KURT DIETRICH

Volunteer Efforts:

Career Workshops/Information Services
High School Guidance Systems
Province of Saskatchewan

Year	Organizational Group	Event	Facilitator
1992 - present	Career Services	Career Days Student Information Sessions	Local Public School Administration Kurt Dietrich

Description of Involvement:

I have been a participant in Student Career Seminars since 1992. I have conducted full day or session seminars for students around the province of Saskatchewan including Estevan Comprehensive High School, Swift Current Comp, the Regina School Division #4 and the Moose Jaw School Division #1.
The format for these sessions has been more casual than rigid/formal as a means of engaging with the students. I have prepared and distributed a student hand-out for each session. I wrote this hand-out to provide an overview of the presentation and additional information for students to take home. This publication has been compiled and revised over the years to incorporate as much relevant information as possible, without being overly cumbersome. The presentation follows the format of the hand-out, adding a personal touch to the discussion based on my experience.

Partial Text of Student Hand-out:

ABSTRACT: Architecture is the profession that combines **Art** and **Science** in a permanent structure.

Artistic Side –

- Aesthetics: How it looks, feels, is like to work in and experience.
- Organization: Flow within the building in planning.
- Forms/Envelope: What presence does it give – is it a church, bank, courthouse??
- Environment: Space and use, interior/exterior allowances, personal space.

Scientific side –

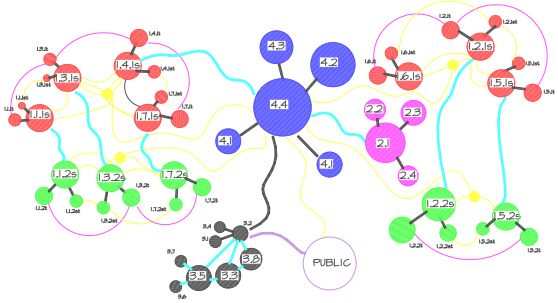
- Building Technology: contained systems and operations.
- Building Materials and Performance: brick expansion, block compression, air barriers,etc.
- Construction Methods and Technical Features

The main benefit related to practicing architecture is the realization of physical creation of an idea. Your ideas and vision of the building can actually be constructed and used. There is a great satisfaction realized in creation of a built environment for the users.

Architecture is the only art form requiring dynamite to remove it (or at least some real heavy equipment and a lot of dust!).

After graduating, students must work for an internship period in a professional office, keeping a log-book of their experience. The length of time for an Intern Architect is 36 months, depending on the provincial regulations. Some persons are allowed to credit hours earned while studying due to Co-op programs or Syllabus work experience.

All these methods lead to registration exams, known as ARE's (Architectural Registration Exams) which are a series of 9 exams required for all graduates in order to register and practice in any province. These exams are written after completing the internship.



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KURT DIETRICH

Volunteer Efforts:

Student Design Studios – Habitat For Humanity
Rosemont School
Regina, Saskatchewan

Year	Organizational Group	Event	Facilitator
1992	Saskatchewan Association of Architects	Habitat For Humanity Single Family Homes	Kurt Dietrich

Description of Involvement:

My involvement with Habitat for Humanity coincided with the Saskatchewan Association of Architects Annual General Meeting event in Regina. I volunteered to work with an elementary school tasked with designing a model home for the Habitat for Humanity program. A total of eight weeks was spent in one hour weekly classes, working with the students as a full class and smaller teams to design a single family home in an infill-urban setting. The students were required to draw the plans and elevations as well as construct models for presentation.

Event Resolution:

The event concluded with a presentation of the models from all schools involved at the President's Ball, concluding the SAA weekend event. Former Governor General Ed Schreyer, a strong supporter of Habitat for Humanity, attended the dinner and participated in the student presentations.

Volunteer Efforts:

Assistant Mentor – Design Studio 2
RAIC Syllabus Program
Regina, Saskatchewan

Year	Organizational Group	Event	Students:
1999	RAIC Syllabus	Student Instruction in Second Design Level	Amy Webb Steve Gandjahar

Description of Involvement:

My involvement with the Mentor level of the RAIC Syllabus program began in 1999 as an Assistant Mentor alongside Reid Pattison, SAA, MRAIC. We were responsible to implement the second design level tasks to two students in the Regina program.

