Faculty of Architecture University of Manitoba
2015-2020 Strategic Plan

INTRODUCTION

The history of built environment degree programs at the University of Manitoba dates back to 1913 when the teaching of architecture led to the establishment of a department in the Faculty of Arts. A Bachelor of Architecture program became part of the Faculty of Engineering and Architecture that was established in 1920. An Interior Design program was added in 1938. An independent Faculty of Architecture was established in 1959. A one-year graduate course in community planning was established in 1949, but reorganized into two years of post-graduate study leading to the Masters of City Planning in 1963. The undergraduate program in Environmental Design (originally known as Environmental Studies) admitted its first students 1966. The graduate degree program in Landscape Architecture was established in 1972. The University of Manitoba, Faculty of Architecture was the first faculty in Canada to offer four graduate, built environment degree programs.

The Faculty maintains four accredited professional degree programs: Architecture, City Planning, Interior Design and Landscape Architecture. Individual professional programs draw many of their students from the Environmental Design undergraduate program. However, the programs also admit students from outside the Faculty, and indeed the University. Regulating bodies accredit all of the professional programs. The Faculty of Architecture offers a Ph.D. in Design and Planning.

The Faculty demonstrates its commitment to improving the quality of the built environment and the cultural, ecological, economic and social well-being of the global community and environment, through its emphasis on design and planning excellence, teaching, scholarship and research.

The design and planning disciplines of the Faculty of Architecture are anchored in studio-based pedagogy, which supports the main goals of design and planning education: to teach students a diversity of skills, technical ability, critical thinking and leadership. Each program features a series of project-based studios in which students produce designs and plans that address issues of varying complexity. The skill sets that students develop in studio learning may include research, analysis, creativity, critical thinking, and community engagement, among others. Studio work is supported by rigorous seminar and lecture courses that address theoretical, historical and technical issues.

FACULTY OF ARCHITECTURE ADMINISTRATION

The Faculty of Architecture has a management structure with the Dean's Office responsible for the overall administration of the Faculty. Departmental Heads and the Chair of the Environmental Design Program are delegated responsibility for the administration of their own specific areas while reporting to the Dean. Faculty Council is the governing body for the Faculty, responsible for providing overall direction and policies. It is composed of all full-time faculty members, the faculty librarian, part-time academic staff on sessional appointments, elected representatives of student councils and representatives of administrative staff. The Environmental Design Program is governed by Faculty Council, which meets at least two times per term, and more often as required.

According to the University's governing documents, department councils, composed of departmentally-based faculty members and student representatives, have the following responsibilities:

1. to advise the head on all matters submitted to it by the head;
2. to recommend to the head or, through the head, to any appropriate officer or body in the University, such actions as it may deem to be desirable;
3. to carry out such duties and responsibilities as may be assigned to it by the faculty council
   (http://umanitoba.ca/admin/governance/governing_documents/academic/341.html).

Department Heads and Associate Deans meet with the Dean every two weeks to discuss Faculty-wide issues and items of common interest. Strategic initiatives are discussed throughout the year. This current strategic planning process began in 2012-2013 and has included a SWOT (strengths, weaknesses, opportunities, threats) analysis of the Faculty conducted by the Department Heads and a facilitated

Faculty Retreat held December 6, 2013. Heads and the Chair consulted with their units about drafts of the plan and reported back to Deans and Heads.

Dean Ralph Stern, the Associate Deans, Departmental Heads and the Chair of Environmental Design were the constituents on the Committee to establish the Strategic Plan for the Faculty of Architecture.

FACULTY OF ARCHITECTURE VISION, MISSION AND TENETS
(Approved Faculty Council December 16, 2004 - to be reviewed in 2015 at a Faculty Retreat)

VISION
The Faculty of Architecture aspires to offer widely recognised and highly valued design and planning undergraduate and graduate programs that promote a respectful, collegial, interdisciplinary culture of teaching, scholarship and service within the University and beyond.

MISSION
We aim to provide exceptional teaching, scholarship and community service in architecture, city planning, environmental design, interior design, landscape architecture, and emerging areas of design education and practice.

