

■ **Research Committee**

● **Supplemental Report: Phase 1**



BACKGROUND

In 2017, the CACB Research Initiatives Task Force was established to develop research in support of the CACB's mandate. This task force became a regular CACB committee to oversee and undertake research programs, to develop research questions and funding plans, and to report to the CACB Board. In 2018, the CACB committed \$7,500 towards a successful MITACS grant application, earning an additional \$7,500 in matching funds to support Phase 1 research.

2019 - RESEARCH - PHASE 1

Canadian Architectural Education, Accreditation, and Certification trends in a Changing Environment

Led by Prof. Anne Bordeleau with a graduate student research assistant at the University of Waterloo, Jessica Hanzelkova. Phase 1 research focused on:

- gathering and organizing data from 2003-2019 – establishing a solid base for future work;
- preliminarily plotting the data graphically;
- identifying significant data gaps and challenges that impact the ability to compare and interpret the data;
- advancing understanding of certain trends and articulating overarching questions about architectural education in changing academic and social-cultural environment.

A Phase 1 Research Report was published in September 2021.
(1.5 page narrative - with no graphs).

2022 - RESEARCH - PHASE 2

A second successful MITACS grant in 2022 is supporting continued work - led by Prof. Lisa Landrum with a graduate student research assistant at the University of Manitoba, Eva Rodriguez.

Aims:

* to prepare and publish supplemental graphics and analysis in support of the 2021 Phase 1 Report; (this presentation is a draft).

- to review, incorporate and analyze additional data from 2019-2022;
- to advance qualitative assessment of available documents and articulate further research questions and directions

2019 - RESEARCH - PHASE 1

Canadian Architectural Education, Accreditation, and Certification trends in a Changing Environment

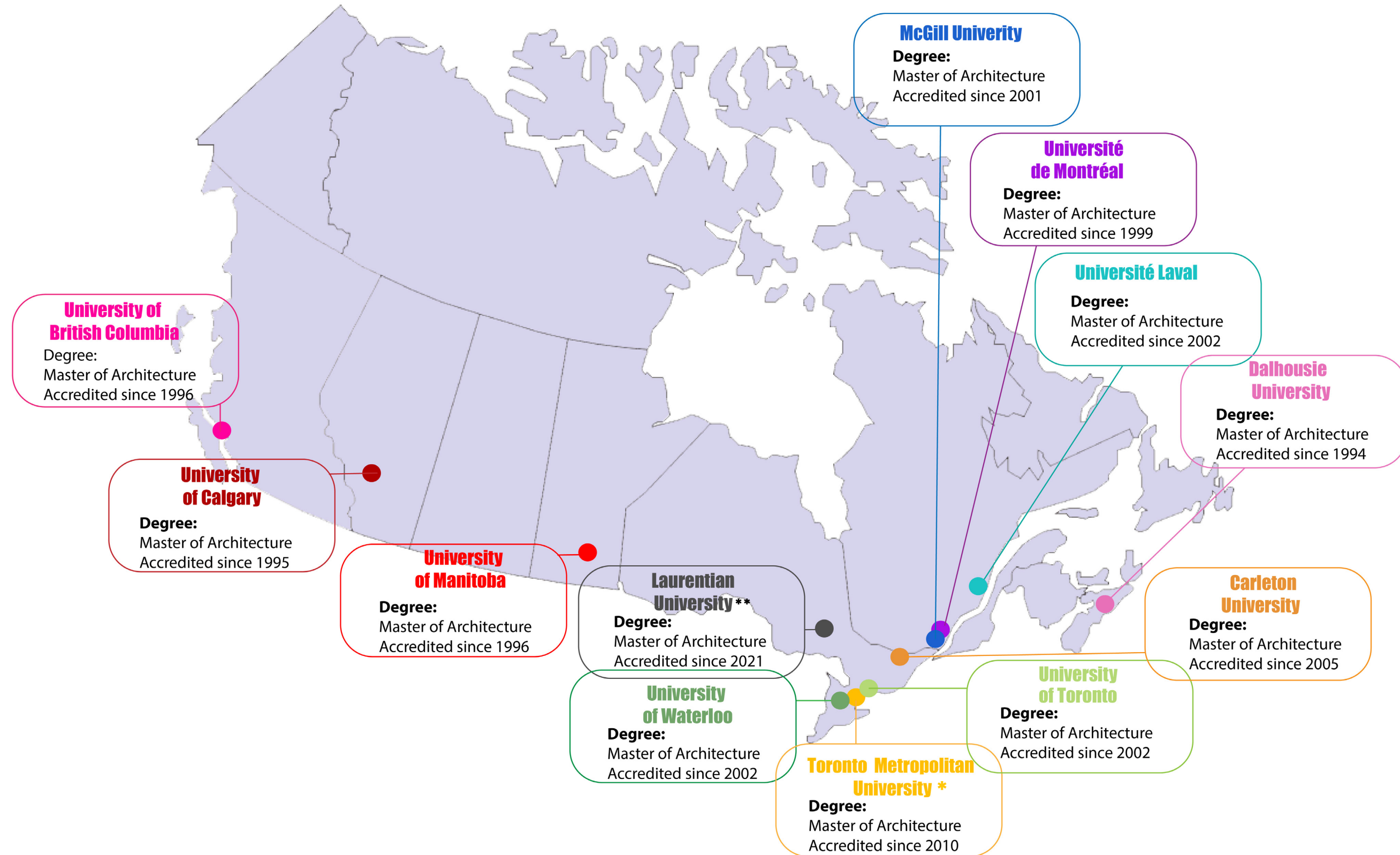
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MAP OF CACB ACCREDITED PROGRAMS