Event Resolution:

This course ran sixteen weeks, constituting weekly review sessions of two –three hours each. Each session contained a discussion period with analysis of the student work completed to date and recommendations for additional studies in the coming period.
Both students successfully completed their course level under our direction.

PROJECT	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Total
SCOPE	Critical Analysis / Synthesis	Programming	Interpretation	Design - Phase 1	Design - Phase 2	Design - Phase 3	
ASSIGNMENT	Geometry Structure Circulation	Camping Module	Text Interpretation	Primal Habitat Study	Primal Habitat Design	Primal Habitat Groupings	
GRADE	10 %	15 %	15 %	15 %	15 %	30 %	100 %

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Additional Education:

Sculpture Studies
Faculty of Fine Arts
University of Regina
Regina, Saskatchewan

Year	Organizational Group	Course	Instructor
1992	University of Regina	Three Dimensional Form	John Noesthedon

Description of Involvement:

I registered in the Faculty of Fine Arts in the spring of 1992. My undeclared major is Visual Arts – Painting. There are approximately five classes left for me to complete in order to receive a Bachelor of Fine Arts Degree (Visual Arts). The course ran through the spring semester, two nights per week, a total of three hours each night.

The Process:

The class was a sculptural portraiture course, using ourselves as the models. The title applied to the course was:

THE PORTRAIT – AN INTENSE INVESTIGATION

The course included studies on form, space, mass, volume, weight, balance, scale, texture, illusion, time, light and structure.

The course also included instruction on aspects of sculptural techniques including mold casting, clay types and usage, firing techniques and free-hand sketching. Student crits were held monthly with a final presentation in front of the full class.

The process involved study of the human skull (sketching, modeling and form), self-portrait in pencil sketches, construction of an anatomically accurate skull and creation of busts in both plaster and clay.








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KURT DIETRICH

Volunteer Efforts:

Interpreting Construction Documents
Regina Construction Association
Level 1 - Beginner
Regina, Saskatchewan

Year	Organizational Group	Event	Facilitator
1999-2006	Kurt Dietrich Regina Construction Association	Instruction on blueprint reading/construction documents	Kurt Dietrich

Description of Involvement:

This level is intended as a primer for trades to get them comfortable and practiced in reading documents and finding necessary information. This level also includes hands-on practice with project drawings either brought in by myself or supplied by the RCA. This level was the first one I wrote, revising it as the courses ran and additional information was developed.
Each course ran over a period of two evening sessions, totaling 6 hours of in-class time. The average attendance was 24 persons for each course. A total of eight sessions have been completed to date.

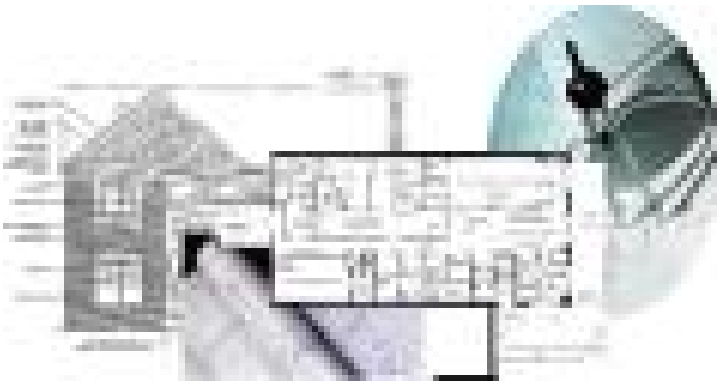
Premise of the Course:

Construction Documents are the basic means of communication in the construction industry. The key to properly interpreting construction documents lays in understanding the basic framework of a full set of documents.
A complete set of construction documents is comprised of two equally important and linked components:

Specifications and Drawings

The seminar includes a review and discussion on both components; their importance, priority, details, information and influence on the construction industry.
This seminar provides the basics needed to effectively use construction documents to the benefit of operations and the projects as a whole. Attendance for the entire seminar is required to receive recognition for completion.

