

2018
Architecture
Program
Report

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Submitted to the Canadian
Architectural Certification
Board (CACB)

Master of Architecture Program

John H. Daniels Faculty of Architecture,
Landscape and Design

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2018 ARCHITECTURE PROGRAM REPORT

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Landscape and Design

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Acknowledgements:

This document would not have been possible without the contributions of many people from within and outside the Faculty. I particularly wish to express my gratitude towards **Kate Nelischer**, Assistant Dean, Academic and Outreach Programs, without whose determination and superior organization and design skills this would not have been achieved. I would also like to thank the core team of individuals who drafted, edited, and collected material to produce this document: Robert Levit, Associate Dean, Academic; Barry Sampson, Professor; Jeannie Kim, Director, Honours Bachelor of Arts, Architectural Studies; Andrea McGee, Registrar; Heather Huckfield, Program Coordinator; Phat Le, Accreditation Support Specialist; and, Jennifer Chau Tran, Jiaxin Shi, and Pedram Karimi, Accreditation Support Team. I would also like to thank my colleagues within the Faculty for their significant contributions to this endeavour.

Professor Shane Williamson
Director, Master of Architecture Program

Note: Relevant external documents are hyperlinked, identified through underlined text.

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Super Studio, Mid Reviews, 2017

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Section 1

1.0

Section 2

2.0

Section 3

3.0

1.1

Program Identity and Mission

Accreditation requires an understanding of the specific scholastic identity and mission of the Program.

The APR must:

- Include a summary of the Program's identity, uniqueness, strengths and challenges

- Include the Program's current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such a statement and objectives do not exist, the Program's plan for completing one must be outlined)

- Demonstrate that it benefits from and contributes to its institutional context, including the Program's academic and professional standards for both faculty and students; the interaction between the Program and other programs in the institution; contributions by the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the Program in terms of intellectual and personal resources

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 significant 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 considerable 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.

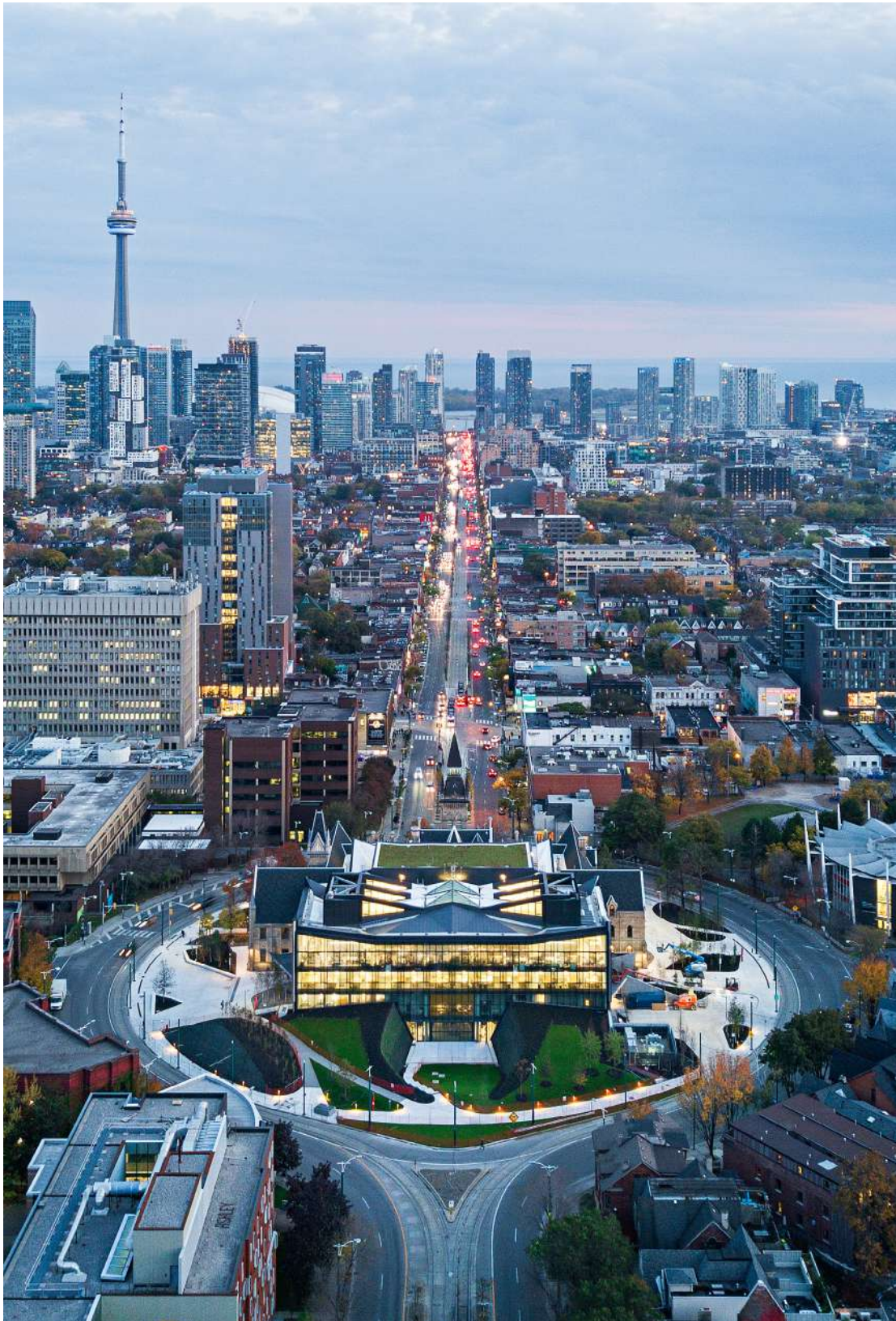
In 2012, the (Honours) Bachelor of Arts in Architectural Studies (H-BAAS) was repatriated from the Faculty of Arts and Science. In 2013, the year of the last CACB accreditation visit, the Visual Studies department was transferred from the Faculty of Arts and Science to the Daniels Faculty, including 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 previous 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 program 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

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North Face of One Spadina, 2018

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 visiting 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.

1.1

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 students 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-acclaimed four-day biennial event that investigates 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.



KR150 Quantec 7-Axis, 2017



Doors Open - Cabinet of Curiosities, 2018



Balkrishna Doshi Pritzker Architecture Prize Lecture , 2018

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, communities, 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.



ARC1012 Final Review, 2018

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 understanding 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 program 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 UoT, 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.

1.1

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 knowledge, 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 formats, 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



Thesis Presentation, 2017

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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 teaching 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-semester 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.

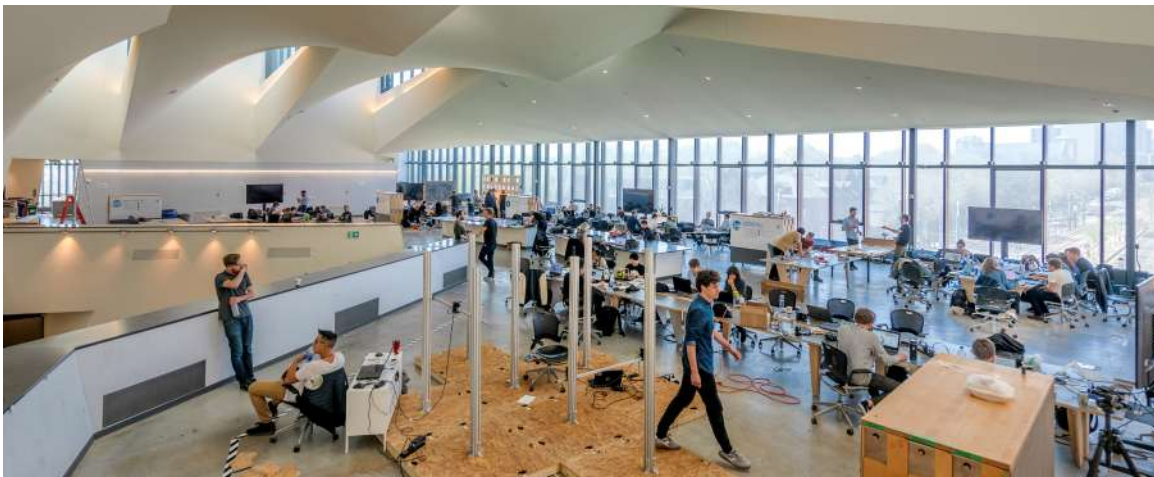
New Directions

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

one-and-a-half years more than their peers in four+two professional programs. Second, with the introduction of both the new post professional programs and a PhD program there is an opportunity to align advanced course offerings that would serve all three programs, and use faculty time and our space and other resources more effectively.

The revisions to the MArch program we are exploring with the three-year sequence will not reduce the breadth or depth of content that the MArch program delivers. We, in fact, intend to address certain subjects and themes in a more focused way, including specific subjects such as housing design, and more thematic areas such as design for health and environmental resilience. Following for the experiments with courses offered in modules and workshop formats, we are looking at ways to extend the length of our two-semester year, beyond the current 12-week limit (which follows UofT's standard schedule that we have found too restrictive), and integrate short breaks for intensive courses. In addition, one option currently being explored are short, intensive workshops in the summer prior to the regular fall session, a structure already being implemented for the new post-professional programs.



Smartgeometry, 2018

1.2

Program Action Plan and Objectives

Accreditation follows an action plan that guides the Program in achieving the objectives of its mission. This plan, which should be used to structure the Program's self-assessment process, helps the visiting team understand the Program's role within the institution and the parameters of its future development.

The APR must include:

- The Program's action plan and objectives developed in accordance with institutional norms,

- Its measures of success and a time line for executing the 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 program 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 workshops 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).



ARC2014 Comprehensive Studio Model, 2018

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).

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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 international 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 provides a substantial amount of scholarships 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 programs, 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 students (and faculty) through 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 community 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.



East View of Daniels Faculty from Russell Street



Graduate Studio, One Spadina





Comprehensive Studio, 2018

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Section 2

Section 1

1.0

Section 2

2.0

Section 3

3.0

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Conditions “Not Met” in 2013

Accreditation is contingent on the assurance that deficiencies, both minor and serious, are being systematically addressed

The APR must include:

-The Program’s summary of its responses to the previous team findings (VTR) as documented in the Annual Reports (AR). This summary must address the conditions identified as “not met”, as well as the “causes of concern”. It may also address the conditions identified as “met” or it may address “team comments.

Physical Resources

Deemed “met” by the CACB in response to the 2016 FER.

The Team noted a number of building deficiencies in 2013, all of which related to the former home of the Daniels at 230 College Street. These deficiencies were dealt with and deemed met. In the meantime, the Daniels has moved into its new home at 1 Spadina Crescent as of the fall of 2017. While the new setting for the Daniels has improved infrastructure for studio space, classrooms, review spaces, faculty and staff offices, public and school lecture spaces, exhibition spaces, IT services, and fabrication labs, it is also true that the ongoing evolution of the Faculty has meant that examinations of facility requirements is a continuous project. A projection of needs and resources is part of the Daniels continued administrative and budgetary commitments. Feedback from all constituents of the building is fielded in order to map out future refinements and changes to our built infrastructure.

An import benefit of the new address is the vast improvements afforded to the Daniels ability to host public events including lectures, public discussions, and public exhibitions, all of which foster strong links between our Faculty community and the broader public of both professionals and simply interested citizens of the city around us.

Administrative Structure

Deemed “met” by the CACB in response to the 2016 FER.

The Team felt that the administrative structure of the Daniels Faculty was overly complicated in 2013 and expressed concern that responsibilities for directing the Master of Architecture Program were shared by the Program Director, Dean, and Associate Dean, Academic. Citing that the CACB Conditions for Accreditation require that there is an administrative head with a 0.5 administrative assignment, the Team felt that the Program Director did not hold the autonomy that one would expect in the head of a professional architecture program. The Team expressed support for the addition of a Registrar into the Faculty staff complement, but commented that some of the responsibilities of the Registrar (such as student advising, tracking student progress, and counselling) may be better served by the Program Director.

In response, the Faculty clarified the administrative structures and divisions of responsibility required under UofT policy, and explained the ways in which its administrative structure was functioning under this system up to 2012. As cited by the Team in 2013, UofT’s single department model for the Daniels Faculty (the model for all Professional Faculties at UofT, but for Medicine) is highly beneficial as it facilitates interdisciplinarity and the sharing of resources, including faculty, staff, space, and other physical and IT infrastructure.

The MArch Program Director operates within an administrative context in which s/he shares some administrative responsibilities with the Dean and the Associate Dean Academic with the benefit of allowing the Director to dedicate more time to program-specific issues while sharing some higher level administrative duties with the deaconal administration of the Faculty. More

specifically, the MArch Director oversees the development of curriculum, including core courses, adjustments to course sequencing in the Program, larger issues of clarification on course content as they relate to required areas of study, and the direction of course development with individual faculty and groups of faculty. The Director also guides the selection of MArch electives and the role that these and other courses play in the larger conceptual ambitions of the Program's pedagogy.

The MArch Director works closely with the Dean, Associate Dean Academic, and other Program Directors on the hiring, course assignment, and promotion of faculty. In addition to collaborating with the Dean, and Associates Deans, the MArch Director works closely with the Registrar on student advising, admissions, and smaller technical and registrarial issues. These functions benefit from the additional support of an expanded Office of the Registrar and Student Services (ORSS), which now has a head registrar, an associate registrar, and two assistants, along with additional staff. ORSS directs students to advisors and university services as appropriate to their questions and needs, including to the Director and to other members of the faculty.

The reliance on non-tenured faculty to carry out administrative tasks that was raised as a concern by the Team in 2013 was subsequently addressed in Annual Reports. The Faculty noted that increases in the number of full-time tenured and teaching stream faculty in the years following the VTR meant that the Faculty no longer needed to depend on non-tenured or junior faculty to carry out administrative duties. Additionally, a number of faculty were promoted to Associate Professor and Full Professor. This increase in senior faculty numbers has meant that all standing committee chairs are held by tenured faculty or standing faculty that are senior in rank.

In 2016 this condition was deemed met by the CACB in response to the Focused Evaluation Report. The Team commended the Faculty for its attention to these issues, noting their confidence in the role of the Program Director.

SPC A5 Collaborative Skills

The Team recommended that collaboration skills should be further developed in students, especially in support of the interdisciplinary orientation of the Faculty. The team recognized the potential of SuperStudio to support this goal and suggested that experts from outside the Faculty (both within and beyond the University of Toronto) be engaged to encourage greater collaboration.

In response, the Faculty noted that students develop collaboration skills in a number of ways, including through the second semester Core Studio, the Comprehensive Studio, option studios, seminars, and workshops, in addition to SuperStudio. Additionally, students benefit from collaborating with their peers as MArch students are admitted from a wide range of academic and professional backgrounds. The arc of development in the MArch Program begins in first semester with a greater focus on individual skills, with each subsequent semester increasing the scope of collaboration and culminating in the fourth semester of design.

Subsequent Annual Program Reports and the FER provided greater detail around these opportunities. In the third semester design studio, "SuperStudio," urban analysis and urban design work is undertaken in groups that are comprised of architecture, landscape architecture, and urban design students. In fourth semester design "Comprehensive Studio," such combined efforts are undertaken by teams of architecture students in both the analytical and design phases of the studio. The complex challenges of the Comprehensive Studio are addressed through the division and synthesis of the work necessary to the integration of many technical systems with design goals described

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broadly by program and site. Professional Practice also addresses the complex role that collaboration entails within the professional context, a perspective that complements the direct experience of collaboration required in the design studios.

The responses provided in previous years still hold true. To continue to support students in developing collaboration skills, ARC 2014 Comprehensive Studio implemented a robust series of workshops and reviews that involve a large number of professional consultants. Similarly, SuperStudio has expanded to invite a wide range of professionals to evaluate and lecture in the studio, including architects, landscape architects, urban designers, real estate experts and developers, community activists, and planners from the City of Toronto. The Professional Practice course sequence has been changed to address the complex role that collaboration involves within the professional context, a perspective that complements the direct experience of collaboration required in the design studios. Ongoing partnerships and consultations with local practitioners and public sector experts continue to benefit students in many other courses.

SPC A6 Human Behavior

The Team recommended the creation of more intellectual settings in which to test diverse methods of inquiry into the socio-cultural aspects of human interactions with the built environment, potentially within SuperStudio. This was recommended in order to provide students with enhanced understandings of how such interactions can influence form, design decisions, and programs.

In response, the Faculty noted that these issues are addressed in a number of areas within the curriculum, including SuperStudio, where students have been engaged with urban challenges that require a deep understanding of human behaviour. One example of this is an early SuperStudio focus on a social

housing district slated for redevelopment that was home to a diverse population. Students interacted with residents while on site visits and their needs were reflected in the final designs. Students confronted questions of social behaviour and the appropriateness of institutional responses, as well as their own as urban designers. In the Comprehensive Studio that followed, students were asked to develop a “community common” for this district, which involved conducting on-site interviews. In addition to these examples, the Faculty noted the second semester studio, option studios, and theses as other areas where students were supported in developing better understandings of the relationships between human behaviour, the natural environment, and the built environment through complex projects in Toronto and other global cities.

In the intervening years, the Faculty also noted the significant role that the history and theory curriculum plays in addressing this SPC. Historical theories of architecture that address different conceptions of the relationship between people and the built environment are presented. Core design courses in first and second year, (ARC 1012 and ARC 2014) also address the relationships between human behaviour and the built environment by requiring students to develop building programs that elaborate upon the relationships between formal invention and the choreography of social environments. More recently, ARC 1012 has addressed early childhood education and required students to understand the needs of this unique user group and interpret those needs through the design process.

Environmental control systems and human behaviour as addressed in the first semester ARC 1041. Students explore how occupant behaviour has become a crucial concern in sustainable systems and questions of human interaction with technical systems is now part of the pedagogy in this and other related courses.

SPC B4 Sustainable Design

The Visiting Team argued that sustainable design is not adequately covered in theory, studio, and building science courses and suggested that the Program develop a stronger commitment to the teaching of sustainable design in all of its facets.

In response to the Focused Evaluation Report, the FE Team commented that insufficient progress has been made since 2013 in demonstrating how this SPC is considered within the context of the curriculum and that there should be greater concentration in the overall curriculum on relevant ‘best practices’ regarding sustainable design. The team specifically remarked that ARC 2043 and 2045 (Building Science I & II) appeared quite conventional in their course content and delivery; the lack of student work presented for ARC 2047 Environmental Systems failed to demonstrate how sustainable design is being incorporated; questions remained about how ARC 1041 fits into the overall curriculum and integrates conceptual knowledge with technical knowledge; and, that the work presented for SuperStudio (ARC 2013) and Comprehensive Studio (ARC 2014) did not adequately provide a strategy for teaching or learning sustainable design. The Team suggested that Daniels work on defining how and what sustainable design is for its curriculum as a whole.

In 2017, the Faculty reported that it was continuing to address issues of sustainability through the suite of courses that include Comprehensive Studio, but also its related co-courses, as described earlier. It was also noted that the Faculty had begun the process of coordinating these courses earlier, and gave a bigger role to key faculty with expertise in sustainable practices, who are now leading such core required courses as Architecture in its Ecological and Technological Context. New allocations of resources have been made to support workshops and additional faculty

and teaching assistance in the treatment of sustainability within the Comprehensive Studio and related technology-stream course context.

New faculty hires have been made to deepen the Daniels commitment to providing a robust education in issues of sustainability. In 2017 the Faculty added a new tenure stream member, Fadi Masoud, who, though approaching questions of sustainable practices from landscape architecture’s disciplinary perspective, now plays an important role in the third semester “SuperStudio”. He integrates an understanding of how landscape infrastructures are a crucial constructive element of the built environment within which architects work and over which architects should exercise an important role. The 2017 Annual Report also noted that Daniels would be mounting a search, in combination with U of T’s School of the Environment, to hire a faculty member with expertise in Sustainability in the Built Environment. This was accomplished through two new faculty hires: Alstan Jackubiec, a building scientist specializing in daylighting and energy use analysis and a developer of related software (DIVA); and Bomani Khemet, a building scientist with expertise in building envelopes and urban clusters. Both begin at the Daniels in this coming academic year. Our recent hire in history, John Harwood, contributes expertise in the history of systems thinking in design.

Earlier responses noted particular efforts within the Comprehensive Studio suite of design and technology courses to improve upon integration, scope, and depth of sustainability related issues within the curriculum. Responses also noted how a number of other studios within the core studio sequence have introduced sustainability issues through questions of adaptive reuse and the use of new sustainable technologies (carbon-capturing new wood technologies), amongst others.

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The 2013 VTR found that the course ARC1042 Site Engineering and Ecology was too technically oriented. We have undertaken reforms to the class curriculum. We have sought to balance what we have found to be the challenging goal of teaching a body of technical knowledge alongside broader conceptualizations of site planning's role in addressing questions of sustainability. From an ecological perspective the course seeks to establish criteria and techniques for low impact development, while questions of site design are addressed through a complementary set of courses that include ARC 1012, the second semester design studio, which draws upon the growing body of knowledge in ARC 1042 but places it within a broader set of challenges developed as part of the pre-comprehensive design brief.

The technical challenges of ARC1042 are also touched upon in ARC1041 Architecture in its Techno-Ecological Context. This latter course has been subject to ongoing discussions at the Faculty. We have sought to balance in this course technical material with an understanding of the societal dimensions of technology and sustainable practices.

Finally, the Faculty has discussed and sought to implement a broader cultural shift to focus upon the means to minimize the negative impacts of architecture upon ecosystems and communities. These means depend upon considerations and innovations in building materials, and energy use, with attention to spatial arrangements at the scale of the building, site, and urban context and including questions of landscape design and infrastructure. Our efforts involved rethinking individual courses, course suites, overall curriculum arc through the core of the MArch Program, and faculty member cohort. Our efforts are directed towards building a faculty cohort who will bring to bear the most forward thinking practices, theories, and research upon the curriculum of our students. Our recent hires and profiles for future hires will reflect this perspective on the environment and sustainability.

SPC C3 Technical Documentation

Deemed “met” by the CACB in response to 2016 FER.

The team commented that there was a lack of evidence of demonstrated ability in technical documentation, despite the overall quality of the comprehensive studio stream.

In 2013 Daniels responded that students in the Comprehensive Studio and allied technical building science courses complete detailed technical drawings that work through the relationship of idea to material realization, ranging from building to foundations to parapets, and relate these to the development of a major space. Students are required to identify all components of a proposed building assembly, pursuing the specific building science/technical detailing challenges created by the student/designer.

The 2015 Annual Report noted that the sequence of structures classes had been rearranged to better prepare students for their experience of Comprehensive Studio. In accompaniment to the 2016 Focused Evaluation Report, the Faculty provided two booklets (in digital form) for the two successive years of Comprehensive Studio and the related courses in order to demonstrate how mechanical, electrical, and life safety documentation is properly addressed in the curriculum. The Focused Evaluation Report also endeavoured to clarify the role of curriculum delivery through the expertise of the three faculty teaching ARC 2043, ARC 2045, and ARC 2047. The 2016 FER also noted that the Faculty planned to add additional hours of tutoring to the combination of the four courses that include the Comprehensive Studio, and that the use of the future One Spadina building as a living laboratory would support students in developing technical documentation skills.

In response, the Focused Evaluation Team acknowledged progress made in ARC 2014 Comprehensive Studio and some option studios and deemed this condition met, but with major concern. The Team expressed that evidence of technical documentation is not consistent across the various design studios and that a level of consistency would be an appropriate goal for this SPC. The Team also noted that Daniels cannot use elective studios solely to meet this criterion since not all students would be exposed to the same teaching.

In efforts to respond to the Team's suggestions that the curriculum needs to develop an effective approach to technical drawing as a total package, the Faculty has continued to strengthen Comprehensive Studio in this area.

SPC D2 Ethics and Professional Judgement

The Visiting Team commented that the Professional Practice course is heavily weighted on the side of management principles and felt there was little evidence of exposure to the principles of ethics and the social, political, and cultural issues of professional practice. The VTR also expressed concern that the courses addressing ethics and professional judgement had been dropped during the last year of teaching under consideration by the Visiting Team.

Daniels has responded to this concern in the past years by noting that it has addressed ethics and principles of professional practice in a number of areas. Questions of professional judgement as they relate to law and contract continue to be dealt with in Professional Practice courses. Additionally, the specific assignment on ethics that was dropped in the 2012 version of this course was reintegrated, revised, and expanded. Readings on professional ethics are now part of the course syllabi and are used to inform class discussion and assignments.

The Focused Evaluation Report also agreed with the Visiting Team that professional ethics is a much a larger question and one that extends beyond narrowly defined legal and contractual obligations. It is for that reason that ethical issues are raised in numerous courses broaching such questions as tensions arising from encroachments on first nations sacred sites, sustainable urban development as it relates to urban infrastructures, sustainability issues as they relate to material choices, and questions of architecture, urban design and human health. These themes arise in both upper level and core courses in design, history and theory, technology, and architecture and health courses. Second semester design (ARC1012) has touched upon a number of key ethical issues, including the positive sustainability implication of reusing old buildings, the preservation of cultural spaces in which communities are invested, and more recently design for young children, while SuperStudio (ARC2013) examines the way large urban visions negotiate relationships with multiple communities. Questions of ethics are also present throughout history and theory courses as the historical lens is an indispensable means of recognizing the changing nature of ethical commitments and provides the context within which students can develop means of evaluation and an ethical consciousness.

In response to the FER, the FE Team reiterated the 2013 VTR by noting that management principles are not the same as professional ethics. The report noted that it is not the credentials of the professor teaching the course that raises the question, but rather that the course does not deal directly with professional ethics. The team suggested that relatively minor changes to the Professional Practice course would satisfy the ethics requirement. However, it was also suggested that professional ethics is an important topic that could appear elsewhere in the curriculum. Suggestions included reorganizing the Professional Practice course to avoid going straight into client-architect agreements. The

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team noted that the Professional Practice course appeared heavy on project delivery, thereby missing other aspects of professional ethics and judgement.

Subsequent to the FER, the Faculty reported that ARC 3052 Professional Practice professor Diarmuid Nash had developed new modules within the course that address questions of ethics and professional judgement, including new readings and assignments.

SPC D6 Professional Internship

In 2013 the Visiting Team commented that despite a strong professional practice course, and close ties with the profession, the Program does not adequately cover the role of professional internship.

The Faculty responded by noting that Daniels has benefited from its proximity to the provincial headquarters of the regulating body of architecture, the Ontario Association of Architects (OAA), particularly with regards to the Program's Professional Practice course, ARC 3052. It was noted that a former OAA president taught the course, and that many OAA officials served as guest lecturers.

The 2016 Focused Evaluation Report highlighted the strength of our links to the professional community. The Faculty provided detail on the Professional Opportunity Program (POP) (a revised version of the previous Professional Experience Program, PEP). The POP is a web page within our Faculty website which lists firms currently interested in interviewing our students and indicates the criteria for their interest and what opportunities our students will have in their offices. POP provides a mechanism for students to make contact directly with offices that have agreed to participate and give special consideration to our students seeking to begin their engagement with the professional world. By removing the faculty vetting procedures that

were previously part of PEP, students should no longer harbor concerns about the fairness of the placements made through POP. The report also noted that it had supplemented the Professional Opportunity Program with professional networking events. These are evenings to which members of the professional community and students are invited to join each other for a series of conversations. These evenings proved to be very popular with members of the professional community who have responded generously to our invitations to spend time discussing the early stages of professional life with our students.

In response, the FE team suggested that this SPC could be addressed by adding material to the Professional Practice course. Questions were also raised over whether the POP is mandatory or optional, noting that this relates to all students being exposed to common or shared criterion.

The following year, Daniels noted that ARC 3052 Professional Practice professor Diarmuid Nash had developed new modules within the course and that class discussions now touch on the role of professional internships. It was also noted that Daniels is continuing to create stronger liaisons with the professional community through participation in professional networking events at the Faculty and reviews. We continue also to expand participation in our Professional Opportunity Program on the part of both students and offices. The Faculty also recognized that student participation in our networking events and POP are voluntary, thus the focus must be on presenting and discussing Professional Internship within required areas of program curriculum.



Student Professional Networking Event, 2017

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Causes of Concern in 2013

Physical State of the Existing Building

The move to 1 Spadina Crescent has made concerns about the conditions at 230 College Street moot. We successfully moved into the Faculty's new home during the summer of 2017 with the first full academic year there taking place in 2017/2018. See Section 2.1 Physical Resources for further comments on how new challenges are being addressed.

Autonomy of the Program

Related condition deemed "met" in 2016.

The Team felt that the MArch Program lacked the necessary autonomy required under sections 3.5 and 3.10 of the CACB Conditions. The Team noted that although there was no strong evidence that the administrative structure in the Faculty was not effective, they were concerned that the single department Faculty model did invest the Dean with the role of 'departmental chair' as well.

The Faculty cited its response to the "unmet" condition of Administrative Structure, clarified the nature of its administrative structure, and indicated the scope of its autonomy within a single department Faculty. Please refer to Section 2.1 in this document for further information. This related condition was deemed "met" in 2016.

Role of the Program Director

Related condition deemed "met" in 2016.

Related to the concern about the Program's autonomy, the team expressed concern that the role of the Program Director is unclear within the structure of the Faculty. The team felt that the ongoing search for a

new Program Director at the time presented an opportunity to address this issues. This concern was also reflected in the "unmet" condition of Administrative Structure.

In response, the Faculty clarified that the administrative structure did meet the CACB's requirements for the director of the Program to have a 0.5 administrative assignment. Additional details are noted in Section 2.1. This concern has been considered resolved.

Strategic Plan

In 2013 the team was concerned that the MArch Program lacked a strategic plan, explicit vision, and goals. The team recommended that a clear vision would help guide a multitude of decisions moving forward.

Our response clarified that the Faculty has strategic goals, many of which are central to the MArch Program. It was noted that the Faculty would be undergoing an internal Provostial review in 2013-14, through which strategic goals for each program will be further expanded. The Faculty also cited its intentions to develop an Academic Plan, which would apply to the broad cohort of programs represented at the Daniels Faculty and benefit the MArch Program. Updates on the Provostial review and Academic Plan were provided in subsequent Annual Reports, and both are summarized in Section 3.1 as they relate to the MArch Program. The Academic Plan continues to operate as a guide for our program development.

Theory in the Curriculum

The Visiting Team felt that the role of theory was weak in the curriculum. The team remarked that key contemporary topics, such as ethics, sustainability, social justice, diversity, and the relationship of people to the built environment, were not well addressed.

In reports since 2013, the Faculty has detailed its efforts to address this concern through curricular changes and faculty hires. In 2010-11 three new faculty members were hired with history/theory and PhD credentials. Since 2013 we have continued to increase the size of our History/Theory faculty, including through the hire of Stephen Verderber, who is a renowned leader in research on architecture and health, and the preeminent architectural historian John Harwood. These faculty members led a discussion and examination of our approach to history/theory pedagogy, in particular following the recommendations in the 2013 Visiting Team Report.

In 2015 we noted in our Annual Report that the required history/theory sequence (ARC1031 and ARC1032) were being further developed by widely recognized scholars Zeynep Celik Alexander and Mary Lou Lobsinger, who treat the history of architecture in a manner that is inseparable from the discussion of theory. The two courses would adopt a similar approach to addressing pre-modern building traditions that was previously taken in 2010-11 by ARC1041 Architecture in Its Technological and Ecological Context. The revised history/theory sequence was structured to begin with a brief survey of pre-modern discourses and proceed to address in more detail the period between the early Enlightenment and the present. The sequence also took a global approach; instead of addressing the non-western canon as a separate entity, marginalized from Western traditions, great effort was made to stress the continuities between the two. This has since been further expanded. For example, ARC1031 was updated to explain the territorial strategies of the Enlightenment through the opening of the Suez Canal or the rise of European neo-classicism through the colonial enterprise of archaeology.

The Program also now requires students to take two history electives (in addition to core history/theory courses). These carefully curated courses are taught by core and guest faculty, including George Baird, Georges

Farhat, Robert Levit, Roberto Damiani, Erica Allen-Kim, Jeannie Kim, and Jane Wolff. Courses are taught in areas such as Islamic urbanism; the intersection between transportation infrastructure and settlement patterns; and, civic representation political identity fostered through buildings of the state.

In addition to its integration with the core history/theory courses, theory, broadly understood as the self-conscious articulation of norms and procedures for making architecture, is present throughout our curriculum, including in the articulation of goals and the discussion of projects in the context of our studio sequence.

We continue to see in the curriculum offered by our history/theory faculty members as important arenas for addressing many of the questions indicated in this concern: specifically, in areas of social justice, diversity, and the relationship of people to the built environment, and in particular courses addressing architecture and health (additional information can be found in Section 2.1 SPC A6 Human Behaviour).

Communications and Transparency

The Team recommended that the Faculty and Program enhance communications and transparency in areas such as student advising, work outside the school, funding for summer abroad programs, the selection of teaching assistants, the plans for the new building, and the aspirations of the Faculty and the Program.

The Faculty responded by noting that the issues listed by the Visiting Team varied widely. Our response clarified that teaching assistants are selected based on transparently communicated qualifications and performance criteria, and in accordance with University policy and collective agreements. Applications are reviewed and selected by the TA Committee. Applicants must meet the minimum criteria of the posting, and hiring

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priority is given first to fourth year MArch students, and then to graduate students with prior experience. Past concerns about building plans were communicated in a number of fora, town halls, and online. In some instances when non-course based programs require students to demonstrate aptitudes, competencies, or skills to participate, the Faculty exercises its right to evaluate for eligibility, but has been transparent about these criteria.

Communication and transparency remains a priority. The Program Director regularly holds meetings with student representatives from each year and lunch discussions with each of the MArch Programs entire student year cohorts, The Graduate Architecture, Landscape, and Design Student Union organizes Town Hall meeting with the Dean. These discussions address a range of topics, from the long-term goals and aspirations of the Faculty and Program, to studio desks. A summary of these meetings in 2017-18 is provided in Section 3.1. Student advising is supported by the recently expanded Office of the Registrar and Student Services and the Program Director, as noted in Section 2.1.



MArch Super Studio, 2017



Thesis Review, 2018

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Section 3

Section 1

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Section 2

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Section 3

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3.1

Program Self-Assessment

The Program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. The CACB requires absolute candor in conducting and reporting the self-assessment. If done well, it will anticipate the VTR.

The APR must include:

- A description of the Program's self-assessment process

- The faculty, student, and alumni assessments of the Program's overall curriculum and learning context. Feedback may be obtained through surveys and focus groups, but individual course evaluations are not deemed sufficient to provide insight into the Program's substantive focus and pedagogy

There are three main stages of the Program's self-assessment. The first is the self-analysis led by the Dean, Associate Dean Academic, and Program Director, which builds on and plans for ongoing program reforms. The second is the academic planning process, which is mandated by the University but is directed internally by the Faculty. The third are the reviews of the Program and institution led by the University and the provincial Quality Council. All of these processes are outlined within this section.

Stage 1: Program Self-Study

The most critical element of the cyclical self-assessment procedure undertaken by the Program is the preparation of a self-study report every eight years. This is an inclusive process that involves the participation of faculty, staff, and students. It is structured to address terms of reference that are agreed upon with the Provost in advance. The resulting self-study report emphasizes critical analysis, is broad-based, thoughtful, and reflective, and sets out a vision for future improvement. The report is assessed by external reviewers prior to the completion of a site visit.

The last Faculty-wide self-study was completed in October 2013 and focused on recent progress and initiatives, such as: new hires; commitment to the development of One Spadina; the introduction of undergraduate studies and plans for a doctoral program; comprehensive reviews and reforms of curricula in content and formats of delivery, including modeling of new modes of practice in the design fields; staff reorganization to better support the Faculty; and, creation of stronger relationships with the community through outreach activities and the expansion of public programming.

With regard to the Master of Architecture program, the self-study report made reference to the recent Visiting Team Report (2013) and confirmed that throughout the Faculty's planned growth, its two professional programs will remain the anchor and core focus for Daniels. By expanding its programs, the Faculty planned to broaden the intellectual and professorial resources for its professional programs, expanding the pool of faculty and of potential students, creating greater opportunity for advanced study, and providing teaching and mentoring between doctoral, graduate, and undergraduate studies. The curricula and research focus of the undergraduate program were developed to serve as a humanities-oriented foundation and the postgraduate programs were intended to serve as arenas for advanced research that bracket the professional programs. At the time of the self-study report, the professional programs were intended to operate as the places where the most intra-disciplinary and speculative work could be pursued by drawing upon the broader faculty assembled for the new programs, post-graduate students, and the culture established by the combination of undergraduate, professional graduate, and post-professional and PhD programs in one Faculty under one roof. With the implementation of changes to the undergraduate and post-professional programs, and the

recent approval of the first PhD program and the first entering class expected to begin in 2019, this 2013 vision is quickly becoming a reality.

Curricular reforms highlighted in the 2013 self-study focused on the commitment of the Daniels Faculty to advancing architecture and design as an art and a craft, while also training students for a service-based profession and meeting the expectations of scholarly and technical research that are inherent to an internationally positioned research institution such as the University of Toronto. The report identified that to accomplish this, Daniels would continue to renew the traditional ideas, methods, and techniques that are rehearsed and transmitted in a studio-based pedagogy, as well as seek out new relationships with cognate disciplines within the University and externally. The Faculty's commitment to architecture as a discrete discipline with distinct intellectual and methodological bases would remain, and it would also prepare students for a professional landscape in which leadership and innovation will depend more and more on trans-disciplinary networks of expertise.

As part of a broad curricular review undertaken over a number of years, including recommendations provided through previous accreditation reviews, the Faculty recognized in 2013 that there was a need to further develop the curriculum in ways to better frame issues that are core to each professional discipline and to balance them with the need to engage emerging cross-disciplinary approaches that take advantage of our strength in urbanism. This resulted in the following changes:

- A reformation of the delivery of core studio courses to provide a more comprehensively coordinated sequence, including the development of Superstudio (ARC 2013) and changes to the third-year option studios to be offered in the fall and to further extend the depth of research
- An adjustment of the meeting days, times, and sessional schedules of all studios, seminars, and workshops to optimize modes of learning associated with each of these types of instruction, including the introduction of a 10-week schedule for non-studio courses and the increase of class times for core history/theory courses (such as ARC 1031)
- An integrated, four semester history/theory sequence in the first two years of the Program
- An evolution of the Thesis Program, which resulted in the creation of sixth semester pre-thesis design research studios that frame independent theses in the seventh semester

Further to these, the 2013 self-study report noted the following potential additional curricular changes (current updates are provided in italicized text):

- Offer a potential third core history/theory course. *This is currently under consideration as part of the potential transition of the Master of Architecture program from 3.5 years to 3 years, which is being discussed by faculty.*
- Offer a new “forum” course in the third semester focusing on related histories and practices of Architecture, Landscape Architecture, and Urban Design, and allied with the third semester design studio, which will also share a platform with the other professional programs. Each forum should consist of a series of lectures on a particular theme delivered by faculty from Daniels, the University, and beyond. The forum is meant to not only be a course but also a school-wide event where faculty, as well as students, will have the opportunity to hear and question each other's ideas. *The Faculty presents a series of public fora annually. These have included “Architecture of the Image” (2015), “Uber Urbanism” (2015), “The Status of the New” (2016), and “What*

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is a School?" (2018), among many others, as listed in Section 3.4. The new One Spadina facility provides even greater opportunities for these events in the Main Hall, which more than doubles the size of the former lecture hall at 230 College. As well, the new PhD program is structured to contribute to the intellectual life of the Faculty and provide opportunities for students and faculty members across all programs at Daniels to engage in discussion.

- Add more vertical structures and interdisciplinary exercises into the core professional curriculum to engage students across the Programs in modeling new modes of practice. *ARC 2013 Superstudio was introduced as part of the core curriculum to provide an opportunity for students and faculty from Architecture, Landscape Architecture, and Urban Design to collaborate.*

The 2013 self-study identified the Faculty's strengths in student development and assessment, and areas for potential improvement. The student body has become more diverse with increased international enrolment, creating a community of students with different backgrounds, ethnicities, experiences, and strengths engaged in global questions of design and the built environment. The nature of the MArch program as a first progressional program means that students also come from different educational backgrounds, including liberal arts, biosciences, law, engineering sciences, and many others. These students contribute to the richness of the Faculty-wide community. They are supported by individualized attention in the studio setting and reviews provided through the jury evaluation process that features an impressive roster of leading educators and design professionals from peer institutions. To enhance these experiences, the 2013 report outlined the following plans (current updates are provided in italicized text):

- Enhance the writing centre to ensure that students are equipped with the tools essential to effective learning and communication in the design fields. *The Faculty has strengthened its commitment to the Writing Centre by formalizing the position of Writing Program Coordinator (fulfilled by a member of the Master of Architecture core faculty) and supplementing this with additional part-time positions. Today, the Writing Centre's two writing instructors provide 864 hours of individual face-to-face and online one-hour consultations each year. The Daniels Writing Centre offers academic support for effective communication in the design fields by providing four primary services: individual tutoring in research methods, writing, speaking, and effective presentations that include visual communication, English language support for multilingual students, in-class or group workshops, and instructional support for faculty and teaching assistants. Faculty support consists of assignment and tutorial design advice, customized resources on writing and marking for students as well as teaching assistants, and coordination of services with the research librarian and student services. In recent years the Writing Centre has been integrated into Thesis Preparation, and students have been encouraged to make use of its services by focusing on research and editing methodologies within core courses. The Writing Centre is described in more detail in Section 3.4.*
- Provide a richer offering of work-study opportunities. *The Faculty has steadily increased the number of work-study opportunities for students, including related to faculty research and creative practice, and in support of the administrative functions of Daniels. The Office of Registrarial Services, the Dean's Office, and the Programs Office also offer a*

number of administrative work-study opportunities for Daniels students. The Faculty offered 155 work-study positions in the 2017-18 academic year.

- Offer greater access to a network of professional and alumni mentors in Toronto and beyond who will provide students with extracurricular opportunities to be involved in innovative work and research. *Since 2014 the Program has hosted an annual networking event for all senior MArch students that allows them to connect with local practitioners. In addition, the Faculty invites local and international guests to participate in student reviews, fora, and other events throughout the year. As well, many faculty members have cultivated partnerships and relationships with outside organizations and participate in events that provide students with extracurricular research and practice opportunities. Some recent examples include the Venice Biennale (Professor Mason White), the Chicago Biennale (Professor Robert Levit), and the #StudentDwellTO research partnership between UofT, Ryerson, OCADU, and York University (Mauricio Quiros Pacheco), among many others.*
- Revitalize our website to capitalize upon its potential as a powerful recruitment tool. *The Daniels website was revitalized in 2017, and is discussed in Section 3.2.*
- Increase our presence at recruitment events such as the Ontario Universities Fair. *The Faculty now participates in the University of Toronto Fall Campus Day, the Ontario University Fair, and the University of Toronto graduate fairs (along with other local fairs) on an annual basis. Additionally, the Faculty hosts its own Open House in October of each year. The recent hire of an Assistant Registrar, Recruitment & International increases the Faculty's ability to attend recruitment events.*

- Uncover new international markets with a potential body of international students in addition to opportunities for research, collaboration, and study abroad. *The Faculty recently created the position of Assistant Registrar, Recruitment & International to strengthen international student recruitment. The Faculty aligns itself with the University's efforts to increase its presence in international markets.*
- Make bursaries and scholarships more accessible to students enrolled in the Faculty. *Students receive communications from the Assistant Registrar, Admissions, Awards & Financial Aid, and the School of Graduate Studies, regarding a variety of bursaries and awards. Additionally, the ORSS is in the process of updating the Faculty website to provide clearer information about available funding for students.*

As noted in the 2012 report "Achieving CRC Equilibrium at UofT: Databook on Trends and Strategies," the Daniels Faculty has historically struggled to secure sustained funding from traditional granting councils. However, the 2013 self-study noted improvements in this area, as indicated by successes in obtaining tri-council funding and other grants (including \$5 million in funding for the Global Cities Indicators Facility). The establishment of the doctoral program and the increased research focus of the post-professional degree programs were envisioned in the self-study to be essential to the continued growth of research in the faculty, increasing eligibility for more sustainable sources of funding while also expanding the community from which innovative research directions will emerge. The report also outlined the ongoing work of the Daniels research centres, creative practice endeavors, and new partnership developments, which cover a broad and interdisciplinary range of topics. The next steps for advancing research activities in the 2013 self-study are below (current updates are provided in italicized text):

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- Consolidate the Faculty's strengths, and expand its research in areas of urban metrics, the visualization of information and built environments, and the fabrication of buildings and landscapes. *The Global Cities Institute (Section 3.5) continues to produce and interpret urban metrics. ARC 2013 Superstudio has expanded its focus on urban metrics by exploring the relationship between infrastructural needs (transportation, education, environmental, et al), social and cultural questions, unit densities, population densities, and land-use. Additionally, the Faculty recently hired Professor Alstan Jakubiek, who holds a PhD in Building Technology from MIT and most recently led the Design for Climate and Comfort Lab at the Singapore University of Technology and Design. Professor Jakubiek's research is heavily focused on urban metrics.*
- Establish a clear set of definitions and related methodologies that define "design research" and a set of measures for evaluating faculty research and performance. *The Faculty began updating its Creative Practice Activity Evaluation Criteria in 2015 and is nearly complete, after several phases of consultation with faculty members.*
- Capitalize upon the success of our research units to develop innovative curricular enrichments, building bridges between student experience and emerging genres of research. *Our research units continue to enjoy many successes, outlined in Section 3.5, including the provision of additional opportunities for students to learn about and engage with faculty research through coursework. The addition of a PhD program at Daniels, which involves the cross-appointment of faculty from cognate disciplines at UofT to our faculty, will further expand the research opportunities available to students.*
- Develop a long-anticipated intra-disciplinary PhD in Architecture, Landscape, and Design. *The PhD in Architecture, Landscape, and Design was unanimously approved by University governance this spring and will launch in fall 2019.*
- Explore the potential of further specialized streams within our professional graduate degree programs, including potential emphases upon health design and sustainable urbanism. *The Daniels Faculty recently approved the development of the Centre for Architecture, Design + Health Innovation, described in Section 3.5.*
- Utilize the state of the art fabrication lab at 1 Spadina to introduce expanded computer-driven fabrication tools into the curriculum at every level. *The new Digital Fabrication Lab is an integral part of the curriculum, described in Section 3.6.*
- Take advantage of the specialized research facilities planned for 1 Spadina to engage students in knowledge creation and cross-disciplinary research. *The new state-of-the-art Robotic Prototyping Lab, funded by the Canada Foundation for Innovation and the Ministry of Research and Innovation and described in Section 3.5, will inspire a new generation of architectural designers and researchers.*

The self-study also addressed the organization and financial structure of the Faculty. Major achievements in this area noted in the 2013 self-study included the progress from a structural deficit in 2010 to a balanced budget in 2013, and the implementation of a 5-year plan that projected fiscal stability. Advancement activities were also highlighted as a strategy for managing the Faculty's budget, which has been a priority of the Dean's since his arrival at Daniels. The ambitious early goals of the Faculty's advancement activities were met, and the self-study outlined plans for the Boundless by Design campaign, which began in 2012. As noted above, new faculty hires and staff reorganization were central to the success experienced

by the Faculty up to 2013, and future plans identified in the self-study supported the continuation of these trends (current updates are provided in italicized text):

- Launch faculty recruitment and development initiatives to attract and foster the development of excellent teachers, mentors, and researchers. *Faculty recruitment remains a priority, and Daniels is pleased to have made a number of significant hires over the past five years.*
- Continue to mentor new and tenure stream faculty, relative to their research ambitions, and support them in pursuing funding and grants. *In addition to the formal Progress Through the Ranks performance assessment process (outlined in Section 3.5), the Program Director meets regularly with new faculty members and the collegiality across the Program has created many opportunities for peer mentorship. Additionally, the strengthening of the role of Associate Dean, Research and expansion of supporting research staff provides additional support and guidance for faculty.*
- Build and further the prospects of an internationally recognized faculty complement by refining, expanding, and funding research activity and developing further supports for creative practice, keyed to partners in cognate disciplines, industry, government, and communities. *Further to the above point, the Faculty has continued to provide additional resources to foster and promote research and innovation. To this end, the Associate Dean Research and the Research Funding and Awards Coordinator have begun to facilitate workshops to help faculty understand the available funding opportunities, support them in developing strategies in funding selection, and provide tips for proposal writing, discussed in more detail in Section 3.5.*

Finally, the 2013 self-study largely focused on plans to relocate the Faculty to One Spadina. As that has now been achieved, below is a list of future plans included in the report related to the leveraging of the new building (current updates are provided in italicized text):

- Continue to cultivate new constituencies for Architecture, Landscape Architecture, and Urban Design through civic outreach and public programming, garnering new sponsors from both the public and private sector. *Faculty are encouraged to develop and maintain partnerships with outside organizations and to provide students with opportunities to participate. Additionally, practitioners from the public and private sectors are regularly hosted at Daniels for reviews and guest lectures.*
- Increase collaborative partnerships with cognate faculties, galleries, museums, and other professional bodies. *Much of the recent success the Faculty with regard to increased research funding is the result of new partnerships between Daniels faculty and faculty from cognate disciplines across the University and at other institutions. The introduction of the PhD program, which brings cross-appointed faculty, will further expand opportunities for collaboration.*
- Broadcast the achievements of the school through innovative exhibitions, publications, and other forms of media outreach. *The Faculty's successes are highlighted through a number of means, including exhibitions of student and faculty work, publication of graduate student work in The Annual, and the distribution of updates through the Faculty's newsletters and social media channels, as described in Section 3.2.*
- Further our involvement in the continuing education requirements of the design professions through our innovative public programming. *The B.E.S.T. Lecture series, hosted by the Daniels Faculty, provides OAA continuing education credits.*

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- Continue to explore ways in which our research strengths and successes in creative practice can influence public policy. *Faculty members continue to engage in leading research that influences public policy. Examples include Patricia McCarney's work with governmental partners through the Global Cities Institute, Mauricio Quiros Pacheco's partnership with Ryerson University, OCADU, and York University to address student housing needs in the City of Toronto, Michael Piper's research on suburbanism in relation to the City of Toronto Tower Renewal program, Fadi Masoud's research on climate change adaptation in Broward County, Florida, and Liat Margolis' research through the GRIT Lab, which has informed the development of the Toronto Green Standards, among others.*
- Explore opportunities to integrate extra-curricular and public programming with pedagogical objectives, particularly at the undergraduate level. *The extensive public programming offered by the Faculty, along with the extra-curricular opportunities noted above, are considered part of holistic education at Daniels.*

Following the submission of the self-study, the UTQAP review visit took place in November 2013 and the resulting [report](#) was submitted to the University Committee on Academic Policy & Programs in April 2014. The report highlighted Daniels' excellent decanal leadership; bold vision of an integrated, interdisciplinary faculty and student body; a clear and strong identity; outstanding recent hires, which position the faculty well for the future; impressive quality of students; high student satisfaction with the programs and their level of preparedness for practice; and the potential of One Spadina to promote the visibility of the Faculty. The reviewers recommended aligning the proposed Ph.D. program with the research specializations of faculty (*this was completed through the development of the formal proposal for the Program in early 2018*); developing a

recruitment strategy for graduate programs to deepen the recruitment pool (*an Assistant Registrar, International and Recruitment was hired, and the Faculty continues to direct efforts to this area*); better integrating advanced placement students (*the advanced placement admissions criteria has been clarified, and ARC 2013 Superstudio supports student integration by being deeply collaborative in nature*); deepening faculty participation in leadership roles (*with the expansion of the Faculty, new committee and administrative positions have been developed, providing additional opportunities for faculty to fulfill leadership roles*); mentoring new faculty (*new faculty are mentored through meetings with the Program Director and colleagues, in addition to support provided by the Associate Dean, Research and research office staff*); finalizing the Academic Plan (*this was approved by Faculty Council in 2017 and is awaiting University governance approvals*); developing a research strategy and increasing the number and range of research partnerships (*faculty have engaged in new research partnerships, which have led to increased success in research funding*); and, optimising the administrative organizational structure (*a staff reorganization occurred in 2017 to achieve this*).

