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2021 Initial Accreditation Visiting Team Report
Master of Architecture Program (M.Arch)
McEwen School of Architecture
Laurentian University

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I.   Introduction • CACB Accreditation

The CACB is a national independent non-profit corporation. The directors are elected from individuals nominated by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architecture Students Association (CASA). The CACB is a decision-making and policy-generating body. It is the sole organization recognized by the architectural profession in Canada to assess the educational qualifications of architecture graduates (*Certification* Program) and to accredit professional degree programs in architecture that are offered by Canadian universities (*Accreditation* Program).

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

By agreement of the licensing authorities (the councils of nine provincial institutes and associations), the CACB was established in 1976 to assess and certify the academic qualifications of individuals holding a professional degree or diploma in architecture who intended to apply for registration. In 1991, the CACB mandate to certify degree credentials was reaffirmed, and its membership was revised to reflect its additional responsibility for accrediting professional degree programs in Canadian university schools of architecture. L'Ordre des Architectes du Québec joined the CACB in 1991 and the Northwest Territories Association of Architects joined in 2001.

Graduation from a CACB-accredited program is the first of three steps (education, experience, and examination) on the path to licensure.

The CACB only accredits *Programs* that are intended by their institution to be professional degrees in architecture that lead to licensure. Professional accreditation of a *Program* means that it has been evaluated by the CACB and substantially meets the educational standards that comprise, as a whole, an appropriate education for an architect.

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

The *Program*s include:
- a minimum of five years of post-secondary study culminating in a Master of architecture degree, which follows a *pre-professional* bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;
- a minimum of six years of post-secondary study culminating in a Master of architecture degree, which follows a bachelor's degree in any discipline and includes a minimum of three years of professional studies in architecture; or
- a minimum of five years of post-secondary study culminating in a Bachelor of architecture degree.

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

The accreditation process requires a self-assessment by the institution or *Program*, an evaluation of the self-assessment by the CACB, and a site visit and review conducted by a team representing the CACB. The process begins at the school with the preparation of the Architecture Program Report (*APR*). The *APR* identifies and defines the program and its various contexts, responding to the *CACB Conditions and Procedures for Accreditation*. The *APR* is expected to be useful to the planning process of the school, as well as documentation for the purposes of accreditation.

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

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

Terms of Accreditation

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

Terms for Continuing Accreditation
a) Six-year term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clearly defined and in place. The *Program* is accredited for the full six-year period.
b) Six-year term with a "focused evaluation" at the end of three years: Indicates that significant deficiencies exist in meeting the requirements of the *CACB Conditions and Terms for Accreditation*; consideration of these deficiencies will form the basis of a focused evaluation. The *Program* is required to report on its particular deficiencies during the third year.

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

d) Two-year probationary term: Indicates that CACB deficiencies are severe enough to seriously question the quality of the *Program* and the intent or capability to correct these deficiencies is not evident. A *Program* on probation must show just cause for the continuation of its *accreditation*, and at its next scheduled review, the *Program* must receive at least a three-year term or *accreditation* will be revoked. If the two-year probationary term is following the sequence described in "c," the *Program* must receive at least a six-year term, or its *accreditation* shall be revoked.

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

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

II.   Summary of Team Findings

1.   Team's General Comments

The CACB Visiting Team reviewed the *Master of Architecture Program* (M.Arch) and the pre-professional *Bachelor of Architecture* (BAS) at Laurentian University's McEwen School of Architecture, from March 14th to March 19th 2021. The visit was conducted according to the *2017 CACB Conditions and Terms for Accreditation* and the *2017 CACB Procedures for Accreditation*.

Imagining and building a new School of Architecture constitutes an ambitious endeavor and should be considered a huge accomplishment for the city of Sudbury and Laurentian University. All the people who embarked on this adventure with hope, dedication and generosity should be commended for their vision and courage: the community of Sudbury, Laurentian University, founding director Dr Terrance Galvin, current director Dr David Fortin, founding and current faculty, and all the students.

Seeking CACB's Initial accreditation is a most important event. At Laurentian University's McEwen School of Architecture, this process took place during unlikely and unexpected times: covid was still striking, forcing the curriculum to be delivered "virtually" and Laurentian University was facing great financial challenges.

The Visiting Team would like to thank Dr David Fortin, Director of the School of the McEwen School Architecture for his warm welcome. Meetings with students, faculty, staff, administrators, Knowledge Carrier and members of the community were open, generous and most helpful: their input nicely complemented the School's *Architecture Program Report (APR)*.

Meetings
All meetings took place as planned, through the Zoom video platform. At the invitation of the Visiting Team, a meeting with William Morin, knowledge carrier, and Dr David Fortin, director of the MSoA, was added on Thursday March 18, at 11:30am (see the final schedule, in Appendix C).

Requests for additional information
Prior to or during the visit, the Team requested the following additional information:
- Information as to how the four "pillars" (design-build, community-based design, wood design, indigenous contributions) are organized throughout the 4-year BAS and the 2-year M.Arch,
- Admission statistics for both programs,
- Information as to how transfer students from other B.Arch to LU M.Arch are evaluated, especially with regards to the 4 pillars,
- The overall pedagogical logic (choice and sequence of courses) in organizing the history and theory streams,
- Weekly course schedule,
- Student work:
  - ARCH 5565 Thesis 2: more examples through the online Library link,
  - ARCH 4515 Integrated studio 2**:** three additional High Pass and three additional Minimum Pass (for both assignments 3b and 3c).

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

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

11. Performance Criteria

11.1. Program Performance Criteria (PPC)

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

11.2. Student Performance Criteria

A. Design

		Met	Not Met
A1.	*Design Theories, Precedents, and Methods*	[X]	[ ]
A2.	*Design Skills*	[X]	[ ]
A3.	*Design Tools*	[X]	[ ]
A4.	*Program Analysis*	[X]	[ ]
A5.	*Site Context and Design*	[X]	[ ]
A6.	*Urban Design*	[ ]	[X]
A7.	*Detail Design*	[X]	[ ]
A8.	*Design Documentation*	[X]	[ ]

B. Culture, Communications, and Critical Thinking

		Met	Not Met
B1.	*Critical Thinking and Communication*	[X]	[ ]
B2.	*Architectural History*	[ ]	[X]
B3.	*Architectural Theory*	[X]	[ ]
B4.	*Cultural Diversity and Global Perspectives*	[X]	[ ]
B5.	*Ecological Systems*	[X]	[ ]

C. Technical Knowledge

C1.	Regulatory Systems	[X]	[ ]
*C*2.	Materials	[X]	[ ]
C3.	Structural Systems	[X]	[ ]
C4.	Envelope Systems	[X]	[ ]
C5.	Environmental Systems	[X]	[ ]

D. Comprehensive Design

D1.	Comprehensive Design	[X]	[ ]

E: Professional Practice

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

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

Cause of concern #1 (from 2018 VTR):
"CACB Condition 3.11 Professional Degrees and Curriculum requires that a student's education be structured around a balance between Professional Studies, General Studies, and Electives, with a proportion of no more than 60% dedicated to Professional Studies. Currently, the curriculum features 62.5% of the courses dedicated to Professional Studies, and the Visiting Team requests that the Program address this concern during the next step towards accreditation."