The first half of the seminar introduces the process of construction document preparation, interpretation and resolution. This session provides a clear understanding of the requirements and information found in construction documents for use in bidding and field purposes. The session explains where to typically find required information and how to interpret the documents towards the installation and performance of the item. The second half of the seminar provides interactive opportunities for information retrieval, variations in documents and methods to resolve questions or discrepancies.



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KURT DIETRICH

Volunteer Efforts:

Student Design Studios
Marion McVeety Elementary School
Regina, Saskatchewan

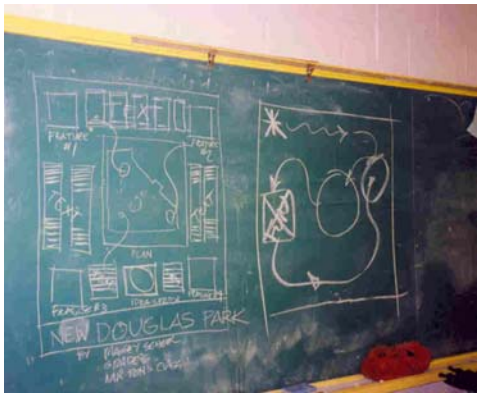
Year	Organizational Group	Event	Facilitator
2004-2006	Kurt Dietrich Sherman Martinson	Student Design Studies Single Family Homes	Kurt Dietrich

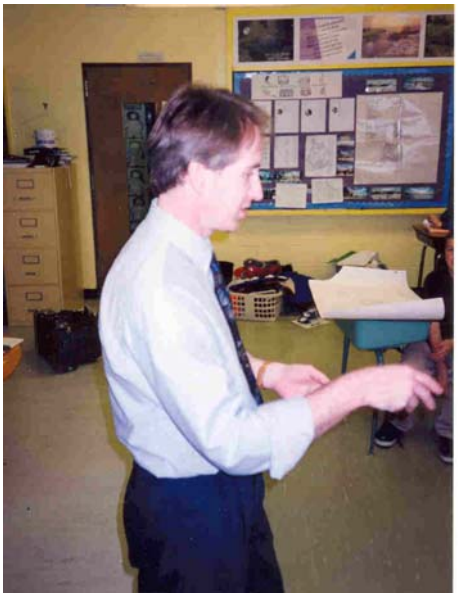
Description of Involvement:

My involvement in the McVeety Design Class was the result of engaging with Educators during the course of my Thesis. Instruction has been completed for two curriculum years, working with students in a Grade 7/8 split class. The instruction involved one hour sessions held weekly for a period of twelve weeks. My participation included teaching the students about the basic process of design and architectural theory (symmetry, mass, form, scale). As they moved through the process, I became an advisor working with them to develop their designs and models to completion.

The Process:

The primary student activity was design of a residence for themselves, with the final outcome being construction of a model based on their design. The students were assigned a fixed floor area with allowances for individual rooms. The process involved the students in decision making efforts to understand the nature of planning, the impact of key design choices and as they built their own models, the complexity of interpreting paper to reality.





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KURT DIETRICH

Volunteer Efforts:

Interpreting Construction Documents
Regina Construction Association
Level 2 – Intermediate Level
Regina, Saskatchewan

Year	Organizational Group	Event	Facilitator
2003-2006	Kurt Dietrich Regina Construction Association	Instructional session on blueprint reading/construction documents	Kurt Dietrich

Description of Involvement:

I was asked to create an Intermediate Level in response to requests from attendees at the Introductory Sessions. I wrote a new curriculum to provide additional information for members of the trades who wished to carry on past the Beginner's level. The purpose of this level project is to provide in-depth knowledge on why buildings are constructed in certain ways, how to find specific information and to educate on the affects of environment and elements on a structure.
Each course ran over a period of two evening sessions, totaling 8 hours of in-class time. The average attendance was 25 persons for each course. A total of six sessions have been completed to date.

