and Construction Management, Kennesaw State University, Marietta, GA, USA.
2017	Manship Guest Speaker, College of Art and Design, Louisiana State University, LA, USA.
2016	Keynote speaker, *The Place of Silence: Experience, Environment and Affect*, The Edinburgh School of Architecture and Landscape Architecture, Edinburgh, Scotland.
2016	Keynote speaker, *De lo Inmaterial en Arquitectura*, School of Architecture, Universidad Autónoma de Querétaro, Mexico.
2016	Invited speaker, in conversation with David Letherbarrow and Dana Margalith, *AR(t)CHITECTURE, International Conference*, Technion Faculty of Architecture and Town Planning, Israel.
2016	Invited speaker, *The Cultural Significance of Architecture: In Memory of Dalibor Vesely*, Emmanuel College, Cambridge, UK.
2015	Invited speaker and member of the scientific committee, *ROOMS, Space-Filled Voids, Neuroscience and Architecture,* Palazzo Badoer, IUAV, Venice, Italy.
2015	Keynote Speaker at the *13th Conferencia del Foro de Historia y Crítica de Arquitectura Moderna*, organized by the UNAM (Mexico City) and the Universidad Veracruzana, Xalapa, Veracruz.

Professional Memberships

Registered Architect in Mexico.
Sociedad de Ingenieros Arquitectos del Estado de México
Sociedad de Arcquitectos del estado de Queretaro

Marc-André Plourde

Cours Enseignés Présentement
ARCH 451 Building regulations and safety (2 cr.)
ARCH 674 Professional Practice 1 (3 cr.)

Parcours Académique
2004 DESS Connaissances et sauvegarde du patrimoine, UQAM
1995 B.Arch., Université Carleton
1989 Technologie de l'Architecture, Cégep Saint Laurent

Prix et Distinctions
1999 Prix d'excellence en architecture OAQ [avec Saucier + Perrotte]
1999 Prix d'excellence en architecture OAQ [avec Saucier + Perrotte]
1994 Lauréat, Jardin Canadien du souvenir de la Bataille de Normandie [avec Annie Ypperciel architecte de paysage]

Expérience Académique, Professionnelle et Services d'intérêt Public
Académique
2005- Professeur, Technologie de l'Architecture, Cégep du Vieux Montréal
2013- Chargé de cours, École d'Architecture, Université McGill
Professionnel
2016- Patron de Marc-André Plourde Architectes
2015-16 Architecte responsable de la conception technique, codes et règlementations, Simard Architecture Inc.
2011-13 Architecte responsable de la conception technique, codes et règlementations, ACDF Architecture
Projets
2017- Ville de Saint-Jérôme, Stade de Baseball, Simard Architecture
2017- Ville de Montréal, Centre Charbonneau, Simard Architecture
2017- Manoir Chomeday, Simard Architecture
2017- Chartwell, Jardins de la Gare, Simard Architecture
2017- Concession Kubota, la Présentation, Simard Architecture
2017- Auberge Truchon, la Malbale, Simard Architecture
2011- Capreit, Domaine de Bellerive, Simard Architecture
2011-12 Bibliothèque de Saint-Eustache, ACDF Architectes
2011 Nouvelle cour de service de la Société du parc Jean-Drapeau, ACDF Architecture

Yannick Roberge

Courses Currently Taught
ARCH 354 Architectural History 3 (3 cr.)

Educational Background
2005 Bachelor of Landscape Architecture, Faculty of Environmental Design, Université de Montréal
2001 B.Sc. Anthropology (with honours), Department of Anthropology, Université de Montréal

Recent Honours and Awards
2007 Design Competition, L'Île-des-Sœurs roundabout, Finalist
2005 Design competition for an urban park, Victoriaville, 1st Prize
2005 Award of Excellence, School of Landscape Architecture
2004 Caroline-Fink Scholarship for Excellence, in recogni on of innova on in landscape architecture, School of Landscape Architecture, Université de Montréal
2004 Design competition, Maison du Granit, 3rd Prize
2003 Award of Excellence, School of Landscape Architecture
2003 Design Competition for Place Eugène-Lapierre, Montreal, 2nd Prize
2002 Award of Excellence, School of Landscape Architecture

Recent Publications
2014 Roberge, Y., "Des villes à leurs images" in *PAYSAGE - La revue annuelle de l'Association des architectes paysagistes du Québec*, Ed. 2014, Landscape and Tourism: Signature and Memory of Place, pp. 57–59

Current Academic, Professional, and Public Service
Professional
2008 Landscape Architect, Claude Cormier + Associés Inc.
Academic
2015-16 Jury Member, Paper Selection Committee for the ADUQ's Annual Conference
2015 Assistant and co-teacher (with M. Hallé), School of Architecture, McGill University
2014 Facilitator, Citizens Workshop, Maison de l'Architecture du Québec

Professional Memberships
2013 Association des Architectes Paysagistes du Québec (AAPQ)
2013 Canadian Society of Landscape Architects (CSLA)

Conor Sampson

Courses Currently Taught
ARCH 447 Lighting (2 cr.)

Educational Background
2009 Harvard School of Design, “Executive Education, Daylighting Buildings”
2003 NCQLP Lighting Certification (LC) Exam
2001-02 Parsons School of Design, MALD Architectural Lighting Design, New York, USA
2001 NCARB Architecture, Professional Licensing Exams
1995-96 B.Arch., McGill University
1993 Academic exchange, Universidad de los Andes, Bogota, Colombia
1991-94 B.Arch., McGill University

Recent Honours and Awards
2016 RAIC National Urban Design Award, Urban Fragment category, Impulse (with Lateral O ice)
2016 A.R.E. Design Award - Softline Specialty Store category up to 3000 sq ft, Lolë Ste-Catherine (with AEdifica)
2015 Quartier des Spectacles Luminotherapy Competition, Winner, Impulse (with Lateral O ice)
2015 IESNA Illumination Awards, Award of Merit, Arctic Adaptations, Canadian Pavilion, Venice Architecture Biennale (with Lateral O ice)
2015 Grand Prix du Design, O ice space of 5000 to 20000 sq ft, Fondation Pierre Elliott Trudeau (with Atelier TAG)
2014 IESNA Illumination Awards, Award of Merit, Saint James United Church 2014 GRAND PRIX DU DESIGN - Residential Award, larger than 3200 sq ft, Iron Lace (with Gestion René Desjardins)
2013 Canadian Architect Awards of Excellence, Award of Excellence, Pavilion 5, Montreal Museum of Fine Arts (with Manon Asselin architect + Jodoin Lamarre Pratte architects in consortium)
2013 OAQ Award of Excellence in Architetcure, Interior Design Category, Guido Molinari Foundation (with _naturehumaine)
2013 OAQ Award of Excellence in Architecture, Reconversion and Recycling Category, PHI Centre (with Atelier in situ + Shapiro Wolfe)
2013 IESNA Illumination Awards, Award of Merit, PHI Centre
2012 Canadian Urban Design Competition, Montreal Unesco City of Design, Winner, Smith Promenade (with NIP Paysage)
2012 Canadian Institute of Planners, Planning excellence Honorable Mention, James Square (with WAA)
2011 California Preservation Foundation, Preservation Design Awards, Amaree’s, Newport Beach, California (with Paul Davis)

Recent Publications
2014 Sampson, C.,, “Artists of Venice” *Mondo Arch,* Aug-Sept 2014
2014 Sampson, C.,, “Lost Then Found”, *LD+A*, September 2014
2014 Sampson, C.,, “Canada’s Arctic Adaptations: Nunavut at 15 honoured by a Special Mention at the Venice Architecture Biennale”, *Canadian Architect*, June 2014
2013 Sampson, C.,, “Evolving Educational Environments”, PDLC (Professional Lighting Design Convention), Copenhagen
2013 Sampson, C.,, “Spec it forwards”, IALD (International Association of Lighting Designers), Montreal
2013 Sampson, C.,, “More than meets the PHI”, *Canadian Architect*, February 2013, Centre PHI, Atelier InSitu
2013 Sampson, C.,, “Back on the Grid”, LD+A, Centre PHI, Atelier InSitu

Current Academic, Professional, and Public Service
2015 Lecturer, APT Stained Glass Symposium, International Association for Preservation Technology, Washington, USA
2013-14 Lecturer, University of Montreal
2010- Visiting Lecturer, Order of Architects of Quebec
2008- Principal and founder, responsible for design and management of projects for CS Design, Montreal
2007- Professor, Dawson College
2005- Adjunct Professor, McGill University, School of Architecture
2007-15 Committee Chair and Board of Managers, Illuminations Engineering Society (IES) as well as Prix Lumière Lighting Competition and section treasurer
2005-15 Committee Chair, Canlyte Lighting Lecture
2012-14 Lecturer, University of Montreal, School of Architecture

Professional Memberships
Order of Architects of Quebec
Illuminating Engineering Society of North America, Montreal section
Royal Architectural Institute of Canada
International Organization for Standardization: ISO Liason Officer, Canada

Gilles Saucier

Courses Currently Taught
ARCH 673 Architectural Design 2 (6 cr.)

Educational Background
1982 B.Arch, Laval University

Recent Honours and Awards
2017 Design Excellence Award, Ontario Association of Architects (OAA). Project: River City Toronto
2016 Wood Design Awards, Honor Award. Project: Stade de soccer intérieur de Montréal
2015 AZ Awards finalist / Residential Architecture Multi-Unit. Project: River City Toronto
2014 P/A Progressive Architecture Award Citation 2014 de Architecture Magazine. Project: Stade de soccer intérieur de Montréal
2014 Médaille du Mérite de l'Ordre des architectes du Quebec / Hommage to Saucier + Perrotte for its contribution to architecture
2014 Prix du Québec Ernest-Cormier for the overall work
2013 Wallpaper Magazine Design Awards 2013 / Best Lab. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 OAQ Grand Prize of Excellence in Architecture. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 Architizer A+ Award Pop Winner. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 Ontario Association of Architects Best in Show Award. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 NWCB Outstanding Project. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 ACEC British Columbia Awards for Engineering Excellence. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 AICQ Structural Design Award. Project: Anne-Marie Edward Science Building at John Abbott College
2013 Ontario Association of Architects Award Of Design Excellence. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 Lieutenant Governor Award of Merit in Architecture. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2013 Grand Prix du Design FERDIE 2013 / Educational. Project: UBC Faculty of Pharmaceutical Sciences / CDRD
2012 Interior Soccer Centre SMEC First Prize Winner 2012. Project: Stade de soccer intérieur de Montréal
2012 P/A Award Citation 2012 presented by Architecture Magazine. Project: Rack House D
2011 Prix Intérieurs FERDIE / Retail Spaces. Project: Michel Brisson Boutique, 1074 rue Laurier West
2011 First Prize Winner SLSC 2011. Project: Complexe sportif St-Laurent
2011 OAA Award Of Excellence 2011. Project: Scandinave Les Bains Old Montreal
2011 World Architecture News (WAN) 21 for 21 / Highly Commended Accolade for Saucier + Perrotte Architectes
2011 OAQ Award of Excellence / Commercial Architecture. Project: Michel Brisson Boutique, 1074 rue Laurier West
2011 OAQ Award of Excellence / Commercial Architecture. Project: Scandinave Les Bains Old Montreal
2011 AZ Awards / Best Commercial Space. Project: Scandinave Les Bains Old Montreal
2011 AZ Awards / Best Competition Scheme. Project: Musée National des Beaux-Arts du Quebec Competition
2011 Canadian Architect Award of Excellence. Project: UBC Faculty of Pharmaceutical Sciences at CDRD

Recent Research, Scholarship, and Creative Activity
Creative Activity
Invited guest speaker for AIA in Seattle and San Francisco, the Canadian Centre for Architecture and the New York Architectural League
Lecturer in Toronto at the power-plant series and the Royal Ontario Museum in Toronto for "Architecture Rampant"

Current Academic, Professional, and Public Service
Academic
2017 Visiting Professor, M.ARCH level, McGill School of Architecture
1990-2017 Visiting Professor for MIT, University of Montreal, University of Toronto, University of British Columbia, and University of Seattle
Professional
1988-present Founder of Saucier and Perrotte Architectes
Professional Projects
2016 Lewis Farms Community Recreation Centre, Library, Academic Centre and District Park
2015 Concours Le Diamant
2015 River City Toronto
2015 Stade de soccer, intérieur de Montréal
2015 Concours du Musée Guggenheim à Helsinki
2014 Monument National de L'Holocauste
2014 439 McGill, Hotels et habitations
2014 Lofts sur Saint Urbain
2014 Concours de pavillon de verre du jardin botanique de Montréal
2013 Concours de pavillon 5 du Musée des Beaux-Arts de Montréal
2013 Théâtre la Nouvelle Scène
2012 Anne-Marie Edward Science Building at John Abbott College
2012 UBC Faculty of Pharmaceutical Sciences at CDRD
2012 Tippet Rise Art Center
2011 Cahier d'Exercices
2011 Complexe sportif Saint-Laurent
2011 Rack House D
2011 Palais de Congrès international de Bogotà

NICKI RECKZIEGEL
M2-DSR, 2015

Thomas J. Schweitzer

Cours enseignés Présentement
ARCH 672 Architectural Design 1 (6cr.)

Parcours Académique
1982 B.Arch., Université de Waterloo
1979 Baccalauréat en études de l'environnement, Université de Waterloo

Prix et Distinctions
Concours
2016 1er prix, Salle de spectacle de Mont-Laurier (avec Ædifica)

Expérience Académique, Professionnelle et Services d'intérêt Public
Professionnelle
2006- Directeur de l'Architecture, Ædifica
1986-06 Sociétaire et chargé de projets, Dan S. Hanganu, Architectes
1985 Fiset Miller Vinois, Architectes
1982 Groupe ARCOP
1980-81 Sankey Werleman Guy, Architectes
Projets professionnels
2016-17 Unibank, Pétionville, Haïti, Ædifica
2016-17 418, rue Saint-Sulpice, Montréal, Ædifica
2016 Redéveloppement du Carrefour de l'Estrie, Sherbrooke, Ædifica (en chantier)
2016 La Coopérative L'Esperluette, Montréal, Ædifica
2015 Développement Îlot Voyageur, Bureaux gouvernementaux, Ædifica
2014 L'Atrium Groupe Dynamite, Ville de Mont-Royal, Ædifica
2014 Deux résidences privées, Outremont, Ædifica
2012 3055, boulevard Saint-Martin ouest, Laval, Ædifica
2011 Le Quadrilatère Saint-Laurent, Montréal, Ædifica
2011 La Maison symphonique, Montréal, Ædifica
2011 Deux écoles en Haïti, Ædifica
2008-11 Complexe de condominiums résidentiels Faubourg Contrecœur, Montréal, Ædifica
Académique
2017 Professeur invité, École d'architecture, Université de Montréal
2017 Chargé de cours, Université de Montréal et l'Universidad Central "Marta Abreu" de Las Villas, à Santa Clara, Cuba
2016 Gerald Sheff Visiting Professor, École d'Architecture, Université McGill

Adrian Sheppard

Courses Currently Taught

ARCH 540 Selected Topics in Architecture 1: Brutalism Reconsidered; Exploring a Prevailing
Post-War Architectural Movement (3 cr.)

Educational Background

1965 M.Arch., Yale University
1959 B.Arch., McGill University

Recent Publications

2010 Moretti, L., “Luigi Moretti: A Testimony” *in Luigi Moretti: Razionalismo e Transssivita Tra Barocco e Informale*, Electa Editore, Roma
2010 Moretti, L., “The Watergate Project: A Contrapuntal Complex in Washington DC” in *Luigi Moretti: Razionalismo e Transssivita Tra Barocco e Informale*, Electa Editore, Roma
2010 Moretti, L., “Place Victoria: A Joint Venture between Luigi Moretti and Pier Luigi Nervi”, *Luigi Moretti: Razionalismo e Transssivita Tra Barocco e Informale*, Electa Editore, Roma

Current Academic, Professional, and Public Service

Academic

2016-21 Inaugural Stevenson Chair, Philosophy and History of Science, including School Representative, OAQ Continuing Education Committee.
Joint OAQ-Schools of Architecture Committee on the Training of Architects.
Curriculum Committee of the School of Architecture.
Review Committee on the Tender Call for the Athletics Complex.
Program Consultant to the Building Committee of the Law School Complex.
Coordinator, Heritage Week at McGill.
Residence Committee Honorary Degrees Committee of the Faculty of Engineering.

Public Service

Director and Treasurer, Heritage Montreal.
Vice-President, Consultative Committee for the Enlargement of the Montreal Museum of Fine Arts.
Comité consultatif de Montréal sur la protection des biens culturels.
Ad-Hoc Commissioner of the Bureau de Consultation de Montréal.
President of the Jacques-Viger Commission.
Architectural Design Committee, Université du Québec à Montréal.
President of the CMHC National Scholarship Awards Committee.
Jury, OAQ Prix d'excellence en architecture.
President of the Jury, Architectural Competition for the design of a Municipal Garage for the City of Montreal.
Yale Alumni School Committee, Assessment Review Committee, School of Architecture, Carleton University.
Speakers Committee, Hydro-Quebec-University of Montreal lecture series.
Jury member, International Design Competition for the Holocaust Museum of Belgium.
Member of the Comité consultatif of Societé Immobilière du Québec (SIQ) for the restoration of a number of significant patrimonial buildings including the Court of Appeal in Montreal (designed by E. Cormier).
Member of the Scientific Committee for the Luigi Moretti Exhibition at the MAXXI museum of Modern Art in Rome.

Professional Memberships

1966- Order of Architects of Quebec
1976-77 Ontario Association of Architects
1981- Association of Architects in Private Practice of Quebec
1986- Fellow, Royal Architectural Institute of Canada

Pieter Hindrik Sijpkes

Courses Currently Taught
ARCH 241 Architectural Structures (3 cr.)
ARCH 528 History of Housing (3 cr.)

Educational Background
1973 B.Arch., McGill University
1972 B.Sc.(Arch), McGill University
1966 B. Arch. Technology (equiv.), Hogere Technische School, Den Bosch, Netherlands

Recent Research, Scholarship, and Creative Activity
2015 Consultant and ice model fabricator to the winning team (out of 169 teams) of NASA's '3DPrinted Mars Habitat Challenge
2013-2014 Production of several prototypical ice models of Coca Cola bottles for the Coca Cola Company's celebration of the Hundredth Anniversary of the Coca Cola Bottle

Recent Publications
2011 E. Barnett, J. Angeles, D. Pasini, and P. Sijpkes. "Surface Mapping Feedback for Robot-Assisted Rapid Prototyping (paper) (video)," IEEE Int. Conf. on Robotics and Autom., Shanghai, China, pp. 3739-3744, May.

Current Academic, Professional, and Public Service
Part-time lecturer (since retirement from full-time teaching on May 31, 2011)
Associate Professor, McGill School of Architecture
Curator of the Orson Wheeler Model Collection (ongoing since 1989)
Association Pro-Pointe Association: A non-profit group of residents of the Pointe St. Charles area in Montreal; consulting on quality-of-life issues for the residents of this very diverse area, zoning, acquired rights, conformity to master plans, nuisances, non-profit housing cooperatives, and the possible arrival of the Casino in the area
Regular contributor to CBC and other stations on urban issues
Consultant to NGO's such as "Fonds du patrimoine estrien inc," and Housing Co-operative groups in Pointe St. Charles
Consultant (with Prof. Saeed Mirza of Civil Engineering) to save the historic Howick Bowstring Bridge, Chateauguay, Quebec

Professional Memberships
Environmental Design Research Association

Angela Silver

Courses Currently Taught
ARCH 406 Design and Construction 4 (6cr.)

Educational Background
2012-18 Doctorate of Philosophy, Queens University, Kingston, Ontario
2010 Master of Fine Arts (with honours), Concordia University
2008 Bachelor of Fine Arts (with honours), Alberta College of Art and Design, Calgary

Recent Honours and Awards
2014-16 Ontario Graduate Scholarship, Queens University
2014-16 Queens Graduate Award, Queens University
2013 Louise Fowler Fellowship, Queens University
2012-13 Queen's Graduate Award, Queens University
2012 Robert Sutherland Award, Queens University

Recent Research, Scholarship, and Creative Activity
Solo/Collective exhibitions
2016 Echolalias Open Studio
2011 Erratum Performance Friday Night in the Club, Banff Centre for the Arts
2011 Word Powered Art Wordfest, Banff-Calgary International Writers Festival
Juried/Group exhibitions
2015 Beyond Words Foothills Art Center Golden Colorado
2015 CODEX abecedarin gallery, Golden Colorado
2013 Formerly Exit Five: Portable Monuments to Recent History, Curated by Shauna McCabe, Grand Prairie Art Gallery
2012 King A. Architecture Exhibition, McGill University

Current Academic, Professional, and Public Service
Academic
2013-16 Co-teaching with Andrew King, School of Architecture, McGill University
2014 Co-teaching with Andrew King, School of Architecture and Urbanism, Carleton University
2013 Supervision of four Teaching Assistants, Azrieli School of Architecture and Urbanism, Carleton University
2012-13 Professional Practice Seminar Curriculum Development, Bachelor of Fine Arts(Visual Arts) Queen's University

David Theodore

Courses Currently Taught

ARCH 652 Architectural History and Theory, Seminar 2 (4 cr.)
ARCH 672 Architectural Design 1, Section 001 (6 cr.)
ARCH 673 Architectural Design 2, Section 005 (6 cr.)
ARCH 676 Directed Research Report (12 cr.)
ARCH 623 Project Preparation (3 cr.)
ARCH 624 History & Theory Project (15 cr.)

Educational Background

2014 Ph.D., Harvard University, *Ad hoc* program in the History of Architecture, Medicine, and Science (Department of the History of Science & the Department of Architecture, Landscape Architecture and Urban Planning)
2001 M.Arch., McGill University
1996 B.Arch., McGill University
1994 B.Sc. (Arch.), McGill University
1991 B.A. (First Class Honours), McGill University

Recent Honours and Awards

2017– Associate Member, McGill University Department of Social Studies of Medicine.

Recent Research, Scholarship, and Creative Activity

External research grants

2017–21 SSHRC Insight Grant, "Architectural Quality for Cultural Institutions in Canada: Shifting Definitions within Awards of Excellence." $238,127 for four years; co-applicant; Principal applicant: Jean-Pierre Chupin; co-applicants Georges Adamcyzk, Carmela Cucuzzella
2016–21 Canada Research Chair, Tier II; $500,000 for five years
2016–19 FRQSC Établissement de nouveaux professeurs-chercheurs, "L'hôpital des années 1970 : l'Architecture de l'hôpital d'enseignement universitaire au Canada, 1965–1980." $50,139 for three years
2016–18 SSHRC Insight Development Grant, "Encountering Art in Hospitals: A Comparative Analysis of the Forms and Perceived Functions of Commissioned Contemporary Art in Two New Montreal Mega–Hospitals" $58,516 for two years (Principal Applicant Tamar Tembek; co-applicants Mary Hunter, Melissa Park, Florence Vinet)
2016–20 FRQSC Soutien aux equipes de recherché, "Le projet d'architecture comme dispositif culturel aux interfaces critiques de la création, de la qualité, de la durabilité et de l'urbanité." (L.E.A.P.) $319,296 for four years (Principal applicant Jean-Pierre Chupin)
2015 CFI (Canada Foundation for Innovation) John R. Evans Leaders Fund award, "Emerging Methods for Digital Research in Architectural History." $349,503; Co-principal applicant (with Ipek Türeli)

Internal research grants

2016 McGill University Internal SSHRC Grant, "The Digital Prison: Designing Correctional Institutions in Canada, 1955–1979." $6,000 for one year.
2016 Summer Undergraduate Research in Engineering Program (SURE), "Trajectories: Networks of Architectural Education" (with I. Türeli; two students), Heather Munroe-Blum SURE Award in Architecture $2812.50, Faculty of Engineering $2812.50

Recent Publications

Refereed papers

2016 Theodore, D. "Better Design, Better Hospitals, *CMAJ (Canadian Medical Association Journal)*, published ahead of print June 20, 2016

Chapters in scholarly books

2017 Theodore, D. "The Decline of the Hospital as a Healing Machine," in Sarah Schrank and Didem Ekici, eds., *Healing Spaces, Modern Architecture, and the Body* (New York: Routledge), 186–202.
2017 "Hôpitaux et obsolescence non-programmée," *Du potential des grandes structures urbaines abandonnées = On the potential of abandoned large urban structures***,** ed. Jean-Pierre Chupin et Tiphaine Abenia (Montréal, Québec: Potential Architecture Books 2017), 32-5.

