2019 Visiting Team Report
Master of Architecture Program
University of Toronto

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I.   Introduction • CACB Accreditation

The CACB is a national independent nonprofit corporation. The directors are elected from individuals nominated by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architecture Students Association (CASA). The CACB is 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 that are offered by Canadian universities (Accreditation Program).

The CACB head office is in Ottawa, Ontario. It adheres to the principles of fairness, transparency, clarity, and ethical business practices in all of its activities.

By agreement of the licensing authorities (the 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 intended to apply for registration. 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. L'Ordre des Architectes du Québec joined the CACB in 1991 and the Northwest Territories Association of Architects joined in 2001.

Graduation from a CACB-accredited program is the first of three steps (education, experience, and examination) on the path to licensure.
The CACB only accredits *Programs* that are intended by their institution to be professional degrees in architecture that lead to licensure. Professional accreditation of a *Program* means that it has been evaluated by the CACB and substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect.

The CACB only awards accreditation to professional degree *Programs* in architecture. A CACB-accredited professional *Program* in architecture is defined as the totality of a student's post-secondary education culminating in a designated professional university degree, which may be a bachelor of architecture (B.Arch) or a master of architecture (M.Arch) degree.
> The *Program*s include:
> - a minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a *pre-professional* bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;
> - a minimum of six years of post-secondary study culminating in a master of architecture degree, which follows a bachelor's degree in any discipline and includes a minimum of three years of professional studies in architecture; or
> - a minimum of five years of post-secondary study culminating in a Bachelor of Architecture degree.

In keeping with the principal of outcome-based *Accreditation*, the CACB does not restrict the structure of a professional *Program* and/or the distribution of its coursework.

The accreditation process requires a self-assessment by the institution or *Program*, an evaluation of the self-assessment by the CACB, and a site visit and review conducted by a team representing the CACB.
The process begins at the school with the preparation of the <u>Architecture Program Report</u> (*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, which is forwarded with a confidential recommendation to the CACB. The CACB then makes a final decision regarding the term of accreditation.

Terms of Accreditation

Term for Initial Accreditation
*Program*s seeking initial *accreditation* must first be granted candidacy status. The maximum period of candidacy status is six years.

*Program*s that achieve initial *accreditation* at any time during the six-year candidacy will receive an initial three-year term, indicating that all major program components and resources are in place. Some additional program development may be necessary and/or deficiencies may need to be corrected. Additionally, to be eligible for CACB certification, students cannot have graduated from the *Program* more than two years prior to the initial *accreditation*.

Terms for Continuing Accreditation
a) Six-year term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clearly defined and in place. The *Program* is accredited for the full six-year period.

b) Six-year term with a "focused evaluation" at the end of three years: Indicates that significant deficiencies exist in meeting the requirements of the <u>CACB Conditions and Terms for Accreditation;</u> consideration of these deficiencies will form the basis of a focused evaluation. The *Program* is required to report on its particular deficiencies during the third year.

c) Three-year term: Indicates that major deficiencies are affecting the quality of the *Program*, but the

intent to correct these deficiencies is clear and attainable. The *Program* is accredited for a full three-year period. If the *Program* receives two consecutive three-year terms of *accreditation*, then the *Program* must achieve a six-year *accreditation* term at the next *accreditation* visit. If the *Program* fails, it will be placed on a two-year probationary term. If the *Program* fails to achieve a six-year term at its subsequent *accreditation* visit, then its *accreditation* shall be revoked.

d) Two-year probationary term: Indicates that CACB deficiencies are severe enough to seriously question the quality of the *Program* and the intent or capability to correct these deficiencies is not evident. A *Program* on probation must show just cause for the continuation of its

   accreditation, and at its next scheduled review, the *Program* must receive at least a three-year term or *accreditation* will be revoked. If the two-year probationary term is following the sequence described in "c," the *Program* must receive at least a six-year term or its *accreditation* shall be revoked.

e) Revocation of accreditation: Indicates that insufficient progress was made during a two-year probationary term to warrant a full three-year or six-year *accreditation* term. Notwithstanding, the foregoing *accreditation* of any *Program* can be revoked at any time if there is evidence of substantial and persistent non-compliance with the requirements of the CACB Terms and Conditions for Accreditation.

Term for Reinstated Accreditation

Should the accreditation of a *Program* lapse or be revoked, the procedures for reinstatement shall be the same as those applicable to initial candidacy. The term of reinstated *accreditation* is the same as the term of initial *accreditation*. If the *Program* is successful in achieving *accreditation* at any time during the six-year candidacy, the *Program* will receive a three-year term of *accreditation*.

II. Summary of Team Findings

1. Team's General Comments

The CACB visiting team recognizes the generous and warm welcome the school afforded us at your "new home" and would like to extend our thanks to the supporting staff, students, faculty, and the administrative leadership team of the John H. Daniels Faculty of Architecture, Landscape and Design, as well as to Susan McCahan, Vice-Provost, Academic Programs. The strong identity that underscores all of your ambitions, accompanied us during our entire visit.

The Visiting Team would like to commend the program for the organization and set up of the team room. Having multiple and movable large format monitors with breakout tables in combination with individual printed binders for all syllabi with SPC matrix, enabled the ease to review the digital work.

Special note of thanks to Kate Nelischer, Assistant Dean, Academic Planning and Governance, for her masterful logistical coordination and helping to keep us on schedule.

2. Conditions for Accreditation "met" and "not met": a summary

	Met	Not Met
1. Program Self-Assessment	[X]	[ ]
2. Public Information	[ ]	[X]
3. Equity, Diversity, and Inclusion	[X]	[ ]
4. Student Composition, Well-Being, and Enrichment	[X]	[ ]
5. Faculty and Staff Resources	[X]	[ ]
6. Space and Technology Resources	[X]	[ ]
7. Information Resources	[X]	[ ]
8. Financial Resources	[X]	[ ]
9. Administrative Structure	[X]	[ ]
10. Professional Degrees and Curriculum	[X]	[ ]

11. Performance Criteria

11.1. Program Performance Criteria (PPC)

	Met	Not Met
1. *Professional development*	[X]	[ ]
2. *Design education*	[X]	[ ]
3. *Global perspectives and environmental stewardship*	[ ]	[X]
4. *Collaboration, leadership, and community engagement*	[X]	[ ]
5. *Technical knowledge*	[X]	[ ]
6 *Breadth of education*	[X]	[ ]

11.2. Student Performance Criteria

A. Design

	Met	Not Met
A1. Design Theories, Precedents, and Methods	[X]	[ ]
A2. Design Skills	[X]	[ ]
A3. Design Tools	[X]	[ ]

A4. Program Analysis	[X]	[ ]
A5. Site Context and Design	[ ]	[X]
A6. Urban Design	[X]	[ ]
A7. Detail Design	[X]	[ ]
A8. Design Documentation	[X]	[ ]

B. Culture, Communications, and Critical Thinking

B1. Critical Thinking and Communication	[X]	[ ]
B2. Architectural History	[X]	[ ]
B3. Architectural Theory	[X]	[ ]
B4. Cultural Diversity and Global Perspectives	[X]	[ ]
B5. Ecological Systems	[X]	[ ]

C. Technical Knowledge

C1. Regulatory Systems	[X]	[ ]
C2. Materials	[X]	[ ]
C3. Structural Systems	[X]	[ ]
C4. Envelope Systems	[X]	[ ]
C5. Environmental Systems	[ ]	[X]

D. Comprehensive Design

D1. Comprehensive Design	[X]	[ ]

E: Professional Practice

E1. The Architectural Profession	[X]	[ ]
E2. Ethical and Legal Responsibilities	[X]	[ ]
E3. Modes of Practice	[X]	[ ]
E4. Professional Contracts	[X]	[ ]
E5. Project Management	[ ]	[X]

3. ## Program's Progress since the previous site visit (from previous VTR)

The visiting team acknowledges the following areas of concern highlighted in the **2013 VTR** based on the 2012 Editions CACB Conditions and Terms for Accreditation.
Note : The 2012 Edition of the CACB Conditions and Terms for Accreditation will be called **2012** Note: The 2017 Edition of the CACB Conditions and Terms for Accreditation will be called **2017** Note: A: Ability; U: Understanding

3.7 Physical Resources (NOT MET 2012)
Note: The 2013 VTR states that the criterion was not met. The new criterion 3.6 *Space and Technology Resources* (2017) contains identical language as prior for the physical resources (2012).
Note: This criterion is met in the 2019 VTR (see below).

3.10 Administrative Structure (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion is to be found under criterion 3.9 *Administrative Structure* (2017).
Note: This criterion is met in the 2019 VTR (see below).

3.12 A.5 Collaborative Skills (A) (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion no longer exist in 2017, but has been integrated under criterion 3.11 A PPC.4. *Collaboration, Leadership, and Community Engagement* (2017).
Note: This criterion is met in the 2019 VTR (see below).

3.12 A.6 Human Behavior (U) (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion no longer exist in 2017, but is very similar to 3.11 A.5 Site *Context and Design* (A) (2017).
Note: This criterion has not been met in the 2019 VTR (see below).

3.12 B.4 Sustainable Design (A) (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion no longer exists in 2017, but is very similar to criterion 3.11 B.5 *Ecological Systems* (U) (2017).
Note: This criterion is met in the 2019 VTR (see below).

3.12 C.3 Technical Documentation (A) (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion no longer exists in 2017, but may be interpreted under criterion 3.11 D.1 *Comprehensive Design* (A) (2017).
Note: This criterion is met in the 2019 VTR (see below).

3.12 D.2 Ethics and Professional Judgment (U) (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion no longer exists in 2017, but may be interpreted under criterion 3.11 E.2 *Ethical and Legal Responsibilities* (U) (2017).
Note: This criterion is met in the 2019 VTR (see below).

3.12 D.6 Professional Internship (U) (NOT MET 2012)

Note: The 2013 VTR states that the criterion was not met. This criterion no longer exists in 2017 but may be interpreted under criterion 3.11 E.1 *The Architecture Profession* (U) (2017).
Note: This criterion is met in the 2019 VTR (see below).

4. Program Strengths

1. The visiting team recognized that the faculty form a gifted group of educators who are engaged and dedicated to teaching. They provide the highest level of excellence in the education of their students attending the Master Program, with obvious ramifications at the architecture undergraduate level and cross/inter-disciplinary commitments to other disciplines within the Faculty, and the University of Toronto's campus. The faculty take their teaching responsibilities and research agendas with passion and enjoy the trust of the students and administration. Each of their roles lends credence to the distinctiveness of the program.

2. Giving legitimacy to point one (above), the team sees the location of the Faculty of Architecture, Landscape and Design within the metropolitan area of Toronto as a strong asset for the program's identity. The opening of the new facility has triggered a positive impact on all aspects of the Faculty. Increased faculty debates regarding teaching modalities and pedagogical aspirations are finding renewed opportunities that include: greater informal communication and interaction between students and faculty, increased collegiality, and fostering cross-disciplinary and team teaching across years and disciplines -all contributing to an engagement of faculty at the highest level.

3. While there exists a great sense of diversity of teaching interests, pedagogical methods, and scholarly activities, there remains a sense of collegiality and mutual respect among the faculty. The unique makeup of the core faculty with national and international backgrounds, and sessional instructors with robust professional experiences, constitute the strength that shapes the identity of the faculty. Furthermore, the team was pleased to recognize throughout formal and informal meetings, the ability of the faculty to engage in critical yet constructive debates regarding their mission as educators.

4. The quality and diversity of the student body is key to the success of the program. Students arrive with previous university and life experiences, creating a highly energetic, dedicated, articulate student body with varied interests and high expectations. The team notes the cognitive maturity of the student body and their ability to articulate their awareness of the strength and opportunities regarding their studies. In the scheduled Entrance Meeting, students noted that the program is informative and that a main strength of the program is that professors and instructors are dedicated and supportive. Furthermore, the vast majority of students expressed a desire to develop careers in the architectural profession upon graduation; many of them are engaged in professional experience.