Premise of the Course:

This level is intended to be the Intermediate Level course for Construction Document Interpretations. It is assumed that everyone registered in this course has completed the entry level course of Interpreting Blueprints.

The intent of this level is to give a greater understanding of construction techniques, procedures, and reasons for the way things are put together. The purpose for proceeding in this manner is to educate the persons interpreting the blueprints as to the reasons why things are drawn or specified certain ways, and the possible impact that changes may have on the overall building performance. If a person can understand or have a grasp on the potential performance of an item, then they can ascertain what impact changes to that item may have.

I begin each course with the an explanation of the overall building systems. This introduction looks at each major component of a building

- Cladding (interior and exterior)
- Structure
- Insulation
- Vapour barrier
- Finishes (may be cladding or not)

The session also reviews the major factors that affect building performance.

- Weather
- Temperature extremes
- Building materials – movement and stresses
- Elements of construction
- Interior fitments and equipment.

It is anticipated that within each section of the course, the basics of finding the information on the drawing, understanding the nature of the installation, and interpreting the specifications with reference to the intent will be covered.
Excerpts and data were taken from the Canadian Building Digests, CMHC documents, NRC technical bulletins, and National Building Code (1995 edition).

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Volunteer Efforts:

Student Design Studios
Argyle Elementary School
Regina, Saskatchewan

Year	Organizational Group	Event	Facilitator
2006	Kurt Dietrich Shannon Silverthorn	Student Design Studies Single Family Homes	Kurt Dietrich

Description of Involvement:

Instruction has been completed for one curriculum year, working with students in a Grade 6/7 split class. The instruction involved one hour sessions held weekly for a period of twelve weeks. My participation included teaching the students about the basic process of design and architectural theory (symmetry, mass, form, scale). I created a new curriculum model for use in this course which follows within this section. This curriculum model was reviewed with the class teacher to ensure it meets the standards of the Regina Public S.D. No. 4. The curriculum also includes an alternate path of study, which I created to allow students to participate in the class sessions even though they may not wish to construct a model. As the students moved through the process, I became an advisor working with them to develop their designs and models to completion.

Event Resolution:

The process turned out to be an excellent experience with the full class engaged throughout the twelve weeks. Students began to initiate their own opportunities in design and detailing during the final drawing and model stages. A full presentation was staged by the class for the school body and parents at the conclusion of the model building stage.

Basic Parameters for Student House Design Project:

Units of Measurement:	Imperial
Maximum allowable floor area (gross area)	1,500 square feet
Estimated unit cost (not including site costs and servicing charges)	$150.00 / square foot
Site type/location:	Single front street access No rear lane Overall dimensions = 50' x 125' site plan to be provided by Instructor
House Style:	Single Level Bungalow
Basic Rooms Required	▪ Social Space (Living Room, Party Room or Family Area) ▪ Kitchen ▪ Bathroom (minimum one, additional bathrooms allowed) ▪ laundry area ▪ Bedrooms (minimum two; one bedroom to be master bedroom) ▪ Additional specialty areas as determined by Student ▪ No Garage included in design.

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Student Design Studios, Argyle Elementary School, Regina, Saskatchewan