* Toronto Metropolitan University formerly Ryerson University.

**Laurentian University not included in the Phase 1 data analysis, which covers years 2003-2019 (ie. before the program was accredited).

DATA EXAMINED FROM:

ARs

(Annual Reports)

Submitted by June 30 every year notwithstanding each program's terms of accreditation. The AR includes narrative and statistical sections, providing quantitative data for students and faculty .

APRs

(Architecture
Program Reports)

Submitted typically every 6 years. The APR presents the Program's identity, strengths and challenges, with a self-assessment, previous VTRs and ARs, and details the curriculum and school structure.

VTRs

(Visiting Team
Reports)

The VTR conveys the Visiting Team's assessment of the Program and APR as measured by the student's performance and the overall learning environment.

TOPICS EXPLORED FOR PRE-PROFESSIONAL AND PROFESSIONAL DEGREES



1. Student Application Data



2. Student Enrolment Data



3. Degrees Awarded



4. Faculty Data



5. Student Performance Criteria

NOTES ON INCONSISTENCIES

While every effort has been made to accurately convey data provided by schools in the AR and APR documents and to normalize some differences in program structures, certain gaps and irregularities on the original documentation have resulted in inconsistencies. In particular, please note the following:

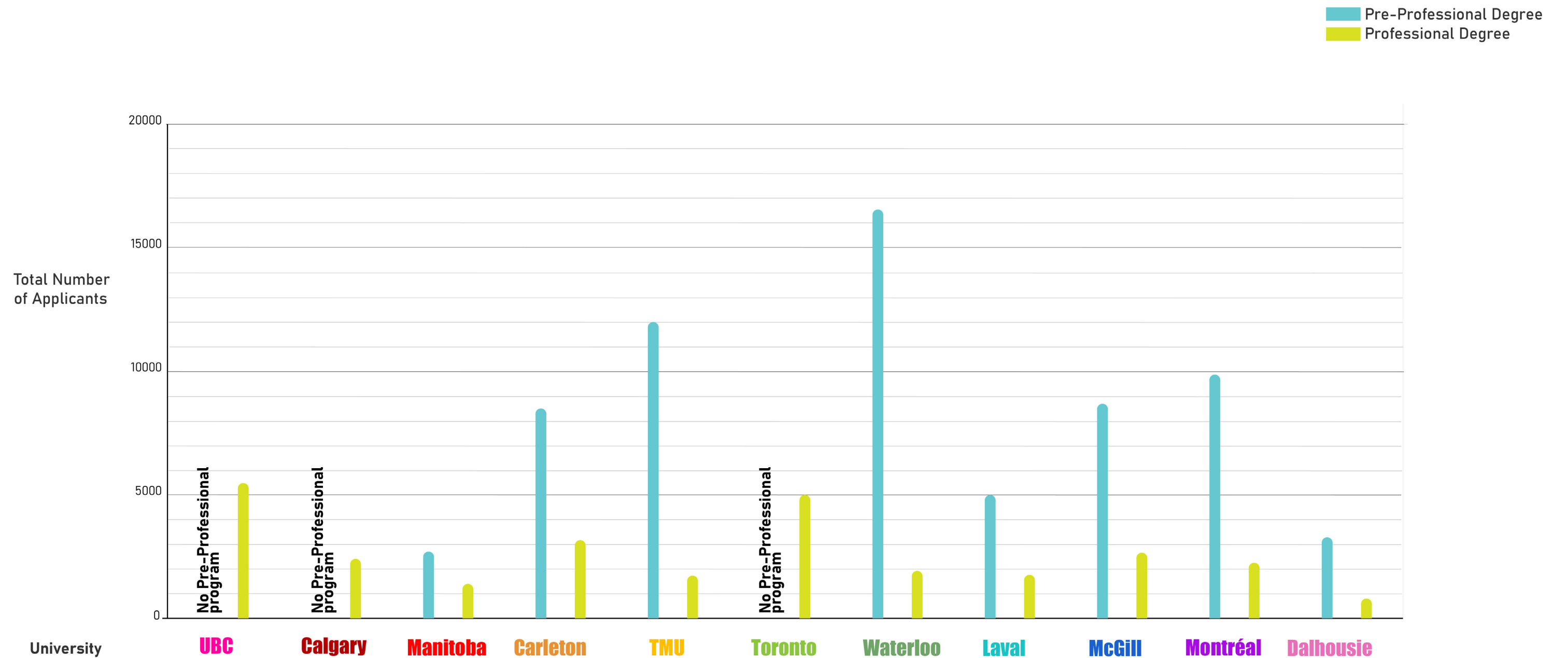
- ARs are not available for every year for every school.
- Some data reported in the ARs is approximate.
- There are some gaps in the data.
- For the application data, sometimes it is unclear if “Advanced Standing” students are *included* in the “Total Admitted” or *in addition to* the “Total Admitted”.
- Numbers provided in the breakdown of student and faculty numbers do not always add up to the totals reported.
- Some schools did not report gender balances for degrees awarded and enrollment data, just totals.
- AR template changed in 2018-2019, and the data reported in 2019 for the previous 2 years does not match the data provided in the previous reports.