   2021 Visiting Team Assessment:
The MSoA rightly noted that this is no longer a CACB requirement; this concern thus no longer exists.

Cause of concern #2 (from 2018 VTR):
The Program's well-considered pedagogy outlines a constructive relationship between design thinking and making. Early in the delivery of courses, student design explorations commence with hand drawing and making, and progressively move towards the integration of digital ideation, exploration, and fabrication. The Visiting Team sees a problematic gap between the expectations for student digital production and the formal delivery of instruction dedicated to the development of digital skills. The Visiting Team acknowledges that the profession, including Co-op Program participants, seeks both critical thinkers as well as graduates versed in a variety of digital platforms.

   2021 Visiting Team Assessment:
The visiting team's review of the student work shows that this concern has been duly addressed.

4. Program Strengths

The Team endorses and reiterates many of the 2018 Candidacy VTR Program strengths and adds a few more:

1. The **Program's vision, mission, and strategic plan** are still "ambitious, relevant, inclusive […] its tricultural mandate and instruction in both English and French, commitment to a design-build culture, and integrated Co-op Program, set the table for curricular excellence and a generous and robust student experience" (2018 VTR, 7). Moreover, the MSoA and its programs' uniqueness are truly appreciated by Laurentian University's higher administration. LU acknowledges the importance of the MSoA within the university and the community: it has been referred to multiple times as a "jewel" (by Marie-Josée Berger, VP Academic and Provost).

2. The Program is "grounded in the culture, landscape, and social fabric of Sudbury and Northern Ontario" (2018 VTR, 8). In this respect, it is greatly **contributing to the community** and to the redevelopment of downtown Sudbury. It also has successfully integrated into the community with design-build projects, by inviting the community into the building, and by sharing ideas and space.

3. The **student body** is "fundamentally invested in the vision of the Program and cite numerous advantages of being a student at the MSoA. The students chose the Program based on its commitment to environmental stewardship, design-build opportunities, the Co-op Program", and travel opportunities (2018 VTR, 8). As well, students are enthusiastic, very engaged, and have full confidence in their faculty.

4. The **support staff** are extremely dedicated to the Program, very often going out of their way to help and support the faculty and the students.

5. The **faculty**, still "young" and learning the ropes of academic life, are truly committed to the uniqueness of the Program, its growth and development, as well as the students' wellbeing. Challenges and opportunities ahead will surely motivate them.

6. The **MSoA's building** is magnificent and one of the finest examples of sustainable design on Canadian campuses.

7. The **workshops and fabrication labs** are second to none for an Architectural school for crafts, making and design thinking.

8. The **Sudbury community** is unwaveringly committed to the MSoA: it offers collaboration and support, as well as various learning opportunities for both faculty and students.

9. MSoA benefits from a generous donation from Rob and Cheryl McEwen, which funds a number of extracurricular activities and research. Rob and Cheryl McEwen also sit on the **McEwen International Advisory Board** whose members are very active in promoting MSoA and recognize

its significant contribution to the life of the community and its involvement in international events.

10. The MSoA is particularly well supported by **Elders and Knowledge Carriers** who maintain rich conversations and relationships with students and faculty and support connection with the local Indigenous communities: this is immeasurably significant for the School.

5. Causes of Concern and Team's recommendations

Cause of concern #1: Sustainable development and growth of the Program
The Program's ability to maintain its uniqueness within the budgetary constraints that are likely forthcoming at Laurentian University is a crucial issue. The Team trusts that both LU and the MSoA will be most creative in successfully addressing this challenge collegially, through negotiation, and in the respect of the MSoA's curricular autonomy.

The team recommends that:
1. the identity of the M.Arch program be refined and enforced as to be most attractive to a variety of applicants (with various academic backgrounds, both locally and internationally),
2. expectations and objectives about the number of incoming students that MSoA can reasonably and sustainably admit in each program be clarified between MSoA and LU, as well as the admission criteria to the M.Arch program,
3. the programs' curriculum be reviewed in order to present a greater legibility and clearer focus (namely in the objectives, sequence, and content of courses),
4. the school, in its downtown location, be sufficiently staffed to maintain administrative assistance to students and faculty, design-build activities and digital labs, as well as growth of the library.

Cause of concern #2: Equilibrium of faculty's teaching and research activities
Faculty appear to be devoting a lot of their weekly time on and around teaching activities. The Team recommends that the Program allows more opportunities and support to professors in establishing a strong research culture, in developing further the MSoA's initiated research and scholarship, and in sharing such scholarship in the academic curriculum.

Cause of concern #3: Student personal development
The Program consists of almost exclusively mandatory courses, a situation that may be limiting to a broader exposure of international developments in architecture, as well as in the choices that students can make. The team recommends that:
1. the Program develop various opportunities for students to advance their interests and be proactive in doing so, for instance by creating elective courses in architecture (and related fields),
2. the number of public exhibits (coming from outside MSoA) be augmented.

Cause of concern #4: Curriculum and related SPCs
The Team appreciates the richness and unique qualities of the Program, as well as its contribution to the discipline of architecture. However, according to the CACB requirements for assessing SPC through student work, the Team noticed that the following need more attention:

1. design theories (SPC A1) have to be more clearly explicated and organized throughout the curriculum,
2. the strong accent on wood structures (SPCs A7 and C3) has to be judiciously complemented with steel and concrete construction,
3. the history-theory streams (SPCs B2 and B3) have to be clarified to ensure that courses' content and assignments are logically building up during the course of the curriculum,
4. comprehensive design (SPC D1) should include a significant proportion of individual assignments.

III. Compliance with the Conditions for Accreditation

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

	Met	Not Met
	[X]	[ ]

Team comments:
The self-assessment is concise and summarizes the shared values: Respect, Inclusion, and Community. The MSoA Strategic Plan is essentially to reaffirm the areas of focus.

There are five core values and outcomes of the LU strategic plan related to the MSoA Program, which aim to enhance relationships with municipalities, agencies, organizations, First Nations and Indigenous communities creating beneficial initiatives for the Canadian North. The MSoA 2018-2022 strategic plan outlines six goals: 1) hub for teaching, research, community engagement, 2) design build culture, 3) community-based design, 4) Indigenous design, 5) wood design, and 6) francophone culture.

The plan is very specific to qualify and quantify the metrics based on these goals for success of the School and outlines the strengths of the program and areas of improvement that the visiting team would echo. The self-assessment is very thorough outlining the findings of feedback survey from students, alumni, faculty and Co-op employees, related to the 6 goals of the program.

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

	Met	Not Met
	[X]	[ ]

Team comments:
The exact language of Appendix A-1 has been found on the University and School websites (https://laurentian.ca/program/architecture-march – consulted March 9, 2021). Proof that the *Guide to Student Performance Criteria* was distributed to students has been provided (email in the *2020 APR*).

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

	Met	Not Met
	[X]	[ ]

Team comments:
The School's program includes policies and practices outlining respectful workplace and learning environment for students and staff alike. The school may need to address internal challenges to work through some issues improving mutual respect, and to clarify roles and responsibilities between faculty and support staff.

The student composite is 50:50 male to female ratio. The faculty composition is closer to 60:40 male to female ratio.

