



2017 Visiting Team Report
Master of Architecture Program
Azrieli School of Architecture and Urbanism
Carleton University

The Canadian Architectural Certification Board

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I. Introduction • CACB Accreditation

The CACB is a national independent non-profit corporation, whose Directors represent the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA) and the Canadian Architectural Students Association (CASA). The CACB is both a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (*Certification program*) and to accredit professional degree programs in architecture offered by Canadian Universities (*Accreditation program*).

By agreement of the Registration Authorities and Councils of nine Provincial Institutes and Associations, the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intend to apply for registration. The Ordre des Architectes du Québec joined the CACB in 1991. In 1991, the CACB mandate to certify degree credentials was reaffirmed and its membership was revised to reflect its additional responsibility for accrediting professional degree programs in Canadian University Schools of Architecture.

The CACB awards accreditation only to professional degree programs in architecture. These are normally:

- Master of Architecture degree with a related pre-professional bachelor's degree; requirement typically amounting to five or six years of study;
- Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies;
- Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies.

The process of accreditation begins at the School with the preparation of the Architecture Program Report (APR). The APR identifies and defines the program and its various contexts, responding to the *CACB Conditions and Procedures for Accreditation*. The APR is expected to be useful to the planning process of the School, as well as documentation for the purposes of accreditation.

Upon acceptance of the APR by the CACB Board, an accreditation visit is scheduled. The CACB's decision on accreditation is based upon the capability of the program to satisfy the Conditions and Procedures for Accreditation, including the ability of its graduating students to meet the requirements for learning as defined in the Student Performance Criteria. During the visit, the Team reviews student work and evaluates it against these requirements. The Team also assesses the effectiveness and degree of support available to the architectural program through meetings with the institution's administrators at various levels, architecture and other faculty, students, alumni, and local practitioners.

At the conclusion of the visit, the Visiting Team makes observations and expresses compliments and concerns about the program and its components. It also offers suggestions for program enrichment and makes recommendations, which, in the judgment of the Team, are necessary for the program's improvement and continuing re-accreditation. Following the visit, the Team writes the following VTR, which is forwarded with a confidential recommendation to the CACB. The CACB then makes a final decision regarding the term of accreditation.

II. Summary of Team Findings

1. Team's General Comments

The CACB Visiting Team reviewed the professional *Master of Architecture* program (MArch) and the pre-professional *Bachelor of Architectural Studies* program (BAS) at Carleton University's Azrieli School of Architecture and Urbanism from March 18th to March 22nd 2017. The visit was conducted according to *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation*, 2012 edition.

The Visiting Team would like to thank the Azrieli School of Architecture and Urbanism for their warm welcome, as well as Carleton University for their kind reception. Meetings with students, faculty, staff and administrators were open and most helpful, as necessary complements to the *Architecture Program Report (APR)*.

Meetings:

All meetings happened according to plan. However, Dean of Graduate and Postdoctoral Affairs Neufang was not present at the Monday March 20th 2017 meeting, with Vice-President (Research and International) Goubran.

Requests for additional information:

Prior to the visit, in an email to Director Stoner (c.c. Cazabon) dated March 13th 2017, the following additional information requested by the Team Chair was delivered in the team room before the Team's arrival:

- Library statistics (3.8 Information Resources and Information Technology), namely the number of volumes/documents for each type of collection, and the state of the collection;
- For each degree offered, "the distribution of general studies, professional studies (including their prerequisites), and electives" (regarding *APR* section 3.11 Professional Degrees and Curriculum); and
- An "overview of the Program's goals", with as much precisions as possible, for every program under review (3.12 Student Performance Criteria (*SPC*)).

During the visit, the Team requested more additional information and further clarification, all responded to by Associate Director (Professional Programs) Cazabon:

- Information/evidence of Masters' level lectures on Building Code, Life Safety, Artificial Illumination and Acoustics.

The School's management of the accreditation process:

The process has been unduly challenging to the Team. The School ignored or disregarded many items requested by the *CACB Conditions and Terms for Accreditation* and *CACB Procedures for Accreditation*, 2012 edition, namely:

- *Writing the Architecture Program Report (APR)*: The *APR* submitted in September 2016 was missing certain core information, while it also presented unnecessary statistics and repetitions. For instance, information and useful data about the program's identity, action plan and objectives, as well as the School's self-assessment process, were missing.

Moreover, faculty resumes and course syllabi were presented in a variety of formats, which complicated the process of information gathering. It was indeed difficult to understand how faculty as a whole contribute to the synergy and development of the program, and to grasp a clear picture of the programs' contents, goals, and pedagogical objectives. After requests for additional information were made by the Team Chair, in October 2016, the revised APR presented in January 2017 was still partly incomplete. Some original requests were reiterated on March 13th, a few days before the visit. Lastly, the delivery of the APR to the Visiting Team members was unduly delayed;

- *Establishing the Visit agenda*: It was a long process, complicated by the fact that the program had scheduled a public lecture on the very day when most meetings with various groups and individuals were to take place. As a result, the entrance meeting with students was rushed, and the reception with alumni took place later than is usually done. Moreover, valuable time was wasted as team members travelled back and forth across campus to attend meetings with Carleton University administrators that were scattered throughout the day;
- *Setting up the team room*: Neither quite soundproof nor totally private, the Team room had a large glass wall with large doors that did not shut sounds completely and that allowed passersby to observe the Team members. The Team had thus to be very conscious and careful: the documentation could not always be reviewed and discussed in confidence (as prescribed by the *CACB Procedures for Accreditation*, 2012 edition).

2. Conditions for Accreditation “met” and “not met”: a summary

	Met	Not Met
1. Program Response to the CACB Perspectives		
A. <i>Architecture Education and the Academic Context</i>	[X]	[]
B. <i>Architecture Education and the Students</i>	[X]	[]
C. <i>Architecture Education and Registration</i>	[X]	[]
D. <i>Architecture Education and the Profession</i>	[X]	[]
E. <i>Architecture Education and Society</i>	[X]	[]
2. Program Self-Assessment	[]	[X]
3. Public Information	[]	[X]
4. Social Equity	[X]	[]
5. Human Resources	[X]	[]
6. Human Resource Development	[X]	[]
7. Physical Resources	[]	[X]
8. Information Resources and Information Technology	[X]	[]
9. Financial Resources	[X]	[]
10. Administrative Structure	[X]	[]
11. Professional Degrees and Curriculum	[X]	[]
12. Student Performance Criteria (SPC)		
A1. <i>Critical Thinking Skills</i>	[X]	[]
A2. <i>Research Skills</i>	[X]	[]
A3. <i>Graphic Skills</i>	[X]	[]
A4. <i>Verbal and Writing Skills</i>	[X]	[]