Architecture and design trade journals

2016 Theodore, D. "Quebec's Quietly Stunning Musée National des Beaux-Arts," *Azure* online.
2016 Theodore, D. "Virtuous Simplicity [OMA NYC, Pavilion Pierre Lassonde, MNBAQ]," *RIBA Journal* online.
2016 Theodore, D. "All the Right Angles [Éric Gauthier; Musée de Joliette]," *Canadian Architect* 61, no. 6 (2016): 17–22.
2016 Theodore, D. "Q+A Pierre Bélanger," *Azure*: (June 2016): 98–99.
2016 Theodore, D. "Building the Big City, One Block at a Time [Atelier Big City; U Building]," *Canadian Architect* 61, no. 3 (2016): 28–32.
2015 Theodore, D., "The Forgotten Birth of Parametric Design," *Harvard Design Magazine* 40 (2015): 118–22.

Current Academic, Professional, and Public Service

Academic

2017–20 McGill Senate, elected member representing the Faculty of Engineering.
2017 Tri–Council Harmonized Master's Canadian Graduate Fellowship application review committee
2017 School of Architecture Merit Evaluation Committee
2016– Faculty of Engineering, Committee on Teaching and Learning
2016–17 School of Architecture, Job Search Committee (three positions)
2016 School of Architecture, Bruce Anderson Prize committee
2016 School of Architecture, ARCC King Medal Program committee
2016 Pro–dean, oral defence: Department of Neuroscience, Shiri V. Zahra; Atmospheric & Oceanic Sciences, Ali Asaadi
2015–18 McGill University, Senate Committee on Physical Development
2015– School of Architecture, graduate admissions (M.Arch. History & Theory and PhD)
2015–16 School of Architecture, Job Search Committee
2015–16 School of Architecture, Maureen Anderson Prize Committee

Professional

2010– Invited reviewer for design studios at McGill University, Université de Montréal, University of Waterloo (at McGill University), Concordia University, Northeastern University, Yale University, and Harvard University
2016– Editorial Board*, ARQ: la revue d'architecture*
2016 Jury member, CoLLaboratoire, Living Experiments for Climate Change Awareness, 2016 Design Competition for Solar Powered Shelter(s) Interactive & Educational, ideasbe, Concordia University.
2015– Editorial advisory board, *Scientia Canadensis*

Professional Memberships

2016– European Architectural History Network
2014– Society of Architectural Historians
2011– Canadian Society for the History of Medicine
2011– International Network for the History of Hospitals
2010– History of Science Society
2007– Canadian Science and Technology Historical Association
2005– Member, Royal Architectural Institute of Canada (RAIC)

Aysenur Ipek Türeli

Courses Currently Taught

ARCH 355 Architectural History 4 (3 cr.)
ARCH 653 Architectural History and Theory Seminar 3 (4 cr.)
ARCH 684 Contemporary Theory 1 (4 cr.)

Educational Background

2008 Ph.D. in Architecture (History of Architecture and Urbanism), University of California at Berkeley
1998 AA Diploma (RIBA Part II), Diploma School, Architectural Association
1995 Bachelor of Architecture (Mimar), Istanbul Technical University

Recent Honours and Awards

2017-22 Canada Research Chair in Architectures of Spatial Justice, Government of Canada (Tier II)

Recent Research, Scholarship, and Creative Activity

External Grants

2016 Canada Research Chair (CRC) in Architectures of Spatial Justice. $500,000.
2015 Canada Foundation for Innovation (CFI), Leader's Opportunity Fund, PI, with co-applicant David Theodore. “Emerging Methods for Digital Research in Architectural History.” $349,503.
2013 Social Sciences and Humanities Research Council (SSHRC), Insight Development Grant, PI, with co-applicant Sibel Zandi-Sayek. “Spatializing the Missionary Encounter in Beirut and Izmir.” $54,859.
2013 Fonds de recherche du Québec-Société et culture (FRQSC), Start-up Program for New Research Professors, PI. “Building Architecture Networks: Missionary Schools in the Eastern Mediterranean.” $39,600.

Internal Grants

2015–19 Research group coordinator, from endowment fund. Coordinator of Research Group on Democracy, Space, and Technology, Yan Lin Centre at McGill University established by a private gift of $3.4 million split between five research groups. $18,000 annual budget to support lectures, workshops and conferences.
2012-present Start-up Grant, Faculty of Engineering. $50,000.
Paper Presentation Grants. Office of the Vice-Principal, Research and International Relations. $4,500.
Social Sciences and Humanities Research Council (SSHRC) Development Grant, Office of the Vice-Principal, Research and International Relations. Support for emerging scholars (as defined by SSHRC) to help launch new research programs provided following a competitive application/review process. $4,000.
Summer Undergraduate Research in Engineering (SURE) Program, Faculty of Engineering. 8 students. $24,000.
Professional Development Grant. Office of the Provost and Vice-Principal. $500/annual. $2,000.

Recent Publications

Books

2017 Türeli, Ipek. *Istanbul, Open City: Exhibiting Anxieties of Urban Modernity*. Routledge: August 2017.

Edited Books and Journal Issues

2013 Türeli, Ipek, ed. “Streets of Protest: The Politics of Public Space.” *International Journal of Islamic Architecture* 2, no. 1 (March 2013).

Book Chapters in print

2018 Türeli, Ipek. “Housing for Spatial Justice.” In *Routledge Companion to Architecture and Social Engagement*, edited by Farhan S. Karim. New York and London: Routledge, 2018. Length: 5,000 words.
2017 AlSayyad, Nezar and Ipek Türeli. “The Place of the Mosque in the Urban Context-Visual Expression and Religious Symbolism.” In *Cambridge World History of Religious Architecture, Islamic Architecture,* edited by Cynthia Robinson and Hasan-Uddin Khan. In *Cambridge World History of Religious Architecture*, edited by Richard A. Etlin. Cambridge: Cambridge University Press, 2017 (in graphic layout stage; proofs have not arrived). Length: 5,330 words. My contribution: 50%.

Articles in Refereed Journals

2014 Türeli, Ipek. “Heritagisation of the “Ottoman/Turkish House” in the 1970s: Istanbul-based Actors, Associations and their Networks.” *European Journal of Turkish Studies* 19 (2014): 1–27. http://ejts.revues.org/5008. Length: 10,500 words.
2013 Türeli, Ipek. “‘Small’ Architectures, Walking and Camping in Middle Eastern Cities.” *International Journal of Islamic Architecture* 2, no. 1 (2013): 5–38.

Book Chapters

2015 Türeli, Ipek. “Architecture as Advertising: The Istanbul Reklam Building.” In *Mid-Century Modernism in Turkey: Architecture across Cultures in the 1950s and 1960s*, edited by Meltem Gürel, 163–185. London: Routledge, 2015.
2015 Türeli, Ipek. “Istanbul: Nighttime Illumination in Istanbul.” In *Cities of Light: Two Centuries of Urban Illumination*, edited by Sandy Isenstadt, Margaret Maile Petty, and Dietrich Neumann, 1–9. London: Routledge, 2015.
2014 Türeli, Ipek. “The City in Black-and-White.” In *Cool Istanbul: Urban Enclosures and Resistances,* edited by Derya Özkan, 103–129. Bielefeld: Transcript Verlag, 2014.

Articles in Professional Journals

2016 Türeli, Ipek. “Architecture ‘Out of the Box’: The Canadian Centre for Architecture & Mirko Zardini.” *Singapore Architect*, no. 3 (2016): 121–130.

Current Academic, Professional, and Public Service

Academic

2012-present Assistant Professor (tenure track), School of Architecture, McGill University
2011 Aga Khan Postdoctoral Fellow, Department of Architecture, Massachusetts Institute of Technology
2008-11 Andrew Mellon Postdoctoral Fellow, Department of the History of Art and Architecture, Brown University

Academic Service - McGill University School of Architecture

2013-present Chair, Undergraduate Admissions Committee
2012-present Chair, Computing Committee
2015 Representative of McGill University, Canadian Centre for Architecture, 20ème charrette interuniversitaire.
2017-2018 Member, Search Committee
2012-2013 Member, Search Committee
2012 Member, Undergraduate Admissions Committee

Academic Service - McGill University Faculty of Engineering

2012-present Member, Nominating Committee
2012-present Member, Committee on Teaching and Learning

Academic Service - McGill University

2017-present Engineering Representative, Council of Graduate and Postdoctoral Studies
2015-present Coordinator, Research Group on Democracy, Space, and Technology
2013-present Committee Member, World Cinemas Concentration

Public Service- Public Talks

2016 “Architectures of Spatial Justice.” Harvard University, Graduate School of Design, Cambridge, MA, October 27
2015 “Spatial Agency, Spatial Justice.” McGill University, Faculty of Law, as part of the Journal of Sustainable Development Law and Policy Speaker Series, Montreal, QC, March 18
2015 “Housing for Spatial Justice.” Bilkent University, Department of Architecture, Ankara, Turkey, March 3

Professional Memberships

2013-present The Royal Architectural Institute of Canada (RAIC)
1995-present Chamber of Architects of Turkey
2004-present International Association for the Study of Traditional Environments (IASTE)
2011-present Society of Architectural Historians (SAH)
1998-present Architectural Association (AA)
2009-13 College Art Association (CAA)
2010-12 Historians of Islamic Art Association (HIAA)
2003-09 Middle East Studies Association (MESA)
2000-08 SANART, Association of Aesthetics and Visual Culture

Theodora Vardouli

Courses Currently Taught

ARCH 303 Design & Construction 1 (6 cr.)
ARCH 406 Design & Construction 4 (6 cr.)
ARCH 512 Architectural Modeling (3 cr.)

Educational Background

2017 PhD in Architecture: Design and Computation, Minor: Science and Technology Studies (STS), Massachusetts Institute of Technology (MIT)
2012 Master of Science in Architecture Studies (SMArchS) with concentration in Design and Computation, Massachusetts Institute of Technology
2010 Master of Science in Design-Space-Culture, National Technical University of Athens (NTUA)
2008 Diploma in Architectural Engineering (Master of Architecture equivalent), National Technical University of Athens

Recent Honours and Awards

Academic Fellowships

2013-2017 MIT Full-tuition Scholarship for PhD in Design and Computation
2012-2013 MIT Presidential Fellowship for PhD in Design and Computation
2011 MIT Merit Fellowship for SMArchS in Design and Computation MIT Graduate
2010 Fellowship for SMArchS in Design and Computation
2011 Onassis Foundation Scholarship for graduate studies in the USA
2010-2011 A.G. Leventis Scholarship for graduate studies in the USA
2010 Fulbright Foundation Scholarship for graduate studies in the USA

Academic Awards

2013 Graduate Women of Excellence Award, MIT

Recent Research, Scholarship, and Creative Activity

Research

2013-2017 Principal Researcher, Making Use: Attitudes to Human-Artifact Engagements, Computational Making Research Group, MIT, Cambridge, MA

Creative Activity – Curatorial Activity

2015 Creator of the video art project Properties, Cambridge, USA (under grant support from the Council for the Arts at MIT)
2012 Curator of Geometries || Algebras, Video Exhibition at the Advances in Architectural Geometry ’12, Pompidou Center, Paris, France
2012 Contributor in SpainLab, Spanish Pavilion for the 2012 Venice Biennale Academic Platform, Venice, Italy
2011 Co-organizer of “Things to Think With”, Exhibition at the MIT Department of Architecture, Cambridge, USA

Creative Activity - Organizational Activity

2015-2016 Organizer of Computational Mediations, Lecture Series at the MIT Department of Architecture, Cambridge, USA
2015 Co-organizer of Computing Embodied Architectures, Symposium at the 6th International Conference on Spatial Cognition (ICSC 2015), Sapienza, Rome, Italy
2014 Co-organizer of Computational Making, Workshop at the 6th International Conference on Design Computing and Cognition, UCL, London, UK
2013 Co-organizer of Futures Past: Design and the Machine, Conference at the School of Architecture and Urban Planning, MIT, Cambridge, USA

Creative Activity - Editorial Activity

2015 Co-editor of Computational Making, Special Issue in the Journal Design Studies (Vol. 41, Part A)
2014 Co-Editor of ArchiDOCT (Vol. 1, Iss. 3), the e-journal of the European Network of Heads of Schools of Architecture

Recent Publications

Books

2018 Vardouli T, Touloumi O (forthcoming 2018) Computer Architectures: Constructing the Common Ground, 1945-1980. Routledge Research in Design, Technology and Society Series

Articles in books and peer-reviewed journals

2015 Vardouli T (2015) Making Use: Attitudes to Human-Artifact Engagements. Special Issue on Computational Making Design Studies 41 (Part A): 137-161
2015 Vardouli T, Knight T (2015) Computational Making (Editorial). Special Issue on Computational Making Design Studies 41 (Part A): 1-7
2015 Vardouli T (2015) Who Designs? – Technological Mediation in Design Participation In Bihanic D (ed) User Empowerment: Interdisciplinary Studies & Combined Approaches for Technological Products and Services. Springer-Verlag, London UK
2014 Vardouli T (2014) Sense and Sensibility: The Phenomenology vs Behaviorism Debate in the 1967 Portsmouth Symposium on Design Methods in Architecture. ArchiDOCT 1(2): 82-94
2012 Vardouli T, Buechley L (2012) Open Source Architecture: An Exploration of Source Code and Access in Architectural Design. Leonardo 47: 51–55

Current Academic, Professional, and Public Service

Academic

2017-present Assistant Professor, School of Architecture, McGill University
2015 Visiting Assistant Professor, School of Architecture, Pratt Institute
2010-2014 Graduate Teaching Assistant, Department of Architecture, MIT
2015 Graduate Teaching Assistant, Department of Electrical Engineering and Computer Science, MIT
2013 Instructor at the Advanced Architectural Design Studios, Boston Architectural College (BAC)
2013 Instructor, High School Studies Program, MIT

Professional

2008-present Project Architect, Vardouli LP, Trikala, Greece

Public Service - Lectures

2017 Vardouli T (2017) "Graphs as Designs: The Concreteness of Mathematical Abstraction in 1960s Design Theory". 4S Annual Meeting 2017, Boston, USA
2016 Vardouli T (2016) “To See in a Hard Intellectual Light”: Graph Theory and Design Theory in the LUBFS Centre. Three Societies Meeting, Edmonton, Canada
2016 Vardouli T (2016) User Design: Constructions of the “user” in the history of design research. Proceedings of the Design Research Society 2016 Conference: Future-Focused Thinking, Brighton, UK
2015 "'For Every Field that Has a Structure': Graph Theory and Design Theory, 1960-1975", SMArchS Colloquium, MIT, USA, 2015
2015 “The Combinatorics of Architectural Democracy”, Panel: Computing Futures: Three Episodes in the Postwar Imagination of Design, Design History Society Conference, San Francisco, USA, 2015
2014 “Clerks, Accountants, Surrogates, and Wizards: Some Figurations of the Computer in Design (1963-1975)”, Bard College, USA, 2014
2014 “Designing Mediations: Thermostats | Menus | Surrogates”, Panel: Intelligence, Interactivity, & Interfaces: Historical Approaches to Contemporary Practice, Design Research Society Conference, Umea, Sweden, 2014
2013 “Mobility, Structure, and Architectural Techno-speculation”, Interdepartmental Postgraduate Program, NTUA, Greece, 2013
2011 “Architecture-by-yourself: Early Studies in Computer-Aided Participatory Design”, History Theory and Criticism Research in Progress Symposium, MIT, USA

Radoslav Zuk

Courses Currently Taught

ARCH 379 Summer Course Abroad (3cr.)
ARCH 383 Geometry and Architecture (3cr.)
ARCH 519 Field Course Abroad (3cr.)
ARCH 525 Seminar on Analysis and Theory (3cr.)

Educational Background

1992 D.Sc.h.c., Ukrainian Academy of Art, Kyiv
1960 M.Arch., Massachusetts Institute of Technology
1956 B.Arch., (with Honours), McGill University

Recent Honours and Awards

2017 Andriy M. Borys, "The Influence of Radoslav Zuk's Creative Work on the Development of Religious Architecture in Western Ukraine in the late 20th and the early 21st Centuries," (in Ukrainian), C,Sc, dissertation, Department of Theory of Architecture and Restoration of Architectural Monuments, Institute of Architecture, Technical University of Lviv, Ukraine.

2011 State Prize of Ukraine for Architecture (presented in 2012), for the design of the Nativity of the Theotokos Church in Lviv.

Recent Research, Scholarship, and Creative Activity

Conference Papers

2017 "Architectural Innovation in the Context of Cultural Heritage and Tradition," 15th International Conference on New Directions in the Humanities, London.

2014 "Architectural heritage and migration," Heritage 2014, 4th International Conference on Heritage and Sustainable Development, Guimaraes, Portugal.

2013 "Musical Proportions in Architecture: Beyond Palladio," 11th International Conference on New Directions in the Humanities, Budapest.

2012 "Three Musical Interpretations of Le Corbusier's Modulor," Nexus 2012: Relationships between Architecture and Mathematics, Milan.

Exhibitions

2014 "Radoslav Zuk / Place-People-Time and Architecture," Technical University of Lviv.

Grants

McGill University Research and International Relations travel grants:

2017 15th International Conference on New Directions in the Humanities, London, $1,500.

2014 4th International Conference on Heritage and Sustainable Development, Guimaraes, Portugal, $1,500.

2012 Nexus 2012: Relationships between Architecture and Mathematics, Milan, $1,500.

Guest Lectures

2014 "Place, People, Time and Architecture," Institute of Architecture, Technical University of Lviv.

2014 "Architectural Analysis of Urban Structures," School of Urban Planning, McGill University.

2012 "Music in Architecture – Palladio, Le Corbusier and Louis Kahn," Faculty of Architecture, Abdullah Gül University, Kayseri, Turkey.

Recent Publications

2015 Radoslav Zuk, "From Renaissance Musical Proportions to Polytonality in Twentieth Century Architecture," *Architecture and Mathematics from Antiquity to the Future*, Chapter 38, K. Williams and M.J. Ostwald, eds., Springer International Publishing Switzerland 2015, pp. 567-584.

2015 *The Architecture of Italian Cities: Venice 2014,* student work, R. Zuk and R. L. Castro, eds., School of Architecture, McGill University, 2015, 214 pgs.

2014 *Radoslav Zuk / Place-People-Time and Architecture,* Bohdan Tscherkes and Yaroslav Rakotschyi, eds., Lviv, Ukraine: Technical University of Lviv Press, 2014, 36 pgs.

2014 Radoslav Zuk, "Architectural heritage and migration," *Heritage 2014,* R. Amoeda, S. Lira & C. Pinheiro, eds., Barcelos, Portugal: Green Lines Institute, 2014, pp. 649-656.

2013 Radoslav Zuk, "Three Musical Interpretations of Le Corbusier's Modulor," *Nexus Network Journal,* vol. 15, no. 1, 2013, pp. 155-170.

2012 Radoslav Zuk, "Traditions and Ukrainian Traits in Architecture," *Architecture - Construction - City,* Dec. 2012, p. 64.

2012 "Church of Nativity of the Theotokos in Lviv," *Architecture – Construction - City,* May, 2012, p. 48.

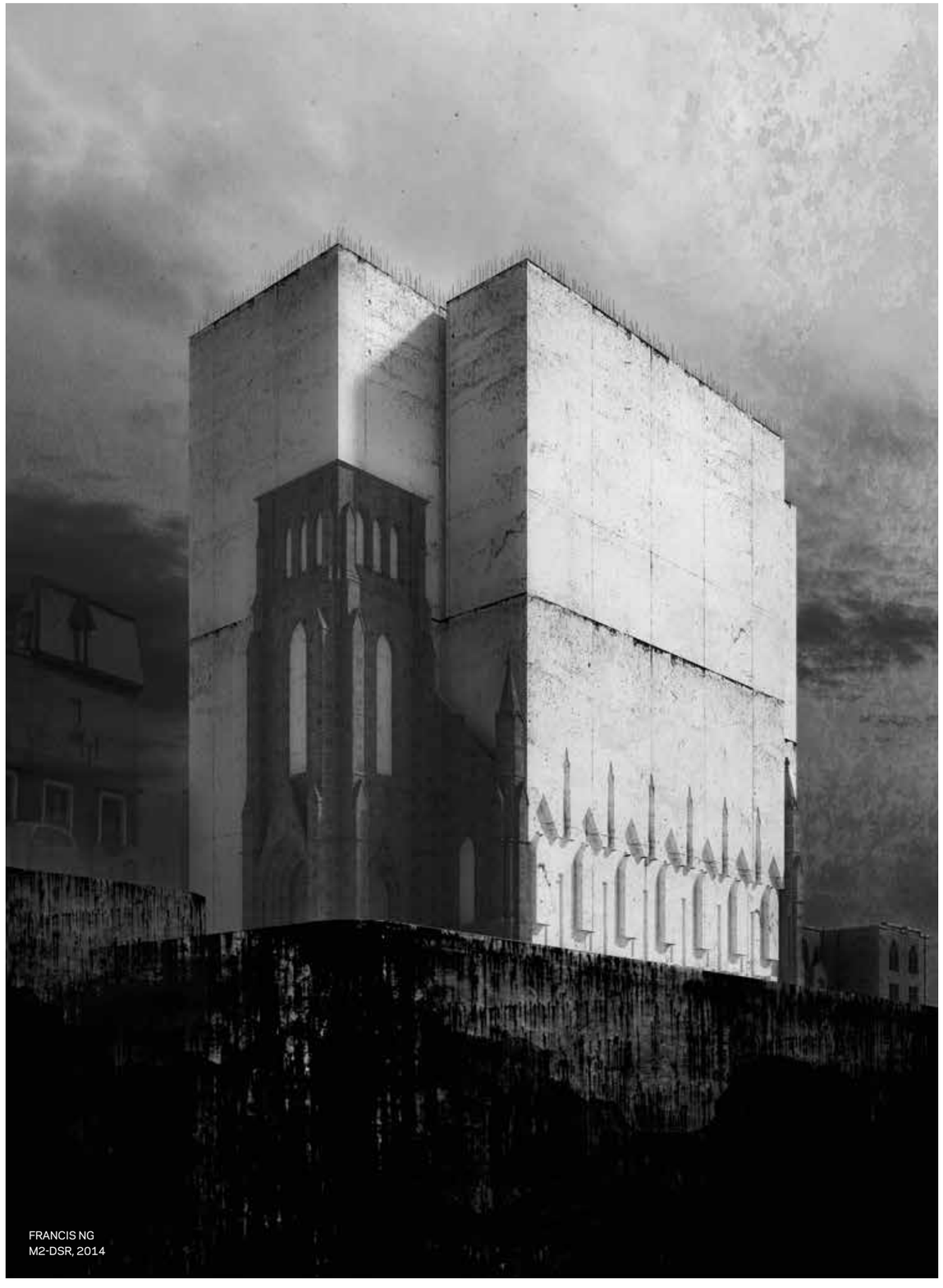
2012 "McGill University professor, Radoslav Zuk, awarded Ukraine's 2011 State Prize for Architecture," *Canadian Architect, Daily News,* Jan. 12, 2012, http://www.canadianarchitect.com

Current Academic, Professional, and Public Service

Emeritus Professor, McGill University School of Architecture.
Pro-Dean, Ph.D. oral examinations, various McGill University departments.
Coordinator, Academic Exchange Programs between the McGill University School of Architecture and faculties of architecture at Universita IUAV di Venezia and Technische Universität Wien.

Professional Memberships

1993- Honorary Fellow, Ukrainian Academy of Architecture.
1987- Fellow, Royal Architectural Institute of Canada.
1981- Fellow, Royal Society of Arts.
1975- Fellow, Shevchenko Scientific Society of Canada.
1973- Fellow, Ukrainian Free Academy of Sciences in Canada.
1958- Member, L'Ordre des Architectes du Québec.
1958- Member, Ontario Association of Architects.



FRANCIS NG
M2-DSR, 2014

4.5

VISITING TEAM REPORT FROM THE PREVIOUS VISIT

2012 Visiting Team Report
Master of Architecture Program
McGill University

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I. Introduction • CACB Accreditation

The CACB is a national independent non-profit corporation, whose Directors represent the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA) and the Canadian Architectural Students Association (CASA). The CACB is both a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (*Certification program*) and to accredit professional degree programs in architecture offered by Canadian Universities (*Accreditation program*).

By agreement of the Registration Authorities and Councils of nine Provincial Institutes and Associations, the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intend to apply for registration. The Ordre des Architectes du Québec joined the CACB in 1991. In 1991, the CACB mandate to certify degree credentials was reaffirmed and its membership was revised to reflect its additional responsibility for accrediting professional degree programs in Canadian University Schools of Architecture.