1. STUDENT APPLICATION DATA

1.1 TOTAL APPLICANTS FOR ALL PROGRAMS 2004-2019

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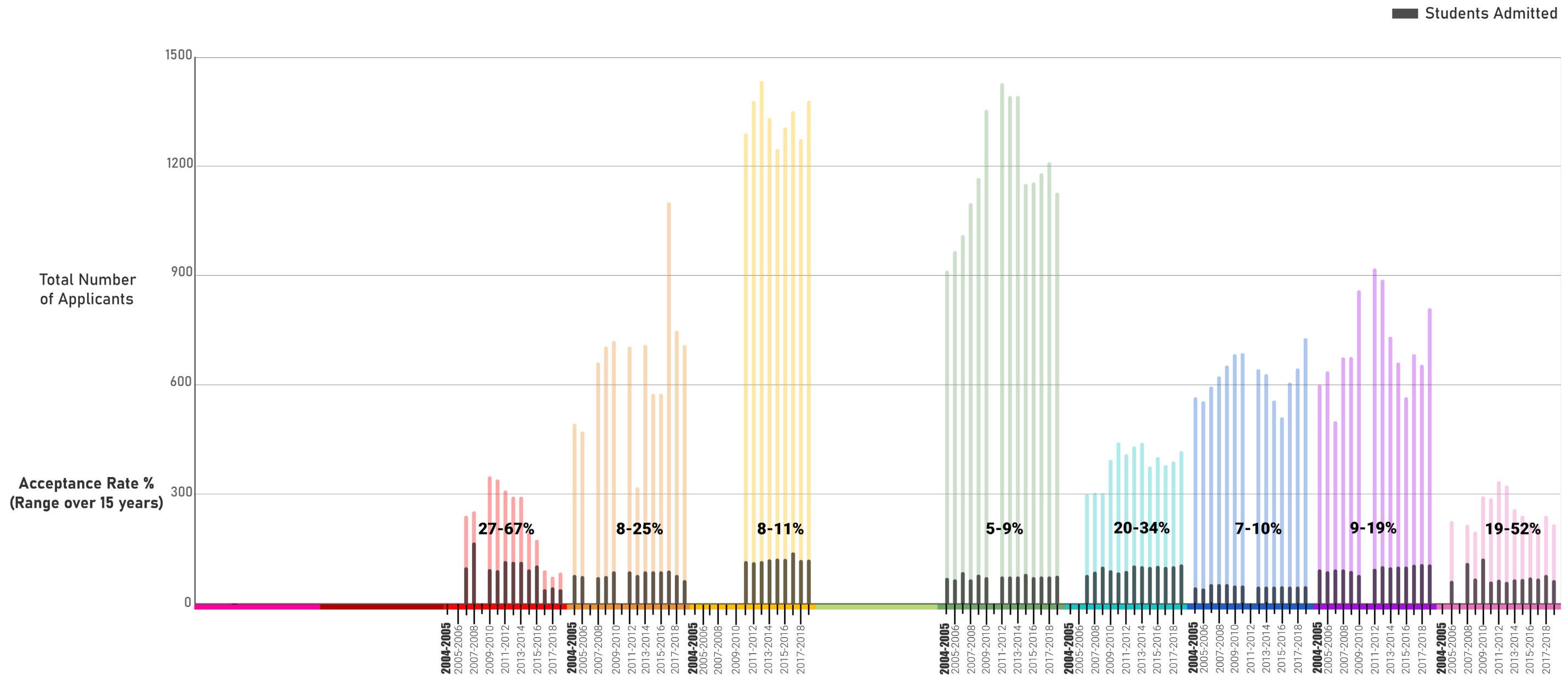




1. STUDENT APPLICATION DATA

1.2 PRE-PROFESSIONAL PROGRAM Total Applicants And Students Admitted 2004-2019

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University	UBC	Calgary	Manitoba	Carleton	TMU	Toronto	Waterloo	Laval	McGill	Montréal	Dalhousie
Avg. Incoming Class Size			95	82	123		74	98	49	92	73
	* There is no Pre-professional program	* There is no Pre-professional program	*Data not available years 2004-2005,2005-2006 and 2008-2009	* Data not available for years 2006-2007 and 2010-2011	* CACB accredited program on Spring 2010	* There is no Pre-professional program	* Data not available for year 2010-2011	*Data not available for years 2004-2005 and 2005-2006	* Data not available for year 2011-2012	* Data not available for year 2010-2011	* Data not available for years 2004-2005 and 2006-2007

Notes:* Data Collected from ARs.