5. The Visiting Team was impressed with the skills and commitment of the staff as well as the comprehensiveness of the services provided to the students and faculty.

6. The visiting team is encouraged by the central administrative leadership support of the Faculty, and the strong recognition of the faculty's strengths as they pursue teaching excellence, increase visibility in their creative practice output, and their role in their public outreach efforts, the later that partakes in the President's vision called Leveraging Our Location.

7. Professor and Director of the Master of Architecture Program, Shane Williamson, has the success of the students and faculty at heart. The team acknowledges the diverse leadership responsibilities he is charged to address, from the administrative oversight of a complex program, which include proposed changes to the MArch program, to negotiation of day-to-day issues with the move to the new building. These efforts are accompanied by his continued commitment to teaching, research and creative practice.

8. The visiting team compliments the faculty for their actions in addressing the concerns expressed in the 2013 VTR. We applaud and encourage the faculty, the program leadership,

Daniels Faculty Administrators and Dean Richard Sommer in their continued commitment to achieving a next level of excellence.

5. Causes of Concern and Team's recommendations

The following comments reflect a number of concerns expressed regarding 5 points around 4 areas: studio space, physical resources, advanced placement and the priority of student experience and learning conditions that seem to be at the expense of other objectives of the Faculty. Some of their past concerns were promptly addressed and it was widely recognized that there are challenges in inhabiting new spaces.

- The studio space and working conditions appear inadequate. The team encourages that a reassessment of the design studio, in consultation with the students, be considered.

- The access to the workshop assembly room associated with the shop appears insufficient given the modeling and production demands of the program. Additionally, students noted that the Photography Studio was relegated to a small room with poor ventilation.

- There are concerns about advanced placement policies. The team encourages a reassessment of current policies, procedures and protocols.

- Of concern, and surprising given the strong administrative support in the Registrar's Office, is that some students feel that mental health support was not visible.

- The Visiting Team noticed that ARC2014, the Comprehensive Design Studio in second year, is responsible for addressing 14 SPCs directly and supporting another 5 SPCs. It is noted that the previous VTR alluded to this as well.

III. Compliance with the Conditions for Accreditation

1. 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 three stages of Program Self-Assessment (Dean, Director, and Faculty), offers a robust process to review the complexity of the program which include the curricular modifications of the three and a half year Master program, the introduction of the Ph.D program, and the complexities associated with the move and necessary adjustment to the new building. Efforts have been strategically implemented setting in place a sound Program Action Plan and Objectives, which include ten goals and action plans, that respond to the 2013 VTR's observations that there was no strategic program specific plan in place. These include the Faculty's key ambitions to maintain their competitive edge within Graduate Programs across Canada and internationally.

Final stages of curricula reforms to move the existing 3 ½ Year MArch program to a 3 Year MArch program is in its final stages of faculty consultation and approval, increasing strategically the cohort of tenure-track faculty, to growing the diversity of the pool of applicants. These efforts are supported by the faculty's comments regarding how well the new building is generating increased discussions regarding teaching, curricula and pedagogical ambitions.

2. Public Information

The Program must provide clear, complete, and accurate information to the public and include the following text in its official Program information.
"In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."

	Met	Not Met
	[ ]	[X]

Team comments:
A redesigned web page for the Daniels Faculty is comprehensive and provides general public information regarding the school. Whilst there is reference to the CACB on the website showing portions of the above text, there was incorrect information about the terms of accreditation as well as the school's current accreditation.

3. Equity, Diversity, and Inclusion

The Program must conform to provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Policies in place that are specific to the school or professional Program should be clearly stated, as well as the means by which the policies are communicated to current and prospective faculty, students, and staff.

	Met	Not Met
	[X]	[ ]

Team comments:
Bounded by the University of Toronto's policies for social equity, diversity and inclusion, the program currently meets this Condition. As the school continues to grow and hire staff, it is encouraged that they continue to apply these policies consistently. It is noteworthy to mention that the new building has consciously included gender-neutral washrooms.

4. Student Composition, Well-Being, and Enrichment

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, as well as an interpersonal milieu that embraces cultural differences. The Program must demonstrate that it benefits from and contributes to its institutional values.

	Met	Not Met
	[X]	[ ]

Team comments:

It appears that the Program is blessed with a group of incredibly energized, authentic and diverse students that are united as mutually supportive peers and colleagues. This is the true representation of the strength of the program and indeed, the school. The Program has in place a hierarchal system of addressing student's needs that is openly communicated. Almost all students and faculty attributed much of the recent success of studio life directly to "Joe." This said, there appears to be an opportunity for the students and program to better align expectations with responsibilities.

5. Faculty and Staff Resources

The Program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient complement of appropriately qualified faculty, administrative, and support staff, and an administrative head that devotes no less than fifty percent of his or her time to program administration.

	Met	Not Met
	[X]	[ ]

Team comments:

The program demonstrates a strong commitment to provide students with faculty members holding professional degrees from a variety of national and international schools. The unique makeup of the faculty finds further strengths in the number of faculty holding Ph.D. degrees (23%). The committee recognizes that the faculty forms a strong and cohesive cohort of gifted educators that provide a high level of excellence in the education of their students. Furthermore, the committee recognizes faculty's investment in the faculty's interest in holding registration and various professional memberships.

The administrative Organization Chart has clarified many of the 2013 VTR concerns and seems appropriate for the current size of the Program. The committee wishes to commend all support staff in their respective roles in enabling the program to run in a seamless manner while always having an eye on the students current and future needs.

6. Space and Technology 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 a variety of learning modalities, office space for the exclusive use of each full-time faculty member, and related instructional support space. The Program must demonstrate that all students, faculty, and staff have convenient, equitable access to appropriate visual, digital, and fabrication resources that support professional education in architecture.

	Met	Not Met
	[X]	[ ]

Team comments:

This Condition is met, with a few reservations. Whilst the new home for Daniels has been widely acclaimed prior to occupancy, growing pains are evident. Although there are noted concerns, these are being prioritized and addressed as acknowledged by both students and faculty.

The previous 2 VTRs had noted that the previous building had many physical issues, which were detrimental to the learning environment. The new Daniel's Building has addressed these previous concerns with few exceptions.

The Graduate Design Studio on the 3rd floor houses the students of the Master of Architecture as well as the Master of Landscape Architecture and Master of Urban Design programs in one large clear span area. It is commendable that the 3 professional Masters Programs are integrated into one area. This supports programmed collaboration, shared learning, technical skills, and mentoring between the different years and disciplines.

As has been expressed by the students and observed by the Visiting Team, the studio space is currently too crowded to comfortably accommodate the model making & storage, pin-up space and critique

spaces that the students need to fulfill the program requirements. The School has been responding to these concerns with the addition of worktables, storage lockers and repositioning of students. While somewhat improved, overcrowding persists and freeing up space for some activities elsewhere would seem necessary. The photographic studio is not yet fully operational and documenting projects is challenging for students.

The Daniel's facilities otherwise are excellent. The Main Hall is a central auditorium, which can seat over 400 and be split into 3 separate teaching areas. The new facilities at the School include new state of the art fabrication equipment. This equipment has dedicated knowledgeable support staff who supervise and provide instruction to students. It was noted in the walkthrough that some doors were propped open and noise from the CNC machine's operations were very loud and individuals outside the CNC room were not wearing hearing protection. There is an opportunity here for students to learn about occupational hazards.

Student resources also include digitally controlled devices, with in-house IT support, to print, fabricate and form student designs including large format printers, 3D printers and laser cutters. They are inexpensive for students, well managed and set up for future expandability.

On the roof of the new building there is a Green Roof Innovation Testing Laboratory, or GRIT Lab, used for the investigation performance and new technologies such as green roofs, green walls and photovoltaic arrays. An existing GRIT Lab is being maintained on the former architecture building. Both are encouraged to be used.

7. Information Resources
The Program must provide ample, diverse, and up-to-date resources for faculty, staff, and students to support research and skills acquisition. The Program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information resources that support professional education in architecture and access to librarians, visual resource, and information technology professionals who provide services, teach, and develop skills related to each of these resources.

	Met	Not Met
	[X]	[ ]

Team comments:
The Eberhard Zeidler Library is located within the new architecture building and holds a collection of 22,000 architecture titles in Reference, Course Reserves, Stacks, Periodicals & Special Collections, along with electronic titles, Journals and access to the FADIS (Fine Art Digital Imaging System). This library is supported by other University libraries including the Roberts Library (> 100,000 architecture titles), which

also houses the Map and Data Library. The Daniel's library facilities include the stacks, reading room, periodical lounge and group study room. The librarian has expertise in architecture and has support staff as well as student assistants. There are computer workstations and a large format document scanner within the library with IT support. The library is well supported financially.

Noteworthy is the creation of the 24 x7 accessible Library Reading Room available to all Daniel's students. The reference and research needs of the School are well served by these facilities.

8. Financial Resources
Programs must have access to sufficient institutional support and financial resources.

	Met	Not Met
	[X]	[ ]

Team comments:

The Condition is well met. The University Administration continues to contribute appropriate resources to the MArch program. The team acknowledges the herculean efforts of Dean Sommer, assisted by Jacqueline Raaflaub, Director of Advancement at the Faculty, to secure funding for the new building. Continued and innovative efforts on the traditional fundraising cycle remain integral of the Dean's vision to secure financial stability among alumni and friend of the Faculty. At a program level, recent implementation of a distinct MArch program budget is assisting the leadership team to provide fiscal accountability that should reflect the future ambitions of the program. Based on conversations with Susan McCahan, Vice-Provost, Academic Program, the team is concerned about the upcoming Provincial 10% tuition reduction resulting in an estimated 3% Program budget cut, and how this might negatively affect the current stability of the Faculty.

Faculty acknowledge increased efforts to provide up-to-date external funding for grants, research, travel and other opportunities.

9. Administrative Structure (Academic Unit & Institution)
The Program must be part of an institution accredited for higher education by the authority having jurisdiction in its province. The Program must have a degree of autonomy that is comparable to that afforded to the other relevant professional programs in the institution and sufficient to ensure conformance with the requirements of the CACB Conditions and Terms for Accreditation.

	Met	Not Met
	[X]	[ ]

Team comments:

Comments offered in the 2013 VTR regarding an "overly complicated administrative structure" of the Faculty of Architecture, Landscape and Design have been clarified and streamlined to offer a clear chain of command from the Dean's responsibilities to Project Manager/Advancement Professional and Union Staff Workers. The recent appointment of Daniels faculty Shane Williamson as Program Director for the MArch Program alleviates the 2013 VTR concerns regarding the lack of autonomy and targeted responsibilities of the position. Allocating authority to this leadership position, especially during critical times of important curricular changes (modification and reduction of the 3 ½ year MArch; and final approval at the University level of the Ph.D. program) and the move to the new building, are critical in the stability and future of the program.

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Also, and noteworthy, is to highlight that through formal and informal discussions, the team witnessed a strong commitment of each of the Daniels Faculty Administrators, in particular the vision and responsibilities espoused by Kate Nelischer (Assistant Dean, Academic Planning & Governance), Andrea McGee (Registrar and Assistant Dean, Students), Nene Brode (Manager, External Relations and Outreach), Jacqueline Raaflaub (Director, Advancement), Maxim Batourine (Director, Technology Services) and Didier Pomerleau (CAO). The passion they bring to the students' success is to be commended.

11. Professional Degrees and Curriculum

The CACB only awards accreditation to professional degree Programs in architecture.
A CACB-accredited professional Program in architecture is defined as the totality of a student's post-secondary education culminating in a designated professional university degree, which may be a bachelor of architecture (B.Arch.) or a master of architecture (M.Arch) degree.

The Programs include:

– *a minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a pre-professional bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;*
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– *a minimum of five years of post-secondary study culminating in a bachelor of architecture degree.*

	Met	Not Met
	[X]	[ ]

Team comments:
The current three-and-a-half March professional degree fully meets the current CACB requirements.