Like many institutions, the MSoA acknowledges there is still improvement possible, citing the Black Lives Matter movement, and creating greater awareness of this issue within student admission, guest lecturers and the like. Topics of equity and inclusion are found throughout student thesis work. In general, it appears the MSoA is ahead of many other institutions with regards to Indigenous inclusivity due to the School's mandate and goals within their strategic plan.

4. Student Composition, Well-Being, and Enrichment
The Program must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, as well as an interpersonal milieu that embraces cultural differences. The Program must demonstrate that it benefits from and contributes to its institutional values.

	Met	Not Met
	[X]	[ ]

Team comments:
Upon meeting with the students, during both the 'student wide meeting' and the LASA student association meeting, it was clear that the student body of the MSoA is both well composed and has a healthy and enriched well-being. As stated in the APR, 5% of the students self-identified as First Nation, Métis or Inuit (FNMI) and 12% chose to pursue their Design Studio courses offered in French, which is in line with the tri-cultural approach of the School. The students reported that they are content, fulfilled and challenged by the curriculum, feel a sense of community within the school and beyond, and are proud to be a part of the growth of the school during its infancy. Students spoke highly of, from their point of view, the strengths of the school including the close relationship with faculty/staff, the sensitive design approach, and the tri-cultural mandate. They further stated they felt enriched from the hands-on design-build experiences and the opportunities that the co-op experiences afforded them. The association shared examples of the school and social events that have been hosted and expressed that there was an overall sense of balanced academic life.

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

	Met	Not Met
	[ ]	[X]

Team comments:
As Laurentian University will emerge from the dire financial situation that prevailed at the time of the virtual visit, new conditions or agreements will most likely have to take place with its academic units. In order to make sure that MSoA develops a rich academic curriculum and a sustainable growth, the Team encourages collegial and open discussion (see Cause of concern #1). Depending on the targets that will be set for the future (for instance, the number of yearly admissions in each program), LU and MSoA will have to demonstrate that human resources will be adequate.

As of now, the faculty complement appears sufficient in number to deliver the actual teaching load required by the programs. If the MSoA decides to invest more forcefully in developing research and scholarship, as the Team recommends (see Cause of concern #2), the faculty complement may need to be augmented.

However, and most importantly, the number of administrative staff is already insufficient to adequately support the School's pedagogical and financial activities or requirements (be it for the students, faculty, or the director), and is in urgent need for an IT support analysist. Moreover, additional staffing for shops, labs, library, and co-op coordinator will have to be assessed anew, post insolvency.

6. Space and Technology Resources
The Program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student, lecture and seminar spaces that accommodate a variety of learning modalities, office space for the exclusive use of each full-time faculty member, and related instructional support space. The Program must demonstrate that all students, faculty, and staff have convenient, equitable access to appropriate visual, digital, and fabrication resources that support professional education in architecture.

	Met	Not Met
	[X]	[ ]

Team comments:
The quality of the new school building -- that showcases an excellent example of contemporary architecture, a cutting-edge wood structure, and that brings together a challenging recycling of two adjacent buildings -- is situated in the downtown core of Sudbury. These 'satellite' university buildings project into the community, true to the larger objectives upon which the School builds its pedagogy (Laurentian University's main campus is situated on the outskirts of the central town, and on the other side of Ramsey Lake). These are great spaces, with open studios, favoring freedom of movement and exchanges between students, staff and faculty.

The design and fabrication objectives of the School are well supported with an important array of building tools and fine equipment in digital fabrication and a robotics. Access to numeric platforms and tutorials are also in place, and their impact is being felt earlier in recent work of students.

7. Information Resources

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

	Met	Not Met
	[X]	[ ]

Team comments:

With its 5,000 sq. ft. located in close relationship to design studios and faculty offices, the Architecture Library functions as a critical hub of the School of Architecture. Its design is conducive to group learning as well as offering dedicated space to quiet and individual work. It regularly hosts small exhibits and offers innovative programs to the school's community like Lunch and Learn, adoption and presentation of books by faculty, etc. In the words of the Head University Librarian, the School of Architecture library is the exemplary "jewel" of the Laurentian Library system. Even though its collections remain small by comparison with long-established schools of architecture across the country they constitute a good nucleus for a very young school. The acquisition budget of around $30,000/year and its periodicals/databases budget of around $30,000 as well allow it to continue expanding, even though the rate of acquisition in the NA category between 2017 and 2020 (3405 in 2017, 3848 in 2020) seems slow. A positive development is the creation of a small Rare Books collection, at this time primarily driven by private donations. The library lost its full-time Architectural Librarian in December 2020, but at the time of the visit, it appears to be functioning adequately with its current Librarian assistant. However, the team is concerned that the library cannot fully thrive without the assistance of an Architecture Librarian.

8. Financial Resources

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

	Met	Not Met
	[X]	[ ]

Team comments:

The MSoA received during the course of the five last years an operational budget that seems sufficient to support the school's normal and recurrent activities. The MSoA also greatly benefits from a generous fund/endowment provided by Rob and Cheryl McEwen. And through various LU sources, it also has access to a good number of GTAs and Graduate Fellowships.
The current financial challenges that Laurentian University was facing, at the time of the virtual visit, are nevertheless causes of concern (see Cause of concern #1) which the MSoA and LU need to address most openly.

9. Administrative Structure (Academic Unit & Institution)

The Program must be part of an institution accredited for higher education by the authority having jurisdiction in its province. The Program must have a degree of autonomy that is comparable to that

afforded to the other relevant professional programs in the institution and sufficient to ensure conformance with the requirements of the CACB Conditions and Terms for Accreditation.

	Met	Not Met
	[X]	[ ]

Team comments:
The MSoA is part of the Faculty of Science, Engineering and Architecture and its administrative structure responds adequately to the needs of the faculty, staff, and students. The MSoA's director is the effective primary liaison between the Dean and the faculty, while the Dean reports to the VP Academic and Provost. School council meetings take place once a month to cover all important issues and matters related to the curriculum and the daily life of the school.

The McEwen International Advisory Board meets twice a year in Sudbury and consists of important public figures known and active internationally, nationally, and regionally. The team had the opportunity to meet them and witnessed how much they are invested professionally and emotionally within the School and the constant improvement of its tri-cultural curriculum. Thanks to the Board and the financial support of its founders, the School benefits from a substantial autonomy in its overall management and financing. However, the staff expressed some concerns due to the School's isolation from campus and the subsequent lack of accessibility of some University services.

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

> *The Programs include:*
> − *a minimum of five years of post-secondary study culminating in a Master of architecture degree, which follows a pre-professional bachelor's degree, except in Quebec, where the minimum is four years of professional studies following two years of CEGEP;*
> − *a minimum of six years of post-secondary study culminating in a Master of architecture degree, which follows a bachelor's degree in any discipline and includes a minimum of three years of professional studies in architecture; or*
> − *a minimum of five years of post-secondary study culminating in a Bachelor of architecture degree.*

	Met	Not Met
	[X]	[ ]

Team comments:
The MSoA's Program consists of a two-year *Master of Architecture degree* (M.Arch), preceded by a four-year pre-professional *Bachelor of Architecture* (BAS)*.*

11. Performance Criteria

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

- *For PPCs, evidence of performance may take many diverse forms not limited to course work and its outcomes. The Program must describe and demonstrate that it creates an environment in which these criteria are satisfied.*
- *For SPCs, evidence of performance must include student work and the pedagogical objectives and assignments of any given course. With respect to fulfilling the criteria, the Program must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.*
- *The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning. Their order is not intended to imply a weight assigned to each.*

11.1 Program Performance Criteria

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

PPC 1. Professional Development
The Program must demonstrate its approach to engaging with the profession and exposing students to a breadth of professional opportunities and career paths, including the transition to internship and licensure.