Twelve Week Curriculum

Week No.	Task	Activities	Deliverables	Additional Concepts
1	Housing Research	Internet, print materials, photographs, drawings	collage of house styles and preferred details	use of scale drawings, role of the architect, building methods
2	Programme Development	written text/calculations of rooms, areas, uses, and potential locations	notebook submission of calculations, functional relationships, list of rooms and uses	technical writing concepts, mathematic application to design theory on the function of rooms within the house
3	Preliminary Design	bubble diagrams, functional studies, preliminary plan sketches	graphic submission for conceptual design	Discussion on spatial concepts (Active/Passive) discussion on functions and relationships within a house
4	Design Development	preliminary plan sketches, room development, exterior relationships, structure	graphic submission for plans, room usage, access and construction sequence	discussion on construction techniques, details on individual rooms and placement within the planning
5	Design Development	elevation studies, building sections, structural concepts lighting, site locations	graphic submission including exterior elevations, building massing, site development	social discussion on appearance, details and site concepts daylight/solar influences on site development
6	Concept Refinement Grid Draughting	hard line drawings for plan, elevations, sections	graphic submission of resolved plan, elevations and sections including roof system	discussion on relationships within the construction industry, drawing presentation, structural systems
7	Design Confirmation	hard line drawings for plan, elevations, sections	final graphic submission for residence design	Art layout for final design presentation resolution of final design details
8	Final Concept	area calculations, final plan drawings, cost estimate	Written submission related to Stage #7 illustrating the concept in English and Area calculations for reference to Stage #2.	review of initial concepts and how the changes/compromises felt through the design process have been resolved.
9	Model Building	exterior walls	First stage of model development	model building techniques, relationship of plans/drawings to the model
10	Model Building	interior walls	Second stage of model development	spatial relationships (variance between how it looked on paper and how it appears in model) model building techniques
11	Model Building	roof system	Final stage of model development	roof systems and structural concepts, model building techniques
12	Final Presentation	assembly of all print and constructed materials	Completion of Stage 8 and 12 resulting in student explanation of the design and process.	discussion on the process deriving a design from theory through development to implementation

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Student Design Studios, Argyle Elementary School, Regina, Saskatchewan

Additional Sample problems within design context:

A SIMPLE ROOM

- Student A and B to measure out their own bedroom and items within it.
- Note the door, closet and window locations.
- Student A to switch rooms with Student B.
- Interview period between both
- Student A to re-plan the room of Student B (vice versa) based on their interpretations and interview process
- Presentation to class on the preliminary design

Explores: Spatial reality

- Working within fixed boundaries
- Planning for use by others
- Independent working
- Communication

A PRIVATE RETREAT

- Students given the parameters for a design of private retreat
- Location supplied
- Budget supplied with a price list of materials
- Students are to establish the reason for the retreat: Hunting, solitude, social, spiritual
- Design period to focus on both the aesthetic aspects of size, space, and orientation as well as structural aspects of materials and costs.
- Presentation to class on the preliminary design and cost estimate

Explores: Spatial reality

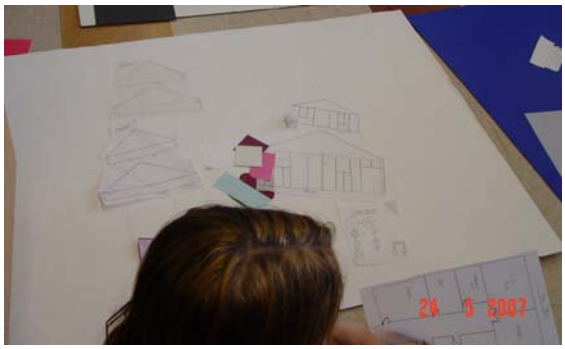
- Working within fixed boundaries
- Planning for specific usage
- Independent working
- Mathematics of cost estimating (limited requirements)
- Science related to materials
- Geography related to location of site
- Communication skills

A NEW CAMPUS

- Allowing for students to group in design solution
- Planning for a new campus within a fictional setting (Avonlea Badlands)
- Building requirements are identified
- Research required for building sizes based on occupant loads as defined.
- Group projects are to design the floor plates and elevations of the buildings.
- Presentation to the class on final design for each structure
- Presentation to the examiners on the final cumulative design

Explores: Student interaction and coordination with other groups

- Social understanding
- Personal and public spatial developments
- Aesthetics, massing, modeling
- Theory of design
- Communication
- Mathematics in terms of areas and relationships
- Function and flow
- Orientation
- Public traffic



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KURT DIETRICH

Volunteer Efforts:

Interpreting Construction Documents
Regina Construction Association
Advanced Course
Regina, Saskatchewan

Year	Organizational Group	Event	Facilitator
2005-2007	Kurt Dietrich Regina Construction Association	Instruction on construction documents	Kurt Dietrich

Description of Involvement:

I created a combined level incorporating Levels I and II into a full day sessional seminar. This new level was completed at the request of the Regina Construction Association and their members. This level has evolved from the previous two, incorporating the basic information as well as additional information discovered/created during completion of my Educational Thesis. This level has recently been GOLD SEAL CERTIFIED by the CANADIAN CONSTRUCTION ASSOCIATION.
Each course runs during a full working day (eight hours) of in-class time. The average attendance was 20 persons for each course. A total of three sessions have been completed to date.