12. Performance Criteria

The Program must demonstrate satisfactory performance in relation to program performance criteria (PPC), and student performance criteria (SPC) as detailed below. The CACB does not specify the structure and content of educational programs nor the forms of evidence used to satisfy the criteria. Programs are therefore encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria.

For PPCs, evidence of performance may take many diverse forms not limited to course work and its outcomes. The Program must describe and demonstrate that it creates an environment in which these criteria are satisfied.

For SPCs, evidence of performance must include student work and the pedagogical objectives and assignments of any given course. With respect to fulfilling the criteria, the Program must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.

The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning. Their order is not intended to imply a weight assigned to each.

11.1 Program Performance Criteria

The Program must provide its students with a well-thought-out curriculum with educational opportunities that include general studies, professional studies, and elective studies.
Each of the PPCs must be addressed in a clear narrative statement and with reference to any relevant supporting documentation.

PPC 1. Professional Development

The Program must demonstrate its approach to engaging with the profession and exposing students to a breadth of professional opportunities and career paths, including the transition to internship and licensure.   Met
Not Met

[X]   [ ]

Team comments:
Professional Practice ARC3052 exposes students to a broad array of instruction that is directly related to professional practice through explorations of client relations, contractual arrangements, regulatory requirements and legal issues. Broader concerns related to ethics and career development are thematic throughout, with specific lectures on these topics identified in the course outline.

In conversation, students express an interest in the profession and are focused on achieving professional standing.
There is indication that students are gaining exposure to practicing professionals through the

contribution that the local architectural community is making to design studio work, course lectures and presentations. There is less evidence that students are getting exposure to the professional work environment outside of the school. The major project for Course ARC 2043H Building Science Materials and Construction 1 does require that students interview a local Architect about one of their buildings and complete a technical analysis of aspects of the building through the Architects' Construction Drawings. This is a positive initiative that indicates the program fosters student contact with professionals and their work.

In broader terms the Program benefits immensely from the urban context that it is surrounded by and the expansive community of individuals and professional practices in the city. While it is clear that the school is supported and enriched by the many individuals who contribute to it and frequent the school, Professional Development should be recognized as a distinct endeavor and requires focus such as is evident in ARC2043.

PPC 2. Design Education
The Program must demonstrate how it situates and values education and training in design at the core of the curriculum, including the ways in which the design curriculum weaves together the social, technical, and professional streams of the curriculum.

	Met	Not Met
	[X]	[ ]

Team comments:
The team recognizes that the MArch program provides a foundational roadmap serving a holistic and integrative design education. The current 3 ½ year program is based on alternating years of a "critical – practice - critical" sequence that builds on a well-orchestrated iterative learning objective that tie together social, technical, and professional core issues.

The team would like to note that there are some jewels in the overall curriculum. For example, both the ARC1031 and ARC1032 are provocative, inspiring, and are framed through a contemporary lens.

PPC 3. Global Perspectives and Environmental Stewardship
The Program must demonstrate how it embraces the diverse contexts that define contemporary architecture, including local, global, and environmental interests.

	Met	Not Met
	[ ]	[X]

Team comments:
The Daniels Faculty of Architecture has been the focus of substantial change. This change has in itself fostered broad engagement with the University and the City. The opening of the new

building has been celebrated at many levels through publications, special events and public engagement. Further to this, the Program has designated Community Outreach staff committed to furthering a variety of diverse initiatives such as Alumni relationships and social equity programs. Students are engaged in these endeavors with participation in special events, collaboration in outreach programs and alumni interaction.

The curriculum does bring focus to local issues through the cross discipline engagement in Super Studio.

It is of considerable concern that students identify absence of program driven design studio that is grounded in the social challenges evident at a regional or national level. Issues such as low-income housing or building in Northern Communities receive little attention in core studios.

It is also the case that resolution of broad sustainability issues are not consistently represent in student design work. There are ample instances in course work where technical systems such as environmental control, building durability and daylight are addressed. These technical assessments are contrasted by the more narrative case study activity of Assignment 1 and Lectures during weeks 6 and 7 in ARC1041. However, there is little evidence of sustainability approached at a thematic level in design.

Assets such as the GRIT Lab and Landscape Pedagogy of the building demonstrate the presence of faculty who are engaged in environmental interest but there is little embedded in the core curriculum to validate the expectation that the program conveys sustainability as a defining component of contemporary architecture.

PPC 4. Collaboration, Leadership, and Community Engagement
The Program must demonstrate how it supports and fosters effective individual and team dynamics, a spirit of collaboration and inclusion, community engagement, and diverse approaches to leadership.

Met	Not Met
[X]	[ ]

Team comments:
Evidence has been provided of student representation on a number of governance committees within the Department and students discussed a shared a sense of involvement in resolution of issues and challenges associated with the move to the new building. More formally, programs mentioned by the Departments' Manager of External Relations and Outreach, focus on student -community engagement.

Perhaps the most substantive illustration of both collaboration and leadership is in the execution of course and studio work. Numerous courses require collaborative group activity. This is most notable in both the Super Studio and Comprehensive Design.

Students discussed the positive elements of this approach but also relayed instances where they were not enthusiastic about the course structure. They raised their concerns to faculty, demonstrated initiative and effected change.

As mentioned elsewhere in this document the pedagogical strategy of bringing together students of different backgrounds and skill sets appears to be a very effective device for building community within the school.

PPC 5. Technical Knowledge

The Program must describe how it engages fundamental and emerging technical aspects of building construction.

	Met	Not Met
	[X]	[ ]

Team comments:

Technical instruction is concentrated in second year and principally delivered through: ARC2043, ARC2045, ARC2044, ARC2046 and ARC2047. These courses are integrated into ARC2014.

Cumulatively, the outlines of these courses cover the fundamental aspects of building construction. High pass studio work suggests that there is exploration of emerging trends in construction. In both the course work and the studio work, there is a notable range of quality between the high pass and the low pass material.

Technical knowledge is demonstrated through analysis and reporting in course work, design analysis on drawings, technical drawing and, to some degree, exploration of detail in model making.

The drawings illustrate exploration of building assembly and detail with repeated instances of expanded assemblies to clarify technical coordination. Additionally, there are reoccurring course outcomes with wall sections and enlarged details emulating more traditional construction documentation.

The team observed that there is an implicit understanding and an openly discussed expectation that the pedagogy of the school incorporates a learning exchange within a cohort between students who have prior exposure to architectural design programs and students with backgrounds other than architectural design. The exchange is intended to elevate architecture specific, technical competencies of students from non-architectural disciplines.

PPC 6. Breadth of Education

The Program must demonstrate how it provides an opportunity for students to participate in general studies and elective studies in the pursuit of a broad understanding of human knowledge and a deeper study of topics within the discipline of architecture.

	Met	Not Met
	[X]	[ ]

Team comments:

There is a wide range of core and elective course offerings, which allow students to develop in a number of key areas, honing their skills and personal interests.

11.2. Student Performance Criteria

A.   Design

A1. Design Theories, Precedents, and Methods
The student must demonstrate an ability to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents.

	Met	Not Met
	[X]	[ ]

Team comments:
Ability is evident in ARC1012, ARC1022, ARC2013, ARC2014

A2. Design Skills
The student must demonstrate an ability to apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements, and tectonic components.

	Met	NotMet
	[X]	[ ]

Team comments:
Ability in Design Skills is evident in ARC1011, ARC1012, ARC1021, ARC1022, ARC2013, ARC2014

A3. Design Tools
The student must demonstrate an ability to use the broad range of design tools available to the architectural discipline, including a range of techniques for two-dimensional and three- dimensional representation, computational design, modeling, simulation, and fabrication.

	Met	Not Met
	[X]	[ ]

Team comments:
Evidence of ability in ARC1011, ARC1012, ARC2013, ARC2014

A4. Program Analysis
The student must demonstrate an ability to analyze and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selection and design assessment criteria.

	Met	Not Met
	[X]	[ ]

Team comments:
The work in ARC1012 and ARC2014 consistently demonstrates the students' abilities to demonstrate completed resolution of a complex building and site program. The level of exploratory analysis of the vast array of information by means of options testing, could be expanded further beyond spatial analysis to include a larger sampling of criteria.

A5. Site Context and Design

The student must demonstrate an ability to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientation in the development of an architectural design project.

	Met	Not Met
	[ ]	[X]

Team comments:

Courses listed as meeting this SPC: ARC1012, ARC1042, ARC2013, ARC2014

Evidence of basic, local site characteristics (outlines of buildings, streets, sidewalks, and trees) are evident in student presentations and drawings, and topography and drainage are explored in ARC 1042 in relation to the last project in ARC1012. However, robust analysis of ecological, climatic, site orientation (sunlight and wind directions, etc.), and fine-grain urban (including demographic and cultural) characteristics of site appear to be missing or inconsistent in both high and low pass studio work in all studios.

A6. Urban Design

The student must demonstrate an ability to analyze and respond to the larger urban context where architecture is situated; its developmental patterning and spatial morphologies; the infrastructural, environmental, and ecological systems; to understand the regulatory instruments that govern this context; the broader implications of architectural design decisions on the evolution of cities; and the impact of urbanism on design.

	Met	Not Met
	[X]	[ ]

Team comments:

The team recognizes some weaknesses in the presented artifacts, but overall acknowledges a strong interest in urban issues that range from small to larger scale interventions. Urban Design is taught in Studio 3 ARC2013. The Course description notes working at different scales and increasing complexity. Project work did not demonstrate that the design of successful small scale neighborhoods is background to these large projects.

A7. Detail Design

The student must demonstrate an ability to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling, and/or full-scale prototypes.

	Met	Not Met
	[X]	[ ]

Team comments:

This SPC is met in ARC2014, ARC2043, ARC2045 and ARC2047. It is noted that whilst there is consideration of details being modeled at 1:20 scale and drawn at 1:10 scale, it would be worthwhile for the program to consider students making better use of the extensive fabrication shops to build representative details at 1:5 scale or larger.

A8. Design Documentation

The student must demonstrate an ability to document and present the outcome of a design project using the broad range of architectural media, including documentation for the purposes of construction, drawings, and specifications.

	Met	Not Met
	[X]	[ ]

Team comments:
This SPC is met in ARC2014, ARC2043, ARC2045 and ARC2047.

B. Culture, Communications, and Critical Thinking

B1. Critical Thinking and Communication

The student must demonstrate an ability to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual media effectively to appropriately communicate on subject matter related to the architectural discipline within the profession and with the general public.

	Met	Not Met
	[X]	[ ]

Team comments:
 Ability in evident in ARC1011, ARC1012, ARC 1021, ARC1022, AR2013, ARC 2014 Design
 Studio 4, ARC1031, ARC1032, as well the ARC33xx es (AR3308, 3309, 3310, 3311, 3312,
 3313, 3314, 3315) from which it is mandatory to enroll in two.

B2. Architectural History

The student must have an understanding of the history of architecture and urban design in regard to cultural, political, ecological, and technological factors that have influenced their development.

	Met	Not Met
	[X]	[ ]

Team comments:
 Evidence of understanding found in ARC1031, ARC1032, and to some degree in the ARC33xx
 History & Theory Electives (ARC3308, 3309, 3310, 3311, 3312, 3313, 3314, 3315).

B3. Architectural Theory

The student must have an understanding of conceptual and theoretical frameworks and how they have shaped architecture and urban design.

	Met	Not Met
	[X]	[ ]

Team comments:
Evidence of understanding found in ARC1031 Historical Perspectives on Topics in Architecture 1, ARC1032 Historical Perspectives on Topics in Architecture 2, as well as the ARC 33xx History & Theory Electives (ARC 3308, 3309, 3310, 3311, 3312, 3313, 3314, 3315). The two core History courses (ARC1031 and ARC1032) successfully integrate history and theory.