Following the 2013 self-study, the programming and designing of One Spadina involved extensive internal consultation and self-assessment to determine what additional resources could support improved teaching and research. The process of constructing the building has itself been comprehensively photo documented for teaching purposes. The next review for all Daniels programs will take place in 2020-2021.

Stage 2: Academic Plan

University of Toronto Academic Planning Process

The University of Toronto's academic plan, [Towards 2030: A Long-term Planning Framework for the University of Toronto](#), provides the framework for all divisional plans. Written in 2008, it sets out long term and overarching goals for the University with respect to matters such as enrollment, the student experience, the three-campus model, and resources. Objectives include:

- Maintaining our research-intensive culture, the academic rigour of our educational offerings at all levels, and the excellence of faculty, staff and students across all three campuses and partner institutions
- Enhancing our global reputation for the generation of new ideas and transformative discoveries
- Engaging all categories of faculty with our teaching mission, and maintaining an emphasis on nurturing inquiring minds and building the creative and analytical capacity of our students at all levels
- Reinforcing our strengths in research and scholarship through our enrolment and recruitment strategies, and maintaining our leadership position in graduate and secondary professional education
- Focusing on providing an excellent experience for students, inside and outside our classrooms
- Contributing substantially to the prosperity of the Toronto region, Ontario and Canada

In September 2011, the University of Toronto community engaged in a discussion of the progress on achieving the goals set by [Towards 2030](#) with an extensive consultation process that included town hall meetings on each of the three campuses, and sessions with faculty, students, staff, governors, academic administrators, and alumni. Written submissions were also received. [Towards](#)

[2030: The View from 2012](#) is the culmination of this process. It assesses the University's progress towards these long-term goals and identifies the new and ongoing challenges and opportunities that lie ahead.

In early 2011, the Vice-President and Provost established the Advisory Group on Academic Planning, charged with articulating guidelines and identifying best practices for academic planning at the divisional level (Faculties and departments). The Advisory Group's draft report on the principles and process of academic planning was released in July 2011 and proceeded through governance.

Based on the draft report, the implementation of the [University of Toronto Quality Assurance Process \(UTQAP\)](#) and amalgamated feedback from the highly consultative and engaged process, the [Guidelines on Divisional Academic Planning](#) were confirmed by the Executive Committee on February 9, 2015.

Divisions are responsible for developing academic plans that align with the Guidelines. The Daniels Faculty, led by the Dean, engaged in a highly collaborative process in 2016 to develop a new Academic Plan. Excerpts of the Academic Plan are included earlier in this section.

The following excerpt from the Academic Plan specifically addresses plans for the Master of Architecture program, which offer measures for future self-assessments.

Current Strengths

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. Daniels Faculty students develop critical and creative thinking and research that responds to current design issues and societal change. Based in the heart of Toronto,

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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.

Summary of Recent Program Assessments

As part of the broader curriculum review undertaken in the past several years, we have determined that there is a need to further develop the curriculum in ways that allow us to better frame issues that are core to architectural training and to balance them with the need to engage emerging cross-disciplinary approaches that take advantage of our strengths in urban design and landscape architecture.

The structure of the two-year core curriculum is envisioned as two one-year cycles of a foundational studio in the fall term and a comprehensive studio in the winter term. The conceptual foundation established in first-semester is echoed in third-semester with an intra-disciplinary foundation on an urban site. The synthesis of the second-semester, introduced through a modestly scaled project, is reinforced and broadened through the rescaled fourth-semester or Comprehensive Studio. As a complement to this sequence in studio, a similar sequence of required classes in visual communications and history/theory is intended to support and expand the knowledge gained in studio with a broader understanding of the history, theory, and techniques of design. Through a three-semester sequence of courses, students will gain an understanding of visual communication and the digital tools and techniques of design through a discussion of the methods and issues that underlie representation, geometric description, and visual communication. Similarly, the recommended three-semester sequence of courses in the history and theory of architecture will develop reading and writing skills while teaching these subject areas through lectures,

tutorials and workshops that foster speculative thought, and develop student's ability to make theoretical arguments and begin to form theses about the field.

Over the past five years, we have further reinforced the first three semesters of studio work to focus on more fundamental issues of building design as a lead up to the 4th semester ("comprehensive") studio. Option studios have also been selected to better follow the core sequence. There has been also been a significant change in the distribution of studio instructors for the core courses over the past year, with approximately 70% of the instructors being drawn from Daniels faculty complement holding ongoing professorial appointments, including some of our most experienced, and senior faculty (a percentage that will increase in the coming year). The MArch Thesis Program has become a guided, two-semester design research model with a limited group of professors offer theme-based research options studios in the 6th semester. Each studio enrolls between 5-8 students who will then complete their thesis in the 7th semester as independent projects related to themes developed in the 6th semester and under the direction of the previous semester's design research studio professor. The aim of thesis is to participate in an extended discussion about architecture, contributing to the discourse through the production of new knowledge while giving students the confidence to contribute to the discipline in a critical way. In order to ensure the quality of thesis, a strong link between the research options studios and thesis must be maintained. In a breakout session dedicated to the evaluation of this new model for the MArch Thesis Program, a reevaluation of the Thesis Prep course (including the better integration of history/theory faculty in the development of a thesis statement) and the possibility of limiting the number of students permitted to complete thesis were both suggested and possible reforms to be included in the Academic Plan.

Enrolment, Recruitment, and Retention

The Master of Architecture Program enjoys a strong applicant pool that has been growing annually, and recent recruitment strategies of greater individual exposure to the culture, resources, and exemplary productions of the MArch Program have gone a long way to helping Daniels retain the largest percentage yield of its top candidates than ever before. By having a larger group of the core faculty participate in the admissions and recruitment process, these results will further improve; and, the implementation of new public programs, which include faculty publications, symposia and dissemination of research, will help to ensure a continued growth to the applicant pool. Our ability to draw further applications from Canadian candidates may be nearing a saturation point, and if the pool is to continue to grow, will need to expand and diversify our pool of international applications.

Conclusion

Our professional program in architecture 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 are redoubling 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.

Stage 3: Program Reviews

The Academic Plan and self-study fall within a larger process of program reviews, mandated by the University of Toronto to maintain quality control across the many divisions. The University operates within the Province of

Ontario, under the policies of the [Ministry of Advanced Education and Skills Development](#). Outlined below are the self-assessment, review, and planning processes from the Province down to the Faculty level.

The Higher Education Quality Council of Ontario (HEQCO)

The following is excerpted from the HEQCO website:

“Created through the [Higher Education Quality Council of Ontario Act, 2005](#), HEQCO is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the postsecondary education system in Ontario. As part of its mandate, HEQCO evaluates the postsecondary sector and provides policy recommendations to the Ministry of Advanced Education and Skills Development to enhance the access, quality and accountability of Ontario’s colleges and universities. The Council reports to the Ontario Minister of Advanced Education and Skills Development.”

The Ontario Universities Council on Quality Assurance

The [Ontario Universities Council on Quality Assurance](#) (the Quality Council) is an arm’s length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs. The Quality Council is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university’s quality assurance processes on an eight-year cycle. The roles and responsibilities of the Quality Council, while respecting the autonomy and diversity of the individual institutions, are the following:

- To guide Ontario’s publicly assisted universities in the ongoing quality assurance of their academic programs;
- To review and approve proposals for new graduate and undergraduate programs;

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Figure 1a: Standard process for approval of new undergraduate and graduate degrees and programs

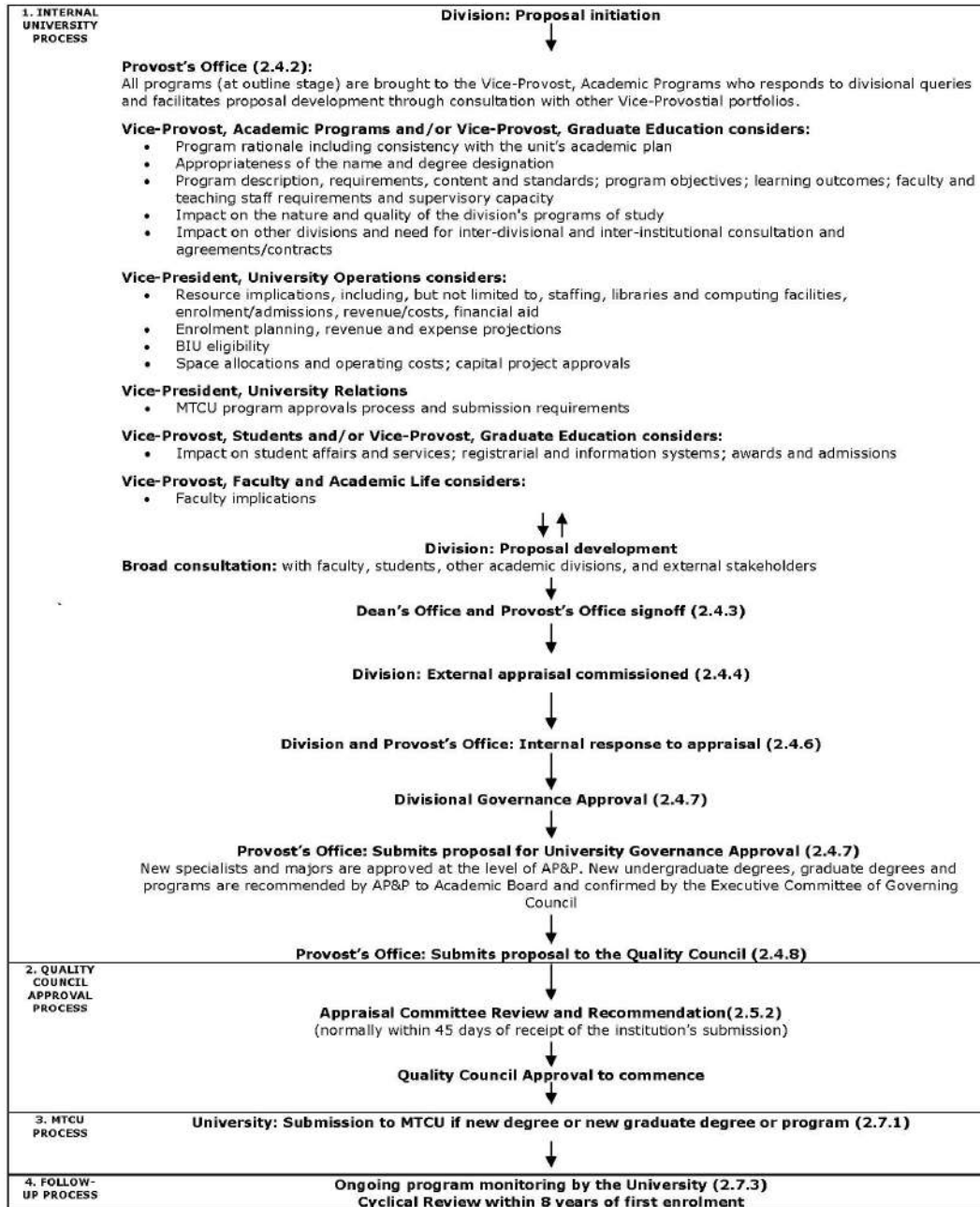


Fig. 1-1: Standard Process for Approval of New Undergraduate and Graduate Degrees and Programs

- To ensure through regular audits that Ontario's publicly assisted universities comply with quality assurance guidelines, policies and regulations for graduate and undergraduate programs;
- To communicate final decisions to the Ministry of Training, Colleges and Universities;
- To review and revise, from time-to-time for future application, the quality assurance protocols of the Ontario Universities Council on Quality Assurance, in light of its own experiences and developments in the field of quality assurance;
- To liaise with other quality assurance agencies, both provincially and elsewhere;
- To undergo regular independent review and audit at intervals of no longer than eight years.

University of Toronto Quality Assurance Process (UTQAP)

The Office of the Vice-Provost, Academic Programs (VPAP) oversees quality assurance for all new and existing programs, Faculties, and units at the University of Toronto. At the highest level, the University of Toronto operates under the Policy for Approval and Review of Academic Programs and Units, approved by Governing Council on June 24, 2010. More specific guidance and direction is provided by the University of Toronto Quality Assurance Process (UTQAP) (2012). This document was approved by the Ontario Universities Council on Quality Assurance and outlines protocols governing:

- The development, appraisal and approval of entirely new academic programs
- The development and approval of proposals to significantly change existing academic programs (major modifications)
- The closure of existing degrees and programs
- The cyclical review of existing Faculties, units and the programs they offer.

The UTQAP ensures that the University of Toronto operates in conformity with the Quality Assurance Framework (QAF) for the Province of Ontario. Universities are subject to audit on a cyclical basis for their compliance with the provisions of the Institutional Quality Assurance Process (IQAP). U of T was audited in winter/spring 2016-17. See the **Standard Process For Approval of New Undergraduate and Graduate Degrees and Programs** from the UTQAP document on the next page, which visualizes the entire consultation and approval process. The Ontario Universities Council on Quality Assurance (the Quality Council) is integrated into this process (figure 1-1).

Cyclical Program Reviews

Under the UTQAP, the University of Toronto reviews all Faculties, units, and their programs a minimum of every eight years. The Cyclical Program Review Protocol is used to ensure University of Toronto programs meet the highest standards of academic excellence. As stated in the Policy on Approval and Review of Academic Programs, regular reviews allow for ongoing appraisal and quality improvement of programs and the academic units in which they reside. The Cyclical Program Review Protocol applies to all undergraduate and graduate degree programs offered by the University, and to degree programs that are offered by the University with other institutions including all joint, multidisciplinary, interdisciplinary, multisite and inter-institutional programs, and all modes of delivery. These reviews provide an unparalleled opportunity to secure the expert advice of leaders in the field concerning academic and administrative issues, assess our performance against leading international programs, and secure guidance on key strategic directions. The review report is taken forward to governance as a measure of its importance.

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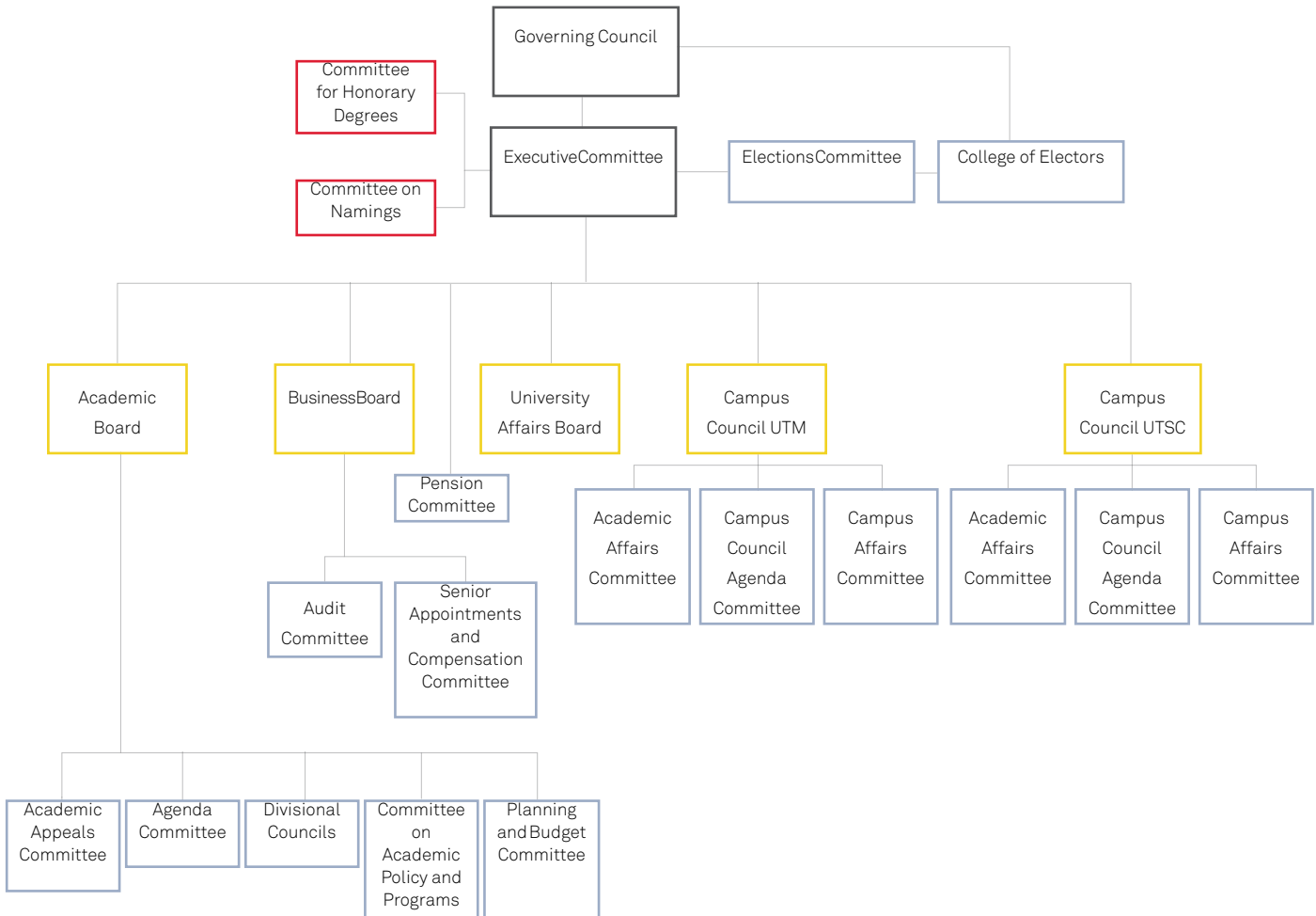


Fig. 1-2: Governing Council Boards and Committees

The Office of the Vice-Provost, Academic Programs is responsible for ensuring that cyclical reviews of academic programs and/or units are undertaken. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs monitors the timely implementation of improvements.

The UTQAP for the conduct of Cyclical Program Reviews has five principal components:

- Self-study (as outlined in the beginning of this section)
- External evaluation (peer review) with report and recommendations on program quality improvement
- University evaluation for the self-study and the external assessment report resulting in recommendations for program quality improvement
- Preparation and adoption of plans to implement the recommendations to monitor their implementation; and
- Follow-up reporting on the principal findings of the review and the implementation of the recommendations.

The University distinguishes between the Provostial reviews of Faculties (and their programs in the case of single department Faculties) and the Decanal reviews of units and programs. An annual schedule of reviews is prepared by the Office of the Vice-Provost, Academic Programs in consultation with the Faculties. The report from every review is taken forward to governance as a measure of their importance in September and April of each year and reported to the Quality Council. A summary of all reviews undertaken under the UTQAP is published online. For complete details on the review process, please see section 5 of the [UTQUAP document](#).

University of Toronto's Governing Council and its Boards and Committees

Any proposed program change that requires governance approval as outlined in UTQAP requires approval by the University of Toronto's Governing Council and its Boards and Committees. The [Governing Council](#), established by the University of Toronto Act, 1971, is the senior governing body that oversees the academic, business, and student affairs of the University. The list below outlines the various Boards and Committees that serve the University of Toronto.

- [Academic Board](#)
- [Committee on Academic Policy and Programs](#)
- [Agenda Committee](#)
- [Audit Committee](#)
- [Business Board](#)
- [College of Electors](#)
- [Elections Committee](#)
- [Executive Committee](#)
- [Governing Council](#)
- [Committee for Honorary Degrees](#)
- [Pension Committee](#)
- [Planning and Budget Committee](#)
- [Senior Appointments and Compensation Committee](#)
- [University Affairs Board](#)
- [UTM/UTSC Campus Councils](#)

Please see figure 1-2 for a visualization of the organization of Governing Council.

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Additional Self-Assessment Mechanisms

School of Graduate Studies

The mission of the School of Graduate Studies (SGS) is to promote University-wide excellence in graduate education and research and to ensure consistency and high standards across the divisions. Sharing responsibility for graduate studies with graduate units and divisions, and operating through a system of collegial governance, consultation, and decanal leadership, the SGS defines and administers University-wide regulations for graduate education.

The School of Graduate Studies also provides expertise, advice, and information; reviews the design and delivery of programs; develops performance standards; supports diversity, equity, fairness, and ethical conduct in graduate education; organizes services and financial assistance to graduate students; encourages a close and positive relationship between research and graduate instruction; and represents the cause of graduate education at the University of Toronto in the wider academic and general community.

The Daniels Faculty works in collaboration with SGS to ensure adherence to policies and procedures. The Daniels Faculty is supported by Divisional Officers at SGS and falls under Division 2: Social Sciences.

For the Master of Architecture and all graduate programs, decisions with respect to program structure, curriculum, and academic requirements are reviewed and approved by the School of Graduate Studies (SGS). At the outset, the Faculty through the Dean's Office will work closely with the Director of Academic Programs and Policy in the Office of the Vice-Provost, Academic Programs. After full consultation with the Vice-Provost's office, including SGS review, a proposal

document may be ready to move forward through the quality assurance processes as outlined above. Please note that university resource allocation and planning is outlined specifically in the Section 3.8 Financial Resources.

Graduate Department Academic Appeals Committee

On a graduate level, each graduate division is required to have a Graduate Department Academic Appeals Committee following the [SGS guidelines](#). The academic appeals process is outlined in Section 4.2. It should be noted that the Appeals Committee of the Daniels Faculty Council only reviews undergraduate appeals.

Daniels Faculty Council, Committees, Constitution, and By-Laws

In figure 1-2, the Daniels Faculty Council is a 'Divisional Council'. The Daniels Faculty Council is comprised of faculty, staff, students, alumni, external stakeholders, and members of the university administration and community as detailed in the [Daniels Faculty Constitution](#), which was updated in 2017. Faculty Council is responsible for setting the principles and priorities for the teaching and research activities of the Faculty and approving any amendments to divisional academic policies or proposed program changes before the items proceed to the Governing Council. Specific responsibilities with regards to committees, admissions, awards, petitions and appeals, academic programs, delegation of authority, academic and interdisciplinary units, review of academic programs and units, and transcript notations are specified in the Faculty Constitution.

The Daniels Faculty Council has Standing Committees that are responsible for the academic business of the Faculty. These Standing Committees (as listed below) report to the Faculty Council. Their memberships and duties are outlined in the [Daniels Faculty By-Laws](#):

- Executive Committee
- Admissions Committee
- Awards Committee
- Curriculum Committee
- Committee on Academic Standing
- Research Committee
- Diversity & Equity Committee

Dean

As a single departmental Faculty, the Dean maintains authority for all resource allocations, faculty appointments, administrative staff, teaching assignments, and liaison with the central administration of the University. Together, the Dean and Program Director are the principal administrative officers involved in the self-assessment of the Program. Both positions are supported by managerial staff.

Procedures of self-assessment include review of course syllabi by the Director and student evaluations of all courses every term, review of teaching performance by the Director and Dean on an annual basis, and review of faculty research and creative professional practice by the Dean on an annual basis. Faculty are reviewed through the course evaluations, and the Progress Through the Ranks (PTR) process, outlined in Section 3.5. This applies to contractually limited term appointees as well as tenure and tenure-stream faculty. The Dean and Director also encourage all faculty members to closely monitor their own teaching and personal development, and to contribute actively to the self-assessment and academic development of the Program as a whole.

The University of Toronto requires annual accountability and reporting by each division. Each faculty member submits materials, including an accountability report as outlined in Section 3.5. The Dean then submits an annual report to the Provost including an accountability report for the Faculty.

Program Director

The Program Director is responsible for the strategic direction of the Program; day-to-day operations in conjunction with the Registrar and other administrative staff; the delivery of courses; student counselling on academic matters; faculty meetings; representation of the Program on standing committees, executive committee and Faculty Council; review of all course syllabi; annual review of teaching performance of faculty members; recommendations to the Dean for teaching assignments and new courses; facilitating access to facility and equipment resources; coordination of deadlines; and, final term reviews. The Program also provides the Daniels Faculty Council with an annual program report that includes updates on program events, student and faculty accomplishments, and ongoing conversations about proposed curricular changes.

Faculty Reviews

The process for reviewing faculty performance and determining promotions is outlined in Section 3.5. This includes Progress Through the Ranks and annual Merit Reviews conducted by peers. These reviews provide another opportunity for program self-assessment.

Student Evaluations

Course evaluations are solicited for feedback about the course and teaching for numerous purposes. They are used in the faculty PTR, promotion, and tenure processes as outlined in Section 3.5. As well, they are provided as feedback to the faculty member and they are reviewed by the Program Director and Dean.

3.1

The Daniels Faculty has a uniform course and teaching evaluation process. Student participation in this process is optional and anonymous; please see figure 1-3 for the sample form and figure 1-4 for the sample report. Additional written statements are also collected and distributed to faculty. Students are also encouraged to provide feedback and suggestions through the Graduate Architecture, Landscape, and Design Student Union (GALDSU) and in meetings of the student body. Members of the administration, including the Dean, the Program Director, Registrar, and staff, meet with the student union to discuss such feedback.

Several divisions at the University of Toronto phasing in a new course evaluation framework. The new framework incorporates: institutional and divisional guidelines for the development, administration and use of course evaluations; and; flexible, customizable evaluation forms that combine core institutional questions with the ability for instructors, units and divisions to add additional questions relevant to their particular teaching context. Under the new framework, course evaluations will be completed through an online system. The Daniels Faculty is collaborating with the Centre for Teaching Support and Innovation to implement this new framework.

The Graduate Architecture, Landscape, and Design Student Union (GALDSU)

The Daniels Faculty has an active graduate student union that represents the student body and meets with the Program Directors and Dean on an as-needed basis. In addition, regular meetings are set with GALDSU and the Registrar to discuss student concerns, and GALDSU representatives sit on Faculty Council and Executive Committee.

GALDSU self-organizes annual student surveys and provides the Faculty with summary reports. This includes an annual Health and Well-being Report. Each year, GALDSU presents its survey reports to Faculty Council. The Faculty takes the comments and recommendations of the report seriously, and these reports continue to help the Faculty improve its physical and social environments.



**John H. Daniels Faculty of
Architecture, Landscape, and Design
University of Toronto
Graduate Programs Course Evaluation**

Academic Session:

Course Code:

Lecture Section:

Instructor:


Instructions: 1) Make heavy dark marks, PLEASE USE A PENCIL
If you cannot use a pencil then use a blue pen
2) Do not use check marks to select boxes
3) If you erase, please erase completely
4) Please do not make any other marks on this form

Please fill in boxes like this: ☐ ☐ ☐ ☐

Instructor Performance	Not Applicable	Poor			Excellent
1. Communication of the goals, requirements and expectations for this course was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adherence to the terms of the course outline was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor's knowledge and awareness of the course subject matter was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication of the subject matter was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor's consideration of students' level of understanding was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The opportunity for student participation was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The availability of the instructor/lecturer/advisor for individual guidance was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The quality and effectiveness of tutorials/labs/field trips was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Clarity and consistency in the evaluation of student work was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Promptness in the evaluation of student work was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Overall rating of this instructor as a teacher:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Improvement in your knowledge of the subject by taking this course was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fig. 1-3: Sample Course Evaluation

3.1



UNIVERSITY OF TORONTO
JOHN H. DANIELS FACULTY OF
ARCHITECTURE, LANDSCAPE, AND DESIGN

Graduate Programs Course Evaluation Fall 2018

Course: _____ **Instructor:** _____

If 3 or less evaluations have been submitted no data can be obtained for this course/instructor.

(Means) Scale: N/A, Poor (1), Excellent(5), maximum mean =5

Questions	Means	Total Resp.
1 Communication of the goals, requirements and expectations for this course was:	Instructor: Faculty:	
2 Adherence to the terms of the course outline was:	Instructor: Faculty:	
3 The instructor's knowledge and awareness of the course subject matter was:	Instructor: Faculty:	
4 Communication of the subject matter was:	Instructor: Faculty:	
5 The instructor's consideration of students' level of understanding was:	Instructor: Faculty:	
6 The opportunity of student participation was:	Instructor: Faculty:	
7 The availability of the instructor/lecturer/advisor for individual guidance was:	Instructor: Faculty:	

Fig. 1-4: Sample Course Evaluation Page 1

8 The quality and effectiveness of tutorials/labs/
field trips was: Instructor:
Faculty:

9 Clarity and consistency in the evaluation of
student work was: Instructor:
Faculty:

10 Promptness in the evaluation of student work as: Instructor:
Faculty:

12 Improvement in your knowledge of the subject
by taking this course was: Instructor:
Faculty:

11. Overall rating of this instructor as a teacher:

Instructor:

Faculty:

Total Resp.:

Note: "Faculty" includes all faculty members for the graduate program for that session.

3.1

Faculty, Student, and Alumni Assessments of the Program's Curriculum and Learning Context

The Program Director frequently holds meetings with faculty and students in the Master of Architecture program to discuss curricular, administrative, and other issues. In anticipation of this year's accreditation review, and understanding the challenges that come with a location change as the Faculty moved to One Spadina in 2017, the Director held a number of meetings to gather feedback on the Program's substantive focus and pedagogy. Summaries are provided on the following pages.

Faculty Meeting: September 13, 2017

Topics of discussion:

- Welcome from new Program Director
- New academic year and introduction to the building
- Upcoming accreditation review

Faculty Meeting: November 1, 2017

Topics of discussion:

- Accreditation process, including a discussion of individual faculty member responsibilities
- Planning supplemental workshops for students
- Updates on ongoing construction at One Spadina

Faculty Meeting: January 13, 2018

Topics of discussion:

- Transition of the Program from 3.5 years to 3 years
- Proposed PhD program
- Reminders of accreditation responsibilities

Faculty Meeting: March 7, 2018

Topics of discussion:

- Reminders of accreditation responsibilities
- Student advising and mentorship
- Student portfolio review and internships
- Global architecture plan for 2018

Student Town Hall: November 9, 2017

The Graduate Architecture, Landscape, and Design Student Union (GALDSU) held a Town Hall meeting to discuss the transition to One Spadina. GALDSU executive members facilitated the meeting, and faculty and staff were present to answer questions and engage in discussions. The Dean, the Program Director, the Registrar, the CAO, and Facilities staff attended.

The Faculty anticipated that the first semester in One Spadina would entail a period of acclimation for students, faculty, and staff. Growing pains are to be expected with any change of this scale, and there was added complexity in this case as it was necessary for the Faculty to move into One Spadina before the building was fully completed. The Faculty was thoroughly impressed with the patience of its students throughout this process. Students took great care to provide thoughtful feedback at the Town Hall meeting, which was a reminder of the professionalism of our student body, the pride it takes in being part of the Daniels Faculty and residents of One Spadina, and its recognition of the tremendous benefits the building offers.

Throughout this adjustment phase, the Faculty engaged in a collaborative process with students to determine what worked well and what required further consideration. The town hall meeting was part of this process, along with the subsequent convening of a committee of faculty members and students

to evolve the studio layout and desk system. The stewardship of students, faculty, and staff this past year has ensured that the building's potential is maximized.

Meeting Between First Year Students and Director: January 16, 2018

Topics of discussion:

- Studio seating practices
- Studio desk redesigns
- IT and workshop requirements, including printing, materials, laser cutters, computer applications
- Requests for additional guest critics
- Studio clean-up protocol
- Potential future program change to three years
- Possible future workshops and networking events

Meeting Between Third Year Students and Director: February 9, 2018

Topics of discussion:

- Studio seating practices
- Review of option studios
- Noise during hallway reviews
- Requests for additional pin up spaces
- Scheduling review to avoid conflicts
- Request for additional workshop time
- Air quality in studios
- Possible faculty mentorship structure
- Year end show
- Potential future program change to three years

Meeting Between Second Year Students and Director: March 20, 2018

Topics of discussion:

- Studio space configuration and noise levels improving
- Concerns about noise during hallway reviews

- Request for building use rules
- Faculty gender balance
- Request for more making courses vs. history/theory
- Potential future program change to three years
- Possible curricular changes to focus on processing first
- Student internships

In addition to consulting with faculty and students, the Program Director often seeks curricular feedback from alumni. In addition to the Director maintaining contact with many alumni, one avenue through which this is accomplished is by inviting alumni to serve as guest critics. Below is a list of alumni who have recently served as guest critics.

List of Daniels Alumni Guest Reviewers

Peter Sampson	Vivian Lo
Heather Rolleston	Michael Moxan
Drew Sinclair	Deanna Brown
Clifford Harvey	David Pontarini
Graeme Stewart	Donald Chong
Ayesha Moghul	Donald Schmitt
Leo Lin	David Sisam
Andrea Calla	Brian Carter
Omar Gandhi (UG)	Sonia Ramundi
Sven Lavado	Tegan Torza
John van Nostrand	Nick Swerdfegen
Fiona Lim Tong	
Kristina Ljobanovic	
Berardo Graziani	
Bruce Kuwabara	
Jane Wigle	
Lei Chang	
Lorna Day	
Paul Cravit	
Peter Ortued	
Jimenez Lai	
Kristen Doimering	

3.2

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.”

The APR must include:

-The Program description as it appears in the university academic calendar or any other institutionally authorized official description of the Program

-Evidence that the Program has communicated to all faculty and incoming students the information regarding the CACB process for accreditation

Program Description

The following program description appears in the School of Graduate Studies Academic Calendar:

“The Master of Architecture (MArch) is a professional degree program and provides a thorough base of knowledge in history, theory, technology, ecology, society, and professional practice, while developing skills in design through an intensive sequence of design studio courses. These are supported by courses in visual communication and architectural representation including computer modelling and other new media. The Program aims to develop critical, creative, and independent thinking and research that responds to current design issues and societal changes. The greater Toronto region is used as an urban laboratory for the development of new knowledge and forms of practice.”

Process for Accreditation

The following text is included on the [Daniels Faculty website](#):

“In Canada, all provincial associations recommend a degree from an accredited professional degree program as a prerequisite for licensure. The Canadian Architectural Certification Board (CACB), which is the sole agency authorized to accredit Canadian professional degree programs in architecture, recognizes two types of accredited degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master’s degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

In 2012 the Daniels professional program (Master of Architecture) was reviewed by the CACB and granted a five-year term of accreditation. Our professional Master of Architecture program will be undergoing its next review in 2018.

The CACB and its counterpart in the United States, the National Architectural Accrediting Board (NAAB), have a reciprocal agreement whereby professional architecture degree programs accredited in one country are recognized in the other. Thus the University of Toronto’s accredited professional architecture degree is recognized in the United States.”

DANIELS



About
Work
Programs
Admissions
Resources
People
News & Events
+ Info for

Support
Contact



09.05.18

Daniels Undergraduate Orientation 2018

Current Students



@uoftdaniels

09.06.18

Daniels Undergraduate Orientation 2018

Current Students

Architecture,
Landscape
Architecture,
Visual Studies,
and Urban
Design.

Programs

09.05.18

Downtown Toronto:
Radical Incrementalism

Current Students

09.06.18

Daniels Resource Fair

Current Students



09.04.18 – 7 ways to get involved with the Daniels Faculty

09.06.18

Toronto's Waterfront: The New City

Current Students

Hey new students! Looking for tips on how to get involved in the life of the school? Josie Harrison (HBA, Architect... [twitter.com/i/web/status/1...](https://twitter.com/i/web/status/1000000000000000000)

@UofTDaniels – 09.04.18

It's #Orientation Week! A big welcome to all 1st year #undergraduate students. This morning they're making banners... [twitter.com/i/web/status/1...](https://twitter.com/i/web/status/1000000000000000000)

@UofTDaniels – 09.04.18

09.07.18

Daniels Undergraduate Orientation 2018

09.10.18

Learning Strategist Drop-In

09.07.18

Preparing for Success: Graduate Student Edition

Current Students

Daniels Website Homepage

3.2

Accurate information about the Faculty's programs is disseminated through the following means:

Website

In the Spring of 2017, the Daniels Faculty launched a new website and visual identity, one that better reflects our ethos and showcases our work and impact. Our objectives for these two initiatives were to expand our outreach and engage a larger and broader audience of alumni, prospective students, professional colleagues, and community members in our research, publications, student work, and events. It was also important to streamline information for current students and to ensure accessibility across a variety of devices. We hired Bruce Mau Design to develop a new graphic identity and website that is visually rich, flexible across platforms, and easier to navigate.

Social Media

To increase our profile, outreach, and engagement across all audiences, the Daniels Faculty maintains a robust social media presence. Our social media accounts — which include Instagram, Facebook, Twitter, Youtube, Pinterest, and Flickr — provide us with additional platforms on which to showcase student work and share events, news, projects, and other important notices of interest to students, alumni, and the general public. Our public lectures are available on YouTube, and this past academic year we have started livestreaming some events on Facebook and Instagram

@UOFTDANIELS FOLLOWERS

INSTAGRAM: 8,300

TWITTER: 3,569

FACEBOOK: 3,900

YOUTUBE: 1,694



taking place at the faculty that week, as well as notices about competitions, job and volunteer opportunities, and external events. A “Did you Know?” section provides information of interest to current students.

Our bi-weekly newsletter is sent to 3,598 subscribers, which includes students, faculty, alumni, prospective students and members of the general public (both local and abroad). This newsletter focuses on recent news that spotlights our students, faculty, alumni, academic programs, research, and events.

Exhibitions of Student Work

The new Daniels Building provides enhanced opportunities to exhibit the work of our students. In 2017, we held the first of what will be an annual exhibition of student work during Doors Open. Over 8,000 people visited our new building that weekend, and student projects were exhibited throughout. A similar end-of-year show was held in May 2018.

Our new Larry Wayne Richards Gallery, located outside the east doors of the Main Hall, provides a prominent location to display student and faculty work throughout the year. In 2017, for example, we displayed work completed by students in Superstudio (ARC 2013).

The grand hallways and large classrooms throughout our new building, where work is often pinned up during midterm and end-of-year reviews, have increased the exposure of student work, facilitating the ease with which it can be both viewed and happened upon by students across years and programs as well as alumni and members of the community who visit the building.

The enhanced opportunities that our new building provides for showcasing student work builds on what was already an annual practice, both within our Faculty's building and beyond. Additional exhibition space, both informal and formal, will make it easier for both faculty and students to plan and mount shows.

Next Steps for Graduate Students

The Next Steps for Graduate Students is a supplement to the School of Graduate Studies Essential Grad Guide and can be downloaded from our website as a PDF. It contains important information to help orient new graduate students to the Faculty. Additional information for graduate students is also available on the Daniels Faculty website.

Thesis Reviews Book

Graduating Thesis projects from all three Masters programs are published every year in the Daniels Thesis book. This book includes a summary of each students' project (written by the students themselves and edited by our communications officer), as well as an image. In addition to printing physical copies, a PDF of this book is available to download from our website. The Thesis review book is given to thesis students, professors, and guest critics. It is also used to share information with donors, alumni, and prospective students on work being done at the school.

The Annual

Each year the Faculty helps support The Annual, an end of the year book published by GALDSU that showcases student thesis projects, a letter from the Dean, and essays by Daniels professors. In addition to acting as a yearbook of sorts for graduating students, this publication is used for recruitment and other promotion.

Earned Media

Another way that we increase the reputation and profile of the Daniels Faculty is through earned media (including print media, online media, radio and television) whose reach extends beyond that of our website and social media platforms.

Our building project at One Spadina Crescent provided a valuable opportunity to raise the Faculty's profile via earned media. In 2013, when we unveiled the design of our new home, we received coverage in over 30 publications, ranging from online blogs and magazines (such as Spacing, BlogTO, and Urban Toronto) to major newspapers (such as the Toronto Star and The Globe and Mail, which featured the building project on its front cover).

To build on this momentum, in 2016 we engaged Kriss Communications, a communications firm that specializes in architecture and design, to help increase outreach and recognition for the Daniels Building and the reputation of the Faculty as a whole. In the 2017-2018 academic year, the Faculty garnered over 40 media citations alone (for both One Spadina and faculty and student research, projects, and programs), roughly the same number of citations as the academic year before. This included coverage in international publications such as the New York Times, Architectural Record, Wallpaper, and Abitare, among others, mainstream Canadian publications such as Maclean's, Toronto Life, and The Globe and Mail — as well as radio (CBC's Metro Morning, Spark, and Here and Now) and television (CBC News, Breakfast Television).

3.2

Media Highlights Since 2012

In August 2012, then University of Toronto President David Naylor wrote “The Rise and the Rise of the Daniels Faculty,” citing our Faculty’s rising reputation through faculty and student awards, competition wins, and research.

In December 2012, the Daniels Faculty was the featured cover story in Canadian Builder’s Quarterly, whose article “the Ascension: How the John H. Daniels Faculty of Architecture, Landscape, and Design at the University of Toronto is giving the Ivies a run for their money” looked at the past and the future of the faculty and highlights prominent alumni.

Since 2012, coverage of the Daniels Faculty in Canada’s national paper, The Globe and Mail, increased significantly. In addition to articles on One Spadina, features included reports on faculty research, including: Associate Professor Mason White’s work in the arctic (2015); Assistant Professor Benjamin Dillenburger’s experimentation with 3D printing and design (2014); Assistant Professor Brady Peter’s research on computational design and acoustics (2017); Associate Professor Liat Margolis’ research on green roofs (2017); and, Assistant Professor Michael Piper’s exploration on urban design in the suburbs (2017) — among others.

Since 2012, the Daniels Faculty’s award-winning Green Roof Innovation Testing Laboratory (GRIT Lab) has been reported on widely in publications such as The GRID, Yonge Street, Landscape Architecture Magazine, Canadian Architect, The Globe and Mail, CTV news, and Nature, among other media, including a forthcoming article in the Toronto Star.

Television coverage of the Daniels Faculty has included: CTV Toronto, which reported the weather from the GRIT Lab in May 2015, and featured students graduating from our faculty in a segment on convocation in June 2015; the Business News Network, which

interviewed Dean Richard Sommer on plans for Toronto’s Gardiner Expressway (2015); CBC News, which produced a short segment on the new Daniels Building at Doors Open in May 2017, and Breakfast Television, which featured a tour of the new Daniels Building in November 2017.

Maclean’s cites the Daniels Building as an example of why the University of Toronto was ranked Canada’s top school by reputation in 2018.

Other topics for which the Daniels Faculty has been featured in the media include: the 2013 launch of the Global Cities Institute, responsive architecture, architecture and health, student projects on Toronto’s ravines, the future of transit and transit hubs, green roof research, urban design in the suburbs, laneway housing, 3Dprinting, computational design and artificial intelligence, tower renewal, condo development and design, instagram and architecture, architecture and acoustics, and professional projects by faculty members.

U of T architecture students explore Partridge Island for inspiration



Site visit organized by Monica Adair and Stephen Kopp of Saint John firm Acre Architects

Julia Wright - CBC News - Posted: Sep 26, 2017 12:05 PM AT | Last Updated: September 26, 2017



U of T architecture students explore Partridge Island for inspiration: Site visit organized by Monica Adair and Stephen Kopp of Saint John firm Acre Architects

dezeen

Follow: 1 2 3



Evan Wakelin uses architectural collage to depict the fragmented identities of migrants

8 art installations on Toronto beaches aim to draw people outside



Mayor says the temporary artworks are helping to make the city 'winter-friendly'

Muriel Daheine - CBC News - Posted: Feb 20, 2017 11:36 AM ET | Last Updated: February 20, 2017



8 Art Installations on Toronto Beaches Aim to Draw People Outside -Midwinter Fire



U of T, OCAD, Ryerson, York collaborate in massive joint research project on affordable housing

Kearon Roy Taylor is one of the students leads for StudentDwellTO (photo by Steve Lachner)

StudentDwellTO builds on StudentMoveTO

September 22, 2017

UofT,OCAD,Ryerson,Yorkcollaborateonaffordable housing

Daniels Faculty Showcasing Concepts for Lower Junction Park

February 24, 2017 10:50 pm | By Alexander Wu | 2 Comments

The University of Toronto's Daniels Faculty of Architecture will host an exhibition exploring the programming and design for a future public park in Toronto's Lower Junction Triangle. Showcasing the work of 18 students from the Master of Architecture and Master of Landscape Architecture programs—co-mentored by landscape architect Victoria Taylor—the exhibit will be held on Sterling Road on Monday, February 27th.



Daniels Faculty Showcasing Concepts for Lower Junction Park



How a travel grant built a more effective architect

A donor-supported travel program helped architecture students learn, hands-on, about the importance of collaboration in design.

Kearon Roy Taylor's trip to Yellowknife with professor Mason White was the perfect way to learn a top professional's collaboration.

Posted on September 26, 2017

How a Travel Grant Built a More Effective Architect:Kearon Roy Taylor's trip to Yellowknife with professor Mason White

3.3

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.

The APR must include procedures in place to achieve equity, diversity and inclusion in school operations and activities.

In 2017 the University of Toronto was named one of [Canada's Best Diversity Employers for 2017](#). The University has received this honour for a decade: each year since the Award's inception. The annual list by Mediacorp recognizes Canadian employers with exceptional workplace diversity programs for "employees from five groups: (a) Women; (b) Members of visible minorities; (c) Persons with disabilities; (d) Aboriginal peoples; and (e) Lesbian, Gay, Bisexual and Transgendered/Transsexual (LGBT) peoples."

The University of Toronto has a [Statement on Human Rights](#) (2012), which aligns all University Policy with the Ontario Human Rights Code and affirms the University's commitment to the values of equal opportunity, equity, and social justice. The [Academic Administrators Procedures Manual](#), which provides policies, and procedures for recruitment, appointments, and promotions, is rigorous in its compliance with the Ontario Human Rights Code. Best practices have been established to go well beyond minimum requirements. The Daniels Faculty operates within these guidelines and seeks clarification from the Vice-President & Provosts Office where there is any question.

Each year, the University of Toronto publishes the Human Resources and Equity Annual Report, Ontario Disability Act (ODA) Report, Employment Equity Annual Report, and Equity Officer Report. All reports are [available online](#).

The University has a number of other relevant policies, guidelines, and reports in place, including:

[Accommodation Guidelines for Employees with Disabilities](#)

[Employment Equity Policy](#)

[Employment Equity Survey](#)

[Guidelines for Employees on Concerns & Complaints Regarding Prohibited Discrimination & Discriminatory Harassment](#)

[Human Resources Guideline on Civil Conduct](#)

[Sexual Violence and Sexual Harassment, Policy](#)

[President's Statement on Diversity & Inclusion](#)

[Statement of Commitment Regarding Persons with Disabilities](#)

[Statement on Equity, Diversity & Excellence](#)

[National Day of Remembrance & Action on Violence Against Women \(December 6\)](#)

[Wecheehetowin: Answering the Call \(34 calls to action in response to the Truth and Reconciliation Commission of Canada\)](#)

Because of its relevance to the CACB's request, the Statement on Equity, Diversity & Excellence is included in full, on the following page.

The University of Toronto Statement on Equity, Diversity, and Excellence

The purposes of the [University of Toronto Statement on Equity, Diversity, and Excellence](#) are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community. Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members,

and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution. Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests. For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

3.3

As part of the University of Toronto, Daniels students, staff, and faculty have access to the following equity offices. Equity offices provide resources and conduct education and awareness initiatives on how to best realize the University's commitment to equity, diversity and human rights and provide guidance on specific issues as they arise.

Accessibility for Ontarians with Disabilities Act (AODA) Office

The AODA is a piece of legislation in the Province of Ontario aimed at making the places you work, live, and learn as accessible as possible. Several standards assist in fulfilling this goal: the Customer Service Standard and the various standards within the Integrated Accessibility Standards Regulation. The AODA Office provides tip sheets, training modules, resources, relevant policies, and building access notices.

Our students are also eligible to register with [Accessibility Services](#).

Anti-Racism and Cultural Diversity Office

The ARCD O is mandated to offer programs and services to students, faculty, and staff across the three campuses. The Anti-Racism & Cultural Diversity Officer is a member of the Equity Issues Advisory Board at the University of Toronto and works closely with fellow Equity Offices. The Office engages collaboratively with stakeholders on campus to enable the University's academic mission through the integration of its commitment to equity, diversity and inclusivity.

Centre for Aboriginal Initiatives

Sharing the space with the Aboriginal Studies Program, the Centre for Aboriginal Initiatives (CAI) is mandated to foster innovative, participatory research with urban Aboriginal peoples and develop collaborations with Aboriginal communities and community organizations. CAI cultivates research related to Indigenous pedagogy, methodologies and epistemology that focus on Aboriginal peoples as cultural workers, social change

agents, leaders and thinkers. CAI also supports the recruitment and retention of Aboriginal graduate and undergraduate students, and is working to enhance the visibility of Aboriginal peoples at the University of Toronto.

Community Safety Office

The Community Safety Office responds to students, staff, and faculty members of the University of Toronto community who have personal safety concerns. It addresses complaints, assesses personal and community safety risks, provides a continuum of intervention options that complainants can explore in order to address their personal safety concern(s), presents information about particular issues experienced, co-creates safety plans, and works in partnership with various offices in order to address personal safety concerns. Additionally, the Office provides consultation to those dealing with difficult behavior, facilitates women's self defense sessions, and organizes Men Against of Violence initiatives.

Family Care Office

The Family Care Office provides confidential guidance, resources, referrals, educational programming and advocacy for the University of Toronto community and their families. We raise awareness of family care issues central to the achievement of education and employment equity at the University of Toronto.

Health and Well-being Services and Programs

Health & Well-being Services & Programs (HWB) supports University of Toronto (U of T) employees and managers involved in sick leave, long-term disability, occupational health issues, workplace injuries, and workplace accommodation for employees with disabilities. HWB is committed to creating a healthy and engaged workforce through ongoing employee activities.

Sexual & Gender Diversity Office

The Sexual & Gender Diversity Office (SGDO) develops partnerships to build supportive learning and working communities at the University of Toronto by working towards equity and challenging discrimination. The Office provides innovative education, programming, resources and advocacy on sexual and gender diversity for students, staff and faculty across the University's three campuses.