The CACB awards accreditation only to professional degree programs in architecture. These are normally:

- Master of Architecture degree with a related pre-professional bachelor's degree; requirement, typically amounting to five or six years of study;
- Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies;
- Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies.

The process of accreditation begins at the school with the preparation of the Architecture Program Report (*APR*). The *APR* identifies and defines the program and its various contexts, responding to the *CACB Conditions and Procedures for Accreditation*. The *APR* is expected to be useful to the planning process of the school, as well as documentation for the purposes of accreditation.

Upon acceptance of the *APR* by the CACB Board, an accreditation visit is scheduled. The CACB's decision on accreditation is based upon the capability of the program to satisfy the Conditions and Procedures for Accreditation, including the ability of its graduating students to meet the requirements for learning as defined in the Student Performance Criteria. During the visit, the team reviews student work and evaluates it against these requirements. The team also assesses the effectiveness and degree of support available to the architectural program through meetings with the institution's administrators at various levels, architecture and other faculty, students, alumni, and local practitioners.

At the conclusion of the visit, the Visiting Team makes observations and expresses compliments and concerns about the program and its components. It also offers suggestions for program enrichment and makes recommendations, which, in the judgment of the team, are necessary for the program's improvement and continuing re-accreditation. Following the visit, the team writes the following VTR,

McGill University
Visiting Team Report
March 3-7, 2012

which is forwarded with a confidential recommendation to the CACB. The CACB then makes a final decision regarding the term of accreditation.

II. Summary of Team Findings

1. Team's General Comments

The McGill University School of Architecture occupies a unique position within the landscape of architectural education in Canada, both in terms of the enviable set of circumstances that defines its context, and in terms of the potential represented by the next chapter of its evolution. Known for the quality of its researchers, fundamentally embedded in the fabric of the world-class city of Montreal, buoyed by a stable of exceptional design adjunct professors, and connected to a responsive alumni network, the program has infinite potential as a context for a first professional degree in architecture.

These obvious strengths have yet to be fully synthesized within the Master of Architecture curriculum and towards the educational experiences of the architecture student. Simply put, it is critical that the leadership of the School of Architecture, the Faculty of Engineering, and the larger academic institution of McGill, together with their broader stakeholders, work collaboratively to systematically define a comprehensive course of action, from vision to curriculum. This course of action, designed through a formal and inclusive engagement process, necessarily involves appropriate decisions in the renewal of academic staff, the development of a sustainable financial plan, a pedagogical sequence that is integrated, and a short and long-term plan for the provision of the necessary design education infrastructure and its technical support.

Without this robust and systematic course of action, the quality of the students' educational experience is too contingent on each student aggressively pursuing learning opportunities on a student-by-student basis, as opposed to the considered delivery of comprehensive educational perspectives.

Further, it is apparent that the program's teaching faculty represents divergent methods of architectural inquiry that, if integrated within a pedagogical structure, offer the students a strong pluralistic design education. In contrast, if these different perspectives exist simply as competing positions without the means for constructive discussion and debate, besides the missed opportunity for the students there exists the potential for an unnecessarily fractured student experience.

Finally, as is the case for all architecture programs, the institutional context will play a critical role in how the McGill University School of Architecture defines itself. Key in this regard is the appropriate situating of professional schools and education within McGill's overall legibility and budgetary framework. Within the same vein, design research needs to be institutionalized within the Faculty of Engineering's guidelines for the reappointment of Full-time Academic Staff.

The Visiting Team wishes to thank the hosts of the visit, including the students, Faculty and Staff of the Master of Architecture program; Interim Dean Andy Kirk of the Faculty of Engineering; and the Chief Administrators of McGill University, Principal Heather Munroe-Blum and Provost Anthony Masi. In particular, the Visiting Team wishes to thank the Director of the School of Architecture,

Professor Annmarie Adams and the Associate Director, Professor David Covo for stewarding the visit, and David Krawitz, Administrative Officer, for facilitating the Team's requests during the visit.

Requested additional information during the visit included the following:

1. Unit reviews (self-assessment documents) created during the last accreditation period (2006-2012). The documents provided are entitled:
    a. *Internal Program Review – June 2006*.
    b. *McGill School of Architecture*: *2011 Cyclical Academic Unit Review*
2. Unit Reviews (third party evaluations) created during the last accreditation period (2006-2012). The document provided is entitled *External Review, School of Architecture, Faculty of Engineering, McGill University,* prepared by Frances Bronet and Larry Richards.
3. Dates, times and minutes of the McGill University School of Architecture's scheduled meetings and retreats since 2006.
4. Documents outlining the relationship between CFI sponsored projects and infrastructure and the program's capacity to facilitate on-going educational experiences for the Master of Architecture student. Documents provided included:
    a. *Guiding Principles for Allocation of McGill – IOF Money*
    b. *CFI Infrastructure Operating Funds*
    c. An outline of FARMM and LIPHE Fabrication Laboratory funding structures and a list of initiatives that offer student learning opportunities defined by these infrastructures.
5. Evidence outlining regulations, guidelines and remuneration for contract teaching staff. Documents submitted to the Visiting Team included:
    a. McGill's *Regulation Relating to the Employment of Contract Academic Staff (CAS)*
    b. McGill official communication on salary increases for course lecturers/course instructors – dated 19 January 2011.
    c. Six case studies outlining increased contract salaries for the same course over the last six years.
    d. Teaching Support per Student FTE – Faculty of Engineering Comparisons FY2011
6. The definition of "Peer Review" as instituted by the Faculty of Engineering and as it pertains to design research typical of schools of architecture. The document submitted is entitled:
    a. *Guidelines for Reappointment of Full-time Academic Staff in Departments and Schools (Faculty of Engineering)*
7. Evidence of how professional schools are understood within the larger university context. The document provided is entitled:
    a. *Terms of Reference for the ASAP 2012 Work Group on Professional Programs – Work Group on 21st Century Education for the Professions.*
8. Clarification on gender balance in the faculty composition in the McGill School of Architecture.

9. McGill Faculty of Engineering Tenure-track academic hiring practices towards the clarification of minimum educational requirements for applicants.
10. Clarification on the humanities course complement within the Master of Architecture curriculum.
11. Plans of the Humanities and Social Sciences Library.
12. Related to the evidence outlined in the Team Room, the Visiting Team requested material to complete ten course binders and additional student work in order to illustrate a full term complement in Architectural Graphics and Elements of Design (Arch 202).

2. Conditions for Accreditation "met" and "not met": a summary

	Met	Not Met
1. Program Response to the CACB Perspectives		
A. Architecture Education and the Academic Context	[x]	[ ]
B. Architecture Education and the Students	[x]	[ ]
C. Architecture Education and Registration	[x]	[ ]
D. Architecture Education and the Profession	[x]	[ ]
E. Architecture Education and Society	[x]	[ ]
2. Program Self-Assessment	[ ]	[x]
3. Public Information	[x]	[ ]
4. Social Equity	[x]	[ ]
5. Human Resources	[ ]	[x]
6. Human Resource Development	[x]	[ ]
7. Physical Resources	[ ]	[x]
8. Information Resources and Information Technology	[x]	[ ]
9. Financial Resources	[ ]	[x]
10. Administrative Structure	[x]	[ ]
11. Professional Degrees and Curriculum	[x]	[ ]
12. Student Performance Criteria (SPC)		
A1. Critical Thinking Skills	[x]	[ ]
A2. Research Skills	[x]	[ ]
A3. Graphic Skills	[x]	[ ]
A4. Verbal and Writing Skills	[x]	[ ]
A5. Collaborative Skills	[x]	[ ]
A6. Human Behavior	[x]	[ ]
A7. Cultural Diversity	[x]	[ ]
A8. History and Theory	[x]	[ ]
A9. Precedents	[x]	[ ]
B1. Design Skills	[x]	[ ]
B2. Program Preparation	[ ]	[x]
B3. Site Design	[x]	[ ]

B4. Sustainable Design	[x]	[ ]
B5. Accessibility	[ ]	[x]
B6. Life Safety Systems, Building Codes and Standards	[x]	[ ]
B7. Structural Systems	[x]	[ ]
B8. Environmental Systems	[ ]	[x]
B9. Building Envelopes	[ ]	[x]
B10. Building Service Systems	[x]	[ ]
B11. Building Materials and Assemblies	[ ]	[x]
B12. Building Economics and Cost Control	[x]	[ ]
C1. Detailed Design Development	[x]	[ ]
C2. Building Systems Integration	[ ]	[x]
C3. Technical Documentation	[x]	[ ]
C4. Comprehensive Design	[ ]	[x]
D1. Leadership and Advocacy	[x]	[ ]
D2. Ethics and Professional Judgment	[x]	[ ]
D3. Legal Responsibilities	[x]	[ ]
D4. Project Delivery	[x]	[ ]
D5. Practice Organization	[x]	[ ]
D6. Professional Internship	[ ]	[x]

3. Program's Progress since the previous site visit (from previous VTR)

The following is a summary of the Causes of Concern identified at the time of the last two accreditation visits (indicated by the statement in italics and the year of the accreditation visit) and the 2012 Visiting Team's evaluation of progress.

Causes for Concern

a. Human Resources and Human Resources Development
   - *i. Gender balance of full-time faculty (concern in 2001, 2006).* There are policies in place at the university level that facilitate equity. The recent hire of one female tenure-track academic staff and a female as the Director of the school is positive. As well, 6 of 18 part-time faculty are female. However, the overall gender balance (2 female, 9.5 male) has not been addressed based on tenure or tenure-track academic staff.
   - *ii. Part-time faculty employment stability and remuneration (2001, 2006).* In terms of remuneration, this concern has largely been addressed inasmuch as the salaries for part-time teaching staff are closer to being on par with other Canadian schools of architecture. That said, the relative instability of these teaching positions and the consistent program demand for additional funding to support this critical aspect of the delivery of the program suggests that there is room for improvement to address this concern (refer to page 6, 2012 APR).

iii. *"The advancement and promotions of faculty is a concern, primarily in the area of required qualifications." (2001). "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." (2006).* This concern has been addressed at the level of hiring, as during the last six years, two tenure-track positions have been filled by people without a Ph.D. However, there is insufficient evidence that design research, central to the promotion of design-focused academic staff, is understood and valued. This remains a concern.

iv. *The recommendation of a Professor-in-practice model for academic teaching staff in order to balance studio teaching expertise and to provide long-term teaching opportunities for part-time staff. (2006).* There is evidence that this teaching model is recognized at the university level and therefore it is a matter for the School of Architecture to choose this option. The Visiting Team is a strong supporter of this position, as is the program's student body. This concern has been addressed inasmuch as there remains no barrier for the program to move in this direction.

v. *The number of McGill graduates that are full-time faculty and the hiring practice of McGill graduates. (2006).* Of the last four academic hires, only one has a McGill degree, effectively addressing this concern.

vi. *Adjunct appointments do a significant amount of studio teaching. (2001, 2006).* This continues to be a condition in the delivery of the Master of Architecture curriculum (in one case, three of four studio instructors were part-time instructors). Two issues that arise from this condition include a potential impact to the manifestation of an overall program vision given so many instructors have a part-time connection with the school, and secondly, the high use of part-time teachers means the entire service burden of a school of this size falls on the shoulders of fewer full-time instructors, hindering the capacity of the full-time teaching staff to perform teaching and scholarly activities. This remains a concern.

vii. *Need for support staff to meet the school's administrative and educational goals, and appropriate remuneration for this staff (2001, 2006).* This remains a concern.

b. Self-Assessment

i. *No regular mechanism for rigorous debate regarding school-wide values. (2006).* There has been an improvement in this regard based on the number of scheduled faculty meetings (from two in 2006 to an average of seven from 2007-2011). However, the development of an appreciation of school-wide values implies an inclusive strategy for discussion and communication, and there existed no evidence of the systematic input of, for example, part-time teaching staff and students into school affairs. In fact, on the contrary, students suggested they have little or no impact on how the school is run. This remains a concern.

c. Curriculum

i. *The lack of a coherent and articulated curriculum and vision (2001, 2006).* The Visiting Team observed significant gaps in the content of different courses, the manner in which courses related to one another as a broader sequence, and the lack of an overall structure that defined how broader sequences integrate into a comprehensive educational experience for a Master of Architecture student. For example, the Visiting Team did not perceive a designed manner in which technical courses and an understanding of that particular knowledge base integrated with the ability to design within a comprehensive studio project. Another example includes the manner in which courses developed around an analogue drawing methodology and revolving around the use of a digital platform are not part of a larger discourse on representation in architecture. This remains a concern.

ii. *Weak evidence within the SPC for the Integration of Building Systems and Comprehensive Design Studio (2001, 2006).* In both SPCs, the Visiting Team did not find sufficient evidence that the students were gaining the requisite knowledge base from the associated courses. This remains a concern.

iii. *The lack of opportunity for students to take Humanities courses (2006).* The traditional entry requirement for the Master of Architecture degree of a Science and Technology CEGEP together with the length of the degree continues to limit student access to humanities-based courses as electives. This remains a concern within the 45 credit DST Option, but can be potentially addressed in the 60 credit DSR Option.

d. Physical Resources.

i. *Access to the John Bland Canadian Architecture Collection. (2006).* This concern has been addressed through the hiring of a new curator and the implementation of a system for the access to the library resources, although new challenges towards physical resources have arisen (refer to Condition 7 Physical Resources).

4. Program Strengths

There is a long tradition of excellence, which is complemented by the most successful Canadian architectural research faculty in terms of publications, grant funding, and worldwide recognition. A multiplicity of interests and explorations can be drawn upon to enrich the professional program.

There is a distinctive atelier of practitioners and adjunct professors who are deeply involved in the program, connecting the students to the larger culture of the profession. The diversity of design strategies offered by the adjunct professors is integral to the delivery of the School's studio stream.

McGill School of Architecture and its students benefit from an extensive and active alumni network.

A robust lecture and exhibition series enriches student experience.

Strong opportunities exist for collaboration within the Faculty of Engineering, the University and the broader national and international community. This is evidenced by a number of trans-disciplinary projects, which demonstrate a synergistic exchange of resources and expertise.

The School has an active and engaged student body that asserts itself though important events and discourses within the program and the city. The visiting team observed a high level of design excellence authored by the students.

The School of Architecture enjoys a reciprocal relationship with Montreal, a world-class centre of architecture and design.

The School's highly recognized post-professional programs play a significant role within the culture of the School and have the potential to make an even greater contribution to the professional program.

Principal Munroe-Blum and Provost Masi are enthusiastic supporters of the School of Architecture and understand the value of professional programs within the context of a research-intensive university.

5. Causes of Concern and Team's recommendations

1. The Team's concerns are framed by two key CACB Criteria for Accreditation, that is, professional programs in architecture should:
    a. Have a productive self-assessment process and be making reasonable progress toward achieving its mission, as measured by the benchmarks identified in its strategic plan.
    b. Be making reasonable progress toward eliminating the deficiencies identified during the previous accreditation site visit.

Based on this, the team recognizes the critical need for a clear and articulated program vision, structuring a coherent curriculum that optimizes the exceptional teaching and research expertise of the school. It is important to note that this recommendation is consistent with the requirements outlined in the 2001 VTR, 2006 VTR, the 2006 External Review Report, and the 2011 Cyclical Academic Review. Items identified within a restructured curriculum include an increase in program length, an increase in technological literacy, and increased access to courses in the liberal arts.
Given the internationally recognized thinkers and writers on architectural history and theory in the School, there is the potential for the teaching of critical thinking skills, writing skills, and history and theory to be fully embedded in the educational experience of the students in

the professional program. Aspects of this concern have been cited in the 2001 VTR, 2006 VTR, 2006 External Review report, and the 2011 Cyclical Academic Review.

Facilities
Although the School is housed in a distinctive and appropriate building that is ideally located, the building and its fitments are in need of maintenance and upgrading. Although two exceptional digital labs have come on line in the last three years, expanded access to workshops, digital fabrication facilities, computing labs and output devices (including printers and plotters) is of critical concern and was mentioned by students on several occasions. The need for upgrades to the building and to IT infrastructure was cited in the 2006 VTR, the 2006 External Review report, and the 2011 Cyclical Academic Review (refer to Condition 7 Physical Resources).

Human resources
A number of items related to human resources are of long-standing concern to the School and have yet to be fully resolved, although some progress has been made. The School places unusual reliance on adjunct faculty to teach in studio courses; unless these adjunct faculty become more engaged in the governance of the School and its long-term direction, there is a risk that the studios may, over time, drift away from the vision of the School. The relatively small number of tenured and tenure-track faculty could result in a high service load, posing a potential danger for tenure-track faculty seeking to initiate, and be recognized for, a research agenda (refer to Condition 5 Human Resources).

Although the policies and procedures around hiring are clear, the occurrence of two failed faculty searches in recent years raises questions about the application of those policies and procedures to the School of Architecture. In a similar vein, there is the need for a clear policy on the evaluation of the specific forms of peer review typical of the architectural discipline for tenure purposes.

The School raised once again the issue of Professors-in-Practice, and the Team supports its desire for one or more of these positions. The Team notes that Professors-in-Practice are included in the Regulation Relating to the Employment of Contract Academic Staff (effective September 1, 2010).

Finally, there is a pressing need for additional technical staff able to facilitate use of digital infrastructure and other services. The demand on this position will only grow.

Human Resources concerns of this type have been raised in the 2001 VTR, the 2006 VTR, the 2006 External Review report, and the 2011 Cyclical Academic Review, and were raised again by faculty and students during the 2012 visit. Although some progress has been made in some areas, the substantive concern of deficiencies in Human Resources has not been resolved.

III. Compliance with the Conditions for Accreditation

1. Program Response to the CACB Perspectives

Programs must respond to the relevant interests of the constituencies that make up the CACB: educators (CCUSA) and regulators (CALA), as well as members of the practicing profession, students and interns, and the general public.

A. Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met [x] Not Met [ ]

Team comments:
The School of Architecture, as a recognized hub of architectural research, benefits from its position in one of Canada's foremost research universities. At the same time but from a different perspective, the senior administrators demonstrated a strong understanding of the Program, with Principal Heather Munroe-Blum, for example, articulating the challenges and opportunities of a small professional school in the context of a research-intensive university.

The School makes a strong contribution to University-wide governance, with a presence on many committees. While other forms of exchange and cross-pollination include a strong tradition of collaboration based on design research that exists with several other units on campus, exploring inter- and trans-disciplinary forms of thinking and making.

At the level of the Faculty of Engineering, there is some inter-departmental teaching and research exchange, as well as a new relationship between the students of architecture and their engineering neighbors. It seems natural that, with the emergence of digital research and fabrication methods and interdisciplinary research, greater cooperation will be sought and created.

Finally, the Master of Architecture program can only further benefit from the obvious synergy of the Post-Professional and Doctoral programs being housed in the same building and sharing teaching faculty.

B. Architecture Education and the Students

The program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Met [x] Not Met [ ]

Team comments:
The Visiting Team found the students engaged, motivated, and independent, displaying a high degree of cooperation between student groups and activities. On a formal basis, the Architectural Students' Association (ASA) is exemplary in showing cooperation and collaborative decision-making. This is evidenced by student-acquired funds and the implementation of those resources for facility improvement, including a systematic and self-directed renovation of the ground floor studios. The students are further exposed to the professional world through their own Brown Bag Lecture Series, which is student-run and organized.

Students are exposed to the national and international context of practice by the high number of professional adjuncts that are involved with the program. However, as mentioned in SPC D6 Professional Internship, the students' access to systematic information needed to shape the students' futures was found to be lacking and strictly on an informal basis, facilitated through contact with these professional adjuncts.

Opportunities for collaboration and outreach by students are evidenced through projects by the FARMM such as the ContemPLAY project, or through social agency projects such as the edible architecture project. Through these, students begin understand how to become leaders in the professional world.

Additionally, there is an effective balance of design roles and responsibilities produced in collaborative studio and course projects in the curriculum, which develop synergies contributing to the formation of a comprehensive worldview.

Unfortunately, student feedback suggested that although one student sits on the Curriculum Committee, the perception is that their opinions have not been seen as manifesting change.

C. Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure.

Met [x] Not Met [ ]

Team comments:
The School's history (and ongoing practice) of inviting significant, registered/licensed local practitioners to serve as part-time instructors in design studios has cultivated a tangible connection between students and the profession. The presence of contemporary practitioners both exposes students to the realities of practice and provides role models in proceeding toward licensure as intern architects.

Evidence provided shows that a significant number of recent graduates per year have been seeking accreditation with the Ordre des architects du Quebec (OAQ), which reflects well on the program given the fact that some students choose to enter post-professional programs at McGill and elsewhere, while others move to other jurisdictions in Canada, the US, and abroad for work opportunities and licensure. Statistics from the OAQ suggest that the ExAC has encouraged more graduates to seek internship and licensure, including those who graduated prior to the previous accreditation visit.

The program appears to prepare students well for engaging in practice as evidenced by the high rate of employment secured by recent graduates. However, students did not seem to have a comprehensive understanding of the nature of the internship program in Quebec and Canada despite the coursework in the professional practice course, sporadic visits and lectures by representatives of the OAQ and other professional associations, and the required six-month work period prior to entering either the DST or DSR option in the Master of Architecture degree sequence.

D. Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met	Not Met
[x]	[ ]

Team comments:
The school interfaces with the profession through the involvement of the Adjunct Professors, practising architects who bring practical applications into the studios; visiting lecturers and the Brown Bag Lunch Series. However, the APR and the course work cited did not explicitly identify how the school prepares students to practice and assume new roles within a context of increasing cultural diversity. That said, Professor Aaron Sprecher's studios, initiatives such as FARMM, edible campus, and the Billes Architecture Student Competition can be understood as offering students experiences towards new roles for architects in contemporary cultural, technological and social contexts.

E. Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met	Not Met
[x]	[ ]

Team comments:

The program equips students with the understanding of and compassion for social and environmental problems, and facilitates the students' capacity to address these through architectural and urban design strategies. This is primarily achieved through a comprehensive set of program-led and student-led initiatives, including:

- Students are encouraged to engage in the broader academic community at McGill, through creative interdisciplinary collaboration.
- As stewards of their own school's physical environment, through the ASA, students have committed to fundraising, ongoing maintenance, and care of the shared studio spaces and students are committed to the CELLAR as cultural hub for the school, the university, and the larger Montreal community.
- Faculty involvement in IRHA, shared research and collaboration, including modeling community engagement to students and ongoing professional contributions to the larger community.
- The engagement in international disaster relief, BuildAid, created by students towards housing upgrades in Manila, and disaster assistance to Southeast Asia for example.
- Studio work that includes a project involving housing upgrades and a social housing studio providing evidence of the students' capacity to address the problems of the local community.
- Architecture Student Design Competition, finalist in home design for displaced from Hurricane Katrina, is evidence of social advocacy and design skills serving the broader community, while the student involvement with the Solar Decathlon project, the Water Retention projects in U3, Water Treatment projects in M1 demonstrate strong concerns centered on environmental stewardship.
- Opportunities to volunteer with Edible Campus, NGOs and Minimum Cost Housing Group, and Meals-on-Wheels.

2. Program Self-assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its action plan.

Met	Not Met
[ ]	[x]

Team comments:
The program has put considerable effort into self-assessment since the last accreditation visit in 2006. In particular, the program makes note of the following activities in the APR:

- Post-accreditation external review, conducted by Larry Richards and Frances Bronet (2006);
- University mandated Cyclical Review, with external evaluation by Leslie van Duzer and Bruce Lindsey (2011);
- The institution of monthly faculty meetings;
- The institution of a yearly day-long retreat;

- Regular meetings between the Director and student representatives;
- Regular meetings between the Director and Associate Directors;
- A yearly colloquium;
- A monthly social lunch.

However, issues raised in the 2006 (and 2001) VTRs centered on the lack of a public dialogue around the curriculum, and the lack of a shared vision, remain. The visiting team found little evidence of systematic program or curricular analysis, nor of any survey evidence (with alumni, the profession, or students) to help guide such analysis, towards the effective addressing of CACB concerns. The School mission, while strong, does not provide adequate direction by itself to guide curricular decisions facilitating "…reasonable progress toward eliminating the deficiencies identified during the previous accreditation site visit…" as necessitated by the CACB.

Finally, the team found that the APR, often the most important tool for critical self-assessment available to a school, did not completely fulfill its potential in presenting the weaknesses of the program, as well as its strengths.

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in the CACB 2010 Conditions (Appendix A-1), which explains the parameters of an accredited professional degree program.

Met	Not Met
[x]	[ ]

Team comments:
The McGill School of Architecture provides information to the public related to the delivery of an accredited professional degree program exactly according to the CACB-stipulated text.

4. Social Equity

The accredited degree program must provide a summary of provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity.