	Met	Not Met
	[X]	[ ]

Team comments:
The Program curriculum has been developed with a total of Co-op courses totaling 4 terms. The first Co-op course is required after the first year of studies, as well as during the summer semesters, and lastly, the final Co-op course during the Graduate Program. From our interview with the director as well as Co-op program coordinator, it was described that students have been able to work in more hands-on industries for the first Co-op term, while moving into design firms and architecture offices later in the Program. Based on the Co-op placement statistics it appears that the success rate finding Co-op placements is close to 100% (prior to Covid). Exposure to guest lecturers, and also engagement within the community, helps students to understand and gain appreciation for collaborative working styles required in today's industry. The design-build approach, along with the unique approach of fabrication and material research, provide a more hands-on approach compared to traditional curriculums. This may give students a competitive edge in being able to understand construction methods during the design process. Throughout the Architectural Practice course (ARCH 5906) OAA representatives as well as practitioners and

authorities having jurisdiction are providing insight into today's profession. By understanding an analysis of different modes of practice students become aware of professional opportunities and career paths, including the transition to internship and licensure.

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

	Met	Not Met
	[X]	[ ]

Team comments:
The entire curriculum, the didactic methods, and the specific content of the courses strongly reflect the fundamental philosophy of the MSoA: the pride of place and the tri-cultural agenda established by its founders. The design-build methodology structures the Bachelor and Master curriculum, and in particular the sequence of design studios. Over the years, the intent of the faculty has been broadened to educate students in a series of practical situations and methods of problem-solving that would allow them to extrapolate lessons from Northern Ontario and then apply them to other national or international scenarios and locations. Beyond the outstanding work developed in the community—from Downtown Sudbury to Lake Ramsey—the results of the studio at the Master level reflect that critical evolution of the curriculum. The projects in Africa, Northern Europe, and other regions of the world that were the results of the first-year Master design studios demonstrate that these goals are achievable, and the faculty seems intent to further extend them.

However, the team believes that the School is missing important opportunities to further embrace and train the students to the global challenges. One is the relative lack of attention to the urban environment, both in studios and courses. Important issues such as neighborhood preservation, urban infrastructures such as transportation, historic preservation and adaptive re-use, among others, should be discussed and taught, without sacrificing the overall objectives of the curriculum. In other words, the team suggests that more could be done with the concept of "transplantability" already put in place in the School's curriculum and develop an innovative approach to urban design in the curriculum. Similarly, as the APR clearly states, the history sequence was established on the basis of the "decolonization of history." Without contesting the objective—the CACB requires the teaching of history to be global—the team believes that the faculty should strive to develop a global approach to architectural history, while keeping the goals of the school, rather than dismissing it. There is indeed a contradiction in reducing the History of architecture to the presentation of "sacred spaces" and thus isolating them from their urban context. Likewise, the specific attention given to wood structures within both the design studios and the structure and material courses can be commended in regard to the larger objectives of sustainable design and construction. However, the team believes that more attention should be given to other technologies—concrete and steel—and thus better prepare the students for a variety of positions across Canada and the world in professional life.

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

	Met	Not Met
	[X]	[ ]

Team comments:
The MSoA has been successful in outlining and demonstrating their strengths as a school teaching ecological sensitivity with a focus on both Indigenous design practices and the use of wood as a building material. This was presented strongly in the APR: *"We feel that cultural diversity is critical to our approach to environmental education...the 'making' process as one grounded in a worldview that seeks to minimize waste and build relationships with the natural world"* (APR, 148). This notion is almost unanimously supported by both the students and the faculty and is heavily demonstrated in the theoretical studio projects and hand-on design-build courses. Additionally, the MSoA stressed the notion of *"place-based learning is, by necessity, global. A central aspiration of our curriculum is thus to emphasize that all places have unique ecologies and environmental conditions, but also specific cultural responses to these places that should be respected and sought after as design thinkers"* (APR, 148). However, there is little evidence of this broader lens in the design projects to demonstrate this versatility: what would happen if the design was transplanted to an *urban southern* climate, for example, do students have the analytical abilities to adapt? The most significant remark is the lack of urban planning principles and metropolitan site challenges e.g., density development, urban infrastructure systems, renewal of brownfield conditions with urban obstacles, transit-oriented-development, and complex bylaw implementation. Overall, while we respect the commitment by the school to strongly develop their *local and environmental interests*, we feel there may be an opportunity to improve in how these practices can be applied to '*diverse contexts*' as outlined in PPC 3 requirement.

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

	Met	Not Met
	[X]	[ ]

Team comments:
Since its opening, the MSoA has maintained a strong relationship with the community. It is well established in downtown Sudbury both physically and with the participation of faculty and students in build-in projects. The school's curriculum reflects this commitment to communities in its tricultural mix of students and faculty and with the incorporation of Elders-in-residence and the continued emphasis on Indigenous architecture and knowledge. Through the design-build courses, students, and faculty work with various community groups to create projects that emerge from the needs of Sudbury community: Ice stations project, play structures in park and other design build installations. In other classes,

students participated in studies for projects in downtown Sudbury and for various vision projects.

MSoA's community involvement is also reflected in the events that are organized by the School and involve the people of Sudbury. During the annual Nuit Blanche, the school becomes an exhibition place for artistic installations of students, staff, and the community. Most recently the Sudbury 2050 Urban Design Ideas Competition was held for urban thinkers around the world to present their visions for the future of the city.

With its Constitution ratified in 2020, MSoA has developed a collegial governance structure comprising Standing committees where faculty, sessional as well as staff and students can engage on matters relating to the School and make their voices heard. Their recommendations are forwarded to the School Council, the decision-making body of the MSoA.

Collaboration is an important aspect of the teaching approach at MSoA and the Team felt this was present during all meetings with faculty and directors. There is a strong belief in the team-teaching approach. The directors of BAS and M.Arch programs also work closely together to ensure the transition between the two programs.

At the student level, teamwork is promoted throughout the program with multiple group assignments and design-build projects. At the final studio level of the undergraduate program, students work with a partner. Although this teamwork effort is interesting from a collaborative perspective, the Team feels it might reduce the student's ability to develop individual strengths.

PPC 5. Technical Knowledge
The Program must describe how it engages fundamental and emerging technical aspects of building construction.

	Met	Not Met
	[X]	[ ]

Team comments:
Two of the School's four pillars engage *technê*, or material fabrication, by the importance given to learning and understanding through making. This is present in much model work and mock-ups that students fabricate. The experience of wood is central in much of these endeavors, that include design-build projects. The School takes pride in this approach, to which Co-op experience is placed in continuity.