In addition, the University offers the following offices to address other faculty and staff equity concerns:

[Aboriginal Student Services \(First Nations House\)](#)

[Safety and Support](#)

Codes for Ethical Behaviour

The University of Toronto has progressive policies and procedures on ethical behaviour with respect to all members of the University community. Those directly affecting the rights and responsibilities of students are contained in [University Code of Behaviour on Academic Matters](#) and the [Code of Student Conduct](#).

Further Student, Staff, and Faculty Protection

The interests of students, faculty and staff are protected by the [Office of the Ombudsperson](#); the [University of Toronto Faculty Association](#); [CUPE Local 3902](#) governing the sessional faculty members and teaching assistants; and United Steel Workers (USW Local 1998). The **University Assessment and Grading Practices Policy** ensures fairness in the evaluation of student work and provides clear avenues of redress in the event of misjudgment or professional misconduct.

Daniels Faculty Diversity & Equity Committee

In 2017 the Daniels Faculty created a new Standing Committee of Faculty Council: The Diversity & Equity Committee. The function of the Committee is:

- To recommend to Council diversity and equity principles and goals for the
- To advise and make recommendations to committees of Council, on matters falling within their terms of reference, on ways to help ensure that the Faculty's practices reflect its diversity and equity principles and goals.
- To advise, and make recommendations to the Dean, who has authority over personnel matters, including appointments and promotions, on ways and means of enhancing the Faculty's ethno-racial and gender diversity.
- To report to Council its deliberations, recommendations, and decisions.

3.4

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. Given its particular mission, the APR may cover issues such as:

- How students participate in establishing their individual and collective learning agendas
- How they are encouraged to cooperate, assist, and share decision-making with and give respect to students who may be different from them
- Students' access to the critical information needed to shape their futures
- How the diversity, distinctiveness, self-worth, and dignity of students is nurtured in the academic environment

The APR must include:

- A description of the student cohort (background, gender, etc); the Program's academic standards for students; a description of the students' educational backgrounds; and the selectivity, retention, and graduation rates of the Program since the last accreditation sequence
- Evidence that the school has policies and procedures in place for a safe, positive, and respectful learning and working environment
- A description of the Program's approach to co-curricular, extracurricular, and enhanced learning opportunities available to students
- Evidence of opportunities to participate in student professional societies, honours societies, and other campus-wide activities
- A list of guest lecturers and visiting critics brought to the Program since the previous visit
- A list of public exhibitions brought to the Program since the previous site visit
- A description of student support services, including health and wellness, academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable)
- A description of teaching and research assistant opportunities for students

Description of Student Cohort

The Master of Architecture Program enjoys a strong applicant pool that has been growing at a steady, annual rate since the last CACB accreditation. Recent recruitment strategies have created more opportunities for applicants to be exposed to the culture, resources, and exemplary productions of the MArch Program. Almost all of the MArch core faculty participate in the admissions and recruitment process, reviewing files in teams, and making calls to admitted students. These efforts have gone a long way in helping Daniels retain a larger yield of its top candidates in recent years than ever before. More recently, we believe our new building has also generated renewed interest in the MArch program. Going forward, we believe that the expansion of current outreach activities, including promoting faculty publications, symposia and the dissemination of research, will help to ensure a continued growth in the applicant pool.

Nevertheless, our ability to draw further applications from Canadian candidates may be nearing a saturation point, given the quality, growth, and increasing competitiveness of peer programs at other Canadian Universities. Interest in our MArch program among international students has been steadily growing, and we have been identified by UofT's central administration as one of the Faculty's with a strong and attractive international footprint. Based on our performance-to-date, we have been given resources to expand our international recruitment outreach. To continue to grow, or keep the quality of our current application pool stable, we plan to more strategically cultivate, expand and diversify our pool of international applications.

Admission Statistics

Year	Applicants	Offers	Accepts	Registered*
2018/2019	536	194	111	N/A
2017/2018	486	179	101	81
2016/2017	457	197	116	94
2015/2016	453	194	105	81
2014/2015	397	161	84	66
2013/2014	365	154	87	74

Fig. 1-5: Admission Statistics

Enrollment Statistics

Year	2017/2018	2016/2017	2015/2016	2014/2015	2013/2014	2012/2013
Year 1	77	94	77	63	71	58
Female	40	53	39	33	27	29
Male	37	41	38	30	44	29
Domestic	62	80	67	57	62	54
International	15	14	10	6	9	4
Year 2	93	73	58	72	53	89
Female	50	37	29	27	28	45
Male	43	36	29	45	25	44
Domestic	80	64	52	64	50	82
International	13	9	6	8	3	7
Year 3	76	53	70	52	88	74
Female	42	26	26	28	45	36
Male	34	27	44	24	43	38
Domestic	66	47	62	49	80	69
International	10	6	8	3	7	5
Year 4	28	40	48	85	69	58
Female	11	15	28	46	33	31
Male	17	25	20	39	35	27
Domestic	27	35	45	78	64	57
International	1	5	3	7	5	1
Total	274	260	253	272	280	279

Fig. 1-6: Enrollment Statistics

3.4

What follows is a portrait of our student applicant pool.

Students apply to the MArch program from around the globe. Our domestic applicants represent the enormous diversity of Canada's own present-day diversity. Our admissions process considers a wide range of applicant accomplishments in order to be able to ensure that our student cohort will reflect a wide range of experiences, personalities, and bodies of knowledge. Our applicant pool not only reflects geographical, national, and ethnic diversity, but also a diversity of educational and disciplinary backgrounds. As is required by our School of Graduate Studies all of our applicants must have University degrees that ground them in the humanities and the sciences. Many (but not a majority) of applicants have some form of design or visual art background. As noted above, through recruitment, it has been our goal to increase our draw from across Canada and around the world. Through additions to our scholarship funds we also hope to continue to make study in our Program affordable to a wider range of students. Programs such as the Daniels Scholars Program currently provide top-ranked candidates with financial need sometimes up to full tuition relief for their entire course of study. Finally, through the development of curriculum and the diversification of our faculty cohort, we plan to continue our efforts to ensure that education at the Daniels reflects the emerging concerns of both local and global populations.

Snapshot and Statistics

Of the 2017 applications to the Master of Architecture program, 57% of applicants come from Canadian Universities. 43% of applications come from individuals attending institutions throughout the world, with a large subset of these, 17%, coming from one of three countries: the USA (8%), China (5%) and Iran (4%).

Our admissions standards tend to recognize the strength of applications coming from candidates that have attended Canadian Universities. 82% of candidates recently admitted to the MArch program attended Canadian Universities, with 18% drawn from international universities. Of those, sixty-six percent were residents of Ontario at the time of application. Yet, it must be noted (as can be observed in our student population) that the demographic profile of Canadian University students admitted to our MArch Program very much reflects the diversity of Canada and of Toronto (in which 50% of the city population is foreign born and an even larger percentage is first generation Canadian).

The mean age of applicants at all stages of the admission process was 25 with a range from 20-43 with both male and female applicants almost equally distributed (54% female and 46% male applicants). [Note that the University of Toronto implemented an optional reporting of gender by students in 2017. Therefore, future reporting of distribution of gender may no longer be possible.

Time to Graduation Rates

In the years since the last accreditation report in 2012, the time to graduation rate has varied between 94% and 95% in four years. Attrition rates have ranged from 3% to 6%.

Looking Forward

Although the number and caliber of applicants remain strong (see figure 1-5), Daniels continues to focus on increasing its applicant pool. In 2017 a new administrative position, Assistant Registrar, International & Recruitment, was created within the Office of the Registrar and Student Services at the Daniels Faculty. The Assistant Registrar, International & Recruitment is responsible for effectively representing the Faculty, locally, nationally and internationally, in order to recruit well-qualified students

to our graduate programs. This position provides advising and information services to prospective students through in-person and phone meetings as well as email communications. They are also responsible for liaising with prospective students and arranging student meetings with program Directors and faculty where appropriate. Planning and coordination of the Daniels Faculty's Graduate Open House event is one example of an event that this position is interested students to visit the Faculty and receive accurate information to assist them in preparing to apply for Graduate studies. The Assistant Registrar, International & Recruitment is also responsible for consolidating and implementing recruitment plans, including strategies to increase applications and enrolment from high quality candidates, in accordance with the Faculty's enrolment plan and academic priorities. Moving forward, this staff member will also play a role in

identifying and helping to facilitate the creation of potential opportunities for inbound and outbound student exchange partnerships for the Faculty in conjunction with the University of Toronto's international strategy.



Convocation, 2018

3.4

Program Requirements and Academic Standards

MArch Program (3.5 Year Option)

The course of study is a rigorous full-time, comprehensive program and prepares graduates for the full range of professional activities in architecture. The core program is extensive, and students are required to use their electives to develop an area of special skill and knowledge through an independent study program that culminates in a design thesis.

Students study full-time, taking all required courses in each given session. An FZ (fail) in any one course, or a B- grade in two studio courses or in any three courses normally results in a recommendation to the School of Graduate Studies to terminate the student's registration in the degree program.

Note that in winter 2018 the Daniels Faculty Council approved a change to the policy for student academic standards. The language in the Academic Calendar with regards to an FZ grade was amended to be consistent with SGS policies. For all graduate programs at Daniels, the clause now reads: "An FZ (fail) in any one course or a B- grade in two studio courses or in any three courses normally results in a recommendation to the School of Graduate Studies to terminate the student's registration in the degree program." This change will take effect in the 2018-19 academic year.

There is no additional language requirement other than proficiency in English on admission. Writing support is integrated into the Program in order to develop specialized skills that are essential to effective learning and communication in the design fields.

Progress in the Program is dependent upon satisfactory completion of studio and required core courses in sequence. Exceptions can be made at the discretion of the Program Director.

Students who complete their Master of Architecture program and are eligible to convocate will have their relevant information automatically forwarded by the John H. Daniels Faculty of Architecture, Landscape, and Design to the Canadian Architectural Certification Board (CACB), unless the student opts out in writing. The certification confirms the individual's academic qualifications in compliance with the Canadian Education Standard (CES) in Architecture for entry to the profession. CACB grants and issues certification to applicants who meet the Education Standard and maintains a National Register of those certified and confidential records of all pertinent documentation for all applicants.

Coursework

Students must complete a total of 17.5 full-course equivalents (FCEs) as follows:

- 15.0 FCEs in core courses:
 - 4.0 FCEs Design Studios
 - 2.0 FCEs Option Design Studios
 - 0.5 FCE Thesis Preparation and Research course
 - 1.5 FCEs Design Thesis
 - 1.0 FCE Visual Communications courses
 - 1.0 FCE History courses
 - 0.5 FCE Computer Modelling course
 - 3.5 FCEs Technics and Planning courses
 - 1.0 FCE Professional Practice course
- 2.5 FCEs in electives, of which 1.0 FCE must be in the History category.

Program Length

7 sessions full-time (typical registration sequence: F/W/F/W/F/W/F)

Time Limit

4 years full-time

MArch Program (2.5-Year: Second Year Advanced-Standing Option)

The same academic standards as the 3.5-year option apply to the 2.5-year option.

Coursework

Students must complete a total of 12.5 full-course equivalents (FCEs) as follows:

- 10.0 FCEs in core courses:
 - 2.0 FCEs Design Studios
 - 2.0 FCEs Option Design Studios
 - 0.5 FCE Thesis Preparation and Research course
 - 1.5 FCEs Design Thesis
 - 0.5 FCE Computer Modelling course
 - 2.5 FCEs Technics and Planning courses
 - 1.0 FCE Professional Practice course
- 2.5 FCEs in elective courses, of which 1.0 FCE must be in the History category.

Program Length

5 sessions full-time (typical registration sequence: F/W/F/W/F)

Time Limit

4 years full-time

Leaves of Absence Policy

As per SGS Guidelines.

Students may apply for a one-session to three-session leave during their program of study for:

serious health or personal problems which temporarily make it impossible to continue in the Program; or parental leave by either parent at the time of pregnancy, birth or adoption, and/or to provide full-time care during the child's first year. Parental leave must be completed within 12 months of the date of birth or custody. Where both parents are graduate students taking leave, the combined total number of sessions may not exceed four. (The School of Graduate Studies also offers a [Parental Grant program](#).)

Once on leave, students are neither registered nor are they be required to pay fees for this period. In general, unless a request is made to [opt-in to access services](#) while on leave, students on leave may not make demands upon the resources of the university, attend courses, or expect advice from their supervisor. As an exception, students on leave for parental or serious health reasons who wish to consult with their supervisor or other faculty are advised to make special arrangements through their department. Students on leave will not be eligible to receive University of Toronto financial assistance. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make applications for a leave by completing the [Leave of Absence Form](#) and submitting it to their Graduate Coordinator for approval. The form is then sent to the School of Graduate Studies for processing. The termination date of the degree program will be extended by the duration of the leave taken, i.e., one, two, or three sessions as appropriate. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. Normally the start and finish of the leave would coincide with the start and end of a session.

3.4

When students require a leave to begin in mid-session, they are advised to contact [Student Services](#) at the School of Graduate Studies to make special arrangements. Leave requests that do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Enhanced Learning Opportunities for Students

Our curriculum is designed to provide students with the information they need to help shape their futures. In addition to achieving core competencies, students have the opportunity to engage in co-curricular and enhanced learning opportunities.

Field Trips

Field trips form a regular part of the core studios, including the option and research studios. Depending on the studio, students may travel locally or internationally. Trips from the 2017-18 academic year include:

ARC3015 “New Generics” | Adrian Phiffer – Chicago, USA

ARC3015 “Plain Vertical, a Studio In The Urban Prairie” | Peter Sampson and Liz Wreford – Winnipeg, MB

ARC3015 “NEWtown” | Amale Andraos and Dan Wood – New York, NY

ARC3015 “Cultural Tourism. Architecture and the sublime or Quak’m’Kagan’ik: A Piece Cut Out” | Monica Adair and Stephen Kopp – St. John, NB

ARC3015 “Pulp” | Stephanie Davidson and George Rafailidis – Buffalo, NY

ARC3015 “Rethinking the Australian Outback: Imagining Leigh Creek Post-Industrial Future” | Aziza Chaouni – Melbourne, Australia

ARC3016 “House for Piranesi Hadrian’s Villa: Drawing as Thesis” | John Shnier – Rome, Italy

ARC3016 “Architecture for Health” | Stephen Verderber – Iqaluit, Nunavut

Exchange Programs and International Opportunities

As a top research university, the University of Toronto values its diverse student population and programming and we strive to educate global citizens. Daniels students benefit from the many exchange opportunities that are open to all students and are supported by the [Centre for International Experience](#).

Exchange is UofT’s traditional program for students looking to go abroad. Students can choose to go on exchange for a semester, year or summer. Students interested in exchange have their credits for transfer to UofT pre-approved. The Daniels Faculty also accepts students from abroad in exchange opportunities into our own programs for either a semester or an academic year.

Additional international opportunities include visiting students, travel grants, research opportunities, field trips, and internships.

Global Architecture Program (ARC3038H & ARC2015H)

The Global Architecture program provides an opportunity for students to study areas in flux, emerging economies, and where the relations between local conditions and global modernization strategies need to be negotiated. Students have studied and travelled in Rio de Janeiro (2011), Sao Paulo (2012), Japan (2016, 2017), and Costa Rica (2018). This is an application based program in which up to 24 students may travel internationally and gain 1.0 FCE in elective credits taught by a Daniel’s Faculty member in a host city.

This past summer in Costa Rica - “No Artificial Ingredients” – students spent four intensive weeks doing site visits, research, and individually designed studio projects. This year’s studio was in collaboration with Universidad Veritas School of Architecture. The Program focused on housing problems deeply related to three types of sites and

climatic conditions in Costa Rica: tropical rainforests (Monteverde), dry beach forests (Malpais) and intensely urbanized areas (San Jose). Ultimately, the purpose of the studio was to design a series of housing prototypes (single family units that can be replicated) addressing specific climates, sites, materials and programs.

In 2017 students travelled to Japan as part of Smart Craft Studio in Hida. The studio's theme, "Animating Craft," asked students to integrate traditional Japanese woodworking techniques with smart and human-centred technology. Students were introduced to wood harvesting processes and learned Hida's traditional Kumiki (wood joinery) technique from local master craftspeople, to prototype with open source and modular Internet of Things hardware, and to experiment with a new type of artificial intelligence with the ability to generate new user insights from live sensory data. This built on the success of the 2016 Global Architecture: Smartcraft Hida studio. For four weeks, students studied the ancient vernacular craft traditions of Japan while immersed in an on-site design studio environment. Daniels students collaborated with students from Parsons School of Design, National Chaio Tung University of Taiwan, and Japan's Institute of Advanced Media and Science to address and advance the woodworking industry of Hida. Working with the forestry management company Tobimushi, the municipal government of Hida, and local master craftsmen at Hida Sangyo, the students learned about the wood harvesting processes, engaged with government officials to understand forestry policies, and apprenticed in Kumiki.

In 2015, students were offered the opportunity to participate in Global Architecture: Buenos Aires IN SITU. This history/ theory seminar was organized around a series of modules of research that examined and framed analysis of the contemporary city, discussed through visits to various buildings

and sites in Buenos Aires and Rosario. Modules included: (1) Colonial Buenos Aires, which introduced students to historic neighbourhoods; (2) The Academic Tradition, which explored the formation of public spaces, including plazas, boulevards, and urban gardens, framed within European traditions from the enlightenment through to the Modern Movement; (3) High Modernism to Culture of Congestion, which introduced students to the great Modern Architects of the Argentine Capital as well as to speculation about late modernism in the context of rapid unchecked urban expansion through the 1970s and 80s; (4) Architecture and the Arts, which considered the relationship between architecture and the arts through an exploration of pieces in the literary work of Jorge Luis Borges and others; (5) Politics and Resistance, which sought to understand the city culturally and focused on the ideological and political culture of Buenos Aires and the urban footprint of key political movements that define the city; and, (6) Urban Renewal – Contemporary Projects, which introduced students to the spaces and projects that are emblematic of the most current urban and architectural thinking in Buenos Aires.

In 2014, students were invited to participate in a history/theory seminar focused on São Paulo, Brazil. The course included a lecture series by seven prominent speakers from various established Universities in São Paulo; the screening of eight iconic films; everyday Walking City Tours to specific key architectural buildings developed by well known architects throughout São Paulo, Rio de Janeiro, Parati and Brasilia; and visits to Architectural and Urban Planning Offices and Cultural Venues.

3.4

Teaching and Research Assistant Opportunities

Teaching assistant and research assistant work is considered to be an indispensable component of graduate student training and professional development. This work and that of other part-time on-campus employment provides further financial support to architecture students. Combined, these opportunities have provided over \$5 million in employment income since the 2012-13 academic year for MArch students (see Section 3.8, figure 1-14).

The Daniels Faculty offers a variety of Teaching Assistantship positions each session for both graduate and undergraduate courses. Hiring priority is given to Graduate Students with first consideration given to graduate students with prior experience. As unionized positions, students have access to free training and skills-building workshops.

The online Career Learning Network (CLN) is a community that brings together students and recent graduates of the University of Toronto (U of T) with internal and external partners interested in their career success. Internal partners include faculty, staff, and student organizations at all three UofT campuses. External partners include employers, alumni, industry reps, parents, and other professionals. All work study positions and other on-campus opportunities such as Donships, casual employment, and research assistantship positions are posted on this portal. 155 work-study positions were offered by Daniels in the 2017-18 academic year.

UofT Co-Curricular Record

In addition to opportunities at Daniels, the [UofT Co-Curricular Record](#) provides a database of activities that allows students to search for opportunities beyond the classroom and keep track of their accomplishments. Students that participate are able to print a CCR transcript demonstrating their accomplishments outside of the classroom.

Guest Lecturers and Critics

Students are exposed to professionals in who can help them understand potential career pathways. A range of stakeholders, including developers, public sector employees, and community leaders, among other experts, are invited to participate in studios as guest lecturers or visiting critics to help students understand the challenges and opportunities that will be part of their professional lives.

The following is a sample of in-course guest lectures and visiting critics in select core courses over the past academic year. Note that all public exhibitions brought to the Program are included in the events list in this section.

ARC1011

Julia McMorrough, Studio APT and Associate Professor at Taubman College

Aleris Rodgers, Studio VAARO

Jennifer Bonner, A-Side and Director of the Master in Architecture II Harvard Program

Ala Roushan, Assistant Professor at OCAD

Veronica Gallego Sotelo, Aziza Chaouni Projects

John McMorrough, Studio APT and Associate Professor at Taubman College

Jelena Stamekovic

ARC1021

Norm Li, Norm Li

Miles Gertler, Common Projects

Sam Javanrouh, Sam Javanrouh

ARC1012

Jeannette Kuo, Karamuk Kuo

Sebastian Schmalling, Johnsen Schmaling Architects

Pari Riahi, Pari Riahi Architects Inc.

Lola Sheppard, Lateral Office



Global Architecture Program, Japan, 2017

3.4

Betsy Williamson, Williamson Williamson
Sonia Ramundi, Williamson Williamson
Andrew Batay-Csorba, Batay-Csorba Architects
Lia Maston, FIRMA Architecture
Dieter Jansen, Dieter Jansen Architects
Lisa Rappaport, PLANT Architect Inc.

ARC2013

Andrea Hansen, University of Virginia
Francisco Rodriguez, Former Dean of the University of Puerto Rico School of Architecture
Jelena Stamenkovic
John McMorrough
Lorena Bello, MIT
Mary Anne Ocampo, Sasaki Associates and MIT
Alan Vihant, Diamond and Schmitt
Alex Bozikovic, The Globe & Mail
Alex Khazzam, Project Manager Hines Canada
Andrew Frontini, Perkins + Will
Barry Graziani, GC Architects
Bruce Kuwabara, KPMB
Carl Blanchaer, WZMH Architects
Christopher Hume, Toronto Star
Chris Pommer, PLANT Architecture
David Pontarini, Hariri Pontarini Architects
David Sajecki, Sajecki Planning
Harold Madi, Stantec
Jane Wigle, Stantec
Lei Chang, FORREC
Lorna Day, Director of Urban Design City of Toronto
Paul Cravit, cs&p Architects
Paul Mule
Peter Ortved, cs&p Architects

ARC2014

Kevin Stelzer, B+H Architects, Toronto
Steve Kemp, Kemp Hall Studio
Holly Samuelson, Assistant Professor of Architecture from Harvard GSD
Ross Spark, Blackwell Engineering
Lucia Delcoste, Blackwell Engineering
Ian Mountfort, Blackwell Engineering
Mike Feindel, Blackwell Engineering
Andrea Murphy, Blackwell Engineering
Christian Bellini, Blackwell Engineering
Kenny Cryer, Blackwell Engineering
Pierre Koch, Blackwell Engineering
Renee MacKay-Lyons, Blackwell Engineering
Kevin Stelzer, B+H Architects
Cara Sloat, Reinbold Engineering Group
John Peterson, KPMB
Kristen Yee Loong, RDH Building Science Inc.
Ehab Naim Ibrahim, WSP
Scott Wylie, Wytech Building Envelope Solutions, Inc.
Kristen Yee Loong, RDH Building Science Inc.
Katie Faulkner, NADAAA
Mason Asselin
Sebastian Schmaling, Johnsen Schmaling Architects
Alex Anmahian, Anmahian Winton Architects
Heather Dubbeldam, Dubbeldam Architecture + Design
Heather Rolleston, Quadrangle Architects
Sonia Ramundi, Williamson Williamson
Leo Lin, Giannone Petricone Associates
Paul Stevens, Paul Stevens Architecture
David Pontarini, Hariri Pontarini Architects
Betsy Williamson, Williamson Williamson
Megan Torza, DTAH
John Peterson, KPMB Architects
Kevin Seltzer, B+H Architects

Drew Sinclair, SvN

Paul Raff, Paul Raff Studio Inc.

Meg Graham, superkül

Andrew D'Elia, superkül

Vanessa Grossman, PhD Candidate Princeton University

Nick Swerdfeger, Nick Swerdfeger Architects

Mark Sterling, Acronym

ARC2047

Holly Samuelson, Assistant Professor of Architecture from Harvard GSD

Cara Sloat, Reinbold Engineering

Kevin Stelzer, B+H Architects, Toronto

ARC3052

Carol Philips, Moriyama and Teshima Architects, Toronto

Nedra Brown, Registrar of OAA, Toronto

C.Po Ma, OAA and Moriyama and Teshima Architects, Toronto

John Hackett, Practice Risk Management, Toronto

Cara L. Shames, Cassels Brock Lawyers, Toronto

Sonny Ingram, Borden Ladner Gervais Toronto

Mel Yungblut, Director of Cost Planning and Project Management Altus Group Limited

John Pearson, Construction Risk Specialist, Toronto

Ben Feldman, Instrastructure Ontario, Toronto

Luc Bouliane, Toronto

Natasha Lebel, Toronto

Faria Latif

John Fry

Ken Clark and Aird & Berlis

Audrey Warner

Megan Sanford, McLaughlin + Associates

ARC3016

Melana Janzen, M J Architecture

Drew Sinclair, SvN

Narooz Abu Hatoum, Columbia Faculty

Donald Chong, HDR

Julie Bogdanowicz, Daniels Faculty

Paul Hess, Geography and Program in Planning, University of Toronto

Ya'el Santopinto, ERA Architects

Nicola Spunt, Partisans

Ala Roushan, OCADU

Kennifer Kudlats, Office for Architectural Collaboration

Andrew Hill, Office for Architectural Collaboration

Shirley Blumberg, KPMB

Adam Feldman, Adam Feldman

Kenneth Greenberg, Greenberg Consultants

Michael McClelland, ERA ARchitects

David Pontarini, Hariri Pontarini Architects

Annette LeCuyer, University at Buffalo

Brian Carter, University at Buffalo

Eiri Ota, UUfie

Gini Lee, University of Melbourne

Manar Moursi

Amanda Reeser Lawrence, Northeastern University

Arlene Chan

Leo Chan

Donald Chong, Williamson Williamson

Rick Halpern

Julie Jai

Lisa Mar

3.4

Student Life

MArch students have many opportunities to participate in student societies and other campus-wide activities. While it is often difficult to choose amongst the students' competing demands for their time, we feel very strongly that engaging in extracurricular activities is key to the students' success. We encourage students to engage in student societies, attend lectures through our public programming, exercise at one of the many UofT gyms, join a club or attend a gallery exhibition, or take advantage of other opportunities at Daniels or the broader UofT and in Toronto.

The division of Student Life at UofT provides the supports, opportunities, and resources students need. The Office of Student Life works closely with the Daniels Office of the Registrar and Student Services (ORSS) to provide the best possible opportunities for our students to succeed in their academic journeys.

The Office of the Registrar and Student Services (ORSS) contributes to the effective advising of students through an interdisciplinary team that specializes in academic, financial, and personal advising, learning strategy development, international transition, career guidance, and personal counseling. The staff team works collaboratively with faculty to build the best support network around each student's unique learning needs. The goal of the ORSS is to graduate successful students by empowering them to access the resources that will support them in the Program and beyond.

The ORSS is accessible to all students and is located centrally within the Daniels Faculty building. The core registrarial team is comprised of two Student Services Officers who provide front line services to any guest and in particular for all student inquiries and provide referrals to appropriate resources. An Assistant Registrar, International & Recruitment provides tours of the building,

programmatic information, and advice regarding the admission process, as well as advice to students on exchange programs and studying abroad. All academic and financial counsellors are available every day of the week via phone and email, as well as for in-person appointments or drop-ins. An Assistant Registrar, Admissions, Awards, & Financial Aid provides financial counselling, including with regards to fee payments and accessing awards, scholarships and funding opportunities. An Associate Registrar, Academic Advising & Student Engagement provides academic advising and supports various student engagement opportunities both within Daniels and the University of Toronto as a whole. The Registrar & Assistant Dean, Students manages the office and provides high level academic advising, including case management for students in crisis. Through partnerships with the Office of Student Life, students are further supported through on-location advisors from the University, including an International Transition Advisor and a Career Educator, described in more detail below. An Accessibility Advisor will be new to the team in the fall of 2018 and will provide on-site support for students with registered disabilities.

The Daniels Faculty is committed to helping students reach their highest learning potential and recognizes that not everyone learns in the same way and many students may need additional support or direction. To further support their success, or if they find themselves in academic or personal distress and believe that they could use assistance in their adjustment to university, students may book an appointment with an advisor in the Office of the Registrar and Student Services to familiarize themselves with the supports available within Daniels and the University community.

The ORSS team takes a broad approach to supporting student mental health. Front line Student Support Officers have received safeTALK training to effectively

and compassionately triage students in distress. A registered Social Worker and/or Psychologist is available to provide counselling services specifically to Daniels students throughout the term. The Learning Strategist, Associate Registrar, Academic Advising & Student Engagement, and Registrar & Assistant Dean, Students have completed Applied Suicide Intervention Skills Training (ASSIST). Additionally, an on-location Counselor is available to meet confidentially with students one day a week and provides a link to [Health & Wellness](#) at the University of Toronto.

Other in-house student services at Daniels include:

Daniels Writing Centre

The Writing Centre at the John H. Daniels Faculty of Architecture, Landscape, and Design is a resource for all Daniels students seeking assistance with academic writing and related academic skills. The Writing Centre offers academic support for integrating written, spoken, and visual communication. The primary service is consultation-based writing instruction (individual and group) that involves a wide range of approaches including:

- Assessing general writing strengths and weaknesses
- Mechanics, usage, grammar, and style
- Pre-writing and brainstorming
- Citing and integrating sources
- Developing a thesis
- Rhetoric and argumentation
- Formal analysis and writing in the disciplines
- Outlines, paragraphs, topic sentences
- Revising and editing skills

The Writing Centre also works closely with the Daniels Faculty to support teaching by researching and producing resources as well as collaborating with instructors to deliver in-class workshops. It offers individual

consultations on designing more effective assignments and evaluation methods that help align academic expectations with student learning.

On Location International Advisor

New international students or recently returned Canadian students may wish to meet with the Daniels on-location international transition advisor who can assist in making smooth and effective transitions into the academic and cultural life of the University of Toronto. Students may also wish to meet with our embedded International Advisor if they are interested in international opportunities.

A representative from the Centre for International Experience (CIE) is available to meet with students from September to April in the Daniels Faculty. Topics that students may wish to discuss may include:

- Finding immigration resources
- Cultural challenges, relieving homesickness
- Adjusting to Canadian weather for the first time
- Navigating the Canadian health care system
- Understanding income taxes
- Academic expectations and adjustments
- Searching for leadership, volunteer, or exchange opportunities and more

On Location Career Educator

A Career Educator is available to meet with Daniels students to assist with a variety of services and resources including career guidance, summer employment information, or how to prepare for life after graduation. Workshops and programs are offered at Career Exploration & Education and further information is available on the [Career Learning Network](#) (CLN).

3.4

Learning Skills Strategist

The Daniels Faculty Learning Strategist and is available to all students to support the development of their study skills and academic strategies. Whether they are an exceptional student looking to refine their skillset or a struggling student unsure of the next steps to improve their learning process; meeting with a Learning Strategist is a great way to reflect on their experience and develop new strategies in a supporting environment. Topics include (but are not limited to):

- Learning as a Process
- Motivation & Goal Setting
- Time Management & Procrastination
- Stress Management & Anxiety Reduction
- Study Focus
- Critical Reading & Note-Taking
- Presentations & Public Speaking
- Test, Exam, Review and Critique Preparation

The Learning Strategist also hosts Study Skills Workshops and course-specific initiatives.

Networking Events

Throughout the year, faculty invite numerous local, national, and international guests to attend different studio course reviews during the term and at the end of term final reviews. These are great opportunities for our students to meet and network with professionals outside of UofT and to receive feedback on their work.

In addition to this, for the past four years Daniels has hosted an annual networking event for all senior MArch students. Local professionals and firms, some of whom are UofT alumni, are invited to participate and connect with students. This event is coordinated by the Office of the Registrar and

Student Services with the Program Director, the Advancement and Development Team, and with support and sponsorship from the OAA. This fall the event will be in its fifth year.

Past participants have included guests from WZMH Architects, Brook McIlroy Inc., architectsAlliance, The Calla Group, DUBBELDAM Inc., ZAS ARCHITECTS + INTERIORS, The Daniels Corporation, Paul Raff Studio, Gabriel Fain Architects, Perkins+Will, Hill & Gertner Capital Corporation, CS&P Architects Inc., KPMB Architects, Montgomery Sisam Architects Inc., Quadrangle Architects, RDHA, Hariri Pontarini Architects, Stantec, Williamson Williamson Inc., dkstudio, FORREC Ltd., Diamond Schmitt Architects, Adamson Associates Architects, and Distillery SE Development Corp, among others.

New Student Orientation

During the week prior to the start of classes, all new incoming students are invited to various events at Daniels. Orientation events provide students opportunities to engage with and meet other Daniels students, GALDSU, faculty, and become acquainted with the city, their surroundings at UofT, and specifically the facilities at Daniels. Specialized events are available for international students through the 'Step Up' program at the Centre for International Experience, as well as students with Family Responsibilities with the Family Care Office.

Daniels Student Engagement Opportunities

The [Graduate Architecture, Landscape, and Design Student Union](#) is run by a democratically-elected Executive Council comprising of the President, Vice-President, Treasurer, Social Events Chair, Health & Sustainability Officer, Equity and Diversity Officer, and Secretary. The Executive Council is responsible for the day-to-day operations of the union. GALDSU is a course union representing, individually and collectively, all students in the four graduate programs at Daniels. Its purpose is to ensure the protection of graduate students' rights and advocate for their needs. GALDSU serves as a liaison with the Faculty, administration, other student groups and with professional organizations such as the OALA and OAA. An executive council is elected every year. Two students represent each class by attending monthly GALDSU meetings with the executive council. These class representatives also attend faculty meetings and members sit on Daniels committees. Class representatives are integral to the dissemination of information about academic issues, social events and student initiatives. In addition, GALDSU provides diverse athletic, cultural and social opportunities to its members by initiating, sponsoring, coordinating, and promoting a wide range of initiatives.

Supporting students in fostering a sense of community is a priority for the Program. The student lounge was an important part of student life at our former 230 College building, and this will be recreated at One Spadina. GALDSU has been involved in planning the new student lounge. Additionally, the Student Café offers an opportunity for students to collaborate and socialize in the heart of the building.

The [Toronto Society of Architects](#) and the [Ontario Association of Architects](#) engage with our students and the school as a whole through a variety of events and opportunities,

from providing welcome tours and packages to incoming students to attending our well attended Networking Events in the fall term. Students are provided with information and opportunities to engage with these societies.

Select U of T Services and Engagement Opportunities

[The Office of the Vice-Provost, Students](#) under the direction of Professor Sandy Welsh, is responsible for University-wide student policy issues, Enrolment Services, the Centre for International Experience (CIE), and for ensuring that programs and services are available through the Division of Student Life to provide an excellent experience for University of Toronto students.

[Accessibility Services](#) supports students through academic accommodations to achieve academic and co-curricular success. They provide confidential services such as test and exam accommodations support in determining and regulating effective accommodations, and expertise in learning strategies and adaptive technology.

[U of T Bookstore](#) is the place to buy supplies such as textbooks, paper, pencils, and software.

[University of Toronto Writing](#) functions as a resource centre for students wishing to improve their writing skills, including information about writing courses, FAQs, books and other resources, and advice.

[Writing Centre](#): One-on-one consultations are available for graduate students who seek individualized assistance with their writing. In these sessions, trained instructors work with students to improve their capacity to plan, write, and revise academic assignments. Instructors do not edit for the student; they teach students to revise and edit their own work.

3.4

Health and Wellness Services offer a wide range of services to support students in achieving their personal and academic best. The Health and Wellness team includes family physicians, registered nurses, counsellors, psychiatrists, a dietitian, and support staff. They provide confidential, student-centred health care, including comprehensive medical care, immunization, sexual health care, counselling and referrals.

Multi-Faith Centre: Whether students are looking for support around grief, wanting to join a regular meditation group, or wanting to explore interfaith dialogue, students can visit one of the many chaplains available by appointment, or find a group to worship with. The Multi-Faith Centre provides a myriad of support and resources. In addition, the Daniels Faculty has an after hours prayer and meditation room available to all students.

Safety and Security: The University of Toronto and the Daniels Faculty work to provide a safe and secure environment for all students and we encourage students to be especially conscious of their personal security. We stress the importance of not allowing strangers into residences or the Daniels Building, of locking doors, of never leaving personal belongings unattended, and of not walking alone in unlit areas. Access to the Daniels buildings on campus is by FOB key only after regular business hours.

UT Alert: The UT Alert system is the most reliable source of information regarding any campus closures related to weather or other safety concerns. Students are encouraged to register to receive alerts.

TravelSafer is a free University of Toronto service that provides a reliable, safer alternative to walking alone at night. The Program runs seven days a week, 365 days a year, from dusk until dawn. Patrollers are friendly individuals who are carefully screened by a hiring committee before being employed. They can be identified by photo badges and distinctive jackets that they wear while on duty.

Student Life Career Centre offers employment listings, including work-study postings, volunteer listings, career development workshops and seminars.

Centre for International Experience promotes and supports international education and offers services, programs, and facilities for international students, students with international and/or intercultural interests, and students looking for education/work abroad.

Housing Services offers information, resources, and supports to help students meet their housing needs.

Ulife lists numerous clubs, activities, and community events in which you may wish to get involved.

University of Toronto Graduate Students' Union

All graduate students belong to this student union. The University of Toronto Graduate Students' Union (UTGSU) represents over 18,000 students studying in over 115 departments. They advocate for increased graduate student representation and act as a voice for students by lobbying national and provincial issues on students' behalf. The UTGSU engages students through community building events and campaigns, organized by the various Committees and Caucuses. The UTGSU also offers a variety of services, such as: health and dental insurance, confidential advice, various grants and bursaries, and access to gym space.

School of Graduate Studies

Graduate student services provided by the School of Graduate Studies or University include:

Gradlife

Gradlife is a hub that helps students navigate graduate life at the University of Toronto by providing workshops, social events, campus services and resources. Gradlife also offers several programs to support the graduate life experience and provide community. These include:

- Grad Activities
- Grad Talks
- Grad Wellness
- Grad Conflict
- Grad Academic Support
- Grad Career
- Grad International
- Grad Leadership
- Grad Family

Grad Escapes

Grad Escapes is a collaboration between the Graduate Students' Union and Student Life, and each event is hosted by a student or staff member.

Academic Success Centre

The Academic Success Centre offers specialized support for graduate students including workshops, writing groups and individual consultations with learning strategists.

Graduate Centre for Academic Communication

The GCAC provides graduate students with advanced training in academic writing and speaking.

English Communication Program

Offered by the Centre for International Experience, the English Communication Program is a non-credit program that gives students the opportunity to develop communication skills in English, gain insight into Canadian culture and life at the University of Toronto, and share cultural experiences.

Other Student Engagement Opportunities

Listed below are various resources open to Daniels and all graduate students.

Arts & Culture

Artszone

Art Museum

Blackwood Gallery

Poet in the Community

Involvement on Campus

Centre for Community Partnerships

Governing Council

Graduate Education Council

Social

UofT Events

Grad Room

GSU Pub

Sports & Recreation

Faculty of Kinesiology & Physical Education, Athletic Centre, Varsity Centre

The Goldring Centre

GSU Gym

Hart House

Intramurals

Varsity Blues Athletics

Student Media

CIUT 89.5FM

The Varsity

3.4

Creating a Safe, Positive, and Respectful Learning and Working Environment

The University of Toronto values and celebrates the equity, diversity, and inclusion of all of its members. Through its many equity programs, services and offices, the University of Toronto works to remove a range of barriers and supports its community members in fulfilling their academic, research and employment goals. In 2018, the University of Toronto was awarded Canada's Best Diversity Employer award, Greater Toronto's Top Employers award, Canada's Greenest Employers, Top Employers for Canadians over 40, Canada's Top Family Friendly employer, as well as Canada's Top 100 Employers.

As part of the University of Toronto, Daniels students, staff and faculty have access to a number of offices dedicated to equity concerns. The equity offices provide resources and conduct education and awareness initiatives on how to best realize the University's commitment to equity, diversity and human rights and provide guidance on specific issues as they arise. Policies and procedures related to a safe, positive, and respectful learning and working environment are further detailed in Section 3.3.

Beyond University-wide policies and practices, our program prides itself on treating students respectfully and encouraging self-worth and dignity. The requirement for students to present their own work in discursive settings within studios and higher level seminars is meant to support students in developing the confidence and skills they will need as practitioners.

As a first-degree professional graduate program, ours is one of only a few programs in Canada that admit students without prior experience in architecture. Our students come from a wide variety of educational and professional backgrounds and with diverse interests. Our curriculum is designed to encourage students to work with and learn from each other's different experiences and strengths. The third semester Superstudio requires students to work in groups comprised of architecture, landscape architecture, and urban design students. In fourth semester Comprehensive Studio architecture students are asked to collaborate in groups within their discipline. Additionally, Core Studio, Option Studios, seminars, and workshops all prioritize collaboration among students.



Prospective Students, 2017

3.4



ARC3016 Rome Field Trip, 2017



3.4

List of Events

2013-2014

Exhibition, One Future: The Daniels Faculty @
One Spadina
Laura Miller

Symposium, Aggregate Architectural History
Collaborative

Midday Talk, Drew Sinclair

Lecture, OFFICE
Kersten Geers and David Van Severen

Lecture, From Ego-Design to Eco-Design
towards Network-Design
Belinda Tato

Midday Talk, Ozayr Saloojee

Lecture, Catalytic Structures: Transformed
Types
Nader Tehrani

Lecture, Walking Your Talk – Integrating
Walkability in Urban Design
Jennifer Keesmaat

Lecture, (D)esign Engineering
Hanif Kara

Lecture, Urbanism in the Age of
Indeterminacy
Tom Verebes

Lecture and Workshop, Fabric Structure
Architecture
Presented by Blackwell, the Institute for Membrane
Structures, DIBA + Tensile Integrity
Speakers Robert Off, Leila Araghian

Lecture, The Resilience Challenge - Are Your
Designs Ready?
Alec Hay

Lecture, 3D Printing a Lunar Base
Xavier De Kestelier

Lecture, Low Impact Development Techniques
That Work
Jennifer Drake

Lecture, Race & Justice in Toronto
Gary Pieters, Scot Wortley

Lecture, Phyllis Lambert
In conversation with Brigitte Shim

Fora, Sustainability and its Discontents
Vishaan Chakrabarti and Robert Brueggemann
Dean Richard Sommer, moderator

Lecture, Spec Building: A Kind of Practice
Mason White and Lola Sheppard

Fora, Material Evidence
Charles M. Blow, Professor Patricia McCarney, Ben Rubin
Dean Richard Sommer, Moderator

Lecture, "A Place that Fits: Landscape
Architecture"
Kathryn Gustafson

Lecture, Adriaan Geuze and Jelle Therry

Midday Talk, Benjamin Dillenburger

Midday Talk, Brady Peters

Workshop, The Instruments Project
Zeynep Alexander Celik, Eugene Lang College, The New
School

Midday Talk, Delirious New Orleans
Stephen Verderber

Lecture, Polytechnic Senses
Josemaría de Churtichaga

Lecture, Embracing Mix and Diversity
Ken Greenberg

Lecture, Justice in Housing in Toronto
Derek Ballantyne, David Hulchanski

Workshop and Conference, Aggregate
Architectural History Collaborative

Symposium, Hands-On Urbanism. How to Make a Difference.

Elke Krasny, Arturo Ortiz Struck, Brigitte Shim, Adrian Blackwell, Venessa Heddle & Ipshitaucia Babina and Linda Beale (Community of Brant), Annabel Vaughan , Anan Lololi, Aziza Chaouni, Mark Poddubiuk, Doug Robb & Joel Leon

Lecture, UNLESS

Alissa North and Pete North

Lecture, Justice & Employment in Toronto

Patricia Landolt, Ratna Omidvr

Lecture, Carbon Dating

Greg Lynn

Lecture, Education & Justice in Toronto

Annie Kidder, George Dei

Talk, Low Exergy Systems for Zero Emission Architecture

Moon Keun Kim

Talk, Towards Building Ecology via the Sustainability-Resiliency Web

David N. Bristow

Talk, Building Energy Retrofits: Monitoring to Improve Modeling

Marianne Touchie

2014-2015

Exhibition, 125 Years, Daniels Faculty

Jeannie Kim, Laura Miller

Exhibition, Alumus Jesse Colin Jackson presents solo exhibition, Radiant City, at the

Pari Nadimi Gallery

Jesse Colin Jackson

Exhibition, Pardes

Liora Belford

Exhibition, Tactical Resilience

Tings Chak (MARCH 2014)



Gehry Chair Lecture, 2018

3.4

Lecture, Ole Schrøder, TREDJE NATUR,
Copenhagen
Ole Schrøder

Midday Talk, LANDING - Industry in the
Structure of Places
Dan Adams

Talk, Making Belief – Public Imaginaries and
New Eutopias
Tim Waterman

Lecture, Making the Modern Landscape
Cornelia Hahn Oberlander

Exhibition, Exhibition Reception: “Tactical
Resilience”
Tings Chak (MArch 2014) & Elisa Silva

Midday Talk, The Speculative Reality of
Architecture
Alex Lehnerer

Fora, The Architecture of the Image
Richard Barnes, Charles Stankievec, Stephanie Smith
Dean Richard Sommer, Moderator

Talk, Toronto: Between the Global City and
This Place We Call Home
Luis Jacob

Midday Talk, BAM vs. The Juggernaut: Lessons
learned from CRAZY Chinese retail
Jake Walker

Lecture, Place and Occasion
David Sisam, Montgomery Sisam Architects

Lecture, Strategies Across Scale
Peter Rose, Peter Rose + Partners, Boston

Lecture, 13 Variations
Mélanie Mignault, NIPPAYSAGE, Montréal

Midday Talk, Innovation in the Age of
Possibilities
Ramtin Attar

Lecture, Seeing the Light - The Sun and the
Built Environment
Ryan Danks

Lecture, Composition and Character in
Architecture
Michael Wilford

Talk, PANEL : CELL
Adrian Blackwell, Tings Chak, Nasrin Himada, Leah
Henderson, and Chris Lee

Lecture, Strange Harvest
Sam Jacob

Midday Talk, Steve Sanderson, CASE, New
York
Steve Sanderson

Lecture, Everything Can Change in 100 Meters
Carla Juaçaba

Midday Talk, Opening Works and Unfinishing
Figures
Ivan Rupnik

Lecture, Dumb Is The New Smart
Paul Dowsett

Exhibition, Layered Landscapes: Constructing
form and meaning from the sketches of
Arthur Erickson

Midday Talk, Walmart and the Architecture of
Logistics
Jesse LeCavalier

Fora, @home: Architecture Inside Out
Richard McGuire, Danielle Aubert
Dean Richard Sommer, Moderator

Symposium, LINES AND NODES: Media,
Infrastructure, and Aesthetics
Brenda Longfellow, Michelle Murphy, Len Lye, CAMP,
Larilyn Sanchez, Ralph Keene, Mathieu Kleyebe
Abonnenc, Deborah Cowen, Weiqiang Lin, Ursula
Biemann, Ursula Biemann, Paulo Tavares

Lecture, Patricia Patkau, Patkau Architects,
Vancouver
Patricia Patkau

Midday Talk, Ride the Lightning
Sean Lally

Symposium, After Empirical Urbanism

Daniels Faculty: Organizers and Moderators

Daniels Jill Desimini, Jesse LeCavalier, Sarah Williams, Mona El Khafif, Dietmar Offenhuber, Mark Shepard, Robert Bruegmann, McLain Clutter, Tim Love, Roger Sherman, Tobias Armbrorst, Marshall Brown, Alex Lehnerer, George Baird, Eve Blau, Margaret Crawford, Kazys Varnelis, Elizabeth Krasner, Sheraz Khan, Vanessa Abram, Rachel Heighway, Suzy Harris-Brandts, Jason DeLine, Emma Dunn, Zoé Renaud-Drouin, Kiarash Kiai Soodkolai, Kevin Murray

Book Launch, Book Launch and Discussion of “Writings on Architecture and the City”

George Baird

Symposium, Middle City Passages: Ville en Mouvement Toronto

Metrolinx and Daniels Faculty: Organizers

Leslie Woo, Maarten Van Acker, Marcel Smets, Richard Sommer, Paul Hess, Harold Madi, Pierre Alain Trévelo

Talk, Women in Architecture

Tania Bortolotto, Meg Graham, Brigitte Shim, Sanaz Shirshakar, Betsy Williamson

Lecture, Clouds, Rainbows & You

Jimenez Lai, Bureau Spectacular

Midday Talk, Reciprocal Landscapes: Sites of Material Exchange

Jane Hutton,

Lecture, Moving Towards Passivhaus

Daniel Pearl, L'OEUF ARCHITECTS

Exhibition, Global Architecture Brazil 2014 - Student Exhibition

Talk, Soft Fibrosity

Manuel Jimenez Garcia and Gilles Retsin

Midday Talk, Process Artifacts

Tom Bessai and Maria Denegri

Lecture, Incremental

Shane Williamson

Magazine Launch, Shift 2.2: Beyond the Fourth Dimension Launch Party

Competition, Middle City Passages: Transitional Spaces for the 21st Century

Workshop, Smartgeometry 2014: Urban Compaction

2015-2016

Lecture, Álvaro Siza, Porto

In Collaboration with the CCA
Álvaro Siza

Lecture, Beyond the Building

Michael Murphy

Midday Talk, RPM : Resistance, Play, Misbehavior

Alex Josephson

Lecture, Roger Duffy

Roger Duffy

Exhibition, American Society of Architectural Illustrators Exhibition

Lecture, Visible | Invisible

Gary Hilderbrand

Midday Talk, Constructing Culture

Hans Teerds

Exhibition, Constructed with Light: The One Spadina Project

Laura Miller, Photography by Peter MacCallum

Fora, Uber Urbanism

Neil Brenner, Jesse LeCavalier
Dean Richard Sommer, Moderator

Midday Talk, The Problematic ‘Public’ in Enlightenment Thought

Mark Jarzombek

Midday Talk, Archeology of the Possible

Martin Huberman

Lecture, Economy in Architecture

A.J. Diamond

Lecture, COSMO Gardens as Urbanism

Andrés Jaque

Midday Talk, (Not So) Dead Cities: The Transitional Urban Landscapes of the Great Lakes Basin

Sean Burkholder

3.4

Lecture, Working in Architecture
Jamie Fobert

Midday Talk, Architecture on the Fringe:
Apples, Beer & Wine
Monica Adair

Midday Talk, Demapping Waters by Design:
On Empty Shells and Lonesome Markers of
Sovereignty in the South China Sea
Lukas Pauer

Exhibition, Form Matters
Stefano Pujatti, Beniamino Servino

Lecture, Contexts
Wolfgang Lorch, Wandel Lorch Architekten

Exhibition, Making Camp
Mason White, Lateral Office

Lecture, All Green Roofs are Equal - but Some
are More Equal than Others
Liat Margolis

Midday Talk, Peripheral Landscapes
Jenny Odell

Lecture, Here Comes the Sun - And How
Architects Can Embrace It
Miljana Horvat

Talk, Urban landscape architecture: the Delft
approach to landscape and urban planning
Dr. Steffen Nijhuis

Exhibition, Constructed with Light: The One
Spadina Project — Photographs by Peter
MacCallum

Fora, The Status of the New
Amy Adler, Winnie Wong, Sarah M. Hirschman
Dean Richard Sommer, Moderator

Lecture, Relational Aesthetics
Janna Levitt



"What comes after the environment?" with Naomi Klein and Mirko Zardini, 2016

Symposium, Standard of Dwelling

Daniels Faculty: Organizers

Michael Maltzan, Peter Clewes, David Wex, Meg Graham, Julian Battison, Pina Petricone, Niall Haggart, Hans Ibelings

Talk, Geographies of Information

Ali Fard, Taraneh Meshkani

Lecture, Aerial Evidence in Zones of Conflict: Caren Kaplan and Laura Kurgan in Conversation

Caren Kaplan and Laura Kurgan

Midday Talk, Learning from Logistics

Clare Lyster

Lecture, Landscape Punctures

Victoria Taylor

Lecture, Space as substance

Manon Asselin

Lecture, Constructing architecture: Recent works from dl-a, designlab-architecture

Inès Lamunière

Midday Talk, Matter Design Computation: Cells, Bits and Atoms

Jenny E. Sabin, Jenny Sabin Studio, Ithaca

Exhibition, Lo-Fab

MASS Design Group

Midday Talk, Lineworks

Jenny Wu

Lecture, Acoustic Design

Alan Oldfield

Symposium, Material Flows and Frictions: Mobility and Materiality in the Arts and Sciences

Zeynep Celik Alexander and Lucia Dacome: Organizers
Martina Schlünder, Matthew C. Hunter, Hélène Mialet, Fa-ti Fan, Lucia Allais, John Harwood, Larry Stewart, Michael Osman

Lecture, Between Nature and Architecture

Sou Fujimoto

Lecture, Global Indigenous?