Met	Not Met
[x]	[ ]

Team comments:
The program provides a summary of statutes and policies that support the Charter of Rights and Freedoms, integrated with social equity policies throughout the university. Social equity is supported through equality and diversity policies, plans and guidelines, addressing equal opportunities; disabilities; gender; sexual orientation; religion and belief; and transfer staff and students progress evaluation. Evidence of the program's commitment to balancing economic, environmental, and social equity policy is referenced

in the Program Action Plan and Objectives (1.2), which broadly identifies long term program objectives, based on principles of economic, environmental and social equity; and current strategic planning ASAP (Achieving Strategic Academic Priorities 2012), short term response to academic renewal, student aid, and sustainable graduate studies.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head devoting not less than fifty percent of his/her time to program administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[ ]	[x]

Team comments:
Faculty
There are 11.5 full time professors teaching approximately 227 (2010) professional students. The APR indicated that the student/faculty ratio for studio instruction was approximately 12.5 - 14 to 1. The stated teaching load for full-time instructors, one studio and one course per term, is comparable to other Canadian programs. The head of the program, Director Annmarie Adams, has a 50% release time agreement with the Faculty of Engineering. The program successfully leverages teaching staff from Urban Planning and other units in Engineering, while incorporating Visiting Professorships well into the student experience.

The APR indicated that the Faculty of Engineering has committed to two new hires in order to bring the total full-time teaching cohort to 13.5. However the presence of two unsuccessful searches in the last few years suggests the need for a clear cooperation between the School of Architecture and the Faculty of Engineering to ensure the relatively small number of full-time professors comes into line with other architecture programs (refer to APR page 24).

When architecture programs have a relatively small cohort of full-time teaching staff and therefore rely on part-time teaching staff in order to deliver the curriculum within a restrained budget, two problematic issues emerge. Firstly, the large cohort of part-time teaching staff do not have the same access to a program's vision and management, and therefore the courses they teach may not be fulfilling the program's mandate to the extent they should. Secondly, we understand that each full-time faculty member balances scholarly research, teaching, and service. However, when a large part of a program's curriculum is delivered by part-time faculty, and given that part-time instructors do not traditionally shoulder a portion of a program's service needs like full-time faculty, the additional service needs necessarily fall onto the full-time faculty, impacting the full-time faculty's capacity to teach effectively and conduct research.

The current and planned faculty searches present an opportunity to address the condition outlined above, the gaps in the school's building science/building systems expertise, and studio instruction needs. The concept of Professors-in-Practice, institutionalized within McGill University as a whole, has the potential to "fit" here.

As mentioned, the relatively small cohort of full-time professors places a huge responsibility for teaching onto part-time, contract-based course delivery. Remuneration for part-time and adjunct professors has improved lately, and the Visiting Team agrees with the program's long-standing call for additional financial support in this regard (APR, page 6, 2 b) Progress since the Previous Site Visit). Finally, there appears to be no systematic mechanism to allow part-time instructors to evolve into more permanent and secure teaching positions with the school. These conditions result in cases where adjuncts feel exploited. This continues to be a concern and was noted in the 2001 and 2006 accreditation visits.

Support Staff
The McGill support staff team has experienced, committed and energetic people. The students recognize this, however, both staff and student feedback presented a concern over the need for additional support to facilitate the delivery of the curriculum. This concern is a repeat of the message from the 2001 VTR, 2006 VTR, and 2011 Cyclical Academic Unit Review. It was noted that this was especially the case during peak administrative demand periods, while long-term financial restraint pressures has been a stress on staff. The Visiting Team noted a clear lack of workshop/lab technical support restricts student access to both necessary training and shop and fabrication equipment. An additional technician would address this situation.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met	Not Met
[x]	[ ]

Team comments:
Faculty
McGill University's focus on research and its grant-writing policies and infrastructure provide a good context for faculty scholars to succeed in competitive external funding opportunities. As stated on page 31 of the APR, McGill offers the modest funding of $1,500 every two years for faculty to present papers at conferences and a Professional Development Fund of $500 annually. The APR also cites the offering of a Sabbatical Leave for full-time faculty available every seven years and allowing faculty to develop their scholarship.

Within the context of the Faculty of Engineering and its guidelines for the advancement and promotion of faculty, there is a concern that persists related to how design-centered research typical of architecture programs is considered peer-reviewed and therefore worthy of recognition. This is a critical issue for faculty with research reflective of a professional school, as opposed to faculty involved in what can be considered traditional scholarship such as writing. This is a concern noted in the 2001 and 2006 accreditation visits.

As discussed earlier in this document, given the high use of part-time teaching faculty in the program's delivery of its curriculum and its status as a professional school, the capacity for these instructors to feel valued while also providing them the opportunity to grow within the university's system is critical. It is the intention of the Visiting Team that the program strategically utilizes McGill's *Regulation Relating to the Employment of Contract Academic Staff (CAS)* in order to facilitate this.

Students
As stated in the APR, there are a number of enrichment opportunities defined by the program for students related to off-campus activities and field trips. These include activities that naturally emerge from a culturally rich city like Montreal and its geographic adjacency to other centers such as Boston and New York.

In addition, student societies, unions and clubs, within the program and at a faculty or university-wide context offer students a diversity of enrichment opportunities. A good example is the Architecture Students Association, a very effective organization that is engaged and well regarded by the student body.

Students also have access to counseling and advising services, both at the university and program level. Mary Lanni-Campoli, Student Advisor for the School of Architecture has been a stable and accessible contact for students for all concerns.

Finally, the strategic use of grant opportunities defined through agencies such as SSHRC or CFI allow the engagement of students within research projects and their exposure to current ways of thinking and making.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Met	Not Met
[ ]	[x]

Team comments:
The school building is an excellent resource with ample exhibition, review, classroom, seminar and lecture spaces, all seen to successfully facilitate student learning and development. The exhibition and main lecture rooms especially are seen as strong connections to the campus as a whole, and the architecture community beyond.

Although there is adequate or even an excess of space for students to work, there are clear maintenance issues which prevent an effective use of the available area. Studio desks and chairs are substandard and require updating and/or maintenance. Evidence of some development on this issue was found, however a consistent and comprehensive implementation strategy as articulated in the 2006 VTR, quoted below, has not been completed:

> "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."

This scope of work needs to be implemented throughout all studios and completed in a timely manner; it was noted that there is currently a student perception of imbalance in terms of the distribution of school resources between professional and post-professional spaces. Studio conditions are sometimes so insufficient that students are required to provide much of their own funding for studio equipment and renovations as evidenced by the student-led amelioration of the ground floor studio spaces.

As the curriculum continues to realize the potential for digital thinking and making, the school must develop a commensurate set of physical resources to complement this growth. As a complement to the world class FARMM (Facility for Architectural Research in Media and Mediation) and LIPHE (Laboratory for Integrated Prototyping and Hybrid Environments) facilities, digital infrastructure must offer a seamless transition between design, documentation and fabrication in a studio environment.

In this context, there is inadequate access to printers and plotters for student use. Plotters have been moved from the school to be included in the Faculty of Engineering, creating restricted hours of access, poor print quality and high costs. Lack of convenient access (printers located on other floors and plotters in another building) is hampering the necessary easy relationship between digital ideation, exploration, documentation, and fabrication.

The metal shop and wood shop complement is an excellent resource. Access to and instruction in the use of these resources needs to be expanded to meet the needs of the students. In addition, excellent digital fabrication resources are available in the 3 axis milling machine, CNC plasma cutter, and laser cutter, however access to these resources and instruction in their use is currently being restricted by the lack of dedicated technicians for architecture students. It should be noted that the current technician related to this service is appreciated but over-committed. As noted in subsection entitled *Human*

Resources, additional technical support is required to facilitate access to the program's digital infrastructure.

8. Information Resources and information technology

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library. For Information Technology Resources, the program must also provide the information technology infrastructure and corresponding staff support in order to effectively contribute to the delivery of the curriculum, as well as supporting activities of staff and faculty.

Met	Not Met
[x]	[ ]

Team comments:
The Blackader-Lauterman Collection of Architecture & Art and the John Bland Canadian Architecture Collection, housed in the Redpath Library, remain exceptional resources to students, faculty and visiting scholars, in both the School of Architecture and the School of Urban Planning. Similarly, the Architecture Slide Library, the Orson Wheeler Architectural Model Collection, and the Materials Centre, located in the School of Architecture, are resources for teaching and research.

The existing collection of volumes and periodicals is being expanded into electronic resource and digital database. The current journal and periodicals subscriptions are available in print and electronically and represent great range and variety. The collection is comprised of 79,000 titles, 185 active journal subscriptions, and supported by a $30,000.00 new acquisitions budget. The professional staff is committed to developing original print media and move to electronic media.

The John Bland Canadian Architecture & Rare Book Collection, which was indicated as closed in the 2006 VTR due to a lack of funding, is currently accessible by appointment to researchers and students. The Librarian is experienced and eager to assist and guide students on all levels. The Librarian communicates pro-actively with students through e-mail and frequent newsletters.

In terms of access, the Architecture Slide Library is located in somewhat compromised and restricted spaces, albeit within the School of Architecture. Access for faculty is by key, while students access the different collections with permission. In order to meet new teaching and research methods, the 2006 Visiting Team encouraged the acceleration of the process of digitizing the faculty slide library, and the Visiting Team agrees with the importance of this initiative. To date, the Program indicated that hundreds of slides have been digitized.

9. Financial Resources

Programs must have access to sufficient institutional support and financial resources.

Met [ ] Not Met [x]

Team comments:
The Visiting Team finds that funds available are neither sufficient nor sustainable to support a professional program in the long term. During the 2012 Visit, the Interim Dean of Engineering confirmed that the School of Architecture has been unable to remain within its allocated budget for a number of years; to cover these annual overruns, the Faculty of Engineering has had to reallocate funds originally destined for other departments.

The Visiting Team considers it unsatisfactory that the School has been running at a deficit for several years *while on a starvation budget*. The rectification of this problem requires a clear and transparent long term financial review and plan. As well, for a program that relies heavily on part-time instructors to deliver studio instruction, the opinion stated in the *McGill School of Architecture: 2011 Cyclical Academic Unit Review* wherein "teaching support allocations are insufficient to deliver program requirements and have not met actual expenditure for at least the past 10 years…" is revealing of the current financial situation.

Moreover, as underscored in the 2006 VTR, "the allocation of funds" should "be reviewed with the objective of making remunerations and studio budgets for adjunct professors more competitive." It should be noted that an increase to part-time faculty compensation was recently approved. But it was clear to the visiting team that the overall situation related to financial support remains, as indicated on page 6 in the APR: "The school continues to press the Faculty and University administrations for higher levels of support for adjunct teaching…"

Substantial upgrades to the Furniture, Fitments, and Equipment within the Macdonald Harrington Building, which have not been addressed according to the recommendations in the 2006 VTR, will result in an even greater financial burden to the years immediately to follow the 2012 Visit.

As cited in the 2012 APR: "In the last five years, annual donations… including special gifts, have been strong with two peak years—2008 and 2011." Furthermore, as noted in the 2006 VTR, the School's ability to "attract external funding" has remained strong. However, the impact of funds raised by research initiatives and grant proposals to the benefit of the Professional Program does not address the above concerns in a systematic and sustainable manner.

10. Administrative Structure (Academic Unit & Institution)

The program must be part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both

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comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met [x] Not Met [ ]

Team comments:
McGill is an exceptional university 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 of Architecture enjoys reasonable autonomy as one of seven academic units within the Faculty of Engineering. However, questions around hiring processes as a result of two unsuccessful searches and around the application of policies for promotion and tenure review (especially regarding the acceptability of design research) put some doubt regarding whether the autonomy is sufficient to assure conformance with all the conditions for accreditation. Quoting the 2010 Annual Report regarding faculty searches: "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." The Visiting Team recommends a confirmation that the program indeed is in control of the policies for hiring and promotion.

11. Professional Degrees and Curriculum

The CACB awards accreditation only to first-professional degree programs in architecture. These include:

- *Master of Architecture degree with a related pre-professional bachelor's degree; requirement, typically amounting to five or six years of study;*
- *Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies.*
- *Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies;*

The curricular requirements for awarding these degrees must include three components: general studies, professional studies, and electives that respond to the needs of the institution, the architecture profession, and the students respectively.

Met [x] Not Met [ ]

Team comments:
As indicated in the 2012 APR: "The professional program in architecture at McGill is divided into two parts: the first involves six terms of study (eight for out-of-province students) and leads to the B.Sc.(Arch.). The second, for students with the McGill B.Sc.(Arch.), or the equivalent, is a three-term or four-term program that leads to the professional degree, M.Arch. (Professional)." (p79)

Within the M.Arch. (Professional) degree, the first option is a three-term 45 credit program entitled the Design Studio (DST), and the second option is a four term, 60 credit program entitled Design Studio Directed Research (DSR). The Visiting Team acknowledges the value of how the DSR supports an appropriate approach to architectural research and a methodology steeped in critical thinking. As well, the DSR allows the opportunity for students to take electives centered on the humanities.

Both of these options were evaluated individually, and found to minimally meet CACB standards. However, we concur with the 2006 VTR which states that: "…the Team shares the concern expressed by many students that the meager 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...and …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."

In addition, the 2011 Cyclical Review stated in no uncertain terms that curriculum review and restructuring was required: *"The B.Sc. curriculum is in significant need of restructuring and course content renovation…. 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….intended to be implemented after the next CACB accreditation visit which occurs in March 2012."*

This curricular restructuring, based on the above past reviews and subsequent SPCs, needs to address an increase in program length, greater technological literacy, the embedding of critical thinking and writing skills within the delivery of courses, and an increased access to courses in the liberal arts.

12. Student Performance Criteria (SPC)

Each architecture program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice. (See CACB 2010 Conditions for further detail regarding the SPC categories and criteria).

A1. Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well reasoned conclusions, and test them against relevant criteria and standards.

Met	Not Met
[x]	[ ]

Team Comments:

Critical thinking should be a major component of the McGill program, given the important thinkers on the faculty (Perez-Gomez, Adams, etc.). Indeed this could be a major strength and differentiation for the school, and evidence indicated that students generally seem able to think critically and creatively.

However, the team was unable to uncover, despite requests, either a coherent strategy for the development of critical thinking in students or any particular location within the program in which critical thinking abilities were specifically asked to be demonstrated.

This situation is exacerbated by the very limited access on the part of students in the program to external courses in the liberal arts and humanities, combined with the absence of required courses in architectural culture beyond the four courses in architectural history. While the requirement for one to two years of studies in the sciences could be argued to provide education in critical thinking, at least within a scientific paradigm, the school has given no indication of the ways in which this particular background of the students is either mobilized or extended.

Critical Thinking is most clearly developed in ARCH 626: Critical Design Strategies. However, this course is currently only required for students in the 60-credit M.Arch. The team recommends that this course be made a required course for all students.

A2. Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

Met	Not Met
[x]	[ ]

Team comments:
Specific examples of research skills were found in ARCH 673 and ARCH 377 and a nominal distribution through other classes. A systematic building of competence throughout the program was found.

A3. Graphic Skills

Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

Met	Not Met
[x]	[ ]

Team comments:
The students showed a very high level of representational skill. However, the degree to which students become proficient in computer representation appears to vary considerably from section to section of studio. The Visiting Team recommends a more consistent and considered approach to the development of digital representational techniques.

A4. Verbal and Writing Skills
Ability to speak and write effectively on subject matter contained in the professional curriculum.

Met	Not Met
[x]	[ ]

Team comments:
Based on the limited documentation provided, students appear to be able to write acceptably cogent texts aligned with various topics. However, the team was unable to uncover, despite requests, either a coherent strategy for the development of writing skills in students or any particular location in the program in which the writing methods techniques and strategies particular to architecture are addressed.

This situation is exacerbated by the very limited access on the part of students in the program to external courses in the liberal arts and humanities, combined with absence of required courses in architectural culture beyond the four courses in architectural history.

A5. Collaborative Skills
Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

Met	Not Met
[x]	[ ]

Team comments:
Evidence was found in group or shared projects such as in foundation courses and especially in the studio environments when students are collaborating to produce architectural projects. Evidence also found in collaborative work such as in FARMM. Evidence found in ARCH678 where students work in collaboration across disciplines.

A6. Human Behavior
Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Met	Not Met
[x]	[ ]

Team comments:
Evidence was found within the undergraduate degree Bachelor of Science history courses, in the context of essays and papers.

A7. Cultural Diversity
Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

Met	Not Met
[x]	[ ]

Team comments:
Evidence found in the projects and assignments defined in ARCH 250, ARCH 251, and ARCH 354 Architectural History.

A8. History and Theory
Understanding of diverse global and local traditions in architecture, landscape, and urban design, as well as the factors that have shaped them.

Met	Not Met
[x]	[ ]

Team comments:
The four courses in the History of Architecture meet the minimum requirements for a professional program. However, no significant evidence was presented of teaching of either specifically local or specifically global traditions. These particular points were brought up in previous VTRs.

In addition, although the four courses in Architectural History have a significant theoretical underpinning and cover much architectural theory in a historical mode, teaching of theory as theory is largely missing. The Visiting Team suggests making ARCH 626 a required course for all students.
The teaching of history and theory of architecture could be a significant strength of the McGill program, given the world-class historians and theorists on faculty. However, the construction of the history courses does not appear to embody the ambition, innovation and intellectual rigour of the research activities.

A9. Precedents
Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

Met	Not Met
[x]	[ ]

Team comments:
There was some evidence of cited precedents in studio courses, though only sporadic, studio section-specific examples of the analysis of precedents. There was evidence discovered in various history courses that offered an associated analysis and evaluation of precedents and their impact on design.

B1. Design Skills
Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

Met	Not Met
[x]	[ ]

Team comments:
Evidence was found in studio design courses, specifically ARCH 303, ARCH 304, ARCH 405, ARCH 406, ARCH 672, ARCH 673, ARCH 677, ARCH 682 and ARCH 683. It was

noted that there existed vast differences in the studio experiences given the different deliverables for each section of a particular studio. Within the SPC of Design Skill this diversity of experience is less critical than subsequent design-related SPCs that demand more specific evidence.

B2. Program Preparation
Ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

Met	Not Met
[ ]	[x]

Team comments:
The Visiting Team found some evidence of the listing of program spaces, and at times depending on the studio project, some analysis, in ARCH 303, portions of ARCH 304, and ARCH 677. As well, sporadic and uncoordinated evidence was found in other studio courses. However, evidence of the preparation of a comprehensive program for an architectural project as cited in this SPC was lacking.

B3. Site Design
Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

Met	Not Met
[x]	[ ]

Team comments:
The Visiting Team found evidence found in ARCH 304, ARCH 550 and ARCH 672 especially. It should be noted that this evidence was rarely found illustrated in a comprehensive manner and the Team recommends a more formalized structure to develop the constructive relationship between site design and architectural solution and expression.

B4. Sustainable Design
Ability to apply the principles of sustainable design to produce projects that conserve natural and built resources, provide healthy environments for occupants/users, and reduce the impacts of building construction and operations on future generations.

Met	Not Met
[x]	[ ]

Team comments:
Evidence was found in various studio courses and seminar courses, including ARCH 377: Energy Environment and Buildings and ARCH 375: Landscape. The Visiting Team applauds initiatives such as the integration of Landscape practitioners into project advisors in the studio sequence, and the use of water retention concepts into the project requirements.

The Team recommends the discussion of current industry sustainable design practice measures/models such as LEED, BREEM, and Green Globe in the course curriculum and the inclusion of sustainable design as a topic in ARCH 550: Urban Planning and Development.

B5. Accessibility
Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

Met	Not Met
[ ]	[x]

Team comments:
The APR outlines a curriculum and SPC matrix that references *accessibility* in a number of courses. However, beyond some evidence found in ARCH 451: Building Regulation and Safety, evidence of comprehensively integrating accessibility into a site and building design project was not found. Further, studio work created subsequent to the taking of ARCH 451 revealed no evidence of the *ability* to design for individuals with varying physical and cognitive abilities.

B6. Life Safety Systems, Building Codes and Standards
Understanding the principles that inform the design and selection of life-safety systems in buildings and their subsystems; the codes, regulations, and standards applicable to a given site and building design project, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

Met	Not Met
[x]	[ ]

Team comments:
This criterion is covered under ARCH 451: Building Regulations and Safety in the third year of the undergraduate program.

B7. Structural Systems
Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

Met	Not Met
[x]	[ ]

Team comments:
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 program: CIVE 284: Structural Engineering Basics, CIVE 385: Structural Steel and Timber Design, CIVE 388: Foundations and Concrete Design, CIVE 492: Structures.

While there was some question as to whether these 12 credits, plus their prerequisites, were a good use of the precious hours in the program, there was no question that this four course set was well prepared and taught and fulfilled the requirements.

B8. Environmental Systems
Understanding of the basic principles that inform the design of environmental systems, including acoustics, illumination and climate modification systems, building envelopes, and energy use with awareness of the appropriate performance assessment tools.

Met	Not Met
[ ]	[x]

Team comments:
Some evidence specific to various environmental systems was found in ARCH 240: Organization of Materials in Building, ARCH 377: Energy, Environment, and Buildings, ARCH 304: Design and Construction 2, and ARCH 447: Lighting. However, the Visiting Team found no evidence of the *understanding* of the basic principles that inform the design of climate modification systems in courses reviewed. It should be noted that this concern, along with more general comments related to building systems, was outlined in the last two VTRs (2001, 2006).

B9. Building Envelopes
Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Met	Not Met
[ ]	[x]

Team comments:
The Visiting Team found evidence of wood frame construction and associated envelopes in ARCH 240. Much more sporadic evidence of other types of building envelopes was found in ARCH 303, ARCH 304, while ARCH 377 had peripheral and/or minimal evidence. Emphasis on design overrode any extensive body of evidence of envelopes in ARCH 405 and ARCH 406, and only inconsistent evidence was found in ARCH 672 and ARCH 673.

B10. Building Service Systems
Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

Met	Not Met
[x]	[ ]

Team comments:
This criterion is covered under ARCH 240, ARCH 451, ARCH 406, and ARCH 678.

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B11. Building Materials and Assemblies
Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance.

Met	Not Met
[ ]	[x]

Team comments:
Evidence related to wood frame construction shown in ARCH 240. However, only inconsistent evidence was demonstrated in other courses cited by the APR and SPC Matrix. For example, sporadic evidence of other building and material assemblies was shown in ARCH 303, ARCH 304, ARCH 672, and ARCH 673, but this evidence was inconsistently explored, and subject to the different studio sections within a particular design studio.

B12. Building Economics and Cost Control
Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

Met	Not Met
[x]	[ ]

Team comments:
Evidence was found in ARCH 240, ARCH 550, and ARCH 674, which satisfy the requirements of this criterion.

C1. Detailed Design Development
Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

Met	Not Met
[x]	[ ]

Team comments:
Evidence found in ARCH 240, ARCH 405, ARCH 406 and ARCH 678. Particularly in ARCH 405 and 406, the Visiting team appreciated the integration of design idea and detailed design consideration towards the creation of a synergistic whole.

C2. Building Systems Integration
Ability to assess, select, and integrate structural systems, environmental systems, life safety systems, building envelopes, and building service systems into building design.

Met	Not Met
[ ]	[x]

Team comments:
The Visiting Team found some evidence, dependent on the project and/or the studio section, in ARCH 405 and ARCH 406. As strong as some of this design and technical

work was, there was not any evidence related to building systems integration delivered in a systematic manner. It should be noted that this concern was outlined in past VTRs (2001, 2006).

C3. Technical Documentation
Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Met	Not Met
[x]	[ ]

Team comments:
The Visiting Team found evidence in ARCH 240 (particularly surrounding wood frame construction) and in ARCH 678 (the technical and design work in 2011 was related to a design/build that sponsored great ownership on the part of the student in terms of the quality of the technical documentation).

C4. Comprehensive Design
Ability to project a comprehensive design based on an architectural idea, a building program and a site. The design or designs should integrate structural and environmental systems, building envelopes, building assemblies, life-safety provisions, and environmental stewardship.

Met	Not Met
[ ]	[x]

Team comments:
The Visiting Team found some key comprehensive design and integration evidence in studios ARCH 405 and ARCH 406, however this evidence was more substantively due to a particular student project, and/or a studio section, or as a fragment of the larger SPC and not based on a systematic delivery of key issues in this criterion. The Team noted that in this particular studio there existed two projects within the term, and perhaps the focus on only one longer project would allow further and more holistic development of the issues embedded in this criterion.