A5. Collaborative Skills	[X]	[]
A6. Human Behavior	[X]	[]
A7. Cultural Diversity	[X]	[]
A8. History and Theory	[X]	[]
A9. Precedents	[X]	[]
B1. Design Skills	[X]	[]
B2. Program Preparation	[X]	[]
B3. Site Design	[X]	[]
B4. Sustainable Design	[X]	[]
B5. Accessibility	[X]	[]
B6. Life Safety Systems, Building Codes and Standards	[X]	[]
B7. Structural Systems	[X]	[]
B8. Environmental Systems	[X]	[]
B9. Building Envelopes	[X]	[]
B10. Building Service Systems	[X]	[]
B11. Building Materials and Assemblies	[X]	[]
B12. Building Economics and Cost Control	[X]	[]
C1. Detailed Design Development	[X]	[]
C2. Building Systems Integration	[X]	[]
C3. Technical Documentation	[X]	[]
C4. Comprehensive Design	[X]	[]
D1. Leadership and Advocacy	[X]	[]
D2. Ethics and Professional Judgment	[X]	[]
D3. Legal Responsibilities	[X]	[]
D4. Project Delivery	[X]	[]
D5. Practice Organization	[X]	[]
D6. Professional Internship	[X]	[]

3. Program’s Progress since the previous site visit (from 2011 VTR)

The program has made real and genuine progress since the 2011 visit: it has addressed all the “not met” SPCs and most of the causes for concern.

Causes of concern #1 (from 2011 VTR):

Continuity of Undergraduate and Graduate components of the professional program. While the Team observed significant renewal of the MArch component of the professional stream, the BAS component appeared to have observed very little change over the course of the past cycle of accreditation visits. It is essential that the program observe the professional stream as a whole curriculum.

2017 Visiting Team Assessment:

This is no longer a concern. The program has made tremendous strides in aligning the Undergraduate and Graduate components of the professional program. The Team

recognizes the effort of the faculty and staff to create and maintain continuity of core studio classes within the BAS and MArch programs. Integration of technical classes at each level, especially at the first level of the MArch program in preparation for the *Graduate Studio 1 – Gateway (ARCS 5105)*.

Causes of concern #2 (from 2011 VTR):

Technical component of professional curriculum. The delivery of technical aspects of the professional curriculum is at present in a state of considerable disarray - characterized by a somewhat confounding confluence of areas of excellence and those of complete neglect. Given the extraordinary developments in technical and professional realms recently, any degree of neglect can only compromise the ability of graduates to contribute to future professional roles and should be immediately reviewed. More specifically, the expertise of recent hires - with their consistent emphasis on the School's expanded academic needs - speaks to an ethos in which these curricular components are not being given the specific attention that is their due.

2017 Visiting Team Assessment:

This is no longer a concern, although *Advanced Building Systems (ARCC 5100)* has yet to be fully incorporated in *Graduate Studio 1 – Gateway (ARCS 5105)*.

Causes of concern #3 (from 2011 VTR):

Regard for Digital Technology. The responsibility of a contemporary professional program to engage with and embrace digital media and their impact upon the conventions of practice is clear. Notwithstanding the School's own mission statements, the emphasis in expertise of recent hires and the inability to enact a matter-or-fact daily engagement between these media and the curriculum remains problematic. The team notes that students are not unaware of this issue, and the very recent deployment of improved resources is very likely to aggravate their expectations in this regard. Allied with comments concerning technical components of the curriculum more generally, the team observes that the current preoccupation with infusing incoming students with a sense of ethos might usefully be balanced by providing an operative tool-kit of technique.

2017 Visiting Team Assessment:

This is no longer a concern. The School's hiring of new faculty and initiatives by professors have been a great benefit to student's use, understanding, and exposure to digital media as a tool for both design and representation. The School makes an effort to balance digital technology with their tradition of hand drawing and model making as the basis of design representation.

Causes of concern #4 (from 2011 VTR):

Role of Faculty Research. The School's faculty in their vitae reveal a tradition of privileging teaching accomplishment over research. Whatever the institutional encouragement for such a preference, the role of active, contemporary research in contributing to local collegial discourse, including the enrichment and critical review of curriculum, cannot be overstated. The need for concerted and collective discussions among faculty - particularly among new hires - regarding research interests, potential overlaps, recognition of inter-disciplinary opportunities, etc. is both important and timely. The proposal for an Associate Director for Research with overview of these

discussions might go some way to bringing this agenda item forward.

2017 Visiting Team Assessment:

This is still a concern: see further below (5. *Causes of Concern & Team's Recommendations*).

Causes of concern #5 (from 2011 VTR):

Program Governance. The team observed an imbalanced sense of empowerment and engagement in School decisions among its faculty. The degree that 'ownership' – whether of academic programs or research directions – can devolve to a sense of entitlement is always an issue to be aware of in academic institutions, and the team's sense is that of a need to more deliberately cultivate open and collegial regard between all members of the faculty.

2017 Visiting Team Assessment:

This is no longer a concern: the Team met with a very generous and collegial faculty.

Causes of concern #6 (from 2011 VTR):

Resources / Academic Expansion. As noted elsewhere, the motivation for academic expansion does not immediately resonate with the need to assess and renew the core professional program of the School. While human resources – although more in terms of faculty than staff – have been enriched, it is difficult to assess the longstanding contribution of this expansion to the success of the program.

2017 Visiting Team Assessment:

This cause of concern cannot be affirmed or refuted; the Team could not understand it without the benefit of knowing the context in which it was written.

Causes of concern #7 (from 2011 VTR):

Acknowledgement of Locale. The circumstances of Ottawa as the nation's capital are – for any academic program – potentially formidable. The team encourages the program to cultivate this potential. It is not in the habit or interest of the CACB Visiting Team to propose direct and specific recommendations for the redress of perceived concerns. In the context of this particular visit, the team believes that the capacity for redress is very much within the capacity of resources and desire of the School to respond positively - and successfully.

2017 Visiting Team Assessment:

This is no longer a concern: the School has turned this concern into a strength.

Student Performance Criteria “not met” (from 2011 VTR):

B2. Program Preparation

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

From 2011 VTR:

While aspects of program preparation appear in various aspects of the curriculum, there is no instance in which specific focus is exercised and sustained. While certain of the thesis work observed was exemplary in this matter, engagement with program preparation was – not unreasonably - inconsistent across the range of thesis preoccupations.

2017 Visiting Team Assessment:

This criterion is now met. Program preparation is primarily addressed in *Graduate Studio 1 – Gateway (ARCS 5105)*, focusing mainly on functional and regulatory requirements. Aspects relating to user needs, practices, aspirations, as well as the nature of socio-demographic contexts or trends, institutional values, etc. are addressed more sporadically in advanced studios – such as *Studio 6 (ARCS 4105)* – and certain theses, depending on their subjects and approaches.

B8. Environmental Systems

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

From 2011 VTR:

Acoustics, artificial illumination, and mechanical systems for large buildings are apparently not being taught in the current year, although a breadth of related material including building envelopes and natural light are covered in the technical sequence in good detail. Faculty involved appear enthusiastic and well respected by students and their peers.

2017 Visiting Team Assessment:

This criterion is now met.

B10. Building Service Systems

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

From 2011 VTR:

Plumbing, electrical, communication and sprinkler & other fire protection systems are not evident in the material made available to the reviewing team.