Gerald McMaster, Wanda Nanibush and Charles Esche
Charles Stankieveh, Moderator

Talk, Public Ambitions

Instituto di Cultura: Organizers

Paola Viganò, Francesco Garofalo, Dean Richard Sommer, George Baird, Hans Ibelings

Talk, Post (Binary) Coding

Dalida Maria Benfield

Talk, Designing Natures: for a Pluralism of Ecology, Ethics and Aesthetics

Fionn Byrne

Talk, Coding the Third Condition

Fadi Masoud

Talk, Material Agency of Responsive Landscapes

Justine Holzman

Talk, Design for Change

Brad Goetz

Lecture, The Urban reDesign and development of the Boulevard du Littoral, Marseille

TSA Talk, Alan Levitt

2016-2017

Exhibition, Global Architecture: Hida, Japan exhibition

Symposium, DIVA-Day 2016

Lecture, The Enduring Objects of Architecture: 10 Projects and a Plan

Ludovico Centis

Midday Talk, Toronto Dialogues I: Tomorrow's Public Spaces and Urban Infrastructures

Kristina Reinders, Mark Sterling, Ken Greenberg, Christopher Glaisek, Lauren Abrahams, Rolf Seifert

Film Screening, "Troublemakers: The Story of Land Art"

Lecture, Shared responsibility

TSA Talk, Michel Rojkind and Chris Kohn

Fora, What comes after the environment?

In Collaboration with the CCA
Naomi Klein, Mirko Zardini
Dean Richard Sommer, Moderator

3.4

Lecture, Responsive Landscapes. Curated Complexity
Brad Cantrell

Lecture, Gossip and Video Art in Toronto
Jon Davies

Lecture, Historical or Hysterical - What's the big fuss about saving old buildings?
Sarah Gray

Gehry Chair Lecture, When do looks matter more than performance?
Sharon Johnston and Mark Lee
Michelle Addington, Moderator

A Good City? Toronto Tensions: Exploring the Legacy of Jane Jacobs
Martin Prosperity Institute, Department of Geography, Daniels Faculty: Organizers
Erica Allen Kim, Paul Hess, Richard Florida, Patricia O'Campo, Michael Piper, Shauna Brail

Lecture, What shapes the city?
Richard Florida and Adam Greenfield
Dean Richard Sommer, Moderator

B.E.S.T. Lecture, Competing metrics for design in northern Canada
David Fortin

Exhibition, Toronto Ravines

OALA Visiting Critic Lecture, What is the geography of energy?
Pierre Bélanger and Jessica Green
Jane Wolf, Moderator

Midday Talks, Hybrid Public Buildings
Viktors Jaunkalns

Midday Talks, Collective Form
Dominic Leong, Leong Leong

Lecture, : Nature
Alissa North

Lecture, How Can Fiction Replace Reality?
Walid RaadHow

Midday Talk, The Lowline
James Ramsay, RAAD Studio

Film Screening, "Maya Lin: A Strong Clear Vision"

Exhibition, ART SITE URBANISM

Lecture, On sufficient density
Andrew Holder

Adapting cities and buildings to climate change? Yes, we can
Catherine Dubois

Book Launch, [at Extremes]
Stephanie Davidson, Ali Fard, Jordan Geiger, Miles Gertler, Patricia Joong, Leon Lai, Clint Langevin, Karan Manchanda, Amy Norris, Georg Rafalidis, Matthew Spremulli

Lecture, Palimpsests and Interfaces:
Renato Rizzi and Cino Zucchi

Midday Talk, Architizer
Marc Kushner

Fora, Where is the critical voice in architecture today?
In Collaboration with the CCA
Kenneth Frampton, Keller Easterling and Craig Buckley
John Harwood, Moderator

Future Environments: Art and Architecture in Action
Brady Peters, Barbara Fischer, Mitchell Skiyama, Liat Margolis, Mason White, Charles Stankieveh

2017-2018

Lecture, A New Era of Public Housing
Paul Karakusevic

Lecture, Beyond Wilderness: Modern Architectures in Canada
Michelangelo Sabatino

Exhibition, Evidence and Narrative in Architectural History, Chicago Architecture Biennial
Zeynep Alexander Celik

International Visiting Gehry Chair Lecture, We'll Get There When We Cross That Bridge
Amale Andraos and Dan Wood

Symposium, Toronto Lost and Found:
Redefining the City's Built Heritage

Katherine Faulkner, Susan Macdonald, Michael
McClelland, Patricia McCarney, Paul Bedford, Mary
MacDonald

Symposium, Third Coast Atlas: Prelude to a
Plan

Daniel Ibañez, Clare Lyster, Charles Waldheim, Mason
White

Lecture, Developing Low-Carbon Attractive
Resilient Communities through Engagement
with Visual Media

Stephen Sheppard

Lecture, Architectural presentations: what I
know so far

Shirley Blumberg

Lecture, The Path. The Mountain. The Journey:
landscape architecture, learning, and
reconciliation

Chris Grosset

Midday Talk, House and Icon

Behnaz Assadi and Nima Javidi, Ja Architecture Studio

Midday Talk, Cities and Technology

Newsha Ghaeli

Midday Talk, Designing Identities

Laura Stein

Lecture, Meaning in Architecture

George Baird

Midday Talk, Natural | Digital

Aidan Ackerman

Midday Talk, Party Planning

Anya Sirota

Talk, Indigenous Knowledge

Peter Sealy and Patrick Luugigyo Stewart

Midday Talk, Projecting Tradition: on Recent
Practices in Contemporary Scandinavian
Architecture

Johathan Shaughnessy



"What is a School?" Symposium, 2017

3.4

Talk, Toward a History of Supermodernism
Hans Ibelings

Midday Talk, Designing Living Infrastructure
Gena Wirth

Talk, WORLDMAKING: The Architect as a Civic Visionary
Marshall Brown

Exhibition, Work(space) in Progress
Lauren Marshall, Howarth Wright Grant Fellowship Recipient

Talk, Connecting Research and Practice: Three Projects
Susanne Schindler

Talk, Lasting performance: Designing and modeling resource-effective buildings and cities
Carlos Cerezo Davila

Talk, Too hot for comfort: indoor overheating and occupant wellbeing
W. Victoria Lee

Symposium, What is a School? (of Architecture, Landscape, Art, and Urbanism)
Dean Richard Sommer and Daniels Faculty: Organizers and Moderators include: Nader Tehrani, Shohei Shigematsu, Michael Maltzan, Ginger Nolan, David Fortin, Lisa Steele, Alla Vronskaya, Axel Kilian, Thaisa Way, Ijlal Muzaffar, Mark Wasiuta, Giovanna Borasi, Mark Jarzombek, and Joan Ockman

Talk, Urban Design and Urbanism: Theoretical and Empirical Discourses
Luna Khirfan

Symposium/Workshop, Post Occupancy Evaluation
Celeste Alvaro, April Collins, Rachel Solomon, Cris Gresser, Robin Snell, Bev Knudtson, Dr. Stephen Verderber, Doug Bazuin, Martha Harvey, and Dr. Jan Walker

Talk, Project Suburb: Politics, Policy, and Built Form at the City's Edge
Michael Piper

Lecture, Future/Past: Heritage Conservation in the 21st Century
ERA Architects

Talk, The building is green, so do I have to be?
Erin Hamilton

Symposium/Workshop, Smartgeometry 2018: Machine Minds
Smartgeometry: Organizer
Invited guests include: Nicholas Hoban, Brady Peters, Richard Sommer, Shane Burger, Jane Burry, Xavier De Kestelier, Samuel Wilkinson, Rob Woodbury

Pritzker Architecture Prize Laureate Lecture, "Paths Uncharted"
Balkrishna Doshi

Lecture, Serious Fun
Claude Cormier



Pritzker Prize Laureate Balkrishna Doshi Lecture, 2018

3.5

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. Student enrolment and the scheduling of design studios must assure adequate time for an effective tutorial exchange between faculty members and students. The student/faculty ratio in the studio should be between 12:1 and 15:1, with 15:1 as the maximum. The total teaching load should allow faculty members adequate time to pursue supervision, research, scholarship, and/or practice. The Program must have a clear policy outlining both individual and collective opportunities for faculty and staff growth within and outside the Program.

The APR must include:

- A description and tabulation of the academic and professional qualifications of faculty, as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member

- A description of the distribution of effort between administration and other responsibilities for each position

- A description and tabulation of the administrative and technical roles and qualifications of Program support staff, as well as a description of the distribution of effort where roles and responsibilities are split among multiple tasks or positions

- The Program's policy regarding human resources development opportunities

- A description of the policies, procedures and criteria for faculty appointment, promotion and tenure

- A description of faculty and staff development opportunities

- Evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure

- A description of the Program's approach to research, research activities carried out within the Program, and how the research may or may not inform the professional curriculum.

Faculty Information

A review of the tables on the following pages shows that for the 2017-18 academic year, the Master of Architecture program has 50 individuals in the tenure/tenure stream and teaching stream ranks, amounting to a total of 23.56 FTEs. This includes 25 part-time faculty totalling 7.9 FTEs (33% of the Program's faculty). There are 16 female faculty, amounting to a total of 6.9 FTEs (26% of the Program's faculty).

Distribution of effort between teaching, research, Faculty administration, institutional, and public service are discussed and agreed in writing with each individual on an annual basis. The interests and needs of the faculty members, particularly of the junior faculty working toward tenure, are carefully considered before annual teaching and service assignments are determined.

The Fall term is of 13 weeks duration. The Spring term is 14 weeks, including a reading week. Full-time tenure/tenure stream faculty without administrative duties would normally have a 40% FTE for teaching, 40% FTE for research, and a 20% FTE for service. A typical teaching load would include two semester-long courses in each semester (ie, '2+2'), which would include a mix of studio and lecture-based courses. Part-time faculty are pro-rated accordingly. Teaching stream faculty would normally have a 60% FTE for teaching, 20% FTE for research and creative practice, and a 20% FTE for service. A typical teaching load would include three semester-long courses in each semester (ie, '3+3'), which would include a mix of studio and lecture-based courses. Part-time faculty are pro-rated accordingly.

The delivery of the Program involves a further 17 individuals employed as sessional instructors totalling 2.8 FTEs.

2017 - 2018 Faculty Summary

Appointment	ARC	LAN	URD	VS	BAAS	Total
Research Stream Faculty	17.66	7.59	0.63	6.41	2.20	34.49
Teaching Stream Faculty	8.71	0.50	1.01	1.13	7.09	18.43
Adjunct&Sessional Faculty	2.80	1.92	0.92	2.97	5.94	14.55
Total FTE	29.17	10.01	2.56	10.51	15.22	

Fig. 1-7: Faculty Summary 2017-2018

Under UofT policy, the Dean convenes a review of faculty workload policies on a three year cycle, examining practices and procedures for teaching, research, and service for the entire Faculty. The latest iteration of the policy was granted approval by the Provost's office in Fall 2015.

Class sizes and student/faculty ratios are calibrated to each class format. Core and option studios are typically in the 1:12 range, and research studios and thesis are approximately 1:8. Lectures are typically in the range of 1:65 to 1:80, depending on TA support. Seminars are typically in the range of 1:15 to 1:20.

Curricular Scheduling

Reforms to the annual cycle and format for delivery of the MArch program were made beginning in 2011. Following the recommendations of the working group dedicated to the Program, a number of changes were adopted and phased in. This includes an adjustment of the meeting days, times, and sessional schedules of the Program's three main course types: Studios, Seminars, and Workshops. The goal was to optimize modes of learning associated with each of these types of instruction.

More recently, evaluations and adjustments to these reforms have been made in the intervening years since the last accreditation review.

As described in Section 1.2, in relation to the integration of subject matter into the core curriculum and in our pursuit of a 3-year schedule, additional reforms are planned.

Administrative Staff

A description of the administrative and technical roles and qualification of Program support staff is provided in Section 3.9.

3.5

Distribution of Faculty Efforts for Faculty Tenure Stream and Non-Tenure Stream 2017 - 2018

First Name Last Name		Teaching FTE						Research and Service			
		ARC	LAN	URD	VS	BAAS	Total	ARC	LAN	URD	VS
Tenured Faculty	Professors										
	Richard Sommer	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%	20.0%	0.0%	0.0%	0.0%
	Ted Kesik	42.5%	0.0%	0.0%	0.0%	0.0%	42.5%	57.5%	0.0%	0.0%	0.0%
	An Te Liu	35.0%	0.0%	0.0%	0.0%	0.0%	35.0%	65.0%	0.0%	0.0%	0.0%
	** Brigitte Shim	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%	0.0%	0.0%
	** Lisa Steele	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%
	Stephen Verderber	32.5%	0.0%	0.0%	0.0%	10.0%	42.5%	57.5%	0.0%	0.0%	0.0%
	Associate Professors										
	Zeynep Celik Alexander	10.0%	0.0%	0.0%	0.0%	10.0%	20.0%	55.0%	0.0%	0.0%	0.0%
	Aziza Chaouni	35.0%	0.0%	0.0%	0.0%	12.5%	47.5%	52.5%	0.0%	0.0%	0.0%
	Georges Farhat	0.0%	30.0%	0.0%	0.0%	10.0%	40.0%	0.0%	60.0%	0.0%	0.0%
	John Harwood	30.0%	0.0%	0.0%	0.0%	12.5%	42.5%	57.5%	0.0%	0.0%	0.0%
	* Robert Levit	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
	Sue Lloyd	0.0%	0.0%	0.0%	30.0%	0.0%	30.0%	0.0%	0.0%	0.0%	60.0%
	Mary Lou Lobsinger	40.0%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	0.0%
	Liat Margolis	0.0%	10.0%	0.0%	0.0%	0.0%	10.0%	0.0%	50.0%	0.0%	0.0%
	Alissa North	0.0%	47.0%	0.0%	0.0%	0.0%	47.0%	0.0%	53.0%	0.0%	0.0%
	Mason White	25.0%	0.0%	0.0%	0.0%	10.0%	35.0%	55.0%	0.0%	0.0%	0.0%
	Shirley Wiitasalo	0.0%	0.0%	0.0%	40.0%	0.0%	40.0%	0.0%	0.0%	0.0%	60.0%
	Shane Williamson	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%	35.0%	0.0%	0.0%	0.0%
	Jane Wolff	0.0%	21.2%	0.0%	0.0%	24.1%	45.3%	0.0%	50.0%	0.0%	0.0%
	Robert Wright	0.0%	2.5%	0.0%	0.0%	0.0%	2.5%	0.0%	57.5%	0.0%	0.0%
Tenure Stream Faculty	Assistant Professors										
	Mitchell Akiyama	0.0%	0.0%	0.0%	30.0%	0.0%	30.0%	0.0%	0.0%	0.0%	70.0%
	Fadi Masoud	0.0%	32.3%	0.0%	0.0%	10.0%	42.3%	0.0%	57.7%	0.0%	0.0%
	Brady Peters	16.3%	0.0%	0.0%	0.0%	22.5%	38.8%	61.2%	0.0%	0.0%	0.0%
	Charles Stankieveh	0.0%	0.0%	0.0%	32.7%	0.0%	32.7%	0.0%	0.0%	0.0%	50.0%
CLTA	Assistant Professors										
	Justine Holzman	0.0%	25.0%	0.0%	0.0%	20.0%	45.0%	0.0%	55.0%	0.0%	0.0%
	Vivian Lee	27.5%	0.0%	0.0%	0.0%	12.5%	40.0%	60.0%	0.0%	0.0%	0.0%
	Carol Moukheiber	17.5%	0.0%	0.0%	0.0%	5.0%	22.5%	77.5%	0.0%	0.0%	0.0%
	Victor Perez-Amado	25.0%	0.0%	0.0%	0.0%	20.0%	45.0%	55.0%	0.0%	0.0%	0.0%
	Michael Piper	35.0%	0.0%	0.0%	0.0%	10.0%	45.0%	55.0%	0.0%	0.0%	0.0%
Part Time Faculty	Professor										
	John Massey	0.0%	0.0%	0.0%	15.0%	0.0%	15.0%	0.0%	0.0%	0.0%	15.0%
	* Barry Sampson	22.0%	0.0%	0.0%	0.0%	0.0%	22.0%	37.0%	0.0%	0.0%	0.0%
	Joanne Tod	0.0%	0.0%	0.0%	16.3%	0.0%	16.3%	0.0%	0.0%	0.0%	16.7%
	** Kim Tomczak	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%
	Associate Professor										
	* Steven Fong	17.5%	0.0%	0.0%	0.0%	0.0%	17.5%	25.0%	0.0%	0.0%	0.0%
	Mark Laird	0.0%	7.5%	0.0%	0.0%	7.5%	15.0%	0.0%	15.0%	0.0%	0.0%
	David Lieberman	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
	Pina Petricone	17.5%	0.0%	0.0%	0.0%	0.0%	17.5%	32.5%	0.0%	0.0%	0.0%
	John Shnier	22.5%	0.0%	0.0%	0.0%	0.0%	22.5%	27.5%	0.0%	0.0%	0.0%
	Assistant Professor										
	Peter North	0.0%	33.5%	0.0%	0.0%	0.0%	33.5%	0.0%	33.5%	0.0%	0.0%
	Ed Pien	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
	Elise Shelley	0.0%	15.0%	0.0%	0.0%	10.0%	25.0%	0.0%	25.0%	0.0%	0.0%
	Lecturer										
	Luis Jacob	0.0%	0.0%	0.0%	40.0%	0.0%	40.0%	0.0%	0.0%	0.0%	10.0%
FTEs		5.11	2.24	0.25	2.99	2.07	12.65	10.71	4.57	0.25	3.52

		Academic Administration						Total FTE					
BAAS	Total	ARC	LAN	URD	VS	BAAS	Total	ARC	LAN	URD	VS	BAAS	Total
5.0%	25.0%	25.0%	10.0%	5.0%	5.0%	20.0%	65.0%	55.0%	10.0%	5.0%	5.0%	25.0%	100.0%
0.0%	57.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
0.0%	65.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%
0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	100.0%
0.0%	57.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	0.0%	0.0%	0.0%	10.0%	100.0%
												0.0%	
5.0%	60.0%	8.0%	2.0%	1.0%	1.0%	8.0%	20.0%	73.0%	2.0%	1.0%	1.0%	23.0%	100.0%
0.0%	52.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	0.0%	0.0%	0.0%	12.5%	100.0%
0.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	0.0%	0.0%	10.0%	100.0%
0.0%	57.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	0.0%	0.0%	0.0%	12.5%	100.0%
0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
0.0%	60.0%	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
0.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
0.0%	50.0%	6.3%	15.0%	6.3%	6.3%	40.0%	6.3%	75.0%	6.3%	6.3%	6.3%	6.3%	100.0%
0.0%	53.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
0.0%	55.0%	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%	0.0%	0.0%	0.0%	10.0%	100.0%
0.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
0.0%	35.0%	40.0%	0.0%	0.0%	0.0%	0.0%	40.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
0.0%	50.0%	0.9%	0.9%	0.9%	0.9%	0.9%	4.7%	50.0%	0.9%	0.9%	0.9%	25.0%	100.0%
0.0%	57.5%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
0.0%	70.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
0.0%	57.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	0.0%	0.0%	10.0%	100.0%
0.0%	61.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	77.5%	0.0%	0.0%	0.0%	22.5%	100.0%
0.0%	50.0%	0.0%	0.0%	0.0%	17.3%	0.0%	17.3%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
0.0%	55.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	0.0%	20.0%	100.0%
0.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	0.0%	0.0%	0.0%	12.5%	100.0%
0.0%	77.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	95.0%	0.0%	0.0%	0.0%	5.0%	100.0%
0.0%	55.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	0.0%	0.0%	20.0%	100.0%
0.0%	55.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	0.0%	0.0%	0.0%	10.0%	100.0%
0.0%	15.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	30.0%	0.0%	30.0%
0.0%	37.0%	3.0%	3.0%	3.0%	3.0%	3.0%	15.0%	62.0%	3.0%	3.0%	3.0%	3.0%	74.0%
0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.0%	0.0%	33.0%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%
												0.0%	
0.0%	25.0%	1.5%	1.5%	1.5%	1.5%	1.5%	7.5%	44.0%	1.5%	1.5%	1.5%	1.5%	50.0%
0.0%	15.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	22.5%	0.0%	0.0%	7.5%	30.0%
0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%
0.0%	32.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%
0.0%	27.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%
												0.0%	
0.0%	33.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	67.0%	0.0%	0.0%	0.0%	67.0%
0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	40.0%
0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	10.0%	50.0%
												0.0%	
0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%
0.10	19.14	0.95	0.72	0.18	0.45	0.40	2.70	17.26	7.53	0.68	6.46	2.56	34.49

*On leave during 2017-18
 **On leave for 6 months
 during 2017-18

Fig. 1-8: Distribution of Faculty Efforts for Faculty Tenure Stream and Non-Tenure Stream 2017 - 2018

3.5

Distribution of Faculty Efforts for Teaching Stream Appointments 2017 - 2018

First Name Last Name		Teaching FTE						Research and Service			
		ARC	LAN	URD	VS	BAAS	Total	ARC	LAN	URD	VS
Continuing Stream	Associate Professors										
	Brian Boigon	34.8%	0.0%	0.0%	0.0%	21.4%	56.3%	21.9%	0.0%	0.0%	0.0%
	Barbara Fischer	0.0%	0.0%	0.0%	32.1%	0.0%	32.1%	0.0%	0.0%	0.0%	30.4%
	** Laura Miller	15.0%	0.0%	0.0%	0.0%	0.0%	15.0%	35.0%	0.0%	0.0%	0.0%
Continuing Stream	Assistant Professors										
	Jeannie Kim	12.5%	0.0%	0.0%	0.0%	30.0%	42.5%	15.0%	0.0%	0.0%	0.0%
CLTA	Assistant Professors										
	Erica Allen Kim	10.7%	0.0%	0.0%	0.0%	32.1%	42.9%	17.2%	0.0%	0.0%	0.0%
	Petros Babasikas	26.8%	0.0%	0.0%	0.0%	29.5%	56.3%	21.9%	0.0%	0.0%	0.0%
	Mauricio Quiros Pacheco	25.0%	0.0%	0.0%	0.0%	50.0%	75.0%	5.4%	0.0%	0.0%	0.0%
Part Time Faculty	Lecturer										
	Matthew Allen	10.7%	0.0%	0.0%	0.0%	21.4%	32.1%	9.0%	0.0%	0.0%	0.0%
	Kristin Beites	0.0%	0.0%	0.0%	0.0%	21.4%	21.4%	4.3%	0.0%	0.0%	0.0%
	Tom Bessai	0.0%	0.0%	0.0%	0.0%	24.1%	24.1%	8.0%	0.0%	0.0%	0.0%
	Daniel Briker	0.0%	0.0%	0.0%	0.0%	21.4%	21.4%	4.3%	0.0%	0.0%	0.0%
	Ultan Byrne	15.4%	0.0%	9.5%	0.0%	27.6%	52.5%	8.8%	0.0%	0.0%	0.0%
	Katy Chey	0.0%	0.0%	0.0%	0.0%	21.4%	21.4%	4.3%	0.0%	0.0%	0.0%
	Roberto Damiani	0.0%	0.0%	8.3%	0.0%	29.2%	37.5%	6.3%	0.0%	0.0%	0.0%
	Maria Denegri	13.4%	0.0%	0.0%	0.0%	24.1%	37.5%	6.3%	0.0%	0.0%	0.0%
	Shannon Hilchie	29.5%	0.0%	0.0%	0.0%	13.4%	42.9%	8.6%	0.0%	0.0%	0.0%
	Hans Ibelings	21.4%	0.0%	0.0%	0.0%	26.8%	48.2%	10.9%	0.0%	0.0%	0.0%
	Alex Josephson	0.0%	0.0%	0.0%	0.0%	34.8%	34.8%	7.6%	0.0%	0.0%	0.0%
	Alex Lukachko	21.4%	0.0%	0.0%	0.0%	0.0%	21.4%	4.3%	0.0%	0.0%	0.0%
	James Macgillivray	26.8%	0.0%	0.0%	0.0%	10.7%	37.5%	6.3%	0.0%	0.0%	0.0%
	Francesco Martire	31.1%	24.4%	0.0%	0.0%	0.0%	55.5%	3.0%	12.6%	0.0%	0.0%
	Adrian Phiffer	37.0%	0.0%	0.0%	0.0%	10.6%	47.6%	13.2%	0.0%	0.0%	0.0%
	Jay Pooley	0.0%	0.0%	0.0%	0.0%	47.6%	47.6%	11.2%	0.0%	0.0%	0.0%
	Ivan Saleff	16.1%	0.0%	0.0%	0.0%	0.0%	16.1%	4.5%	0.0%	0.0%	0.0%
	Peter Sealy	10.7%	0.0%	0.0%	0.0%	32.1%	42.9%	13.6%	0.0%	0.0%	0.0%
	Mark Sterling	0.0%	0.0%	34.8%	0.0%	0.0%	34.8%	0.0%	0.0%	24.5%	0.0%
	Chloe Town	0.0%	0.0%	0.0%	0.0%	37.5%	37.5%	6.3%	0.0%	0.0%	0.0%
FTEs		3.58	0.24	0.53	0.32	5.67	10.35	2.57	0.13	0.24	0.30

		Academic Administration						Total FTE					
BAAS	Total	ARC	LAN	URD	VS	BAAS	Total	ARC	LAN	URD	VS	BAAS	Total
21.9%	43.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	56.7%	0.0%	0.0%	0.0%	43.3%	100.0%
0.0%	30.4%	0.0%	0.0%	0.0%	37.5%	0.0%	37.5%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
35.0%	70.0%	3.0%	3.0%	3.0%	3.0%	3.0%	15.0%	53.0%	3.0%	3.0%	3.0%	38.0%	100.0%
15.0%	30.0%	0.0%	0.0%	0.0%	0.0%	27.5%	27.5%	27.5%	0.0%	0.0%	0.0%	72.5%	100.0%
17.2%	34.3%	4.3%	4.3%	4.3%	4.3%	5.7%	22.9%	32.2%	4.3%	4.3%	4.3%	55.0%	100.0%
21.9%	43.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	48.6%	0.0%	0.0%	0.0%	51.3%	100.0%
5.4%	10.7%	7.1%	0.0%	0.0%	0.0%	7.1%	14.3%	37.5%	0.0%	0.0%	0.0%	62.5%	100.0%
9.0%	17.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19.7%	0.0%	0.0%	0.0%	30.4%	50.0%
4.3%	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	25.7%	30.0%
8.0%	15.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.0%	0.0%	0.0%	0.0%	32.1%	40.0%
4.3%	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	25.7%	30.0%
8.8%	17.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	24.2%	0.0%	9.5%	0.0%	36.3%	70.0%
4.3%	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	25.7%	30.0%
6.3%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	8.3%	0.0%	35.4%	50.0%
6.3%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19.6%	0.0%	0.0%	0.0%	30.4%	50.0%
8.6%	17.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	38.0%	0.0%	0.0%	0.0%	21.9%	60.0%
10.9%	21.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	32.3%	0.0%	0.0%	0.0%	37.7%	70.0%
7.6%	15.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.6%	0.0%	0.0%	0.0%	42.4%	50.0%
4.3%	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.7%	0.0%	0.0%	0.0%	4.3%	30.0%
6.3%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.0%	0.0%	0.0%	0.0%	17.0%	50.0%
3.0%	18.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	34.0%	37.0%	0.0%	0.0%	3.0%	74.0%
13.2%	26.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.2%	0.0%	0.0%	0.0%	23.8%	74.0%
11.2%	22.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.2%	0.0%	0.0%	0.0%	58.8%	70.0%
4.5%	9.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.5%	0.0%	0.0%	0.0%	4.5%	25.0%
13.6%	27.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	24.3%	0.0%	0.0%	0.0%	45.7%	70.0%
0.0%	24.5%	0.0%	0.0%	10.7%	0.0%	0.0%	10.7%	0.0%	0.0%	70.0%	0.0%	0.0%	70.0%
6.3%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	43.8%	50.0%
2.57	5.81	0.14	0.07	0.18	0.45	0.43	1.28	6.29	0.44	0.95	1.07	8.67	17.43

****On leave for 6 months
during 2017-18**

Fig. 1-9: Distribution of Faculty Efforts for Teaching Stream Appointments 2017 - 2018

3.5

Distribution of Faculty Efforts for Sessionals 2017 - 2018

First Name	Last Name	Teaching FTE					
		ARC	LAN	URD	VS	BAAS	Total
Adjunct Professor							
George	Baird	20.0%	0.0%	10.0%	0.0%	0.0%	30.0%
Todd	Irvine	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
Diarmuid	Nash	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Michael	Ormston-Holloway	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
Lisa	Rapaport	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Sandy	Smith	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
Dan	Wood	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Sessional Lecturer II							
Catherine	Heard	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Jean-Paul	Kelly	0.0%	0.0%	0.0%	30.0%	0.0%	30.0%
Sessional Lecturer I							
Monica	Adair	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%
Anne-Marie	Armstrong	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Behnaz	Assadi	20.0%	20.0%	0.0%	0.0%	20.0%	60.0%
Pooya	Bakatash	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Nicolas	Barrette	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Tara	Bissett	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Sheila	Boudreau	0.0%	10.0%	0.0%	0.0%	0.0%	10.0%
Edward	Broeders	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
Heidi	Campbell	0.0%	5.0%	0.0%	0.0%	0.0%	5.0%
Lorne	Cappe	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
Peggy Pei-Chi	Chi	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
Jonathan	Cummings	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Kari	Cwynar	0.0%	0.0%	0.0%	5.0%	0.0%	5.0%
Stephanie	Davidson	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Jennifer	Davis	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Matei	Denes	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Paul	Dolick	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Samuel	Dufaux	20.0%	0.0%	0.0%	0.0%	20.0%	40.0%
Aina	Elias	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Omar	Estrada de Zayas	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Andy	Fabo	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Elle	Flanders	0.0%	0.0%	0.0%	5.0%	0.0%	5.0%
Robert	Freedman	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
Paula	Gallo	0.0%	5.0%	0.0%	0.0%	0.0%	5.0%
Elizabeth	George	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Miles	Gertler	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Maggie	Groat	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
William	Haskas	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Joy	Henderson	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Zachary	Hinchliffe	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Nicholas	Hoban	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Emilia	Hurd	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%

Sessional Lecturer I (Cont.)							
Oliver	Hussain	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Nima	Javidi	20.0%	0.0%	0.0%	0.0%	20.0%	40.0%
Ruba	Kana'an	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
Dimitrios	Karopoulos	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Jessica	Karuhanga	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%
Marcin	Kedzior	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%
Jason Peter	King	0.0%	0.0%	0.0%	5.0%	0.0%	5.0%
Stephen	Kopp	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%
Jennifer	Kudlats	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Alfredo	Landaeta	0.0%	0.0%	20.0%	0.0%	0.0%	20.0%
Micah	Lexier	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Fiona	Lim Tung	0.0%	0.0%	0.0%	0.0%	30.0%	30.0%
Leo Xuan-Yi	Lin	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Gareth	Long	0.0%	0.0%	0.0%	40.0%	0.0%	40.0%
Morris	Lum	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Katie	Lyle	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Kristie	MacDonald	0.0%	0.0%	0.0%	40.0%	0.0%	40.0%
Michaela	MacLeod	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Adil	Mansure	10.0%	0.0%	0.0%	0.0%	20.0%	30.0%
Nuria	Montblanch	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
John	Monteith	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Manar	Moursi	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Reza	(Nik) Moghaddamnik	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Kirsten	Newfield	0.0%	10.0%	0.0%	0.0%	0.0%	10.0%
Tom	Ngo	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Scott	Norsworthy	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Brian	O'Brian	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Julian	Ocampo	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Abdi	Osman	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
June	Pak	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Jasmine	Reimer	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Aleris	Rodgers	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Peter	Sampson	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%
Dina	Sarhane	40.0%	0.0%	0.0%	0.0%	0.0%	40.0%
Tamira	Sowarzky	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Matthew	Spremulli	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
Kim	Storey	0.0%	0.0%	20.0%	0.0%	0.0%	20.0%
Nova	Tayona	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%
Catherine	Telford-Keogh	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%
Sonja	Vangjeli	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Danielle	Whitley	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%
Elizabeth	Wreford	10.0%	0.0%	0.0%	0.0%	0.0%	10.0%
Writing Instructor							
Tom	Robles	5.0%	1.0%	1.0%	1.0%	12.0%	20.0%
Craig	Rodmore	5.0%	1.0%	1.0%	1.0%	12.0%	20.0%
FTEs		2.80	1.92	0.92	2.97	5.94	14.55

Fig. 1-10: Distribution of Faculty Efforts for Sessionals 2017 - 2018

3.5

Professional Development

The Master of Architecture Program, the Daniels Faculty, and the University of Toronto are committed to excellence in teaching, research, and administration. In 2018 the University of Toronto was recognized as one of Greater Toronto's Top Employers for the 12th consecutive year. Canada's Top 100 Employers are chosen annually by Mediacorp Canada Inc. in a national competition to determine which employers lead their industries in offering exceptional workplaces for their employees. The University has been honoured with this award every year since its inception.

University-wide Professional Development Opportunities

All University employees are strongly encouraged to develop an individual learning and career development plan in consultation with their managers. To help employees fulfill their career potential, numerous skills- and career-related workshops are offered on an ongoing basis, with funding available for staff to register for courses both on- and off-campus. The focus of the University is on creating a positive work environment that attracts and retains excellent employees through a combination of competitive compensation, favourable working conditions, opportunities for career growth and development, and a unique organizational culture. Among the benefits, University of Toronto employees have access to:

- Excellent health and dental benefits
- On-site support for training and career development
- Childcare subsidy
- Tuition assistance program for employees and their dependents
- Scholarships and / or tuition waivers for dependants
- Generous paid time off
- On-site childcare

- University pension plan
- Subsidized athletic facility membership
- World-renowned libraries
- Confidential counselling services
- Discounted TTC Metropasses
- Employee and Family Assistance Plan
- Continued health benefits for pensioners

As part of the University of Toronto, the Daniels Faculty is supported by the Human Resources & Equity Office, which is responsible for a broad range of activities and initiatives across all three campuses and within every division of the University. The office ensures that U of T is an employer of choice and that it is a stimulating, supportive, and engaging place in which to work and have a career.

Human Resources & Equity and its divisional partners work to:

- Retain, engage and attract outstanding employees
- Promote a community that is diverse and inclusive
- Provide a safe and healthy teaching, learning and working environment
- Develop employees to their fullest potential

The Human Resources & Equity Office is home to a number of HR Divisional Offices. The Daniels Faculty is supported by the Professional Faculties HR Divisional Office. The Divisional Office provides Daniels with HR consultation, including with regards to HR planning, recruitment, compensation, issues management, and labour relations, among others.

The Human Resources & Equity Office also operates the Organizational & Leadership Development and Work-Life Support group, which is comprised of the Early Learning

Centre, the Family Care Office, Family Programs & Services, Health & Well-being, and the Organizational Development & Learning Centre. Family Programs & Services provides oversight to the on-campus child care centres, Employee & Family Assistance Program (EFAP) and to the Family Care Office. The Family Care Office provides information, guidance, referrals and advocacy concerning child care, elder care, integrating work / study and family life, planning for a new child, or any other family-related matter. EFAP offers free, confidential, short-term counselling to employees and their dependants for personal, family, and work-related problems.

Additional services include:

- Free workshops, support groups, family events, individual consultation
- A resource library with practical info on pregnancy, infant care, LGBT parenting, special needs children, and caring for elderly family members
- A faculty relocation service

Health & Well-being Programs & Services provides services for University employees and managers involved in sick leave, long term disability, occupational health issues, workplace injuries, and workplace accommodation for employees with disabilities.

The Organizational Development & Learning Centre (ODLC) helps employees fulfill their career potential through a variety of continuous learning programs and career-related workshops on organizational development, career management, and mentoring.

The University offers financial assistance to those who want to further their formal education, in the form of tuition waivers, educational assistance, and tuition waivers for dependants. The availability of these programs varies by employee group. The Daniels Faculty does its best to accommodate employees' course schedules through flex time. For staff who wish to pursue studies out of town, the Faculty has previously granted unpaid leaves for the duration of their studies.



Thesis Studio Presentation, 2016

3.5

Daniels Faculty Development Opportunities

There are many opportunities for faculty to grow, including a vigorous public program. Our faculty members are among the leading design figures in Canada and keep abreast of changing demands in practice and licensure through their practices, the continuing education program of the Ontario Association of Architects, and professional development opportunities at the University. Our faculty in technical areas as well as history and theory are likewise at the top of their fields and vigorously maintain the currency of their knowledge and skills. Faculty CVs in Section 4 provide further detail.

Faculty members are expected to stay current in their areas of scholarly work, and to attend academic conferences and read academic journals and other relevant publications. Per normal academic standards, these activities are part of the time provided to faculty for research and scholarly practice. Faculty are able to apply for funding to attend conferences, and are regularly given research leaves and leaves without pay to conduct research or take up visiting professorships at other universities. They are also supported in gaining knowledge and skills through workshops and attending conferences. Faculty are eligible to apply for various research grants, fellowships, travel grants, and support for colloquia at the university, and have been successful in getting such grants when they have applied. The Faculty has a modest budget for travel which is used to assist faculty, both tenure-stream and sessional, to present papers at scholarly and professional conferences.

Faculty Professional Expense Reimbursement Allowance (PERA)

Faculty and librarians governed by the Memorandum of Agreement between the University of Toronto and the UTFA may be eligible for the [Professional Expense Reimbursement Allowance \(PERA\)](#).

Approved expense reimbursements are paid in accordance with the University policy on expense reimbursement. Goods acquired from this fund remain property of the University. Any balance remaining in any PERA may be carried forward from one fiscal year to the next. Upon cessation of employment at the University, including retirement, unused PERA reverts to the University.

Faculty members (Professoriate, Lecturers, Senior Lecturers, Tutors, Senior Tutors, Athletics Instructors and Senior Athletics Instructors) and librarians, whose full-time equivalent is at least 25%, are entitled to reimbursement from the University for eligible business expenses from a mutually accepted list related to their positions at the University of Toronto. This benefit is not available to clinicians, adjunct faculty, visiting faculty, status-only appointments. Those on long term disability or unpaid leave (except parental, adoption and maternity leave), are not eligible for PERA.

The Travel and Other Reimbursable Expenses section of the University's [Guide to Financial Management](#) defines business-related expenses eligible for reimbursement. These expenses may include:

- Membership fees for professional and/or learned societies related to your discipline;
- Subscriptions to professional and/or learned journals;
- Books, materials, equipment and services directly related to research;
- Registration fees for attendance at scholarly conferences;
- Travel, including transportation, food and accommodation subject to the University's travel policy, for attendance at scholarly conferences, seminars and workshops and for field trips and research;
- Computer hardware, software and supplies used in performance of academic duties;

- Expenses incurred in preparation and completion of scholarly manuscripts, including page or reprint charges;
- Office supplies relating to the performance of teaching and research duties; and
- Fees incurred for professional development

For this past academic year, allocations were \$1,700 for full-time faculty/librarians; \$1,360 for those holding 50% or more appointments; and, \$850 for 25% to 49% appointment. Pre-tenured faculty and pre-promotion teaching stream faculty were eligible for \$2,000 for full-time appointments, \$1,600 for those holding 50% or more appointments, and \$1,000 for 25% to 49% appointment.

Faculty Teaching and Research Support

The Vice-President, Research & Innovation (VPRI) office plays an important role in supporting U of T as a top public research university. Their mission is to create the most supportive environment possible so that researchers, innovators, and learners can do what they do best — advance understanding and apply new knowledge. Their work supports, fosters, and promotes the research and innovation culture and activities of faculty and students across the University's three campuses, along with partner hospitals, funding sponsors, and partners in the public and private sector. The VPRI provides a full range of services including guidance to faculty, staff, and students on grants and funding, oversight, innovation and entrepreneurship, partnerships, policies and procedures, and institutional awards & honours.

Our Faculty is also supported by the centralized Centre for Teaching Support and Innovation. The Centre provides leadership in teaching and learning in higher education. Serving instructors, graduate students and teaching assistants across all three

campuses, CTSI offers support to members of the U of T community on an individual, divisional and institutional level through a variety of on-site and web-based resources on educational development, teaching, and assessment topics.

Research Support

Faculty research is supported by administrative positions within the Faculty, including the Associate Dean Research (ADR) and the Research Funding and Awards Coordinator. The ADR works with the Research Funding and Awards Coordinator to foster and promote the research and innovation culture and activities at Daniels. This includes: promoting and coordinating research and knowledge transfer activity within the Faculty; promoting and representing the Faculty at the University level; maximizing external funding; facilitating workshops on available funding opportunities; and, supporting proposal writing. These positions are further described later in this section.

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Policies, Procedures and Criteria for Faculty Appointment, Promotion, and Tenure

The Academic Administrators Procedures Manual provides policies and procedures for recruitment, appointments, and promotions. All full-time and ongoing part-time faculty appointments are subject to review and approval by the Provost's Office. All full-time tenure and teaching stream positions must be subject to an international search. Position announcements are placed in appropriate local, national, and international papers, journals and newsletters. The Dean (or, on occasion, an approved designate) chairs the search committees, which also include appropriate members of the Programs and faculty, and one or more members of faculty from other affiliated divisions of the University, including a Provostial Assessor. Special efforts are made to ensure that committees are diverse and representative of faculty.

Consideration of qualified Canadian applicants and landed immigrants typically precedes consideration of international applicants. Women candidates and candidates representing minority groups are given special consideration since Daniels continues to work toward a more diverse faculty and greater gender equity. A report on the outcome of the search and a recommendation on a candidate satisfactory to the committee are submitted by the Dean to the Provost, who makes all final determinations on appointments and terms.

The John H. Daniels Faculty of Architecture, Landscape, and Design accepts applications for Sessional Lecturer appointments in accordance with the provisions outlined in the Collective Agreement between the University of Toronto and CUPE Local 3902 - Unit 3.

The initial appointment of prospective sessional faculty and reappointment of current sessional faculty are made by the Dean following the recommendation of the Program Director. The recommendations, taken together with the results of student course and teaching evaluations, are considered by the Dean in filling the sessional positions essential to the delivery of the Program.

Peer review of faculty members' performance is sought informally by the Dean and Program Director on at least an annual basis and is taken into account in the assignment of annual merit ratings; see the next section on Progress Through the Ranks. It is undertaken formally during reviews for promotions and tenure, as well as during the renewal of contractually limited term appointments. These reviews occur typically every three years.

Formal interim reviews of tenure-stream faculty productivity in teaching, research, and service begins at the end of the third year. Upon successful review, candidates are reviewed for tenure in the sixth year of employment. These reviews follow clear and strictly applied procedures and are carried out by appropriate committees appointed by the Dean and approved by the Provost with the prior written agreement of the candidate for promotion. Faculty member's teaching record, scholarly and/or creative dossier, and other supporting materials are considered. Reviews concerning the award of tenure or considering promotion to professor require independent assessments of the candidate's scholarship and creative work from appropriate external referees. Committee recommendations on these matters are forwarded by the Dean to the Provost who, in turn, makes a recommendation to the President.

Faculty Evaluations

Progress Through the Ranks (PTR)

The PTR process is undertaken each year to reflect the individual faculty member's performance in a given twelve-month period. The PTR Committee reviews CVs for all faculty, who must also prepare and submit annual reports on Activities, Administrative Accountability, and Paid Activities. The assessment takes into consideration research, scholarship, teaching, and service contributions. Research and creative professional achievement are measured not only in terms of quantity but also in terms of quality. The Faculty began updating its Creative Practice Activity Evaluation Criteria in 2015 and is nearly complete, after several phases of consultation with faculty members. Assessment of teaching is a critical step for constructively improving the quality of teaching across the university. In assessing a faculty member's teaching, it is important to refer to the divisional guidelines for the assessment of teaching effectiveness. The Daniels Faculty is currently in the process of updating its Divisional Teaching Guidelines, in consultation with faculty members.

Academic Promotions Process

Promotion review occurs no later than October in the sixth year of service. The promotions process is led by a committee that consists of at least five members of the academic staff. In single division faculties such as Daniels, this membership is augmented by the appointment of a Provostial Assessor. It is preferable to have a majority of faculty at the rank of full professor on the committee. Any committee members who are being considered for promotion must withdraw from that part of the meeting in which he/she is being discussed.

The names and CVs of all Associate Professors in the unit are brought forward by the Dean for preliminary consideration by the first level promotions committee.

In considering each Associate Professor, reference is made to the criteria for promotion as outlined in Sections 7 and 8 of the Policy and Procedures Governing Promotions. In the case of individuals being considered for promotion on the basis of excellent teaching alone, special reference should be made to divisional guidelines for the evaluation of teaching activities.

Associate Professors may also request consideration for promotion. Such requests must be submitted in writing to the Dean. The individuals are requested to supply the documentation required and be given full consideration by the Promotions Committee.

The deliberations of the Committee, and the appraisals presented to it, are confidential.

Changing Demands of Practice and Licensure

Daniels is a nexus between the project-driven practice of architecture and emerging research-driven inquiry. Many faculty members are licensed practicing architects and landscape architects involved in the daily vicissitudes of project delivery. Like all professionals, advances in computational capabilities, changing models of consultant integration, and new delivery methods, and regulatory frameworks, impact them. This current practice-based experience is reflected in the classroom. At the same time, more theoretically-orientated faculty members at Daniels have contributed to the continuing education of design professionals.

In the discipline of architecture, creative professional practice is recognized as a vital component of research. Through studies and commissions carried out in their professional practices, many faculty contribute to the expansion of knowledge and the development of new approaches and models of practice. Such contributions stand out from ordinary practice and are acknowledged through peer assessment in award programs, competitions, publications, visiting professorships, and invited lectures. The

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achievements of individual faculty members in this regard are well established and the MArch program faculty enjoy a remarkable level of accomplishment as evidenced by their records of professional and academic recognition, outlined in individual faculty CVs.

Research

Daniels is one of Canada's top research faculties and attracts and retains some of the world's most accomplished and promising talent. The integration of the design disciplines – architecture, landscape, urban design and visual arts – within the Faculty means that it is uniquely positioned to support interdisciplinary collaboration to advance research and scholarship addressing the social, environmental, historical, physical, and technical questions of design and the built environment. Research at Daniels has contributed to identifying emerging trends in the profession. Symposia about health care, environmental issues, and complex urban conditions have brought together multi-disciplinary gatherings that prefigure the kinds of collaborations and networks of professional expertise demanded by contemporary practice.

Research Centres

Extra-departmental units (EDUs) are flexible and multidisciplinary entities organized around emerging research areas that span disciplines. The Faculty is the lead for several EDUs at the University of Toronto, including:

- The Centre for Landscape Research (EDU:D)
- Global Cities Institute (EDU:C)
- Centre for Architecture, Design + Health Innovation (EDU-D)

In addition, the Faculty is collaborating with the following:

- School of Cities (EDU-C)
- Mass Timber Institute

Global Cities Institute (EDU:C)

The Global Cities Institute was created at the University of Toronto in the Daniels Faculty of Architecture, Landscape and Design to build on the strengths of a rapidly expanding global network of scholars, city leaders, design and planning professionals, key international organizations, foundations and industry innovators dedicated to securing a better future for cities.

The global urban population is currently 3.8 billion, or 53 percent of the world population. By 2050, 6.3 billion people will be living in cities: 67 percent of the total world population. How will our cities accommodate this additional growth? What city forms are we contemplating? What density and what physical reach are we expecting? How will we plan and design for alternative projections? What forms of governance are we envisioning to guide urban change? What qualities of life do we imagine for these growing cities? How can the form and reform of our cities contribute to increasing the health of populations? How can we ensure increasing levels of physical and social mobility across increasingly large spatial formations with complex political-administrative jurisdictions? How do we identify and act on the key elements that will ensure sustainable prosperity for cities in ways that generate national and global prosperity, and propel us towards more sustainable, safer and livable futures?

To approach these questions first requires accurate city level data, and then the capacity to calculate and visualize new, alternative and progressive forms of urbanization. The Global Cities Institute houses the University of Toronto's Global City Indicators Facility (GCIF), as an anchor program. It will also house a new Model Cities Theatre and Lab. The Global Cities Institute convenes collaborative, cross-disciplinary research that builds on the GCIF metrics and bridges the fields of urban governance, design, technology and economics.



Smartgeometries Workshop, 2018

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Centre for Architecture, Design + Health Innovation (EDU-D)

Created in spring 2018, the mission of the CADHI is to explore and examine the impact of architecture, environment, and urban design in direct relation to the quality of patient care, the delivery of health care services, and the creation of salutogenic, health-promoting urban environments with principal focus on fostering design excellence.

The Centre for Landscape Research (EDU:D)

The Centre for Landscape Research (CLR) provides a support structure and a culture of research aimed at enhancing the knowledge base of the profession of landscape architecture at the University of Toronto. CLR began in the early 1980s in conjunction with graphics and user interface research into computer aided design (CAD) and geographic information systems (GIS) with the Computer Systems Research Institute. CLR was formally constituted as a centre in the Faculty in 1989 with Professor Ed Fife as the first Director. The centre is currently directed by professor Robert Wright.