D1. Leadership and Advocacy
Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

Met	Not Met
[x]	[ ]

Team comments:
The Visiting Team found evidence of an *understanding* in Leadership and Advocacy in the following courses: ARCH 375: Landscape, ARCH 550: Urban planning, ARCH 674:

Professional Practice (only contractual considerations and client relationships in this course). As well, the Team found circumstantial evidence found in: ARCH 673 (for example the Katrina housing competitions) and initiatives such as the ASA Supply Store, fundraising for various self-run projects, and FARMM.

D2. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Met	Not Met
[x]	[ ]

Team comments:
Evidence of an *understanding* of Ethics and Professional Judgment was found in the following courses: ARCH 250, ARCH 251 with work shown peripherally in posters, FACC 220 which offered good examples of ethical considerations in the papers, and ARCH 674: Professional Practice. Further, in ARCH 672 and ARCH 673 there existed evidence highlighted in some studio experiences focused on New Orleans, the Pacific Gyre, and how to become socially engaged in an architectural context.

D3. Legal Responsibilities
Understanding of the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

Met	Not Met
[x]	[ ]

Team comments:
Evidence was identified in ARCH 451, ARCH 551, and FACC 220: Law for Architects and Engineers.

D4. Project Delivery
Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

Met	Not Met
[x]	[ ]

Team comments:
An *understanding* of Project Delivery is developed in ARCH 674: Professional Practice, FACC 220: Law for Architects and Engineers as well as in various design studios.

D5. Practice Organization
Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

Met	Not Met
[x]	[ ]

Team comments:
Evidence found in FACC 220: Law for Architects. The Visiting Team assessed the evidence in ARCH 674: Professional Practice as cursory but still adequate in presenting the content of this criterion. Additional effort needs to be placed on the roles of business planning and of marketing in an architectural practice.

D6. Professional Internship
Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.

Met	Not Met
[ ]	[x]

Team comments:
Very minimal mention of internship was found within the curriculum. The work requirement that precedes entry into the Master's program is not sufficient to explain the role of internship as defined in this criterion. The School must ensure that graduates are not only prepared to enter the workforce, but that they demonstrate an understanding of the scope of internship. All students should be required to learn about the context of internship as a crucial stage of development prior to licensure.

IV. Appendices

Appendix A: Program Information

The following is condensed from the Program's Architecture Program Report

1. Brief History of **McGill University**

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).

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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").

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.

3. Program History

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

The School of Architecture is one of 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 (founded 1970) 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

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, the old curriculum, based on the tenets of the Arts and Crafts movement, was replaced by a Modernism curriculum.

1943: Catherine Chard Wisnicki graduates as the program's first woman

1945: A new five year program is adopted.

1946: Harold Spence-Sales joins the faculty. In anticipation of the important role for architects during postwar reconstruction, 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.

1950: Arthur Erickson graduates

1961: The M.Arch program is expanded to include *Architectural Design* (John Bland) in addition to *Planning* (Harold Spence-Sales).

1961: Moshe Safdie's thesis proposing Habitat '67

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.

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.

1981: Death of Professor Peter Collins

1987: A new graduate program, *History and Theory of Architecture,* is established by Alberto Pérez-Gómez when he joins the faculty.

1987: The School of Architecture moves into its new home, the Macdonald-Harrington Building

1989: The *Housing Design* graduate program is reorganised by Witold Rybczynski and Avi Friedman, and renamed *The Affordable Homes Program.*

1989: The Ph.D. in Architecture is introduced as an ad hoc program.

1990: The Grow Home

1993: A graduate program in housing, *Domestic Environments,* is established by Annmarie Adams, who joined the faculty in 1990.

1997: The Ph.D. in Architecture Program is approved by the Minister of Education.

1997: Lily Chi is the first PhD graduate

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.

2007: Associate Directors are first appointed: Professors Ricardo Castro (Professional) and Annmarie Adams (Post-professional)

2008: FARMM opens

2008: 60-credit professional Masters option is approved

2011: LIPHE opens

4. Program Mission

Introduction to the Program

The School of Architecture at McGill University is now in its 115th year of operation as a vibrant place of professional education, debate, and scholarship. This Architecture Program Report spans the period from 2006 to the present; in this time period, the School has had three Directors:

- Professor David Covo (1 August 1996 to 31 July 2007)
- Professor Michael Jemtrud (1 August 2007 to 30 June 2011)
- Professor Annmarie Adams (1 July 2011 to 31 August 2014)

The School has been in an exciting period of transformation in recent years as we continue to develop our strengths, which privilege pluralistic, open-ended approaches to architecture as both a discipline and a profession.

Program Identity and Mission

Identity

The core professional programs offered at the McGill University School of Architecture comprise a professionally-accredited Master of Architecture degree with a pre-professional B.Sc. (Architecture) undergraduate degree.

Professional Program (B.Sc. [Architecture])

The primary goal of the undergraduate program is to educate well-rounded professionals in the critical practice of architecture and urban design. The broad intentions of the B.Sc. degree program are to provide a foundational, pre-professional architectural education in which students acquire a sophisticated skill set in traditional and innovative (digital) modes of representation and production with a strong understanding of varying methodologies, competency in the history and theory of architecture, a strong knowledge and practical understanding in environmental strategies, engineering, and building science, verbal and written communication skills, and advanced design and construction competencies and abilities in preparation for a first professional graduate degree education.

Professional Program (M.Arch. [Professional])

The M.Arch. (Professional) degree program builds upon skills, knowledge, and competencies acquired in the pre-professional B.Sc.(Arch.) degree (or its equivalent). The program in the M.Arch.(Professional) studio sequence explores ideas about advanced architectural design with a curriculum that integrates building construction, professional practice, and urban design with advanced courses in the history and theory of architecture and urbanism. The program places a strategic focus on design

methodologies, creative-research practices, and design-based speculation, supported with the advanced technologies and resources required to carry out architecturally-based research and creative activity.

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 Québec, 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:

- To develop an effective and stimulating environment for teaching, learning, and research in architecture.
- To maintain and continue to enrich an accredited program providing high-quality professional education in architecture.
- To provide post-professional research-based Master's and Ph.D. programs that advance the discipline of architecture.
- 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.
- To contribute to interdisciplinary and multi-disciplinary teaching and research programs within other units of the University and with other universities, local and international.
- 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 of Engineering in June 1997, and endorsed by both the Faculty of Engineering and University in the summer of 1997.

Uniqueness

Chief among McGill's unique features is the harmonization of the professional programs with our research-based post-professional programs at both the Master's and Ph.D. levels. Indeed, a key aspect of our School is that we have nearly as many research students as we have students in the professional program. In 2009-2010, for example, the School hosted 70 professional M.Arch. students and 68 post-professional students. The post-professional students have a direct positive impact on our professional programs, serving as instructors and teaching assistants in several courses as well as being significant role models of the myriad of options open to young architects today.

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An emphasis on diversity in pedagogical approaches to architectural education is complemented by an extraordinarily diverse student body and faculty. For example, in 2010-2011, 20% of our students came from outside Québec and 10% from outside Canada. Of our dozen or so faculty members, six were born abroad. Ten of these core professors received some part of their architectural education outside of Canada.

Finally, our situation in the heart of the largest Francophone city outside France, with a multi-cultural population, tremendously enhances our programs. Montréal was named a UNESCO City of Design in 2007 and is well-known internationally for its remarkable architectural heritage. Graduates and students from the School of Architecture participate in this significant cultural production and vibrant economy. Montreal's rich architectural heritage is ever-present in our curriculum and the city's architects are constantly called upon to teach, advise, and inspire our students and faculty.

Strengths

Our most obvious strengths are our long history—we are now in our 115th year—and our close ties to the education of professional engineers and urban planners at McGill University. This context creates an extraordinary atmosphere of professionalism around design, planning, problem-solving, fabrication, and a host of other common concerns.

Another strength is that despite our relatively small size (11.5 faculty and about 300 students), we enjoy a high visibility on campus both in terms of our location in the splendid Macdonald-Harrington Building and our faculty's full engagement in nearly every aspect of university life. These activities include consulting on new and heritage buildings; campus planning; tenure and promotion; major roles in interdisciplinary institutes; fundraising; community engagement; consultation on new technologies; visiting lecturers; and issues of sustainability.

Challenges

Like many schools of architecture, we are chronically underfunded. As Dale Taylor said in a recent response to one of our annual reports: 'Running an architecture school is not for the faint of heart.' We require approximately $250,000 per year to deliver our programs and we also have extremely high teaching loads (averaging 15 credits per core faculty member). At present, we are in a deficit situation.
As a School we have also faced unprecedented administrative changes in the last four months. Professor Michael Jemtrud stepped down as Director on 1 July 2011, with one year remaining in his original mandate, and is now on administrative leave. Three months later, the Dean of Engineering, Christophe Pierre, accepted a position as Vice-President of the University of Illinois, ending his mandate at McGill University four years early. These unexpected changes have resulted in some turbulence for students, faculty, and support staff alike.

In addition, the university's union of non-academic staff, MUNACA, were on strike between September 1 and December 1, 2011. Two of our clerical staff and one technician were among the striking workers.

5. Program Action Plan

The Program Action Plan and Objectives call for the School to continue developing an integrated set of degree options and curricula that sustainably reflect the highest standards of pedagogy, research, and scholarship in a school of architecture. In the fall of 2007, the School initiated a comprehensive series of curricular and program revisions with the following objectives:

- To renew the curriculum in terms of content, structure, and new integrative models of course delivery in order to respond to contemporary disciplinary challenges;
- To capitalize on existing strengths, fortifying our fundamental commitment to professional education, research-creation activities, and humanities-based scholarship by creating greater integration, overlap, communication, and collaboration among program streams, thus delivering more robust and effective degree programs;
- To 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;
- To enable greater research capacity by enacting a unique research model integral to teaching and learning;
- To identify missing areas of expertise vital to this vision and determine replacement faculty searches and resource planning accordingly;
- To 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 university education. Inseparable from this pedagogical mandate is the development of structures to increase research capacity. This is being done through a unique integrative model combining research-creation, funded research, and humanities-based scholarship with professional education.

Self-assessment is an ongoing process in the School and operates simultaneously at several levels. The Curriculum Committee has traditionally been the most important committee in the School and now comprises four faculty members and two student representatives. Since 2008 we have had two Associate Directors (one for the professional program and one for the post-professional program) who communicate with the Director and with one another on a daily basis. This triad provides a vital forum of discussion among the programs and also ensures constant communication of issues, questions, and concerns. The Director meets regularly and informally with the President of the ASA (Architecture Students' Association) and the President of the GASA (Graduate Architecture Students' Association). These meetings provide important opportunities for the expression

and consideration of concerns from both staff and student points of view; they have been instrumental in the development of new initiatives and in monitoring the wellbeing of the student body.

Architecture faculty members meet once a month for 90 minutes; minutes are recorded and distributed electronically. Twice each term, faculty members are invited out for a social lunch, and at least once each year we convene for a day-long 'retreat' to explore issues and opportunities in greater depth.
Our processes for self-assessment are reviewed on ongoing basis. Our tentative plan is to assess major curriculum changes after three years (for example, the 60-credit Master's program should be assessed in summer 2013). How will we measure success? Various indicators of excellence are used, including school-wide exhibitions of work by students and faculty at our annual research colloquium. We will also consider inviting a panel of reviewers to assess the three-year corpus of student work.

The University's current strategic planning exercise, *Achieving Strategic Academic Priorities (ASAP) 2012*, was presented to the University Senate in the fall of 2011. It identifies ten broad objectives: (http://www.mcgill.ca/provost/asap2012)

1. *Academic renewal*
   Achieve new directions in Faculty hiring, development, and retention, including cluster hires
2. *Undergraduate composition and experience*
   Emphasize innovative delivery of educational programs and appropriate levels of student aid
3. *Improved Graduate Studies experience*
   Ensure innovation in graduate studies based on research strengths and competitive funding
4. *Disciplines and inter-disciplinarity*
   Develop and implement transformative research initiatives based on competitive advantage
5. *Quality support services*
   Develop a culture of "best practices" in academic endeavours
6. *Professional development, productivity and satisfaction*
   Enhance career development opportunities for administrative and support staff
7. *Performance management indicators*
   Implement academic analytics, processes, tools, and feedback loops
8. *Community Service*
   Provide service to Quebec, Canada and the global community by means of activities

and
international collaborations with measurable impact

9. *Diversity*
   Encourage diversity in origin and opinion among students, faculty, and staff
10. *Professional education*
    Attain national leadership in professional education programs

The School of Architecture's Action Plan is entirely consistent with all ten objectives. In the short term, Objectives 1, 2 and 3 are especially relevant:

Academic renewal has been a major priority of the school and has enjoyed the full support of the Faculty. Our last search was completed in the summer of 2011, and Professor Ipek Tureli joined us in January 2012. A second search, currently underway, should terminate with a second appointment in summer, 2012, and a third, approved but not initiated, will lead to a third appointment in the summer of 2013.

Recent program reform and increased levels of involvement in curriculum development and school governance continue to transform the undergraduate experience. At the graduate level, new funding opportunities and enhanced opportunities for research in both the professional and post-professional programs continue to attract top students from around the world.

Additional indicators of success are based on the high levels of interest in the new programs and on the innovative nature of the work revealed, for example, in the thesis research of the first DSR cohort in the spring of 2011. Detailed and critical self-assessment of all new programs and initiatives are an essential component of the Annual Reports submitted to the Faculty by the School each year.

Objective 10 - Professional Education – represents a significant acknowledgement of the value placed by the university on its professional programs, but remains to be elaborated.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

CACB Accreditation Visit to McGill University – March 3-7, 2012
UPDATE: March 1, 2012

Saturday March 3

AM	10:00	Marc Boutin, Annmarie Adams, David Covo review schedule and team rooms
		Team arrival and check-in at Sofitel, 1155 Sherbrooke Street West
PM	5:30	Team introductions, review of visit schedule, establishment of roles. Hotel
	8:00	Team only dinner.
	10:00	**Canberra Accord**. After dinner introductions to McGill Visiting Team.

Sunday March 4 (6.5hrs)

AM	8-8:40	***Team only breakfast – hotel***
	9:00-10:00	APR review, identification of issues and questions, review SPC to ensure Team Room complete
	10:00-10:30	Introductions, orientation, overview of exhibit room with AA and DC
	10:30-12:30	Tour of School with AA and DC
	12:30-2:00	Team Lunch with Program administrators
PM	2:30-3:30	Introduction to faculty and exhibited work in Exhibition Room
	3:30-8:00	Review of exhibits and records. APR review, identification of issues and questions, review SPC to ensure Team Room complete

Canberra Accord. During the afternoon, will join McGill Visiting Team for entrance meetings and the tour of exhibits.

	8:30	Team only dinner - restaurant TBA.
	10:00-11:00	Continued review of exhibits and records, debriefing session.

Monday March 5 (5.0 hrs)

AM	8:00	***Team breakfast with AA, DC and Provost Tony Masi***
	9:30-10:30	Team room, review of exhibits and records
	10:30-11:30	**Entrance meeting with Faculty of Engineering administration: Interim Dean Andy Kirk and Associate Dean Subhasis Ghoshal** (45 minutes)
	11:30-12:30	**Entrance Meeting with University administration: Principal Heather Munroe-Blum and Provost Anthony Masi** (45 minutes)
		Canberra Accord. During the morning, will join the McGill Visiting Team for continued observations.
	12:30-2:00	Team Lunch in Faculty Club with Teaching Faculty
PM	2:00-4:30	Continued review of exhibits and observation of studios
	5:30-6:30	School-wide entrance meeting with students – Room G10
	6:00-8:00	Reception: faculty, administrators, alumni, local practitioners
	8:00	Team only dinner - restaurant TBA
	9:30-11:00	Continued review of exhibits and records, debriefing session, drafting of VTR

Tuesday March 6 (8.75 hrs)

AM 8:00	Team breakfast with AA
09:00-12:00	Review of general studies, electives, and related programs Observation of lectures and seminars Continued review of exhibits and records Draft of VTR
11:00-12:00	Partial team meeting with librarian Jennifer Garland, Anne-Marie Holland, Richard Virr, and tour of library
11:00-12:00	Partial team meeting with Support and Technical Staff
12:00-1:30	Team lunch with 6-8 student representatives
PM 1:30-2:30	Meeting with adjunct and tenure-track faculty
2:30-3:15	Partial team meeting with key Civil Engineering faculty
3:15-6:00	Final review of exhibits and records and drafting of VTR
6:00	Team only dinner – restaurant TBA
7:00	Accreditation deliberations: create exit meeting text: (Part 1 of VTR) list Conditions Not Met, Concerns and Comments. Strategy Session and Recommendation, and drafting the VTR **Canberra Accord**. Will join the McGill Visiting Team for afternoon session, and for the accreditation deliberations.

Wednesday March 7

AM 8:00-9:00	Team breakfast with Annmarie Adams, review exit meeting text, check out hotel
09:00	**Exit meeting with Dean Kirk** (45 minutes)
10:00	**Exit meeting with Provost Masi** (45 minutes)
12:30	School-wide exit meeting with faculty and students
PM 1:30	Team only lunch in Faculty Club and team member departures

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V. Report Signatures

Marc Boutin, *Team Chair*
representing the educators

Colin Ripley
representing the educators

Patricia Bourque
representing the practitioners

Patrick Benjamin Kuzyk
representing the practitioners

Andrew Choptiany
representing the students

Vedanta Balbahadur
** program observer*

J.I. Hillel Roebuck
CACB observer

Orest A. Klufus
CACB observer

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ANNUAL REPORTS

Canadian Architectural Certification Board | Conseil canadien de certification en architecture

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April 26, 2013

Annmarie Adams
Director
School of Architecture
McGill University Macdonald-Harrington Building
815 Sherbrook Street West, R.120
Montréal Québec H3A 2T5

Dear Ms Adams,

This is to remind you that the Annual Report (AR) of your School of Architecture is expected by **June 30, 2013**.

Since your School of Architecture has hosted a Maintenance Accreditation Visit last spring, you do not need to submit the narrative section of the *Annual report. Only* the following documents are expected by June 30:

- ✓ Human Resources statistics report; and
- ✓ Current academic school calendar.

The *Annual Reports* from all Schools will be reviewed at the Fall Meeting of the CACB Board.

Please note that it is important for the CACB to receive ARs on time. Otherwise, a fine of **$500.00 per business day** will be charged for late submission, occurring daily after the June 30 deadline. .

Do not hesitate to communicate with the CACB if you have any questions.

Best Regards,

Mourad Mohand-Said, B.Arch, M.Sc.A
Executive Director | Registrar/
Directeur général | Registraire

CACB CCCA

A-4• Human Resources Statistics Report • 2012– 2013

School or Program : McGill University School of Architecture

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**	45	3 (min.)	15-20	n/a	n/a
with a related pre-professional bachelor's degree	60	4 (min.)	15-20	n/a	n/a
• **Master of Architecture degree**					
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)													
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other		Licensed architects		Studio teaching	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	7		3		1		1	1			5	1	10	1
Men	5		3		1		1	1			5	1	9	1
Women	2												1	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	12													
Typical FT teaching load / year	15 to 18 credits													
Other Faculty		3		5		9		4		4		15		13
• Visiting		1		2				1				1		1
• Adjunct • Sessional • Lecturer		2				9		3		4		14		9
• Ph.D Candidate				3										3
Men		2		2		7		2		2		10		6
Women		1		3		2		2		2		5		7
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	12													
Total FTE Regular + Other Faculty	23													
Total Regular and Other Faculty who are licensed architects											21			
Total Regular and Other Faculty teaching in studio													24	
Nb of pre-professional studios taught by all Faculty for the year													23	
Nb of Masters studios taught by all Faculty for the year													10	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students	167	158	-	163	49	47	23	40
Men (optional)	75	69	-	72	24	23	9	19
Women (optional)	92	89	-	91	25	24	14	21
Part-Time Students	5	9	-	7	1	0	3	2
Men (optional)	2	6	-	4	1	0	1	1
Women (optional)	3	3	-	3	0	0	2	1
Total Full-Time Equivalent (FTE) Students [1]	169	162		166	49	47	24	40
FTE Foreign Students [2] (optional)								
Students in Design Studio	154	150	-	152	51	48	25	41
Studio Ratio (Students in Design Studios / Nb studios taught for a year)	7 (152 / 23 studios per year) 13 (152 / 11.5 studios per *semester*)				4 (41 / 10 studios per year) 10 (41 / 4 studios per *semester*)			
	Fall	Winter	Summer	Total/yr	Fall	Winter	Summer	Total/yr
Number of applicants for a given term and total for a year	643	-	-	643	194	-	-	194
Number of entering students for a given term and total for a year	48	-	-	48	34	-	-	34
With advanced standing (optional)	2	-	-	2	-	-	-	-
Total Degrees Awarded-Expected for a given term and total for a year	3	44	5	52	2	12	26	40
Men (optional)	0	26	2	28	1	7	10	18
Women (optional)	3	18	3	24	1	5	16	22
Graduation Rate (%) [3]				+95%				+95%

1 Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.
2 FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.
3 No of degrees awarded or expected / No of entering students at the beginning of the degree.

Annual Report to the Canadian Architectural Certification Board
McGill University School of Architecture
June 27, 2014

A Visiting Team from the CACB visited the School of Architecture at McGill University between March 3-7, 2012. The M. Arch. (Professional) degree program was granted a six-year term with a focused evaluation at the end of three years to review the Conditions and the Student Performance Criteria (SPC) not met. This news was communicated in a letter sent in June 2012 (incorrectly dated June 28, 2011).

We are pleased to update the CACB regarding our progress in addressing the following Conditions and SPCs, both in response to the comments in the Visiting Team Report (VTR), pages 12-34, and as part of our continuing self-assessment and development:

Condition 2: Program self-assessment
Condition 5: Human resources
Condition 7: Physical resources
SPC B2: Program preparation
SPC B5: Accessibility
SPC B8: Environmental Systems
SPC B9: Building envelopes
SPC B11: Building materials and assemblies
SPC C2: Building systems integration
SPC C4: Comprehensive design
SPC D6: Professional internship

Condition 2: Program self-assessment

The school invests considerable time and resources in regular program self-assessment. In addition to accreditation, we also undertake regular self-assessments as an academic unit at McGill University. Please note that in 2011-12 the School was a leading participant in the reshaping of this campus-wide process by serving as one of three pilot projects: http://www.mcgill.ca/curo/academic-unit-reviews/schedules/2011-12 in the first year of a revised program. Cyclical reviews are now undertaken every seven years at McGill.

Self-assessment is ongoing in everyday life at the school as well, with regular opportunities for public dialogue around a shared vision. In the past three years we have institutionalized brief, monthly faculty meetings, which are guided by a formal agenda but also provide a regular and welcome opportunity for faculty members to participate in open, unstructured dialogue. The inclusion of the managerial support staff, the short duration of these meetings and provision of fresh brewed coffee have proven to be successful incentives for faculty attendance, which is extraordinarily high, perhaps 80%, including emeritus and retired professors. Detailed minutes are taken for

these meetings and distributed to all full-time faculty members in order to keep everyone up to date and keep a formal record of discussions and decisions. Several school committees report directly to this monthly faculty meeting, including the all-important Curriculum Committee and any specialized task forces (see below). These monthly meetings are the most important venue for faculty members to participate in ongoing administrative decision-making in the School. Since 2012, adjunct professors have been invited to attend the first part of the meeting, called "Update" on the agenda (invited by email on September 12, 2012). One adjunct professor attends regularly.

As noted in the Visiting Team Report (VTR), the Director also meets regularly with student representatives. In the past two years these have become weekly meetings with the presidents of GASA (Graduate Architecture Students Association) and ASA (Architecture Students Association). These regular meetings complement an open-door policy to meet students any time on demand, on the part of the Director and most faculty members. The Director regularly forwards information and opportunities to the ASA for distribution in its impressive, newly-configured newsletter (http://www.arch.mcgill.ca/asa/news.html), which keeps all students informed of ongoing events. Our school website, also updated constantly, is an important go-to place for information and a catalyzing force in the school. Note that 2013-14 was a banner year for initiatives undertaken jointly by the ASA and school administration (these are listed below under Physical Resources).

Another regular opportunity for self-assessment is through our role as an academic unit in the Faculty of Engineering. Please note that since the summer of 2011 we have had four Deans of Engineering. Dean Christophe Pierre departed unexpectedly in fall of 2011, to be followed by Interim Dean Andrew Kirk for nearly two years. It was Dean Kirk who participated in the accreditation visit. Dean Jim Nicell was appointed on July 1, 2013, but is now on medical leave; Acting Dean Fabrice Labeau took over on April 3, 2014. This quick succession of faculty leadership has meant a nearly continuous need to articulate the school's vision and update strategic planning.