2017 Visiting Team Assessment:

This criterion is now met.

C2. Building Systems Integration

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

From 2011 VTR:

Student work demonstrates an ability to integrate knowledge of structural systems and building envelopes, but other issues are not consistently present

2017 Visiting Team Assessment:

This criterion is now met.

C4. Comprehensive Design

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

From 2011 VTR:

The level four studio focused upon housing design offered evidence of student attention to a reasonable level of detail of certain aspects of this criterion. However, since lighting, acoustics & mechanical systems are not currently being taught, these components are simply not evident - comments on other required concerns as noted.

The team notes some concern regarding the building type and complexity presented as the appropriate vehicle for successfully undertaking the intent of this criterion. It was also noted that since the intended comprehensive studio occurs within the undergraduate portion of the professional program, it will inevitably include students not destined to complete the full accredited program in Architecture – yet compelled to fulfill this challenging student performance criterion as part of their undergraduate degree requirements.

2017 Visiting Team Assessment:

This criterion is now met.

4. Program Strengths

The School has forged deeper connections with the community and is supported by a strong Local Advisory Board. It is also taking advantage of its location within the nation's capital to connect with government agencies as well as with industry and community groups outside of the institution.

The School is held in very high regard by Carleton University and the Faculty of Engineering and Design.

There is a tangible atmosphere of collegiality and camaraderie within the School, which fosters an environment that celebrates each other's successes and supports one another. There exists a mutual sense of trust and respect.

Director Stoner is clearly engaged and accessible to all students, staff and faculty. She continues to encourage a pedagogically rich and culturally diverse faculty make up.

The School enjoys a wide variety of programs and opportunities like DSA, Co-op, six-week studio segments, embedded studios, continuing education, C-rise demonstration house and First Studio.

Apart from a balanced operating budget, the School benefits from the generous Azrieli Endowment which affords students and faculty numerous and diverse opportunities, such as academic and travel scholarships, DSA instructors and visiting critics, as well as infrastructure for the upcoming Urban Research Lab.

Carleton Immersive Media Studio (CIMS) is a well-funded and productive laboratory conducting innovative research with graduate students and collaborating faculty, with the involvement of government and community partners.

5. Causes of Concern and Team's Recommendations

1. Program's vision, goals and objectives

Despite the very interesting activities and initiatives that the School has embraced, the articulation of a clear program vision with precise pedagogical goals and objectives remains vague to the Team.

2. Human resources and human resources development – Faculty

Faculty members are extremely devoted and deeply committed to the School's "studio culture" in which they are all involved. The School and Faculty are encouraged to assess the allocation of time such that the faculty members develop research, and also pursue scholarship and practice to enhance their professional development. The Faculty's rich and diversified research interests merit all possible encouragement to flourish with even better chances to be disseminated, through the pedagogy, for the benefit of students.

3. Human resources development – Students

While the Team recognizes the rich experiences offered to students for their academic development, it encourages that students be exposed to further opportunities outside of studio including out-of-faculty electives, design charrettes, competitions and research. With the addition of recent gallery spaces, the Team also encourages the program to continue hosting public exhibitions showcasing the work of students, faculty, and the community at large.

4. Physical resources

Despite the building's many assets and architectural value, serious health and safety concerns have persisted since the last two accreditation visits (2005 and 2011), mainly regarding issues of deferred maintenance, security and space shortages.

III. Compliance with the Conditions for Accreditation

1. Program Response to the CACB Perspectives

Programs must respond to the relevant interests of the constituencies that make up the CACB: educators and regulators, as well as members of the practicing profession, students and interns, and the general public.

General Team Assessment:

Through numerous meetings with various groups and individuals, the Team could assess that the program is well positioned and highly regarded by the University administrators and the local practitioners, and that it is truly supportive of its student body.

A. Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met	Not Met
[X]	[]

Team Assessment:

The Team was impressed by the strong relationships the Azrieli School of Architecture and Urbanism has forged within the Faculty of Engineering and Design and with various government agencies, industry, and community groups outside of the institution.

University President O'Reilly Runte and Provost Ricketts expressed their appreciation of the School's recent initiatives to create a welcoming and enthusiastic environment that is visible to other faculties across campus. Vice-President Enrolment Blanchard spoke highly of the program's contribution in raising the profile of the University both in Canada and internationally as a "flagship" program with a strong capacity to attract high-achieving candidates.

Acting Dean of the Faculty of Engineering and Design Afagh identified and re-affirmed the Azrieli School of Architecture and Urbanism as an invaluable component of the Faculty, contributing to the institution's goal of becoming one of Canada's top three comprehensive universities. The support and acknowledgement of the School's contribution in becoming a transdisciplinary university is shared by acting Vice-President (Research and International) Goubran.

The cross-appointment of Professor Bucking in both the Department of Civil and Environmental Engineering and the Azrieli School of Architecture and Urbanism in addition to the research completed in the Carleton Immersive Media Studio (CIMS) Lab demonstrates engagement with multidisciplinary research, offering opportunities of collaboration between multiple institutional faculties and agencies in the community.

B. Architecture Education and the Students

The program must demonstrate that it provides support and encouragement for students

to achieve their full potential during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences

Met Not Met
[X] []

Team Assessment:

There is ample evidence that the School supports and encourages graduate and undergraduate students to achieve their goals and fulfill their aspirations through diverse experiences (co-op terms, majors and masters' streams within the programs) and settings (shops, Pit and streets, studios). Supervision and advising seems well organized and readily available for different occasions, ranging from curriculum counsel to thesis direction.

The work of students is made public at the Carleton University Art Gallery and other venues, as well as in Building 22, the School's yearly publication edited by students. Faculty and students form a collegial group working hard together to offer a vibrant environment in which to create, to explore, to make, and to exchange. The opportunities to study abroad / away (DSA) and learn about other cultural perspectives and challenges are much appreciated, as are those to work on varied contexts with visiting professors from outside of Canada. Combined with the contribution of sessional practitioners and a robust conference program, the recently launched Embedded Studio is another way of bridging learning with practice, ultimately preparing students for the pragmatic challenges of the architectural profession.

C. Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to professional life, including internship and licensure.

Met Not Met
[X] []

Team Assessment:

The Team commends the School for its connection to the local architectural community. Students benefit from focused lectures regarding internship and licensure as well as having a practitioner readily available for consultation.

D. Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met Not Met
[X] []

Team Assessment:

The students are aware of the roles architects are required to assume as the context of practice evolves. The Team encourages the School to develop the co-op program at the graduate level to provide direct work experience that builds on this exposure.

E. Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met Not Met
[X] []

Team Assessment:

It is evident throughout the course offerings and student work that the program is addressing social and environmental themes at both a local and global scale. *Graduate Studio 1 – Gateway (ARCS 5105)* running in conjunction with *Advanced Building Systems (ARCC 5100)* offers the most cohesive opportunity to explore both social and environmental issues, although the Team notes that more needs to be done in order to fully exploit this potential. *Graduate Studio 2 (ARCS 5106)* offers a variety of research interests at the local, national, and global scale.