CLR is committed to multidisciplinary research and is currently involved in the Urban Genome Project, which was awarded the University of Toronto Global Challenge Award in 2017 to understand the fundamental sources of urban conflict, creativity, prosperity, and resiliency of urban regions, and ultimately create a Science of Cities. The research project employs a variety of methodologies and tools in exploring these perspectives, including: synthetic theorizing, formal modeling, simulation, and data collection and analysis. This project represents the ambitions of the newly established School of Cities at UofT to foster multidisciplinary research and scholarship on urban issues.

School of Cities (EDU-C)

Created in 2018, the mission of the School of Cities is to be a world-leading centre for innovative, interdisciplinary urban research, education, and engagement and a place where diverse communities come together to spark new insights and design creative ways for cities and their citizens to thrive. The School is led by the Faculty of Arts and Science, but the Interim Working Group brings together scholars from more than 20 disciplines across ten academic divisions, including Daniels professors Mauricio Quiros Pacheco, Liat Margolis, and Fadi Masoud. Over the past year, this group has worked together on the vision and mission for the School of Cities, identified interim programming and activities in support of the mission, and began building the School's community of scholars.

Mass Timber Institute

The mission of the MTI is to be Canada's first research and teaching collaborative focused on mass timber tall building and construction R&D and specialized education in the use of advanced wood products. MTI is co-led by the University of Toronto and George Brown College, with academic partners including the Universities of Lakehead, Laurentian and Ottawa.

Research Projects

Some of our ongoing Faculty research include:

- Developing an artificially intelligent art historian consisting of an animated, streaming montage of images displayed according to the logic of the algorithm resulting from the cross-pollination of Warburgian principles and those emerging from machine learning
- Organizing conferences to publicly discuss pressing concerns regarding global Indigeneity, focusing on sovereignty, justice, and culture; to explore the relationship between the urban context and local artistic cultures in Canada's largest city; and to bring together researchers from each of the country's landscape architecture schools to explore cultural and practical issues and to expand the research achievements related to contemporary research in landscape and design
- Examining gaps to understand how to collaborate effectively across disciplines and First Nations communities to co-produce solution to address the role of Landscape Architecture in responding to the Truth and Reconciliation Commission of Canada's Calls to Action, to develop a 'learning-by-doing' example for integrating Indigenous Ways of Knowing including themes of Respect, Relationship, Reciprocity, Responsibility; and to bridge the intergenerational gap on traditional knowledge
- Exploring how to design and build a carbon-negative, energy-positive, waste-positive and capital-effective building in Yellowknife, NWT to create a living lab for education, outreach, awareness, research, monitoring and advocacy for sustainability in the built environment
- Surveying roads fragment landscapes which results in barriers to the safe movement of humans and animals and to discover new and creative ways to (re) connect our landscapes in support of the safe passage of humans and animals.
- Improving vocabulary and methods for untangling and deciphering the complex processes, phenomena and artefacts that constitute Toronto's metropolitan landscape to develop a set of technically rigorous tools, available to both experts and lay people, that will enable and foster public debate about the future of the evolving metropolitan landscape.
- Combining research and curriculum by mapping the current and historic states of Temagami's forests with particular emphasis on old growth forests, and learning about Temagami's old growth forests from local leaders and elders.
- Expanding a collaborative and innovative interactive mapping platform that allows decision-makers to establish climate-based adaptation guidelines for future urban developments, retrofits, and transformations based on environmental, physio-geographic, and contextual parameters and to establish a new approach to resilience and planning using illustrations, renderings, and diagrams that visualizes alternative urban futures in conjunction with environmental risk factors and landscape strategies
- Understanding the fundamental sources of urban conflict, creativity, prosperity, and resiliency to create a Science of Cities which will uncover the microcosmic building blocks of cities and urban life (e.g., physical infrastructure, neighbourhoods, networks, individuals, and more) that can be put together, recomposed and scaled in various ways

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Robotic Prototyping Laboratory

- Examining how Chinatown West's residents, community organizations, and businesses have worked to maintain the neighbourhood as both a "place of their own" and a local attraction in the face of changing demographics and intensifying urban development along its edges to document and make visible its buildings and public spaces to create a thriving, competitive, and safe business area that attracts shoppers, diners, tourists, and new businesses.
- Promoting the design of high performance condominiums with regards to occupant comfort and usability, resilience in the event of power/mechanical failure, durability and energy performance and daylight quality.
- Researching the scope and content of the building science guidelines and how these may be applied to mass timber buildings to ensure acceptable life cycle performance
- Establishing and promoting best practices for construction technology research and a new international network focused on "design/ build" in architecture
- Examining the impact of architectural built environment on the health, behaviour and psychosocial health of older adults in long-term care settings and care staff
- Exploring alternative models of care based on architecture and health infrastructure that integrates the unique geography, climate and culture of the North; developing relevant spatial/building typologies that integrate emerging technology, cultural specificity, and site-specific factors; and visualizing health care architecture specific to the North
- Developing design strategies (at both the community and architectural scale) for heritage structures through large-scale interactive/dynamic

models that simulate design phasing or transformation over time and creating platforms for knowledge exchange, new methods of design integrating community participation, and greater understanding of design research and its role in creating sustainable communities.

Research Funding

Since 2012, our research success includes 73 research grants and contracts. Of this total, 35 are sponsored by the Tri-Council, 12 by the University of Toronto, and 10 by Industry, in addition to a Canada Foundation for Innovation and a Ministry of Research and Innovation grant.

Research Labs

The Robotic Prototyping Laboratory

The John H. Daniels Faculty of Architecture, Landscape, and Design established a 72 sqm two-story Robotic Prototyping Laboratory as not only a place for innovative architecture and engineering research, but also a visible symbol of the Faculty's interest in new digital technology for design and simulation and in the full-scale architectural application of digital fabrication. This facility is the second school of Architecture in Canada to have robotic prototyping capabilities and the first to have a robot on a linear track. In recent years, architectural research has seen a surge in the use of industrial robots as design and fabrication tools. The robot is now seen as a key piece of infrastructure for architecture faculties engaged in research and is particularly important for research relating to digital design, digital fabrication, performance-driven design, and material and tectonic investigation. The state-of-the-art Robotic Prototyping Laboratory will inspire a new generation of architectural designers and researchers.

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Funded by the Canada Foundation for Innovation and the Ministry of Research and Innovation, the Robotic Prototyping Laboratory comprises a Kuka Quantec arm with three end-effectors: 1) a PushCorp milling spindle capable of milling composites, wood and metals along with drilling, grinding, polishing and sawing; 2) a Schunk parallel pneumatic gripper; and 3) a blank end for the construction of customized end-effectors (we currently have a hotwire cutter, and future plans for a 3D printing extruder and vacuum gripper) mounted on 4.5m linear axis. The system will be capable of: milling, grinding, drilling, sawing, pick-and-place, and hotwire cutting.

The Green Roof Innovation Testing Laboratory (GRIT Lab)

Established in 2011 on the roof of the former John H. Daniels Faculty of Architecture, Landscape, and Design building at 230 College Street in Toronto, the Green Roof Innovation Testing Laboratory (GRIT Lab) is a state-of-the-art facility — and the only one of its kind testing the environmental performance associated with green roofs, green walls and solar photovoltaic technologies in Canada. A second laboratory facility is currently being constructed on the roof of the Daniels Faculty's new building at 1 Spadina Crescent.

The GRIT Lab research facilities include hundreds of sensors to measure and evaluate best practices associated with 'green' and 'clean' technologies. The lab is a platform for interdisciplinary research and education linking the fields of Landscape Architecture, Biology, Hydrology and Forestry. This approach provides a comprehensive and dynamic understanding of the water-energy-biology nexus in context of regional and climate specific priorities.

Since 2011, GRIT Lab has undertaken four major research projects:

- Green Roof Research I (const. 2011-13) was designed to test and evaluate green roof material configurations in context of the Toronto's Green Roof Bylaw and relative to four environmental criteria: 1) stormwater runoff reduction, 2) thermal cooling, 3) plant growth and biodiversity, and 4) pollinator habitat. A 350 sq.m section of the roof is dedicated to conducting the experimental aspect of this research. Thirty-three beds were designed to compare the following four parameters: 1) growing media composition, 2) depth, 3) vegetation, and 4) irrigation. Each bed is instrumented with thermal and moisture sensors, a rain gauge and infrared radiometer; data is analyzed against base-climate data, acquired via a weather station onsite.
- Green Wall Research (const. 2012) was designed to study the thermoregulatory effect of vining green facades on building envelope relative to growth form.
- Green Roof – Solar Photovoltaic Research (const. 2013-16) focuses on evaluating the synergistic relationship between green roofs and PV arrays. Green roofs are thought to reduce local air temperature through evapotranspiration and solar= reflectance and thus improve PV performance. At the same time, green roof also aid in runoff reduction. The set up include a 150 sq.m area of the roof; 40 PV arrays are installed above green roof surfaces at two different heights – 60cm, 120cm; analysis focuses on PV output, practicality of installation and maintenance, effect of shading of plants, runoff.
- Green Roof Research II (const. 2017–) will be a world's first comprehensive and comparative study of the use of cistern collected stormwater runoff versus domestic water supply for irrigation in green roofs in terms of water quality and quantity. This set up includes the construction of an underground cistern on the west side of the site to collect all surface runoff to meet Toronto's Wet



GRIT Lab Construction, 2018

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Weather Flow Standards including a pump to transport water up to the roof for irrigation. Another unique aspect of this study is the inclusion of biochar to the growing media for improved water retention, plant growth, and pollution abatement.

The lab's wide range of partnerships with industry, academic institutions, and government agencies has far reaching implications for education and knowledge transfer, innovation and commercialization, as well as policy and guidelines. Students are offered unique hands-on opportunities to work with the latest material and digital technologies, as well as with industry experts and academics from a wide range of disciplines. The cross-pollination among various disciplines is intended to generate new ideas, while the link to industry facilitates their implementation.

GRIT Lab received research funding from the Ministry of Innovation, Science and Economic Development Post-Secondary Institutions Strategic Investment Fund, City of Toronto, NSERC, SSHRC, Ontario Centres of Excellence, MITACS, Connaught Fund, RCI Foundation, and the Landscape Architecture Canada Foundation, as well as the generous support of the University of Toronto and industry partners Bioroof, Carl-Stahl-Decorcable, DH Water Management, Greenscreen, IRC Building Sciences Group, Scott Torrance Landscape Architect, Siplast, Schletter, Sky Solar, Toro, Tremco Roofing.

Administrative Support

In 2010, the Associate Dean Research (ADR) portfolio was implemented to promote and coordinate research and knowledge transfer activity within the Faculty and to promote and represent the Faculty at the University level. The ADR assists and advises researchers within the Faculty to maximize external research funding through development programs, internal peer reviews, and mentoring processes. The ADR regularly meets with the Daniels Research Committee

to discuss research initiatives to support capacity and excellence in achievement of the Faculty's research goals and objectives. The ADR represents the Faculty and actively participates in and contributes to meetings with key University personnel, such as the Vice-President Research and Innovation, Vice-President International, and Director Indigenous Initiatives, and is an active member of the University Research Advisory Board (RAB). The RAB provides the Vice-President Research and Innovation with a variety of matters relating to the University's research enterprise and is the leading venue for discussion, advice, and guidance on the strategic research issues and directions of the University.

With the restructuring of the administration and services offered by the Faculty in 2014, the position of Research Funding Coordinator was created to provide guidance on grants and funding. The position was later revised to Research Funding and Awards Coordinator in 2017 to provide a range of services, including oversight, policies and procedures, and institutional awards and honours. In creating a supportive environment to foster and promote the research and innovation culture and activities of our faculty and students with our funding sponsors, and partners in the public and private sector, faculty can do what they do best — advance understanding to improve our depth of knowledge and quality of life, and help train the next generation of highly skilled practitioners and researchers through student supervision, teaching, and the coordination of other research initiatives. Over the past year (2017-18), the Associate Dean Research and the Research Funding and Awards Coordinator facilitated two workshops at Daniels to help faculty understand the available funding opportunities, support them in developing strategies in funding selection, and provide tips for proposal writing.



GRIT Lab at 230 College, 2015

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Faculty Accomplishments

The many high-profile awards and honours received by members of our faculty point to the level of knowledge, expertise, and excellence within the Program. Our faculty members have made long-lasting contributions to society through their accomplishments in architecture. The awards noted below reflect recognitions of our faculty since our last accreditation review in 2012.

George Baird was the recipient of the **Order of Canada** in 2016, and Brigitte Shim (Principal of Shim-Sutcliffe Architects) was appointed a member in 2013 (the same year she received the **Queen Elizabeth II Diamond Jubilee Medal** and the **Vice Chancellor's Award** for her distinguished work in architecture). Brigitte Shim and Ted Kesik both received the 2014 **Governor General's Medal in Architecture** for their collaboration on the Residence for the Sisters of St. Joseph of Toronto. Brigitte Shim was again awarded the Governor General's Medal for Architecture in 2016 for Wong Dai Sin Temple.

The Royal Architectural Institute of Canada (RAIC) administers awards of excellence for built projects, lifelong achievement, distinguished contributions to the profession, architectural education, and excellence in the allied arts. Mason White of LATERAL OFFICE received the **RAIC Urban Design Award** in 2016. Shane Williamson was awarded the **Emerging Architectural Practice Award** in 2014 and the **Professional Prix de Rome** in 2012.

The American Institute of Architects has also recognized our faculty: George Baird received the **Topaz Medallion** in 2012; Stephen Verderber received the **Award of Merit** in 2011; Giannone Petricone Associates (led by Pina Petricone) received the Excellence in Restaurant Design award in 2015; and Williamson Williamson Architects Inc. (led by Program Director Shane Williamson) received three **Residential Architect Design Awards** in 2014.

The Ontario Association of Architects (OAA) recognize distinguished architectural practices every year by presenting various awards. A number of our faculty have recently received the **OAA Award of Excellence**. The award was received in 2015 by Kohn Shnier Architects (led by Professor John Shnier) for the Fraser Mustard Early Learning Academy and again in 2017 for Rosemary Residence (which also received the Michael V. and Wanda Plachta Award that same year); in 2018 by Ted Kesik and Robert Wright for their work on the McEwen School of Architecture at Laurentian University; in 2015 by Diarmuid Nash for his work on the Surrey Civic Centre, along with the Green Building Award; and in 2018 by Williamson Williamson Architects Inc. for House on Ancaster Creek (which also received the **Michael V. and Wanda Plachta Award**, the **Canadian Interiors – Best of Canada Award**, and the **Ontario Wood Works Award**). Maria Denegri was the recipient of the 2016 **Emerging Practice Award** and the 2014 **Concept Award**.

Daniels faculty members have also received many international awards. The 2014 **Venice Biennale** saw an increased presence of our faculty. Mason White organized and curated an exhibition to represent Canada and received Special Mention for his work. Petros Babasikas received second place in the Curator & Greek Pavilion Design category for "Athena, Bender of Vision, in Transit" and "A Fork, a Path, a Film." Aziza Chaouni won **Fatima El Fihri Prize by Centre des Etudes Islamiques Paris** in 2018. That same year she received the **ACSA Collaborative Practice Award**, became a **TED Senior Fellow** and a **Swall Institute Fellow**. John Harwood received the 2014 Society of Architectural Historians **Alice Davis Hitchcock Award**. Victor Peres-Amado received the **ASLA Colorado Professional Honour Award** in 2015 and 2014. In 2017, Vivian Lee and James Macgillvray, principals of LAMAS, won the **Architizer A+ Award** and in 2014 the firm was shortlisted for the **MoMA PS1 Young Architect's Program**. In 2014, Shane

Williamson, principal of Williamson
Williamson, received the **2014 Emerging
Voices Award from the Architecture League
of New York.**

Our faculty have also been recognized for
their engineering expertise. Shannon Hilche
received the 2015 **Canadian Consulting
Engineering Award** for Goldring Centre
for High Performance Sport and the 2016
Ontario Consulting Engineering Award for
the York University Lassonde Engineering
Building.

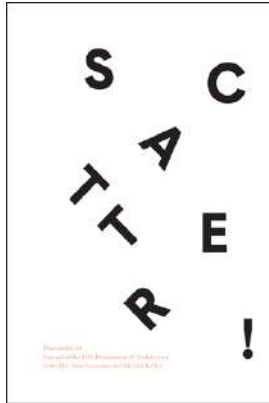
Additional information on faculty accom-
plishments is available in the CVs in Section
4.4, and highlighted publications are included
on the following page.



Arctic Adaptations: Nunavut at 15, Lateral Office, Venice Biennale, 2014

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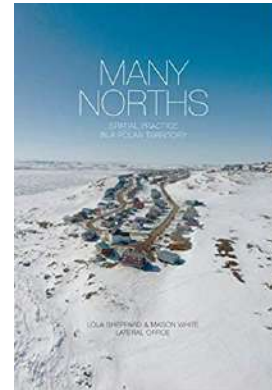
Selected Recent Faculty Publications



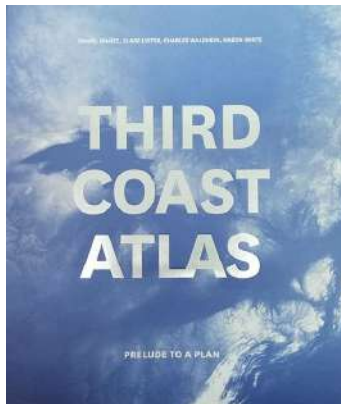
2018 Piper, M. & Renaud, Z. (2018). Simulating Megalopolitan Speculation Through Play. *Thresholds 46: Scatter*, 88-101



2017 Alexander, Zeynep Çelik, *Kinaesthetic Knowing: Aesthetics, Epistemology, Modern Design* (London and Chicago: University of Chicago Press, 2017)



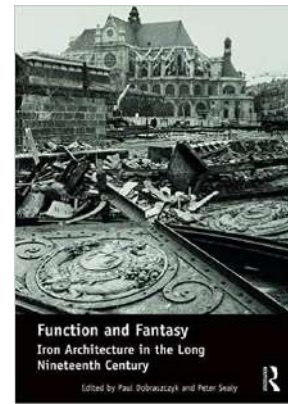
2017 White, Mason & Sheppard, Lola, *Many Norths: Spatial Practice in a Polar Territory*, Lola Sheppard and Mason White



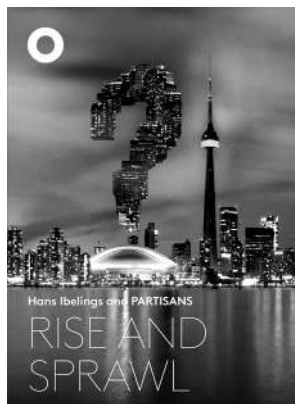
2017 White, Mason, Ibanez, Daniel, Lyster, Clara, & Waldheim, Charles, *Third Coast Atlas: Prelude to a Plan*



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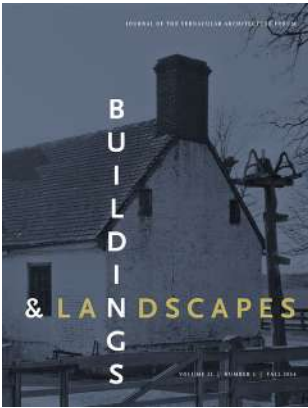
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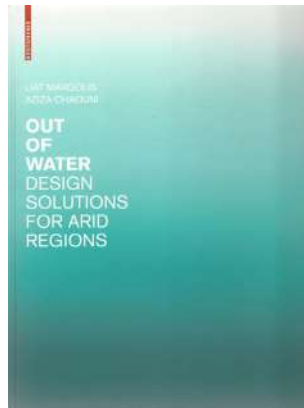
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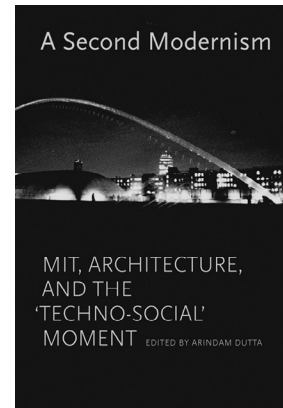
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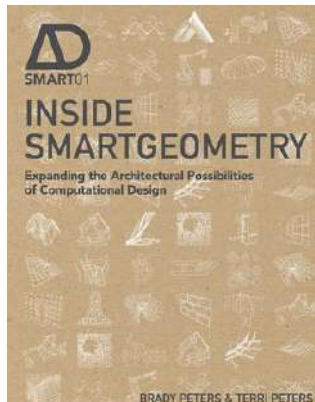
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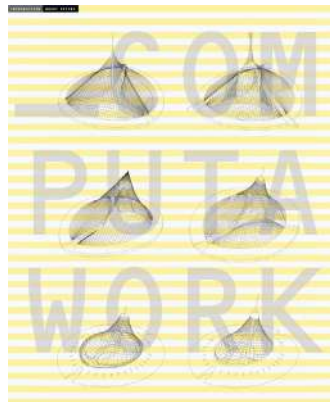
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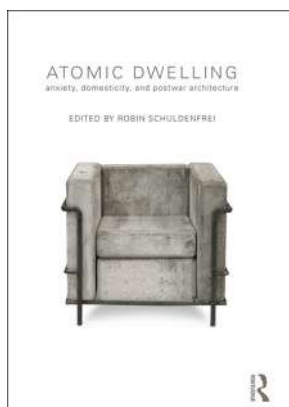
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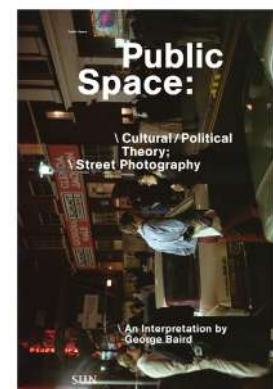
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3.6

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.

The APR must include:

- A general description with labeled plans indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops (including technology), and research areas
- A description of any changes to the facility (including furniture, equipment etc), whether under construction, funded, or proposed
- A description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff
- A description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources

“A feat of form-making, site planning, and city building.” — Ken Greenberg, Canadian Architect

One Spadina Crescent

History

Originally built as a green parterre and prospect to the lake, in 1877 One Spadina became the first site of Knox College, a Presbyterian theological school, built in a pious and ornamental neo-Gothic style with a roofline punctuated with attenuated spires, peaks, and points.

After Knox relocated, the building was subsequently remade to serve various uses, most notably as a military hospital and museum during the first world war (where Amelia Earhart worked for a time). In the 1940s it served as the Connaught Laboratories where, following the invention of insulin at the University of Toronto, medical research and the manufacturing of insulin occurred within the building. The University sold Connaught Laboratories in 1972 and acquired the site for other uses. Unfortunately, the University's acquisition occurred while the fate of Spadina Avenue was in question due to the massive Spadina Expressway project.

While the expressway was ultimately defeated in a very public fight (led by Jane Jacobs), this and other decisions rendered the site and most of the University's western flank on Spadina Avenue backwater. One Spadina slowly fell into disrepair, housing a mishmash of university functions, including: an eye bank; the student newspaper office; the campus parking office; and, in its yard, campus recycling. Perhaps because of its sombre and dilapidated appearance, and what has sometimes been referred to as its 'haunted' past, the true distinction of One Spadina was either unknown or misunderstood by Torontonians and visitors to the city.



Studio Atrium

3.6

One Spadina stands as a testament to critical moments in Toronto's history: its colonization by Anglo-Saxons, the flow of many generations of the city's immigrants to neighbourhoods along Spadina Avenue, Canada's role in the war, Toronto and the University's roles in pioneering medical research, and the community's success in thwarting the kinds of urban renewal that ruined many North American cities.

One Spadina was once a green prospect, a religious cloister, medical laboratories, and now, is a focal point for education, research, and outreach — a centre where students, scholars, artists, and urbanists throughout the city and around world can convene to discuss and debate the most pressing design issues and creative challenges facing society today.

"An architecture school lives on the belief that good buildings make a difference, both to the people that inhabit them and the city that surrounds them. The Daniels building proves it in style." — Marcus Gee, Globe and Mail

Today

"Over its 127-year history, our Faculty has made many creative and intellectual contributions to this city and the profession, but the school has never really had a home worthy of its ambitions," said Dean Richard Sommer at the November 2017 grand opening of One Spadina. "Thanks to our community of generous supporters, we now have a major platform."

One Spadina is a showcase for the city—a world-leading venue for landscape architecture, architecture, and urban design. It is a site to advance collaboration across all disciplines with a stake in the built environment, creating a space for modeling

"It is already spectacular—one of the best buildings in Canada of the past decade, rich with arguments about how contemporary architecture, landscape, and urbanism can work with history and build the city of the future." — Alex Bozikovic, Globe and Mail

new modes of education, research, practice, and outreach. It elevates the role that the design arts and visual thinking can play in addressing the critical challenges of our time.

Designed by Nader Tehrani and Katherine Faulkner, principals of the internationally acclaimed firm NADAA—in collaboration with Architect-of-record Adamson & Associates, landscape architects PUBLIC WORK, and heritage architects ERA—One Spadina includes dynamic, flexible learning and research environments for faculty and students, and will nurture the next generation of leaders in the design fields. With 6,940 Net Assignable Square Meters (NASM), One Spadina is 70% larger than the Faculty's previous home at 230 College Street which provided 3,980 NASM. Whereas the old building could only accommodate the Faculty's graduate programs, with undergraduate instruction dispersed to other buildings, the new building houses all of the Faculty's graduate and undergraduate programs.

"We refuse in many ways to design just a building," said architect Nader Tehrani. "It really is a piece of urbanism in and of itself. It's a university space, but it's also a civic space of the city."

The revitalized building is a model of sustainable construction, complete with built-in resiliency and the ability to transform over time. It showcases sustainable design practices, including rainwater harvesting, daylighting, bicycle parking, and a green roof for the GRIT LAB, built to incorporate photovoltaic technology.



Mediatheque

3.6

The contemporary addition on the north side, made of glass, stone, and steel, protects views of the historic building on the south side and its grand turrets. Everyday access to One Spadina occurs through the east-west “main street” that runs through the centre of the building, linking town and gown. It connects the major

“Its open plan and flexibility embody the lessons inherent in Stuart Brandt’s *How Buildings Learn*. Richly layered, highly articulated and spatially remarkable, the new Daniels Faculty projects a great balance between challenge, enticement and humility.”
— **Ken Greenberg, Canadian Architect**

amenities within the building, including: Main Hall, the digital fabrication laboratory, IT services, the Eberhard Zeidler Library, the Café, the student lounges, and the Office of the Registrar and Student Services. The undulating edges of the Commons are lined with lockers for undergraduate students and informal meeting niches conducive to student life and community.

One Spadina includes more versatile, twenty first century studios, where students engage in project-based learning, synthesizing principles and techniques introduced elsewhere in the curriculum. The new studios, located on the north side of the building, facilitate the use of digital technologies and new modes of collaboration. A combined 30,000 square feet is devoted to studio space, offering students expansive views of the city and offering those travelling south on Spadina Avenue a jewel-like perspective into the building. The Graduate Design Studio enjoys a column-free span of over 34 metres that incorporates an undulating ceiling with 11 clerestory windows. The studios and all classrooms and seminar rooms are wired with multi-media capabilities.

The atrium doubles as a stair and amphitheater leading up to the third floor graduate studio, and it is the primary public connection to one of the building’s most inspirational spaces of learning and making. The atrium provides an informal gathering space for students to convene and observe events taking place in Main Hall, as well as a space for students to gather, study, and socialize. This is an example of how the building offers porous spaces of creativity, learning, and engagement aimed at stimulating discussion.

Each year, the Faculty presents public lectures, fora, and conferences. The new Main Hall at One Spadina more than doubles the size of the Daniels Faculty’s previous lecture theatre at 230 College. The new, flexible space holds over 400 people and can be configured in multiple layouts, allowing for ample seating and advanced multi-media presentations. It is a prismatic, polychrome, multi-dimensional space that is becoming one of Toronto’s premier public venues for public discussion and events showcasing leaders in the fields of art, urbanism, and the built environment.

The new library at One Spadina (detailed in Section 3.7) includes space for collections, larger study spaces, group study rooms, teaching, and a dedicated section for its rare book collection. A place of quiet reflection in counterpoint to the energy and pace of the design studios and fabrication lab, the library occupies what was originally part of the refectory area at Knox College. It is open to the public, offering students, researchers, urban planners, design professionals, journalists, and design aficionados access to collections in art, architecture, landscape architecture, and urban design that are unrivalled in Toronto.

The digital fabrication laboratory, which facilitates the production of advanced prototypes, features a variety of computationally-controlled technologies, including large 3-axis routers, fused deposition modelling rapid-prototyping systems, a ZCopr colour 3D printer, several

laser cutters, a large format vacuum former, and a suite of workstations. The ventilation system in this state of the art facility addresses air quality issues that had been a persistent challenge at 230 College Street. Additional details on the expanded workshop facilities (with space for assembly of student constructions), and expanded computer driven fabrication facilities with CNC, laser cutting and rapid prototyping equipment, are included on the following pages.

Construction on the new 8,000 square foot public gallery is nearing completion. It will be the only exhibition space devoted exclusively to architecture and design in Ontario. The gallery will present professionally curated exhibitions of international significance on landscape architecture, architecture, urban design, and other allied design fields. The University's curatorial and teaching talent, as well as its students, will use the gallery to promote experimentation, educate the public about design and visual culture, and promote both established and emerging talent.

"As we celebrate the opening of this spectacular new building, we are reminded about what better architecture, landscapes, and cities writ large should afford society," said Dean Sommer during the building opening. "It is not just about the glass, steel, and concrete, but what we can and will do with these things — what more thoughtful and beautiful environments inspire. We have received a great gift in this new site and building, but this is just the start."

"The building's complex multi-layered roof is its pièce de resistance. Inspired by the Scottish trussed bridge Firth of Forth, says Tehrani, it is a highly performative "roofscape" combining daylight openings within the deep floor plate, water management and space-shaping structure. Its undulating warped form creates natural clerestories that shed tempered and variegated light on the studios and public spaces below."
— Ken Greenberg, Canadian Architect



One Spadina Under Construction, 2016

3.6

Landscape Pedagogy

The One Spadina landscape is just as notable as the building itself. The landscape was conceived as part of the overall project from the very beginning, and also serves pedagogical purposes. The following provides a summary of the pedagogical features of the landscape design.

“Darwin’s Hill” is a provocative and important component of one of Toronto’s most anticipated building projects. This dramatic form is a poetic intervention that can be occupied by the public; a green barrier to a busy urban context; an experimental garden for the landscape faculty; a site fill depository; and a striking complement to the architectural changes at One Spadina Crescent led by NADAAA. [...] Darwin’s Hill provides a new script for a forgotten piece of land, and an invitation — to students, teachers, and the public — to engage in a critical contemporary landscape discourse: How will we design the urban landscapes of the future?” – Victoria Taylor, Ground Magazine

Heritage Tree Protection

Tree preservation was a critical driver of site design, with 14 mature trees preserved and 2 trees moved to different locations on site.

Stormwater Capture

An integrated building and site wide stormwater capture system collects runoff from approximately 95% of roof, hardscape and softscape areas. All runoff is directed to a 365 cubic metre below grade cistern using a combination of methods including roof collection, permeable paving, bioswales, perimeter trench drains and traditional piped systems. Due to local clay soils with relatively poor infiltration capacities, the focus of stormwater management is filtering through

plant materials and storage for irrigation purposes. Runoff storage in the cistern provides water for irrigation systems for all landscaped areas as well as green roofs.

Pedagogic Planting

Planting at One Spadina Crescent provides immersive experiences, serves as a foreground for two very different architectural statements, provides a variety of learning opportunities for students, and showcases experiments in urban planting techniques. Some of the features include:

- 22 species of native trees
- A heritage grass garden in front of the historic building with 15 species of ornamental grasses with a majority of native species
- Two different strategies for planting trees in hardscape: soil cells below concrete paving and sand-based structural soils below bonded aggregate paving.
- Two species of lawn grass installed adjacent to one another to demonstrate and test different water and fertilization requirements: fescue ecolawn, Kentucky bluegrass.
- Experimentation with maintenance strategies for steep reinforced slopes, including aggressive ground covers, native vines and allowing slopes to spontaneously vegetate.

Pedagogic Slopes

To create the dramatic vegetated landforms of the site a variety of slope angles and slope stabilization techniques were used to reinforce the reclaimed site soils. Shallow slopes are reinforced simply with grass or other plants. Steeper slopes up to 35 degrees are reinforced with synthetic geo fibres mixed into the planting soil that mimic root structures. The steepest slopes at 60 degrees are mechanically stabilized earth systems with a wire mesh face planted with vines or

ground cover. The site acts as a showcase of slopes, offering distinct gradients of 5%, 20%, 33%, 50%, 66% which are simple concepts to understand but difficult to spatialize in relation to the body without experiencing them.

The Living Laboratory

The Living Laboratory is experimental plot for the students and faculty intended for temporary garden installations. The first installation is a plantation of 18 species of deciduous trees native to the Southern Ontario region. The trees are planted in alphabetical order by botanical name, and the formal rows reference a tree nursery. The installation acts as a valuable resource and daily opportunity for students to witness seasonal changes and to study each tree's unique morphology and growth rate.

GRIT LAB

The GRIT Lab was conceived as a part of the initial building and landscape design and plays an integral role in water management on site. The new location will allow for the study the integration of rainwater collected on site, helping to inform the City of Toronto's Green Roof Standards. One Spadina is the second location of the GRIT Lab, with its first location remaining intact and accessible at 230 College Street.

Awards

One Spadina is already the recipient of numerous awards, including:

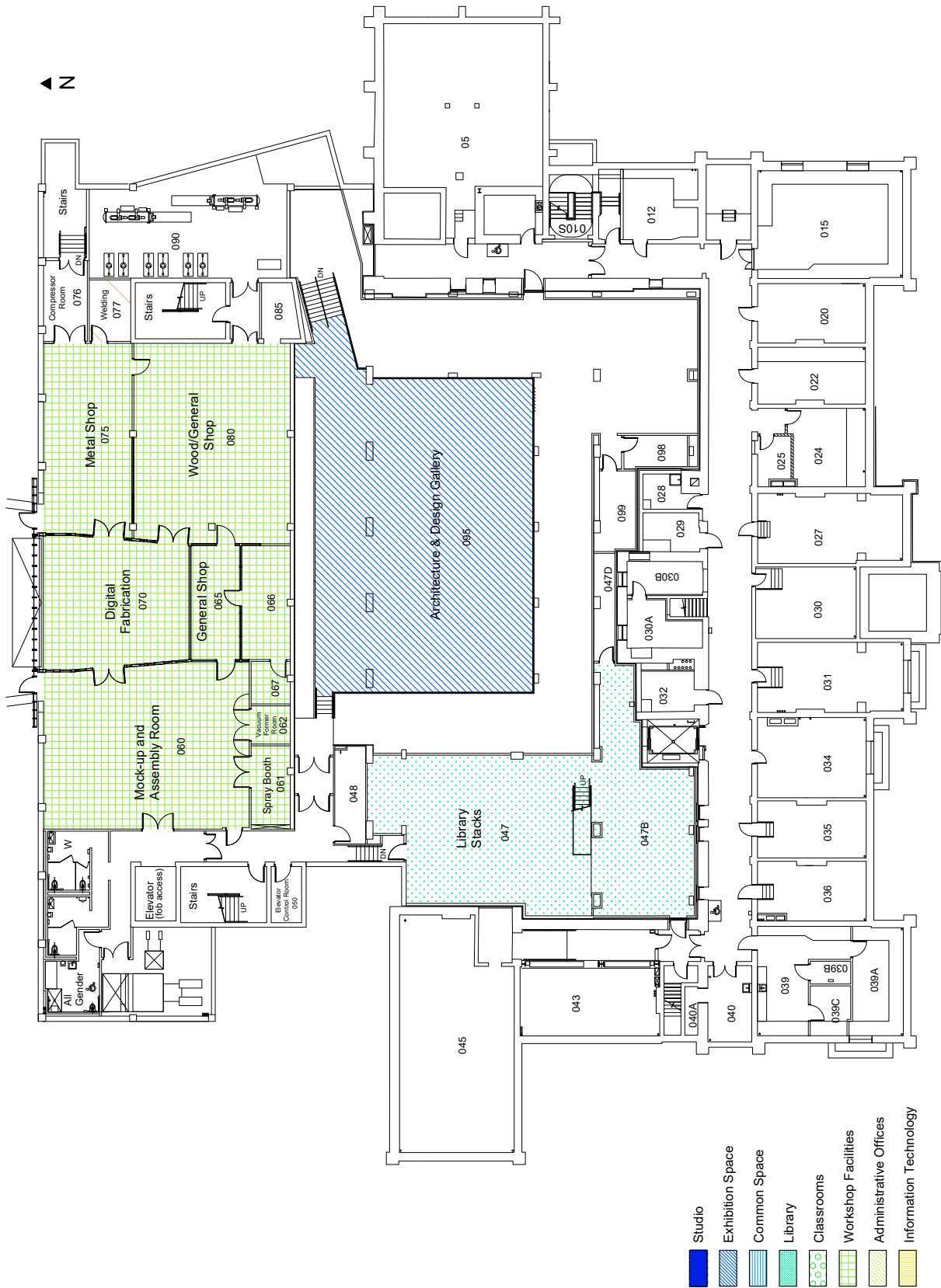
- [AIA New York, Honor Award, Architecture category \(2018\)](#)
- [Best of Year, Higher Education category, Interior Design magazine \(2017\), The Plan Awards, Honorable Mention \(2017\)](#)
- [CISC Ontario Steel Design Award of Excellence \(2017\)](#)
- Society of American Registered Architects, Silver Award of Honor (2015)
- [Holcim Awards, Acknowledgement Prize \(2014\)](#)
- [Chicago Athenaeum: Museum of Architecture and Design, Green Good Design Award \(2014\)](#)
- Boston Society of Architects: Unbuilt Architecture Award (2013)

“This global standing ovation for the Daniels Building is contributing to U of T's reputation as a world-leading centre for the study of architecture, landscape architecture, and design; as one of the world's greatest universities, and as a city-building institution of the first rank. And it heralds a new era of local, national, and international impact on the part of our professors and students, whose work is already helping to re-define urbanism in the 21st Century.” – [University of Toronto President Gertler](#), in reference to Canadian and international reviews of the building

3.6

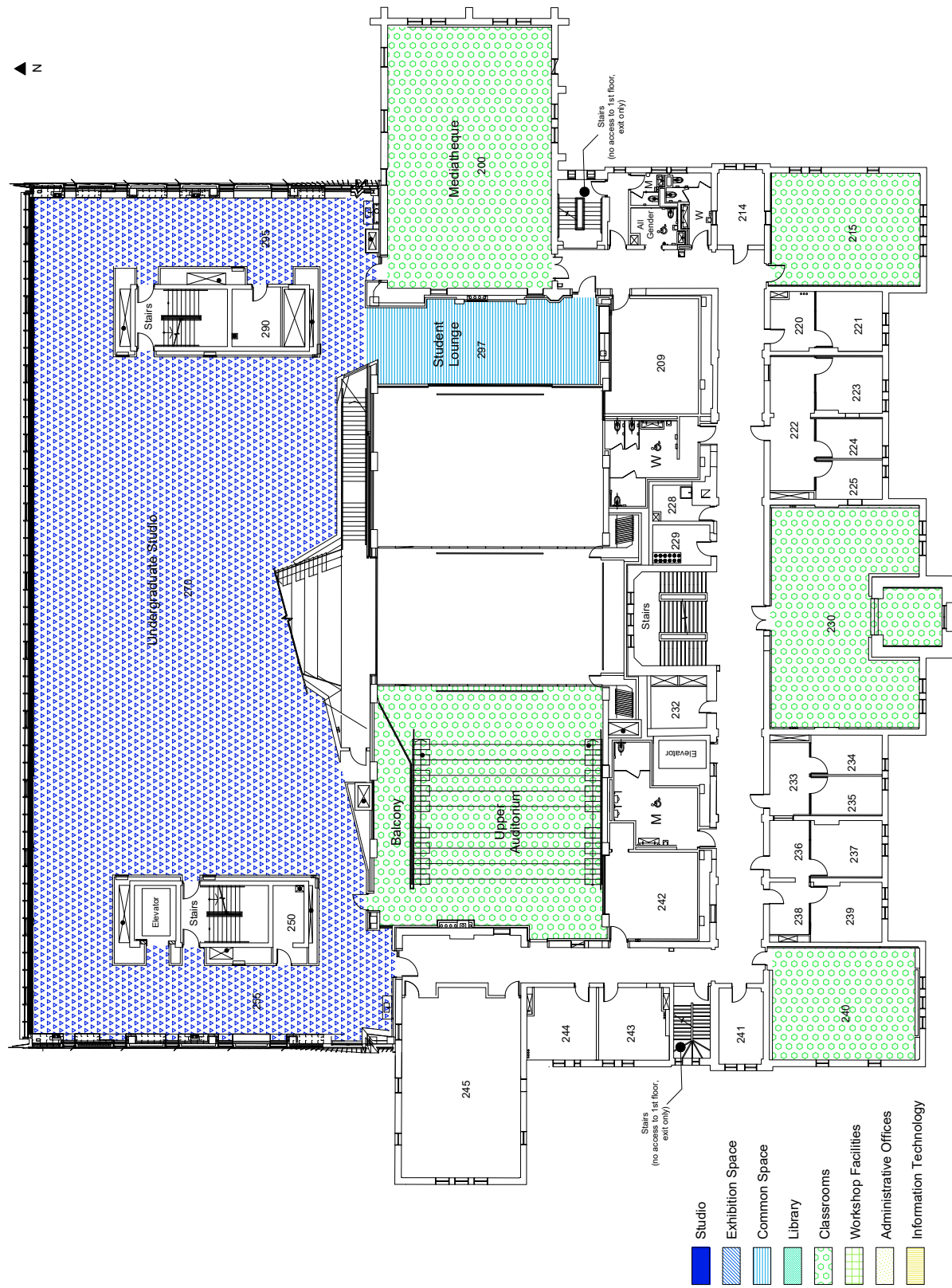
Floor Plans for One Spadina Crescent

Floor 0

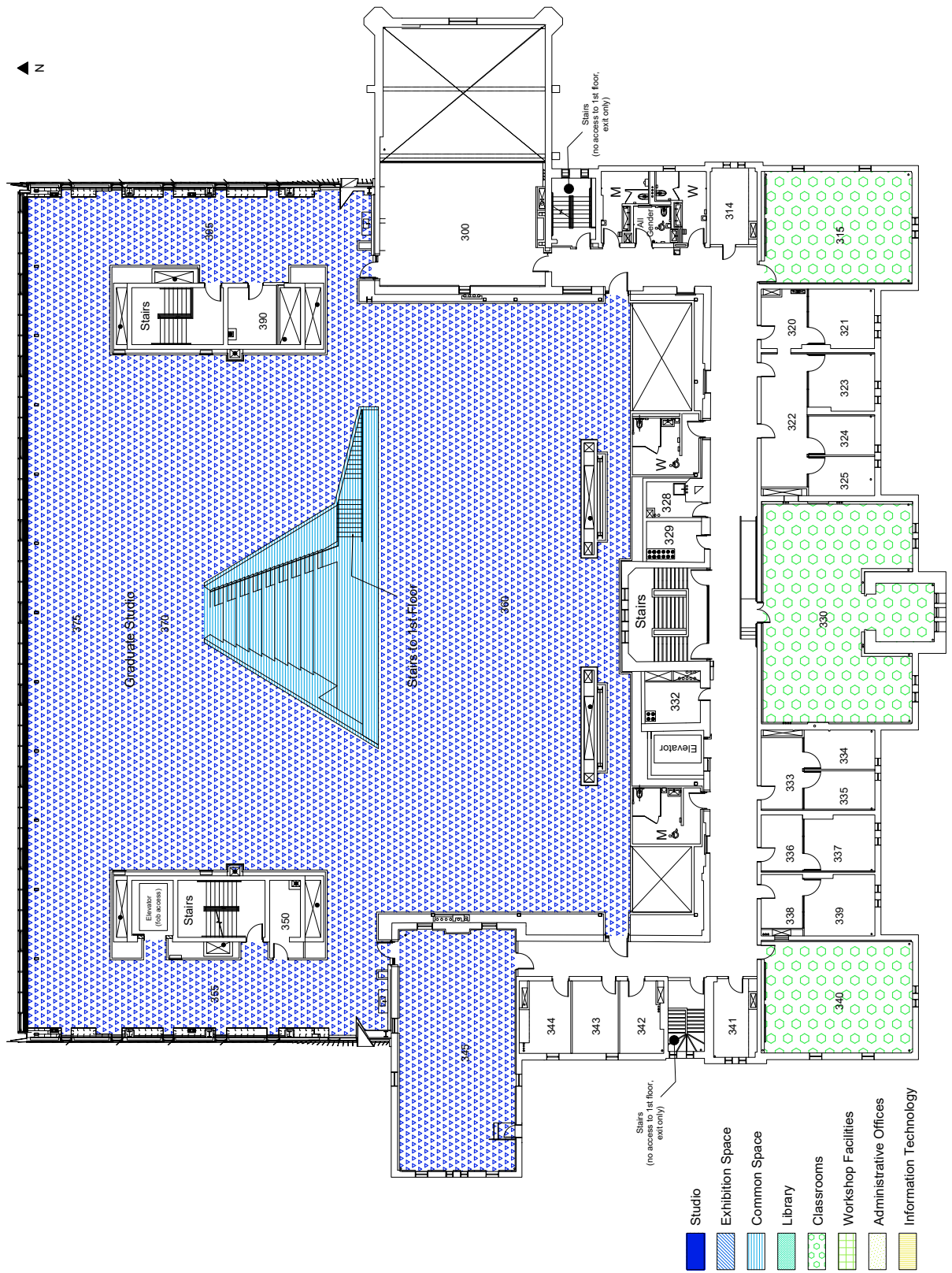


Floor 1





Floor 3



3.6

Information Technology

With this move, the Faculty has expanded and modernized its IT, AV, photography and fabrication capabilities. Almost everything that was present in 2012 has now been replaced. The Faculty's information technology facilities provide a range of resources and services available to students and faculty. Highlights are included below:

- The Daniels network allows its community to access user resources and data remotely through extensive whole building wireless network coverage based on most recent Wave- 2 AC standards, allowing speeds of up-to 1.1Gb/s to each end user.
- In the studios the Daniels network provides hard-wire capabilities to increase connection reliability, with a 10:12 drop to student ratio (10 1Gb/s wired data connection for each 12 student spaces) in the graduate studio and 6:10 ratio for the undergraduate studio.
- The Daniels network is interconnected by 20Gb/s links between the Faculty's various buildings and interconnection to central University services and further Internet. All networked resources are secured and monitored by a 10Gb/s firewall service before opening to the University network and Internet. This state of the art network is smart enough to associate end-users with their respective access profile and permit to connect to any data jack or wireless access points in the building, allowing users to seamlessly roam from wired to wireless connections in studio, public spaces, classrooms.
- The Daniels digital account system allows students to use and print to any of the 7 high end colour tabloid size copiers/scanners/printers or plot to four production level 4 rolls-each Océ ColorWave plotters 24/7. Graduate theses level students have the added benefit of a dedicated HP plotter for higher level presentations and a tabloid size printer.
- Professional scanning is available through a 36" wide roll scanner or two tabloid size high definition professional Epson scanners, a specialized book and journal scanning machine or one of the seven multifunction copiers spread throughout the buildings.
- Teaching, academic and administrative file storage needs are covered by a 24TB redundant two performance layer tiered enterprise storage system VNXe 3150 made by EMC2. Such storage size enable us to keep course related and research files online at least for 3 years before archiving them into offline media. End-users can access storage resources by direct fast local network server connections or through faculty provided VPN service or through internet by means of FTP protocols.
- The Faculty provides access to a range of software products and licenses either through direct personal installation on end-user laptops or through shared usage in the computer labs, remotely through VPN or virtual computer lab instances. Software products and licenses include such products as Autodesk Suite, Adobe Creative Cloud, Microsoft Office, Google SketchUp, Google Earth Pro, ESRI ArcGIS suite, McNeal Rhinoceros, MecSoft RhinoCAM, vRay for Max/ Rhino/Sketchup and more.
- Each faculty member has access to an adequate desktop PC, while some have workstation level computers to work with advanced computational and visualisation tasks. Each faculty member with a 60% appointment or more is provided with a laptop computer.
- To ease access to technology and services provided by faculty, students have access to 12 desktops and workstation lab computers in the studios, 5 desktops in the library, and virtual labs infrastructure consisting of 4 Adobe CC+vRay suite, 8 Advanced 3D Graphics and 24 Sketchup virtual desktops.



ARC 1022, 2018

3.6

- To facilitate access by students to advanced and unique technology resources, the Technology Services HelpDesk offers wide range of equipment students can sign out, such as projectors, recorders, laptops, photo cameras, and various AV equipment.
- Teaching is supported through the use of technology enabled classrooms equipped with projectors, instructor computers, speech reinforcement systems as well Assistive Listening Technologies for the hearing impaired. Each classroom permits session recording, Skyping and using additional equipment such as pluggable laptops, extra LCD screens, etc.
- Class spaces in the studios offer basic LCD screens of 80" and 60" in size with laptop connections as well fleet of fifteen (25) of LCD screens (55"-70" in diagonal) on the AV carts to run a class in any space instructors or students desire.
- The Mediateque classroom offers electrical and data network enabled seating for 100 students with two extra sets of 60" LCD screens to compliment the large screen for easy viewing from the back rows.
- The audiovisual resources of the faculty include a self-service photography lab with the ability to sign-out equipment from Technology Services office, described below.
- Most support requests go through a ticketing system where students can follow up about their problems, track its execution and keep communication channels recorded.

Workshop & Fabrication

The Faculty has had supervised workshop facilities since 1961, principally containing woodworking equipment with an expansion in the mid 2000s to include digital fabrication equipment including a CNC, laser cutters, and 3D printers. Following the Faculty's move to One Spadina in 2017, these facilities were upgraded and expanded to comprise a full metal shop including welding equipment, a robotics lab, a larger CNC milling machine, and a full laser cutting lab. The workshop facilities support teaching activities and are open an average of fifty hours per week during the academic year from September through April, with up to 70 hours per week during the four week extended hour period preceding end of term reviews. Alumni are also allowed limited access to the facilities as their presence provides opportunities to enrich the workshop experience for students.

The workshop's primary objective is to provide a safe, well-maintained environment in which students and faculty can explore three-dimensional construction using a wide variety of materials. The supervisor provides assistance to students and faculty with the processes of fabrication and assembly, including the safe and effective use of hand and machine tools. The workshop contains equipment to handle both large and small scale construction, ranging from scale models to full size mock-ups, sculptures, and furniture construction.