Appropriate adjustments regarding the 2013 VTR comments have introduced to the courses - ARC1031; ARC1032; ARC1041; and ARC2013, robust opportunities to contextualize the importance of theory as an "engine of change." The practice of architecture theory (ARC 1031/1032) is developed through innovative strategies that build upon the disciplinary aspirations of architecture and urbanism through the themes of new forms of private authority, history of media, and architecture's professionalism and specialization, and eight selected topics in architecture and urbanism.

Students gain an understanding of seemingly disparate perspectives, both legitimizing the tradition and foundation of architecture and history theory. The team acknowledges that comments offered in the 2013 VTR regarding the non-inclusion of "pre-Enlightenment Western traditions, non-Western traditions, or local/regional/ and national Canadian traditions," remain absent. However, while the CACB qualifier for the SPC 3.11 B.3 does not specify that those omissions are required, the team encourages that a chronological survey could be in the future, redefined in a contemporary context.

B4. Cultural Diversity and Global Perspectives
The student must have an understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different global cultures and individuals and the implications of diversity on the societal roles and responsibilities of architects.

	Met	Not Met
	[X]	[ ]

Team comments:
ARC1031 and ARC1041 engage students in a succession of critical evaluations of Architecture in the cultural context. While the lecture outlines and assignments indicate a focus on specific topics rather than broad surveys, the implied rigor of the course descriptions and work outcomes clearly show evidence of challenging societal roles and responsibilities of architectural endeavors.

B5. Ecological Systems
The student must have an understanding of the broader ecologies that inform the design of buildings and their systems and of the interactions among these ecologies and design decisions.

	Met	Not Met
	[X]	[ ]

Team comments:
This SPC is met through ARC1041. The course is broad-based and utilizes a multi-scalar analysis of ecological systems. Consideration could be given to leverage this in the design studio context. However, no evidence was found in ARC1042 to support this SPC, as claimed by the Program.

C. Technical knowledge

C1. Regulatory Systems
The student must have an understanding of the applicable building codes, regulations, and standards for a given building and site, including universal design standards and the principles that inform the design and selection of life-safety systems.

	Met	Not Met
	[X]	[ ]

Team comments:
ARC2045 meets this SPC. Whilst the students have demonstrated good understanding of basic building code analysis related to fire separations relative to occupancy and some of the associated regulations for exiting from within the buildings, absent was a demonstration of their understanding of universal design standards beyond basic wheelchair accessibility to consider visual, auditory and a multitude of other forms of impairments.

C2. Materials
The student must have an understanding of the basic principles used in the appropriate selection and application of architectural materials as it relates to fundamental performance, aesthetics, durability, energy, resources, and environmental impact.

	Met	Not Met
	[X]	[ ]

Team comments:
This SPC is met through a number of courses such as ARC2014, ARC 2043 and ARC 2045. Additional focus on embodied energy and total life-cycle cost could enhance the students' ability to assess the total environmental impact as it relates to other criteria.

C3. Structural Systems
The student must have an understanding of the principles of structural behavior in withstanding gravitational, seismic, and lateral forces, including the selection and application of appropriate structural systems.

	Met	Not Me
	[X]	[ ]

Team comments:

This SPC is met through ARC2014, ARC2044 and ARC2046. Both Structural courses are well considered and offer students a strong appreciation of these considerations. This said, an understanding of the principles of seismic design and ground force acceleration were not evident and could be a place for improvement.

C4. Envelope Systems

The student must have an understanding of the basic principles used in the design of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

	Met	Not Met
	[X]	[ ]

Team comments:
This SPC is met through courses ARC2014, ARC 2043 and ARC 2045.

C5. Environmental Systems

The student must have an understanding of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

	Met	Not Met
	[ ]	[X]

Team comments:
This SPC was not met. There was very limited evidence of understanding the issues of passive and active system integration in the low pass work. It was also noted that there appears to be a wide variation between what is considered high and low pass in ARC2047.

D: Comprehensive Design

D1. Comprehensive Design

The student must demonstrate an ability to produce an architectural design based on a concept, a building program, and a site which broadly integrates contextual factors, structural and environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

	Met	Not Met
	[X]	[ ]

Team comments:
This SPC has been met by ARC2014, ARC2043, ARC2045 and ARC2047, but with heavy concerns. The Program is encouraged to examine how they define the scope of the courses, in light of satisfying the Comprehensive Design SPC. Successfully integrating the design criteria and systems from a qualitative perspective (not just a quantitative perspective) is to be considered. It is noted that the previous VTRs from 2007 and 2013 both highlighted this concern. The Team noted that the wide variation between high and low pass is evident in this SPC, especially from a technical perspective

E: Professional Practice

E1. The Architectural Profession

The student must have an understanding of the organization of the profession, the Architects Act(s) and its regulations, the role of regulatory bodies, the paths to licensure including internship, and the reciprocal rights and responsibilities of interns and employers.

Met   Not Met

[X]   [ ]

Team comments:

This SPC is met through ARC3052. Students are exposed to many aspects of registration and practice through the varied guest lecturers of the ARC3052 course. Opportunities for students to interact with members of the profession is critical for developing and maintaining a relationship between the profession and the academy and should be encouraged.

E2. Ethical and Legal Responsibilities

The student must have an understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; intellectual property rights; and the role of advocacy in relation to environmental, social, and cultural issues.

Met   Not Met

[X]   [ ]

Team comments:

This SPC is primarily met through ARC3052. The course outline has added new readings and revised lecture material with integrated coursework since the previous APR.

E3. Modes of Practice

The student must have an understanding of the basic principles and types of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation, as well as an understanding of trends that affect the practice.

Met   Not Met

[X]   [ ]

Team comments:

This SPC is met through ARC3052. The program exhibits a competent representation of the modes of practice, encompassing all the contents of this SPC criteria, particularly through the course work of assignment #2.

E4. Professional Contracts

The student must have an understanding of the various contracts common to the practice of architecture.

Met   Not Met

[X]   [ ]

Team comments:

This SPC is met through ARC3052.

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E5. Project Management
The student must have an understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; the development of work plans and project schedules; and project delivery methods.

	Met	Not Met
	[ ]	[X]

Team comments:
Whilst the referenced course ARC3052 fully addresses the issues related to the development of work plans and resource allocation, calculating consultant fee structure and determining the best construction delivery methodology for a given scenario, there is no evidence of students understanding the methods for selecting consultants, assessing teams, determining project proforma, risk management, project scheduling and limited evidence of managing costs.

IV. Appendices

Note from team: from the APR, the program states:

Appendix A: Program Information

The following is condensed from the Program's <u>Architecture Program Report</u>

1. Brief History of the University of Toronto

The University of Toronto was founded as King's College in 1827 and has evolved into a large and complex institution. It now occupies three campuses: Scarborough and Erindale and the historic St. George campus. It has federated with three smaller universities which are on the St. George campus, and is affiliated with several colleges and institutes. There are ten fully affiliated teaching hospitals in metropolitan Toronto. Faculty conduct research in many places in Canada and around the world.

The University is Canada's most important research institution and has gained an international reputation for its research. It enrolls more students, employs more faculty, and offers a greater range of courses than any other Canadian university. A liberal arts education is the heart of the undergraduate curriculum at Toronto, and the Faculty of Arts and Science has more students than any other faculty. The education of students for the professions has always been an important part of the University's role, and the University accordingly maintains a wide range of professional faculties. The University's insistence on the importance of research in all disciplines has made it the major center for graduate education in Canada. In many fields it produces a majority of the nation's doctoral candidates. The quality and range of the programs - undergraduate, graduate and professional - attract students from all parts of the province, from around the country and from abroad.

To support its work of teaching and research, the University has collected a library that is the largest in Canada and among the best in the world. The University maintains many laboratories and specialized aids to research. The Library and many of these research facilities are available for use by members of other universities. The University of Toronto Press Inc. is the chief institution of its kind in Canada and one of the most important scholarly publishers in North America.

2. Institutional Mission

The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.

3. Program History

The Department of Architecture was established at the University of Toronto in 1890, making ours the first architecture program in Canada and one of the earliest on the continent. Toronto was the only school of architecture in Ontario for 77 years—until the school at Carleton University was established in 1967, followed by the University of Waterloo in 1968. The five-year Bachelor of Architecture was created in 1928, and the department was renamed the School of Architecture in 1933. Courses in town and regional planning were added in 1933, and the landscape courses were offered in 1934 via the lectureship of Howard Dunnington-Grubb. In 1967 the school was granted.

faculty status with three departments: Architecture, Landscape Architecture, and Urban and Regional Planning. In 1998 the University of Toronto approved a name change for the division to Faculty of Architecture, Landscape, and Design, heralding the establishment of a suite of new graduate programs: Master of Architecture, Master of Landscape Architecture, and Master of Urban Design. Today, the faculty name has changed to become the John H. Daniels Faculty of Architecture, Landscape, and Design in recognition of the historic gift of $14 million given by John and Myrna Daniels. We are extremely proud of our 120-plus-year history and the thousands of graduates who have gone on the lead creative lives throughout the world.

The Early Period: 1890 - 1957
Beginning in 1890, the University of Toronto Department of Architecture offered a four-year course that led to a Bachelor of Applied Science degree, as the department existed within the School of Practical Science (later to become the Faculty of Applied Science and Engineering). In 1922, the degree was changed to the Bachelor of Architecture and a master's degree was initiated. In 1928, the program leading to the bachelor's degree was extended from four to fve years, in conformity with educational practice at major universities in Great Britain and the United States. Toronto's curriculum was modeled largely on the British pattern, but with a heavier lecture load, especially in engineering and mathematics. The U of T course of studies, along with counterpart programs at McGill University and the University of Manitoba, received recognition from the Royal Institute of British Architects (RIBA) in 1930.

In 1933 the department was renamed the School of Architecture, and in 1948 it became an independent division within the University.
Throughout its early period of 1890 to 1957, the school was administered by only two heads. The frst, C.H.C. Wright, a well- known engineer, remained in office for 44 years until succeeded in 1934 by Colonel H.H. Madill. A Toronto architect who had taught in the Faculty of Applied Science and Engineering since 1912, Madill also served for 23 years before retiring in 1957. Then, Milton Osborne of Pennsylvania State University was appointed Acting Director for one year in 1957-58.

The Middle Period: 1958 - 1973
Dr. Thomas Howarth, an expert on the work of Scottish architect Charles Rennie Macintosh, became the school's fourth Director in 1958. He served in that capacity and as Dean of the subsequent faculty until 1974, bringing a more academic and international perspective to the school during his tenure.
After mid-century the architecture division began adding opportunities for studies in related felds: a Division of Town and Regional Planning was established in 1954-55 and offered a 1-year, postgraduate diploma course; a 2-year Master of Science degree in Urban and Regional Planning was established in 1963; and a new division of Landscape Architecture, offering a 4-year undergraduate program, leading to the BLA degree was added in 1965. During this period there were also significant physical changes. In the winter of 1958, the School of Architecture moved from its former home in the old School of Practical

Science building to the Victoria Curling Rink on Huron Street, and the Division of Town and Regional Planning occupied an old house on St. George Street. Three years later, the school moved to the former School of Dental Surgery at 230 College Street. Facilities and working conditions were distinctly improved, including the establishment of a branch library with a qualified librarian. As well, the school gained a construction laboratory, workshop, photographic darkrooms, exhibition areas, lecture and seminar rooms,

and generous, well-lighted studio space. The move to the large brick building at 230 College Street and the creation of specialized facilities established the school's identity more firmly as an active and integral part of the University of Toronto.