2. Program Self-assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its action plan.

Met Not Met
[] [X]

Team Assessment:

The program's description of its self-assessment process is incomplete. Although the Team appreciates the recent introduction of the faculty's five days of retreat to discuss various topics, the self-assessment process has to include specific program and academic objectives, action items, timelines, and metrics for success necessary to address the School's academic development and key challenges in terms of physical, financial, human, and IT resources.

The *APR* lacks useful results in this regard (even after the program was asked to provide that information for a second time). The *APR* did not include any faculty, student or alumni assessments of the program's overall curriculum and learning context, as outlined in the *CACB Perspectives*.

Moreover, the programs are not sufficiently described in terms of goals, pedagogical objectives, content and expectations : this has impacts on the way they are to be monitored, assessed and evaluated. The nature or "color" of each program should be clear, as well as the way they relate and compare to each other. The BAS – Design and the MArch are especially important in this regard, as is the first year of the MArch1 (3-year program) since it has to compare, without ambiguity, with the 4-year BAS – Design.

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in Appendix A-1, which explains the parameters of an accredited professional degree program.

Candidate programs must include, as well, the exact language found in this appendix on the parameters of candidacy status

Met Not Met
 [] [X]

Team Assessment:

The Team notes that the information to be made public regarding the accredited program, as prescribed by CACB, is generally missing or incomplete:

- There is a lack of conformance between the language of Appendix A-1 and the text found on the School website (<http://carleton.ca/architecture/programs/academic-programs/graduate-programs/m-arch-program/> – consulted on February 4, 2017 and March 21, 2017).
- Graduate and Undergraduate Calendars, either print or digital, do not include the exact language found in the Appendix A-1 (www.carleton.ca/academics – consulted on February 4, 2017 and March 21, 2017), nor do the promotional materials produced by the School or the Faculty of Engineering and Design.
- Although course syllabi include a template that refers to the CACB (and its website) and lists the SPCs (also mentioning the CACB links to the *2012 Guide to Student Performance Criteria*), this list is incomplete (D3 to D6 are missing), and there is no proof that the *2012 Guide to Student Performance Criteria* was distributed to students.
- Evidence has not been found that current and previous APRs and VTRs have been stored according to article 5.3.1 of the *CACB 2012 Procedures for Accreditation*, about Public Disclosure of Accreditation Outcomes.

The Team also notes that information about the programs – namely descriptions, goals, objectives, transitions/paths from the BAS to the MArch Program, as well as the nature of this transition – is not clearly stated (or is lacking / incomplete) on the School website.

4. Social Equity

The accredited degree program must provide a summary of provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity.

Met Not Met
 [X] []

Team Assessment:

As mentioned in the APR (section 3.4.a), Carleton University is committed to equity in all aspects of employment, as well as the elimination of discrimination and harassment, and the removal of barriers. The Employment Equity Policy is available to administrators, faculty and staff of the School through the University's Equity Services website (<http://carleton.ca/equity/> and <http://carleton.ca/equity/employment-and-education-equity/>). Apart from employment, Equity Services also address issues relating to: sexual assault and support services, accommodation, complaints, all inclusive washrooms, human rights and the aboriginal education council.

Relying on this policy to achieve equity and diversity, the School recognizes the need to increase the proportion of women on its teaching staff. The current ratio of women within the faculty is

6.5 out of 14 positions (*APR*, section 3.4.a: 33). The School also affirms its commitment to hire female contract instructors to provide inspiring models for their students, especially in the studios. In that context, the Team recommends that future hires for both faculty and contract instructors should effectively reflect these efforts to increase diversity among the teaching staff.

Regarding equity and diversity among the student population, the School has a female population of 66% (*APR*, section 3.4.b: 34). Although neither School nor University maintain statistics on the basis of racial or ethnic categories, the diversity enjoyed in the School's student population is meant to be reflected by the faculty composition.

Although they should be easily accessible on the School website (consulted on March 21st 2017), relevant policies and procedures regarding equity were not found.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head devoting not less than fifty percent of his/her time to program administration, administrative and technical support staff, and faculty support staff

Met	Not Met
[X]	[]

Team Assessment:

The School has 19 tenured faculty members including two part-time professors and one cross-appointment assistant professor (engineering). According to the School's Guidelines for Faculty Load Evaluations, tenure and tenure-stream faculty are expected to devote 50% of their time to teaching, 35% research and 15% administration. Adjunct professors and contract instructors also share in teaching and supervision duties, with RAs and TAs in supporting roles. The number of instructors has been reduced in recent years for reasons of budget streamlining (meeting with Director Stoner, March 20th 2017).

Faculty members are extremely devoted and deeply committed to the School's "studio culture" in which they are all involved. The School and Faculty are encouraged to assess the allocation of time such that the faculty members develop research, and also pursue scholarship and practice to enhance their professional development. The Faculty's rich and diversified research interests merit all possible encouragement to flourish with even better chances to be disseminated, through the pedagogy, for the benefit of students.

The staff is a dedicated team of administrators and technicians who are strongly attached not only to the School, but also to the students whom they genuinely respect and encourage. Each in their respective jobs, they are committed to make the School a supportive environment, especially for the students. In return, the staff enjoys openness and latitude from the Director. The two new full-time positions of Administrative Assistant and Special Projects and Research Facilitator are viewed as positive additions to that team.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met Not Met
[X] []

Team Assessment:

The faculty and students are well supported and make use of an annual budget for professional development, field trips, lectures, sessional hires, engagement of local consultants and practitioners.

Built into the program, student opportunities exist in the embedded studio, directed studies locally and abroad, special projects as well as lectures or interactions with visiting professionals and sessional critics.

The Team learned that the previous model of separate tenure and promotion processes has been adjusted. Faculty hired before 2012 had the choice to remain within the old system or elect to change.

As discussed in Condition 5 above, all faculty work a minimum of 12 hours in studio, which presents a significant difficulty in allowing them sufficient time to develop research pursuits, conduct investigations, attend conferences and present papers. A new Special Projects and Research Facilitator has been retained to encourage and support faculty in applying for research grants. Many of the faculty posted and presented their current research work and interests in the new HUB Gallery, which was well received by the other faculty, staff, students, alumni and the Team.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space

Met Not Met
[] [X]

Team Assessment:

It is clear that the faculty love the design and atmosphere of the building, which affords both didactic and adaptive flexibility to teach and work. The inhabited internal streets, the Pit, the shops and digital fabrication spaces are indeed unique assets that the students appreciate and value. The subtle interventions of repurposing under-utilized spaces, place-making, landscaping and bannerings have all added to this rich texture.

The Team has noted a number of causes of concern that were also noted in the 2005 and 2011 VTRs. Deferred maintenance and patchwork repairs have left the building showing its age. In particular, the poor state of the building envelope, electrical distribution, especially janitorial

cleanliness, aged washrooms and HVAC systems are negatively affecting the use of the building. Further, it is noted that the elevator, indoor air quality and security in the building are in need of immediate improvement. The Team strongly recommends that a Facility Management & Renewal Program be developed that addresses these health and safety concerns.