In the past two years, students have hosted annual Academic Forums (October 7 2013; November 14 2012) in which all students are invited to speak out on any academic issues. The student organizer, a member of the ASA executive, prepares a detailed written report that is then forwarded to the Director and two Associate Directors. This has proven to be an excellent arena for communication and assessment capturing a broad range of student opinions; in each case the Forum has been followed up by a series of meetings to address deficiencies and issues reported by the students.

Published interviews are another opportunity to broadcast our shared vision. For example, the Director gave interviews to journalists about the school in the *McGill News*, http://publications.mcgill.ca/reporter/2011/12/with-annmarie-adams-director-of-the-school-of-architecture/, and *Spacing* magazine (Fall 2013). The school has also benefitted, in the past two years, from national leadership roles that provide constant

and useful opportunities for faculty members, including the Director, to compare our program to and learn from other Canadian schools. This includes very early organizational efforts towards the upcoming Validation Conference; the external reviews of other schools; Chairship of the CCUSA, representing all eleven accredited schools on the Board of Directors of Royal Architectural Institute of Canada (RAIC); and collaboration with Architecture Canada and Athabasca University on the reconfiguration of the Syllabus Program.

Although our capacity to survey our graduates is limited by the lack of resources , we have been able to use surveys of schools done by others to improve (and market) our programs. Note that our degree programs were extremely favorably reviewed this past year by the Toronto-based *Spacing* magazine and in a survey of professionals undertaken by CALA (2013 National CALA Survey), not yet made public (undertaken for the upcoming Validation Conference). And the undergraduate and graduate programs at the School were highlighted by *Spacing* magazine (Fall 2013) as producing top graduates. The Toronto-based publication surveyed more than 120 "professional city builders" on the abilities of graduates in Urban Planning, Architecture and Architectural Studies, and Landscape and Environmental Design. The citation for McGill reads as follows: "Faculty availability, studio space, and other resources are rated best-in-class. Graduates carry a good reputation when it comes to design and building science."

Finally, a special task force was struck this year to work on issues we identified in the relationship between the two professional Masters options, Design Studio (known as DST; 45 credits) and Design Studio [Directed] Research; known as DSR 60 credits). The issues addressed included lack of class coherence, quality of students admitted to DSR, number of students admitted to DSR, difficulty in distributing awards fairly among students in both options, flexibility for students who wish to change tracks, cost of DST ($38,400 per year), problems of hosting DST summer courses in our non-air conditioned building. The task force met regularly, invited colleagues and students to meetings that targeted particular issues, produced several internal reports, and recommended changes to the Academic Committee of the Faculty of Engineering that were unanimously endorsed at the Faculty of Engineering Faculty Meeting of April 8, 2014 (DOC 010/14). Students admitted for September 2015 will enter the revised, harmonized program/s with everyone finishing together in December 2016.

Condition 5: Human resources

We have much progress to report in the area of Human Resources. Most important among these are two successful faculty searches since the accreditation visit. Assistant Prof. David Newton (http://www.mcgill.ca/architecture/faculty/newton) joined us in August 2013 and Assistant Professor David Theodore (http://www.gsd.harvard.edu/#/news/ph-d-candidate-david-theodore-named-assistant-professor-at.html) will start in August 2014, bringing the full-time teaching cohort to 13.5.

With regards to adjunct professors, the VTR identifies two potential problems observed in 2012: (1) the large cohort of part-time teachers did not have access to the program's vision and management, and (2) high service demands on full-time faculty, with potential impact on teaching and research (page 17). These potential risks have been offset by the hiring of Profs. Newton and Theodore; two full-time professors replace four part-time studio appointments, and these new appointments will reduce the requirement for adjunct professors by 5 or 6 positions, with obvious benefits to our operating budget. With regards to the perceived lack of a systematic mechanism to allow part-time instructors to evolve into more secure teaching positions, note that adjuncts are invited to apply for all full-time positions in the School. In the last two searches, for example, three adjuncts were interviewed in the establishment of the short list. Both searches were highly competitive, attracting 107 applications. Hiring decisions are based on qualifications; there can be no advantage given to "inside" candidates.

The school continues to nurture and appreciate its loyal support staff, whose combined years of service to the school now total an astonishing 97 years (among 5 positions). In recognition of their increasing workloads, we look for every opportunity to provide extra help during peak administrative periods by hiring work-study students during admissions, a summer student to help with studio clean-out and other special projects, and a part-time workshop student helper who assisted the lone workshop technician by facilitating access to the laser cutters, now available 24/7. The School also actively pursues opportunities to nominate staff members for awards (for example, David Krawitz won the Annual Staff Award of Excellence in the Faculty of Engineering in May 2012; two others had won previous to the last accreditation visit) and we welcome and support every opportunity for self-enrichment.

With regards to questions about the value of design research in the school, we are pleased to report that since the accreditation visit, Prof. Aaron Sprecher has been granted tenure and promotion to Associate Professor. Prof. Sprecher's tenure dossier showcased design research, which was once a concern of the visiting team (see page 19, top). We expect Prof. David Newton's research dossier will also showcase the highest standards of design research when he comes up for reappointment in 2015. Furthermore, we continue to press the university for positions for Professor-in-Practice. Note that this term is not used at McGill (Note the VTR states "The concept of Professors-in-Practice, institutionalized within McGill University as a whole…"). A position called "Executive in Residence," however, has been instituted in the Desautels Faculty of Management. In Architecture, such a position is part of an on-going initiative with McGill's Development and Alumni Relations (DAR) that would see the direct funding of such positions as a unique opportunity for naming.

Condition 7: Physical resources

We have much to report on improved physical resources, especially regarding "substandard" (page 20) desks and chairs, a legacy of being Canada's second-oldest school, founded in 1896. For example, working closely with the ASA, we have successfully secured grants to upgrade the furniture in both the U2 and U3 studios. The U3 furniture was partially replaced in 2013-14 from a generous grant from the Engineering Undergraduate Society (EUS) sought by ASA co-presidents Danielle Kasner and Yousef Hussein. This included new worktables for U3's third-floor studio.

In April 2014, we received the good news that the University Teaching Laboratory Work Group (UTLWG) will fund new furniture in the U2 studio, the school's largest work space. This will likely include tables, chairs and storage cabinets. This successful proposal followed a faculty-wide call for submissions.

In March 2014, we submitted a proposal to the Universal Access Working Group to upgrade the accessibility of the power supply in the U1 studio. The Visiting Team may remember that this studio already has contemporary work stations; a suspended power supply, however, can be challenging for students and staff with mobility issues (or anybody who is not extraordinarily tall).

Since the team visit in March 2012, we can also report a growing investment in tools for smart learning within the school and curriculum. This is mostly due to Prof. Ipek Tureli. For example, Prof. Tureli obtained a Lenovo Horizon 27 tabletop PC for the school in April 2014, which will allow group participation on a large touch screen. As steps towards a "seamless transition between design, documentation and fabrication in a studio environment", students can borrow two portable large monitors and the Lenovo tabletop PC. A successful EUS equipment grant will mean we can purchase two large monitors, 3 UP! Printers and 1 Glacier Summit 3-d printer, for the U2, U3 and M1 studios.

Note that several observations in the VTR pertained to the School of Architecture during or just after the three-month long MUNACA strike in fall 2011, where the university operated without its much-needed librarians, clerical staff and technicians; during non-strike times, however, printers and plotters are readily available to students in Architecture. Access to the workshop during regular business hours is determined by the sole technician position (due to budget constraints there is but a sole technician). However, access to both laser cutters is available 24/7 in the annex shop.

A dedicated Computing Committee has been hard at work in the school for the past two years, chaired by Prof. Tureli. The main task of the committee is to ensure server space for the school's ever-expanding digital archive, anticipating our accreditation visit in 2018 and beyond. Our outstanding research labs, LIPHE and FARMM, are in full operation and continue to benefit students. To see the output of both labs, see http://www.mcgill.ca/architecture/facilities/liphe and http://farmmresearch.com/farmm.org/

Condition 9: Financial resources

The financial position of the school has improved since the accreditation visit, following which the VTR (page 22) reported, "the School of Architecture has been unable to remain within its allocated budget for a number of years". We are pleased to report that in 2013-14, we remained within our allocated budget and experienced no deficit over-run.

The remuneration to adjunct professors remains competitive, based on recent information collected by CCUSA. As mentioned above, because of the hiring of full-time faculty and other cost efficiencies, we are now less dependent on adjunct teaching, which was the primary reason for our cost over-runs in the years just prior to accreditation. The harmonization of the two M.Arch. program will also save us nearly $40,000 per year.

Other upgrades to furniture, fitments and equipment within the Macdonald-Harrington building are in progress (see Physical Resources above). In addition to new studio furniture for U2 and U3, we are currently upgrading the lighting design in the Exhibition Room and continuing to plan for a major renovation to the crit rooms, thanks to a gift from the Class of 1970. Work spaces on the fifth floor will be reconfigured in fall 2014, following the above-mentioned harmonization plan. As part of a campus-wide maintenance program, our second-floor washrooms were recently redesigned to be universally accessible and next year the roof of our historic building will be redone.

Although the VTR questions the sustainability and impact of annual donations and external research funding, we continue to acknowledge the impact of these successes. Thanks to generous donors we have new equipment like the monitors; outstanding art on the walls for inspiration; architect-designed furniture; and new state-of-the-art window coverings in our seminar room. These donations continue to make a tremendous difference in the daily life of the school, making it an inspiring place to work, teach, and study.

SPC B2: Program preparation

In response to the VTR, the school made a major effort to introduce comprehensive design teaching earlier in the program, specifically, to the U2 studio (ARCH 203) during the fall semester. As coordinator of the U2 studio in fall 2013, Prof. Howard Davies managed this experiment; he and three colleagues (Jemtrud, Bhatt, King) assigned a "real" studio project and transformed the course into what we have come to call "Comprehensive Lite" (an early introduction to comprehensive design). We hope that spreading comprehensive design over three successive years of the program will make the evidence in the student work more convincing for the future focused evaluation and planned visit for 2018.

As part of this change, U2 (Fall 2013) students worked with an existing, very detailed program (the new pavilion for the Montreal Museum of Fine Arts, a competition won by Atelier TAG, http://awards.canadianarchitect.com/?portfolio=fifth-pavilion-montreal-museum-of-fine-arts). Students were required to organize a building proposal based entirely on this real-life museum program. In the subsequent semester (Winter 2014), U2 students working with Prof. David Newton were invited to undertake "program development" in the design of a research retreat for a biomimetic engineer in Montreal's botanical gardens. Newton's innovative "Exercise 3.3" of the project went even further, asking students to test the flexibility of design solutions by adding unexpected program. From the assignment: "As you work towards integrating the additional program below into your project, think very carefully how your system's parameters might be modulated and in some cases possibly broken in order to accommodate the new program."

In the U3 studio (ARCH 406, Winter 2014), students were asked to develop a programmatic theme for a building. For example, students working with Prof. Aaron Sprecher articulated a detailed program for an arctic research station.

The terminal studio project in the U1 Winter studio (ARCH 202), coordinated by Prof. David Covo, also required students to confront the challenge of program development in the design process. Working individually on their first exercise in the design of a single-family residence, students were invited to explore the concept of the family and to define both the family profile and any special requirements related to, for example, a home office, in the elaboration of their individual programs. For many students, the requirement in the final presentations to describe their client provided an unexpected but welcome structure for their oral presentations.

Finally, in "Performance Architectures," the Fall 2013 M1 studio (ARCH 672), co-taught by Prof. Newton, Sheff Professor Matthew Lella, and Adjunct Professor Thierry Beaudouin, students prepared detailed programs for a performance space. Working with a pre-prepared list of programmed spaces required in every project individuals were asked to "adapt and recreate the program to suit" each project.

It should be noted that the recent appointment of Prof. David Theodore, who starts this summer, will provide a consistent coordinator for the M1 studio, ensuring that core content such as Program Preparation is embedded within the culture of the course. The coordination of U2 and U3 has been steady over the past three years, and U1 over the past two.

SPC B5: Accessibility

The VTR identifies the need for evidence in the studio work that demonstrates the ability to design for individuals with varying physical and cognitive abilities, especially after ARCH 451, Building Regulations and Safety, which U3 students take in the Winter

semester. Please note that excellent studio projects in U2, U3, and M1 are fully accessible, Accessibility was also introduced as a mandatory requirement in the first major design project of the U1 studio in Winter 2014.

The M.Arch. DST Summer studio, currently underway and taught by Profs. Davies and Tureli, is based on the real Space for Life competition and also calls for accessible design in the design brief.

We acknowledge that universal design skills, especially at the level of detail associated with the accessible washroom, for example, need further attention, and hope to develop a collaborative exercise in conjunction with the School of Occupational Therapy for the U1 studio next Winter.

ARCH 451, Building Regulations and Safety, is now taught by a new instructor, appointed since the 2012 accreditation visit; Adjunct Professor Marc-Andre Plourde took over ARCH 451 from longtime instructor Josef Zorko in Winter 2013 and has completely revised the structure and focus of the course. Barrier-free design is one of three major course objectives and is the dedicated focus of a lecture in Plourde's syllabus. Evidence of the effectiveness of this approach can be found in students' response to an assignment that requires them to produce a preliminary code study of an existing building or an on-going project. Fire safety remains a significant focus of ARCH 451, a crucial aspect of accessibility, and the second assignment is based on a detailed case study of a historical fire.

SPC B8: Environmental Systems

The subject of Environmental Systems is now well introduced in a recently redesigned first year course, ARCH 240, Organization of Materials in Building, by Prof. Friedman, and it constitutes the primary focus of the second year course ARCH 377, Energy, Environment and Buildings, which is taught by Sevag Pogharian, an expert in sustainable design. In ARCH 447, Lighting, offered in third year, architect and lighting consultant Conor Sampson provides an overview of electrical services in buildings and concentrates on both natural and artificial lighting in relation to room and building design. Course work in both ARCH 377 and ARCH 447 includes case studies and experience with performance assessment tools.

Examples of content based on environmental systems integrated within studio teaching include a U2 studio under Prof. Newton's direction, with a focus on lighting, and a U3 studio, under Prof. Sprecher's direction, addressing design and construction in the arctic context. Environmental systems are also directly addressed in the comprehensive studios at every level, from U2 to M1; as early as the U2 studio, students are expected to indicate in the documentation of the project the presence of, and methodologies for integrating, environmental systems.

SPC B9: Building envelopes

We have much progress to report with respect to SPC B9, primarily because Prof. David Newton, an expert in the design and fabrication of building envelopes, is now teaching ARCH 678, Advanced Construction. The entire focus of the revised course is now on Building Envelopes, satisfying ten other SPCs at the same time (Newton refers to these on page 3 of the course outline for ARCH 678). Thirteen weeks of lectures, precedent analysis, and an 8-week final design project focus on the topic of responsive building envelopes.

As far as studio work is concerned, envelope design is embedded in the studio curricula of both the U2 and U3 studios, where students have for the past two years included building envelope design in their project work. In the U2 studio, students now produce envelope isometrics that illustrate in detail their building's materials and material assemblies (thus satisfying SPC B11 as well). In U3, in Winter 2014, students also produced drawings of this type under the guidance of adjunct professors Howard Davies, Sinisha Brdar and Eric Gauthier. For these assignments students re-designed the Crystal Palace (Davies), proposed a new building for Ile Ste Helene (Gauthier) and redeveloped Montreal's industrial heritage (Brdar).

SPC B11: Building materials and assemblies

In response to the 2012 accreditation visit and as an outcome of Prof. Avi Friedman's sabbatical leave in 2012-13, ARCH 240 has also been revised and expanded. Offered for the first time in Winter 2014, the new course includes a much more comprehensive list of topics that now include finishes, plumbing and electrical systems and brick and concrete construction in addition to the material originally offered. In addition, the U2 studio under Prof. Friedman's direction explores the wall section in relation to sustainability, and the course now includes weekly 2-hour lectures on the topic. Prof. Friedman's role in the U2 studio has been steady and consistent over several years (re "subject to the different studio sections within a particular design studio").

Students interested in pursuing advanced studies in building materials and assemblies also have the opportunity to take complementary course ARCH 517, Sustainable Residential Development, where relevant building strategies are the topics of Lectures 8 and 9 (Fall 2013). One reform we might contemplate for the future is how to make this extremely relevant but higher-level course more accessible to undergraduates.

Building materials and assemblies are also covered in ARCH 241, which is taught by retired Prof. Pieter Sijpkes. Topics now include building materials performance, and assemblies that combine structural and non-structural elements. Although the main focus of the course is the structural analysis of building materials and assemblies, inevitably the quality of materials is assessed for suitability. The new assignment in the course (formerly a paper before fall 2012), requires students to build models that

explore and lay bare the structural logic of selected buildings, an exercise that Prof. Sijpkes believes enables students to develop a clear understanding of the function and interaction of building materials and assemblies.

The models produced by students in response to the new course requirements in the revised ARCH 241 may be hand-made, laser cut, and/or use the CNC router and the 'ice robot' rapid prototyping machine. Prof. Sijpkes: "Having students use the digitally driven machinery for their models prepares them for the world that soon will be producing most construction output at full scale that way."

SPC C2: Building Systems Integration

Building Systems Integration is a primary area of focus in the recently introduced sequence of 'comprehensive studios' in U2, U3 and M1, and is particularly addressed in U3, where the requirements for explicit documentation challenge students to grapple with, and resolve, design issues related to the integration of building systems. Instructors at each level take care to match the requirements and expectations related to building systems to the students' level of knowledge and experience.

Building systems integration is also a key component of the revised course ARCH 678, Advanced Construction, where students enjoy opportunities to explore the topic at a level of detail not usually possible in the design studio.

SPC C4: Comprehensive design

The decision to develop 'comprehensive design' as a pedagogical structure for studio teaching in U2, U3 and M1 has been surprisingly effective. As has been noted with respect to SPC C2, great care is taken by the instructors at every level of the program to tailor specific course requirements to levels of knowledge and experience expected of the student.

The project carried out this year in the Fall 2013 U2 studio (ARCH 303), based on the program for the expansion underway for the Montreal Museum of Fine Arts, provided a model for the 'Comprehensive Lite' studio that was both compelling and convincing. Especially effective was the requirement that students work diligently with the assigned program in the exploration of their individual ideas about the museum as a typology and the urban context. In M1, under the direction of Sheff Visiting Professor Matthew Lella of Diamond Schmitt Architects, the Sheff studio explored the nature of performance space and combined adventurous and innovative design methodology with rigorous attention to the relationship between building design and acoustic performance.

As a strategy, the distribution through the program of varying levels of comprehensive design in the studio sequence has had an interesting and positive impact on studio culture. Students learn quickly to appreciate what Vitruvius meant when he said that

good buildings must be intelligently planned, well-built and not merely beautiful but delightful, and they welcome the invitation in the comprehensive studio context to explore the implications on design of more - or less attention - to each of the Vitruvian ideals.

We are very excited about this strategy and look forward to further exploration in the next academic year.

SPC D6: Professional internship

In partial response to the concerns expressed in the VTR, internship is now discussed at length in the orientation sessions held for new students in U1 and M1. In the past two years we have also encouraged students to join the RAIC at these meetings, which has resulted in a substantial jump in membership.

Internship is also covered at length in ARCH 674, Professional Practice, a core course typically taken by M. Arch. students in their first semester. Internship is discussed in the introductory lecture, and later on in the context of the Architects Act and the Code of Ethics. Internship is examined in discussions with visiting practitioners, and finally, it is the subject of an essay question in a take-home exam that requires students to propose changes to the text in the legislative documents that govern practice in Quebec. Students' thoughtful and provocative responses to this question provide a remarkable insight into the issues – and pervasive problems – of architectural internship in this country. Starting in Fall 2014, freshman students will receive the same introductory lecture about the profession as the M.Arch. students in ARCH 674.

We are also in the process of reviewing our current requirement for six months of practical experience for graduation with the professional Master of Architecture degree. Our intention is to replace part of this requirement with a job-shadowing program that starts in the second semester of the first year, and to encourage community service as a component of the work experience dossier, both of which will provide important opportunities to prepare students for internship. We hope to be able to report on the implementation of this revised work experience/internship program next year.

A-4• Human Resources Statistics Report • 2013– 2014

School or Program : McGill University School of Architecture

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**	45	3	15-18	n/a	n/a
with a related pre-professional bachelor's degree	60	4	15-18	n/a	n/a
• **Master of Architecture degree**					
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)										Licensed architects		Studio teaching	
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other					
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	7		3		2		1	1			5	1	11	1
Men	5		3		2		1	1			5	1	10	1
Women	2												1	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	12													
Typical FT teaching load / year	15 to 18 credits													
Other Faculty						14		7		2		15		12
• Visiting								2				2		2
• Adjunct • Sessional • Lecturer						11		5		2		13		8
• Ph.D Candidate						3								2
Men						9		6		1		11		7
Women						5		1		1		4		5
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	10													
Total FTE Regular + Other Faculty	23													
Total Regular and Other Faculty who are licensed architects											21			
Total Regular and Other Faculty teaching in studio													24	
Nb of pre-professional studios taught by all Faculty for the year													23	
Nb of Masters studios taught by all Faculty for the year													8	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students	166	169	0	168	46	46	19	37
Men (optional)	56	59	0	58	27	27	12	22
Women (optional)	110	110	0	110	19	16	7	15
Part-Time Students	2	2	2	2	3	0	8	4
Men (optional)	0	0	0	0	0	0	2	1
Women (optional)	2	2	2	2	3	0	6	3
Total Full-Time Equivalent (FTE) Students [1]	167	170		169	48	46	23	39
FTE Foreign Students [2] (optional)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students in Design Studio	149	149	0	149	48	42	21	37
Studio Ratio (Students in Design Studios / Nb studios taught for a year)	6.5 (149 / 23 studios per year) 13 (149 / 11.5 studios per semester)				4.5 (37 / 8 studios per year) 12 (37 / 3 studios per semester)			
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year	629			629	217			217
Number of entering students for a given term and total for a year	48			48	37			37
With advanced standing (optional)								
Total Degrees Awarded-Expected for a given term and total for a year	2	32	1	35	3	9	21	33
Men (optional)	1	11	0	12	0	6	tba	tba
Women (optional)	1	21	1	23	3	3	tba	tba
Graduation Rate (%) [3]				+ 95%				+ 95%

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.

University: McGill University (School of Architecture)

Faculty: Engineering

ANNUAL REPORT TO CACB-CCCA

Narrative Section

Program: **MASTER OF ARCHITECTURE (M. Arch)**

Academic Year: .....2014-15.....

Head of the Program (Name): …Prof. Annmarie Adams.....

Signature: ..... Annmarie Adams .....

Date: …30 June 2015.....

1- INTRODUCTION

We were very pleased to receive the 2015 Focused Evaluation Team Report on June 12, a response to our Focused Evaluation Report submitted on April 30. The Focused Evaluation Team Report assessed evidence of progress towards four Conditions and eight SPC's not met in the 2012 Visiting Team Report (listed below in 3.1 and 3.2). Of these, all were considered met except for SPC B8 Environmental Systems. A visit is not considered necessary. We are now working on preparations for the 2018 accreditation visit.

2- STATEMENT OF CHANGES TO THE PROGRAM

We have not made any substantive changes to the program in the past year. The most significant change is with regards to the timing of the two Masters options: 45 credit and 60 credits. The new timing is such that students in both cohorts finish together in December; students in the 60-credit program now undertake 12 credits of research during the summer.

3- RESPONSE TO TEAM FINDINGS

3.1- CAUSESES OF CONCERN

In the order listed in the Visiting Team Report (VTR)

a. Human Resources and Human Resources Development
b. Self-assessment
c. Curriculum
d. Physical Resources

Please see our responses in the recent Focused Evaluation Report, especially pages 4 (a); 1-2 (b); 1-2, 12-14 (c); 4-6 (d).

3.2- CONDITIONS AND SPC "NOT-MET"

In the order listed in the Visiting Team Report (VTR) as well as in the Focused Evaluation Report if it applies

In the VTR:
Condition 2: Program Self-Assessment
Condition 5: Human Resources
Condition 7: Physical Resources
Condition 9: Financial Resources
B2: Program Preparation
B5: Accessibility
B8: Environmental Systems
B11: Building Materials and Assemblies
C2: Building Systems Integration
C4: Comprehensive Design
D6: Professional Internship

Please see our responses in the recent Focused Evaluation Report.

In the Focused Evaluation Team Report:
B8: Environmental Systems

We are in the midst of hiring a new instructor for ARCH 377, Energy Environment and Buildings, with this "not

met" SPC in mind. In revising the course, we are confident we can present clear evidence of this condition in 2018.