In 1967, the school was granted faculty status with three departments: Architecture, Landscape Architecture, and Urban and Regional Planning. The talented Australian architect, John Andrews, a faculty member since 1963, was appointed as the Department of Architecture's frst chairman under the new faculty structure

Years of Transition: 1974 - 1996
On July 1, 1975, following the one-year term of David Scott from the Department of Physics as Dean, the faculty was abolished. Administration of the Department of Landscape Architecture was transferred to the Faculty of Forestry, and the Department of Urban and Regional Planning was dissolved, its administrators, faculty and courses being moved to the Department of Geography. The Department of Architecture, chaired by Peter Pragnell, reported directly to the Vice- Provost for Professional Faculties. One year later, the department became the School of Architecture and Jeffrey Stinson was appointed Acting Director. On July 1, 1977, Blanche Lemko van Ginkel was appointed Director of the school for a fve-year term. Our program was, if not the first, certainly one of the earliest to engage a woman as head of a school of architecture in North America. Under Professor van Ginkel's leadership, in the fall term of 1979, the Department of Architecture instituted its Study Abroad programs in Paris and Rome, the frst of their kind in Canada. In 1980, administration of the Department of Landscape Architecture was returned to the school to establish a renewed relationship with architecture, and the faculty was reconstituted. Professor van Ginkel assumed the responsibilities of the Dean's Office and continued as department Chair for architecture. In July 1981, Antonio de Souza Santos was recruited from Rice University as Chair of the Architecture Department for a fve-year term.

One year later, with the expiry of Blanche van Ginkel's term, Jacob Spelt of the Department of Geography was appointed as the second non-architect Acting Dean. Santos resigned as department Chairman in June 1983, and Toronto architect and Urbanist George Baird was appointed Acting Chair for the remaining three years of the five-year term.

The period between 1984 and 1986 was one of acute uncertainty and instability. In July 1984, Peter Wright of the Department of Civil Engineering succeeded Jacob Spelt as the third non-architect Acting Dean, while simultaneously the two departments were reduced to programs with program chairs. Budgetary authority was placed in the Dean's Offce. George Baird resigned as architecture Chair in October 1985 and was replaced by Douglas Lee. Professor Lee resigned in February 1986 and was replaced by Steven Fong, who served continuously until the expiry of his Contractually Limited Term Appointment in 1991. On January 23, 1986 the university administration announced a proposal to close the faculty, effective in 1990, the centennial year of the program in architecture.

The faculty mounted a spirited defense and received solid support from the profession, the local community, and the architectural academic community in Canada, the United States, and abroad. In early May 1986, University of Toronto President, George Connell, established a Presidential Task Force (The Britton Committee) to further assess the future of the faculty. On December 11, 1986, Provost Joan Foley

presented her response, confirming the continuing presence of Architecture in the university. During this same period, following an unfavorable review by the Ontario Council of Graduate Studies in May 1987, enrolment in the post-professional graduate program in architecture was discontinued.

In December 1987, Anthony Eardley, who had been Dean of the highly regarded architecture program at the University of Kentucky, was appointed Dean of the school for a seven- year term, effective July 1, 1988. He assumed the responsibilities of Program Chair on July 1, 1991. (This role was shared with Steven Fong, who was appointed Associate Program Chair in 1992). Dean Eardley completed his term on December 31, 1996.

Renewing the Faculty: 1997 – 2009
Larry Wayne Richards commenced his term as Dean on January 1, 1997, who had previously taught in the faculty before taking the position of Director of the University of Waterloo School of Architecture. Upon returning to U of T, Dean Richards embarked on a fve-point proposal for
the renewal of what was then the School of Architecture and Landscape Architecture: 1) comprehensive program restructuring, 2) addition of new, tenure-track faculty positions, 3) renovation of the school's home at 230 College Street, 4) generation of new resources through fundraising, and 5) establishing strong linkages to the university, the design professions and the city of Toronto. Richards set out a new vision for the school, Planning for 2000, dated July 9, 1997.

The plan called for phasing out undergraduate professional programs and implementing in their place five new academic programs: an undergraduate major in Architectural Studies, jointly with the Faculty of Arts and Science; the implementation of an interrelated trio of master's programs in architecture, landscape architecture, and urban design; and the launching of a small PhD program in architecture. As well, the school's Planning for 2000 called for balancing the proportion of full-time and part-time faculty and making major advances in teaching and research in computing and new media. Integral to the plan was the report of the Provostial Task Force on Graduate Programs in Architecture, Landscape Architecture, Planning and Urban Design, dated June 2, 1997.

In the spring of 1998, the University approved a name change for the division to the "Faculty of Architecture, Landscape, and Design (Daniels).". In the summer of 1998, the Ontario Council of Graduate Studies (OCGS) approved the school's new Master of Architecture program. That fall, the professional master's program started with 18 students and the first course in the Bachelor of Architectural Studies program (Faculty of Arts and Science) had an enrolment of 290. OCGS approved the faculty's professional Master of Landscape Architecture program in 1999 and the post- professional Master of Urban Design in 2000, thus completing the trio of interrelated advanced degree programs as envisioned in Planning for 2000.

In June 2000, the faculty completed revisions to Planning for 2000. Titled Planning for 2004: Raising Our Sights Academic Plan, the document established key priorities for 2000-04. Quite significantly, the university set aside matching funds for external dollars raised to renovate and expand the building, Daniels being the only academic division in the university receiving matching funds for facility improvements. Between 1998 and 2001 the faculty added seven, full-time, tenure-track faculty members— fve in architecture, one in landscape architecture and one in urban design. Starting July 1, 2001, Dr.

Detlef Mertins was appointed Coordinator of Graduate Studies and Director of the Master of Architecture. The endowed Frank Gehry International Visiting Chair in Architectural Design was launched in the fall of 2002. As well, a badly needed master plan for staffing was accepted and carried out.

From 2001 through to the end of 2002, the full rollout of the new graduate professional program was completed, and the frst graduates of the new Master of Architecture degree received the degree in June of that year. During the same period of time, the faculty's ongoing series of renovations to the building proceeded and a strong emphasis was given to information technologies.

The Faculty faced some challenges in the subsequent two years, including a series of ongoing cuts to base budgets across all programs by the central university administration and two signifcant faculty departures. Detlef Mertins left to become the Chair of the Department of Architecture at the University of Pennsylvania, and Rodolphe el-Khoury left to become the Chair of Architecture at the California College of the Arts. Notwithstanding these challenges, progress was made on other fronts. Items of note include: an increased commitment to the school's Professional Experience Program (PEP); renewed commitment to the faculty's ambitious exhibitions program in the Eric Arthur Gallery and the Larry Wayne Richards Project Gallery; and under the umbrella of the Global Architecture program, establishment of a summer, study abroad program in the People's Republic of China.

In 2004, Dean Larry Richards' term ended, and he was succeeded by Professor George Baird, who returned to Toronto from the Graduate School of Design at Harvard University. Baird was an alumnus of the Faculty, and had been appointed as a Professor before joining Harvard's Faculty in 1994. It was Professor Baird's challenge during this time to manage a rolling series of cuts to the faculty's base budget. Fortunately, during the academic year 2004-05, the Government of the Province of Ontario undertook to fund an expansion of graduate enrollment at all Ontario universities. The Faculty of Architecture, Landscape, and Design responded to this challenge by proposing a modest expansion of its overall enrolment from approximately 300 to approximately 320 over the following two to three years. In addition, Dean Baird secured significant resources directed towards the future of the school. The Faculty received a historic gift by John and Myrna Daniels of $14 million, the largest gift to date of any architecture school in Canada.
This gift established an endowment for fnancial aid to students in perpetuity, and made possible the future expansion and renovation of the Faculty's building. In recognition of the gift, the Faculty was renamed the "John H. Daniels Faculty of Architecture, Landscape, and Design."

Beyond the major gift by the Daniels, during Baird's deanship, the Faculty received a provincial grant of $1 million for studio upgrades. Dean Baird was also successful in obtaining the provincial grant for the seventh term of the MArch program, elevating and reinforcing the importance of a rigorous curriculum with provincial authorities and providing financial stability for the Faculty.Dean Baird initiated numerous academic searches resulting in five new tenure-stream appointments, the successful tenureship of six professors, one senior lecturer appointment, one tenure reappointment, and six part- time appointments.

Structural Change and Transformation, A New Platform: 2009 – Present
An overarching transformation of the Faculty has taken plan between 2009 and today, even more than had

already occurred since 1998, and perhaps the largest in the Faculty's 125-year history. In July 1, 2009, Dean George Baird was succeeded as Dean by Professor Richard M. Sommer. Sommer had moved between practice and teaching in the early part of his career, visiting, teaching and serving in an administrative capacity at several schools of architecture in the US, including Iowa State, Columbia, Washington University and the California College of Arts. Prior to his appointment as Dean, he was appointed in the Architecture and Urban Design programs at Harvard GSD for eleven years, where he led a number of curricular initiatives, and served as Director of the Master of Architecture in Urban Design Programs. As Dean, Sommer inherited the successful mounting of new, professional graduate programs, the building of a new faculty complement, partial renovations to the Faculty's 230 College Street facilities, and the increased attention that the Daniels benefaction brought both within UofT and externally. Yet key historical mandates, such as the creation of doctoral programs, remained unfulfilled. In addition, he faced a new and daunting set of financial and administrative challenges.

Beginning in 2007, at the beginning of an economic downturn, the University of Toronto instituted a "new budget (and administrative) model" that devolves responsibility for managing programs – and costs – to the divisions. Being among the smallest and most financially challenged divisions at UofT, the implications of this new model for Daniels were serious. Before 2007, Daniels had run annual structural deficits of between one and two million dollars (20 to 30% of the operating budget) which were typically forgiven under the old system. In light of the challenge that the "new model" posed for the solvency, and independence of the Faculty, a process of consultation and planning occurred between the Dean, the central administration, and the faculty. The case was made for ensuring the Faculty would become a more academically full-fledged, and fscally healthy entity into the future.

Preparing for and implementing these changes required reforming the Faculty's policies and administrative structure, expanding the faculty and staff complement, and rethinking the Faculty's facilities/capital project plans and related fundraising strategies.

Beginning in 2012, new reforms were made to allow the Faculty to build on the decade long transformation of its professional programs, and on the outstanding research and creative accomplishments of its faculty, students and alumni. The Faculty embarked on a new phase of growth and renewal that focused on advancing a globally-attuned mode of design research, education, and civic advocacy. The (Honours) Bachelor of Arts in Architectural Studies (BAAS) and the Visual Studies department were transferred to the Daniels Faculty from the Faculty of Arts and Science and have grown substantially since.

The expanded mission also involved raising the Faculty's capacity to pursue advanced study and research by creating its first PhD program. The Faculty received approval for the intra-disciplinary PhD in Architecture, Landscape, and Design in 2018, and the frst cohort of students will begin in 2019.

Additionally, the Faculty aligned the post-professional programs in Architecture and Landscape Architecture to encourage greater collaboration and shared learning between students across these disciplines. These changes required a corresponding expansion of the Faculty's physical facilities. A project began in 2011 to move the Faculty from its home in the former dentistry building at 230

College Street to a new platform at 1 Spadina Crescent. On November 17, 2017, the John H. Daniels Faculty of Architecture, Landscape, and Design celebrated the offcial opening of its new home, the Daniels Building at historic One Spadina Crescent — a site of deep historical signifcance in Toronto.

The project was made possible through a considerable fundraising effort coordinated with the University of Toronto's Boundless campaign. 32.5 million dollars in private philanthropy fnds (roughly two-thirds of the 46 million that has been raised by the Faculty in this campaign) have been pledged to the project to date, from a mix of alumni, professional frms and other supporters. The original heritage building has been renovated and integrated with a new work of contemporary architecture on the north end of the circle. Designed by Nader Tehrani and Katherine Faulkner, principals of the internationally acclaimed firm NADAAA — in collaboration with Architect-of-record Adamson & Associates, landscape architects Public Work, and heritage architects ERA — the revitalized One Spadina is an urban design exemplar and catalyst for the transformation of U of T's western edge on the Spadina corridor. The Daniels Building at One Spadina is a showcase for the city and the University, and a world-leading venue for studying, conducting research, and advocating for architecture, landscape, and sustainable urbanization.