The Fab Labs, impressive workshop installations and fabrication resources, are installed on ground level, and these installations are the hub or the heart of the facilities, exhibiting student work on its window shelves, and beyond, towards the street and community. These installations are maintained accessible to students 24/7. Within these spaces we find digital fabrication machines, a Robotics room and the Wood Lab, all dedicated to specific aspects of student and faculty research.

The possibilities are impressive, but much of the student and faculty work appears focussed on wood per se, leaving little documentation of material research on other materials that share the forefront of novel developments in construction. The central place to wood is of course strategic for a Northern Ontario institution and it is to be applauded. The School hosted an International Wood Educators Conference in September 2019. A further development of specialized endeavors by Faculty in this field will be interesting to follow.

Beyond these generous installations that would be the envy of most, the interest in making to acquire technical knowhow is manifest. More specifically, however, the teaching of technical aspects is heavily placed at the undergrad level, and the advantages to spread this teaching later into the Masters' program should be evaluated.

Another aspect to take notice of is the implementation of digital skills and the acquisition of fabrication machines. Since the previous evaluation, the School has responded positively to both the students and the profession by offering courses and tutorials earlier into the program, permitting students to develop their understanding of digital representation, and making both through fabrication and manual work.

PPC 6. Breadth of Education
The Program must demonstrate how it provides an opportunity for students to participate in general studies and elective studies in the pursuit of a broad understanding of human knowledge and a deeper study of topics within the discipline of architecture.

	Met	Not Met
	[ ]	[X]

Team comments:
The Program offers a general education to entering students (24 credits, outside of the MSoA) as well as a variety of co-op activities. However, it consists of almost exclusively mandatory architecture courses. Such a situation may be limiting to a broader exposure to international developments in architecture, and also in the choices that students can make (refer to Cause of concern #3, for the Team's recommendations). More opportunities are needed within the discipline of architecture.

11.2. Student Performance Criteria

A. Design

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

	Met	Not Met
	[X]	[ ]

Team comments:
The strongest instances of articulating an understanding of design analyses were in the Master courses where the students were exposed to assignments relating to different types of analytical models. For instance, some assignments in ARCH 5316 Faculty Research Seminar demonstrate strong ability to articulate analysis and process. In the same seminar a literature review informed the design process through diagram exploration and actively led to design constraints and schemes.

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

Met	Not Met
[X]	[ ]

Team comments:
The student work demonstrates abilities to apply method and precedents to the conception of building design in most instances. There were strong examples in many studio assignments, including ARCH 5515 Architecture and Community (assignment 4) where there is effective exploration through parti and diagram process to achieve abstraction prior to harnessing it into concretized concept ideas. However, there are moments where the precedents are strong but not always integrated into the form generation, for example in ARCH 5306 Fabrication 1 (assignment 2). In general, even when strong theory and precedents are present, there tends to be a jump in development between analysis and concept design.

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

Met	Not Met
[X]	[ ]

Team comments:
The students have exceptional opportunities to do hands-on work on models, including full-scale mock-ups. Furthermore, they demonstrate a strong ability in the use of different digital software, and their ability to intelligently choose which type of representation best illustrates their design ideas. Different forms of orthographic drawings are present including plans, sections, and axonometric. They also use these methods to further their design descriptions by, for example, using an exploded axonometric view to demonstrate material and assembly. Rendering and post-production skills are well grounded and multi-faceted with the ability to integrate human interaction with the built environment and consider varying climatic conditions.

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

	Met	Not Met
	[X]	[ ]

Team comments:
The team found evidence in studio ARCH 3515 (diagrams) and in the ARCH 4505 Integrated Design 1. Additional evidence can be traced in many Master theses. The team notices that the complexity of the programs could progress more significantly over the semesters of the curriculum.

A5. Site Context and Design
The student must demonstrate an ability to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientation in the development of an architectural design project.

	Met	Not Met
	[X]	[ ]

Team comments:
The student work demonstrates the ability to analyze and respond to the chosen local site contexts for their specific projects. However, an overall lack of urban sites was noted. There are strong examples of foundation courses in the undergraduate material (mapping exercise in ARCH 3505 Studio V Northern Buildings 1, ARCH 3515 Studio VI Northern Buildings 2, and ARCH 2306 Design for Climate Change) and the graduate level studio courses incorporate skills to respond tactfully to topography, ecological systems, and climate. Overall, the siting and climates of projects seem unilateral and could be pushed further to explore additional climate change conditions (lack of water or rising water), as well as more diverse contexts.

A6. Urban Design
The student must demonstrate an ability to analyze and respond to the larger urban context where architecture is situated; its developmental patterning and spatial morphologies; the infrastructural, environmental, and ecological systems; to understand the regulatory instruments that govern this context; the broader implications of architectural design decisions on the evolution of cities; and the impact of urbanism on design.

	Met	Not Met
	[ ]	[X]

Team comments:
While the students' design projects are accomplished at responding to specific site conditions, generally, there are not many projects which are sited in urban contexts. The Team did not find evidence in ARCH 4006 Building Case Studies which relates to buildings, nor in the Architectural History sequence. Overall, the demonstration of urban design in the sense of design responses to large urban contexts was not adequately present in the

student work both at the Bachelor and Master levels, even though some evidence exists in ARCH 4505 Integrated Design Studio 1. Further, there is an insignificant confirmation of understanding and consideration of regulatory systems, urban planning principles, and metropolitan site challenges within projects e.g., density development, neighborhood preservation, historic typologies, urban infrastructure systems, renewal of brownfield conditions with urban obstacles, transit-oriented development, and complex bylaw implementation.

A7. Detail Design
The student must demonstrate an ability to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling, and/or full-scale prototypes.

Met	Not Met
[X]	[ ]

Team comments:
In different course assignments, a good understanding of detail design was present through exploration of different combinations of materials, including order and sequences of assembly. The projects present different levels of resolution. There is some concern that the minimum pass presents very weak projects. There are also concerns that many of these details, including the comprehensive studios, solely surround wood construction and seldom branch to steel or concrete structures.

A8. Design Documentation
The student must demonstrate an ability to document and present the outcome of a design project using the broad range of architectural media, including documentation for the purposes of construction, drawings, and specifications.

Met	Not Met
[X]	[ ]

Team comments:
Many of the preliminary assignments relate to more representational and abstract modes of design documentation such as renderings which have evolved from hand drawing to sophisticated computer-generated representations. In later studio work (particularly in ARCH 4505 Design studio 7 Integrated design and ARCH 4515 Design studio 8 Integrated design), there is evidence of more thorough orthogonal drawings illustrating construction system and material assemblies. In certain studios, students were able to incorporate material quantities, fasteners, and misc. accessories. We see little evidence of more traditional specifications.

Culture, Communications, and Critical Thinking

B1. Critical Thinking and Communication
The student must demonstrate an ability to raise clear and precise questions; record, assess, and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standards; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual media effectively to appropriately communicate on subject matter related to the architectural discipline within the profession and with the general public.

	Met	Not Met
	[X]	[ ]

Team comments:
It is clear that critical thinking is present in all studios, and that the curriculum and its philosophy demand critical thinking from the students. Material evidence is best located in ARCH 4006 Building Case Studies and ARCH 4016 Cultural Sustainability. At the master level, evidence is clear in ARCH 5555 Thesis 1 and ARCH 5565 Thesis 2. The team noticed the large amount of writing required from students in many of those courses.