The building was originally planned to accommodate 270 students. It now holds 500, with future plans to develop the program and bring in more students. The 5th floor presents a new set of challenges in terms of accessibility and connectivity.

The Team also noted a cause of concern with the amount of space in the studios (there is little storage, modelling and mock up space) as well as support and administrative areas where there is a lack of student and staff lounges.

8. Information Resources and information technology

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

For Information Technology Resources, the program must also provide the information technology infrastructure and corresponding staff support in order to effectively contribute to the delivery of the curriculum, as well as supporting activities of staff and faculty.

Met	Not Met
[X]	[]

Team Assessment:

The MacOdrum Library is receptive to acquisition requests from the School faculty, pending on how much remains in the annual budget, and is willing to assist in gathering archival resources from their collection for research or instructional purposes.

The architecture collection comprises of 8,638 books in the NA category. Insufficient information was provided to compare the current holdings to previous years. The 2005 APR lists 7,001 books in the core NA category, demonstrating that the collection is growing adequately from year to year. The expenditure amounts reveal that the majority of spending is towards electronic resources at \$17,716.02, \$9,643.45 for print journals, and \$4,617.41 for monographs. The spending on monographs has decreased by a third, from \$14,312.84 in 2012/2013 to \$4,617.41 in 2015/2016. The reason given for this decrease is a combination of the rising American dollar (where the majority of books are purchased from) and a decrease in funding.

Students, both undergraduate and graduate, receive an orientation of the library and introductory training on how to use the databases available to them. The library provides computers loaded with AutoCAD software to locate GIS maps, historical high-resolution aerial photography, and 3D models of the City of Ottawa (licensed through the City). These resources are also made available to students online.

A special/rare books collection is available to the faculty and students within library hours. Due to space concerns in the library, the entire collection is not available on the shelves. However,

titles not displayed can be retrieved from storage within 24 hours. The library also houses a gaming lab containing two 3-D printers, a 3-D scanner, and virtual reality headsets. Use of these resources can be booked online.

The Technical Data Room (TDR) is located conveniently within the Azrieli School of Architecture and Urbanism building as a source for architecture books, periodicals, reference manuals, student theses. The room also serves as an informal meeting and/or study space. The collection approximately consists of 1,400 titles and has a small budget (\$500 a year) for current periodical subscriptions. However, new books are acquired through donations. Equipment consists of a photocopy machine and a computer station. The TDR is supervised by students from the Ontario Work Study Program and managed by the School's Financial Administrator.

Information Technology Resources

The computer resources appear to be adequate for student needs with a total of 63 workstations equipped with a render farm, in the Computer Facilities. The hiring of additional technical staff to alleviate the IT team from managing the printers and plotters is a more efficient use of resources. The School employs a digital craft technician and assistant to manage the five 3D printers, three laser cutters, a large CNC router and the associated software, as well as a digital facilities administrator to manage the IT resources.

Students and faculty have access to an equipment loan pool with a selection of digital and film photographic equipment, tripods, audio equipment and projectors.

9. Financial Resources

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

Met	Not Met
[X]	[]

Team Assessment:

The School is to be commended on their success for recovering the deficit and balancing the budget by developing new initiatives and streams of revenue such as the sponsored and First Studio programs. Achieving this, in addition to re-energizing the School with subtle interventions and local outreach only serves to enhance the stature of the School and the University at large.

Although the School is blessed with a generous endowment of protected capital, caution should be applied to the reliance of corporate sponsorship, which may fluctuate and be conditional in order to be sustained.

10. Administrative Structure (Academic Unit & Institution)

The program must be part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met	Not Met
[X]	[]

Team Assessment:

The administrative structures of the School and of the Faculty of Engineering and Design are fully recognized and accredited. Within this academic setting, the School is autonomous to a degree comparable to the other professional faculties of Carleton University. Director Stoner heads the School and works collegially with the three Associate Directors (Cazabon, Debanné, Goffi), as well as with acting Dean Afagh. The Director's administrative duties are well defined and effectively conducted, as are those of the Dean.

11. Professional Degrees and Curriculum

The CACB awards accreditation only to first-professional degree programs in architecture. These include:

- *Master of Architecture degree with a related pre-professional bachelor's degree; requirement, typically amounting to five or six years of study;*
- *Master of Architecture degree without a pre-professional requirement, consisting of an undergraduate degree plus a minimum of three years of professional studies;*
- *Bachelor of Architecture degree requiring a minimum of five years of study, except in Quebec, where four years of professional studies follows two years of CEGEP studies.*

The curricular requirements for awarding these degrees must include three components: general studies, professional studies, and electives that respond to the needs of the institution, the architecture profession, and the students respectively.

Met	Not Met
[X]	[]

Team Assessment:

While the distribution of general studies and professional studies is reasonable, the Team observed an inordinately prescriptive course load, even relative to other Schools of Architecture, limiting the students' access to electives of interest in other faculties. The degrees offered conform with the *CACB Conditions for Accreditation*.

12. Student Performance Criteria (SPC)

Each architecture program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice. The program must provide evidence that all its graduates have satisfied each criterion through required course work

A1. Critical Thinking Skills

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

Met	Not Met
[X]	[]

Team Assessment:

Evidence was found in *Thesis – Independent Study (ARCS 5909)* and *Thesis – Directed Research Studio (ARCN 5909)* where pertinent questions, approaches and analyses clearly inform a variety of projects and discussions.

A2. Research Skills

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

Met Not Met
[X] []

Team Assessment:

This criterion is met in *Thesis – Independent Study (ARCS 5909)* and *Thesis – Directed Research Studio (ARCN 5909)* through different approaches adapted to questions, themes and design strategies. Other studios present similar opportunities, such as *M.Arch1 – Studio 3 (ARCS 5104)* and *Studio 7 (ARCS 4106)*.

A3. Graphic Skills

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

Met Not Met
[X] []

Team Assessment:

Graphic skills across the core courses of the program are strong and demonstrate the students' ability to effectively communicate design intent. It is evident that digital media is introduced to the students early on in their studies and used as a tool throughout their education. The Team appreciates that analog methods of communication remain as the foundation of students' education, exemplified by the work in *Drawing (ARCS 1005)*, *Studio 1 (ARCS 1105)*, and *M.Arch1 – Studio 3 (ARCS 5102)*.

A4. Verbal and Writing Skills

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

Met Not Met
[X] []

Team Assessment:

This criterion is met in diverse academic and studio contexts, including *Thesis – Independent Study (ARCS 5909)* and *Thesis – Directed Research Studio (ARCN 5909)*, *Graduate Seminar 2 (ARCH 5201)*, and various studios (in the form of short project statements or manifestos).

A5. Collaborative Skills

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

Met Not Met
[X] []

Team Assessment:

Although much of the core studio projects seem to be conducted individually, there is also evidence of varied types of collaboration in different contexts: experts sharing knowledge in studio settings (*Graduate Studio 1 – Gateway (ARCS 5105)*), group discussions (*Graduate Seminar 2 – ARCH 5201*), and design-build *Studio 7 (ARCS 4106)*.