Growth has reaped numerous benefits for our programs, not least of which is the ability to attract and retain exemplary new faculty. The number of core faculty has increased over the past decade with a rich mix or tenure-stream, teaching stream and part-time faculty drawn from the profession. The faculty cohort has also matured. In 2009 there were only 10 tenured faculty, and only two full professors. Today there are roughly 19 tenured faculty, and six full professors. Five new appointments were made in the 2017-18 academic year, with three or four searches/appointments planned in each of the upcoming years.

Throughout the recent transformation and expansion of the Faculty, our professional programs in Architecture and Landscape Architecture have remained the anchor and core focus of the division. The expanded foundation in undergraduate teaching, and raised ceiling of graduate studies, frame and reinforce our professional programs, expanding their pool of potential students, creating greater opportunities for advanced study and the potential for new teaching and mentoring opportunities between doctoral, graduate and undergraduate students.

4. Program Mission

This Introduction, Mission Statement, and the Goals and Actions Plans that follow in Section 1.2, have been, in-part, adapted and revised from the Daniels Faculty Academic Plan. The Academic Plan has been approved by the Daniels Faculty Council and will be brought forward by the Provost to the Planning and Budget Committee and Academic Board for information and feedback. While the Plan addresses the entire Daniels Faculty, it includes program-specific sections (which are referenced in Section 3.1 Program Self-Assessment).
What follows begins with an explanation of the Faculty context in which the MArch program is set, stressing how it fits into and benefits from its institutional setting.
This institutionally-focused introduction is followed by sections on the Mission, Identity, Goals and Action Plans of the Master of Architecture Program.

Master of Architecture in Context: Recent Institutional Transformations

The Master of Architecture Program resides within the Daniels Faculty of Architecture, Landscape, and Design, a University of Toronto division with a long history of educating leading design professionals. We believe that to evaluate our MArch program at this time, it is critical to understand the signifi- cant recent transformations that have taken place within the faculty as a whole, and the Program's central part in these transformations. As it has throughout the history of the Faculty, architecture as a discipline and field of study constitutes the largest area of focus at our school, across all of our undergraduate, graduate professional, post-professional, and emerging doctoral programs. More than eighty percent of enrollment and a similar percentage of the faculty complement are concentrated in architecture. For this reason, the Master of Architecture program plays a key role in defining the Faculty's overall goals and objectives and, in a reciprocal way, the MArch program benefits from the consider- able resources and achievements of the broader Faculty.

The Daniels Faculty has been focused on restructuring in ways that will allow it to be responsive to the changing and diverse needs of students, the professions, and Canadian society. Starting in 1998, the Faculty initiated a process of transformation from a division focusing exclusively on undergraduate professional education in Architecture and Landscape Architecture, to become a graduate Faculty with outstanding capacity in both professional education and design research.

During the last accreditation review in 2013, our report noted that, having achieved our goals in establishing our professional graduate programs, the Faculty would be pursuing a whole new, ambitious set of transformations. Our Faculty had benefited from being a free-standing, design-focused division with a dean and administration that reported directly to UofT's Provost and President. Yet, as a graduate-only division of 375+/- students, we were too limited in size and resources to thrive within a university of 80,000+ students. The realization of the Faculty's precariousness and limitations was precipitated in a very real and pragmatic way in 2007 by UofT's implementation of a new budget and administrative model, in which responsibility for administration and fiscal stewardship was devolved to each division, along with the requirement to maintain financial solvency through division-based enrollment management and independent fundraising.

Responding to this set of University wide reforms, the "new phase of growth" that was noted in the Dean's introduction within the last report was part of our goal to become a full-fledged UofT division by establishing a new foundation in broad-based undergraduate design education, renewing our core in professional graduate programs, and raising the ceiling for scholarship and research by establishing a long-desired PhD program. We are pleased to report that all of these goals have been met, and together amount to an even more overarching transformation of the Faculty than had already occurred between 1998 and 2009.

In 2012, the (Honours) Bachelor of Arts in Architectural Studies (H-BAAS) was repatriated from the Faculty of Arts and Science. In 2013, the year of the last CACB accreditation visit, the Visual Studies department was transferred from the Faculty of Arts and Science to the Daniels Faculty, including the (Honours) Bachelor of Arts Visual Studies, Master of Visual Studies, and Master of Curatorial Studies programs. Our incorporation of these programs has been incredibly successful; we have developed innovative curricula and they have grown substantially. The amount and quality of applications has

increased each year, with the H-BAAS now among the most selective undergraduate programs at UofT. In the 2011-12 academic year, the last year of reporting for the pre- vious accreditation review, 381 students were registered at Daniels in graduate-only professional programs. By 2014-15 we had added almost 600 undergraduates, and we are in the process of stabilizing to a cohort of approximately 1000 undergraduates in our combined undergraduate programs in architectural and visual-studies.

This year, the Faculty gained approval through University governance and Ontario's Quality Council for its first PhD program — a PhD in Architecture, Landscape, and Design. Applications for this important new program open in fall 2018, with the first cohort of students entering in fall 2019. This pro- gram will be the first in Canada to address both the shared and unique concerns of the disciplines of Architecture, Landscape Architecture, and Urban Design. There is a need for a program such as this to address pressing issues in relation to the built environment, and we believe the Program will attract bright students and yield graduates who will make valuable contributions to academia, the professions, Government, and Industry. A doctorate program will also serve to strengthen and diversify the intellectual community at Daniels, as the faculty complement affiliated with our PhD program include leading researchers and instructors from diverse fields both within Daniels and several cognate divisions across the University, offering new opportunities for collaboration.

At UofT, the Daniels Faculty is now held up as an example of how a division can best take advantage of the entrepreneurship required by the University's "new" model, and the autonomy it provides, to an extent that other divisions, including both the Faculties of Information and Public Health, have begun to follow our example. Under this model, many decisions and powers have been delegated to the Faculty Councils within the divisions, allowing for greater degrees of self-governance. As noted above, a majority of the Daniels' faculty affiliations are with architecture, and for this reason the values and interests associated with our long-standing professional programs are very well-represented in the Faculty's governance.

Our New Platform: Daniels @ One Spadina Crescent

Our growth in programs, enrollment, research, and public outreach called for the creation of a new physical platform for the Faculty. Our old home at 230 College St., UofT's former dentistry building, had been deficient for the needs of our professional programs for many years (a regular observation by previous visit- ing teams), and with our new growth, there were new space demands.

On November 17, 2017, we commemorated the official opening of the Daniels Building at One Spadina Crescent. Close to 1,000 were in attendance, including students, faculty, staff, alumni, donors, university colleagues and our various partners. After more than six years of working on this project, celebrating with so many who have been a part of the Faculty's 128-year history could not have been more rewarding. Before it has even been fully-completed, One Spadina Crescent has won many awards in design and technology, and has been called "one of the best buildings in Canada of the past decade" by the Globe and Mail and heralded as "a resounding triumph" by University of Toronto President Meric Gertler. It is a showcase for the city—a singular venue for education, research, and public outreach on Landscape Architecture, Architecture, and Urban Design—and our

whole community is excited about the promising future it will help make possible for the Faculty.

The transition to our new home at One Spadina and the glowing reviews that the building has already seen would not have been possible without the generous help of our donors and the philanthropic community.

We are an active part of UofT's $2.4 Billion CAD Boundless Campaign, which will close this year. Our Boundless by Design Campaign has raised $46.6 Million CAD to date to supporting various programs at the Faculty, exceeding our highly ambitious initial goal of 40M. As part of this, in 2012, we launched the capital campaign for One Spadina with a private fundraising goal of $36 million, and — at $32.3 million and counting — by all accounts, we are defying expectations. A total of 971 people have donated to this part of our campaign thus far. Our capital project has received strong support from alumni and members of Toronto's design community, with 21 firms pledging contributions. Their support is a testament to the great potential that our alumni and professionals in the field see in our new home and its capacity to enhance education, research, and outreach in the fields of Architecture, Landscape Architecture, Urban Design, and Visual Studies. A growing list of those making gifts to our building campaign is now available on our website.

Our new building has allowed us to expand our Labs, and with it, the research that our faculty and students are able to conduct. We have leveraged funding from the Ministry of Science to build a second site for the award-winning Green Roof Innovation Testing Laboratory (GRIT Lab), linked to an underground cistern. The GRIT Lab's research continues to inform the City of Toronto's green standards as well as the construction industry, both of which have supported this work. Our Fabrication Labs have been greatly enhanced at One Spadina. Featuring a high-bay ceiling and large bi-fold door to the exterior, the new labs will enable the construction of design prototypes of all kinds. In winter 2018, thanks to grants from the Canada Foundation for Innovation and others, we installed a KR150 Quantec 7-axis robotic arm in this space, a key feature of our newly established Robotic Prototyping Laboratory, giving our professors and stu- dents the ability to explore the potential of robotic fabrication and performance-driven design. The Robotic Prototyping Laboratory was used extensively by participants in the Smartgeometry workshop and conference, which in 2018 was hosted by the Daniels Faculty. Smartgeometry is a widely-ac- claimed four-day biennial event that inves- tigates how digital tools and computation can serve architecture and design, and which attracts a global community of innovators in the fields of architecture, design, science, and engineering.

New spaces within the Daniels Building, such as the Main Hall and the forthcoming 7500 Sq. Ft. Architecture & Design Gallery, support the dissemination of work and ideas of our faculty, students, and alumni to the broader public, and open up new opportunities for partnerships with individuals and organizations, both local and international. Located in the centre of the building, our new Main Hall is designed to serve as a flexible public platform for the Faculty and a premier venue for discussion on the vital role the design and arts play in reinventing neighborhoods, com- munities, and cities for the 21st century.

Our public programming is carefully curated to both support our academic mission and to project the

school's voice within the University, and out into the city. Our first official event in One Spadina's Main Hall was held in April 2018: a symposium entitled "What is a school? (of architecture, landscape, art, and urbanism)". This event brought together a rich array of practitioners, educators, theorists, and historians to discuss the changing nature of our disciplines and their evolving pedagogical approaches. In May 2018, we hosted the 2018 Pritzker Architecture Prize public lecture, featuring this year's Laureate, the legendary architect Balkrishna Doshi of India.

The grand hallways and common areas of the building also provide opportunities to informally review and showcase student work. In May, we launched our second annual exhibition of work by students across all Daniels Faculty programs. These exhibitions provided an opportunity for alumni and members of the general public to view the range of design work coming out of our graduate and undergraduate studios. The student exhibition coincided with Doors Open, an annual, Toronto-wide event that encourages people to explore important buildings throughout the city.

The Master of Architecture Mission

The Master of Architecture Program strives to be a creative setting in which to educate students and prepare professionals, who will play leading roles in creating more ecologically sustainable, socially just, healthy, enlightened, and artfully conceived built environments. To this end, the Master of Architecture Program has a two-fold commitment to advance the architectural discipline through research and innovation, and to provide a formative education to individuals who, as globally engaged citizens, will pursue professional opportunities in architecture and the civic art of building. Through our critical research and practice-networked innovations in architecture, and by drawing upon the strengths of parallel programs here at the Daniels Faculty in landscape architecture, urban design, and art, we will explore the philosophical and methodological basis for new modes of practice best-suited to facing the evolving challenges of the architectural profession and the environments in which it operates.

As architects and educators of future architects, we are mindful that our profession possesses many effective strategies for analyzing, designing, and developing the built environments of our cities, towns, and rural areas. Yet, the most important design challenges we face today—from addressing climate change to providing for aging or underprivileged communities — often exceed the exclusive purview of any one discipline or professional expertise. Recognizing the need to sometimes look to other fields, bodies of knowledge, and emerging technologies, and to forge novel partnerships and collaborations that this kind of curiosity produces, we conceive our school as a place where the ways of seeing and thinking about the world that are particular to architecture and design– how the architect first finds, and then forms the world around them – are placed in a broader cultural context that allows our students to understand both the limitations and potential agency of their work.