B2. Architectural History
The student must have an understanding of the history of architecture and urban design in regard to cultural, political, ecological, and technological factors that have influenced their development.

	Met	Not Met
	[ ]	[X]

Team comments:
Evidence of architectural history can be found in ARCH 1007 Sacred Places, ARCH 2036 Canadian Art and Architecture, ARCH 3006 Indigenous precedents, and ARCH 3017 Writings on Architecture. However, the Team expresses serious concerns about the choices made in teaching Architectural History, for instance in not offering a global survey that would include monumental and vernacular history of Western, Latin American, and Eastern architecture (for instance Japanese wood architecture). Similarly, the evolution of urban design is almost entirely absent, with the exception of ARCH 3017 Writing on Architecture with half the curriculum covering issues of 19th and 20th urban design. The Team recognizes and praises the importance and values of ARCH 3006 Indigenous Precedents. Design studio and thesis bring additional insights, but they do not compensate for the deficiencies. Likewise, there is no elective that could cover other periods and cultures if the students so chose.

B3. Architectural Theory
The student must have an understanding of conceptual and theoretical frameworks and how they have shaped architecture and urban design.

	Met	Not Met
	[X]	[ ]

Team comments:
Most of the courses listed in the undergraduate curriculum are the same as history and do not fulfil the criteria. However, the team found the evidence in ARCH 4016 Cultural Sustainability, and at the Graduate level with ARCH 5006 Architectural Theory Seminar and the ARCH 5316 Faculty Research Seminar. Of concern is the late introduction of theory courses in the curriculum and the lack of symbiotic relation with history.

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 of architects.

	Met	Not Met
	[X]	[ ]

Team comments:
The curriculum strongly reflects the School's tri-cultural mandate, whose evidence can be found at all levels. Extension of the cultural diversity is particularly evident in ARCH 4016 Cultural Sustainability and the first studio of the Master sequence, ARCH 5505/5515/5525, which often involves sites and travel to various regions of the world, allowing the students to apply the lessons of the Northern Ontario region to those very contexts. Likewise, the Theses provide additional evidence.

B5. Ecological Systems

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

	Met	Not Met
	[X]	[ ]

Team comments:
Broader ecologies inform the design of buildings: there is strong foundation in ARCH 2326 Architecture and Ecology, in assignments in ARCH 2515 Studio 4: Landscape II, and through assignments and quizzes in ARCH 3006 Indigenous Precedents and ARCH 3306 The Well-Tempered Environment.

B. Technical Knowledge

C1. Regulatory Systems

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

	Met	Not Met
	[X]	[ ]

Team comments:
There is sufficient evidence within ARCH 4515 Integrated Design Studio, that shows the ability of the student to understand the code regulation and its application to projects. Also, in ARCH 5906 Professional Practice, there is an introduction to zoning and the municipal building regulations. The Team feels that this knowledge comes late in the curriculum and it could be better addressed in the design studios.

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

	Met	Not Met
	[X]	[ ]

Team comments:
With their hands on studio work, students are encouraged to work directly with many materials, especially wood. There is an array of building materials in the School Library. In the different studios they are introduced to fabrication and the assembly of materials in different ways. These courses complement each other.

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

	Met	Not Met
	[X]	[ ]

Team comments:
There is sufficient evidence within student work, assignments, quizzes and building case studies within ARCH 2316 Structures 1: Wood, ARCH 3316 Structures 2: Connections, and ARCH4316 Structures 3: Building Systems, showing understanding of structural behaviours (seismic, lateral and selection of appropriate structural systems) primarily for wood. Also, evidence is presented throughout ARCH 5306 Fabrication 1. There seems to be a significant gap between high and low pass student work on some assignments. The Team notes that there is little evidence of introduction to other types of structures, such as concrete and steel.

C4. Envelope Systems
The student must have an understanding of the basic principles used in the design of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, durability, energy, material resources, and environmental impact.

	Met	Not Met
	[X]	[ ]

Team comments:
It appears that within ARCH 4316, 2306 and 3306 topics such as energy performance, environmental impact, and durability are well covered and are being presented by students in forms of essays, exams, and quizzes. In addition, the student work in ARCH 4515 Integrated Design shows elements of these topics as well.

C5. Environmental Systems
The student must have an understanding of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

	Met	Not Met
	[X]	[ ]

Team comments:
Students appear to have a solid understanding of passive and active building services, energy use and tools for performance assessment as evidenced in ARCH 2306 Design for Climate Change, ARCH 3306 The Well-Tempered Environment, and ARCH 4316 Structures 3: Building Systems. References can be found in assignments for energy model simulations, passive design integration, essays, and exams as in many of Studio projects.

D: Comprehensive Design

D1. Comprehensive Design
The student must demonstrate an ability to produce an architectural design based on a concept, a building program, and a site which broadly integrates contextual factors, structural and environmental systems, building envelopes and assemblies, regulatory requirements, and environmental stewardship.

	Met	Not Met
	[X]	[ ]

Team comments:
The examined results of the design studios ARCH 4505 Studio 7 Integrated Design and ARCH 4415 Studio 8 Integrated Design demonstrate the students' ability to develop a comprehensive design integrating a conceptual approach, a detailed program development, response to contextual site factors, as well as all mechanical, structural, and environmental systems. It is also evident in the resolution at the detail scales. However, the Team expresses concerns about the organization of the studio in teams of two students and, additionally, its extension over two semesters. As a result, it is difficult to assess whether each student in the team has demonstrated the required skills.

E: Professional Practice

E1. The Architectural Profession
The student must have an understanding of the organization of the profession, the Architects Act(s) and its regulations, the role of regulatory bodies, the paths to licensure including internship, and the reciprocal rights and responsibilities of interns and employers.

Met	Not Met
[X]	[ ]

Team comments:
There is sufficient evidence within student work, assignments, quizzes and exams within ARCH 5906 Architectural Practice that students are being provided opportunities and material to familiarize themselves with the organization of the profession, paths to licensure and the responsibilities of interns. The student reports from the Co-op 3 and 4 also outline the students experiences and exposure and direct involvement in the architectural profession.

E2. Ethical and Legal Responsibilities
The student must have an understanding of the ethical issues involved in the formation of professional judgment; the architect's legal responsibility under the laws, codes, regulations, and contracts common to the practice of architecture; intellectual property rights; and the role of advocacy in relation to environmental, social, and cultural issues.

Met	Not Met
[X]	[ ]

Team comments:
Students appear to have an understanding of Ethical and Legal responsibilities related to the architectural practices as evidenced in the quizzes and exam of ARCH 5906 Architectural Practice. The role of advocacy with environment, social and cultural issues is widely addressed in many of the studios.

E3. Modes of Practice
The student must have an understanding of the basic principles and types of practice organization, including financial management, business planning, entrepreneurship, marketing, negotiation, project management, and risk mitigation, as well as an understanding of trends that affect the practice.

