Faculty of Architecture
Retreat – October 6 2016

J. Beddoes – Interim Dean

October 2016
One Year In?

• Thank you for Welcoming me to the Faculty of Architecture

• Learned lots about all of you, your disciplines and our Faculty – introduced me to new perspectives and ideas

• Proud to represent this Faculty

• More optimistic today for immediate future than 1 year ago
The Last Year ...

Robbin Watson !
The Last Year …

Graduates ⇒ 90 B.E.D. + 55 Masters (+44 at October Convocation)

Applicants to ED2 ⇒

Min. GPA 2.72
Acceptance Min. = 2.5
The Last Year … Enrolment

- Full Time + Part Time Enrolment
- Total
- B.Env.D.
- Masters
- +1 PhD

Enrolment at University of Manitoba, from fall 2005 to fall 2016, showing trends in total, B.Env.D., Masters, and +1 PhD counts.
The Last Year … Enrolment

- Landscape Arch
- Interior Design
- City Planning
- Architecture

+1 PhD
The Last Year …

Two Faculty Retreats:
- comments this time last fall
- retreat: December & February
- multiple topics discussed:

<table>
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<th>December</th>
<th>February</th>
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The Last Year … Outcomes

EDPAC membership

Renewal of Preliminary Year/ED1
- EVDS 1600 Intro to Environmental Design
- EVDS 1602 Visual Literacy & Communication
- EVDS 1660 History of Culture, Ideas & Environment 1
- EVDS 1670 History of Culture, Ideas & Environment 2
- EVDS 1680 Environmental Technology

Ph.D. Program

Revised/Updated Ph.D. Supplementary Regulations
Established Doctoral Studies Committee
⇒ Ph.D. Student enrolled
The Last Year … More Outcomes

2015/16: more than $75,000 in new SC/bursary support to students

⇒ New Faculty Member: Neil Minuk – Dept. of Architecture

⇒ CAST Coordinator/Technician: Liane Veness, to start Nov. 1, 2016

⇒ ED2 Studio Upgrade Project
The Last Year ... More Outcomes
The Next Year ...
The Next Year …

• Facilities Management
  a. Capital Upgrades
  b. Safety
  c. Christmas/New Year Closure

• “discipline-specific and/or area-specific means to assess and evaluate the impacts and outcomes of research, scholarly works, and creative activities”

• Budget Management & Reallocation
  “Better link planning and resource allocation in the support of the University’s academic mission and priorities.”
  Faculty’s
  ➔ Reallocate Business Manager Salary
  ▼
  Instructor position joint ED-LA

• Indigenous Perspectives & Ideas, Achievement

• Continue Environmental Design program renewal
The Next Year …

Indigenous enrolment in B.E.D. program:

- 6.9% of students
- BUT …
  - 18-24 year old cohort in Manitoba is about 20% Indigenous

Taking Our Place:
- Ensure every student graduates with a basic understanding of the importance of Indigenous peoples in Manitoba and Canada
- Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed
- Enhance … research capacity on issues of importance to Indigenous peoples and populations
- Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces)
Environmental Design

Program Renewal

Renewal of Preliminary Year/ED1
- EVDS 1600 Intro to Environmental Design
- EVDS 1602 Visual Literacy & Communication
- EVDS 1660 History of Culture, Ideas & Environment 1
- EVDS 1670 History of Culture, Ideas & Environment 2
- EVDS 1680 Environmental Technology

Review of Preliminary Year/ED1 non-EVDS courses & Option 1/2 admission to ED2
- EDPAC to evaluate ⇒ prepare proposal

Review / Renewal of ED2-ED4
- start at this Retreat!
- Disciplinary Concentrations?
- Availability of Minors?
- Teaching strands: history/theory – design – ecology – etc.
- Other Program Attributes?
# Environmental Design

## Program Renewal

Review / Renewal of ED2-ED4

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<th>Teaching Strands</th>
<th>Other Program Attributes</th>
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<td>6 - experiential education / coop</td>
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<td>2 - Design &amp; planning methods</td>
<td>7 - internationalization</td>
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<td>3 - Ecology &amp; Natural Systems</td>
<td>8 - Indigenous perspectives and ideas</td>
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<td>4 - Technology &amp; Materials</td>
<td>9 - outcomes ⇔ accreditation issues</td>
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<tr>
<td>5 - Professional Skills &amp; Communication</td>
<td>10 - student experience</td>
</tr>
<tr>
<td></td>
<td>- major/minor</td>
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<tr>
<td></td>
<td>- ‘gateways’</td>
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<td></td>
<td>- plus ???</td>
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Environmental Design

Program Renewal

Review / Renewal of ED2-ED4

To Provide Some Thoughts … Before Lunch

International Programs
- Breanne Guiboche - Student Mobility & Exchange Coordinator