TENETS
1. The Faculty believes the disciplines and programs represented in the Faculty of Architecture are autonomous, complementary, equal and specific.
2. The Faculty supports innovation and rigour in knowledge creation and creative problem solving in an intellectually and culturally diverse environment.
3. The Faculty promotes collegiality, creativity, and interdisciplinarity in advancing the planning, design and management of the built and natural environments.
4. The Faculty encourages advancement and improvement in the culture of planning and design through collaboration internally and externally.
5. The Faculty champions an evolving, vibrant curriculum that is regularly evaluated and widely discussed.
6. The Faculty offers locally, nationally and globally recognized programs, which attract high quality students, expertise and funding.
7. The Faculty promotes freedom of expression, open discourse and accountability among its members.
8. The Faculty affirms an equitable assignment of teaching, scholarship and service that respects individual skills, interests and collective needs.
9. The Faculty encourages and recognizes contributions from partnerships with the professions and community in the development and dissemination of knowledge.
10. The Faculty fosters the development of an ethical and professional environment.
    (http://umanitoba.ca/faculties/architecture/facstaff/academic_handbook/vision.html)

THEMES AND PRIORITIES

Guiding principles

1. The University of Manitoba's Faculty of Architecture is committed to creating an environment that delivers an exceptional experience in teaching, scholarship, and community service.

2. We will achieve this by strengthening support, growth and advocacy for faculty and students through the delivery of programs. The Faculty encourages renewal and/or growth of professional programs to sizes that ensure their vitality and relevance, and supports them in maintaining accreditation from their professions' accrediting bodies.

3. We will foster a culture that encourages innovation, creativity and leadership. The Faculty encourages diverse and experimental approaches to pedagogy and scholarship, as well as engagement in public discourse, debate and advocacy about current and emerging issues related to the design and inhabitation of environments.

4. Faculty programs are academically accountable to the University of Manitoba.

5. Faculty graduate programs are professionally accountable to their relevant accrediting bodies.

Priorities

1. Enhance student experience
The Faculty of Architecture plans to:

- Attract more of the best students from across Canada, including Indigenous (First Nations, Métis and Inuit), and international students.
- Provide excellent programming for students
- Enhance its facilities to provide excellent environments for learning and scholarship
- Enhance funding opportunities for students at undergraduate and graduate levels.

2. Enhance/support for scholarship capacity

The Faculty of Architecture defines scholarship in broad terms that cover five areas. Definitions of four of these are provided in the Faculty of Architecture's *Guidelines for Tenure and Promotion* (2013), quoted below. These are to be reviewed by Faculty Council in the Fall of 2015, and expanded to include a fifth, *Research-creation*, as defined by the Social Sciences and Humanities Research Council (SSHRC).

- *Applied scholarship* is defined as non-remunerative work that draws upon a faculty member's expertise or academic knowledge – for the greater welfare of society-at-large. This includes work that requires multiple abilities and expertise – develop new knowledge; train others in areas of expertise through sharing knowledge and problem-solving skills; help build a community's capacity to generate their own solutions; and disseminate knowledge in accessible and useful ways for the general public and other identified groups.
  (Faculty of Architecture, *Guidelines for Tenure and Promotion*, University of Manitoba, May 2013)

- *Creative scholarship* includes, but is not limited to, those exploratory practices associated with the visual arts, new media and performance arts, writing arts, product design, and the design of landscapes and built environments – rendered significant through public presentation and review.
  (Faculty of Architecture, *Guidelines for Tenure and Promotion*, University of Manitoba, May 2013)

- *Professional practice* should be shown to contribute to the advancement of scholarship, excellent design and community well being through the exercise of substantive knowledge and practical skills, the validation of scholarly activity through implementation, and reflective or critical assessments of planning and design processes. Professional practice in general is defined as work (both remunerative and non-remunerative) that draws upon a faculty member's professional skills and expertise, and is usually subject to all policies, regulations and codes of conduct

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regulating the respective professions. It may be conducted individually or through a corporate partnership.
(Faculty of Architecture, *Guidelines for Tenure and Promotion*, University of Manitoba, May 2013)

- *Research* increases the storehouse of knowledge through application, collection, exploratory discovery, interpretation, invention, synthesis and theory-building – thereby enhancing the quality of life in society. Research involves both qualitative and quantitative methodologies and can take numerous forms: action research, basic discovery research, case studies, demonstration and implementation studies, post-occupancy studies, policy research, research on teaching, and technology transfer, among others. Research involves public dissemination of knowledge, review and assessment of impact, and addresses multiple audiences – colleagues and professionals, corporations and community organizations, government agencies, members of the general public, professional organizations and students.
(Faculty of Architecture, *Guidelines for Tenure and Promotion*, University of Manitoba, May 2013)