Students in their first and second year are given opportunities to familiarize themselves with the use of the workshop and fabrication facilities through shop-related studio exercises. This early exposure permits an increasing number of students to use the facilities effectively for a wide variety of purposes in connection with their subsequent studio courses, electives and personal projects. Efforts are made to coordinate assignments to avoid concentration of demand for access to the workshop and fabrication facilities. The addition of the robotics lab in addition to



Workshop and Fabrication Lab

3.6

growing digital fabrication tools has in part reduced the demand for access to traditional shop equipment and added further digital design potential for studio instruction.

The Workshop comprises the following spaces:

Floor	Room	Area (m2)
1	Plotter Room	42.0
1	3D Printer Room	23.0
1	Laser Cutter Room	46.9
1	Digital Fabrication Office	16.0
1	Digital Fabrication Vestibule	13.5
Basement	CNCspace(Mainroom + Anteroom)	58.9
Basement	Assembly Room	86.5
Basement	Welding Room	11.0
Basement	Robot Bay	84.6
Basement	Metal Shop	75.3
Basement	Wood Shop	137.2
Basement	WorkshopOffices(066 + Outer Office)	50.4
Total		645.2

Digital Fabrication Laboratory

The Digital Fabrication Laboratory is equipped for the production and manufacturing of advanced prototypes. The labs include a variety of computer numerically controlled technologies, including a large linear axis Kuka robotic system, a 3-axis CNC, 4axis CNC, fused deposition modeling 3D printer, 2 3D systems colorjet 3D printers, several laser cutters and medium format waterjet cutter. The digital fabrication labs are centrally linked to a wireless network server that enables students and faculty to work fluidly together throughout the environment of the school.

The XYZ Pacer 4010 Series 3 axis CNC Router is one of the most popular sizes for CNC Routers. Located in the CNC Lab, the Pacer 4010 is capable of handling a range of tooling and application options in the industry with a process width of 56", a length of 108" and a 22" gantry height.

The Roland MDX 540a Pro II 4 axis CNC allows for the production of smaller scale prototypes. Located in the CNC lab the Roland is a smaller build volume CNC allowing for the production of small detailed functional prototypes from a wide variety of materials.

The Flowjet Mach IIb is a medium sized waterjet cutter located in the metal fabrication lab. The waterjet cutter is capable of handling a wide range of materials including metal, stone, plastic and ceramics. The waterjet cutter utilizes water at high pressure mixed with a silica aggregate to accurately cut production level components.

The Dimension 1200es 3D printer uses ABSplus, a production-grade thermoplastic that gives printed models the ability to perform just like production parts in real world applications. Two materials — one for models, one for support — are heated in an extrusion head and deposited in fine layers on a

modeling base. The model is precisely built layer upon layer. When the model is complete, the support material is removed leaving an accurate, durable functional prototype.

The 3D systems ProJet CJP 660Pro 3D printer uses a composite starch material to prototype full color models quickly from CAD files. The ProJet CJP 360 utilizes the same composite starch to print monochrome prototypes. The 3D systems colorjet technology is one of the fastest 3D printing systems on the market, this allows students to 3D print concept models, functional prototypes and presentation models rapidly, which are key tools in evaluating and refining design concepts.

There are five Universal Laser Systems located in the Laser Cutter Lab. These laser cutters can accurately and quickly laser cut intricate designs over a wide variety of materials, including acrylic, wood, cardstock and textiles. They contain honeycomb cutting tables that hold materials without fixtures and remove smoke and debris that can affect overall quality.

The robotic prototyping lab is equipped with a large linear axis Kuka robotic system. The robotic system is equipped with an auto tool changing system which allows for a wide variety of tools to be used including a CNC milling head, hotwire cutting system and a pneumatic gripping system. The robotic prototyping lab is capable of developing and constructing one to one scale design and concept prototypes for testing.

Photo Studio

The Photo Studio (room 342) provides photo and lighting equipment for faculty and students. The studio occupies approximately 100 sq. ft. and is equipped with tungsten lighting systems. It contains a still light table, studio stand and backdrops for photographing architectural models, furniture and large panels. Faculty and students have access to the latest in digital cameras and the necessary peripherals by borrowing from Technology Services in room 177.

The studio allows students to document work in progress. Digital cameras are particularly useful in this regard. Much of the completed work is photographed for use in presentations and reviews. In addition, completed work is documented for portfolios and the archives.

Available Equipment:

- 1 Canon and 2 Sony digital cameras;
- 1 BlackMagic and 1 Sony digital video cameras;
- Still light table;
- Photography accessories (light meters, tripods);
- Various studio tungsten lights;
- Canon strobe lights with umbrellas;
- Slide projectors and overhead projectors;
- Media players;
- LCD projectors;
- LCD 55"-70" flat panels

Facilities Management

Daniels has a committee that gathers regularly to discuss facility and technology issues, which includes faculty members. Faculty can address issues related to the allocation of financial resources for capital improvements and upgrades through this committee. Additionally, these items can be discussed at the bi-weekly administrative leadership meetings, Core Faculty meetings, and MArch faculty meetings. These opportunities are especially important for faculty given the connections between research endeavours and lab facilities and equipment. For example, GRIT Lab grant funding requires that the Faculty provide financial support for the associated physical facilities. Additionally, grant funding received for the Robotic Prototyping Laboratory requires that Daniels provide facilities and administrative support.

3.7

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.

The APR must include:

- A description of the library, including library collections, visual resources, digital resources, services, staff, facilities, equipment, and budget/administration/operations
- A library statistics report
- A current action plan outlining recurring levels of staff support, renewal of hardware, software, equipment, and infrastructure, anticipated modifications to the current installation, and a demonstration of sufficient funding to execute the action plan
- A description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources

The mission of the Eberhard Zeidler Library is multi-fold, and includes the following: to establish and maintain a research level collection (of both print and electronic resources); offer a range of information services in support of the Faculty's rigorous pre-professional and professional programs of study in the fields of architecture, landscape architecture, and urban design; meet the research needs of students and faculty at Daniels; and, function as an information resource and place of study. The library also serves as a resource for the greater University of Toronto community, and students from the neighbouring post-secondary educational institutes of Ryerson University, Ontario College of Art and Design University, George Brown College, Humber College, and Sheridan College. As well, the Eberhard Zeidler Library

is a popular research destination for visiting scholars, professional members of the local architecture and design community, and the public.

Located at 1 Spadina Crescent, the library holds over 37,000 volumes, with a focus on contemporary architecture, landscape architecture, and urban design – one of the largest such collections in Canada. The library is an integral research resource assisting its patrons to navigate an increasing information-rich environment. The Eberhard Zeidler Library provides a full range of public services including circulation, reference and research support, course reserves, and interlibrary loan. The directing librarian is also responsible for development of the collection, management of the library's employees (1.5 library technicians, and approximately 12 student assistants), and providing full instructional support for faculty members. This includes developing and delivering both general and curriculum-specific information literacy workshops, creating research guides, consulting on copyright issues, and providing guidance for Blackboard (U of T is switching to Quercus in September 2018), the University of Toronto's institutionally supported learning management system, and citation management tools such as Refworks.

The open hours of the library steadily increase as the academic year progresses in response to the cycle of classes and projects at the Daniels Faculty. From October through April, the library is open from 9:00am to 9:00pm Monday through Thursday, 9:00am to 7:00pm on Fridays, and 12:00pm to 5:00pm on Saturdays and Sundays. The Daniels Faculty is also creating a secure 24/7 reading room that will be ready for the 2018-19 academic year. The librarian is available for in-person consultations generally from 9:00am to 5:00pm on weekdays, and also



Library Reading Room

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responds to inquiries by telephone and email. Circulation and reference services in the evenings and weekends are made possible with student assistants.

Library Collections

This assessment is based on the appendix A-2 Guidelines for Writing a Library Self-assessment from the CACB 2017 Conditions and Terms for Accreditation and has been prepared by Irene Puchalski, Librarian, in April 2018.

Context

Is the library collection, including its visual resource and other non-book collections, appropriate to support the mission, goals, and curriculum of the architecture program(s) and its parent institution?

The Architecture branch collection has developed over many years in support of the Programs being offered. The Architecture Library was formally established in 1964. In May 2017, the Eberhard Zeidler Library (Architecture, Landscape, and Design) moved to its present location at 1 Spadina Crescent.

The Library holds essential monographs and serials for teaching and research. The mission of the Eberhard Zeidler Library is to establish and maintain a research level collection (both print and electronic resources) and a full range of information services in support of Daniels' focus on interdisciplinary training and research. The specialized collections of the Eberhard Zeidler Library are supplemented by the significant resources of the University of Toronto Library (UTL) system, the largest academic library in Canada and currently ranked 6th among academic research libraries in North America.^[1] Relevant related collections are available at the John P. Robarts Research Library in LC classes which include HD (Land Use), HT (Communities, Classes, Races), N (Fine Arts), and NA (Architecture). Robarts Library also houses the largest Map & Data Library in Canada (including GIS), the Government Publications Collection, and Thomas Fisher Rare Books

Library. Also of relevance, the Engineering Library includes the T (Technology) classification; Noranda Earth Sciences includes SB (Landscape Architecture, Gardens, Parks); and, Gerstein Science includes RA (Public Aspects of Medicine). In addition, the University's college and departmental libraries all provide current and retrospective collections, including many unique titles in Ontario. The UTL has an annual acquisition budget of \$31 million. Its research and special collections comprise over 12 million print volumes, 5.6 million microforms, over 17,000 journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 1.9 million electronic books, journals, and primary source materials.^[2] Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Subject coverage

Is the current and retrospective breadth, scope, and complexity of subjects related to practice, history, theory, and criticism sufficient? Is the collection adequate to support the level of faculty research and professional development specified in institutional goals?

The development of the collection in the Daniels Faculty reflects the current curriculum and changes over the years to the Program. It is critical to ensure that information and research needs of students and faculty are met. UTL maintains comprehensive book approval plans with 51 book vendors worldwide. In addition to these plans, the Eberhard Zeidler Library does title-by-title selection. These selections are made by the Faculty librarian and closely reflect the curriculum and research interests of faculty members, and include titles that are useful in the studios as well as unique and interesting scholarly material overlooked by standard approval plans. All efforts are made to avoid unnecessary duplication within the central

system and to seek out items unlikely to be chosen for other campus libraries by the blanket order system. As a part of the central library system, the information resources for Architecture, Landscape Architecture, and Urban Design are second to none in Canada.

The Architecture collection of the Eberhard Zeidler Library numbers over 37,000 volumes, of which ca. 22,000 are in the NA classification. The number of NA (architecture) volumes in the Robarts Library collection is ca. 114,400. The combined total for NA holdings in both the Eberhard Zeidler Library and Robarts Library collections is ca. 136,400 titles.

Serials

UTL has active subscriptions to all the key databases that support research and study in Architecture, Landscape Architecture, and Urban Design. The Eberhard Zeidler Library has over 8,800 volumes of bound periodicals dating from the 1950s. Other titles and earlier volumes are located at Robarts Library or Downsview. In addition to print, there is access to full text e-journals via JSTOR, Serials Solutions via Summon Search, and Art Full Text, etc. UTL has over 17,000 journal subscriptions including e-journals, which include the areas of architecture, landscape architecture, and urban design. All e-resources (including e-indexes and e-journals) are available to all UofT faculty, staff, and students and are accessible at all times from campus or remote locations. The AASL (Association of Architecture School Librarians) has compiled a list of core periodical titles for architecture libraries in North America. From this list UofT Libraries hold 86% of titles (incl. print and e-journals), all located in the Eberhard Zeidler Library. Overall, it is understood that factors such as curriculum and geographic location will account for some variation in an institution's need for certain titles.

Visual Resources

FADIS (Fine Art Digital Imaging System) is a tri-campus initiative which has grown to over 100,000 digital images for use in the arts, architecture and general humanities. UTL also subscribes to licensed image collections which include ARTstor. These electronic image resources are available online to the entire University of Toronto community. Films, videos, DVDs are housed in the renovated Media Commons on the 3rd floor of Robarts Library.

Policy Statements

Does a written collection development policy exist that is regularly used and reviewed? Is the policy appropriate to the Program's mission, teaching goals, and curriculum?

All policies are reviewed to ensure that they continue to reflect the changing nature of the Faculty's programs. The effectiveness of policies are continuously monitored by the librarian. A library collection profile continues to be monitored and refined as part of a selection plan, which takes into account the requirements of the curriculum. The Circulation Policy is also monitored and reviewed.

A Circulation Policy manual is available at the Circulation Desk. The [Library's Loans Policy](#) is also available on the UofT Libraries website and the Eberhard Zeidler Library's website. For graduate students and faculty, books normally circulate for two weeks with two renewals. Course reserves circulate overnight.

In the fall of 2001, the Eberhard Zeidler Library initiated a new policy which has served our graduate students well, and has become accepted policy. Borrowing privileges for undergraduates are restricted to 1 week, but renewable. Robarts also acquires material in architecture, and undergraduate reserves are also available at the Robarts and Gerstein libraries. The Circulation Policy for undergraduates continues to be monitored as the undergraduate program has grown within the Daniels Faculty.

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The Library is inventoried annually. The Eberhard Zeidler Librarian is constantly monitoring the collections, services, and equipment to ensure that user needs continue to be met. As technology alters how information is accessed and used, Eberhard Zeidler Library staff are at the forefront to guide and assist our users in effectively navigating these positive changes.

Staff

Structure

What is the administrative structure of the library? How does the library relate to the architecture program? Is the staff considered to be part of the architecture program educational team?

The librarian reports directly to the Deputy Chief Librarian with a dotted line to the Dean. In the Daniels Faculty the librarian attends Faculty Council and Core Faculty Meetings.

Reference service is effectively provided by experienced staff, with support from graduate student assistants. Instruction occurs at a variety of levels for Faculty of Architecture, Landscape, and Design students and is provided for graduate students by the librarian. Individual information literacy instruction classes are given at the request of faculty and integrated into the class schedule. These have included ARC1031 Historical Perspectives on Topics in Architecture 1, ARC1032 Historical Perspectives on Topics in Architecture 2, ARC3033 Selected Topics in Architectural History and Theory, and URD1035 Landscape and Infrastructure in Regional Planning: from Encounter to Conflation. Informal instruction is provided daily. The librarian maintains the Research Guide on Architecture, Landscape, and Design, and online tutorials specifically to guide students using the Avery Index to Architectural Periodicals.

Numbers

Is there sufficient staff to successfully manage the library collection and services?

Staffing consists of one full-time professional librarian, one full-time library technician, one part-time library technician, and approximately 68 hours of student assistance during the fall and spring term. The Library handles all aspects of library service except cataloguing, which is done at Robarts. Everyone at the Eberhard Zeidler Library operates efficiently and the Library could not manage as effectively with fewer staff. Responsibilities are clear, and there is an excellent rapport among staff, faculty, and students.

Professional Status

What is the educational and work history of the librarians? Are there sufficient librarians with graduate degrees in library or information science, and with subject expertise in architecture or closely related fields? What is the status of librarians within the Program and institutional administrative structure? Are there written position descriptions?

The librarian has a DEC Architectural Technology, Vanier College; BA (Art History), McGill University; MLS (Master of Library Services), McGill University; and MA (Art & Architectural History), Concordia University. The librarian's years of experience includes the Canadian Centre for Architecture, Concordia University (as Fine Arts Bibliographer and Reference Librarian), Ontario College of Art and Design, and the University of Toronto.

The librarian is a member of the Library Technology Advisory Committee, Reference Services Committee, the Liaison Librarians Committee, Senior Staff Committee UTL, and also monitors information discussed via the various committee list-servs. The librarian is also included in the monthly Selector's Meetings, which consists primarily of collection development librarians. The librarian is active in ARLIS/NA (Art Libraries Society of North America) at both the national and

local chapter levels, and in AASL (Association of Architecture School Librarians). At the University of Toronto librarians are members of the Faculty Association. There are position descriptions for all librarian positions.

Support staff

Does the library have sufficient paraprofessional, clerical, and student staff? What academic and job training preparation is required of paraprofessionals? Are there written position descriptions?

There is one full-time library technician with an undergraduate degree in art history, studies in library techniques from a community college, and over 20 years of experience with the UofT Libraries. The library technician is a member of the Circulation Services Committee, the Resource Sharing Committee, and the Serials User Group. The part-time technician has recently retired. Student assistants are hired for their knowledge and ability to help library users.

Facilities

Space

Is there adequate space for all activities and services? If not, are there realistic plans to ameliorate any inadequacy? Is the location convenient to the faculty and students? Is there an attractive, welcoming environment for users and staff? Are there proper environmental controls for the library collections? Is there regular access to any collections contained in remote storage facilities?

In May 2017 the Eberhard Zeidler Library moved into a new space at 1 Spadina Crescent. The Library includes dedicated space for the various collections (Reference, Course Reserves, Stacks and Periodicals), a Special Collections room, and several light-filled study spaces (Reading Room, Periodicals Lounge, stacks study space, and a group study room, which are all well-used by the Daniels students.

At present, approximately 10,000 items from the Eberhard Zeidler Library are at the off-site Downsview location. These items are either duplicate copies of titles already on campus and/or which have not circulated

in at least 10 years. Items can be requested from Downsview, but there have been few requests for these items. There are daily deliveries between Downsview and Robarts Library.

Equipment

Is there sufficient and appropriate storage and housing systems for all types of library materials? Is there sufficient equipment (photocopiers, microfilm reader/copiers, slide viewers, projectors, computer workstations) for users and staff?

There are sufficient computer workstations for staff. At present the Library has six computer workstations for users. The majority of users come with their own laptops. The wireless network includes the Eberhard Zeidler Library. We are served by both Daniels wireless (which is restricted to the Daniels community) and UofT wireless (which is restricted to the UofT community). Of these six workstations, one is connected to a large format flatbed scanner located on the main level of the library. A cradle scanner is conveniently located in the lower level of the library where the book stacks and bound periodicals are located, as well as four mounted iPads so users can conveniently look up call numbers while browsing in the stacks. A multi-function device (combined scanner/printer/copier) is located in the Eberhard Zeidler Library for use by the Daniels community. The MFD is FOB accessible for the Daniels community only.

Furnishings

Is there a sufficient number of appropriate workstations for users and staff, including adequate lighting, electrical supply, heating, and ventilation?

There is sufficient and appropriate workspace for staff. For users, the Eberhard Zeidler Library seats 52 in a combination of lounge seating, carrels, and tables.

[1] Chronicle of Higher Education (2017). Spending by University Libraries, 2015-16. Almanac of Higher Education 2017 – 2018, LXIII (43), 64.

[2] Figures as of 2015 taken from UTL's 2016 Annual Report. <http://www.library.utoronto.ca/library/aboutlibraries/annualreport/2016/AnnualReportUTL2016.pdf>

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Types of Collections		Expenditures		
	No. of Volumes	Before Last	Last Year	This Year
Books	28,069	31,000	31,000	31,000
Periodical Subscriptions	8,839 col.; (69 subscriptions)	**u/a	**u/a	**u/a
**unavailable - budget for all periodical subscriptions is handled by the central library; they are unable to provide a separate amount				
Other Serial Subscriptions	***	Before Last	Last Year	This Year
*** UTL has over 17,000 journal subscriptions, many of which are relevant for architecture, landscape, and design				
Microfilm Reels				
Slides				
Videos				
Drawings				
Photographs				
Other (specify);				
CDs	499			
Total	37,407	31,000	31,000	31,000

Fig. 1-11: Collections and Expenditures

Library Collection Expenditures

The chart above is prepared as per the appendix A-3 Library Statistics Report from the CACB 2017 Conditions and Terms for Accreditation.

*Please note that the statistics in this report reflect the Eberhard Zeidler Library only, and do not include the extensive holdings or expenditure for architecture (NA classification) in Robarts Library.

**The UTL system provides access to more than 1.9 million electronic books, journals, and primary source materials, many of which are relevant for architecture, landscape, and design.

University of Toronto Libraries Report for Master of Architecture, John H. Daniels Faculty of Architecture, Landscape, and Design, University of Toronto, April 2018

Context

The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked 6th among academic research libraries in North America^[1]. The UTL has an annual acquisition budget of \$31 million. Its research and special collections comprise over 12 million print volumes, 5.6 million microforms, over 17,000 journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 1.9 million electronic books, journals, and primary source materials^[2]. Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional

MAJOR NORTH AMERICAN RESEARCH LIBRARIES ^[3]

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)	Columbia	Michigan
4	Columbia	Columbia	Columbia	Toronto (4th)	Columbia
5	Michigan	Michigan	Michigan	Michigan	New York
6					Toronto (6th)

TOP 5 CANADIAN UNIVERSITIES IN THE ARL RANKING OF MAJOR NORTH AMERICAN RESEARCH LIBRARIES

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY
3/Toronto	3/Toronto	3/Toronto	4/Toronto	6/Toronto
10/British Columbia	18/Alberta	22/British Columbia	27/Alberta	31/Alberta
15/Alberta	24/British Columbia	26/Alberta	31/British Columbia	35/British Columbia
18/McGill	30/McGill	35/McGill	43/McGill	42/McGill
32/Montreal	35/Montreal	36/Montreal	49/Calgary	63/Calgary

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programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Space and Access Services

The UTL's 44 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries. The UTL provides a variety of individual and group study spaces for students. Study space and computer facilities are available twenty four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. The John H. Daniels Faculty of Architecture, Landscape, and Design's Eberhard Zeidler Library is open 68 hours a week during the academic year and provides study space and access to over 37,000 volumes focused on contemporary architecture, landscape architecture, and urban design. The Daniels Faculty is also

creating a secure 24/7 reading room that will be ready for the new academic year. Web-based services and electronic materials are accessible at all times from campus or remote locations.

Teaching, Learning & Research Support

Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting the Architecture, Landscape Architecture, and Urban Design degree level expectations in the ability to gather, evaluate and interpret information. Librarians collaborate with instructors on assignment design, provide student research consultations, and offer just-in-time student research help in person, by phone, or through online chat. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as the Libraries Undergraduate Research Prize, and an annual forum for student journal editors, extend

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information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.^[4]

Program Specific Instructional Support

Instruction occurs at a variety of levels for Architecture, Landscape Architecture, and Urban Design students and is provided for graduate students by the faculty liaison librarian for Architecture, Landscape, and Urban Design. The Eberhard Zeidler Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments. These have included ARC1031 Historical Perspectives on Topics in Architecture 1, ARC1032 Historical Perspectives on Topics in Architecture 2, ARC3033 Selected Topics in Architectural History and Theory, and URD1035 Landscape and Infrastructure in Regional Planning: from Encounter to Conflation. The Library, through its liaison librarian, customizes feeds of library resources which appear prominently in Portal/Blackboard course pages, maintains the Research Guide on Architecture, Landscape, and Design, and online tutorials specifically to guide students using the Avery Index to Architectural Periodicals. Recently, the faculty liaison librarian also took part in a faculty workshop concerning assignment design and resources in collaboration with the Daniels writing centre coordinator and learning strategist.

Collections

Many college and campus libraries collect materials that support the Master of Architecture program. The specialized collections of the Eberhard Zeidler Library are supplemented by the significant resources of: Robarts Library in LC classes which include HD (Land Use), HT (Communities, Classes, Races), N (Fine Arts), NA (Architecture); the Thomas Fisher Rare Book Library; Noranda Earth Sciences Library includes QK (Botany),

sections in S (Horticulture), SB (Landscape Architecture, Gardens, Parks); the Engineering Library includes the T (Technology) classification. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty.

Robarts Library also houses the Map and Data Library (MDL), the largest in Canada. MDL supports Master of Architecture students in the selection and use of geospatial and other datasets of relevance to their research. Data are often collected from free and open sites, but the MDL has an active program of purchasing data that are loaded onto our secure U of T servers, as well as an online data extraction tool called the Scholars Portal Geoportal. MDL staff also support students in using several Geographic Information Systems (GIS) software; provide for them copies of Esri software for student use on their own computers; and provide in-class and on-demand class instruction to students.

The University of Toronto Library is committed to collecting both print and electronic materials in support of the Master of Architecture program at the University of Toronto.

Journals

The Library endeavours to acquire the most significant journals for Architecture; this is done by consulting with faculty who help ensure the University of Toronto Library subscribes to the most important journals in their field. The AASL (Association of Architecture School Librarians) compiled a list of core journal titles for architecture libraries in North America, which was last updated in 2017. The Eberhard Zeidler Library has 86% of the listed titles. While these journals are identified as core, it is also understood that factors such as curriculum and geographic location will account for some variation in an institution's need for certain titles. We prioritize acquisition of online journals where possible. AD (Architectural



Library Stacks

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Design), Architects (AIA), Canadian Architect, Grey Room, and Journal of Green Building are examples of relevant titles now available as e-journals.

Monographs

The UTL maintains comprehensive book approval plans with 51 book vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of the Master of Landscape Architecture program, we specifically receive books through plans with YBP and Worldwide Art Books. Individual librarian selectors also select unique and interesting scholarly material overlooked by approval plans. These include title-by-title selections by the Eberhard Zeidler Librarian in the areas of architecture, landscape architecture, urban design; contributions to the collections of the Thomas Fisher Rare Book Library; special requests from faculty; and individual e-books and e-book packages such as Springer, and complete collections of e-books from the following publishers: Oxford University Press, Cambridge University Press, major US university presses and Canadian university presses.

Preservation, Digitization, and Open Access

The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications, and support for preservation of research materials in all formats. In addition to acquiring materials in support of the Architecture program, the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user.

Key Databases

UTL has active subscriptions to all the key databases that support research and study in Architecture, Landscape Architecture, and Urban Design. Among these are: Avery Index to Architectural Periodicals, Design and Applied Arts Index (DAAI), JSTOR, Art Full Text, and ARTSTOR.

Special Collection Highlight

To support program commitments in architecture, the Library purchased the OnArchitecture database, which currently offers a selection of 150 videos of buildings, installations and interviews with the world's most distinguished contemporary architects/authors.

Other Library-departmental engagement

The faculty librarian attends Core Faculty meetings and the Daniels Faculty of Architecture, Landscape, and Design's Faculty Council.

Prepared by: Irene Puchalski, Librarian, April 2018

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, June 20, 2018

[3] Chronicle of Higher Education (2017). Spending by University Libraries, 2015-16. Almanac of Higher Education 2017 – 2018, LXIII (43), 64.

[4] Association of College & Research Libraries. Framework for Information Literacy for Higher Education. ACRL, 2016. http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/Framework_ILHE.pdf

Action Plan

As part of the Architecture Library's transfer to the University of Toronto Library (UTL) in 2016, jurisdiction for the Library's IT support was distributed as follows:

The Daniels Faculty is responsible for:

- Maintaining the Library's IT system network infrastructure, specifically IT network coordination, connection switches, e-mail and associated infrastructure;
- Photocopying equipment and services;
- IT user support (ie, IT staff are available to troubleshoot IT-related issues).

There is no separate budget or action plan for the above, as the Library is simply another client that is supported by the Faculty's Technology Services Department. The IT network infrastructure was installed in 2016-17 as part of the One Spadina building's overall IT network installation, and will be in service until the building's IT spine is refreshed in 5 to 10 years. Photocopying arrangements are reviewed every 3-5 years as part of the photocopier equipment lease renewal process.

The Library's current computers, iPads, and scanners were refreshed by the Faculty in 2017, with future replacements the responsibility of UTL. UTL is also responsible for software applications.



Library Periodical Room

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Financial Resources

The Program must have access to sufficient institutional support and financial resources.

The APR must include:

- An itemized Program budget that includes operating and salary expenses and a description of research funding, endowments, scholarships, and development activities

From Faculty Budget to Program Budget

At the University of Toronto, fiscal responsibility is devolved to the local level with academic divisions initially receiving all of the revenues generated by the students they enrol. From this revenue, expenses for central initiatives and services (the University-wide expenses) are deducted. The central services include executive offices, facilities, human resources, and financial services. The dollar amount of these deductions are determined as part of a consultative and formulaic process led by the President. After central deductions are calculated, this leaves the Net Revenue figure, which becomes the basis of the Faculty budget, which is used to fund the academic activities.

The budget planning and administrative processes for the University of Toronto are outlined below. The fiscal year runs from May 1st to April 30th. The cycle begins approximately 14 months before the start of a given fiscal year. When the prior year's budget is approved, it includes a high-level five-year plan with the final four years of that plan becoming the basis of the planning process for the following year. During the summer, a fifth year of enrolment and budget data is added, and academic divisions are encouraged to review the plan, to make adjustments for anticipated variances and, with the assistance of the Planning & Budget Office, to model the impact of any changes.

Each fall, academic divisions meet with the Provost to review the revised five-year plan. These reviews inform Provostial decisions regarding allocation from central funds, including the University Fund. The Budget Planning & Priorities committee meets throughout January to review University-wide expenses and adjust revenues to reflect actual enrolment data from the fall. The revised academic plans and University-wide expenses are then combined to create a new five-year budget plan, which is submitted to governance for approval.

When approved by the Governing Council, the Planning and Budget Office issues a target budget letter for the coming year. Divisions must then create a cost centre plan that includes the details of revenues and expenses flows. Each division works with a Planning and Budget Officer to create the plan and ensure that it conforms to budget guidelines.

In 2011-12 the Faculty did not maintain separate program budgets. With the MARCH constituting 75% of the Faculty's enrolments, there was little need to distinguish one from the other. By 2017-18 the MARCH program accounted for just 20% of the Faculty's enrolment, and so a distinct MARCH program budget is now used.

The Program Budget is a subset of the Faculty Budget. Tuition and operating grant revenue that is generated from the Program's enrolment becomes the Program's gross revenue. University-wide costs are deducted in the same proportion as they are on an all-Faculty basis. The net amount results in the Program's net revenue.

Program expenses come in two categories. Direct program expenses are expenses directly incurred by the Program, principally the compensation costs of the faculty and teaching assistants that are attached to the Program, as well as costs for the Program's course materials, term reviews, class field

trips, and other sundry activities that are part of the Program. Indirect expenses are the costs of Faculty-wide services that are allocated to programs based on each program's share of student FTEs or faculty FTEs, depending on the nature of the service

and which cost driver is most applicable. The cost of the Faculty's student services and fabrication shops, for example, is allocated in proportion to programs' student FTE.

The Faculty budget and the Program budgets are managed and administered by the Dean and the CAO.

Daniels 2017-2018 MArch Program Budget

	2017-2018	2011-2012	Variance	%	Cost Driver
Revenue					
Tuition & Operating Grant	\$6,553,270	\$5,970,538	\$582,732		
University Fund Revenue	\$2,066,442	\$2,164,267	(\$97,825)		
University Wide Services & Overhead	(\$2,696,335)	(\$3,232,015)	\$535,680		
NET REVENUE	\$5,923,376	\$4,902,789	\$1,020,587	21%	
Expenses					
Direct Program Costs:					
- Academic Salaries & Benefits	\$3,606,408	\$2,372,929	\$1,233,479		
- Contingent Faculty	\$326,169	\$214,611	\$111,558		
- Teaching Assistants	\$137,515	\$90,482	\$47,034		
- Review Costs	\$54,737	\$35,391	\$19,345		
- Other Direct Costs	\$47,928	\$36,401	\$11,528		
Total Direct Program Costs	\$4,172,758	\$2,749,814	\$1,422,944	52%	
Indirect Program Costs:					
- Dean's Office	\$148,587	\$166,528	(\$17,941)		Student FTE
- Communications & Outreach	\$93,106	\$104,035	(\$10,928)		Student FTE
- Business Services	\$439,164	\$424,530	\$14,633		Faculty FTE
- Technical Services	\$310,142	\$278,298	\$31,844		Student FTE
- Student Services	\$115,539	\$110,068	\$5,471		Student FTE
- Student Awards & Financial Support	\$324,434	\$189,658	\$134,775		Student FTE
- Advancement	\$79,211	\$112,401	(\$33,190)		Student FTE
- Library	\$0	\$231,385	(\$231,385)		Student FTE
- Program Supports	\$52,387	\$50,239	\$2,148		Faculty FTE
- Research	\$145,181	\$67,177	\$78,004		Faculty FTE
Total Indirect Program Costs	\$1,707,751	\$1,734,320	(\$26,569)	-2%	
TOTAL EXPENSES	\$5,880,509	\$4,484,134	\$1,396,375	31%	
SURPLUS/(DEFICIT)	\$42,867	\$418,655	(\$375,787)		

Fig. 1-13: 2017/2018 MArch Program Budget

Endowments

The Faculty's endowment stands at \$12.5 million (up from \$7.2 million in 2012), with the lion's share (\$9.9 million) assigned to student grants and awards. \$6 million in new endowment gifts, which will come online over the next three years, will be dedicated to student aid across all programs.

FACULTY ENDOWMENTS, APRIL 30, 2018

Graduate Student Supports	\$9,273,571
Undergraduate Student Supports	\$651,641
Faculty chair/teaching Supports	\$2,359,655
Public Programming Supports	\$166,916
Other Supports	\$75,572
Total	\$12,527,355

Fig. 1-12: Faculty Endowments, April 30th 2018

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Development (Advancement) Activities and Alumni Relations

Advancement plays an increasingly important role at the Daniels Faculty, as revenues contributed by private donor sources and the engagement of alumni, the professions, and community are a counterpoint to the relatively constrained resources provided through provincial government funding transfers and tuition fees resulting from enrolment.

Dean Richard Sommer has prioritized advancement, investing personally in outreach, development and the solicitation of high value gifts from the donor community, as well as increasing the complement of advancement staff responsible for advancement revenue goals. The University of Toronto's philanthropic consultants GG+A have identified heightened engagement by Principals and Deans in building fundraising capacity and revenue growth not only within their Faculties, but for complex, multi-divisional University fund-raising initiatives.

Dean Sommer has well developed relationships with the University's senior advancement leadership, meeting regularly with the Vice President, Advancement David Palmer and the Assistant Vice President, University Advancement, Gillian Morrison. Dean Sommer has also been appointed to the Principal and Dean's Advancement Advisory Group, providing insight and feedback to the implementation of GG+A Advancement Growth Review.

The Director of Advancement prepares an annual advancement business plan which is reviewed and approved by the Dean, and is part of the performance and benchmarking deliverables established by the University's Division of Advancement as part of the decentralized reporting relationship with all academic Faculties and units.

The Daniels Faculty is part of the University of Toronto's \$2.4 billion BOUNDLESS Campaign, a comprehensive campaign launched in May

2005 with a \$2 billion private fundraising goal, which has since been expanded. The Faculty's initial participation and goal in the University campaign was \$40 million, which as of this time has been exceeded, with \$48,296,668 in pledged gifts, gift intentions and philanthropic grants achieved. The Dean identified more than \$105 million in potential advancement funding priorities to be considered for donation through the campaign, securing Provostial approval of these priorities. The University's BOUNDLESS campaign is expected to conclude early in 2019, with an excess of private revenues over the expanded \$2.4 billion goal.

The Faculty's advancement team has worked intensively towards securing private gifts at the major and principal gift level, with \$29,408,306 in revenues pledged to the Campaign since the last report (the period of 2012/13 to April 2018).

Annual fundraising results continue to be 'spiky' based upon the existence of seven-figure gifts in any given year, but fundraising activity and benchmarks have been sustained, year-to-year at a high level. In 2017/18 the Faculty conducted more than 229 fundraising calls and submitted 19 major gift solicitations with 12 awarded.

The Faculty's expansion and relocation to 1 Spadina Crescent (with 156,000 sq. ft. of combined renovated and new facilities) has been the overriding advancement priority of the Dean and fundraising staff. An intensive capital campaign was launched in November 2012, with the meeting of the Campaign Cabinet, and the commencement of construction at 1 Spadina Crescent took place in summer of 2013. The Faculty's advancement efforts and results in this regard have transformed the reputation, profile, and place of the Faculty not only within the University and City of Toronto, but internationally amongst peer schools of architecture. Certainly the early philanthropic investment by alumnus John and Myrna Daniels in 2008, of which \$9 million was designated to capital, provided



John H. Daniels, Myrna Daniels, and Ronald J. Daniels, Building Opening, 2017

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the lead funding to secure the University's buy-in for an ambitious expansion and renewal of the school, however the Faculty was then charged with an unprecedented capital campaign fundraising goal of \$36 million in private gifts. By way of context, the Faculty's only previous campaign (1998-2004) resulted in \$2.6 million in private gifts of \$25,000 and above, with more than \$1 million of the total designated to an endowed Chair. As of this time, the Faculty has secured \$32,324,652 in pledged gifts towards the capital campaign goal of \$36 million. The remainder of 2018 will be devoted to securing six and seven figure private gifts directed towards some high profile naming opportunities (the Main Hall, Graduate Design Studio, and Fabrication Lab) with an effort to close out the capital campaign.

A building opening ceremony for the Faculty's new Daniels Building at 1 Spadina Crescent took place November 17, 2017, with UofT President Meric Gertler and Dean Richard Sommer presiding over the celebration. In addition, Professor Ronald J. Daniels, President of Johns Hopkins University (and nephew of alumnus John H. Daniels) helped to officiate, with over 1,134 donors, friends, alumni and members of the professional community taking part. UofT Vice President, Advancement David Palmer observed that he has never seen a building opening executed as well which speaks to the vision of the Dean and compelling narrative the renewal of the school has within the University and the City of Toronto more broadly.

Principal gift support provided by alumnus John H. Daniels (BArch 1950) and his wife Myrna Daniels has been instrumental in lifting the prospects of the Daniels Faculty, which has been named in recognition of their gift, the John H. Daniels Faculty of Architecture, Landscape, and Design. Since the last report, Mr. and Mrs. Daniels have added to their 2008 \$14 million philanthropic investment (believed to be the largest private gift to a school of architecture in Canada) with a subsequent gift of \$10 million. The

gift in 2013 was recognized with the naming of the Faculty's expansion and new complex at 1 Spadina Crescent. Cumulative giving of \$30 million to the Faculty through repeated gifts over a decade, speak to the respect the donors have for Dean Sommer's academic vision, the trajectory of the school, and the meaningful and sustained donor stewardship provided by the Director of Advancement. The naming of the school for a prominent alumnus and developer and the establishment of the Daniels brand, position the Faculty with other high profile professional schools throughout North America that have attracted transformative philanthropic investment.

Advancement effort and activity has been supported by an engaged Campaign Cabinet of volunteers from the professions, who have made their own gifts to the campaign and have been leveraging their networks and connections in the donor community to advocate and secure additional gifts for the school. The cabinet consists of twenty-one volunteer leaders, many of whom are principals of leading architecture firms, development companies, and allied professions and businesses.

The Faculty has made considerable progress towards engagement with its alumni community; members of the profession including those leading architecture and design firms at various scales, and professional organizations including the OAA, OALA, RAIC, Toronto Society of Architects and Urban Land Institute. Over the past six years, the Faculty has staged an ambitious series of public programs and events, focusing on new ideas, design pedagogy and practice, and other disciplines that intersect with the concerns of architecture and landscape architecture. Participation in the Faculty's public programs extends far beyond our own alumni and student constituency, with a number of lectures and foras taking place in the University's Convocation Hall, which accommodates audiences of 1,700. The Faculty recently hosted an ambitious symposium titled, "What is a School (of Architecture, Landscape, Art and



Doors Open, 2018

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Urbanism)”: an academic forum to discuss questions surrounding the design of learning spaces, the contemporary role of design education, and the changing political and intellectual landscape of a research university.

The 125th anniversary of the establishment of an architecture program (and 50th anniversary of the landscape architecture program) at the University of Toronto in May 2015 was an ambitious undertaking, that served to ‘reset’ the relationship with alumni of all eras, many of whom had experienced the threatened closure of the school in the 1980’s and had little interaction with the Faculty in the intervening years. The Program included a number of dialogues featuring the work of faculty and alumni (a generational span of graduating years from 1940 to 2015) along with an exhibition on the school’s history and the evolution of pedagogy, concluding with an informal party at the Royal Ontario Museum. More than 1,108 alumni attended the anniversary celebration.

Of the total 11,271 Faculty event attendees in 2017/18, at least 1,016 were known Daniels Faculty alumni.

The anniversary, followed by the official Building Opening Ceremony in November 2017 has helped to build a more inclusive and participatory culture within the Faculty’s alumni constituency, now numbering 4,390. Additional engagement activity, including an ‘Alumni networking reception’ as part of the City’s Doors Open weekend; numerous class reunion gatherings and tours of the new building at 1 Spadina Crescent, and the annual MArch and MLA Student-Professionals networking events hosted with both the architecture and landscape architecture community have helped to build connections between the Faculty’s students and alumni community, as well as non-alumni in practice.

Throughout the year, faculty invite numerous local, national, and international guests to attend different studio course reviews during the term and at the end of term final reviews.

These are great opportunities for our students to meet and network with professionals outside of UofT and to receive feedback on their work. Local professionals and firms, some of whom are UofT alumni, are invited to participate in the annual networking event and connect with students. Past participants have included guests from the City of Toronto, Bioroof Systems, Claude Cormier + Associates, Dillon Consulting, DTAH, Elias +, Hydro One, Ontario Ministry of the Environment, Public Work, PLANT Architect Inc., Scott Torrance Landscape Architecture, MBTW Group, Toronto Region Conservation Authority, The Planning Partnership, and Terraplan Landscape Architects, among others.

In addition to maintaining relationships with alumni, the Daniels Faculty prioritizes celebrating the many accomplishments of its alumni and benefactors. The professional successes of alumni are often highlighted on the “News” page of the Faculty website and shared via the weekly e-newsletter, and program reports to Faculty Council can also include summaries of alumni accomplishments. The University of Toronto also recognizes alumni, including through honorary degree nominations for alumni who have made significant contributions to urban-related fields, which have been given to Daniels alumni in the past. Our program also seeks out opportunities to nominate our outstanding alumni and faculty for external awards, including through the CSLA and ASCA.

The opening of the new building at 1 Spadina Crescent will continue to serve as an engagement opportunity with alumni and advancement staff will be attuned to all opportunities to deepen the relationship with them, through giving, volunteerism and participation in Faculty programming and events.

Since the last report, full-time professional advancement staff appointments have increased by 2.0 FTE (to a total of 3.0 FTE) from the Director of Advancement position to include a Senior Development Officer and Development Officer. The former has major

Scholarships	2017/2018
Admission Scholarships	\$230,303
University of Toronto Fellowships	\$152,500
Named Scholarships	\$77,803
<i>Daniels FALD Scholarship</i>	
<i>John and Myrna Daniels Scholars</i>	\$70,000
<i>John Yamada Memorial Scholarship</i>	\$1,981
<i>Larry Wayne Richards</i>	\$2,282
<i>Prof. Blanche Lemco van Ginkel Memorial Scholarship</i>	\$1,868
<i>Prof. George Baird Graduate Student Endowment Fund</i>	
<i>Trow Scholarship</i>	\$1,672
Canada Graduate Scholarship-Master's	
Ontario Graduate Scholarship*	\$75,000
SGS Internal Awards	
In-Course Awards	\$259,624
Total	\$564,927
Grants	
Daniels	\$36,740
School of Graduate Studies	\$4,168
Enrolment Services (including UTAPS)	\$756,945
Total	\$797,853

*OGS is also awarded to MLA and MVS students, though the Faculty's allocation from the School of Graduate Studies has not increased.

Fig. 1-14: Scholarships and Grants

gift fundraising responsibilities and the latter secures support at the annual giving and leadership giving levels, as well as serving the Faculty's alumni community. The Division of University Advancement has also provided 0.3 FTE of a Senior Development Officer's time to assist the Faculty with its capital campaign for the past three years.

The advancement staff complement is limited, relative to peer North American schools and other professional Faculties within the University of Toronto. From 2009 to 2015, the Director of Advancement worked directly with the Dean on all high level fundraising approaches, and it is only in recent years, with the addition of a FTE Senior Development Officer and the FTE Development Officer, that a greater number of solicitations and call activity has been possible. It is acknowledged that the Faculty's advancement team

performs at a high level, and has been effective in developing meaningful and sustained relationships with the Faculty's donor base, as well as identifying new alumni supporters and volunteers.

3.8

Student Financial Support

Since 1998, the University has adopted a progressive policy on student financial assistance: “No student offered admission to a program at the University of Toronto should be unable to enter or complete the Program due to lack of financial means.”^[1]

Graduate students at the University of Toronto have access to a wide range of financial supports through the University in addition to those available through government loan and grant programs like the Ontario Student Assistance Program (OSAP). Some are based on need, and others on measures of merit, such as academic achievement or leadership. There are supports for international and Canadian students as well as dedicated supports for students with disabilities. Many of these forms of aid do not have to be repaid. Student support is funded by a mix of university operating dollars and donated funds; the latter may be used only in accordance with the terms of the donation.

Daniels Faculty students were previously supported by the Graduate Awards Office (GAO) at the School of Graduate Studies exclusively. The GAO continues to provide assistance to students in the form of financial counselling, awards, grant application seminars, resources, services, and information however, in 2017, a new position in the Office of the Registrar and Student Services was created to provide local support to Daniels students. The Assistant Registrar, Admissions, Awards & Financial Aid provides one-on-one counselling in support of government loan, award, and grant applications. With the addition of this role, the Office of the Registrar and Student Services has increased financial and recognition support services. The Office now regularly compiles a list of design competitions for students, has created a new workshop to assist with the development of student research proposals, and also provides tailored and timely communications to graduate students throughout the year regarding a variety financial aid and award opportunities.

[1] This policy applies to domestic students.



RAIC Honour Roll, 2018

Merit and Financial Aid-based Funding

Merit-based awards funded by operating dollars and donations are primarily aimed at recognizing the academic achievements of students. Candidates applying or being considered for an award must meet the award criteria. While many awards are provided automatically, some are provided once a final selection is made by student award committees. Though many merit-based awards do not have a financial need component, the award may, in fact, help reduce the recipient's financial need.

There is a substantive level of student financial assistance available to MArch students enrolled at the Daniels Faculty, through privately-funded awards (both endowed and expendable) as well as other University and government-funded award programs consisting of merit, financial need, and other qualifying criteria and ranging in value from \$500 to \$17,500; see figure 1-15

Faculty Awards and Financial Support

A number of new awards have been established recently to support MArch students.

The Professor Blanche Lemco van Ginkel Admission Scholarship, established by alumnus Ho Kyung Sung, B.Arch 1986, recognizes Professor Emeritus Blanche Lemco van Ginkel, the first woman to hold the position of Dean at a North American school of architecture. The Ted Teshima Memorial Leadership Award established and set to begin in 2019 recognizes significant contribution to student leadership.

The Faculty has continued with its successful stewardship program to recognize and thank donors establishing awards. The Student Awards Luncheon, now a breakfast with record-breaking attendance in 2017, provides students with the opportunity to meet the donors of awards they have received. The annual Graduation Celebration also connects

students with the professional associations and donors funding their awards. The Graduation Celebration now includes our undergraduate student population and has outgrown every previously used event space. In 2018, the event was held in the Main Hall at One Spadina.

The John H. Daniels Faculty of Architecture, Landscape, and Design considers applicants and students for awards automatically (unless otherwise indicated).

Ontario Graduate Scholarships (applications required)

C.H. Lee Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

Charles and Doreen Lloyd-Duerdoth Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

Cho Family Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

Diamond Schmitt Architects Inc. Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

Howard Cohen and Ron Soskolne Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

The Kuwabara Payne McKenna Blumberg Architects Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

The Larry Wayne Richards Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

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The Matthews Family Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

The Minto Foundation Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

Pierre Paul Childs, AIA, AICP Ontario Graduate Scholarship in the John H. Daniels Faculty of Architecture, Landscape, and Design.

Admission Awards

Graduate Fellowship
Based on merit.

John and Myrna Daniels Scholars
Based on merit/financial need; preference given to members of the first generation in their family to attend university; application required.

John H. Daniels Faculty of Architecture, Landscape, and Design Scholarship
Based on merit.

John Yamada Memorial Admissions Scholarship
Based on merit.

Larry Wayne Richards, MOAA, FRAIC, AIA/IA Admissions Fellowship – OSOTF Scholarship
Based on merit/financial need.

Professor Blanche Lemco van Ginkel Admission Scholarship
Based on merit/financial need.

Professor George Baird Graduate Student Endowment Fund
Based on merit (possibility of renewal).

Trow Scholarship – OSOTF Scholarship
Based on merit/financial need; talent & skills in computation and technical concerns; application required.

In-Course Awards & Financial Support

Students are eligible for the awards listed by year at the end of their academic term. For example, first year awards are given at the end of the spring term to those who have successfully completed their first year. In-course award recipients are honoured at the Daniels Award Luncheon/Breakfast in the following September/October.

First Year

Adrian DiCatri Graduate Student Endowment Fund

Awarded to a student on the basis of academic excellence as demonstrated in the design studios, and demonstrated financial need.

Belinda Sugarman Orling Memorial Fellowship – OSOTF Scholarship

Awarded to a student enrolled in any of the graduate programs based on financial need and demonstrated academic merit.

Eberhard Zeidler Scholarship

Awarded to a student on the basis of academic achievement in design in the first and second terms.

Frederick Coates Scholarship

Awarded to a student who ranks highest in the annual examinations.

Graduate Grant

Awarded to students in any of the master's programs experiencing financial difficulties who have exhausted all other financial resources.

Graduate Travel Grant

Awarded to students in any of the master's programs to subsidize the costs of completed or anticipated course travel.

Imara Graduate Student Endowment Fund

Awarded at the discretion of the Dean.



SuperStudio, 2017

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Jules F. Wegman Fellowships

Based on merit.

Komala Prabhakar Graduate Student Endowment Fund

Awarded at the discretion of the Dean.

Pamela Manson-Smith Travel Fellowship

Awarded based on academic merit and financial need to a student wishing to participate in a study tour in conjunction with his/her academic program; application required.

Paul Oberman Graduate Student Endowment Fund

A traveling and research-related scholarship awarded to a student in good academic standing on the basis of the overall strength of the research proposal; application required

Peter Prangnell Award

A traveling award given to a student on the basis of the overall strength of the research proposal and on financial need; application required.

Professional Masters Financial Aid (PMFA)

Awarded to students in any of the master's programs to cover the approximate costs of the interest charges on a Student Line of Credit for the year. Professor Jeffrey A. Stinson Graduate Student Endowment Fund Demonstrated interest in environmental sustainability as it relates to a building, landscape, or urban design project in the design studios; application required.

Ted Teshima Memorial Leadership Award (first award, 2019)

Awarded to students who have demonstrated leadership and/or service to the profession; application required.

Uno Prii Memorial Award for Excellence in Visual Communication

Awarded to a student who has demonstrated excellence in three-dimensional visual communication.

WZMH Architects – Oxford Properties Graduate Student Endowment Fund

Awarded to students who demonstrate an enhanced understanding and innovative approach to the contemporary challenges of large-scale architecture, city-building and commercial development. Preference is given to those whose work references the combined agency of the design, planning and development communities and the opportunities for greater collaboration between them; application required.

Second Year

Alfred P. Tilbe Scholarship

Awarded to a student who achieves overall excellence and exhibits potential for leadership in the field.

Belinda Sugarman Orling Memorial Fellowship – OSOTF Scholarship

Awarded to a student enrolled in any of the graduate programs based on financial need and demonstrated academic merit.

Frederick Coates Scholarship

Awarded to a student who ranks highest in the annual examinations.