Coop
- Carolyn Geddert – Director Coop/IIP, Faculty of Engineering
- Kelly Mahoney – Director, Career Development Centre, I.H. Asper School

Indigenizing the Curriculum
- Dr. Frank Deer, Acting Executive Lead for Indigenous Achievement

Accreditation
- Input measures versus Outcomes
Accreditation ↔ Environmental Design

- Professional Accreditation Primarily *Outcomes* Focused
- For the most part left to educational institution to prescribe curriculum *Input* to achieve outcomes
  - course content
  - content for Master’s program versus undergraduate program
Architecture - CACB

III. Compliance with the Conditions for Accreditation

Program Response to the CACB Perspectives

• The program must demonstrate ...
• The program must provide an assessment ...
• The accredited degree program must provide ...
• Programs must have a clear policy ...
• Each architecture program must ensure that all its graduates possess the skills and knowledge ...
  ➔ 31 skills and knowledge attributes defined by CACB

accreditation … professional degree programs in architecture … 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.
Objectives of Program and Their Achievement by Students and Graduates

• The primary objective of the program shall be …
• The program shall also provide each student …

The following core program elements shall be included in a minimum four year undergraduate or three year graduate curriculum …

• The program’s curriculum shall be structured so as to provide …
• …the curriculum shall include subjects …
• The curriculum should include elements …
  ➔ 6 criteria + 5 guidelines
Interior Design - CIDA

16 Standards
- program mission, goals, and curriculum
- critical thinking, professional values, and processes
- core design and technical knowledge
- program administration

Each Standard sets forth a general expectation without stipulating a means for achievement.

The interior design program has a mission statement …
Entry-level interior designers have …
The work of interior designers is informed by …
Entry-level interior designers need …
Entry-level interior designers engage in …
Entry-level interior designers are …
Entry-level interior designers use …
Entry-level interior designers apply …
Entry-level interior designers select …
Entry-level interior designers have knowledge …
City Planning - PSB

An undergraduate degree should require the equivalent of four years of full-time study in a normal case. A graduate degree should require the equivalent of two years of full-time study in a normal case.

The course must provide sufficient coverage of the functional and enabling competencies to allow students to enter the planning profession …

- 6 Functional Competencies
- 4 Enabling Competencies
Common Outcomes

- Professionalism
- Ethics
- Critical / Creative Thinking
- Design / Planning ↔ Social / Societal Interaction / Leadership
- Communication & Technological Skills
- Teamwork
- History
- Legal Issues
- Sustainability – Environmental, Social, Economic
ED Curriculum Challenge

“The B.Env.D. program is envisioned as a strong multidisciplinary undergraduate degree in its own right and provides a solid base of design education for students intending to pursue careers and/or graduate studies in a wide variety of disciplines, including the Faculty's masters degrees in Architecture, City Planning, Interior Design and Landscape Architecture, and at other institutions globally.”

Challenge: ED required to serve multiple purposes
- multidisciplinary / accreditation knowledge & skills
  ◾ common outcomes
- preparation for career (terminal degree) & Master’s studies
  ◾ professionalism, ethics, legal framework
  ◾ skills/knowledge for entry level employment

What should be the core content?

“ED core content should provide a comprehensive understanding of the built environment at different scales and from different perspectives, as well as the fundamentals of design and representation.”

Faculty website

EDPAC minutes

University of Manitoba
ED Program Review Process

After Lunch …

Choose one or two Teaching Strand/Program Attribute Groups
Leader of each Group identified
Everyone provides thoughts; then discuss issues
Initial summary from each group at end of afternoon (max. 5 minutes)

After The Retreat …

Continue evaluation throughout term
– using whatever form or process your group think most appropriate
  - seek input from everyone in Faculty
  - evaluation of program elsewhere
  - input from colleagues elsewhere
  - ???

Report at February retreat with clear recommendations
All recommendation ⇒ EDPAC for consolidation
Review / Renewal of ED2-ED4

Teaching Strands | Other Program Attributes
--- | ---
1 - History / theory (Carlos) | 6 - experiential education / coop
2 - Design & planning methods (Kelley) | 7 - internationalization
3 - Ecology & Natural Systems (Karen) | 8 - Indigenous perspectives and ideas
4 - Technology & Materials (Jae-Sung) | 9 - outcomes ↔ accreditation issues (Alan)
5 - Professional Skills & Communications (Richard) | 10 - student experience

After Lunch:

1:15 Teaching Strand/Program Attribute Group Meeting #1
2:00 Teaching Strand/Program Attribute Group Meeting #2
2:45 Refreshments
3:00 Quick Summary form each Group

⇒ Teaching Strand/Program Attribute consideration to continue to February Retreat
⇒ Each Group to report conclusions at February Retreat
⇒ EDPAC to combine into future plan

University of Manitoba
Review / Renewal of ED2-ED4

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