Event Resolution:

Construction Documents are the basic means of communication in the construction industry. The key to properly interpreting construction documents lays in understanding the basic framework of a full set of documents.

A complete set of construction documents is comprised of two equally important and linked components:

Specifications and **Drawings**

The full day seminar will include review and discussion on both components; their importance, priority, details, information and influence on the construction industry.

This combination of the first and second sessions to this seminar will provide the basics needed to effectively use construction documents to the benefit of operations and the projects as a whole. Attendance for the entire seminar is required to receive recognition for completion.

The first session of the seminar will introduce the process of construction document preparation, interpretation and resolution. This session will provide a clear understanding of the requirements and information found in construction documents for use in bidding and field purposes. The session will explain where to typically find required information and how to interpret the documents towards the installation and performance of the item.

The second session of the seminar will provide an understanding of construction techniques, procedures and reasons for the way things are put together. This session will explain the nature and reasons for the information included in the construction documents. This part will also review the possible impact that changes may have on the overall building performance.

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Volunteer Efforts:

Design Team Member – Team Number 2
Saskatoon Housing Initiative Partnership
Saskatoon, Saskatchewan

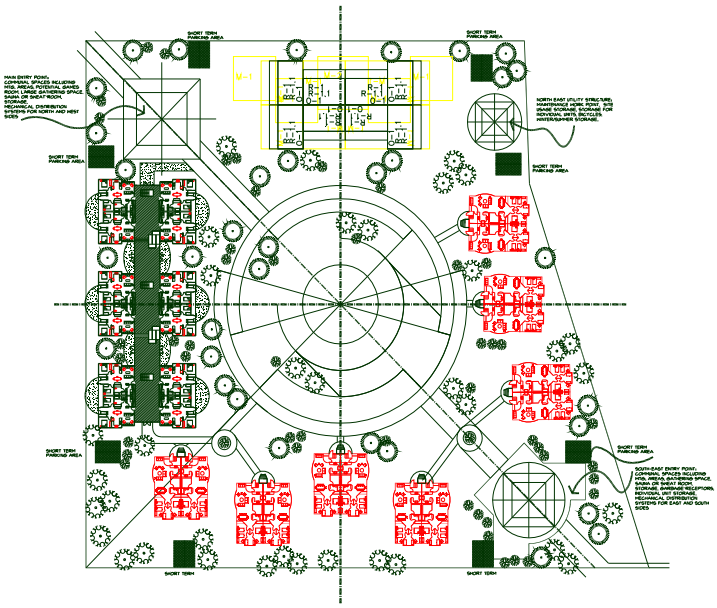
Year	Organizational Group	Event	Host Group
2007	Saskatoon Housing Initiative Partnership	New Design – Infill/Low Income Housing Units	SHIP

Description of Involvement:

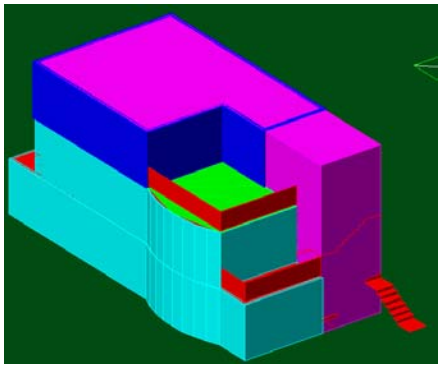
My involvement with the SHIP program came through a volunteer call issued from the Saskatchewan Association of Architects. Members were formed into teams consisting of Intern and Registered Architects, Construction Research Professionals, Community Service members and a member of the SHIP program. This project consisted of a four month term during which we reviewed parameters of low income design, site analysis, client review and a subsequent design solution to serve the requirements identified. This process is scheduled to conclude with a public presentation in October 2007.