After students leave the Program, they will be empowered to be entrepreneurial, take risks, and balance their chosen paths as design professionals with a consciousness of their responsibilities as citizens. Whatever forms of practice our students choose, they should be committed to conjuring a more vital constructed world and developing an under- standing and mastery of those contemporary phenomena that are architecture's unique arena of responsibility.

The Master of Architecture Program's Identity
Our Place

Set within a city that is cosmopolitan in every sense of the word, the Master of Architecture Program at Daniels is in an ideal position to model new modes of practice by drawing on the remarkable community of minds at the University of Toronto, fostering research and speculation on better ways to design, inhabit, and steward our environment. As manifest in emerging University-wide initiatives of which the Daniels Faculty is a part, such as the new School of Cities, our focus and concerns are shared with many across the University, the city, and beyond.

Some of what makes the Daniels MArch pro- gram unique is structural and context-driven. As a relatively large, second-entry, 3+ year MArch program set within a large research university, we are among a relatively small subset of architecture schools in North America whose professional programs are limited to graduate-level study. In Canada, only UBC/SALA has a stand-alone MArch (and MLA) at a scale similar to ours. The Master of Architecture Program benefits from, but must also contend with, the standards and expectations that come with being part of University of Toronto, which is by many measures the highest-ranked research university in Canada and is consistently among the most highly-ranked universities in the world. Due to its location at UofT, and in the centre of Toronto, our MArch program can draw heavily on both Toronto and Canada's design communities and on an international network of academic and industry-based collaborators.

Our Master of Architecture program aspires to excellence within a creative environment that promotes collaboration, critical intellectual inquiry, and the learning of design through an analytical and materially engaged pedagogy. Through its teaching and research programs, and by bringing together Toronto's leading practitioners with an international set of designers, scholars, historians, theorists, critics, and technologists, the MArch program is able to explore the most innovative ways to understand and address the making and remaking of the built environment.

The MArch program is also set within the Faculty's broader array of programs, centres, and research activities. These include broad-based undergraduate programs in architecture and art; a new and unique PhD program; extra-curricular programs devoted to professional development and lifelong learning; collaborations with a wide variety of external institutions, research initiatives, centres, and groups; an expansive, annual agenda of public lectures, symposia, exhibitions, and publications; and library resources specializing in design. Together, these create a shared platform for our community of faculty, students, and alumni, and allied disciplines. Our MArch program, together with our other undergraduate and graduate programs, is devoted to elevating the art, science, and politics of city-building in Toronto and beyond.

Our Students
The Faculty aims to attract ambitious students from both near and far, with strong educations and creative backgrounds. Like Toronto, the MArch program's students are incredibly cosmopolitan in sensibility, hailing from every part of the world, with their work crossing all sorts of geographic and cultural boundaries. Our students are also diverse in their disciplinary and educational experiences, and the reasons that have motivated them to study architecture.

During the recent period of expansion in our undergraduate programs, we have kept graduate enrollment in the MArch program stable. We have been successful in drawing a growing pool of applicants over the past six years, and by keeping the size of the Program relatively constant, we have increased levels of selectivity. We have also expanded the resources available to our MArch students, improving the breadth and quality of the educational and extra- curricular experiences MArch students can take advantage of.

As educators we value the experience and perspectives that our students bring to the Program, whether they come to us with architecture experience from their undergraduate studies, or with very different disciplinary orientations and educational experiences. We do not treat our students as empty vessels to be indoctrinated into fixed bodies of know- ledge, but instead engage them in a curated range of architectural histories and contemporary approaches. We ask them to actively contribute to emerging understandings and ideas about architecture, and to direct their thinking toward current and future challenges we face in our built environment. Thus, we consider the Faculty as a setting for exchange and debate of ideas and as a platform for creative collaboration that occurs amongst students, and between students and faculty. Our students learn from each other, and our faculty learn from seeing our students test their ideas. Through this complementary process our students find ways to integrate and reorient the ideas and approaches of the faculty as a whole.

While as educators we must transmit a body of knowledge that provides the foundations of a professional education, we seek to do so with a humility that recognizes that it is also our role to guide new talents, and to cultivate emerging sensibilities. Through our studio-based culture, seminars, and other teaching, research and extra-curricular for- mats, we concentrate on creating a healthy, inspiring and supportive atmosphere for learning, collaboration and the exchange of ideas. We are preparing our graduates to pursue careers that will have positive impacts on local, national, and international contexts. Many of our alumni are leaders in the design professions, as well as prominent figures in public administration, the development industry, visual arts, information technology, and higher education, and we aim to continue to cultivate this diversity of career paths and impact in our students.

Our Faculty
The recent growth and scale of the combined programs at the Faculty has allowed us to assemble a faculty cohort of a size, range, and level of expertise that would be impossible to support otherwise. The faculty cohort has almost doubled over the past decade, with a rich mix of full-time tenure and teaching stream faculty, and a renewed core of part-time professional and visiting faculty. Historians, technologists, architectural and urban design leaders, curators and artists have been sought out in searches that have paralleled the Faculty's growth. The standing Faculty has enjoyed tremendous research successes in recent years. In 2018, the Faculty approved the creation of the Centre for Architecture, Design + Health Innovation. Our other existing research centres, including the Centre for Landscape Research, the Global Cities Institute, and the Green Roof Innovation Testing Laboratory (GRIT Lab), remain strong and have been the recipients of numerous awards and grants since 2012. Individual faculty members also continue to engage in world leading research and are often recognized for their accomplishments through awards, grants, and invited lectures and exhibitions.

As noted above, approximately 75% of our faculty appointed across the division have training in architecture, with much of the remainder in landscape architecture, art, and building science. Affiliations with other Departments, Schools, and Programs at UofT have allowed for further additions of teach- ing and expertise from other fields through shared hires and joint appointments with faculty from Planning/Geography, Art History, Engineering, Political Science, Public Health, and the School of the Environment. The exposure of our MArch students to history, theory, technology (including computation, fabrication, environmental evaluations and solutions), urbanism (including urban design and urban metrics), computation (programming and scripting solutions for new and current architectural challenges), human health, ecological sustainability, and politics and planning, is enhanced by the growth in the breadth and depth of our faculty ranks.

Current Strengths and Weaknesses

The structure of the MArch program begins with a two-year core cycle that is organized to give each student a rigorous foundation in architectural design and the various histories, technologies, and representational tools that define the field. This is followed by a three-semester cycle with a more elective structure, where each student is given the opportunity to pursue more advanced and specialized studies, culminating in a two-se- mester guided research thesis course. Around the time of last CACB accreditation, several reforms were made to the curriculum, particularly to the format, timing and sequence of courses. The semester schedule for MArch (and the other professional programs) was changed to allow for better sequencing of lecture and seminar course assignments, and studio final reviews. The MArch's two-year core studio curriculum was reconceived as two one-year cycles, with a foundational studio in each fall term and a more synthetic "comprehensive" studio in the winter term. Design exercises of increasing length and complexity were introduced over the course of the two-year core studio sequence. The Program experimented with delivering some of the more technically-oriented course content in shorter, intensive workshops, including the visual communication courses and building science courses keyed to the comprehensive studio. Some of these experiments were adopted, and others were abandoned, based on an analysis of outcomes. As reflected in the response to the last VTR, and the focused report, there were revisions to the content and manner of course delivery in and number of areas. Perhaps the largest change since the last accreditation was the creation of a two-semester thesis sequence, with small (6-9 students) design-research studios developed by select core faculty offered in the winter, leading to independent thesis projects in year four. This eliminated the previous 6th semester option studio.

New Directions

Since the 2012 accreditation, up to the last year, our focus has been on delivering and refining the curriculum described above.
With the space and other physical resources that the move to our new building provides, and the benefit of several new and planned faculty hires, we are now looking at larger reforms to the MArch program.

Two related initiatives are going to drive new innovations in MArch program in the coming years. In 2017-18 we created new post-professional graduate programs in architecture clustered around areas of specialization, including: media; technology; data/computation; health; society; ecology/ environment; building science; criticism; and, curation. At the same time, we began looking at ways

to reduce the overall length of the first-degree program from the current three-and-one-half years to three years. This proposed change in the length of the Program is motivated by several factors. First, we are among a very few first-degree masters in North America that stretch beyond three years. We have known for some time that the additional semester of study is a burden to many of the students in our first-degree program, who with the combination of four-year bachelors and professional masters are being asked to study for.

5. **Program Action Plan**

Our Master of Architecture (MArch) program is redefining the relationship between building design, material fabrication, and urbanism by examining the ways in which architecture can address questions of cultural relevance, modern craft, and environmental durability. Based in the heart of Toronto, a city witnessing a period of unprecedented growth and transformation, the Program uses the urban region as a laboratory for the pursuit of new knowledge and forms of practice. Alongside the proposed change to the length and structure of the MArch pro- gram Section 1.1 noted in, the following set of goals and action plans will define our Master of Architecture Program going forward. Anticipated timelines are noted in parentheses.

GOAL: *Pursue reforms to the MArch curriculum that will allow an expansion in the breadth and depth of the current curriculum to be delivered in a 3-year cycle by developing and implementing innovations in the format and delivery of the Program.*
ACTIONS: Organize our curriculum in ways that will allow those aspects of our pedagogy that require sustained periods of study and practice, such as the design studio and courses focused on reading and writing, to be extended over longer periods of time, and, at the same time implement modules and work- shops for certain subject areas in technology and representation, and specialized topics that are capable of being delivered in more intensive formats, and iterated vertically throughout the curriculum at regular intervals (1 year).

GOAL: *Pursue reforms to the MArch curriculum that will allow thematic areas of strength in the Faculty, and key skills and aptitudes to be introduced earlier, and reinforced in the latter, more elective part of the curriculum.*
ACTIONS: Better integrate thematic areas of strength and interest within the Program (in- part, through modules and workshops), including Architecture and Health, Digital Fabrication, Housing Design, Urbanism, and History and Theory, such that students can understand them as distinct activities and make them potential areas of concentration in the thesis year (1 year). Introduce MArch students to design-research methods and the processes of theory formation earlier in the curriculum to prepare for the thesis year (1 year).

GOAL: *Create more opportunities for collaboration and the modeling of practice based networking of ideas and skills both inside and outside the studio curriculum.*
ACTIONS: Continue to integrate team-based field-work, and team-based analysis and design into the studio curricula, to an extent that even collaborative thesis projects could be pursued (which have occurred in the past, but are still exceptions). A 3-year curriculum would allow the MArch thesis to be aligned with the Master of Landscape Architecture thesis, and Master of Urban Design Thesis, opening the potential of collaborative theses across our three

professional programs (1 year). In addition, create more extra-curricular opportunities for project-based collaborations, including design-build projects, and school-sponsored charrettes (2 years).

GOAL: *Plan for faculty succession, and recruit individuals with the range of teaching and research expertise necessary to face emerging challenges in the interactions between buildings and urban and rural environments, in the new modalities of designing, documenting, and fabricating architecture at various scales, and in developing critical understandings of the historical situation in which architecture operates.*
ACTIONS: Address new initiatives and curricular reforms in the MArch program with strategic new hires, acknowledging the increasingly complex array of knowledge and expertise needed to seed, and expand architecture, both as a discipline and professional activity. By organizing and focusing our searches in the coming years to develop and diversify the faculty, we will fortify our capacity to offer an MArch curriculum that can cover a wider geography of architectural activity. We will, for example, pursue new faculty that are focused on transformations in the social world that architecture serves – aging populations, diverse domestic arrangements, changing settings for work, building life cycle questions, new logistical environments for the movement, storage, and sale of goods, to name a few – all the while keeping in mind a focus on the overall questions of sustainability which must subtend all considerations of the built environment (1-3 years).

GOAL: *Cultivate and support our standing faculty in their efforts to better serve the MArch Program.*
ACTIONS: Provide more focused course sequences and modules that will allow faculty to teach within their expertise—in both core and advanced years of the Program (1-3 years). Modular course construction will permit more flexible and advantageous use of faculty time for teaching. As outlined above, the planning of new hires is based upon an ongoing evaluation by the Faculty to find the proper balance between addressing important areas of emerging knowledge, and the maintenance of established forms of expertise.