A6. Human Behavior

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

Met Not Met
[X] []

Team Assessment:

Most studio themes broach socially pertinent challenges, at different scales and in diverse contexts both local and global. Students' explicit understanding of users relationship to their environment is less evident in the studio work. Basic methods of inquiry and interpretation of data regarding the use and practice of space at architectural and urban scales could inform studio projects more directly, in complement of the technical aspects.

A7. Cultural Diversity

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

Met Not Met
[X] []

Team Assessment:

Cultural diversity is predominantly considered in the advanced studios, as efforts to understand the human, environmental, spatial richness of communities, which occurs in different contexts, both regional and global (*Graduate Studio 2 (ARCS 5106)*).

A8. History and Theory

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

Met Not Met
[X] []

Team Assessment:

Although evidence of this is found in *Graduate Seminar 2 (ARCH 5201)*, *Art and Society – Prehistory to Renaissance (ARTH 1100)*, *Introduction to Architecture (ARCH 1000)*, *History of Structure (ARCC 1202)*, *Studio 4 (ARCS 3105)*, and partially in *Morphology of the City (ARCU 3100)*, the Team noted that there was no student work submitted for *Graduate Seminar 1 (ARCH 5200)*, *Art and Society – Renaissance to Present (ARTH 1101)*, *Introduction to modern architecture (ARCH 2300)* and *Studio 2 (ARCS 2105)*.

A9. Precedents

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

Met	Not Met
[X]	[]

Team Assessment:

There is evidence of the use of architectural precedents in *Thesis – Independent Study (ARCS 5909)*, *Thesis – Directed Research Studio (ARCN 5909)* and *Advanced Building Systems (ARCC 5100)*. However, the operative use of precedents in the studios is less obvious, especially in *Graduate Studio 1 – Gateway (ARCS 5105)*.

B1. Design Skills

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

Met	Not Met
[X]	[]

Team Assessment:

While there is evidence that the students in both the graduate and the undergraduate level meet this SPC, the Team did notice a range of exploration and development of tectonic components in the design studio work.

B2. Program Preparation

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

Met	Not Met
[X]	[]

Team Assessment:

The *Graduate Studio 1 – Gateway (ARCS 5105)* tackles program preparation with much emphasis on metrics, adjacencies and regulation, and far less on methods to collect and interpret data regarding user needs and aspirations, socio-demographic context or trends, institutional values, etc.

B3. Site Design

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

Met	Not Met
[X]	[]

Team Assessment:

Evidence was found in *Design Economics (ARCC 4500)*, as well as advanced *Studio 6 (ARCS 4105)* and *Studio 7 (ARCS 4106)*. Although site analysis mainly addresses the spatial dimensions of a given context, issues pertaining to human occupation (uses, practices, representations) are less present.

B4. Sustainable Design

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

Met	Not Met
[X]	[]

Team Assessment:

Evidence was demonstrated in *Advanced Building Systems (ARCC 5100)*.

B5. Accessibility

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

Met	Not Met
[X]	[]

Team Assessment:

This ability is demonstrated in *Graduate Studio 1 – Gateway (ARCS 5105)* and *M.Arch1 – Studio 3 (ARCS 5104)*. Attention is given to accessible washrooms, elevator access, and barrier free movement throughout design proposals

B6. Life Safety Systems, Building Codes and Standards

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

Met	Not Met
[X]	[]

Team Assessment:

All students gain an understanding through lectures in *Graduate Studio 1 – Gateway (ARCS 5105)* and it is very well displayed in the *Professional Practice (ARCC 5200)*. The

fourth year undergraduate students also have exposure through a series of lectures in *Studio 6 – Housing (ARCS 4105)*.

B7. Structural Systems

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

Met Not Met
[X] []

Team Assessment:

An understanding is evident in *Graduate Studio 1 – Gateway (ARCS 5105)* and *Professional Practice (ARCC 5200)*.

B8. Environmental Systems

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

Met Not Met
[X] []

Team Assessment:

There is evidence of improvement in the areas of acoustics, artificial illumination and mechanical system through the projects delivered in *Advanced Building Systems (ARCC 5100)*. More of the knowledge acquired in this course could be manifest in the *Graduate Studio 1 – Gateway (ARCS 5105)* projects.

B9. Building Envelopes

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

Met Not Met
[X] []

Team Assessment:

This topic is addressed in *Advanced Building Systems (ARCC 5100)* and there is evidence of understanding in the *Graduate Studio 1 – Gateway (ARCS 5105)* projects.

B10. Building Service Systems

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

Met Not Met

[X] []

Team Assessment:

There is evidence of improvement in this area through *Advanced Building Systems (ARCC 5100)* and with the lectures delivered in *Graduate Studio 1 – Gateway (ARCS 5105)*.

B11. Building Materials and Assemblies

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

Met Not Met
[X] []

Team Assessment:

This topic is explored through a series of class assignments, lectures and there is evidence of understanding in the *Graduate Studio 1 – Gateway (ARCS 5105)* projects.

B12. Building Economics and Cost Control

Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

Met Not Met
[X] []

Team Assessment:

The Team is satisfied that graduates gain a very good understanding of building economics through the presentations in *Professional Practice* course (*ARCC 5200*).

C1. Detailed Design Development

Ability to assess and detail as an integral part of the design, appropriate combinations of building materials, components, and assemblies.

Met Not Met
[X] []

Team Assessment:

The Team sees evidence of detailed design development through the *Graduate Studio 1 – Gateway (ARCS 5105)*.

C2. Building Systems Integration

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

Met Not Met
[X] []

Team Assessment:

Integration of building systems is realized through group project presentations in *Advanced Building Systems (ARCC 5100)*, professional engineering input in *Professional Practice (ARCC 5200)*, and is evidenced in *Graduate Studio 1 – Gateway (ARCS 5105)*.

C3. Technical Documentation

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

Met Not Met
[X] []

Team Assessment:

Technical documentation is evidenced in the *Graduate Studio 1 – Gateway (ARCS 5105)* projects.

C4. Comprehensive Design

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

Met Not Met
[X] []

Team Assessment:

Evidence of meeting this SPC exists in *Graduate Studio 1 – Gateway (ARCS 5105)*. The concept of bringing external practitioners and consultants into the studio has improved the outcomes by adding a greater sense of realism to the work. The Team would encourage the program to increase the touch points with the various consultant professionals. The delivery of courses in technology and advanced building systems, in concert with this as well as site, human behavior and cultural exploration, could also improve the investigative potential of the *Graduate Studio 1 – Gateway (ARCS 5105)*.

The Team would also encourage the program to better integrate the technical courses in building systems with the Gateway Studio such that the intersection of these courses can only enrich the pedagogy. In this case, the whole would certainly be greater than the sum of the parts.

D1. Leadership and Advocacy

Understanding of the techniques and skills for architects to work collaboratively with allied disciplines, clients, consultants, builders, and the public in the building design and construction process, and to advocate on environmental, social, and aesthetic issues in their communities.