- *Research-creation*: An approach to research that combines creative and academic research practices, and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation. The creation process is situated within the research activity and produces critically informed work in a variety of media (art forms). Research-creation cannot be limited to the interpretation or analysis of a creator's work, conventional works of technological development, or work that focuses on the creation of curricula.
(http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#a22)

The Faculty of Architecture plans to:
- Raise the profile of scholarship
- Enhance/ support scholarship
- Improve the facilities and resources for scholarship

3. Foster connections for teaching and scholarship between departments and programs within the Faculty of Architecture and beyond

The Faculty of Architecture fully supports the teaching and scholarship undertaken within the disciplinary realms of the Departments. The presence of multiple disciplines within the Faculty also presents excellent opportunities for teaching and scholarship (see 2. above for definitions) that makes connections between the disciplines (including multidisciplinary, crossdisciplinary, interdisciplinary and transdisciplinary approaches – see definitions below). The Faculty of Architecture encourages a range of teaching and scholarship opportunities between disciplines, within the Faculty and beyond, that will benefit students and faculty members by increasing their appreciation of a range of perspectives, and that will broadens their theoretical understanding of issues addressed. The Faculty seeks to strengthen connections between the units to further enhance and reinforce approaches to scholarship while respecting the pedagogy and research methods of the professional programs.

The Faculty draws on the following definitions from Marilyn Stember (1991):
Intradisciplinary: "within disciplinary work"
Crossdisciplinary: "viewing of one discipline from the perspective of another"
Multidisciplinary: "involves several disciplines who each provide a different perspective on a problem or issue"
Interdisciplinary: "integration of the contributions of several disciplines to a problem or issue ... . Interdisciplinary integration brings interdependent parts of knowledge into harmonious relationships through strategies such as relating part and whole or the particular and the general"
Transdisciplinary: "the unity of intellectual frameworks beyond the disciplinary perspectives"

Stember, M (1991). Advancing the Social Sciences through the Interdisciplinary Enterprise. *Social Science Journal*, 28:1

The Faculty of Architecture plans to:

- Provide opportunities and enhance support for teaching and learning between departments and programs within and beyond the Faculty of Architecture
- Provide opportunities and enhance support for scholarship between departments and programs within and beyond the Faculty of Architecture

4. Foster community (internal and external)

A desire to foster community internally within the Faculty is reinforced by the interdependence of the undergraduate program and the professional programs. Though individual faculty members are affiliated with specific units, the strength of cooperation within the Faculty comes from establishing collective goals and aims through a fully inclusive and consultative working process. Although the administration of departments and programs are independent from each other, they work to support each other in their specific goals and ambitions.

The Faculty of Architecture has a long tradition of engagement with external communities. The four professional programs have strong connections with their accrediting organizations and the professions and practitioners that they represent. The Faculty has nurtured relationships with related professions and industries that support the production of designed environments. It has provided services for broader communities at the regional, city, town and neighbourhood scales. It is a strategic priority of the Faculty of Architecture to better facilitate, strengthen and develop these essential relationships, especially those with Indigenous communities. Community partnerships and connections may involve scholarship (see 2. above for definitions), creative projects, teaching and service at both the individual and institutional levels.

The Faculty of Architecture plans to:
- Foster community and collegiality within the Faculty
- Enhance its relationships with related professions and industry
- Enhance its relationships with communities at regional, city, town and neighbourhood scales
- Enhance its relationships with Indigenous communities
- Enhance its relationships with alumni

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1. Enhance student experience

Goals	Related Actions	Timeline	Responsibility
1.1 Attract and retain the best students	- Increase the visibility of the Faculty, and the work of its students and faculty members, in order to attract high-achieving students - Develop promotional tools and strategies to attract students to the Faculty's programs - Develop strategies to attract post-professional qualified pre-master's and Environmental Design Architecture Masters Preparation (ED-AMP) students - Develop strategies to attract more Indigenous students to Faculty programs - Maintain and update regularly a well-produced website that focuses on the strengths of our programs, celebrating the Faculty's work, successes of students and connecting with alumni - Engage with middle and high school students to introduce them to concerns of the design and planning professions, and the methods and technologies used to address them (e.g., FABLab, GIS) - Augment pedagogical approaches in order to attract "non-traditional" students - To attract potential Indigenous students, engage issues related to communities, infrastructure and housing in Indigenous communities within Winnipeg and across the province in studio projects and scholarship - Conduct exit interviews upon graduation with all undergraduate and graduate students in order to identify and develop programs and structures to better serve new and existing students	TBD	TDB
1.2 Provide excellent programming for students	- Ensure that students are supported in meeting their expected time to completion - Provide clarity and support on path to successful completion of degree - Ensure student advising needs are met in a reasonable time frame - Create electives open to students in the undergraduate and professional programs that promote and provide opportunities for exploration across and between disciplines, while respecting pedagogy in the professional programs (see also 3.1 below) - Promote and provide opportunities for student scholarship across and between disciplines while respecting the pedagogical integrity of the professional programs (see also 3.1 below). - Provide learning opportunities beyond the studio and classroom, (e.g., service learning and exchange programs, engagement with local communities, field studies) - Encourage professional involvement to ensure curriculum addresses issues relevant/current to practitioners - Provide opportunities to learn about a broad range of technologies for use in teaching,		