4- OTHER RELEVANT INFORMATION

School activities and Initiatives

Please note that two minor errors are included in the FETR. On page 7: the Heather Munroe-Blum SURE Award supports student research (but not travel). On page 8, with regards to ARCH 672, this is a mandatory course.

A-4• Human Resources Statistics Report • 2014– 2015

School or Program : McGill University School of Architecture

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**	45	3	15-18	n/a	n/a
with a related pre-professional bachelor's degree	60	4	15-18	n/a	n/a
• **Master of Architecture degree**					
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)										Licensed architects		Studio teaching	
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other					
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	8		3		2		1	1			5	1	12	1
Men	6		3		2		1	1			5	1	11	1
Women	2												1	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	14													
Typical FT teaching load / year	15 to 18 credits													
Other Faculty		1				10		4		2		14		8
• Visiting								1				1		1
• Adjunct • Sessional • Lecturer		1				8		3		2		13		5
• Ph.D Candidate						2								2
Men		1				6		4		1		11		5
Women						4				1		3		5
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	8													
Total FTE Regular + Other Faculty	22													
Total Regular and Other Faculty who are licensed architects											20			
Total Regular and Other Faculty teaching in studio													21	
Nb of pre-professional studios taught by all Faculty for the year													23	
Nb of Masters studios taught by all Faculty for the year													8	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students	172	157	-	165	50	48	9	36
Men (optional)	59	51	-	55	26	25	7	20
Women (optional)	113	106	-	110	24	23	2	16
Part-Time Students	9	11	41	20	1	3	-	1
Men (optional)	1	6	13	6	1	1	-	1
Women (optional)	8	5	28	14	0	2	-	1
Total Full-Time Equivalent (FTE) Students [1]	176	162	20	119	50	50	9	36
FTE Foreign Students [2] (optional)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students in Design Studio	154	141	-	148	53	53	-	53
Studio Ratio (Students in Design Studios / Nb studios taught for a year)	6.4 (148 / 23 studios per year) 12.8 (148 / 11.5 studios per semester)				6.6 (53 / 8 studios per year) 13.2 (53 / 4 studios per semester)			
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year	557	-	-	557	198	-	-	198
Number of entering students for a given term and total for a year	48	-	-	48	38	-	-	38
With advanced standing (optional)								
Total Degrees Awarded-Expected for a given term and total for a year	11	48	2	61	0	15	0	15
Men (optional)	4	20	1	25	0	8	0	8
Women (optional)	7	28	1	36	0	7	0	7
Graduation Rate (%) [3]				+ 95%				+ 95%

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.

2015 FOCUSED EVALUATION REPORT

School: McGill University

Compiled by Professor Annmarie Adams, Director, with David Krawitz, Juan Osorio, and Professors David Covo, Avi Friedman, and Nik Luka

Executive summary:

A team from the CACB visited the school from the 3rd to the 7th of March 2012. Following the visit, McGill University's M. Arch. (Professional) program was granted a six-year term with a focused evaluation after three years to address the following Conditions and Student Performance Criteria (SPC) evaluated as 'not met':

In this report, with 21 appendices (holding about 240 files), we offer detailed evidence of the progress made by the School of Architecture in addressing the Conditions and SPCs not met. Please note that this report includes information submitted in last year's Annual Report, as well as progress reported to the CACB in previous annual reports, plus new information.

Condition 2: Program self-assessment

Since the accreditation visit in 2012, the School has revisited its mission statement and taken the opportunity to produce a vision statement for the first time in its history. These tasks were accomplished through wide consultation with faculty members, student representatives, Dean Jim Nicell, and Provost Anthony Masi. The new vision and mission statements are showcased on the School's homepage and reproduced here for your convenience:

> *VISION*
>
> *To advance professional architectural education that flourishes through research, critical practice, and community engagement.*

MISSION

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

- *encourages a diverse environment for teaching, learning, and research, supported by both traditional and state-of-the-art digital resources.*
- *develops professional and post-professional research-based Master's and Ph.D. programs that enable graduates to contribute responsibly to the profession, to research, and to careers in related fields.*
- *enriches multi-disciplinary teaching and research within the University and in connection with other local and international universities.*
- *engages citizens' groups, local, provincial, and national governments, the private sector, and the profession toward the improvement of the built environment.*

In addition to our shared vision and mission statements, the School continues to invest considerable time and resources in regular program self-assessments. Beyond the documents we wrote for the CACB accreditation visit, we have produced several self-study documents as an academic unit at McGill University. In 2011-12 the School was a leading participant in the reshaping of the campus-wide cyclical review process by serving as one of three pilot cases. A list of other related documents written over the past three years is included here **(see appendix Condition 2, List of planning docs).**

Self-assessment within the School is part of everyday life, with regular opportunities for community dialogue around our shared vision. We have monthly faculty meetings (averaging 90 minutes) guided by formal agendas **(see examples in appendix Condition 2, Meeting agendas).** The full-time professoriate, managerial support staff members, and retired and emeritus professors attend these regular meetings; all are invited to participate in open, frank dialogue. Attendance at these meetings is extraordinarily high and detailed minutes are later distributed to all full-time faculty members in order to keep everyone up to date and to keep an official record of decision-making. Several School committees report directly to this monthly faculty meeting, including the Curriculum Committee (which also meets monthly) and the Computing Committee. In response to our Visiting Team Report (VTR), adjunct professors were invited to attend the first part of our meetings beginning in Fall 2012. In addition, our final meeting of each academic year is a longer half-day retreat at which major concerns and opportunities are openly discussed.

Some meetings focus intensely on self-assessment. At the meeting on 26 February 2014, for example, we concentrated on identifying strategic priorities and action items, in order to shape long-term developments. To this end, a SWOT (Strengths, Weaknesses, Opportunities, Threats) template was distributed with five category

headings (Research, Teaching, Service, Space + Facilities, and Funding) with a request for input. All submissions were assembled and discussed at the next faculty meeting.

We also assess our School through regular feedback from students. This is communicated in meetings between the Director and representatives from the Architecture Students' Association (ASA) and Graduate Architecture Students' Association (GASA) that take place every two weeks. In addition, the Director regularly forwards information, items of special interest, and opportunities to the ASA for distribution in its impressive and wide-reaching newsletter **(see appendix Condition 2, ASA Newsletter).** Similarly, our School website is continuously updated by Administrative Officer David Krawitz, and it is now more than ever a catalyzing force in the School. We are considering instituting a blog on the site, another popular form of self-assessment.

For self-assessment methods to be legitimate, students must also have opportunities to voice their concerns and aspirations in a neutral context. A highly effective mechanism for this, instituted in the past three years, is the annual student-led Academic Forum, in which all students are invited to speak out on any academic issue without any non-student participants in the room. Both ASA and GASA have hosted successful events this year **(see appendix Condition 2, Academic Forum Reports)** and produced formal reports, which are then brought forward for discussion at both the Curriculum Committee meetings and monthly faculty meetings. Each Forum has also been followed by special meetings to address deficiencies and action items related to issues in the report.

To improve communication in general, we have installed a new large screen in the waiting room of the administration area on the second floor. This broadcasts student work, special events, and other goings-on in the School. It is also a very effective way to thank our donors and for all members of the community of the School – students, staff and faculty members – to tell each other what we are doing. In parallel, our newly established School instagram site, mcgill_architecture, has already attracted close to 600 followers.

This year, the work of a special task force was concluded. Its focus was harmonizing the two streams in the professional Master's program (the 45-credit DST and the 60-credit DSR). The task force met regularly, inviting colleagues and students to meetings that targeted particular issues; several internal reports were produced recommending curriculum changes that were unanimously approved by the Faculty of Engineering on 8 April 2014. A cohort of students is now progressing in a newly-structured sequence in which the DST students complete their program over three full semesters (rather than two semesters plus summer), while the DSR students now get a jump-start on their projects during the summer. All students thereby finish the professional degree together in December. Lengthening the DST program by one semester in this way also provides students with more choice for electives.

Finally, full-time professors and the School's two managers devoted a half-day to 'blue-sky thinking' on 5 December 2014. At the invitation of the Principal and Provost, this

meeting focused on dreaming about our shared future, unfettered by financial or other concerns. The result is a five-page document produced for Dean Jim Nicell **(see appendix Condition 2, Blue-sky report)**, with another document of actionable items to follow.

Condition 5: Human resources

Two new tenure-track faculty hires, Professors David Newton and David Theodore, provide partial relief from the service burden carried by the small full-time teaching cohort and effectively reduce our part-time teaching budget by approximately $62,000 **(see appendix Condition 5, Faculty hires)**. Professor Newton is now chairing the Computing Committee, while Professor Theodore managed our popular evening lecture series this year. Needless to say, it is wonderful to have them with us in the School. With respect to the perceived lack of a systematic mechanism to allow part-time instructors to evolve into more full-time positions, please note that both search committees received applications from a number of our part-time professors.

We continue to press the university administration for a Professor-in-Practice position, one of two options currently under discussion as the Sheff Visiting Professorship converts to a permanent chair. The conversion of the Visiting Professorship to a full-time tenure-track position was a condition of the original Memorandum of Understanding, signed 20 January 2005 **(see appendix Condition 5, Sheff chair).**

We have addressed the visiting team's perception of an inadequate number of technical staff by hiring a part-time workshop student helper. Note that there is currently a hiring freeze in effect at McGill, which means that no new technicians can be hired **(see appendix Condition 5, Hiring freeze).** The details of the part-time hire are included below, in Physical Resources, since it was funded by the Engineering Undergraduate Society (EUS)as part of a package that included equipment.

Condition 7: Physical resources

The School has made substantial progress improving its physical resources, especially regarding desks and chairs considered by the visiting team as 'substandard' (page 20). We fully expect to see new furniture in both U3 and U2 in the immediate future. The proposed U3 furniture—worth approximately $75 000—is a gift from a local firm whose principals graduated in 1983 **(see appendix Condition 7, Proposed furniture for U3)**. The U2 furniture will be part of a larger renovation to be taken on by the University Teaching Laboratory Work Group (UTLWG). UTLWG representatives have led a series of brainstorming sessions about the 'studio of the future' as part of its planning process. We include the pre-design document for reference **(see appendix Condition 7, U2 studio predesign).** The proposed renovations are estimated to cost $850 000.

In March 2014, the School submitted a proposal to the University's Universal Access Working Group to upgrade the accessibility of the power supply in the U1 studio **(see appendix Condition 7, U1 studio power supply).** This was based on the fact that

students with mobility issues cannot reach a suspended power supply. We have not yet received a response to our proposal.

As mentioned above, our physical resources have been amply enhanced by virtue of student contributions to the Engineering Undergraduate Society (EUS) equipment fund **(see appendix Condition 7, EUS equipment fund).** The ASA has been able to purchase the following items for the School over the 2014-15 academic year:

- Glacier Summit 3D Printer ($6 200)
- Sony 70" 1080p LED Smart TV ($2 341)
- Three UP! Plus 2 3D Printers ($6 200)

Moreover, the following items have been approved for purchase in the 2015-16 academic year:

- HP DesignJet T3500 eMultifunction Printer, also comprising plotter and scanner ($11 300)
- HP DesignJet T795 ePrinter/plotter ($6 100)
- Lighting equipment for the photographic studio ($748)
- HP Color LaserJet CP5225 Printer ($3 556)

In addition (and also bolstering our Human Resources), the EUS fund provided the ASA with the opportunity to hire a student assistant for the workshop (to service the laser cutter during evenings and weekends) and the media centre (to provide plotting services during evenings and weekends), for 10 hours per week throughout the semester (approximately 250 over the course of the academic year). This augments the hours of the workshop technician (David Speller) and the media technician (Juan Osorio), both of whom work only from 9 to 5 on weekdays. The job description for the assistant is as follows:

> 'Supervising and maintaining two laser cutters, including air purification units and general cleanliness of room B14 where they are housed. Upkeep of space into a functional and clean area for students to work and appreciate. Guide new students and assist current graduate students with entry and login details. Instruction and maintenance of 3D UP! Printers in the U2, U3 studios and workshop annex. Control access into the space by updating door access code biweekly.'

The EUS fund also enabled the hiring of a student for 12 hours to perform the following tasks:

> 'developing and organizing two tutorial sessions and resources, administering the tutorials and distributing the tutorial resources that have been developed; these tutorial sessions would develop skills with the Adobe Creative Suite as well as V-Ray for Rhino 3D and 3DSMax.'

Finally, the EUS fund supported the hiring of a part-time professor to provide two weekend seminars on BIM software. Dr Basem Eid Mohamed, a PhD graduate of 2014

and adjunct professor in the U1 studio,, developed and organized two tutorial sessions and resources, administered the tutorials, and distributed the tutorial resources that were developed. These seminars were highly successful.

Our outstanding research labs, LIPHE and FARMM, continue to benefit students. For examples of the output of both state-of-the-art facilities, see http://liphe.mcgill.ca and http://farmmresearch.com/farmm.org/.

Finally, we are pleased to report that we have a new lighting system in our Exhibition Room; this was designed by lighting instructor Conor Sampson and Junia Jorgji of CS Design, and paid for by alumni donations. We inaugurated it on 26 January 2015 **(see appendix Condition 7, New lighting system for exhibition room)** and we include photographs, drawings, and other information here for your reference.

The entire lighting system in the Macdonald-Harrington building was retrofitted in January 2015. The new energy-efficient system **(see appendix Condition 7, Lighting retrofit project)** is the result of replacing all the ballasts and bulbs in every fluorescent fixture. Energy-saving timers were also installed to replace all the manual light switches.

The long-planned project to replace the entire roof of the Macdonald-Harrington building (developed in 2012 but postponed in 2014) is now anticipated for summer 2015 or 2016. Responding on February 26 to a request for updated information, the university's facilities unit replied: 'This project is very high on our priority list but unfortunately lack of funds and lack of resources as well as higher priority projects have held us back. The situation may change depending on University financing of deferred maintenance projects moving forward but it is too soon to tell.' However, in a lecture to M1 students (the occupants of the studio most affected by the deteriorating roof) on March 16, 2015, the Director of Project Management for the University's Facilities and Operations Department was pleased to report that the University had secured funding for deferred maintenance and will be moving ahead on the Macdonald-Harrington roof with a comprehensive project that replaces the slate and copper roof and restores heritage elements of the dormer windows.

Condition 9: Financial resources

The School's financial situation is healthy. Since 2013-14, we have remained within our allocated budget and have experienced no deficit overruns. Our graduates continue to donate generously to their alma mater; the annual fund, managed by Development and Alumni Relations (DAR), yields approximately $88 000 per year; we have 20 donors that regularly give us over $1 000 per year (60% of total receipts). So far in the 2015 fiscal year, 206 alumni have given a total of $113 000, which marks considerable growth relative to previous three years:

- In the 2014 fiscal year, 231 alumni gave a total of $88 000
- In the 2013 fiscal year, 232 alumni gave a total of $82 000
- In the 2012 fiscal year, 246 alumni gave a total of $76 000

As we understand it, the typical pattern across McGill (and generally in North America)

involves fewer donors each giving greater amounts, the result of focusing development efforts on alumni who can donate more generously.

In addition and through careful coordination with DAR, we are pleased to report major support for our evening lecture series (Provencher Roy Associés Architectes Inc. and Neuf Architectes). These two gifts are both yearly commitments of $5 000 per annum. This means our lecture series is now 100% endowed, taking considerable pressure off our operating budget.

We are also pleased to report new travelling fellowships (named for emeritus professor Bruce Anderson), a major gift to support undergraduate research (Heather Munroe-Blum SURE Award in Architecture), as well as new monitors, photographic equipment, and artworks. We are in the midst of developing a major proposal with the Faculty of Arts for a named Centre for the Study of Freedom and Global Orders in the Ancient and Modern Worlds **(see appendix Condition 9, Centre for the Study of Freedom and Global Orders)**. On this topic, however, we are sad to report that 2014 saw the deaths of two of the School's major benefactors: David Azrieli and Gerald Hatch.

The future looks bright in terms of financial resources despite widespread austerity measures. The remuneration to our adjunct professors remains competitive, based on CCUSA comparative data. Ongoing efforts to harmonize the two streams in the professional Master's program will henceforth save us close to $40 000 per year.

SPC B2: Program preparation

The School has made numerous changes to several of our core studio courses to provide continuous opportunities for students to prepare, write, develop and test programs as a precondition to design work. We provide examples from U1 (ARCH 202), U2 (ARCH 303, 304), and M1 (ARCH 672), all mandatory core studio courses. The terminal project in the U1 winter studio (ARCH 202), for example, asks students to develop a program as part of the design process. Designing a single-family house—'a home away from home'—students explore the concept of the family, defining its profile and noting any special requirements in the elaboration of individual programs. For many students, the requirement in the final presentation to describe their client provides an unexpected but welcome structure for their oral presentations **(see appendix ARCH 202, Course materials).** The explanation of the requirement to produce a program is provided in item 8 of the assignment brief:

- *Building program: Please provide a summary of the building program for your house. Your summary could be expressed as a text, or drawing, or a combination of both, and should start with a description of the family for whom the house has been designed. As discussed in class, the family profile should include information relative to a hobby, or family activity, or home-based work agenda that may have influenced your design.*

The U2 experience has seen major changes in the last few years as part of a special effort to introduce comprehensive design teaching earlier in the program. This has been

ably managed by Professor Howard Davies and aptly named 'Comprehensive Lite'. This will be described in detail below under Comprehensive Design; it is included here, however, as these projects also include program preparation. In Fall 2013, for example, all U2 students worked with an existing, highly-detailed program for Pavilion 5 at the Montreal Museum of Fine Arts **(see appendix ARCH 303, Fall 2013, Course materials; and appendix ARCH 303, Fall 2013, Projects).** Students were required to organize a building proposal based entirely on this real-life museum program.

A second example from the U2 studio experience is the design of a so-called Third Space Club, undertaken in Fall 2014. Please note that even though we are including material from only one section of the U2 studio, all groups designed a small public building and satisfied the same criteria. As you will see in the files, students were given a program but could add up to 25% more space, with justification **(see appendix ARCH 303, Fall 2014, Course materials; and appendix ARCH 303, Fall 2014, Projects)**, thereby showing the 'ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.'

Another example is the U3 studio (ARCH 405) from Fall 2014. All four groups took on a library project in different contexts, and all students were required to work on the 'programmatic organization' of the library typology **(see appendix ARCH 405, Fall 2014, Course materials; and appendix ARCH 405, Fall 2014, Projects)**. All U3 students were asked to adapt, modify, expand, and/or reduce the standard competition program given to them. They added theatres, galleries, exhibitions, tech incubators, and so on. One student even added sports facilities.

A year earlier, in Fall 2013, U3 students all worked on a new student centre for Concordia University in Montreal. In addition to the program for their individual solutions, students had a team mandate to 'investigate the programmatic, technical but also psychological, sensorial and affective aspects of a specific precedent, drawn from a range of architectural works produced mostly (but not exclusively) in the 1950s, 1960s and 1970s and that could vaguely be brought together under the umbrella term of "brutalism".' Please see **appendix ARCH 405, Fall 2013, Course materials and appendix ARCH 405, Fall 2013, Projects** for further details.

A final example is found in the first professional Master's studio, ARCH 672 from Fall 2013, taught by Thierry Beaudoin, Matthew Lella, and Professor David Newton. All incoming Master's students enrolled in this studio; in this case, they were asked to design a performance space by first picking a site, identifying a specific performance space typology (*e.g.,* theatre, opera house, symphony hall), and then inventing an additional programmatic component to add something to their performance spaces beyond what is commonly found in these types. To address this last point, students were given a list of typical support spaces for performance spaces and then asked to add an invented component to this list. The programmatic invention for the studio thus operated at three levels. These levels of programmatic invention are illustrated in the

content of the selected panels for the studio **(see appendix ARCH 672, Fall 2013, Course materials; and appendix 672, Fall 2013, Projects).**

SPC B5: Accessibility

Integral to the pedagogy in all our studios are design projects that are fully accessible. Two courses, however, showcase state-of-the-art thinking on the principles of universal design, while the use of real-world competition briefs forces students to address the design issues related to accessibility.

ARCH 451, Building Regulations and Safety, has been reworked and features barrier-free design as one of the three major pedagogical pillars **(see appendix ARCH 451, Course materials)**. Adjunct Professor Marc-André Plourde took over the course from longtime instructor Josef Zorko in Winter 2013. Students undertake a preliminary code study of an existing building or an ongoing project, including barrier-free design **(see appendix ARCH 451, Projects)**. Fire safety—a crucial aspect of accessibility—remains a significant focus of ARCH 451, and the second assignment is a detailed case study of a real fire from history, providing additional insight into issues associated with accessibility.

The second course to emphasize the importance of accessibility is the U1 studio (ARCH 202). In a structured work session with McGill's School of Occupational Therapy program, U1 architecture students act as consultants to Occupational Therapy students working on a design assignment that calls for the renovation of a single-family house for barrier-free access and use; both groups of students are introduced to the topic in a formal lecture and work with the Canada Mortgage and Housing Corporation's barrier-free design standards as a primary resource. As part of this exercise, using wheelchairs borrowed from the School of Occupational Therapy and left in the studio, U1 architecture students are required to undertake a wheelchair tour around the campus and nearby underground city **(see appendix ARCH 202, Course materials**), and to report on the experience in a PowerPoint presentation at the end of the semester

Real-world projects, of course, call for accessible design in the program brief. As mentioned above, second-year students undertook the Montreal Museum of Fine Arts pavilion competition in Fall 2013, including meeting its accessibility requirements (**see appendix ARCH 303, Fall 2013, Course materials; and appendix ARCH 303, Fall 2013, Projects).**

Master's students in the 45-credit DST program (summer 2014) worked on the Space for Life competition **(see appendix ARCH 677, Course materials; and appendix ARCH 677, Projects),** producing accessible designs, as part of an intensive summer studio. Individual students selected from two options, both part of the Space for Life competition: a new glass pavilion for Montreal's Botanical Gardens or a renovation/expansion of the Insectarium. Within a short 3-week time frame students were required to develop detailed preliminary designs for both complex programs, each with very challenging site conditions. As public buildings these design solutions had to include an overall level of universal accessibility.

SPC 8: Environmental Systems

Two of our required courses—ARCH 377 Energy, Environment, and Buildings (EEB) and ARCH 447 Lighting—address environmental systems. In particular, ARCH 447 coursework provides evidence of the understanding of basic principles that inform the design of climate modification systems.

For example, the assignment in EEB requires students to build a HOT2000 model for a building with a square plan and then vary the aspect ratio of the floor plan in a systematic way in order to arrive at an optimal ratio which minimizes energy use. Students submit two HOT2000 documents: a baseline model of the square layout along with the model of an optimized building, with energy performance expressed in kWh. Course material and sample projects are included in this report **(see appendix ARCH 377, Winter 2013, Projects; and appendix ARCH 377, Winter 2014, Course materials; appendix ARCH 377, Winter 2014, Projects).**

In Lighting (ARCH 447), students integrate lighting design into their concurrent studio projects. This integration is a crucial aspect of our enhanced offerings in comprehensive design. The course requirements include full integration of lighting regarding layouts, specifications, and interaction with other trades during the construction process **(see appendix ARCH 447, Course materials; and appendix ARCH 477, Projects).**

Finally, rotating projects in U2 (ARCH 304)—such as one undertaken in Winter 2014—require students to design buildings with sophisticated environmental-systems analysis. Professor Avi Friedman's project for an apartment building, for example, teaches students concepts of net-zero energy use, passive solar gain, active solar-powered building design, water efficiencies and green roofs. Although only part of the class undertakes this project, all U2 students attend lectures associated with the project and thus are exposed to the same learning opportunities **(see appendix ARCH 304, Course materials; and appendix ARCH 304, Projects).**

SPC B9: Building envelopes

We are fortunate to have recruited an expert in 'building envelope' since the accreditation visit in 2012. Professor David Newton now dedicates ARCH 678 (Advanced Construction) to building envelope, satisfying ten other SPCs at the same time. Thirteen weeks of lectures, precedent analysis, four exercises, and an eight-week project focus on the topic of responsive building envelope **(see appendix ARCH 678, Course materials).**

ARCH 240 (Organizing of Materials in Building) introduces undergraduate students to building envelope design **(see appendix ARCH 240, Course materials; and appendix ARCH 240, Projects, SPC B9 Building Envelope).** In one assignment, the students are asked to design an envelope including insulation and cladding materials in composition for a small wood-frame house that they have concurrently designed in their studio ARCH 202. Part of this assignment is a detailed wall-section at a scale of 1:20 where students

must specify the composition of the wall materials using manufacturer's product catalogues.