GOAL: *Continue to grow and diversify the pool of applicants to the MArch program.*
ACTIONS: Continue to expand our efforts at outreach and recruitment, better coordinating the efforts of faculty and staff, making sure to put in place the academic and financial supports needed to attract the most talented students possible, from near and far. To take advantage of UofT's (and Canada's) growing international reputation, and Toronto's attractiveness to international students, we will pursue more strategic ways to increase the quality, and diversify the countries-of-origin for our pool of inter-national students, taking advantage of both the international nature of the Daniels faculty cohort, and UofT-wide initiatives in this area (1-2 years). Additional scholarship funding as described under the next item will also benefit our efforts at international student recruitment.

GOAL: *Continue to grow our scholarship resources for students.*
ACTION: While the Daniels Faculty already a provides a substantial amount of scholar- ships and other monies to students-in-need, both upon admission, and in-course (see Section 3.8), through the efforts of the Dean and development office, the Daniels is
cultivating additional scholarship donations (1-3 years). (In addition to scholarships based upon merit and/or need, and other aid pro- grams, MArch students are able to draw upon University bursaries and University-arranged loan programs).

GOAL: *In the context of ever-increasing dependency on Google "research" and the ever- increasing flows of images and information that students are subject to, make the values, thinking and expertise of Daniels faculty more known and available to stu- dents (and faculty) though extra-curricular programming.*
ACTIONS: Hold more regular, internal lectures and exhibitions of faculty work (1-2 years). From our diverse and plural set of interests and backgrounds, glean and construct a set of primers / core materials including recommended reading lists and critical lists of exemplary bodies of works, projects and texts that can form the shared body of material and common point of reference for our MArch community (3 years).

GOAL: *Foster student experience of commun- ity at the Daniels and beyond.*
ACTIONS: Ensure successful completion of student dedicated social spaces and student run café (3 months). These were important social retreats for students in the former setting of 230 College St and will acquire even greater significance in the expanded graduate community within the Daniels at its new 1 Spadina Crescent home. We will also support (financially, where called upon) and encourage efforts by our students to participate in wider national/international student associations (ongoing). We will create events for recent graduates to meet with current students to allow for mentoring and networking (2 years).

GOAL: *Improve faculty-student advising and faculty-student communication.*
ACTIONS: Formalize advisory relationships from the beginning of student entry into the Program and ensure periodic meetings with the Program Director (2 years). Such advising supplements the substantial increase in personnel and resources available from our Registrarial and Student Services since 2012. We will also continue the separate per-semester meetings between the MArch Program Director the cohort of students in each year of the MArch program (ongoing).These meetings have been effective means for communicating specific concerns related to each year/class's experience and have helped the faculty to be responsive to curriculum delivery and other student concerns.

Summary
Our Master of Architecture program is evolving to strengthen and vertically integrate core disciplinary knowledge and skills, while creating key opportunities for collaborative and experimental courses, workshops, and extra-curricular activities that constitute horizontal moments of intra-disciplinary integration. In this way we aspire to redouble our commitment to renewing architecture as a discreet discipline with distinct intellectual and methodological bases, while at the same time preparing our students for a professional landscape in which leadership and innovation will depend more and more on trans-disciplinary networks of expertise

Appendix B: The Visiting Team *(names & contact information)*

VOTING MEMBERS	NON-VOTING MEMBERS

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CACB-CCCA

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PROGRAM

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Appendix C: The Visit Agenda (attach final site visit Agenda)

Saturday, March 16, 2019

TBD	–	TBD	**Team Member Arrivals and Check-In at the Hotel** Location: St. George Hotel, 280 Bloor St. W., (416) 968-0010
3:15	–	3:30	**Travel to One Spadina** *Note: Please bring comfortable walking shoes for a tour of the building and landscape.* Location: St. George Hotel, Lobby
3:30	–	5:00	**1 Spadina Building and Landscape Tour** Led by Dean Richard Sommer and Program Director Shane Williamson Location: 1 Spadina Cres., The Commons
5:00	–	6:00	**Introductory Meeting with Program Director** Joined by Shane Williamson (Program Director), Robert Levit (Associate Dean, Academic), and Dean Richard Sommer Location: Team Room, Room 330, 1 Spadina Cres.
6:00	–	8:00	**Team Only Dinner** Location: TBD

Sunday, March 17, 2019

8:00	–	9:15	**Team Breakfast with Program Director** APR Review and Assembly of Issues and Questions Joined by Shane Williamson Location: St. George Hotel, The Fortunate Fox restaurant, Main Floor
9:15	–	9:30	**Travel to One Spadina** Joined by Shane Williamson Location: St. George Hotel, Lobby
9:30	–	10:30	**Overview of Team Room** Joined by Shane Williamson Location: Team Room, Room 330, 1 Spadina Cres.
10:30	–	12:00	**Initial Review of Exhibits and Records** Location: Team Room, Room 330, 1 Spadina Cres.
12:00	–	1:00	**Team Lunch with Program Administrators** Joined by Dean Richard Sommer, Robert Levit (Associate Dean, Academic), and Shane Williamson (Program Director) Location: Room 300, 1 Spadina Cres.
1:00	–	1:15	**Break**
1:15	–	1:45	**Library Tour** Led by Librarian Irene Puchalski Location: Eberhard Zeidler Library
1:45	–	2:15	**Robotic Prototyping Lab Tour** Led by Professor Brady Peters (Assistant Professor), Maxim Batourine (Director, Technology Services), and Nicholas Hoban (Digital Fabrication Coordinator) Location: Robotic Prototyping Lab
2:15	–	2:45	**Workshop Tour** Led by Bohden Tymchuk (Supervisor; Workshops, Facilities, and Special Projects) and Maxim Batourine (Director, Technology Services) Location: Workshop
2:45	–	3:00	**Break**
3:00	–	4:30	**Entrance Meeting with Faculty** Joined by Core MArch Faculty Location: Room 230, 1 Spadina Cres.
4:30	–	7:00	**Continued Review of Exhibits and Records** Location: Team Room, Room 330, 1 Spadina Cres.
7:00	–	7:15	**Travel to Dinner** Departure Location: Team Room, Room 330, 1 Spadina Cres.
7:15	–	9:00	**Team Only Dinner** Debriefing session Location: TBD

Monday, March 18, 2019

8:00	–	9:30	**Team Working Breakfast with Program Director** Joined by Shane Williamson Location: St. George Hotel, The Fortunate Fox restaurant, Main Floor
9:30	–	9:45	**Travel to One Spadina** Joined by Shane Williamson
10:00	–	11:00	**Entrance Meeting with the Provost and/or Vice-Provost, Academic Programs** Joined by Cheryl Regehr (Vice-President and Provost), Susan McCahan (Vice-Provost, Academic Programs), and Dean Richard Sommer Location: Team Room, Room 330, 1 Spadina Cres.
11:00	–	12:30	**Entrance Meeting with Daniels Faculty Administrators** Joined by Dean Richard Sommer, Didier Pomerleau (CAO), Andrea McGee (Registrar), Jacqueline Raaflaub (Director of Advancement), Kate Nelischer (Assistant Dean, Academic and Outreach Programs), and Nene Brode (Manager, External Relations and Outreach) Location: Team Room, Room 330, 1 Spadina Cres.
12:30	–	2:00	**Team Lunch with Selected Faculty** Joined by John Harwood, Vivian Lee, Shannon Hilchie, Alex Lukachko, Pina Petricone, and Michael Piper Location: Room 300, 1 Spadina Cres.
2:00	–	2:30	**Observation of In-session Studios and Classes** With Program Director Shane Williamson ARC2014 Comprehensive Studio (Prof. Pina Petricone) (Team to determine attendees) Meeting Location: Room 300, 1 Spadina Cres.
2:30	–	4:30	**Continued Review of Exhibits and Records** Location: Team Room, Room 330, 1 Spadina Cres.
4:30	–	5:30	**Entrance Meeting with Students** All MArch students invited Location: Room 230, 1 Spadina Cres.
6:30	–	8:00	**Welcome Reception** Joined by faculty, administrators, alumni, and local practitioners. Location: Main Entry, 1 Spadina Cres.
8:15	–	8:30	**Travel to Dinner** Departure location: Main Entry, 1 Spadina Cres
8:30	–		**Team Only Dinner** Debriefing session. Location: TBD

Tuesday, March 19, 2019

8:00	–	9:30	**Team Breakfast with Program Director** Joined by Shane Williamson Review of general studies, electives, and related programs Location: St. George Hotel, The Fortunate Fox restaurant, Main Floor
9:30	–	9:45	**Travel to One Spadina** Joined by Shane Williamson
10:00	–	11:00	**Observation of In-session Studios and Classes** Joined by Shane Williamson ARC1012 Design Studio 2 and ARC3016 Research Studios (Team to determine attendees)

			Meeting Location: Room 330, 1 Spadina Cres.
11:00	–	12:30	**Continued Review of Exhibits and Records** Location: Team Room, Room 330, 1 Spadina Cres.
12:00	–	1:30	**Team Lunch with Student Representatives** Joined by TBD Location: Room 300, 1 Spadina Cres.
1:30	–	3:00	**Meeting with Faculty** Joined by TBD Location: Team Room, Room 330, 1 Spadina Cres.
3:00	–	7:00	**Complete Review of Exhibits and Records and VTR Drafting** Location: Team Room, Room 330, 1 Spadina Cres.
7:00	–	8:00	**Team Working Dinner** Location: Team Room, Room 330, 1 Spadina Cres.
8:00	–	10:00	**Complete Review of Exhibits and Records and VTR Drafting** Location: Team Room, Room 330, 1 Spadina Cres.

Wednesday, March 20, 2019

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8:00	–	8:15	**Check Out** Location: St. George Hotel
8:15	–	9:30	**Team Breakfast with Program Director** Joined by Shane Williamson Presentation of VTR results. Location: St. George Hotel, The Fortunate Fox restaurant, Main Floor
9:30	–	9:45	**Travel to One Spadina** Joined by Shane Williamson
10:00	–	10:30	**Exit Meeting with Daniels Faculty Administrators** Joined by Richard Sommer (Dean), Robert Levit (Associate Dean), Didier Pomerleau (CAO), Andrea McGee (Registrar), Jacqueline Raaflaub (Director of Advancement), Kate Nelischer (Assistant Dean, Academic and Outreach Programs), and Nene Brode (Manager, External Relations and Outreach) Location: Team Room, Room 330, 1 Spadina Cres.
10:45	–	11:15	**Exit Meeting with the Provost and Vice-Provost, Academic Programs** Joined by Cheryl Regehr (Vice-President and Provost), Susan McCahan (Vice-Provost, Academic Programs), and Dean Richard Sommer Location: Team Room, Room 330, 1 Spadina Cres.
11:15	–	11:30	**Break**
11:30	–	12:30	**School-wide Exit Meeting with Faculty and Students** Location: Room 200, 1 Spadina Cres.
12:30	–	2:00	**Team Lunch with Program Administrators** Joined by Richard Sommer (Dean), Robert Levit (Associate Dean), and Shane Williamson (Program Director) Location: TBD
2:00	–		**Team Departures**

V. Report Signatures

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Henri de Hahn, *Chair*
representing the educators

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Terri Fuglem
representing the educators
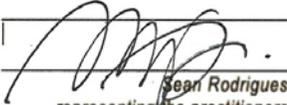
Sean Rodrigues
representing the practitioners

Brent Stewart
representing the practitioners
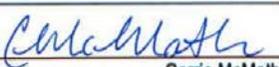
Carrie McMath
representing the Interns

Chris Young
CACB non-voting member
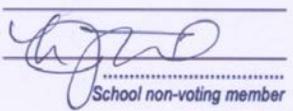
School non-voting member