Design Solutions Generated:

Two full design options were created with the third site design solution coming from another member of our team. I have also created stand-alone options for both design solutions that may be used on residential lot in-fill projects within the City of Saskatoon. Site planning was completed by myself with input received from other team members.



- A Radial plan to the site thoroughfare. The paired units are North/South Orientation based on team design recommendations.
- Varied unit development from stacked to paired to communal unit types. Allows for opportunities in housing type and living arrangements on site.
- Water element included on the SE quadrant of the circulation core.
- Sidewalks/paths reflect the solar solstice
- Residences allow for optimum exposure to sun while providing a break in wind patterns (no clear path or line of sight for travel)
- Short term parking illustrated since the pizza guy has to park somewhere during deliveries. Can also be used for temporary parking or loading zone serving residents.



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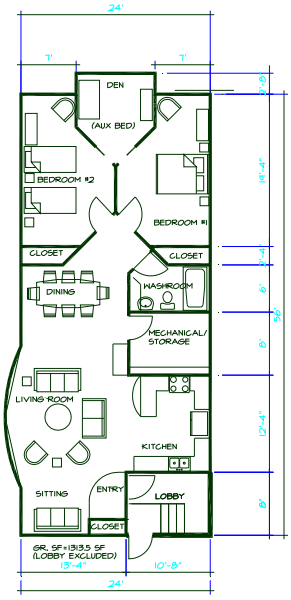
KURT DIETRICH

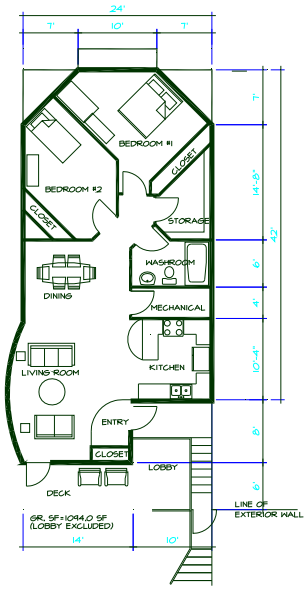
Saskatoon Housing Initiative Partnership – Three Level Walk-up Unit (Design Option #1)

It presents opportunities for development into infill housing scenarios. Standard residential construction keeps the technical details simple.
The basics of this concept are:

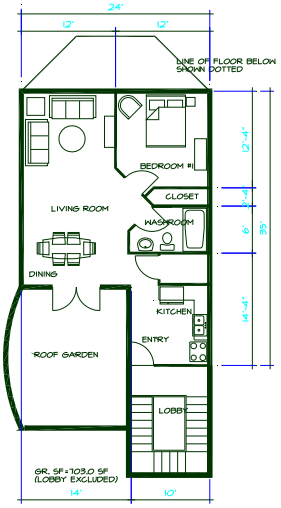
- Five bedrooms plus den per lot area
- Total units on site = 14 (7 paired lot areas)
- Total bedrooms = 70 (+ 14 den/aux bedroom areas)
- Three storeys
- Walk-up entrance
- Round elements (Aboriginal influence) incorporated into planning (glazing) and site layout
- Incorporates roof garden concept on upper level.
- Stepped planned development reduces overall massing on site



Main Level



Second Level



Third Level

Exterior Elevations (Paired Units)

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KURT DIETRICH

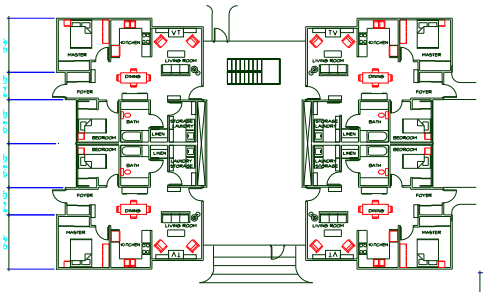
Saskatoon Housing Initiative Partnership – Communal Living Unit (Design Option #2))

This concept is derived from thoughts based on the communal aspects available between individual housing units.