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	research and creative work • Improve communications and advertising about events and activities (e.g., maintaining up-to-date website, explore technology such as digital screens to announce events in Faculty)		
1.3 **Enhance facilities**	• Provide infrastructure / physical spaces that allow for collegial interaction and the building of community (see also 4.1 below) • Evaluate and act upon the needs identified for additional space for studio, lecture and seminar courses • Evaluate and act upon the needs identified for the suitable studio spaces and furniture in conjunction with working styles of students and studio formats • Evaluate and act upon the needs identified for more up-to-date computer technology lab to assist with teaching computer courses and to support research and creative work • Renovate classrooms and studios to ensure there are a variety of options for various pedagogical approaches, including configurable space to accommodate group work. Ensure that infrastructure, including electrical power and outlets, is sufficient to support the range of pedagogical approaches • Examine the set up and layout of supporting facilities (e.g., FABLab, CAST, assembly spaces, Product Catalogue Collection) to increase flexibility of research and fabrication methods • Ensure that the CAST Building is maintained as a facility that serves the research interests of the Faculty of Architecture • Provide video-conferencing facilities within the Faculty to allow for off-site collaboration and remote student participation (see also 2.3)		
1.4 **Enhance funding**	• Promote scholarships, awards and bursaries to encourage more student applications • Offer assistance to students in grant writing • Initiate fundraising campaigns to increase funds available for scholarships and bursaries, particularly for entrance scholarships to attract the best students • Provide fundraising assistance for studio and other courses to engage in work with communities (including Indigenous communities) and industry • Build stronger relationships with alumni to assist with fundraising activities; • Increase research funding grants to fund PhD students		

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2. Enhance/support for scholarship capacity

Goals	Related Actions	Timeline	Responsibility
2.1 **Raise profile of scholarship**	• Make research more visible (e.g., 'Food for Thought' lectures, 'Think Tanks', Year-End Exhibition, Faculty Research Dinners, or online) • Feature and showcase current and completed Faculty research at events such as the year end exhibition and Faculty website (see also 1.1) • Assist faculty members with the communication and dissemination of their research accomplishments • Strive to develop a broad university-wide understanding of Faculty of Architecture guidelines for assessing scholarship (see definitions from Guidelines for Tenure and Promotion 2013) • Provide funding and administrative support for Faculty of Architecture-organized conferences, symposiums and workshops • Provide Faculty Research Awards with an annual Faculty Research lecture • Publicize faculty members' research interests on the website to attract PhD, post-doctoral, fellows, visiting scholars and research associates		
2.2 **Enhance support scholarship**	• Provide clarity on research opportunities and funding (faculty and graduate students) • Encourage faculty to explore and apply for research funding • Provide seed funding for grant development and research support • Provide mentoring about research and writing for all faculty members • Provide support for researchers applying for major external funding including assistance with grant writing • Support community-based applied scholarship • Support research partnerships with communities and the professions • Provide support to interdisciplinary scholarship work between faculty units and with colleagues in other faculties and universities, and/or industry partners • Ensure equitable distribution of teaching and advising loads to allow faculty time for scholarship and research	TBD	TBD
2.3 **Improve funding and resources for scholarship**	• Invest in infrastructure development, including workshop space and appropriate equipment (e.g., digital technologies) • Develop centres/institutes that support faculty and community scholarship interests • Provide additional space for graduate students, post-doctoral fellows, visiting scholars and research associates • Provide additional space and equipment to facilitate video-conferencing (see sec 1.3)		