Graduate Grant

Awarded to students in any of the master's programs experiencing financial difficulties who have exhausted all other financial resources.

Graduate Travel Grant

Awarded to students in any of the master's programs to subsidize the costs of completed or anticipated course travel

Harry B. Kohl Award

Awarded to assist students to attend conferences related to architectural education or practice.

Howarth-Wright Graduate Fellowship

A four-month traveling scholarship awarded to a student on the basis of high academic achievement, interest in the work of Frank Lloyd Wright, research skills in architectural history, and the overall strength of the research proposal; application required.* This is awarded every two years.

Imara Graduate Student Endowment Fund

Awarded at the discretion of the Dean.

John Yamada Memorial Study Abroad Bursary

Awarded to a student participating in the Global Architecture Program.

Jules F. Wegman Fellowships

Based on merit.

Komala Prabhakar Graduate Student Endowment Fund

Awarded at the discretion of the Dean.

Ontario Association of Architects' Scholarship

Awarded to a student for overall excellence.

Pamela Manson-Smith Travel Fellowship

Awarded based on academic merit and financial need to a student wishing to participate in a study tour in conjunction with his/her academic program; application required.

Paul Oberman Graduate Student Endowment Fund

A traveling and research-related scholarship awarded to a student in good academic standing on the basis of the overall strength of the research proposal; application required.

Peter Prangnell Award

A traveling award given to a student on the basis of the overall strength of the research proposal and on financial need; application required.

Professional Masters Financial Aid (PMFA)

Awarded to students in any of the master's programs to cover the approximate cost.

Quadrangle Architects 10th Anniversary -- OSOTF Scholarship

Awarded to a student who has completed outstanding design work in the area of multiple unit housing, or the adaptive reuse of buildings, and who shows professional promise in one or both of these areas; application required.



Graduate Student Awards Luncheon, 2017

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Ted Teshima Memorial Leadership Award (first award, 2019)

Awarded to students who have demonstrated leadership and/or service to the profession; application required.

WZMH Architects – Oxford Properties Graduate Student Endowment Fund

Awarded to students who demonstrate an enhanced understanding and innovative approach to the contemporary challenges of large-scale architecture, city-building and commercial development. Preference is given to those whose work references the combined agency of the design, planning and development communities and the opportunities for greater collaboration between them; application required.

Yolles Collaborative Design Award

Third Year

Alfred P. Tilbe Memorial Fellowship in Professional Practice

Awarded to a student who has achieved excellence in professional practice within the Program.

Belinda Sugarman Orling Memorial Fellowship – OSOTF Scholarship

Awarded to a student enrolled in any of the graduate programs based on financial need and demonstrated academic merit.

Eric Ross Arthur Scholarship

Awarded to a student who has the highest academic standing.

Frederick Coates Scholarship

Awarded to a student who ranks highest in the annual examinations.

Graduate Grant

Awarded to students in any of the master's programs experiencing financial difficulties who have exhausted all other financial resources.

Graduate Travel Grant

Awarded to students in any of the master's programs to subsidize the costs of completed or anticipated course travel.

Harry B. Kohl Award

Awarded to assist students to attend conferences related to architectural education or practice; application required.

Howarth-Wright Graduate Fellowship

A four-month traveling scholarship awarded to a student on the basis of high academic achievement, interest in the work of Frank Lloyd Wright, research skills in architectural history, and the overall strength of the research proposal; application required. This is awarded every two years.

Imara Graduate Student Endowment Fund

Awarded at the discretion of the Dean.

John Yamada Memorial Study Abroad Bursary

Awarded to a student participating in the Global Architecture Program.

Jules F. Wegman Fellowships

Based on merit.

Komala Prabhakar Graduate Student Endowment Fund

Awarded at the discretion of the Dean.

Ontario Association of Architects' Scholarship

Awarded a student for overall excellence.

Page + Steele Architects Planners Scholarship

Awarded to a student based on excellence and demonstrated potential for leadership in the practice of architecture.

Pamela Manson-Smith Travel Fellowship

Awarded based on academic merit and financial need to a student wishing to participate in a study tour in conjunction with his/her academic program; application required.

Paul Oberman Graduate Student Endowment Fund

A traveling and research-related scholarship awarded to a student in good academic standing on the basis of the overall strength of the research proposal; application required.

Peter Prangnell Award

A traveling award given to a student on the basis of the overall strength of the research proposal and on financial need; application required.

Professional Masters Financial Aid (PMFA)

Awarded to students in any of the master's programs to cover the approximate costs of the interest charges on a Student Line of Credit for the year.

Professor Jeffrey A. Stinson Graduate Student Endowment Fund

Demonstrated interest in environmental sustainability as it relates to a building, landscape, or urban design project in the design studios; application required.

Quadrangle Architects 10th Anniversary -- OSOTF Scholarship

Awarded to a student who has completed outstanding design work in the area of multiple unit housing, or the adaptive reuse of buildings, and who shows professional promise in one or both of these areas; application required. **Financial need must also be considered.

Ted Teshima Memorial Leadership Award (first award, 2019)

Awarded to students who have demonstrated leadership and/or service to the profession; application required.

William S. Goulding Memorial Award in Architectural History

Awarded to the student with the highest average in at least three one-term courses in architectural history.

WZMH Architects – Oxford Properties Graduate Student Endowment Fund

Awarded to students who demonstrate an enhanced understanding and innovative approach to the contemporary challenges of large-scale architecture, city-building and commercial development. Preference is given to those whose work references the combined agency of the design, planning and development communities and the opportunities for greater collaboration between them; application required.

Graduating Awards

Graduating awards are recognized at the Graduation Celebration immediately following Convocation in June.

Academic Honours Certificate

Awarded to the top 20% of the graduating class.

Faculty Design Prize

Awarded to a student in each of the four master's programs in recognition of their ability and high achievement in design, as demonstrated over the course of their studies in their respective program; application required.

George T. Goulstone Fellowship

Awarded to a student to study Georgian architecture in England; application required.

Heather M. Reisman Gold Medal in Design

Awarded to a student in recognition of exceptional achievement in design in architecture, landscape architecture, or urban design.

Irving Grossman Prize

Awarded on the basis of excellence and innovation in the final design thesis in the area of multiple-unit housing or adaptive re-use of buildings for housing purposes; and on the basis of professional promise in one or both of these areas.

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The Kuwabara-Jackman Architecture Thesis Gold Medal

Awarded to the student judged by the Faculty to have completed the most outstanding MArch thesis of the year.

Toronto Society of Architects Scholarship

Awarded to a student whose thesis project demonstrates an innovative approach to city building and urban form.

University-Wide & Government Funded Awards and Financial Support

In-Course Awards and Financial Support

Accessibility Awards and Financial Resources

These funds assist registered graduate students with documented disabilities to participate fully in their post-secondary studies

Canadian Graduate Scholarships- Master's (CGS M) program

The objective of the Canada Graduate Scholarships-Master's (CGS M) Program is to help develop research skills and assist in the training of highly qualified personnel by supporting students who demonstrate a high standard of achievement in undergraduate and early graduate studies.

Emergency Grant Program

The SGS Emergency Grant program aims to assist currently registered, full-time graduate students who encounter an unanticipated serious financial emergency. The grant is intended to help provide immediate short-term relief of such financial need and is not intended as a source of long-term funding.

Emergency Loan Program

The SGS Emergency Loan alleviates temporary cash flow problems for students who are expecting the release of funds in the near future (i.e., 30 to 120 days) from employment,

a major award instalment, OSAP (Ontario Students' Assistance Program), teaching assistantship, or research assistantship payment, etc. The average loan is approximately \$1,000 to \$1,500.

Masters Completion Bursary (MCB)

The Master's Completion Bursary (MCB) was formerly named the Master's Tuition Fee Bursary (MTFB). The MCB is a financial aid program aimed to assist master's students who must register beyond the Program length required for their degree, in order to complete a minimal amount of work remaining due to unanticipated factors beyond their control.

Ontario Graduate Scholarships (OGS)

The Ontario Government provides graduate scholarships tenable at Ontario universities. Ontario Graduate Scholarships (OGS) are available for graduate studies in all disciplines. A limited number of these awards are available to international students. OGS's are funded partially by the government (2/3) and partially by Daniels (1/3). In addition, Daniels guarantees 10 OGS and fully funds any short-falls from government awards. It should be noted that the Daniels Faculty was given special permission by the government to allow students to apply in all four years of study. Students are only eligible to be awarded twice during their Master of Architecture degree.

SGS Internal Awards

Established at SGS over the years through the generous support of various donors, the SGS Awards provide a wide array of funding for Daniels and all UofT graduate student.

Student Opportunities Database (ULife)

Through ULife, the Awards Office maintains a database of awards to help assist current and potential students while researching funding opportunities. The database is updated as award competitions open so that students will only be viewing award opportunities that are currently available.

Ontario Student Assistance Program (OSAP)

The OSAP program offers financial assistance in the form of a loan (interest-free during your studies) to assist students in financing their education.

USA Government Loans

Citizens of the United States studying in degree programs at the University of Toronto can apply for financial assistance from the USA Federal Direct Loan Program.

University of Toronto Advanced Planning for Students Grant Support (UTAPS)

Students who have applied to and/or are receiving OSAP funding beginning in the fall session, are automatically considered for University of Toronto Advanced Planning for Students Grant Support (UTAPS). This program will continue to support students who began their program prior to 2017-18. Details available below.

Graduating Awards

Gordon Cressy Student Leadership Awards

Awarded to students who have made outstanding extra-curricular contributions to the faculty or to the university as a whole; application required.

External Awards

Annually, the Daniels Faculty nominates the top graduating students for the Canadian Architect Student Awards of Excellence, the Prix de Rome in Architecture, and the Governor General's Gold Medals.

Award opportunities external to the University of Toronto include:

In-Course Awards and Financial Support

- Ontario Women's Health Scholars
- Delta Kappa Gamma World Fellowship
- Trudeau Foundation Doctoral Scholarship
- MacKenzie King Open & Traveling Scholarship
- Fulbright Canada Scholarship
- MITCAS Accelerate
- John Gyles Education Awards
- IODE Canada
- Canadian institute of Ukrainian Studies

Graduating Awards

AIA Henry Adams Medal and Certificate Program

Awarded to the top ranking student.

Alpha Rho Chi Medal

Awarded to a student who has shown an ability for leadership, performed willing service for the school and gives promise of real professional merit through his/her attitude and personality.

ARCC / King Medal

Awarded to a student demonstrating innovation, integrity, and scholarship in architectural and/or environmental design research.

2018 Prix de Rome Winner David Verbeek

In 2018, recent Daniels graduate David Verbeek (MARCH 2017) received the Prix de Rome in Architecture for Emerging Practitioners. Upon graduating from the faculty, Verbeek received the RAIC Gold Medal, the AIA Henry Adams Medal, and the OAA Architectural Guild Medal. The designer, researcher, and urbanist is now working in Rotterdam with OMA (office for Metropolitan Architecture).

“David Verbeek is one of our most talented recent graduates, and we are thrilled that the Canada Council for the Arts jury has chosen him for this year’s Prix de Rome,” said Dean Richard Sommer. “Field-based architectural research can illuminate the complexity of some of our most rapidly transforming urban geographies. Building on his award-winning thesis and experience at Daniels, Verbeek’s proposed study will bring techniques of careful documentation, visual analysis, and design speculation to bear on a set of liminal spaces where difficult intersections between emerging architecture, globally-networked waterfronts, and climate change come into play.”

Verbeek follows in the footsteps of Daniels graduates Drew Sinclair (MARCH 2007) and Kelly Doran (MARCH 2008) who won the Prix de Rome for Emerging Practitioners in 2008 and 2009, respectively.

Canadian Architect Student Awards of Excellence

Awards are given for architectural design excellence that consider the criteria of physical organization and form, response to program, site, geographic and/or urban

context, innovation in concept, process, materials, building systems and/or implementation, and a demonstration of exemplary environmental and/or social awareness.

Governor General’s Gold Medals Royal Architectural Institute of Canada (RAIC) Honour Roll Program

Awarded to four students from the top 10% of the graduating class.

Royal Architectural Institute of Canada (RAIC) Medal

Awarded to the student who has achieved the highest level of academic excellence and/or has completed the outstanding final design project / thesis for that academic year.

OAA Architectural Guild Medal

Awarded to a member of the graduating class showing outstanding ability.

Prix de Rome in Architecture

International Student Awards

Awards for students on visas including:

- Delta Kappa Gamma World Fellowship
- Vanier Canada Scholarships
- Connaught International Scholarship
- Avie Bennett Award
- Chinese Scholarship Council
- Ontario Trillium Scholarship (OTS)
- Ontario Graduate Scholarship (OGS)

Loan Program for Students in Professional Faculties

University of Toronto Advance Planning for Students (known as UTAPS) is the university’s major program for meeting financial need not addressed by OSAP, other government programs, or First Nations band funding. Master of Architecture students are transitioning from the centralized UTAPS program to divisionally managed programs, and to an institutionally negotiated line of credit, if needed.



Convocation, 2018

As of 2017-18, Daniels Faculty graduate students may access an institutionally negotiated line of credit if they need help with costs in excess of their OSAP funding and needs-based assistance they receive through divisionally managed grant programs. This currently includes the Graduate Grant, Graduate Travel Grant, and Professional Masters Financial Aid programs.

However, students who began their program before this transition continue to be considered for UTAPS for the duration of their program in order to allow continuity in their financial planning. The line of credit is available to full and part-time Canadian students

and permanent residents. Credit limits are set by the bank in consultation with the university and adjusted annually to reflect tuition increases.

3.9

Administrative Structure

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

The APR must include:

- A description of the Program's administrative structure, a comparison of this structure with those of other professional programs in the institution, and a list of any other programs offered if the Program is part of a multi-discipline unit.

Administrative Structure

The Faculty is organized around four senior leaders. **The Dean**, whose mission is principally outward-focussed, sets overall priorities and strategic direction and leads the Faculty's engagement with external constituencies such as alumni, donors, and architectural practitioners, and the broader public. The Dean also represents the Faculty within the University. In these capacities, the Dean works closely with staff responsible for communications, public programming & events, and advancement & alumni relations.

The internal operations of the Faculty are delegated to three key associates. **The Associate Dean, Academic** is responsible for the Faculty's teaching mandate, and works closely with the team of academic program directors and academic planners/coordinators to ensure that students receive an excellent education. The **Associate Dean, Research** is responsible for the Faculty's research mandate, and works closely with research centre directors and tenure stream faculty to intensify the Faculty's research footprint. The **Chief Administrative Officer** is responsible for the Faculty's administrative services, and ensures that the teaching and research mandates are sustainably resourced and supported.

Academic Administration

Dean: Richard M. Sommer, BFA, BArch (R.I.S.D), MArch (Harvard)

The Dean leads the Faculty's strategic and academic planning, and represents the Faculty within the University and the broader community. He is responsible for all budgetary and personnel matters. The Dean reports to both the Provost and Faculty Council.

Associate Dean, Academic, Robert Levit, BA, (Columbia), MArch (Harvard)

The Associate Dean, Academic is responsible for the Faculty's graduate and undergraduate academic programs. This includes leading curriculum development and program quality assurance, such as program accreditations, internal program reviews, and student course reviews. Leading a team of program directors, the incumbent ensures that academic programs operate smoothly and effectively.

Associate Dean, Research: Liat Margolis, MFA (Rhode Island), MLA (Harvard)

Associate Dean, Research is responsible for research intensification within the Faculty. This includes leading the preparation of a Faculty research strategy, as well as developing policies and initiatives aimed at enhancing new and seasoned scholars' research grant funding and research impact. The incumbent leads a team of research centre and research institute directors.

Director, Master of Architecture:
Shane Williamson, BSC (Georgia State University), MArch (Harvard)

The Program Directors have responsibility for the management of the Program, including recommendation of teaching assignments, recommendation of sessional faculty appointments, curriculum matters, co-ordination of schedules, enrichment initiatives, faculty meetings, and program planning.

Director, Master of Landscape Architecture: **Liat Margolis**, MFA (Rhode Island), MLA (Harvard)

Director, Master of Urban Design: **Mark Sterling**, BES, (Waterloo), BArch. (Waterloo)

Director, Master of Visual Studies and BA Visual Studies:
Charles Stankievetch, BA Hons (Trinity Western University), MFA (Concordia),

Director, Honours Bachelor of Arts in Architectural Studies, **Jeannie Kim**, AB, MA (Princeton), MArch (Harvard), PhD ABD (Princeton)

Director, Global Cities Institute:
Patricia McCarney, BA (Toronto), MCP (Manitoba), PhD (MIT)

The Research Centre/Institute Directors have responsibility for the management of the centre/institute, including the selection of research fellows and research assistants/research associates. The director leads the centre's research strategy and execution.

Director, Centre for Landscape Research: **Robert M. Wright**, BSc Rec (Ottawa), MLA (Guelph)

Director, Centre for Architecture, Design & Health Innovation,
Steven Verderber, A.A. and A.A.S (William Rainey Harper College), B.S.Arch, MArch (University of Wisconsin-Milwaukee), Arch.D. (University of Michigan).

Coordinator, Exhibitions: **Laura Miller**, BArch (Iowa State University), MArch (Harvard)

The Coordinator, Exhibitions leads the planning and organization of the Faculty's public exhibits. The Coordinator oversees the Faculty's two exhibition galleries: the Larry Wayne Richards Gallery and the con-course-level gallery.

Chair, Admissions: **Laura Miller**, BArch (Iowa State University), MArch (Harvard)

The Admissions Chair is the academic lead for the graduate and undergraduate admissions process. The incumbent chairs the Faculty's standing committee on admissions and presides over collegial admissions working groups. The incumbent works closely with the Assistant Registrar, Admissions, Awards and Financial Aid.

3.9

Coordinator, Student Grants & Awards, Mason White, BArch (Virginia Polytechnic Institute and State University), MArch (Harvard)

Coordinator, Student Grants & Awards is the academic lead for the graduate and undergraduate student grants and awards process. The incumbent chairs the Faculty's standing committee on student awards. The incumbent works closely with the Assistant Registrar, Admissions, Awards and Financial Aid.

Coordinator, Writing Support Centre: Erica Allen-Kim, BA (Pomona), MA, PhD (Harvard)

Coordinator, Writing Support Centre manages the Faculty's Writing Centre. The incumbent tutors students, and supervises writing tutors who provide one-on-one and group tutoring to help students improve their writing skills. Services range from helping international undergraduate students needing to polish their writing proficiency to counselling graduate students on advanced techniques for scholarly writing.

Chair, Faculty Council: Jane Wolff, AB, MLA (Harvard)

Chairs the Faculty Council and its Executive Committee.

Administrative Staff

Chief Administrative Officer, Didier Pomerleau, BComm, MBA (Concordia), M.Ed. (Toronto), Grad Dipl. (Salford), LLM, PhD (York)

Reporting to the Dean, the Chief Administrative Officer is responsible for managing the Faculty's resources and services (HR, IT, Labs & Facilities, Student Services, Finance & Budgets) and advising the Dean on administrative matters.

Office Manager & Executive Assistant to the Dean: Adriana Arredondo, BA (Concordia)

The Dean's EA manages the Dean's office and the Dean's schedule. The incumbent is responsible for administering academic personnel matters, such as academic searches, tenure & promotion files, and academic leaves.

Sr. Communications & Media Relations Officer: Dale Duncan, BA (Guelph)

Reporting to the Dean, the Senior Communications & Media Relations Officer is responsible for the design, development, implementation, and evaluation of marketing and communications strategies to promote the John H. Daniels Faculty of Architecture, Landscape & Design's research, education, and outreach activities and accomplishments among all key audiences.

Communications & Events Coordinator: Pam Wall, BA (Calgary)

Reporting to the Dean's EA, the incumbent is responsible for organizing the Faculty's non-credit public programming; an annual series of public outreach events (open houses, free lectures/symposia and other events) aimed at deepening the broader community's understanding of, and appreciation for, Architecture, Landscape Architecture, and Design.

Faculty Receptionist & Office Assistant: Christopher Henion, BA (Gilford College)

Reporting to the Dean's EA, the incumbent staffs the Faculty's reception desk, and supports the Dean's EA on a variety of projects.

Assistant Dean, Academic Planning & Outreach, Kate Nelischer, Hons BLA (Guelph), MA (University of the Arts London)

Reporting to the Associate Dean, Academic, the incumbent is responsible for coordinating curriculum development, program quality assurance, academic planning and special projects.

Program Coordinator: Heather Huckfield, Dipl. (Durham)

Reporting to the Assistant Dean, Academic Planning & Outreach, the incumbent is responsible for student course evaluations, teaching assistant hirings, exam invigilation, student project review logistics and providing administrative support to program directors and to the Program accreditation process. The incumbent is also responsible for maintaining a database of course outlines, and serves as support for the academic programs.

Director, Advancement: Jacqueline Raaflaub, BA (Toronto)

Reporting to the Dean, the Director of Advancement is responsible for the Faculty's fundraising activities as well as its alumni outreach.

Sr. Development Officer: Molly Yeomans, BA (McMaster)

Sr. Development Coordinator: Brady Tupper, BA (UBC)

Development Officer: John Cowling, Hons BA (Toronto)

Reporting to the Director of Advancement, the Faculty's advancement team is responsible for the Faculty's fundraising activities as well as its alumni outreach.

Business Officer: Zita da Silva D'Alessandro

Reporting to the CAO, the Business Officer administers the Faculty's annual and semesterly employment contracts, payroll and HR functions.

Financial Officer: Ryan Burns, B.Comm (University of Ontario Institute of Technology)

Reporting to the CAO, the Financial Officer administers the Faculty's finances, including preparing and conducting due diligence on accounts payable, accounts receivable, financial reporting and analyses, and project controllership.

Business & Financial Assistant: Alicia Bennett, BA (Toronto)

Reporting to the Business Officer, the incumbent administers hourly employees' payroll and casual staff contract, and processes vendor payments. The incumbent also manages the Faculty's space, by managing the leasing of facilities, maintain a database of office/desk assignments and serving as the Faculty's key master.

Research Services Officer: Shirley Chan, BSc (Toronto)

Reporting to the Associate Dean, Research, the Research Services Officer manages the associate dean's office and facilitates grant applications and research award. The incumbent also administers all research grant funds.

Administrative Assistant to the Director, Global Cities Inst.: Sheri Warburton, Hon. BA (Univ. of Technology, Jamaica)

Provides administrative support to the institute director. Coordinates the institute's newsletter and communications.

3.9

Student Services Staff

Registrar & Assistant Dean, Students: **Andrea McGee, BA (Dalhousie) M.Ed. (Toronto)**

Reporting to the CAO, the Registrar manages the Office of the Registrar and Student Services (ORSS), and is responsible for the provision of registrarial and student services at the Faculty.

Associate Registrar, Academic Advising & Student Engagement: **Vacant**

Reporting to the Registrar, the incumbent is responsible for graduate and undergraduate academic advising and student life initiatives.

Assistant Registrar, Admissions, Awards & Financial Aid: **Katrina Groen**

Reporting to the Registrar, the incumbent is responsible for graduate and undergraduate admissions, awards and financial aid.

Assistant Registrar, Recruitment & International: **Madison Peters, BA (Toronto)**

Reporting to the Registrar, the incumbent supports domestic and international recruitment, and facilitates international opportunities for Daniels students and ensures that international students at Daniels have the tools and services to academically prosper.

Assistant Registrar, Records & Enrolment: **Sofia Joot**

Reporting to the Registrar, the incumbent ensures that all student records are in order, that course grades are received and processed, and that academic timetables are developed in a timely way. The incumbent provides statistical reports on student enrolments and student academic performance.

Student Services Officers: **Jan Braun, BTH (Canadian Mennonite University), BA (Waterloo) and **Kim Peterson**, BA (India)**

Reporting to the Registrar, the incumbents provide front line services to students coming to ORSS for assistance.

Learning Strategist: **Benjamin Pottruff, Hons BA, MA (Waterloo), PhD (Toronto)**

Reporting to the Registrar, the incumbent designs and delivers individual and group coaching to enhance students' learning outcomes and resiliency.

Technology Services Staff:

Director, Technology Services: **Maxim Batourine, BSc (Orenburg)**

Reporting to the CAO, the Director of Technology Services manages the Faculty's IT, AV, and fabrication workshops, as well as the Faculty's facilities management.

Sr. Network & Systems Analyst: **Alex Lee, BSc (Toronto)**

Reporting to the Director, Technology Services, the incumbent manages the Faculty's data center and IT systems core infrastructure.

Information Technologist: **Yuri Lomakin, Dipl. (Ukraine), Dipl. (George Brown)**

Reporting to the Director, Technology Services, the incumbent provides support for printing, actual and virtual desktops, software licensing, network folders, and e-mail account management.

Classroom & Help Desk Support:
Vadim Aulov, Dipl. (John F. Kennedy Business Centre)

Reporting to the Director, Technology Services, the incumbent staffs IT office's the front desk and administers all equipment loans and rentals to students. The incumbent also supports classrooms (AV set-ups) and repairs computer hardware.

Workshop Supervisor and Facilities Officer: Johnny Bui, BArch, MArch (Toronto)

Acting Workshop Supervisor and Facilities Officer: Bohden Tymchuk, HBA, MArch (Toronto)

Reporting to the Director, Technology Services, the incumbent is responsible for facilities management, as well as supervising the wood and metal fabrication shops.

Workshop Technologist: Tom Abromaitis, Dipl. (Humber)

Workshop Assistant: Joe Rogal

Reporting to the Director, Technology Services, the incumbents operate the wood fabrication shop.

Fabrication Coordinator: Nicholas Steven Hoban, BFA (U Manitoba) MFA (Concordia University) MArch (Toronto), MSc (ETH)

Fabrication Technologist: Paul Kozak, HBA (Toronto), MArch (Toronto)

Reporting to the Director, Technology Services, the incumbents operate the digital fabrication shop.

Library Staff

Librarian: Irene Puchalski, BA, MLS (McGill), MA (Concordia)

Reporting to the University's Deputy Chief Librarian, the incumbent manages the Eberhard Zeidler Library and ensures that it meets the Faculty's research and teaching needs. Serves as the reference librarian for the Faculty's students and faculty.

Library Technician: Lisa Doherty, BA (Hons) (Toronto)

Reporting to the Librarian, the incumbent is responsible for the effective operation of collection and circulation services, including loans, reserves, fines, overdues and holds. Processes Interlibrary Loan requests. Maintains and compiles library statistics.

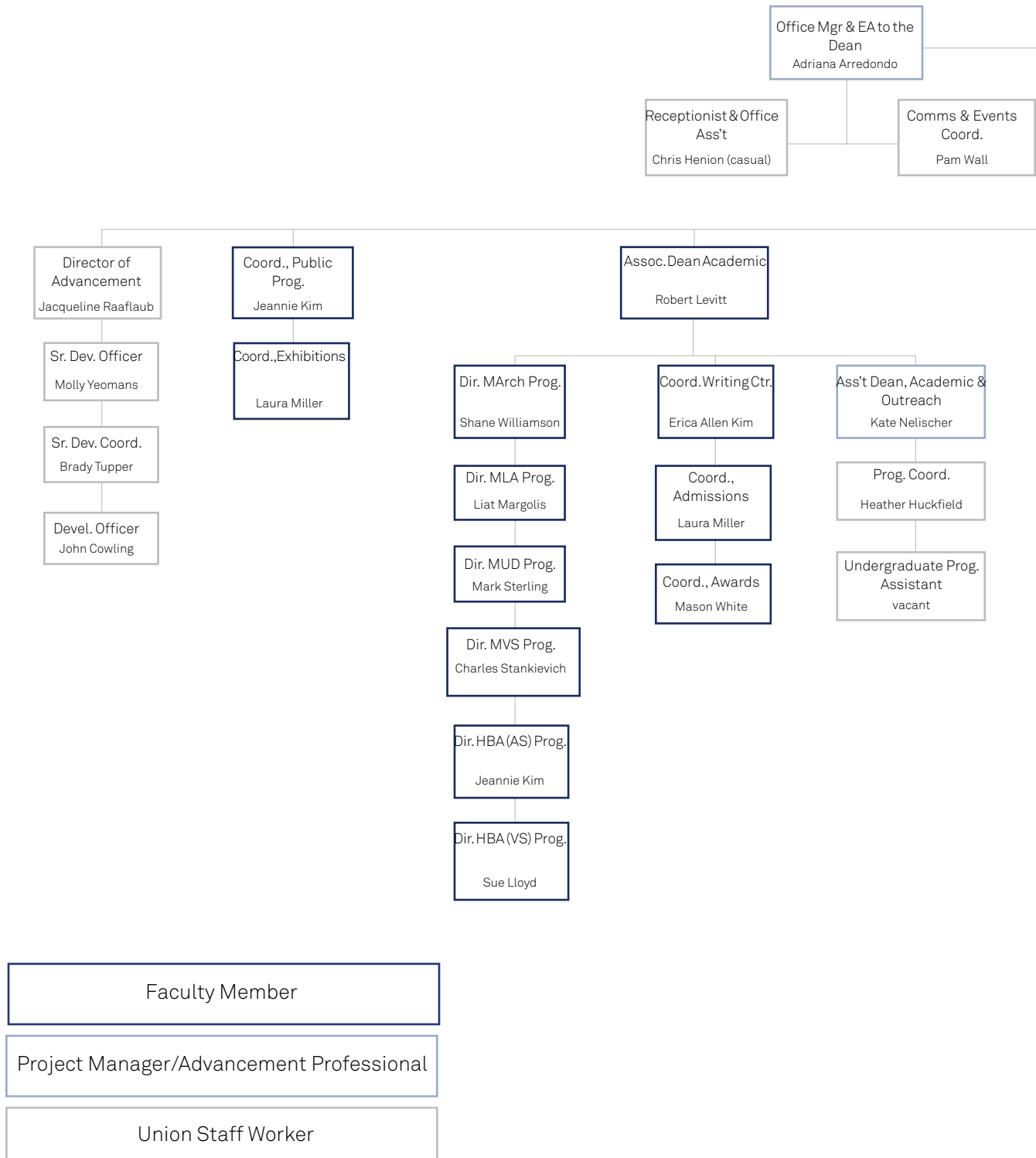
The University of Toronto School of Graduate Studies (SGS) shares responsibility for graduate studies with graduate units. The Daniels Faculty is supported by SGS staff and resources including dedicated Divisional Officers.

Comparison of this structure with other professional divisions

The Daniels Faculty (figure 1-15) is aligned to other professional divisions on campus. The Lawrence S. Bloomberg Faculty of Nursing (figure 1-16) is a good comparator as a professional Faculty of a similar scale within the University of Toronto; please see figure 1-15/1-16 showing both the Daniels and Bloomberg organizational charts.

3.9

John H. Daniels Faculty of Architecture, Landscape, and Design Administrative Organization Chart



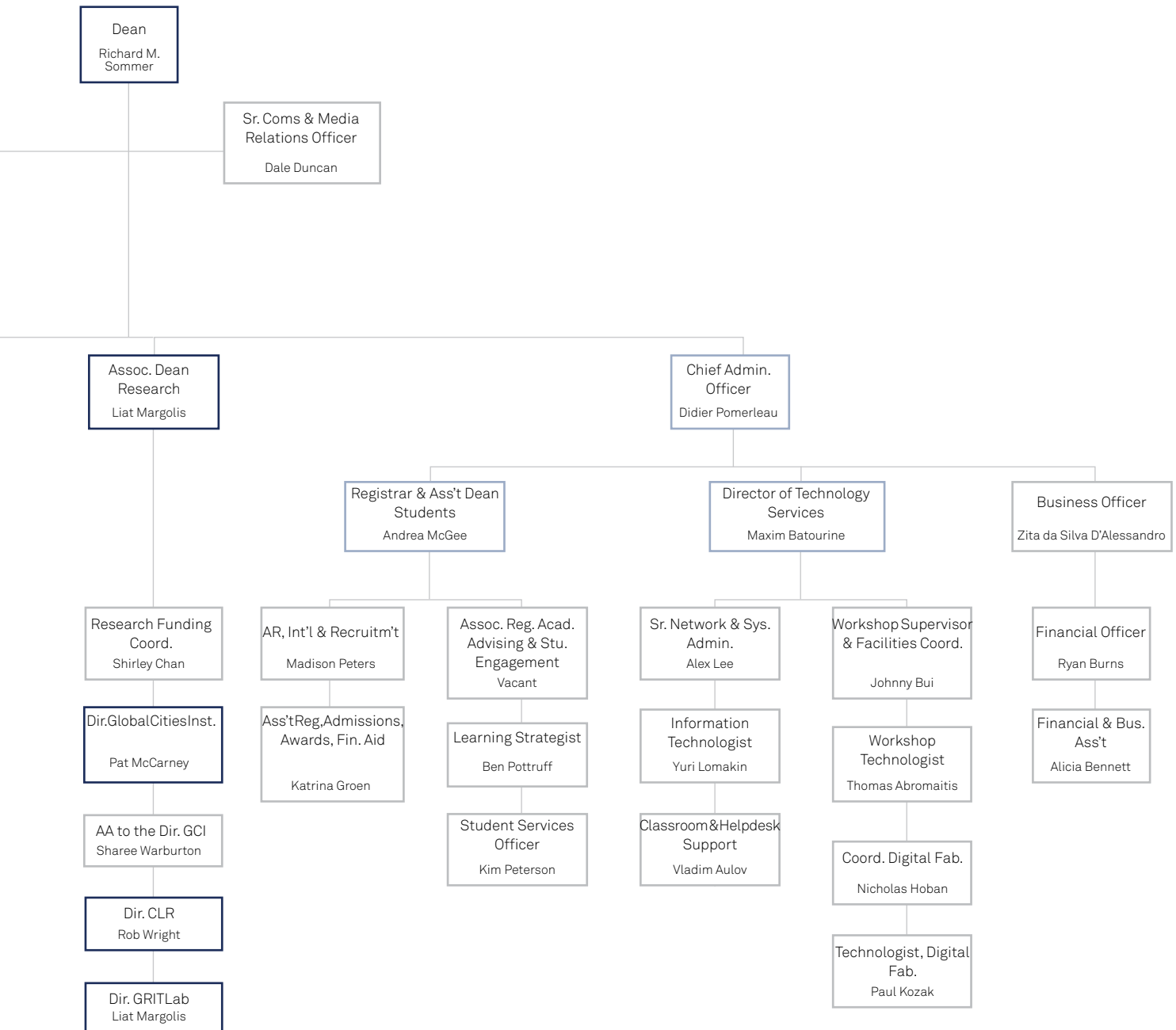
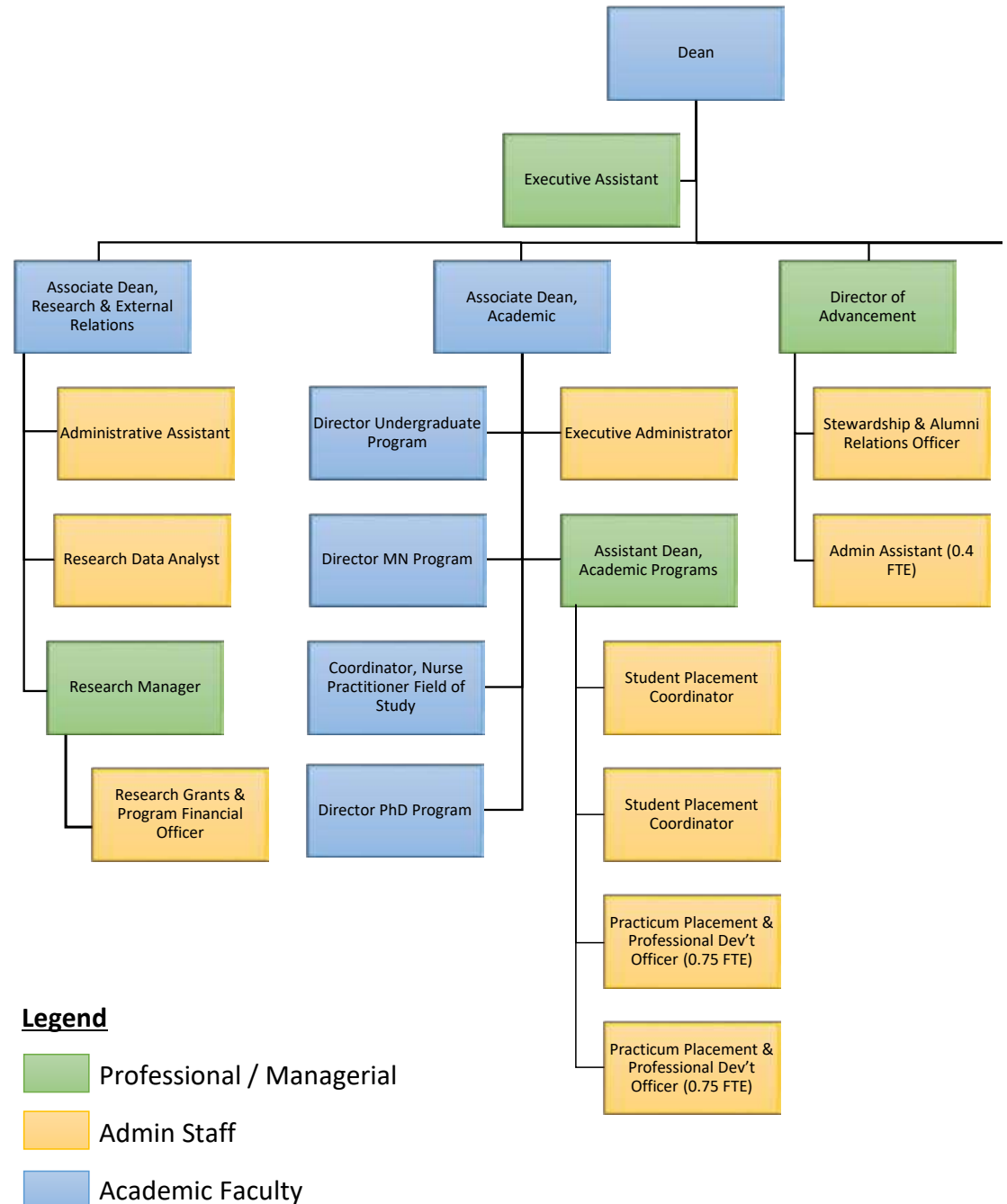


Fig. 1-15: Daniels Administrative Organization Chart, 2018

3.9

Lawrence S. Bloomberg Faculty of Nursing Administrative Organization Chart



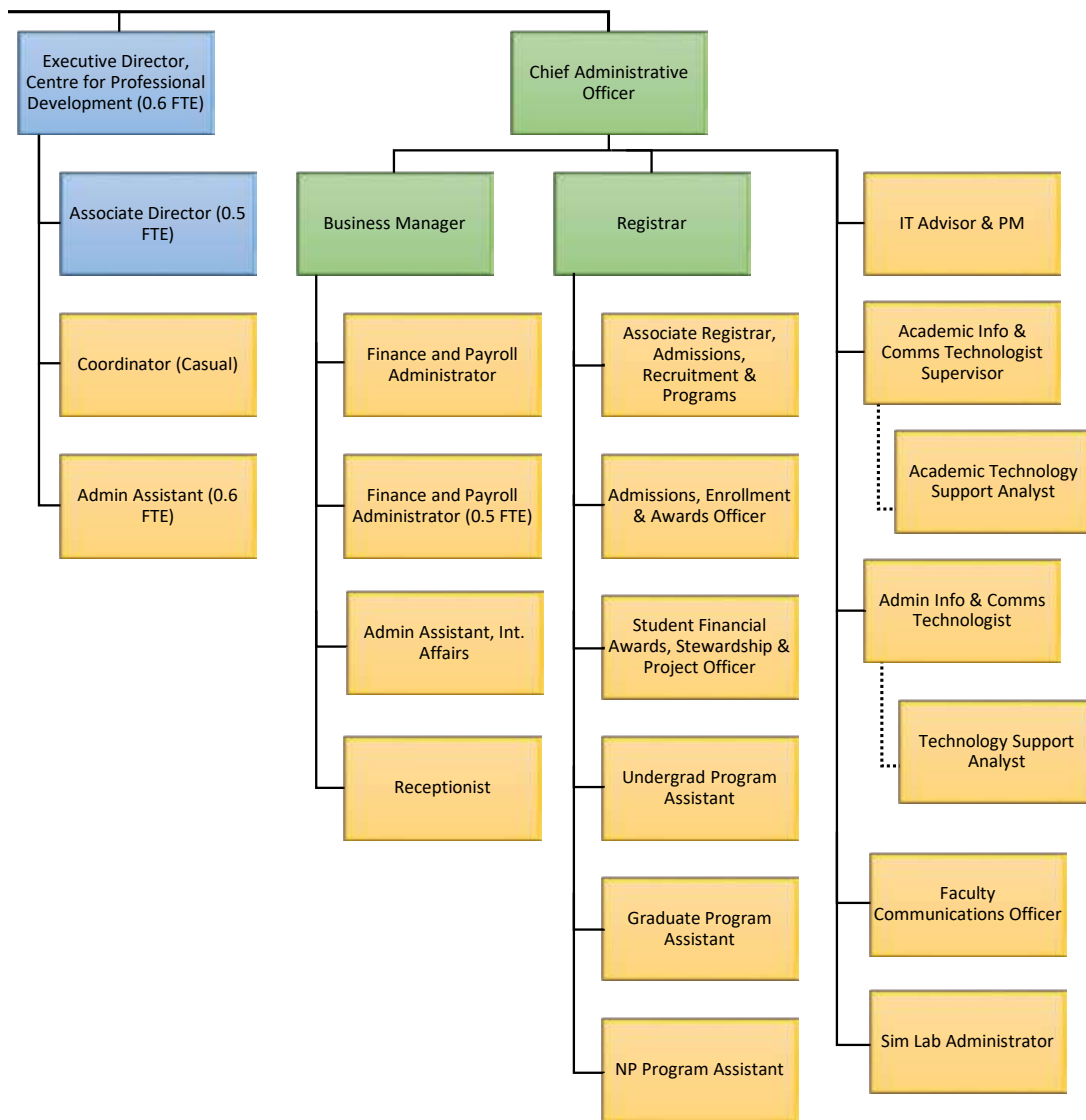


Fig. 1-16: Bloomberg Faculty of Nursing

3.9

School of Graduate Studies

The University of Toronto School of Graduate Studies (SGS) shares responsibility for graduate studies with graduate units. The Daniels Faculty is supported by SGS staff and resources including dedicated Divisional Officers.

The School of Graduate Studies is the official Registrar for our graduate students. As such, the SGS Student Services counter provides a variety of services such as confirmation of registration letters, confirmation of degree letters, name/gender changes, and referrals. Other services for Graduate Students are provided in-house by the Daniels Office of the Registrar and Student Services.

Other Programs Offered

The John H. Daniels Faculty of Architecture, Landscape, and Design offers a number of programs, including:

Bachelor of Arts, Architectural Studies

The Program in architectural studies initiates students into the discipline of architecture, using it as an unparalleled lens through which to pursue a liberal arts education. We are committed to establishing design thinking as an important complement to the humanities and science focus at the University of Toronto. The aim of the Program is to produce a cohort of graduates with visual literacy and the kinds of critical skills that will prepare them to pursue multiple career paths in fields such as architecture, landscape, urban design and other cultural enterprises that are emerging from our changing societal context.

Bachelor of Arts, Visual Studies

Undergraduate students at the Daniels Faculty may pursue a Major or Specialist in Visual Studies. The Specialist offers two different streams:

Studio: The Studio Specialist stream is intended for students who wish to concentrate on studio practice through the myriad interdisciplinary offerings within the Visual Studies program.

Critical Practices: The Critical Practices Specialist stream is intended for students who are drawn to the fields of criticism, publishing, curating, exhibiting, and writing about both design and art. It is intended for students who are visually literate but not necessarily focused upon studio-based artistic practice.

Master of Landscape Architecture, Professional

The professional Master of Landscape Architecture degree, for students new to the discipline, uses intensive studio-based courses to address the design challenges facing urban landscapes today. Complementary lecture and seminar courses in history, theory, technology, and environmental studies provide comprehensive professional training and serve as a forum to examine landscape architecture's synthetic role in design and planning at scales ranging from the garden to the region. After a four-term core curriculum, students develop independent research directions that culminate in the final term's thesis studio. The Program's goal is to develop progressive models for landscape architecture practice: we encourage work that explores and extends the discipline's ties to the humanities, environmental and social sciences, and engineering.

Master of Urban Design, Post-Professional

The Master of Urban Design (MUD) program prepares architects and landscape architects for design-based research and professional practice at the urban and regional scales.

The MUD curriculum capitalizes on the wealth of resources at the University of Toronto to establish interdisciplinary and inter-professional collaboration, initiating forms of research and practice that are suited to the breadth of urban design. The Program also draws on the largest pool of expertise and talent in Canada by involving leading figures of the Toronto urban design community in teaching, external reviews, and special events.

Master of Architecture, Post-Professional

The post-professional Master of Architecture is an advanced design and research option for individuals already holding a professional degree in architecture. This option provides a challenging and rigorous forum for those wishing to extend and focus their previous education in architecture. It seeks a diverse range of applicants, particularly those holding the promise of professional and academic leadership.

Successful applicants declare a specific research interest and structure an integrated course of study that includes a field course, colloquium, thesis preparation, and electives. The Program culminates in a thesis project that can be either design or research oriented. Students work closely with faculty advisors with expertise in their area of research, and gain insight from leading practitioners, theorists, and guest critics.

Master of Landscape Architecture, Post-Professional

The post-professional Master of Landscape Architecture program is an intensive full year course (beginning in the summer term and ending in the winter term of the following year) of advanced study for candidates already holding a professional degree in landscape architecture. Geared toward leadership, the post-professional program seeks applicants from diverse contexts. Some students join us immediately after completing an undergraduate degree in landscape architecture; others come after many years in practice or policy work to renew and broaden their academic understanding of the discipline and the profession.

3.10 Professional Degrees and Curriculum

A CACB-accredited professional Program in architecture prepares students to enter the practice of architecture as architectural interns. Accreditation is based on the overall quality of the Program objectives and the specific performance criteria that students meet through coursework.

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 (BArch) or a master of architecture (MArch) 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
- A minimum of six years of post-second 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 APR must include:

- Specification of the degree(s) offered
- An outline of the curriculum of the Program describing how each performance criterion included in Section 3.11 is met and how the Program achieves its pedagogical goals
- A description of any Program components that are outside of the administrative purview of the unit or institution that is accredited
- A summary description of processes and requirements related to degree Program admissions that make up the Program, including those governing student applications for advanced placement
- Student admission assessments concerning advanced placement within the Program

Application and Admission Requirements

The Master of Architecture program at the Daniels Faculty offers one accredited degree: a Master of Architecture. The application and admission requirements are outlined below.

MArch Program (3.5-Year Option)

Application Requirements

1. Application and Portfolio Review Fees

- \$120 CDN ([Application Fee](#)) per University of Toronto graduate program
- \$60 CDN (Portfolio Review Fee) per Daniels Faculty graduate program

2. Curriculum Vitae

Applicant's curriculum vitae (resume) must be submitted electronically. There are no page limits or specific requirements.

Three letters of reference are required for each application. These letters of reference are submitted electronically directly through the School of Graduate Studies Online Application and are only shared among the Programs listed on the application.

4. Portfolio

All applicants are required to submit an online portfolio of creative work. Portfolios that do not meet the specifications are not reviewed. Portfolios are assessed on the quality of the content, as well as the overall approach to the presentation of work.

The portfolio should include at least five (5) samples/projects documenting creative ability. Text descriptions should be concise. Applicants should identify the context of the work: academic, personal, or professional. Applicants should also identify whether a work is an individual project; a group project (describe specific role); or done as part of a

larger team, such as in an office (describe specific role). Applicants should identify the duration of the project: three weeks, semester-long, two years, etc.

For those applying without previous design or background:

The portfolio should contain evidence of creative potential in other fields, and/ or creative projects pursued independently.

Portfolio Specifications:

- File type: Adobe PDF file.
- File size: 100 MB maximum > or less, total PDF file size.
- File format: One (1) single PDF file. Each page of the PDF will be viewed separately.
- Portfolio page limit: 30 spreads, (including title page and table of contents) OR 30 individual pages (including title page and table of contents).
- Portfolio format: Portrait, landscape, and neutral (square) orientations are all acceptable.
- Viewing environment: Review of portfolios take place on computer screens and monitors (aspect ratio 16:10), with different display specifications. The maximum pixel resolution per page or spread is 3840 x 2160.

5. Statement of Interest

A statement of interest must be submitted electronically on the Online Admissions Application. Possible approaches to the statement of interest include: interest in a proposed field of study, proposals for engagement in the educational opportunities presented during graduate school, how recent experiences and/or interests have motivated the applicant to pursue graduate study. The statement is an opportunity for applicants to provide information not found elsewhere in the application. (Maximum word count: 750 words).

6. Transcripts

Transcripts from all post-secondary institutions attended must be submitted electronically. Applicants who receive an offer of admission are required to submit official hard copy transcripts to the John H. Daniels Faculty of Architecture, Landscape, and Design. All applicants are required to upload one electronic or scanned transcript from each post-secondary institution attended. The document must include the transcript legend.

Scanned transcript alternative for Canadian universities only:

- In lieu of a scanned copy of a paper transcript, applicants may upload a PDF file of their academic history from their university's student web service.

Transcripts Issued in a Language other than English:

- Applicants who attended universities where the transcripts are not issued in English must provide both an original language transcript and an official English translation. In some cases, the institution will provide both an official original language and translated transcript. In other cases, applicants will be required to order two official transcripts from the institution:

- One to be unopened by the applicant and provided directly to an official translator.
- One to be sent directly to the John H. Daniels Faculty of Architecture, Landscape, and Design from the institution. If the institution will only release official transcripts to the person to whom the record belongs, the applicant must request that the transcript be sent to them in a sealed envelope so that the applicant can forward the envelope directly to the Daniels Faculty. The documents must be received in the original sealed envelope to be considered official.

3.10

7. Writing Sample(s)

Applicants must submit one to two samples of writing electronically. These should demonstrate academic communication skills and be from previous university courses if available and should not exceed approximately 20 pages. The subject of the writing samples is less important than the quality of writing and clarity of ideas. For mature students or those who do not have writing samples from previous educational courses, a published or professional piece of writing is acceptable.

Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Faculty of Architecture, Landscape, and Design's additional admission requirements stated below.
- An appropriate bachelor's degree (BA, BSc, BASc, BES, BFA, BCom) with a final-year grade point average of at least mid-B, and showing leadership potential in the field.
- Recommended: courses in secondary calculus, secondary physics, and university architectural history (0.5 full-course equivalent [FCE]).
- Recommended: preparation in the visual arts, such as drawing, sculpture, graphics, photography, film, or new media, as well as computing and advanced writing skills.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction and examination was not English must demonstrate proficiency in English.