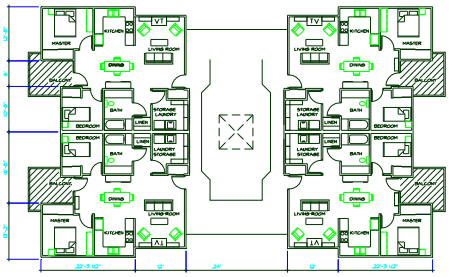
- It presents some opportunities for development into infill housing scenarios, though the footprint is quite large on each lot area. Standard residential construction keeps the technical details simple.

The basics of this concept are:

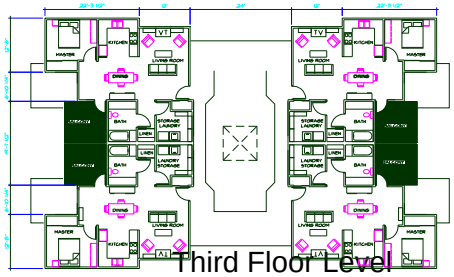
- Ten bedrooms per side (assumed lot area).
- Total units on site = 6 (6 paired lot areas)
- Total bedrooms = 60
- Walk-up entrance on interior for upper storeys. Main floor can enter through atrium or separate exterior entrance.
- Areas adjacent atrium could be designed with operable wall units to allow opening up of suites direct to atrium areas. (Communal gathering options)
- Atria of adjacent units could be linked for a central spine, creating a common corridor serving multiple units (See HUB Mall, University of Alberta, Edmonton, Alta)



Main Floor Level



Second Floor Level



Third Floor Level

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Volunteer Efforts:

Board Member
Royal Saskatchewan Museum Associates Inc.
Regina Saskatchewan

Year	Organizational Group	Function	Current Role.
2001 - present	Royal Saskatchewan Museum Associates Inc.	Non-Profit Charitable Organization	President (2003 – present)

Description of Involvement:

My involvement with the RSMA began in 2001 after answering a call for volunteers. I had completed the design and construction of the Upper Gallery (Life Sciences Area) with the Royal Saskatchewan Museum and was brought to the attention of the Associates, an affiliation of the RSM. I have served as a board member responsible for Finance, Human Resources, Retail Development and Programming during my time with the group.

Activities Involved:

The RSMA has given me the opportunity to develop my skills in managing and participating in a non-profit organization. As President of the Board of Directors, I have been responsible for up to 20 staff at peak times as well as the administration of the Associates accounts and affairs. This position has brought me into direct contact and association with Federal and Provincial Government officials, speaking engagements at public programs and events, and assisted in developing my skills related to Human Resource Management.

Volunteer Efforts:

Mentor – Design Studio 1
RAIC Syllabus Program
Regina, Saskatchewan

Year	Organizational Group	Event	Student:
2007	Kurt Dietrich Roger Mitchell	Student Instruction in First Design Level	John Reichert

Description of Involvement:

My involvement with the Mentor level of the RAIC Syllabus program has continued since my graduation from the program in 2006. I was approached by Roger Mitchell to Mentor a new student completing the entry (Level One) studies in the program.

Event Resolution:

This course has run sixteen weeks, constituting weekly review sessions of one - two hours each. Each session contains a discussion period with analysis of the student work completed to date and recommendations for additional studies in the coming period.
The student is scheduled to present the final design solution within the month of July 2007.

PROJECT	Project 1	Project 2	Project 6	Total
SCOPE	Form/Geometry Analysis	Spatial/Scale Analysis	Three Dimensional Analysis	
ASSIGNMENT	Redevelopment of existing building façade using geometric forms, massing, scale and texture	Development of an outdoor pavilion located within an urban park	Design of a visitor centre (year round) within a rural provincial park	
GRADE	20 %	30 %	50 %	100 %