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3. Foster connections for teaching, learning and scholarship between departments and programs within the Faculty of Architecture and beyond

Goals	Related Actions	Timeline	Responsibility
3.1 Enhance opportunities for teaching and learning between departments and programs	- Develop strategies to encourage additional learning between departments and programs that while respecting the pedagogy and scholarship of the professional programs - Create electives open to students in the undergraduate and professional programs that promote and provide opportunities for exploration across and between disciplines, while respecting pedagogy in the professional programs (see also 1.2) - Increase student and faculty exchange programs globally to provide international exposure for Faculty programs as well as enriched educational opportunities for students across and between disciplines - Provide opportunities for integrated design approach increasing connections with other disciplines at the University of Manitoba - Provide opportunities for faculty teaching in similar streams (e.g., history, theory, technology, methods) within different programs to share approaches to teaching	TBD	TBD
3.2 Enhance opportunities for scholarship between departments and programs	- Partner with other units across the university to develop collaborative research opportunities related to emerging issues (e.g., climate, water resources and energy sources, health and designed environments) - Foster and value strong connections with local, regional, national and international communities		

4. Foster community (internal and external)

Goals	Related Actions	Timeline	Responsibility
4.1 Foster Community & Collegiality within Faculty	- Foster a culture of transparent, open, honest communication that is respectful of all the departments and programs. - Ensure that the principles of equity and diversity are embedded in all of our practices - Provide universal design in all buildings and facilities - Focus on overall success of the Faculty and all of its members - Increase faculty members' knowledge and awareness about each other's work (e.g., provide space for long term exhibits of student and faculty work) - Provide infrastructure/ physical spaces that foster the building of community (e.g., provide a café)	TBD	TBD

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	(see also 1.3 above)`		
	• Ensure we are providing the best possible support for teaching and research, including administrative support to ensure it is comparable and equitable		
	• Ensure workloads are comparable and equitable in all areas (academic and support staff) in the Faculty		
	• Review support staff complement annually and increase as required		
	• Encourage and ensure that academic and support staff within the Faculty seek appropriate training for university administrative processes		
	• Review faculty workloads to ensure equity across the Faculty in teaching, advising, research and service		
	• Increase employment stability, mentoring and visibility for sessional and other contingent academic staff		
4.2 **Enhance Relationships with Related Professions and Industry**	• Encourage and facilitate inter-professional relationships that are necessary to understand and address the complexity of human settlements and designed environments		
	• Provide opportunities for representatives from industry and other professions to interact with design professionals, students and faculty		
	• Seek employment possibilities for students and recent graduates		
	• Liaise with professional bodies, industry and communities about the opportunities for faculty and student research, scholarship and creative work		
	• Support joint initiatives that involve academic units and professional organizations		
	• Provide support for faculty members who are actively involved in the management of professional organizations		
	• Encourage and provide opportunities for collaboration between professional organizations and their respective academic units		
	• Support discussion and debates within professions by making available relevant research		
	• Provide opportunities for continuing professional learning		
	• Encourage and provide opportunities for mentoring and internship relationships between practitioners and students		
4.3 **Enhance Relationships with Regional/ City/ Town/ Neighbourhood Communities**	• Provide opportunities for practitioners to participate in discussions about creative work and research of students and faculty members		
	• Encourage and provide opportunities for studio courses and scholarship to support and assist communities and special interest groups (from neighbourhoods to regions)		
	• Foster public debate through the various Faculty speaker series and events that highlight the importance of design and planning		
	• Inform public policy and debate about design and planning by making relevant scholarship available for public consideration		
	• Seek internship opportunities for students with community-based organizations		

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4.4 **Enhance** **Relationships** **with Indigenous** **Communities**	• Raise awareness of Indigenous issues within the Faculty • Support development of knowledge exchange with and between Indigenous communities • Assist with finding placements for students in Indigenous communities, through studios, research assistantships and internships • Support the work of organizations (e.g., Assembly of Manitoba Chiefs) that represent Indigenous interests and work towards improving the quality of life for Indigenous peoples • Encourage and support research that focuses on issues relevant to Indigenous communities		
4.5 **Enhance** **Relationships** **with Alumni**	• Strengthen connections with Faculty alumni • Facilitate and support new alumni entering the workforce • Track alumni progress and employment • Celebrate alumni successes in publications and on website • Invite alumni to speak to students • Work with alumni to enhance fundraising opportunities for student scholarships and bursaries and other forms of support		

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