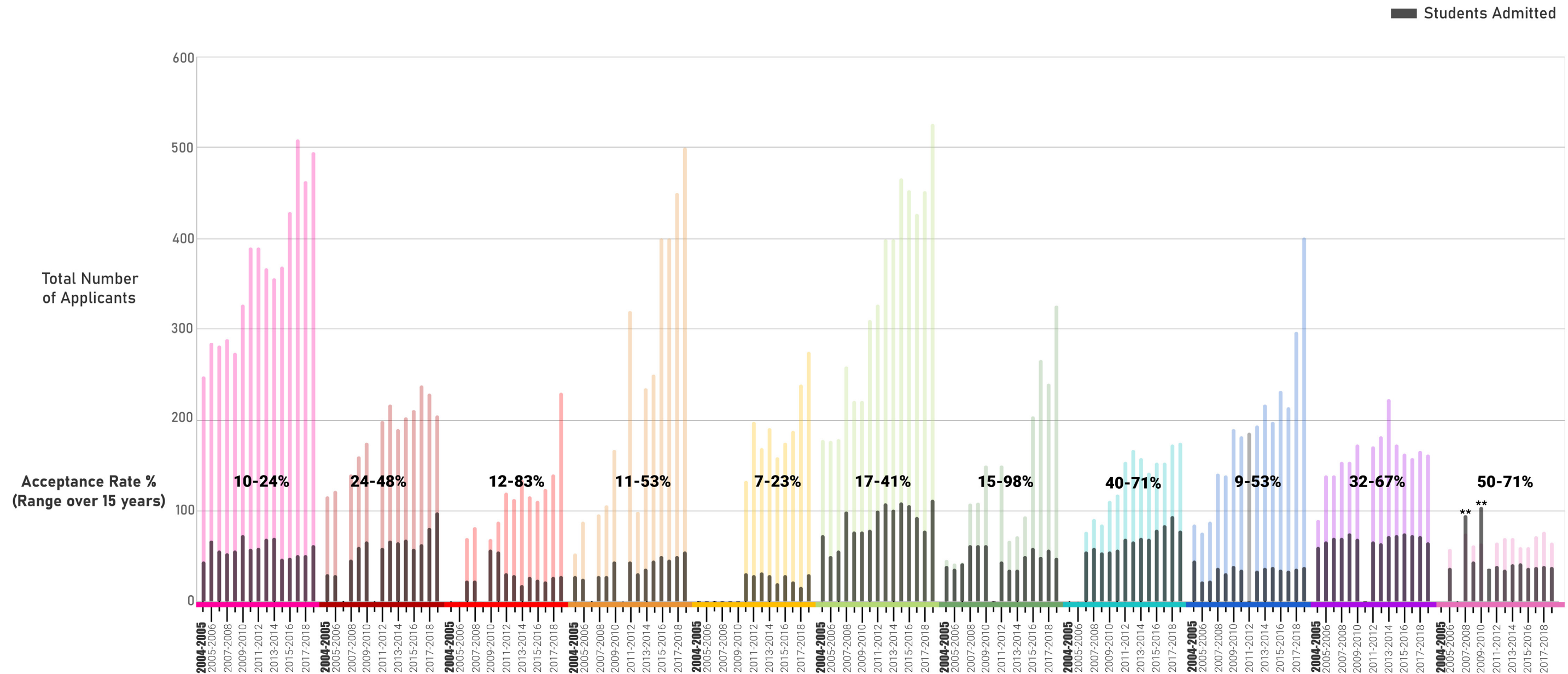
* Significant changes may be due to program changes and the program years reported.



1. STUDENT APPLICATION DATA

1.3 PROFESSIONAL M.ARCH PROGRAM Total Applicants And Students Admitted 2004-2019

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University	UBC	Calgary	Manitoba	Carleton	TMU	Toronto	Waterloo	Laval	McGill	Montréal	Dalhousie
Avg. Incoming Class Size	57	51	30	39	26	82	45	68	37	66	47
		* Data not available for years 2006-2007 and 2010-2011	* Data not available years 2004-2005, 2005-2006 and 2008-2009	* Data not available for years 2006-2007 and 2010-2011	* CACB accredited program on Spring 2010		* Data not available for year 2010-2011	* Data not available for year 2004-2005 and 2005-2006	* Year 2011-2012 data from the APR (2017)	* Data not available for year 2010-2011	* Data not available years 2004-2005 and 2006-2007 **Inconsistent Data