Envelope design is embedded in the studio curricula of both U2 and U3 studios, where students have undertaken building envelope design in their project work for the past two years. In the U2 studio, students produce envelope isometrics that illustrate in detail the materials and assemblies of their buildings (thus satisfying SPC B11 as well). A particularly good example is the project for the museum pavilion undertaken in Fall 2013 **(see appendix ARCH 303, Fall 2013, Projects).**

Second-year students also present wall sections as part of the annual Murdoch-Laing competition, typically held in January of the second year. Since this is a competition, rather than a standard studio assignment, we have taken the liberty of including 100% of the projects. Incidentally, it is adjudicated by a jury composed of practicing architects **(see appendix Murdoch-Laing competition).**

Finally, in U3, in Fall 2012, all studio sections were required to focus on wall sections. With Professors Bressani and Sprecher, for example, students reimagined Montreal's orange metro line, producing interactive and responsive building envelopes **(see appendix ARCH 405, Fall 2012, Orange line).** Meanwhile, students working with Professors Davies and King developed technical isometrics and wall sections as deliverables in projects for a children's museum **(see appendix ARCH 405, Fall 2012, Children's museum).** The syllabus uniting the two sections is included in **appendix ARCH 405, Fall 2012, Course materials.**

SPC B11: Building materials and assemblies

ARCH 240, Organization of Materials in Building (OMB) addresses the understanding of construction materials, products, components, and assemblies, based on their inherent characteristics and performance. This is a required course for all U1 students. Greatly expanded in 2012-13, the course now covers finishes, plumbing and electrical systems, and brick and concrete construction. Moreover, the assignment asks students to revisit their studio projects in terms of construction requirements. Assignment 1 in OMB asks students to produce a set of technical documents to guide the construction of the studio project. Assignment 2 requires students to explore various materials by designing a cover for one of the walls in their studio project. The deliverables include explanation of the research and building process and the production of an actual sample of that wall **(see appendix ARCH 240, SPC B11 Building Materials and Assemblies).**

ARCH 241 (Architectural Structures) also covers building materials and assemblies, taught by retired Professor Pieter Sijpkes. Topics include the performance of building materials and assemblies combining structural and non-structural elements. A new assignment in the course (revised Fall 2012) requires students to build models that reveal the structural logic of selected buildings, which also encourages an understanding of the function and interaction of building materials and assemblies. Students also write papers analyzing the structural strategies of the designers whose work they have selected **(see appendix ARCH 241, Projects).**

Finally, as noted above under SPC B9, ARCH 678 (Advanced Construction) includes lectures on building materials and assemblies **(see appendix ARCH 678, Course materials).**

ARCH 406, Winter 2014, focused on the architecture of extreme environments and in particular, the possibility to develop buildings that can be deployed in challenging geographic settings. The project included material studies, strategies for shipment, assembly, and implementation in Alert, NWT, Canada. Although only half of the U3 class undertook this project, the other half addressed material systems in a project on the Crystal Palace **(see appendix ARCH 406, Winter 2014, 66+33'44", Projects; and appendix ARCH 406, Winter 2014, Crystal Palace, Projects).**

SPC C2: Building Systems Integration

Building Systems Integration (BSI) is a primary area of focus in the recently-introduced sequence of comprehensive studios in U2, U3, and M1; this material is particularly addressed in U3, where the requirements for explicit documentation challenge students to grapple with (and resolve) design issues related to the integration of building systems. Instructors at each level take great care to match the requirements and expectations related to building systems to the students' level of knowledge and experience.

BSI is also a key component of the revised course ARCH 678 (Advanced Construction), where students enjoy opportunities to explore the topic at a level of detail not usually possible in the design studio **(see appendix ARCH 678, Course materials).**

BSI is also featured throughout the U3 studio. In the ARCH 406 winter 2015 comprehensive studio taught by Professors Davies and Newton, students are participating in a competition designing a residential tower incorporating a vertical farm. For the studio, students consulted with a structural engineer to develop their building's structural systems, mechanical engineers in the development of their HVAC strategy, professional architects involved in greenhouse design for their growing spaces, and a specialist from McGill's Plant Sciences Department who consulted on indoor/urban farming. Additionally, students were taken on a field trip to the construction site of a major building project in Montreal, where they interacted with professional architects, experts in building envelope design, construction managers, and specialists involved with HVAC systems. Consulting with these experts allowed students in the studio to understand the key technical issues of their project and to develop designs that addressed the integration of multiple building systems with a creative vision.

SPC C4: Comprehensive design

Our decision to develop comprehensive design as a pedagogical structure for studio teaching in U2, U3, and M1 has been highly effective. As already noted with respect to SPC C2 (Building Systems Integration), the instructors at every level of the program pay

close attention to tailoring specific course requirements to the levels of knowledge and experience expected of each student.

A project carried out in the Fall 2013 U2 studio (ARCH 303), based on the program for the expansion of the Montreal Museum of Fine Arts, has provided a model for the 'Comprehensive Lite' studio that was both compelling and convincing. Especially effective was the requirement that students work diligently with the assigned program in the exploration of their individual ideas about the museum as a typology and the urban context.

Because our 'Comprehensive Lite' approach begins as early as the student's third semester in the undergraduate program, we can offer multiple and increasingly complex comprehensive experiences. The requirements in U2, we believe, are rather substantial and impressive, including the following:

- Plans (all key levels)
- Site / roof plan 1:250
- Two sections defining the project's architectural language and technical development
- Two elevations with sufficient detail to demonstrate material qualities / systems
- One interior view
- One exterior view
- Final version: technical isometric of wall system
- Final version: 1:50 model
- Designer's statement (maximum 500 words)

We invite you to take a look at the work (ARCH 303, Fall 2013, Projects).

Our current U3 studio (ARCH 406) is likely our strongest example ever of a comprehensive studio. Divided into two sections (Davies/Newton, Bressani/Sprecher), the course is structured around two real-life competitions, for the Guggenheim Museum in Helsinki and for a vertical farm in New York, already mentioned above. In the museum project, organized in three stages, the second stage (6 weeks) concentrates on the design of a proposal for the Guggenheim Helsinki, emphasizing the visual, spatial and geometrical definition of the project. Students dedicate the remaining five weeks to the comprehensive aspects of the proposed buildings. By this the instructors mean the study and design of the technical aspects including but not limited to structure, construction, material, lighting and passive energy solutions **(see appendix ARCH 406, Winter 2015, Course materials, Guggenheim).**

As reported above, in the ARCH 406 winter 2015 comprehensive studio taught by Professors Davies and Newton, students consulted with a team of experts in order to support their comprehensive solutions: a structural engineer, a mechanical engineer, professional architects, and an urban farming expert. Consulting with these experts

allowed students in the studio to understand the key technical issues of their project and to develop designs that are remarkably comprehensive.

As a strategy, the distribution through the program of varying levels of comprehensive design in the studio sequence has had an interesting and positive impact on studio culture in general. Students learn quickly to appreciate what Vitruvius meant when he said that good buildings must be intelligently planned, well-built, and not merely beautiful but delightful, and they welcome the invitation in the comprehensive studio context to explore the implications on design of more (or less) attention to each of the Vitruvian ideals.

We are very excited about this layered strategy and look forward to further exploration in the next academic year, where a concerted effort is being made to coordinate studio and non-studio courses in the first semester of U3. This entails the careful linking of Lighting (ARCH 405), Structures (ARCH 241), and EEB (ARCH 377). EEB will have a new instructor, so this is an ideal moment to revise the course. These significant changes are being coordinated by Professor Martin Bressani, the U3 coordinator.

SPC D6: Professional internship

In partial response to the concerns expressed in the VTR, opportunities for internship are discussed at length in the orientation sessions held for new students in U1 and M1, typically on the first day of the fall semester. In the past two years we have also encouraged students to join the Royal Architectural Institute of Canada at these meetings; this has resulted in a substantial jump in student membership.

At the end of the winter semester, a special meeting is held with the U1 class to present an overview of the educational and regulatory (including accreditation and licensing) context of the architectural profession in Canada and the USA, with special reference to Mexico and the EU. The role of Internship in the path to licensure in Canada is discussed at length, and the School's revised Work Experience Guidelines are explained in detail. At this meeting, students are also once again encouraged to join the RAIC.

We have just completed a thorough review of our long-running requirement for six months of practical experience for graduation with the professional Master of Architecture degree **(see appendix Internship)**. Our intention is to replace part of this requirement with a job-shadowing program that starts in the second semester of the first year, and to encourage community service as a component of each student's work experience; this will provide important opportunities to prepare students for internship. Our recent revisions include reducing the work requirement to 16 weeks, 12 of which need to be with a licensed architect. Finally, we have just seen the approval of a zero-credit internship course that enables students to maintain their student status while working as interns. This is particularly significant in the case of students needing visas to work abroad, especially in France. For the student, this gesture provides additional evidence, we think, of the high value placed by the School on the internship experience.

Internship is also covered at length in Professional Practice (ARCH 674), a core course typically taken by M.Arch. students in their first semester. Internship is introduced as a topic of concern in the introductory lecture and later at much greater length in the context of the Architects Act, Code of Ethics and other regulatory documents. Internship issues are also examined in discussions with visiting practitioners, and ultimately are the focus of an essay question in a take-home exam that challenges students to propose changes to the text in the legislative documents that govern practice in Quebec. The thoughtful and provocative responses students develop provide remarkable insight into the issues and pervasive problems of architectural internship in this country.

University: McGill University (School of Architecture)

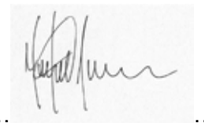
Faculty: Engineering

ANNUAL REPORT TO CACB-CCCA

Program: MASTER OF ARCHITECTURE (M. Arch)

Academic Year: …2015-2016……

Head of the Program (Name): ……Prof. Martin Bressani……..

Signature: ……  ……..

Date: ……30 June 2016……..

1- Introduction
This Annual Report follows our submission of the Focused Evaluation Report (FER) on April 30, 2015 and the June 12, 2015 Focused Evaluation Team Report (FETR) that responded positively to it. In its letter to the Director of the School dated June 15, 2015, the CACB Board clearly specified that our Annual Reports must "continue to report on the items mentioned in Focused Evaluation Team Report Part II (Compliance with the Conditions for Accreditations)," even if these items were now deemed satisfactory in the FETR. We do so below, focusing on changes enacted since the submission of the FER last year.

2- Statement of Changes to the Program
No substantive changes have been made to the program in the past year. Note that on September 1, 2015, Professor Martin Bressani succeeded Professor Annmarie Adams as Director of the School.

3- Response to Team Findings

3.2- Conditions and SPC "Not-Met" (In the order listed in the 2012 Visiting Team Report [VTR] and the FER)

- Condition 2: Program Self-Assessment
- Condition 5: Human Resources
- Condition 7: Physical Resources
- Condition 9: Financial Resources
- SPC B2: Program Preparation
- SPC B5: Accessibility
- SPC B8: Environmental Systems
- SPC B9: Building Envelopes
- SPC B11: Building Materials and Assemblies
- SPC C2: Building Systems Integration
- SPC C4: Comprehensive Design
- SPC D6: Professional Internship

Condition 2: Program Self-Assessment
All self-assessment processes described in the FER – monthly faculty meetings, regular meetings between the Director and members of the student government at both the undergraduate and graduate level, and bi-annual student-led Academic Forum – have continued and are now well integrated within the regular School routine.

New grass-root efforts have been made to improve communications in general. For example in September 2015 an all-School meeting was held (and very well attended) to welcome all students at all levels, which provided an ideal forum to update everyone on the School's on-going affairs and research. It was also an opportunity for the new Director to showcase noteworthy awards and prizes received by Faculty members and students. Following a practice set in previous years by Professor Adams, the Director's office is now open *every* Friday late afternoons to a *5 à 7*, where both academic and support staff are welcome to have a drink and chat informally. The tradition is now so

well set and well attended, that even when the Director is absent for travel, these *happy hours* still take place. The School Instagram account, @mcgill_architecture, is now a very well established site, attracting over 3500 followers. Discussions are now under way to create a part-time Social Media position in the School, formally hiring a student to maintain our Instagram, to create the School Facebook page, and to regularly refresh photos on the School website.

As was reported in the FER, we have harmonized the two streams (45-credit DST and 60-credit DSR) of our professional Master's program; the first cohort has now successfully gone through the newly-structured sequence. Several meetings with students and faculty members involved have followed to assess the success of the program. Despite some minor student complaints about the DST program, which can largely be attributed to its novelty, it was decided to maintain the current structure unchanged while ensuring clearer communication of its objectives and detailed modes of operation.

Condition 5: Human Resources
Many changes have occurred this past year in terms of Human Resources, which will bring, in the very near future, our total number of full-time faculty from 13.5 to 15. Here is the set of changes, presented in chronological order:

1. A new faculty search was carried out this year to replace Professor David Newton who, in Summer 2015, had decided not to seek renewal of his tenure-track position. Theodora Vardouli, currently completing her PhD at MIT in the Design and Computation program has been hired and will begin in September 2017. She will be our third women faculty member.
2. Thanks to a generous gift from the Wong family in Hong Kong, we now have a new half-time, professor-in-practice position, which will be held by Professor Howard Davies starting in September 2016.
3. Professor Annmarie Adams has accepted a position as chair of the department of Social Studies in Medicine in the Faculty of Medicine, keeping a 50% appointment within the School of Architecture. The School has been granted, however, a license to hire a new full-time faculty member to replace the lost half-position. The search will be carried in the year 2016-17.
4. The Gerald Sheff Visiting Professorship has been converted into a permanent chair in Architecture. The search will be carried in the year 2016-17.
5. Professor Ipek Tureli has been awarded a Canadian Research Chair (tier 2) in Spatial Justice.

Condition 7: Physical Resources
New renovations are currently being carried out in room B-14 to make it available for future digital equipment lab space – thanks to a gift of the class of 1973. Thanks to another generous gift, this time from the class of 1970, a complete renovation of the School's lobby will soon be undertaken. The Montreal firm Atelier Big City is currently completing the preliminary design.

Condition 9: Financial Resources
As the FER already made clear, the School's financial situation is very healthy, thanks to tighter budget management on the one hand, and generous gifts on the other. Since the writing of the FER, the School has received the following gifts from its alumni or benefactors:

1. $20,000 annually from Yan P. Lin to support the activities of the School's Research Group in Democracy, Space and Technology, one of the pillars of the Yan P. Lin Centre for the Study of Freedom and Global Orders in the Ancient and Modern Worlds
2. $60,000 annually, for a new professor-in-practice position (Clifford C.F. Wong Professor of Practice—already mentioned under Condition 5 described above)
3. $12,000 annually from the David Molson Invited Critics Fund

SPC B2: Program Preparation
The substantial improvements described in the FER with regard to program preparation continue to be respected.

SPC B5: Accessibility
The substantial improvements described in the FER with regard to accessibility continue to be respected.

SPC B8: Environmental Systems
A new instructor has been hired for ARCH 377 (Energy, Environment and Buildings), Laurent Laframboise, a young and enthusiastic mechanical engineer who has been practicing for many years with the firm of Dupras Ledoux Ingénieurs in Montréal. He has significantly reshaped the course by integrating all basic components affecting environmental systems—water, sun radiation, envelope, lighting, wind, etc. The course is divided into two parts: first, a thorough presentation of best practices, students learning existing environmental-system technologies; second, in-depth research carried out on one in a list of green technologies or strategies such as, BMS building management systems, climate control and HVAC, double-skin curtain wall, geothermal, green roofs, natural light, natural ventilation, rainwater harvesting, solar photo-voltaic and thermal, thermal mass, wind turbine, etc. That research is publicly presented to the class and later collided in one manual distributed to all students.

The course, moreover, has been moved from the Winter semester of U2, to the Fall semester of U3, so as to be fully integrated with the teaching of our comprehensive studio, ARCH 405. In addition to teaching ARCH 377, Laurent Laframboise provides multiple desk crits to student teams in the development of their comprehensive designs (see section below on comprehensive design). ARCH 405 now requires students to produce an extensive set of mechanical drawings, showing the HVAC system, ductwork layout, and their integration within the building fabric. It also demands the provision of sustainable strategies for heating and cooling.

SPC B9: Building Envelopes
Despite the fact that David Newton no longer counts as one of the School's full-time faculty members, he will continue teaching ARCH 678 (Advanced Construction) for us, with a focus on building envelope as described already in the FER. Building envelope is also now integrated as a significant theme in ARCH 377 (Energy, Environment and Buildings). Otherwise, the substantial improvements described in the FER with regard to building envelopes continue to be a priority for the School.

SPC B11: Building Materials and Assemblies
The substantial improvements described in the FER with regard to building materials and assemblies continue to be a priority for the School.

SPC C2: Building Systems Integration
The substantial improvements described in the FER with regard to building system integration continue to be a priority for the School. Building integration is a key component of our continued efforts to improve our comprehensive studio sequence, particularly in ARCH 405, the Fall semester of the third year of our undergraduate program. See below.

SPC C4: Comprehensive Design
Apart from the continued efforts to develop comprehensive design as a pedagogical structure for studio in U2, U3 and M1 as already described in the FER, we report two new initiatives:

1. All U2 students are required in the Winter semester to develop a building code analysis for their studio design. That exercise was carried out under the direction of architect Marc-André Plourde, who was hired especially to carry out this task.
2. ARCH 405 has been completely restructured as a fully comprehensive studio hosted in the Fall semester of U3. Four instructors (Bressani/Davies/Gautier/Balbahadur in 2015) present the same project in an integrated studio experience. Three other courses – CIVE 492 (Structure), ARCH 447 (Lighting), and ARCH 377 (Energy, Environment and Buildings) – are offered simultaneously and are folded into the teaching of studio. The instructors of these three ancillary courses are also involved directly in studio, providing multiple desk reviews for each student group. (Special funds had to be raised to finance this substantial additional teaching load.) The final assignment for all four courses – Design Studio, Structure, Lighting, and Energy, Environment and Buildings – are coordinated around the central comprehensive design, each demanding a separate list of drawings that constitute a complete set of working drawings, comprising architectural, structural, mechanical and lighting components.

SPC D6: Professional Internship
The substantial improvements described in the FER with regard to internship continue to be a priority for the School. It should be underscored that we are increasingly rigorous in demanding from students that their 12-week internship under a licensed architect (as opposed to the more open 4-week internship) expose students to the basic elements of architectural practice. We also have now created internship courses, ARCH 500 and

ARCH 600, which provide a formal structure that helps students seeking internship opportunities.

A-4• Human Resources Statistics Report • 2015– 2016

School or Program :

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**	45	3	15-18	n/a	n/a
with a related pre-professional bachelor's degree	60	4	12-18	n/a	n/a
• **Master of Architecture degree**					
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)										Licensed architects		Studio teaching	
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other					
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	8		3		2		1	1			5	1	12	1
Men	6		3		2		1	1			5	1	11	1
Women	2												1	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	14													
Typical FT teaching load / year	15-18 credits													
Other Faculty		1				13		5		4		12		13
• Visiting												1		1
• Adjunct • Sessional • Lecturer		1				11		5				10		10
• Ph.D Candidate						2						1		2
Men		1				9		4				9		8
Women						4		1				3		5
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	9													
Total FTE Regular + Other Faculty	23													
Total Regular and Other Faculty who are licensed architects											18			
Total Regular and Other Faculty teaching in studio													26	
Nb of pre-professional studios taught by all Faculty for the year													23	
Nb of Masters studios taught by all Faculty for the year													8	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students	154	153	-	154	68	31	12	37
Men (optional)	48	49	-	49	31	11	5	16
Women (optional)	106	104	-	105	37	20	7	21
Part-Time Students	7	3	34	15	0	3	-	2
Men (optional)	2	0	9	4	0	1	-	1
Women (optional)	5	3	25	11	0	2	-	1
Total Full-Time Equivalent (FTE) Students [1]	158	156	17	110	68	33	12	38
FTE Foreign Students [2] (optional)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students in Design Studio	146	139	-	143	70	32	-	51
Studio Ratio (Students in Design Studios / Nb studios taught for a year)	6.2 (143 / 23 studios per year) 12.4 (143 / 11.5 studios per semester)				6.4 (51 / 8 studios per year) 12.8 (53 / 4 studios per semester)			
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year	511	-	-	511	232	-	-	232
Number of entering students for a given term and total for a year	49	-	-	49	35	-	-	35
With advanced standing (optional)								
Total Degrees Awarded-Expected for a given term and total for a year	4	35	2	41	33	2	1	36
Men (optional)	0	10	1	11	18	1	0	19
Women (optional)	4	25	1	30	15	1	1	17
Graduation Rate (%) [3]				+95%				+95%

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.

From: Mourad Mohand-Said
To: Martin Bressani, Prof.
Cc: David Krawitz
Subject: Reminder-2016-2017 Annual Report
Date: Tuesday, April 18, 2017 11:16:10 AM
Attachments: A-4 HR.doc

Dear Martin,

This is to kindly remind you that the 2016-2017 Annual Report (AR) is expected by **June 30, 2017**.

Since your Program will be hosting a Maintenance Accreditation Visit in Spring 2018, you are not required to submit the narrative section of the Annual report.
Only the following documents are expected by June 30, 2017:

- Human Resources statistics report (see attached); and
- Current academic school calendar.

Best Regards,

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A-4• Human Resources Statistics Report • 2016– 2017

School or Program :

Professional Degree Accredited	Total nb of credits / degree	Total nb of terms / degree	Nb of credits / term	Nb of hours / credit	Total nb of hours / degree
• **Master of Architecture degree**	45	3	15-18	n/a	n/a
with a related pre-professional bachelor's degree	60	4	15-18	n/a	n/a
• **Master of Architecture degree**					
without a pre-professional requirement, and consisting of an undergraduate degree plus a minimum of three years of professional studies					
• **Bachelor of Architecture degree**					
minimum of five years of study, except in Quebec, where four years of professional studies follow two years of CEGEP studies					

Faculty Data	Faculty Credentials (highest degree only) Full-time (FT) + Part-Time (PT)										Licensed architects		Studio teaching	
	Ph.D or D.Arch		Post-Prof Ms		Prof. M.Arch		B.Arch		Other					
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Regular Faculty	8		3		1		1	1			5	1	11	1
Men	6		3		1		1	1			5	1	10	1
Women	2												1	
Total FT Equivalent (FTE) Regular Faculty: Number of FT Regular Faculty + a figure equating PT Regular Faculty	12.5													
Typical FT teaching load / year	15-18 credits													
Other Faculty		3				17		7		4		15		16
• Visiting														
• Adjunct • Sessional • Lecturer		3				15		7		4		15		14
• Ph.D Candidate						2								2
Men		2				13		6		2		13		11
Women		1				4		1		2		2		5
Total FT Equivalent (FTE) Other Faculty: a figure equating other faculty on the basis of a typical FT teaching load	11.5													
Total FTE Regular + Other Faculty	24													
Total Regular and Other Faculty who are licensed architects											21			
Total Regular and Other Faculty teaching in studio													28	
Nb of pre-professional studios taught by all Faculty for the year													23	
Nb of Masters studios taught by all Faculty for the year													8	

Student Data	Pre-professional degree				Master of Architecture degree or Bachelor of Architecture degree			
	Fall	Winter	Summer	Mean/yr	Fall	Winter	Summer	Mean/yr
Full-Time Students	165	157		161	64	39		52
Men (optional)	56	56		56	26	16		21
Women (optional)	109	101		105	38	23		31
Part-Time Students	-	-		-	-	-		-
Men (optional)								
Women (optional)								
Total Full-Time Equivalent (FTE) Students [1]	165	157		161	64	39		52
FTE Foreign Students [2] (optional)								
Students in Design Studio	147	135		141	66	37		52
Studio Ratio (Students in Design Studios / Nb studios taught for a year)	6.1 (141 / 23 studios per year) 12.2 (141 / 11.5 studios per semester)				6.5 (52 / 8 studios per year) 13 (52 / 4 studios per semester)			
	Fall	**Winter**	**Summer**	**Total/yr**	**Fall**	**Winter**	**Summer**	**Total/yr**
Number of applicants for a given term and total for a year	606	-	-	606	214	-	-	214
Number of entering students for a given term and total for a year	48			48	34			34
With advanced standing (optional)								
Total Degrees Awarded-Expected for a given term and total for a year	6	35	6	47	24	6		30
Men (optional)	1	12	1	14	9	1		10
Women (optional)	5	23	5	33	15	5		20
Graduation Rate (%) [3]				+95%				+95%

[1] Full-Time Equivalent Students (FTE): Number of full-time students reported above + number of full-time equivalent for part-time students calculated on the basis of a full course load required to complete the program in the normal number of terms.

[2] FTE Foreign Students : Students included in Total FTE Students who are not Canadian citizens or landed immigrants.

[3] No of degrees awarded or expected / No of entering students at the beginning of the degree.