Perspective Students Event, 2017

MArch Program (2.5-Year: Second-Year Advanced-Standing Option)

Application Requirements

Individuals who possess a four-year non-professional Bachelor's degree in architectural studies, environmental design, or a comparable degree focusing on the built environment may qualify for admission into the Master of Architecture program with advanced standing. Students admitted with advanced standing status will be placed into the third semester of the 3.5 year program, reducing the duration of their studies to 2.5 years.

Students interested in being considered for advanced standing status must apply directly to the Master of Architecture – first professional advanced standing option. In addition to all application requirements listed above for the 3.5-year option (CV, portfolio, references, transcript, and language exam scores if applicable), Advanced Standing applicants are required to complete the Eligibility Summary form if they wish to be considered for Advanced Standing Status. This form contains a check-off to indicate whether an applicant would like to be considered for the MArch 3.5 year program if they do not qualify for Advanced Standing status. For those applying for advanced standing, the portfolio is an opportunity to demonstrate the level of current design ability, as well as potential to pursue advanced work in the Program.

Applicants with an HBA, Architectural Studies from the Daniels Faculty are not eligible for advanced standing, and may only apply to the 3.5-year Master of Architecture program.

Admission Requirements

In addition to the admission requirements for the 3.5-year option, admission to the advanced-standing option is based on the merits of the student's overall academic background and strength of design portfolio. A degree from a recognized university with a mid-B average in the final year of study is required. All advanced standing applicants must have previously completed (at minimum) three architectural design studio courses, two courses in visual communications or representation, two courses in architecture history and theory (one in 20th century), and two courses in architectural technology and ecology. Advanced standing is determined by the Admissions Committee, following a thorough review of an applicant's admission materials. Meeting the minimum requirements for advanced standing does not guarantee placement.

3.10



Model Making for ARC1011, 2017

Outline of the Curriculum

Year One

Semester One, Fall

ARC1011YF Design Studio 1
Student Performance Criteria : A1, A2, A3, B1

ARC1021HF Visual Communications 1
Student Performance Criteria : A1, A3, B1

ARC1031HF Historical Perspectives On
Topics in Architecture 1
Student Performance Criteria : B1, B2, B3, B4

ARC1041HF Architecture In Technology and
Ecological Context 1
Student Performance Criteria : B5

Semester Two, Winter

ARC1012Y S Design Studio 2: Architectural
Design II: Site, Building, Tectonics
*Student Performance Criteria : A1, A2, A3, A5,
B1*

ARC1022H S Visual Communications 2
Student Performance Criteria : A1, A3, B1

ARC1032H S Historical Perspectives on
Topics in Architecture 2
Student Performance Criteria : B1, B2, B3, B4

ARC1042 H S Site Engineering and Ecology
Student Performance Criteria : A5, B5

Year Two

Semester One, Fall

ARC2013Y F Design Studio 3 SuperStudio
*Student Performance Criteria : A1, A2, A3, A5,
A6, B1, B4*

ARC 2023H F Intermediate Computer
Applications in Architecture
Student Performance Criteria : A1, A3, B1

ARC2043 H F Building Science, Materials,
and Constructions 1
Student Performance Criteria : C2, C4

ARC2044H F Structures 1
Student Performance Criteria : C3

Semester Two, Winter

ARC2014Y S Design Studio 4:
Comprehensive Studio
*Student Performance Criteria : A1, A2, A3, A4,
A5, A7, A8, B1, C1, C3, C4, C5, D1*

ARC2045H S Building Science, Materials
and Constructions 2
*Student Performance Criteria : A8, B1, B2, B3,
B5, C1, C2, C4*

ARC2046H S Structures 2
Student Performance Criteria : C3

ARC2047H S Environmental Systems
Student Performance Criteria : C5

Year Three

Semester One, Fall

ARC3015Y F Architectural Design Studio 5:
Option Studios
Student Performance Criteria : A1, A2, A3, B1

ARC3052Y F Professional Practice
*Student Performance Criteria : E1, E2, E3, E4,
E5*

+ Two Electives

One Required History/Theory Elective
*Student Performance Criteria : B1,
B2, B3*

Semester Two, Winter

ARC3016Y S Architectural Design Studio 6:
Research Studio
Student Performance Criteria : A1, A2, A3, B1

ARC3017H S Thesis Research &
Preparation
Student Performance Criteria : A1, A2, A3, B1

+Two Electives

Year Four

Semester One, Fall

ARC4018Y F Design Studio 7: Thesis
Student Performance Criteria : A1, A2, A3, B1

+ Two Electives

One Required History/Theory Elective
*Student Performance Criteria : B1,
B2, B3*

3.10

Master of Architecture Degree Requirements

Fall

Winter

YEAR 1	YEAR 2 **	YEAR 3 **
ARC1011YF Design Studio 1 (1.0 FCE)	ARC2013YF Design Studio 3 (1.0 FCE)	ARC3015YF/ LAN 3016YF/ URD2013YF Design Studio 5: Option Studios (1.0 FCE)
ARC1021HF Visual Communication 1 (0.5 FCE)	ARC2023HF Intermediate Computer Application (0.5 FCE)	ARC3052YF Professional Practice (1.0 FCE)
ARC1031HF Historical Perspectives On Topics in Architecture 1 (0.5 FCE)	ARC2043HF Building Science, Materials, & Cons. 1 (0.5 FCE)	Elective * (0.5 FCE)
ARC1041HF Architecture In Techno- Ecological Content 1 (0.5 FCE)	ARC2044HF Structures 1 (0.5 FCE)	Elective * (0.5 FCE)
ARC1012YS Design Studio 2 (1.0 FCE)	ARC2014YS Design Studio 4 (1.0 FCE)	ARC3016YS Design Studio 6: Research Studio (1.0 FCE)
ARC1022HS Visual Communication 2 (0.5 FCE)	ARC2046HS Structures 2 (0.5 FCE)	ARC3017HS Thesis Research & Preparation (0.5 FCE)
ARC1032HS Historical Perspectives On Topics in Architecture 2 (0.5 FCE)	ARC2045HF Building Science, Materials, & Cons. 2 (0.5 FCE)	Elective * (0.5 FCE)
ARC1042HF Site Engineering and Ecology (0.5 FCE)	ARC2047HS Eviromental Systems (0.5 FCE)	Elective * (0.5 FCE)

5.0 FCE

+

5.0 FCE

+

5.0 FCE

YEAR 4 **

ARC4018YF

Design Studio 7: Thesis (1.5 FCE)

Elective *

(0.5 FCE)

Elective *

(0.5 FCE)

Specific Program Requirements:

Design

ARC 1011YF Architectural Design Studio 1
ARC 1012YS Architectural Design Studio 2
ARC 2013YF Architectural Design Studio 3
ARC 2014YS Architectural Design Studio 4

ARC 3015YF/
LAN 3016YF/

URD 2013YF Architectural Design Studio 5: Option Studios
ARC 3016YS Architectural Design Studio 6: Research Studios
ARC 3017HS Thesis Research & Preparation
ARC 4018YF Design Studio 7: Thesis

Computer Modelling

ARC 2023HF Intermediate Computer Applications in Architecture

Visual Communication

ARC 1021HF Visual Communication 1
ARC 1022HS Visual Communication 2

History and Theory

ARC 1031HF Historical Perspectives On Topics in Architecture 1
ARC 1032HS Historical Perspectives On Topics in Architecture 2

Technics and Planning

ARC 1041HF Architecture In Technological-Ecological Context
ARC1042HS Site Engineering and Ecology
ARC 2043HF Building Science, Materials & Construction 1
ARC 2044HS Structures 1
ARC 2045HS Building Science, Materials & Construction 2
ARC 2046HF Structures 2
ARC 2047HS Environmental Systems

Proseminar

ARC 3052YF Professional Practice

Electives

+ 2.5 FCE Elective Courses*

Notes

* 1.0 FCE full course equivalents (FCE) of elective courses must be in the History and Theory Stream

** 2.5 year program: Second year advanced standing option

2.5 Year Program** =

12.5

+

2.5 FCE

=

17.5

3.11 Performance Criteria

The APR must include:

- An overview of the curricular goals and content of the Program
- A thematic summary of how the six program performance criteria (PPC) and 24 SPC are acknowledged in the structure and deployment of the curriculum described below
- A graphic matrix that cross-references each course with the SPC it addresses (sample below)

A. Program Performance Criteria (Six PPCs)

1. Professional development
2. Design education
3. Global perspectives and environmental stewardship
4. Collaboration, leadership, and community engagement
5. Technical knowledge
6. Breadth of education

B. Student Performance Criteria (24 SPCs)

1. Design (8 SPCs)
2. Culture, communications, and critical thinking (5 SPCs)
3. Technical knowledge (5 SPCs)
4. Comprehensive design (1 SPC)
5. Professional practice (5 SPCs)

Notes:

- A narrative must be written to support the matrix: "In writing the APR, it is very important for the Program to provide a clear and explicit narrative of how SPCs are met in specific coursework, not only in a specific course or courses. Such a narrative will be much more helpful to the Visiting Team than the SPC matrix, because it will show and explain the learning progression through the Program."
- SPCs must be addressed in required courses that all students will be exposed to over the course of their studies. It is important that the Program be accurate as to how its students are exposed to courses.
- Highlight the 2-3 cells that point to the greatest level of achievement at the required level (i.e., understanding or ability) for each remaining SPC.

The Master of Architecture program is 3 1/2 years in length and is designed as a second entry program for candidates who have already completed a general education. A 3 1/2-year, stand-alone Professional Program in Architecture presents challenges and opportunities that are different-in-kind than a majority of programs in the Canadian context, which bridge undergraduate and graduate curricula to fulfill CACB requirements.

The Daniels graduate program in Architecture selects high-achieving applicants who have demonstrated previous academic excellence in variety of fields. As these students arrive with a broad education and experience, the Program dedicates its first 2 years to engaging students in the core foundations of the architectural discipline. The Daniels Faculty also admits a limited cohort of students with advanced standing into the second year (requiring 2 1/2 years in residence) if they have attended an accredited pre-professional 4-year program, have achieved a high GPA, are able to demonstrate excellent achievement in design, and have fulfilled certain course requirements (outlined in Section 3.10).

The first year of the architecture program offers course content and pedagogical approaches designed to be accessible, challenging, and informative for students from a variety of undergraduate backgrounds. It is the beginning of a two-year core curriculum that embraces an iterative cycle in which students are introduced, through individually-based work, to fundamental ideas, skills, and critical thinking, followed by interdisciplinary models of learning and practice in subsequent semesters, the focus of which are team-based exercises and contemporary modes of practice.

In the first semester, **ARC 1011: Architectural Design Studio 1** asks students to develop two- and three-dimensional spatial skills relative to elementary exercises. Through the introduction of the interaction between

primary structural principles and form, simple building programs and site relationships are engaged. Concurrently, a sequence of history courses (**ARC 1031** and **ARC 1032**) begins and students are introduced to architecture, as a discipline, at a high level of conceptual complexity, demanding levels of writing and literacy beyond comparable undergraduate offerings. These two classes are supported by **ARC 1041: Architecture in its Technological-Ecological Context**, which presents the evolution of the architecture profession from antiquity to the present day within the context of ecology, culture, and technology.

In the second semester, **ARC 1012: Design Studio 2 (Site, Building, Tectonics)** supported by the co-requisite course **ARC 1042: Site Engineering and Ecology**, focuses on the relationship between program, built form, and site. Students are asked to engage various strategies of site analysis relative to ecological conditions and gain a thorough technical understanding of site issues and the associated implications for architectural and site interventions. Students are also introduced to collaborative work, as well as to a broad array of architectural precedents and standards in order to develop an understanding of tectonic expression and the logics of construction in a complete architectural proposition. The pairing of studio and technical content in this semester presents an early introduction to a synthetic way of thinking about building/site design that is repeated later in the fourth semester Comprehensive Studio.

The first year also marks the introduction of a Visual Communications Sequence (**ARC 1021** and **ARC 1022**) in which students engage a variety of design tools ranging from hand drawings to computer generated images, while exploring techniques in digital modelling, parametric design, algorithmic design, and fabrication. Continuing into the second year, the third semester course **ARC 2023: Intermediate Computer Applications in Architecture** expands upon computational approaches to design and modelling through

the introduction of user interface design in the context of developing custom software tools. Ultimately, this sequence of courses looks to bring an understanding of a design paradigm that puts forth a material world created and formed using a process in which design, analysis, documentation, and production have become a relatively seamless collaborative process dependent upon digital representation. We plan to increase our focus upon building information modeling and energy analysis with the forthcoming addition of Alstan Jakubiec to our faculty.

The third semester studio course, **ARC 2013: Design Studio 3 (SuperStudio)**, is developed as a shared and interdisciplinary platform. Second year graduate students in architecture and landscape, and advanced, incoming urban design students work on the same set of assignments throughout the semester in order to discover shared concerns, approaches, and design solutions. SuperStudio models the kinds of collaborative, creative, and technical processes, including public and community consultations, required to successfully address the complex demands (political, social, cultural, environmental, formal, infrastructural, etc.) of urban projects today, and into the future.

Building upon our intention to cycle between disciplinary and interdisciplinary focus, students undertake an ambitious comprehensive curriculum in the fourth semester that brings together technical courses and the design studio. The integration of **ARC 2014: Design Studio 4 (Comprehensive Studio)**, **ARC 2046: Structures 2**, **ARC 2045: Building Science, Materials, and Construction 2**, and **ARC 2047: Environmental Systems** serves as an ideal vehicle to provide students with strategies to develop skills and approaches to design that extend from communication of initial overarching ideas to the development of specific concepts for materialization and design refinement of key design elements of the building. Students learn to make design decisions within a complex yet unified architectural project while demonstrating

3.11

broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

With the first two years of the curriculum designed such that fundamental skills and competency requirements are addressed, the remaining three semesters are devoted to more specialized areas of study, issues of professional practice, and a master's thesis sequence.

In the third year during the fifth semester, students choose from a roster of studio offerings by well-known practitioners and other visiting critics, augmented by Daniels core faculty. These studios have included subjects ranging from detailed analyses of the regulatory framework of housing to writing algorithms for parametric design applications, and are accompanied by an equally diverse selection of elective courses offerings.

In the sixth semester, students choose from a series of design research studios offered by Daniels core architecture faculty. These 6-8 member studios are based on the research or practice-based interests of the faculty and are meant to establish a theme, focus, or methodology for students' subsequent master's theses. The thesis preparation course is a co-requisite to the design research studios, thus rounding out the students' preparation for their theses in the final semester of the Program.

3.11.1 Program Performance Criteria

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.

During the course of a Daniels student's education, s/he will not only be exposed to a wide range of design challenges that include small and large institutions, housing design, urban design, building re-use, varied community groups, and questions of integration into landscape settings, but these design studios also bring in design professionals, community representatives, public and private sector developers, and planners to discuss with students their work and to relate studio experiences to real world opportunities and challenges.

We mount two events each year during which students have an opportunity to sit down with partners in design firms from the Toronto area to discuss questions of professional development, career paths, and internships. There are topics also covered in **ARC 3052: Professional Practice**. The evolution of a number of our non-studio classes includes discussions that are relevant to student understanding of their future professional roles. Our history curriculum, for example, discusses the evolution of the architectural profession, allowing our students to understand the historical development of their future roles as professionals. Courses in technology situate technical challenges in the context of pressing contemporary issues related to sustainability and the environment. Our Professional Opportunity Program has helped students to obtain work experience in prominent offices both locally and globally, giving them a chance to acquire early and significant experiences of professional life.

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.

Throughout the core curriculum the social, technical, and professional dimensions of the curriculum build together. The first design studio starts with elemental questions of form and structure. The second semester design studio includes more explicit terms for engaging specific social circumstances in a range of different institutional types each year, while in the third semester, students address the interaction between built form, landscape systems, housing types, and civic institutions in the larger urban field. Fourth semester design studio, building upon the urban questions raised in the third semester, develops in technical detail a civic institution through which students are able to explore and develop the relationships between building detail, structural type, and enclosure systems. This studio, aptly titled **ARC 2014: Comprehensive Studio**, is integrated with required courses in structures and building science and includes joint tutoring of design work by a combination of members of the design and technical stream faculty.

Through their courses on visualization and computation in the first four semesters, students are also acquiring skills that not only relate to traditional digital skill categories of modeling and drawing, but environmental evaluations as well. Through a new faculty hire (as of this coming year) in building science (in an appointment shared with the University of Toronto's School of the Environment), our faculty will be able to increase the strength of curriculum to address questions of sustainability. Within the technical stream the course **ARC 1042: Architecture in its Technological and Ecological Context** positions technical material in a wider set of social and environmental questions. Our history/theory courses (**ARC 1031** and **ARC 1032**) including those

in the required stream of history/theory electives, provide a context for understanding the interactions between changing technologies, social and political circumstances, the organization of the design professions, and the formal attributes of design. The nature of historical research promoted within our history sequence emphasizes these complex interactions and thus encourages our students to recognize the interdependence of diverse forces within architecture. The history sequence emphasizes the mutability of the circumstances architecture must respond to, and encourages them to see the possibilities they may have in transforming their roles and the role of architecture as they move forward in their careers. While not at present required, our curriculum also includes courses on the relationship between architecture, human health, and urbanization, and we are now exploring ways to include a module in the required course sequence which will take advantage of the expertise of our faculty in this area.

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.

The Daniels faculty members bring a wide range of global knowledge to the school. This knowledge is brought into the curriculum especially through our range of elective offerings: each year we offer the Global Architecture Program in which our student study abroad with one or more of our faculty members. These programs have taken place in Brazil, Argentina, Japan, China, and most recently in Costa Rica. We have also offered regular semester option and research studios in remote sites, including Morocco and Australia. These courses have dealt with questions of housing, the challenges of desert climate architecture and urbanism, alternative craft and building traditions, and environmental challenges in diverse set of geographies.

3.11

We have increased the range of course content offerings presenting the diversity of global perspectives, including the study of Islamic urbanism and gardens and the various ways that architecture can represent political and civic interests within diverse political contexts. While a significant share of these curricular offerings are part of elective stream offerings (used to fulfill required distributions in history and theory), we are also working to include more of this content within the core courses and particularly in the areas of history and theory, where we are conducting a search this year for a candidate with expertise in global geographies not currently well-enough covered at the Faculty. We are working on course modules that will integrate some of the more specialized knowledge of our faculty into the broader context of our core studios. Even while we continue to value the richness of local and proximate sites for our core design studio settings, the companion lectures place nearby circumstances into global and comparative contexts. We are also considering distribution requirements in elective streams that will ensure that each student is exposed to global perspectives on architectural and urban questions.

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.

Students are engaged in collaborative work to increasing degrees as they progress through the core curriculum. These include basic collaborations beginning in the first semester in the preparation of shared development of context information, but also through the discussions in which they are encouraged to participate during the development of each other's work. Such discussions are facilitated by the small size of our design studio sections (10-12 students in core studios and seven students in the final research studio semester). Students participate in group

discussions of their research work within their history and theory courses and are asked to perform joint work in the development of research presentations.

Second semester course studio addresses different kinds of communities—sometimes directly—sometimes through study. Students participate together in building a body of knowledge of the social context for design projects. This sort of research collaboration continues to a much larger degree in the third semester design studio (our urban design oriented **ARC 2013 SuperStudio**), when students must build a knowledge base of a larger urban context and discuss its implications for their designs. This third semester studio (as mentioned in numerous other parts of this document) brings together students from three of our programs (architecture, landscape architecture, and urban design). The pedagogical structure of this studio involves a wide range of collaborative sharing of knowledge and diverse perspectives amongst the students. The SuperStudio puts a particular emphasis on the democratic processes of advocacy, community engagement and political contention that are common in complex urban projects, by having students model these processes within the collaborative groups that develop the major exercises in that semester. The SuperStudio also requires student groups to organize their approaches as a multi-disciplinary team, and create the kinds of shared presentations and structured dialogues that are essential in public, urban projects.

In the fourth semester **ARC 2014:**

Comprehensive Studio, students work in teams of at least two in order to be able to manage and integrate a wide range of new technical knowledge that they are acquiring through the companion structure and buildings science course of this semester. Faculty for these different courses participate in reviews, modelling the sorts of back and forth discussions that occur across disciplinary lines of expertise and encouraging students to participate in similar discussions with

each other and in particular with their team members. The students must also develop a series of team-organized presentations, demonstrating an ability to parse their design process, explaining and advocating for their shared design.

PPC 5. Technical Knowledge

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

Our program continues to rely upon the culminating studio of the core studio sequence—**ARC 2014: Comprehensive Studio**—to draw together a wide range of technical knowledge in the development of a single building design project. We have reorganized course sequences across the semesters in an effort to better prepare students for this semester. For instance, we have moved **ARC 2044: Structures I** back one semester so that it may precede Comprehensive Studio). We continue to explore other such sequence improvements. Comprehensive Studio, as has been noted elsewhere in this document, is integrated with required courses in structures and building science and includes joint tutoring of design work by a combination of members of the design and technical stream faculty. As mentioned above in PPC 2, we have recently added a new faculty member in building science who will contribute cutting edge knowledge of sustainable practices to the curriculum of the Comprehensive Studio semester. We are also exploring a more modular structure for the technical stream courses for this semester to draw upon the expertise in emerging technologies and techniques—such as in the area of digital modelling of acoustical and light behavior.

Core studios are supplemented in subsequent years by a number of option studios and elective course options that explore such emerging technologies as tall building construction in engineered wood and more generally important transformations in wood technologies. We are holding a symposium in the coming year on this topic. We have

repeatedly offered studios that address technical challenges in desert climate architecture (and, at the other extreme, in the Northern Territories), while others have explored the integration of new transportation infrastructure into urban and other settings.

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.

Daniels is a non-departmental Faculty that includes, in addition to its Master of Architecture Program, programs in landscape architecture, urban design, and visual studies. Lateral thinking across the four disciplines at Daniels is promoted through coursework, and a rich extra-curricular program of lectures, debates, exhibitions, and symposia. The repatriation of the undergraduate program in design and the mounting of the PhD program in 2019 has meant that we have been able to hire and will continue to hire an increasing number of faculty who, through their broad ranging research and scholarly expertise, will be able to offer an increasing array of courses to our Master of Architecture students, both within the core course curricula, but also within the numerous electives students must take in the upper years of their studies. We also have formed affiliate relationships with other Faculties, including Art History, the School of Public Health, the School of the Environment, and the Program in Planning, whose faculty will become an increasing part of the life and pedagogical mission of the Daniels.

Our MArch students come to us with a breath of education from their undergraduate studies, and tend to be focused on professionally-oriented areas of study, yet they do have access to courses across the wider university and are encouraged to seek out courses appropriate to their areas of interest, particularly as they may relate to the development of their thesis research.

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ARC1012 Toronto Food Terminal, 2017

3.11.2 Student Performance Criteria

A. Design (8 SPCs)

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.

Demonstration of this ability is evident throughout our core curriculum with precedents playing a foundational role in the Design Studio sequence (ARC 1011, ARC 1012, ARC 2013, ARC 2014) with explicit and focused analytical exercises accompanied by lectures and course material relating design theories and methods to accompanying precedents.

The History sequence (ARC 1031, ARC 1032) introduces students to significant buildings, projects, landscapes, and urban schemes, examining them in their political, socio-cultural, and technological contexts. Students examine the relationship between architectural form and questions of symbolic purpose and the myriad historical circumstances that shape the judgements occurring through the design process. Emphasis is also on those aspects of architecture which are far more difficult to see: the political, economic, logistical, labour, and intellectual/scientific conditions in which it is produced.

The Visual Communications and Computation sequence (ARC 1021, ARC 1022, ARC 2023) begins by asking students to develop representational techniques through in-depth understanding of canonical examples of architecture followed by the study of theories related to algorithmic and computational design methods. Students are asked to consider the relationship between modes of representation and the driving ideas behind particular designs and schools of thought.

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.

Demonstration of this ability is evident throughout the Design Studio sequence (ARC 1011, ARC 1012, ARC 2013, ARC 2014, ARC 3015, ARC 3016, ARC 4018). Topic-based studio projects are aimed towards understanding how architecture is rooted in diverse conceptual, theoretical, historical, and physical contexts. Students are asked to demonstrate an ability to identify, interpret, analyze, and manipulate the physical, cultural, and symbolic aspects of a site and environment, while recognizing that an architectural project is not only a building and its constituent parts, but the product of a culture of imagining, thinking, and making of architecture.

Studio based lectures and discussions seek to situate work within the context of contemporary social, political, cultural, and technical circumstances and to examine the ways in which design methods shape a designer's response to these circumstances.

Design skills are developed through the study of precedents; through the process of testing and refining design proposals via an iterative design process that incorporates drawing and modeling at various scales; and, through formal and informal reviews. Faculty provide feedback in the form of desk critiques, group discussions, and public reviews of assignments at their conclusion.

These design skills are reinforced and broadened in the required technical, visual communications, and history/theory courses, by cultivating an awareness of how the formal, tectonic, contextual, and environmental concerns in design may be further investigated and applied.

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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.

This ability is demonstrated in our Visual Communication and Computation Sequence (ARC 1021, ARC 1022, ARC 2023) and in all of our design studios (ARC 1011, ARC 1012, ARC 2013, ARC 2014, ARC 3015, ARC 3016, ARC 4018). In the first semester, **ARC 1021: Visual Communications 1** students engage a variety of design tools ranging from hand drawings to computer generated images, while in **ARC 1022: Visual Communications 2** students explore techniques in digital modelling, parametric design, and algorithmic design. Beyond drawing, this latter course enables students to develop skills in the production of physical models using both additive and subtractive CNC technologies.

In the third semester, **ARC 2023: Intermediate Computer Applications in Architecture** expands upon computational approaches to design and modelling through the introduction of User Interface design in the context of developing custom software tools. Starting from basic geometric operations in Grasshopper, and fundamentals of computer programming in Processing, students build up a set of tools for simulating, comparing, and visualizing design propositions. Ultimately, this sequence of courses builds an understanding of how the material world of architecture can be formed through a process where design, analysis, documentation, and production can be integrated through a networked, feedback-driven, collaborative process made possible by new digital platforms and software.

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.

Students are introduced to program preparation in each studio and are expected to make programming decisions resulting in design proposals responsive to relevant criteria. In **ARC 1011 : Design Studio 1**, students are asked first to take structural and formal inventions and develop ideas they can transform to accommodate programs of use, and to manage programmatic demands within the constraining formal systems set out in the studio. In **ARC 1012: Site, Building, Tectonics** students are asked to research precedents, space requirements, and associated laws and standards, resulting in a robust database of program-related information that is leveraged for subsequent program development within individual student projects. In the following semester, **ARC 2013: SuperStudio** requires students to understand the nature of urban development and density via programme analysis of urban environments, including the relation between population, built form, open space, community facilities, environmental impacts, and infrastructure demands, etc.

In the final semester of the core studio sequence, the **ARC 2014: Comprehensive Studio** represents and disseminates in-depth research and analysis of the assigned studio program while asking student to develop a specific interpretation and elaboration of the given program. Students are then asked to individually complete a programming exercise which takes full advantage of the class's shared research. An instructor-led workshop using various examples introduces student to the creative use of Room Data Sheets. As part of the workshop, the program of the comprehensive project must be expressed through a unique graphic representation, specific to each student's design approach.

As noted below in the Technical Knowledge SPCs, Comprehensive Studio is taught in conjunction with **ARC 2045: Building Science, Materials and Construction 2**, resulting in program analysis and preparation that reflects an understanding of the applicable building codes, regulations, and standards for including universal design standards.

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.

All studios demonstrate an ability to identify, interpret, and analyze the physical, cultural, and symbolic aspects of a site and environment within Toronto, often providing a rich milieu in which to operate. Supported by **ARC 1042: Site Engineering and Ecology**, **ARC 1012: Design Studio 2 (Site, Building, Tectonics)** focuses on the relationship between built form and site. Students are introduced to various strategies of site analysis relative to ecological conditions and gain a thorough technical understanding of site issues and the associated implications on architectural and site interventions.

In **ARC 2013: Design Studio 3 (SuperStudio)** students address the configuration of infrastructures, at a range of scales, to facilitate movement/circulation through the site and servicing (streets, boulevards, alleys, rights of way, etc.); the configuration of landscapes, and park/yard/garden and other types for public, private, and recreational uses; and the configuration of buildings (housing and other building stock) in its densities, types, and disposition to the ground. **ARC 2014: Design Studio 4 (Comprehensive Studio)** builds upon this understanding of site and context, while incorporating climatic data and regulatory

zoning diagrams and with an increased emphasis upon the representation of building performance as a metric closely aligned and informed by site and context.

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.

This ability is best demonstrated in **ARC 2013: Design Studio 3 (SuperStudio)**, which mixes architecture, landscape, and urban design students to discover shared concerns, approaches, and design solutions. This studio puts forward a model of education that reflects the kinds of collaborative, creative, and technical processes required to successfully address the complex demands (political, social, cultural, environmental, formal, infrastructural, etc.) of urban projects. SuperStudio recognizes that working at the urban scale requires approximations, and involves planning, strategic thinking, and design complexities that can never be modeled all at once, or through one form of representation. More specifically, problems of representation and modeling at the scale of the city are introduced not only as design tools, but with regard to the political and economic agencies they must engender through their narratives and rhetoric. Throughout the course, students are introduced to an increasing array of physical, social, and political complexities that help to engender a critical consideration of “urbanity” and its relation to differing physical geographies, politics, and patterns of settlement.

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A7. Design Detail

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.

While the understanding of this ability is conveyed in the first three design studios (ARC 1011, ARC 1012, ARC 2013), it is best demonstrated in **ARC 2014: Design Studio 4 (Comprehensive Design Studio)** in which material, tectonic, and detail development of a building project is the core objective. Students are asked to engage design development at the small scale of 1:50 and 1:20 in both models and drawings. The consideration of key details is meant to encompass the interplay of space, structure, materiality, lighting effects, skin and surface, as well as performance with respect to programmatic objectives. **ARC 2014** shares joint assignments with **ARC 2045: Building Science, Materials, and Construction 2** and **ARC 2047: Building Science, Illumination, and Acoustics**. As such, students are also expected to consider the integration of passive and active environmental systems required to create and control the indoor environmental quality, as well as the implications of assemblies as a whole (as a “system of systems”) with regard to energy consumption and emissions to the atmosphere.

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.

While understanding of this ability is evident throughout all of the design studios and visual communications courses, demonstration of this ability is best conveyed in

ARC 1042: Site Engineering and Ecology, **ARC 2043: Building Science, Materials, and Construction 1**, **ARC 2047: Environmental Systems**, **ARC 2045: Building Science, Materials, and Construction 2** and **ARC 2014: Design Studio 4 (Comprehensive Studio)**.

In the latter two, students are required to prepare technical drawings that describe specific material components and show how building systems are integrated into a buildable assembly. A roster of local structural and mechanical engineers, in addition to the instructors of the co-curricular technical courses, provide direct consultation in the form of workshops, desk-crits, and formal reviews throughout the semester to assist students with design development and design documentation.

B. Culture, Communications and Critical Thinking (5 SPCs)

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.

Demonstration of this ability is evident throughout our curriculum. Beginning in **ARC 1011: Design Studio 1** and culminating in **ARC 4018: Design Studio 7 (Thesis)** students regularly present their design work before critics and peers and articulate design intentions in relation to cultural and environmental contexts and precedents. Through the iterative positioning of their work, students develop an ability to establish clear modes

of questioning and strategies for interpreting their approach in the context of others in the studios in ways that introduce design methodological and morphological phenomenon.

The Visual Communications sequence (**ARC 1021, ARC 1022**) addresses established modes of architectural representation while encouraging new modes of communicating architecture via computational methods.

ARC 2023: Intermediate Computing in Architecture builds upon this sequence and positions design computing within a broader cultural and historical context.

The History sequence (**ARC 1031, ARC 1032**) emphasis is placed on teaching the students how to articulate ideas derived from their readings and lectures and to develop critical questions in response to their readings. The assignments provide students with an intensive and sustained program for improving their writing and critical thinking skills. Both courses are designed to allow students maximal freedom in choosing a topic about which they are passionate, and to provide them with the opportunity to articulate a complex question that requires them to put into practice research techniques while engaging in a process of discovery that extends beyond the length of these courses and more broadly into our curriculum.

Advanced critical thinking is further developed in the upper years in the elective courses and in the Research (**ARC 3016**) and Option (**ARC 3015**) Studios where students are presented with increasingly more complex problems, culminating in **ARC 3017: Thesis Preparation** and **ARC 4018: Thesis**.

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.

Students acquire core competency in the field of history in the first-year sequence **ARC 1031: Historical Perspectives on Topics in Architecture 1** and **ARC 1032: Historical Perspectives on Topics in Architecture 2**, where they are introduced to the history of architecture from the early Enlightenment to the present, with frequent returns to earlier periods. These two classes are supported by **ARC 1041: Architecture in its Technological-Ecological Context**, which presents the evolution of the architecture profession from antiquity to the present day within the context of ecology, culture, and technology, and **ARC 2013: Architectural Design Studio 3 (SuperStudio)**. Through readings, lectures, and by working directly with numerous urban precedents and models, and the study of Toronto's historical development, SuperStudio reinforces an understanding and the urban underpinnings that shape, and are shaped by, architecture, landscape architecture, and urban design interventions, and how their historical interactions and evolution over time inform contemporary modes of design practice and city building.

The history courses are taught in chronological order but with a thematic focus. The students are encouraged to understand that globalization is not a recent phenomenon but one with a long history. As a result, some of the most canonical buildings and texts of the Western tradition are presented within a transnational narrative: examples of 19th-century neo-classicism, for example, are presented as part of a larger account of colonialism and archaeology. It is emphasized throughout the history classes that the built environment consists of buildings as well as landscapes and cities and that this physical environment can be understood only by locating it in a larger historical discourse

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about design. Hence, the students are asked to become familiar with some of the most canonical texts of architectural history as well as more recent works on architectural theory. The history and theory lectures are complemented with workshops where students are systematically trained in critical reading and writing and are encouraged to acquire rigorous research skills.

Students are required to participate in at least two History and Theory electives. The seminar format of these courses encourages students to delve into particular texts and topics in more detail.

B3. Architectural Theory

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

There is a broad consensus among the faculty who teach the history of architecture, landscape, and urbanism that theory is the very content of history. The history courses in the curriculum make explicit to students that the treatises, manifestos, and minoritarian statements rejecting these statements are the engine of change in the history of architecture and design.

ARC 1031: Historical Perspectives on Topics in Architecture 1 and **ARC 1032: Historical Perspectives on Topics in Architecture 2** emphasize how ideas developed in a theoretical mode produce concrete and material transformations in the built environment, and in turn how practical (and sometimes political) experience informs changes in theoretical systems. Both courses offer students a critical focus for questioning the means of dissemination of particular ideas around theory, questioning the rise of select journals or magazines, the formation of elite groups, associations and schools of architecture that dominated the formation of theory, and theory as a practice in and-of-itself in the last half of the 20th century and first decades of the 21st.

ARC 1041: Architecture in its Technological Ecological Context examines the evolution of architectural theories and practices founded upon scientific and evidence-based bodies of knowledge that are less human-centric and more ecologically-centric.

ARC 2013: Design Studio 3 (SuperStudio) addresses the dynamic of today's metropolis as a two-fold design process; theorizing new social and infrastructural relationships between existing ('standard') parts of the urban landscape, and re-conceiving/restructuring the nature of the parts themselves in the context of new sites, and new social forces.

B4. Cultural Diversity and Global Perspectives

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

Faculty continue to incorporate issues of diversity and equity into their courses. The Faculty's new Diversity and Equity Committee recently conducted a survey to determine what related content presently exists within course curricula at Daniels. Examples of core course content are provided below. These are supplemented by an extensive list of elective courses that also address these themes, including the Global Architecture program and other travel opportunities that further expose students to global environments and perspectives.

ARC 1031: Historical Perspectives on Topics in Architecture 1 and **ARC 1032: Historical Perspectives on Topics in Architecture 2** provide sustained discussion about cultural and economic diversity that is directly aimed at describing the architecture, urbanism and landscape of colonialism, and do so through an engagement with the vast scholarly and primary source literature produced by both the colonists and the colonized. Courses

place emphasis on diversity in ways that are distinct from a conventional post-colonial approach to cultural diversity thought along ethnic or racial lines. Students are asked to recognize how architecture is implicated in articulating boundaries between social classes within urban and rural territories and develop a more nuanced view of power in the modern world and architecture's complex relationship to it. Assignments challenge the typical construct of 20th century architectural history, for example, by addressing the colonial revolts in North Africa or the racial riots in Boston and Los Angeles.

ARC 1041: Architecture in its Technological-Ecological Context includes a discussion of social equity as one of the most pressing challenges for the built environment. The course also addresses issues of globalization and the changing demographics in Canada to highlight how cultural diversity is driving architectural design, and how global economic systems are influencing architectural practice.

ARC 2013: Design Studio 3 (SuperStudio) requires an understanding of local community groups and partner organizations, such as the City of Toronto, and to consider various stakeholder perspectives and needs. More specifically, SuperStudio requires that students identify and research the constituencies and interest groups that have a stake in the urban sites they are assigned, and model their projects to represent the diverse, complex, and sometimes contentious class-based and cultural politics at play in the making and remaking of the city. SuperStudio sites are within the diverse communities of Toronto, one of the most multicultural and multiracial cities in the world.

Following from **ARC 2013: Superstudio**, and working in the same sites, **ARC 2014: Design Studio 4 (Comprehensive Studio)** requires students to explore and develop a complex, publicly-oriented building program, and

understand the building code issues as they relate to accessibility, and then to creatively implement universal design principles—spatially, environmentally, and tectonically.

The Program remains vigilant on this topic, continually trying to integrate diversity and equity concerns and global perspectives into the core curriculum. This may be further achieved going forward by introducing new modules within existing courses to highlight the specialized knowledge of faculty. Consideration is also being given to restructuring the elective requirements to further expose students to global perspectives. In these and other areas of the curriculum, we are committed to ensuring that students develop an understanding of, and sensitivity to, the unique needs of the many communities they will serve as professionals.

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.

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation, at the scale of the building and urban design, is developed through both the design studios and technical courses. Emphasis is placed upon the interrelationship of technology and ecology, seeking to foster a holistic approach to design within natural and cultural systems. In the first semester, **ARC 1041: Architecture in its Technological-Ecological Context** introduces students to the latest ecological thinking in areas such as biodiversity, ecological footprint, and resource depletion. In addition, the ecology of cities and urban metabolism are examined and students are introduced to global cities indicators pioneered at UofT. In the second semester, **ARC 1042: Site Engineering and Ecology** focuses upon

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Final Thesis Project, 2018

strategies related to Low Impact Development reinforcing the idea of the single site existing within, and playing a role in the larger system of stormwater management.

C. Technical Knowledge (5 SPCs)

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.

This SPC is covered in our Building Science sequence beginning in the second semester with **ARC 1042: Site Engineering and Ecology** in which students are introduced to issues of universal design standards as related to barrier free access. In the third semester, **ARC 2043: Building Science, Materials and Construction 1** introduces students to current and future energy efficiency requirements in building codes and standards that are re-shaping architectural form and building construction choices. In the fourth semester, **ARC 2045: Building Science, Materials and Construction 2** provides students with an integrated overview of the Ontario Building Code (OBC) that includes Building Classification, Occupancy, Fire and Life Safety, Egress Systems, Accessibility, and Vertical Conveyance. All parts of the OBC are introduced with a particular focus on Part 3 as it relates to the student projects developed in **ARC 2013: Design Studio 4 (Comprehensive Studio)**.

While this SPC is introduced in **ARC 1012: Design Studio 2 (Site, Building, Tectonics)**, it is a focus of the Comprehensive Studio. With the support of **ARC 2045**, students in the Comprehensive Studio consider universal design, building code and life-safety systems as they relate to their specific building proposal. In the studio, these measures are developed for their capacity to generate

design solutions that not only meet standards, but also creatively define public space (for assembly and individual occupation) inside and outside the building.

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.

Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, is developed through Design Studios (**ARC 1012, ARC 2014**), Structures (**ARC 2044, ARC 2046**) and Building Science (**ARC 2043, ARC 2045**), the latter of which focuses explicitly upon this SPC. **ARC 2043: Building Science, Materials and Construction 1** examines relevant physical properties of common building materials respective of design choices that affect durability and performance. Students apply their understanding of these concepts in the proposal of a building enclosure system, which includes material specification and intended performance. Subsequently, **ARC 2045: Building Science, Materials and Construction 2** focuses upon contemporary building envelope systems to include appropriate system and component selection, environmental relevance, performance, construction sequence, and coordination with related building systems. Students investigate the detailing of environmental separators within the context of building science and design intent through the integration of assignments with **ARC 2014: Design Studio 4 (Comprehensive Studio)**. In **ARC 2014**, students articulate their material strategies in the form of 1:50 detail models and critical detailed sections, as well as a 1:20 section-perspective cut at an exemplary material assembly. Material choices, creative application, and performance are continuously reviewed throughout the term and

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especially during the four expert guest studio sessions – both formally and at the desk. In general, drawing, model, and scaled elevation requirements are strategic in demanding a material articulation that is highly resolved at the technical as well as perceptual scale.

C3. Structural Systems

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

This SPC is the focus of **ARC 2044: Structures 1** and **ARC 2046: Structures 2** in which students are introduced to the principles of structural analysis, using statics for steel, wood, and concrete, as well as typical construction methods and preliminary sizing guidelines. Structures 1 covers loading, such as gravity and lateral load paths, static equilibrium and its ability to determine axial, shear and bending moment on columns or beams, as well as basic construction methods with a review of structural documents. Structures 2 is taught concurrently with **ARC 2014: Design Studio 4 (Comprehensive Studio)** and focuses on structural materials and its impact on member design for both strength and stiffness according to governing design codes.

The selection, application, and articulation of appropriate structural systems is a core component of **ARC 2014: Design Studio 4 (Comprehensive Studio)**, while students gain awareness of structural systems in the first semester studios (**ARC 1011, ARC 1012**).

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.

This SPC is the major focus of **ARC 2043: Building Science, Materials, and Construction 1**, **ARC 2045: Building Science, Materials, and Construction 2**, and **ARC 2014: Design Studio 4 (Comprehensive Studio)**. In the third semester, **ARC 2043** introduces students to the fundamental physics underlying moisture, air and thermal control followed by the review of common enclosure systems (wood, concrete, steel, glazing systems, and modern panelized assemblies). Ultimately, students are asked to evaluate existing building enclosure systems and develop a new enclosure system. In the fourth semester, **ARC 2045** expands the scope of building envelope studies to include masonry, lightweight claddings, and curtainwall. Emphasis is placed upon component selection, environmental relevance, performance, construction sequence and coordination with related building systems. In collaboration with the Comprehensive Studio, **ARC 2045** students develop a three-dimensional detailed envelope drawing in support of their design proposal. Notably, expert guests in environmental and building science are invited at two critical moments in the term, to give specific technical feedback to individual students.

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.

This SPC is first covered in **ARC 1041: Architecture in its Technological-Ecological Context** and **ARC 1042: Site Engineering and Ecology** and is the primary focus of **ARC 2047: Environmental Systems**. In the first semester **ARC 1041** explores how a low carbon economy is influencing environmental control system design and how passive systems thinking is resulting in buildings that privilege access to light, air, and comfort to promote occupant wellbeing. In the second semester **Site Engineering and Ecology** addresses issues of stormwater management and is taught in concert with **ARC 1012: Design Studio 2 (Site, Building, Tectonics)**.

In the fourth semester, **ARC 2047: Environmental Systems** reviews the integration of passive and active building systems to create interior environments. Lectures address climate, passive strategies, mechanical systems, site services and renewable energy systems. Students are asked to research one active environmental system, perform a preliminary energy use analysis, create a detailed environmental system design for one significant space, and develop a comprehensive set of active and passive systems relative their design proposals for **ARC 2014: Design Studio 4 (Comprehensive Studio)**.

D. Comprehensive Design (1 SPC)

D1. Comprehensive Design

The Program 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.

While a comprehensive approach is infused into the entire core studio sequence, demonstration of this ability is specifically conveyed in **ARC 2014: Design Studio 4 (Comprehensive Studio)**, offered in the fourth studio semester. This studio asks students to explore how a building works in conjunction with its site as a means for forming universally accessible environments. Students are asked to develop an understanding of how to integrate an array of systems into a synthetic project design. The Comprehensive Studio is delivered in concert with three technical courses: **ARC 2046: Structures 2**, **ARC 2045: Building Science, Materials, and Construction 2**, and **ARC 2047: Building Science, Illumination, and Acoustics**. A roster of local structural and mechanical engineers, in addition to the instructors of the co-curricular technical courses, provide direct consultation in the form of workshops, desk-crits, and formal reviews throughout the semester to the Comprehensive Studio students.

As noted in the Technical Knowledge SPCs, a foundational understanding of ecological stewardship, site engineering, regulatory systems, materials, structural systems, envelope systems, and environmental systems is gained incrementally and iteratively within various courses beginning in the first semester.

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While **ARC 1011: Design Studio 1** introduces students to form and composition and **ARC 2013: Design Studio 3 (SuperStudio)** tackles issues at an urban scale, it is **ARC 1012: Design Studio 2 (Site, Building, Tectonics)** that presages the comprehensive studio, and is most closely aligned to this SPC criteria, in that students develop an understanding of tectonic expression and the logics of construction in a complete architectural proposition.

E. Professional Practice (5 SPCs)

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.

While various aspects of the architectural profession are introduced throughout our curriculum, it is **ARC 3052: Professional Practice** which best supports this SPC. Offered in the fifth semester, **ARC 3052** addresses both provincial and national professional organizations, the Architects Act and its regulations, the role of regulatory bodies, path to licensure, and responsibilities of interns and employers. The course is delivered by a former Chair of the RAIC Board and President of the Ontario Association of Architects.

E2. Ethical and Legal Responsibilities

The student must have an understanding of the ethical issues involved in the formation of professional judgement; 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.

While awareness of the ethical issues involved in the formation of professional judgments in architectural design and practice is developed throughout our design studio sequence in which students are made aware of the obligations to client and society taken on by the architect in matters of safety, accessibility, and the environment, it is **ARC 3052: Professional Practice** which addresses these criteria in detail. Students are introduced to legal responsibilities, intellectual property rights, and the ethical issues that our provincial and national organizations have identified and framed in codes of ethics and standards of practice. The organization and delivery of professional services relative to the architect's role as advocate are positioned relative to contract law with students ultimately being asked to act as an architect tasked with advising a client on how best to deliver a specific type of project.

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.

ARC 3052Y: Professional Practice introduces students to typical fee structures and how they are applied to a project in different phases from design through to construction warranty. Traditional and emerging modes of

project procurement are examined relative to impacts on practice organization as well as fee distribution throughout the process of the work.

E4. Professional Contracts

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

ARC 3052Y: Professional Practice addresses standard and custom client-architect agreements, consultant-architect agreements, and contractor agreements with owners, with particular attention paid to the relative first-party and third-party impacts upon architectural services.

E5. Project Management

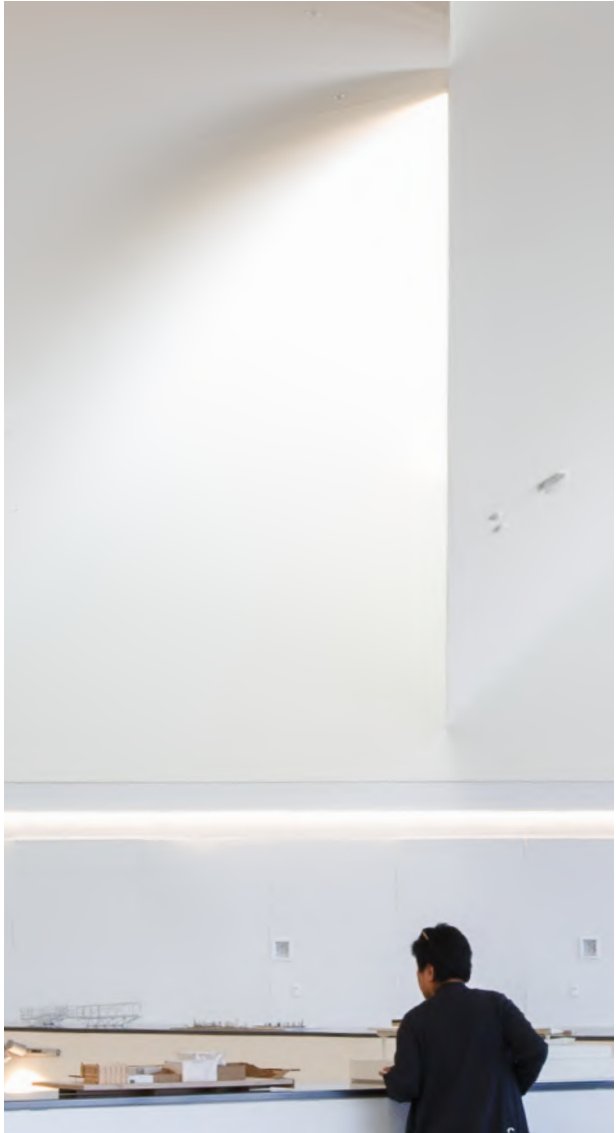
The student must have an understanding of the relationships among key stakeholders in the design process; the methods for selecting consultants and assembling teams; building economics and cost control strategies; the development of work plans and project schedules; and project delivery methods.

ARC 3052Y: Professional Practice addresses internal project management of deliverables from concept to completion, as well as external project management driven by elements such as schedule, budget, and risk mitigation. Students also look at the impact of project procurement methodologies on how architects relate to clients, organize the delivery of projects in coordinated stages, and work with contractors.

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Student Performance Criteria (SPC)

			Design Studio 1	Design Studio 2: Site, Building, Tectonics	Historical Perspectives on Topics in Architecture 1	Historical Perspectives on Topics in Architecture 2	Architecture in its Technological-Ecological Context	Site Engineering and Ecology	Visual Communication 1
			1011Y	1012Y	1031H	1032H	1041H	1042H	1021H
	Criterion	Required Standard	YEAR 1						
Design									
A1	Design Theories, Precedents, and Methods	ability							
A2	Design Skills	ability							
A3	Design Tools	ability							
A4	Program Analysis	ability							
A5	Site Context and Design	ability							
A6	Urban Design	ability							
A7	Detail Design	ability							
A8	Design Documentation	ability							
Culture, Communication and Critical Thinking									
B1	Critical Thinking and Communication	ability							
B2	Architectural History	understanding							
B3	Architectural Theory	understanding							
B4	Cultural Diversity and Global Perspectives	understanding							
B5	Ecological Systems	understanding							
Technical Knowledge									
C1	Regulatory Systems	understanding							
C2	Materials	understanding							
C3	Structural Systems	understanding							
C4	Envelope Systems	understanding							
C5	Environmental Systems	understanding							
Comprehensive Design									
D1	Comprehensive Design	ability							
Professional Practice									
E1	The Architectural Profession	understanding							
E2	Ethical and Legal Responsibilities	understanding							
E3	Modes of Practice	understanding							
E4	Professional Contracts	understanding							
E5	Project Management	understanding							



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