Met	Not Met
[X]	[ ]

Team comments:
It appears that within ARCH 5906 Architectural Practice topics such as practice organizations, financial management and risk mitigation are well covered and are being presented by students in forms of essays, concept boards and final exams. In addition, the student reports from the Co-op 3 and 4 outline their exposure to marketing, project management and business planning. It appears coop experiences vary and it's the students'

responsibility to ask as many questions as possible and to be curious during the coop term getting the most value.

E4. Professional Contracts
The student must have an understanding of the various contracts common to the practice of architecture.

	Met	Not Met
	[X]	[ ]

Team comments:
Students appear to have an understanding of various contracts as evidenced in ARCH 5906 Architectural Practice. References to the different CCDC contracts, RAIC 6 document can be found in assignments as well as quizzes.

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

	Met	Not Met
	[X]	[ ]

Team comments:
The student assignments and quizzes in ARCH 5906 Architectural Practice show a gap of student understanding between low and high passes. The low pass seems to reflect difficulties of understanding building economics, work plans and selecting consultants. Some students are exposed to some of these topics during their coop term, depending on the coop placement and their own initiative asking these questions as it is apparent in the student reports (high versus low pass).

IV. Appendices

Appendix A: Program Information
The following is condensed from the Program's Architecture Program Report

1. Brief History of **Laurentian University**

Laurentian University, in Sudbury (Ontario), was incorporated on March 28, 1960. Laurentian is officially a bi-lingual and tri-cultural university, located on the traditional territory of the Anishinaabe peoples of Atikameksheng (Whitefish) First Nation. Historically a world leader in nickel mining, Sudbury is now the major retail, economic, health and educational centre for Northeastern Ontario. The city and the campus are situated on the Canadian Shield where major industries include timber and mining. Sudbury lies in the Robinson-Huron Treaty territory.

Celebrating its 60th anniversary in 2020, Laurentian University has become one of the fastest growing universities in Canada, its enrolment having gone from 6,000 to almost 10,000 in the past decade (6,510 full-time + 3,000 part-time students). Laurentian has the best post-graduation employment rate in Ontario: 95% of LU graduates find jobs within six months of graduating, and 97% are gainfully employed following completion of their studies. The University also has an impressive research track record, having secured more than $250 million in research income in the past decade. Since 2005, Laurentian has opened new schools of Medicine and Architecture, in each case a first in over 40 years.

The McEwen School of Architecture was built in the heart of downtown Sudbury, intentionally placed there as a catalyst for urban revitalization, adding another layer of meaning to the project of the School of Architecture. This revitalization has added over 330 students, 17 faculty, and 7 staff to the downtown core. Ironically, the School's conference room looks across the road to The Grand Theatre where the Laurentian University of Sudbury/Université Laurentienne de Sudbury began before building the current campus in the 1960s.

2. Institutional Mission

Laurentian University's branding slogan is AMBITIOUS. BOLD. DRIVEN.
In lieu of a Mission Statement, in its 2012-2017 Strategic Plan, Laurentian University articulated the following purpose statement:
> *Laurentian University with its federated university partners offers an outstanding university experience in English and French with a comprehensive approach to Indigenous education that prepares students as agents of change by stimulating them to ask new questions, to challenge what we know, and so empower them to create innovative solutions for future local and global issues.*

3. **Program History**

The School of Architecture opened its doors in September 2013. Among its significant milestones, after the approval of the BAS Undergraduate Program in October of 2016, the Graduate Program was approved in Ontario by the Quality Assurance Council (QAC). The School then wrote a Mission Statement that describes the Master of Architecture Program. This statement was also for recruiting and to guide our Program's Strategic Plan goals outlined the following year, in 2017:

The Master's degree in Architecture (MArch) is unique in Canada. The Program draws heavily upon the study of northern community needs coupled with an integrated approach to building systems for northern climates. Building with wood, design for climate change and digital fabrication are three areas of study for advanced graduate work, including a final design Thesis. The Program length is two-years, with continued focus on experiential learning through design-build and community-design projects. Design Studio options include 'Architecture and Craft,' 'Indigenous Design' or 'Community Building.' Two terms are devoted to Co-operative education, placing students in design related offices locally, nationally and internationally. Specialized research is presented through research seminars while professional practice is emphasized through Co-operative education and an advanced course in architectural practice. Courses on fabrication further expose students to the relationship between architecture and industry through making. A design Thesis forms the spine of the second year. Design courses (including Thesis) and Co-operative placements are offered in both French and English.

The Program strives to become recognized nationally for Indigenous Design at the graduate level. Indigenous worldviews and knowledge are present throughout the Program, delivered in particular courses and through various community settings. The knowledge and skills gained in the professional program prepare students to enter into the profession of architecture. Graduates can expect to find employment as intern architects or enter into a variety of related design fields including urban design, community planning, sustainable design, environmental design, or digital fabrication. (October 2016 - Ministry of Education).

After this Graduate Program approval, the MSoA was then able to begin the process of the "Plan for Initial Accreditation" to the CACB. Please see Appendix B for the Laurentian University letter from VP Academic Pierre Zundel that began our official CACB application.

4. **Program Mission**

The Project Mission, from the School of Architecture's "Project Charter" (2012), stated:
    The Laurentian University School of Architecture, or Laurentian Architecture Laurentienne (LAL), is the first new architecture school to open in Canada in over 40 years. LAL will become a ground-breaking academic institution that, through activism, research, and engagement, will develop new knowledge and innovation positively altering the way people of northern communities live, learn and grow.

The Project Steering Committee also engaged in writing the "LAL Sustainability Manifesto" to guide the design of the building as well as inform the School's pedagogy. In August 2020, the MSoA School

Council ratified our Constitution, which includes the following Mission Statement, adapted from the above precedents, as the first to be officially endorsed by the Program itself:

Hurry Slowly … Hâtez-vous lentement … Mino- Piiskan Ezhaayin ...

The mission of the McEwen School of Architecture (MSoA) is, first and foremost, to educate succeeding generations of architects to engage with communities in the design of sustainable buildings within the geographic and cultural context of the North. Through this process of exploration and discovery, the school fosters an ongoing dialogue with its civic and academic community so that ideas about sustainability reflect emerging realities.

The philosophy of our Program is founded upon pride of place and a culture of caring. We are inspired by the resiliency of northern people and the unique beauty of the northern Ontario landscape. Applying the lessons learned in the North in ways that inform a reciprocal relationship between the local and the global, we place pedagogical emphasis on social engagement, community design, cultural identity, sustainability, Indigenous perspectives, design-build and craft, technology and fabrication and wood construction.

The MSoA grounds itself in shared values of RESPECT, INCLUSION and COMMUNITY. The Program reaches beyond Laurentian University's tricultural mandate (Indigenous, Francophone and Anglophone), further emphasizing diversity and equity as central to our Program.

5. Program Action Plan

MSoA Strategic Plan Goals, 2018-22
During the summer of 2017, the MSoA School Council developed a strategic plan for 2018-2022 through a School Retreat discussion. The six (6) goals of the *MSoA Strategic Plan* were agreed on by the School Council as per university norms.