Met Not Met
[X] []

Team Assessment:

Students gain an understanding of the Architects role as leader and advocate in the 4th year Housing studio and MArch1 Studio 1 and their understanding is evident in the articulation of their concepts in the common *Graduate Studio 1 – Gateway (ARCS 5105)*.

D2. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Met	Not Met
[X]	[]

Team Assessment:

This topic is adequately addressed through lectures in the *Professional Practice (ARCC 5200)* course.

D3. Legal Responsibilities

Understanding of the architect's responsibility to the client and the public under the laws, codes, regulations and contracts common to the practice of architecture in a given jurisdiction.

Met	Not Met
[X]	[]

Team Assessment:

Students gain an understanding of legal responsibilities through lectures in *Professional Practice (ARCC 5200)*.

D4. Project Delivery

Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

Met	Not Met
[X]	[]

Team Assessment:

Students have adequate understanding of project delivery through the professional practice program as well as input they receive from practitioners during the *Graduate Studio 1 – Gateway (ARCS 5105)* projects.

D5. Practice Organization

Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

Met	Not Met
-----	---------

[X] []

Team Assessment:

The Team was satisfied with the *Design Economics (ARCC 4500)* lectures provided by professional practitioners.

D6. Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.

Met Not Met
[X] []

Team Assessment:

The Team acknowledges that students have adequate exposure to internship through *Professional Practice (ARCC 5200)*.

IV. Appendices

Appendix A: Program Information

The following is condensed from the Program's Architecture Program Report

1. Brief History of Carleton University

Carleton University will be 75 years old in 2017 when Canada celebrates its 150th birthday. The University's origins lie in a wartime initiative to offer university-level instruction to veterans and a younger generation of civil servants. Carleton College, as it was first known, began offering classes in 1942. During this period, the College operated out of the high-school facilities and temporary buildings under very stringent financial conditions. Enrolment continued to expand and in 1952 Carleton's degree-granting privileges were confirmed by the Province with the Carleton College Act. The College was renamed Carleton University in 1957.

Carleton had been the first post-secondary institution to be established in Ontario since the nineteenth century and its move to the current campus in 1959 coincided with a substantial expansion of the Provincial university system. The University's development in the 1960s was characterized by rapid increases in enrolment and by almost continuous construction activity. As organized at present, the University consists of five faculties offering more than fifty disciplines of study. The faculties of Arts and Social Sciences (FASS), Public Affairs and Management (PAM), Engineering and Design (FED), and Science provide instruction to some 27,000 full-time and part-time graduate and undergraduate students supported by approximately 2,000 faculty and staff.

2. Institutional Mission

Carleton University is an independent, collegial university dedicated to the advancement of learning through disciplinary and interdisciplinary teaching, study and research, the creation and dissemination of knowledge, and the betterment of its community. It is centred in Ottawa and serves the people of Ontario, Canada, and the world.

Carleton's contemporary mission above reflects both its past and its present. Carleton @ 75 builds upon this mission statement, the 2008- 13 Strategic Plan, Defining Dreams, and Carleton's Strategic Mandate Agreement to set the direction for Carleton University.

3. Program History

The School of Architecture held its first classes in the fall of 1968, with twelve students and four faculty members. The School offered a five-year undergraduate professional degree, accredited, from the outset, by the Ontario Association of Architects. The first degree was awarded in 1973. In the fall of 1972, the School moved into its present purpose-built facility, designed by Toronto architects Carmen Corneil and Jeff Stinson. The Architecture Building was planned for a total of 250 students (a number long since exceeded). The building is highly regarded by the architectural community. It continues to provide a supportive, appropriate environment and to constructively influence the School's programs.

The founding Director, Douglas Shadbolt, completed two full terms of office and retired in 1978. He was replaced by Professor Michael Coote. Professor James Strutt served as Acting Director in 1983- 84 following the tragic death of Professor Coote. Professor Alberto Perez-Gomez served as Director from 1983 to 1986, followed by Professor Robert Osler as Acting Director for one year. Professor Gilbert Sutton then held the office through 1991. Professor Stanley Loten served as Acting Director in 1991/92 while a search was conducted for a new Director. Benjamin Gianni was appointed in 1992 for a five-year term and re-appointed in 1997 for another 2.5 years. In 1999, Professor Gulzar Haider became Director until his retirement in 2004. In July of 2004, Professor Stephen Fai was appointed for a one-year term while an external search was conducted resulting in the appointment of Marco Frascari as Director of the School. During Prof. Frascari's protracted illness and following his untimely death, Prof. Sheryl Boyle assumed an extended interim directorship while a new Director search was held. In 2015, Prof. Jill Stoner joined the School to become its most recent full-term Director.

4. Program Mission

The mission of the Azrieli School of Architecture and Urbanism is to lead in the development and delivery of programs of education and research in the intersecting fields of architecture and urbanism. Our undergraduate, professional, and doctoral degree programs enable responsible visionary citizens with the capacity for innovative work at all scales in the built environment. Through meaningful relationships between the School and the public/community, we address complex political, economic, and technical questions that inform the production of buildings and cities.

5. Program Strategic Action Plan

Following the successful implementations of the 4+2 Master of Architecture program in 2003-2004, two new undergraduate majors in 2009, the PhD in Architecture program in 2010, and the 3-year MArch 1 program in 2011, the School is looking forward toward the next five years with an agenda of moderate growth, the continued pursuit of excellence, the establishment of further financial stability, and the building of new areas of faculty research that will propel the School to more international recognition.

The vision for the next five years of the Azrieli School of Architecture and Urbanism is to extend and augment its traditions of excellence and expertise in architectural design, urban design, visual theory, and building conservation, through the pursuit of leadership in the emerging technological, ecological and ethical global challenges facing the fields of architecture and urbanism. As a unit within Carleton University's greater community, the School of Architecture & Urbanism has identified in its Educational Objectives and in its Strategic Plans elements that are aligned with the University's Strategic Plans as outlined in "Defining Dreams, 2008".

This Strategic Plan is a roadmap to addressing the six components of the five-year Vision Statement: Relevance, Finance, Research, Relationships, Curriculum and Facilities. The Faculty Board will vote into record a final version of this plan on October 27, 2016.

Appendix B: The Visiting Team

Voting members:

Myriam Blais – Chair Educator
Professor – École d’architecture
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Non-voting member – Observer

CACB-CCCA Observer

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Appendix C: The Visit Agenda



Azrieli School of **Architecture & Urbanism**

CACB ACCREDITATION SITE VISIT SCHEDULE

MARCH 18 – 22

TEAM MEMBERS:

Myriam Blais (CHAIR), educator	Université Laval, Québec
Geneviève Vachon, educator	Université Laval, Québec
Sean F. Rodrigues, practitioner	BC Hydro, Vancouver
Patrick Kuzyk, practitioner	Red River College, Winnipeg
Lindsay Andreas, intern	Calgary
Derek Wong, student (CACB Observer)	Richmond

SCHOOL CONTACTS:

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Jill Stoner, Director	jill.stoner@carleton.ca 415-317-0533
Mike Getz, IT Manager	mike.getz@carleton.ca

- The TEAM ROOM is set up in the LIGHTROOM GALLERY in the Architecture Building.
- Staff members Allyson Bremner and/or Claire Ryan will escort team members to and from all meetings in TORY BUILDING and MACODRUM LIBRARY.