Building upon our existing pillars of RESPECT, INCLUSION and COMMUNITY, by 2022 the McEwen School of Architecture aspires to:
- *Create an internationally recognized architectural "Hub" as an umbrella for teaching, research and community engagement,*
- *Establish leadership in **Design-Build** culture, hands-on active learning, and collaborative research-creation,*
- *Strengthen our capacity for "**Community** responsiveness" in **northern** and remote environments through community partnerships,*
- *Become the leading architecture school in Canada for **Indigenous** design,*
- *Become the leading architecture school in Canada in new **wood** technologies in the boreal forest region,*
- *Enrich **Francophone** culture by remaining the only School of Architecture outside of Québec to offer Design Studios, electives and Co-operative placements in French*

Appendix B: The Visiting Team (names and contact information)

VOTING MEMBERS

Myriam Blais   **Team Chair**   Educator
Université Laval
Édifice du Vieux-Séminaire de Québec
1, côte de la Fabrique, bureau 3210
Québec (Québec) G1R 3V6
Tel: (418) 656-2131 ext.403206
Email: Myriam.Blais@arc.ulaval.ca

Jean-François Lejeune   Educator
University of Miami School of Architecture
1223 Theo Dickinson Dr,
Coral Gables, FL 33146, USA
Tel: (305) 772-6729
Email: flejeune@miami.edu

Richard de la Riva   Practitioner
City Centre Building
1450 rue City Councillors, Bureau 230
Montréal (Québec) H3A 2E6
Tel: (514) 861-0133
Email: richard@affleckdelariva.com

Claudia Schaaf   Practitioner
85 Country Lane Drive
Calgary (Alberta) T3Z 1J6
Tel: (403) 470 0449
Email: claudias@mtalink.com

Meghan Lamb   Intern
DRKR Architects Ltd.
1498 Lower Water St, Halifax, NS B3J 3R5
meghanl@drkr.ca

NON-VOTING MEMBER

CACB-CCCA

Nathalie Dion   Practitioner
Provencher-Roy
276, rue Saint-Jacques, Bureau 700
Montréal (Québec) H2Y 1N3
Tel: (514) 844-3938 ext. 2483
Email: ndion@provencherroy.ca

Appendix C: The Visit Agenda

- All evidence, including student work and requirements for the Team Room, was made available to the Visiting Team on February 22, 2021.
- All meetings took place through the Zoom platform, in three different time zones

Visiting Team Members • Time zones			Meetings / Events
MST	EST	AST	
Day 1 • Sunday, March 14, 2021			
8:00am	10:00am	11:00am	Introductory Meeting with MSoA Director Dr David Fortin
9:00am	11:00pm	12:00pm	Visiting Team Virtual Tour (live) with Dr Tammy Gaber and founding director Dr Terrance Galvin
10:00am	12:00pm	1:00pm	Break
11:00pm	1:00pm	2:00pm	Visiting Team Working Session
Day 2 • Monday, March 15, 2021			
8:00am	10:00am	11:00am	Discussion about overall Curriculum with MSoA Director Dr David Fortin and founding director Dr Terrance Galvin
9:00am	11:00am	12:00pm	Introductory meeting with VP Academic and Provost Dr Marie-Josée Berger and former Interim VP Academic Dr Serge Demers
10:00am	12:00pm	1:00pm	Introductory meeting with Interim Dean, Faculty of Science, Engineering and Architecture Dr Dean Millar
10:00am	12:00pm	1:00pm	Break
12:00pm	2:00pm	3:00pm	Meeting with MSoA faculty
1:30pm	3:30pm	4:30pm	Visiting Team Working Session
Day 3 • Tuesday, March 16, 2021			
8:00am	10:00am	11:00am	Team meeting with MSoA Director Dr David Fortin
8:30am	10:30am	11:30am	Discussion with MSoA Director and program coordinators Jean-Philippe Saucier (BAS) and Steven Beites (M.Arch)
9:30am	11:30am	12:30pm	Meeting with Interim Dean of Graduate Studies Dr Lace Marie Brogden
10:00am	12:00pm	1:00pm	Break
11:00am	1:00pm	2:00pm	School Wide Meeting (all students)
12:00pm	2:00pm	3:00pm	Visiting Team Working Session
Day 4 • Wednesday, March 17, 2021			
8:00am	10:00am	11:00am	Team meeting with MSoA Director Dr David Fortin
8:30am	10:30am	11:30am	Meeting with Student Association (LASA)
9:30am	11:30am	12:30pm	Meeting with MSoA Staff
10:30am	12:30pm	1:30pm	Meeting with Main Campus Library and associate librarian
11:00am	1:00pm	2:00pm	Break
12:00pm	2:00pm	3:00pm	Meeting with Laurentian University President and Vice Chancellor Dr Robert Haché
12:30pm	2:30pm	3:30pm	Invitation to BAS Second-Year Studio Penultimate Reviews, with Shannon Bassett
12:30pm	2:30pm	3:30pm	Visiting Team Working Session

| Visiting Team Members • Time zones			Meetings / Events
MST	EST	AST	
Day 5 • Thursday, March 18, 2021			
8:00am	10:00am	11:00am	Team meeting with MSoA Director Dr David Fortin
8:30am	10:30pm	11:30am	Meeting with representatives from the McEwen International Advisory Board: Dee Dee Taylor Eustace, Lisa Rochon, Cheryl McEwen, Blaine Nicholls, Bruce Mau, Alfred Waugh
9:30am	11:30am	12:30pm	Meeting with Knowledge Carrier William Morin and MSoA Director Dr David Fortin
10:30am	12:30pm	1:30pm	Break
11:030am	1:30pm	2:30pm	Visiting Team Working session
Day 6 • Friday, March 19, 2021			
8:00am	10:00am	11:00am	Closing Meeting with MSoA Director David Fortin and program coordinators Jean-Philippe Saucier and Steven Beites
9:00am	11:00am	12:00pm	Closing meeting with VP Academic and Provost Dr Marie-Josée Berger and former Interim VP Academic Dr Serge Demers
10:00am	12:00pm	1:00pm	Closing Meeting with Interim Dean – Faculty of Science, Engineering and Architecture Dr Dean Millar
11:00am	1:00pm	2:00pm	Break
12:00pm	2:00pm	3:00pm	Visiting Team Working session

V. Report Signatures

Myriam Blais, *Chair*
representing the educators
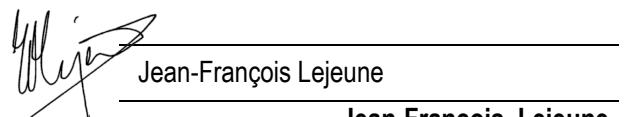
Jean-François Lejeune

Jean-François Lejeune.
representing the educators
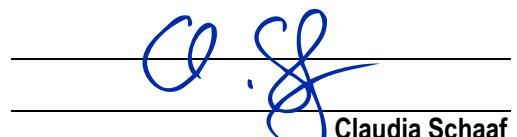
Claudia Schaaf
representing the practitioners
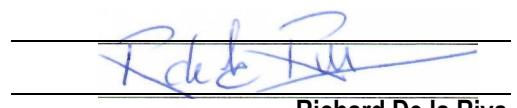
Richard De la Riva
representing the practitioners

Meghan Lamb
representing the Interns
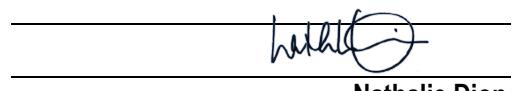
Nathalie Dion
CACB non-voting member