SATURDAY MARCH 18

WHEN	WHAT	WHERE	WHO
12:30	CHECK IN & LUNCH Introductions and orientation	ALT HOTEL 185 Slater Street	Team only At 14:30, Director will meet the team at the ALT hotel, and escort to campus
15:00	ENTRANCE MEETING WITH DIRECTOR	DIRECTOR'S OFFICE: RM 302	STONER
15:30	TOUR OF SCHOOL FACILITIES	(MEET IN 302)	CAZABON
16:00	OVERVIEW OF TEAM ROOM	TEAM ROOM	STONER & CAZABON
19:00	DINNER	CLOVER 155 Bank Street	Team only

SUNDAY MARCH 19

<i>WHEN</i>	<i>WHAT</i>	<i>WHERE</i>	<i>WHO</i>
7:30	WORKING BREAKFAST	ALT HOTEL	Team only
9:00	APR REVIEW Assembly of issues and questions	TEAM ROOM	Team only
10:00	INITIAL REVIEW OF EXHIBITS AND RECORDS	TEAM ROOM	Team only
13:00	TEAM LUNCH WITH DIRECTOR & ASSOCIATE DIRECTORS	TDR: catered	STONER, CAZABON, GOFFI, DEBANNE
14:00	ENTRANCE MEETING WITH FACULTY	TDR	ALL FACULTY
15:00	FACULTY INTRODUCTION TO STUDENT WORK	TEAM ROOM	ALL FACULTY
17:00	CONTINUED REVIEW OF EXHIBITS & RECORDS	TEAM ROOM	Team only
19:30	DINNER	BECKTA 150 Elgin Street	Team only
	DEBRIEFING SESSION	ALT	Team only

MONDAY MARCH 20

<i>WHEN</i>	<i>WHAT</i>	<i>WHERE</i>	<i>WHO</i>
7:30	WORKING BREAKFAST w/ DIRECTOR	BAKER'S GRILL University Center Private Dining Room	STONER Meet Director in 302, walk together to Baker's Grill
9:00	CONTINUED REVIEW OF EXHIBITS & RECORDS	TEAM ROOM	Team only
10:00	TOUR OF LIBRARY	MACODRUM LIBR.	½ Team, SHARP
	MEET w/ CO-OP ADVISOR	TEAM ROOM	½ Team, CAZABON
11:30	ENTRANCE MEETING w/ President, Provost, and VP of Enrolment	503C TORY	RUNTE, RICKETTS, BLANCHARD
12:30	BREAK		
13:00	LUNCH w/ DEAN Faculty of Engineering & Design	BAKER'S GRILL Private Dining Room	AFAGH
14:00	ENTRANCE MEETING w/ Dean of Graduate Studies & VP Research	503C TORY	NEUFANG, GOUBRAN
15:00	CONTINUED REVIEW OF EXHIBITS & RECORDS & Optional Observation of Studios	TEAM ROOM	Team only, & Team members
16:00	SCHOOL-WIDE ENTRANCE MEETING WITH STUDENTS	3 rd YEAR STUDIO	STUDENTS
	TAXI TO SOCIAL		
19:15	RECEPTION w/ ALUMNI, FACULTY, ETC	SOCIAL 537 Sussex Drive	FACULTY, ALUMNI, BOARD MEMBERS, PRACTITIONERS
20:15	WORKING DINNER	ALT: catered	Team only

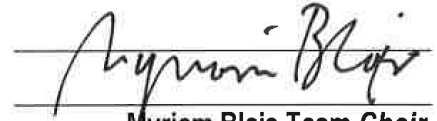
TUESDAY MARCH 21

<i>WHEN</i>	<i>WHAT</i>	<i>WHERE</i>	<i>WHO</i>
7:30	WORKING BREAKFAST W/ DIRECTOR	302: catered	STONER
9:00	REVIEW OF GENERAL STUDIES, ELECTIVES, & RELATED PROGRAMS	TEAM ROOM	CAZABON, DEBANNE
10:00	OBSERVE CLASSES (optional)	VARIOUS	Team members
10:30	CONTINUED REVIEW OF EXHIBITS & RECORDS	TEAM ROOM	Team only
12:30	LUNCH WITH STUDENT REPRESENTATIVES	BAKER'S GRILL Main Dining Room	VANWORDEN, PETEPIECE, OUIETTE, DUKE, PABILA, TOMM, LI LUNG HOK
14:00	MEETING W/ STAFF	TDR	ALL STAFF
15:00	COMPLETE REVIEW OF EXHIBITS & RECORDS	TEAM ROOM	Team only
15:00	OBSERVE CLASSES (optional)	VARIOUS	Team members
18:30	CATERED DINNER	TEAM ROOM	Team only
19:00	ACCREDITATION DELIBERATIONS & DRAFTING THE TEAM REPORT	TEAM ROOM	Team only

WEDNESDAY MARCH 22

<i>WHEN</i>	<i>WHAT</i>	<i>WHERE</i>	<i>WHO</i>
7:30	CHECK OUT OF HOTEL		
8:00	BREAKFAST W/ DEAN & DIRECTOR	BAKER'S GRILL Main Dining Room	AFAGH, STONER
10:30	EXIT MEETING W/ ADMINISTRATION	503 TORY	RICKETTS, GOUBRAN, BLANCHARD, NEUFANG
11:30	EXIT MEETING W/ STUDENTS & FACULTY	PIT	ALL FACULTY, STUDENTS
12:30	LUNCH	LA ROMA 430 Preston Street	Team only
15:00	TEAM DEPARTS FOR THE AIRPORT		

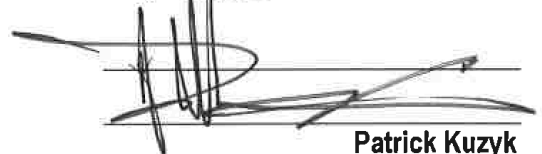
V. Report Signatures



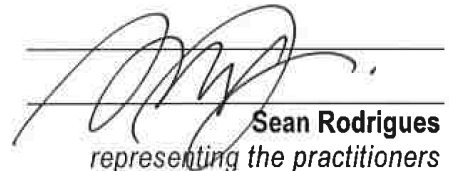
Myriam Blais Team Chair
representing the educators



Geneviève Vachon
representing the educators



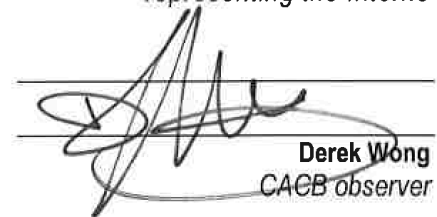
Patrick Kuzyk
representing the practitioners



Sean Rodrigues
representing the practitioners



Lindsay Andreas
representing the Interns



Derek Wong
CACB observer