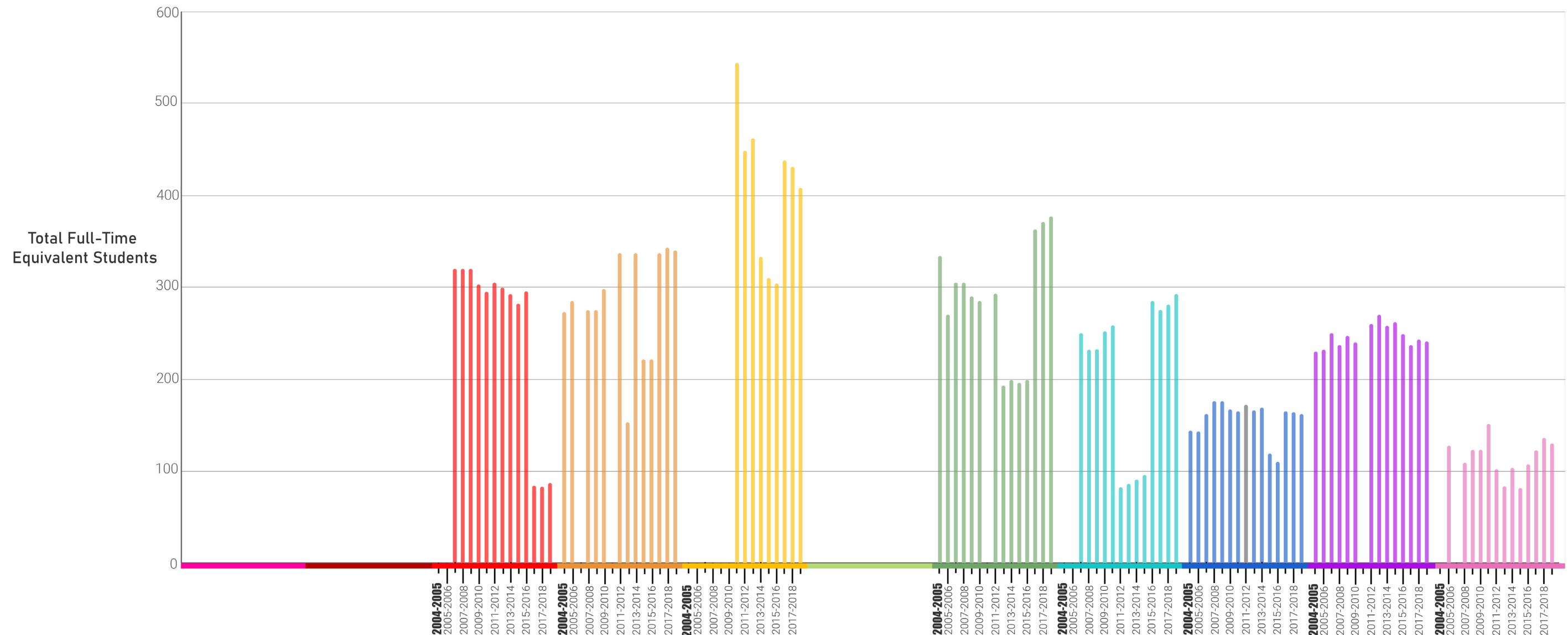
Notes:* Data Collected from ARs.



2. STUDENT ENROLMENT DATA

2.1 PRE- PROFESSIONAL PROGRAM 2004-2019

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University	UBC	Calgary	Manitoba	Carleton	TMU	Toronto	Waterloo	Laval	McGill	Montréal	Dalhousie
Avg. Number of students/year in the program			253	283	409		282	209	156	245	116
	* There is no Pre-Professional program	* There is no Pre-Professional program	* Data not available years 2004-2005,2005-2006	* Data not available for years 2006-2007 and 2010-2011	* CACB accredited program on Spring 2010	* There is no Pre-Professional program	* Data not available for year 2010-2011	* Data not available for year 2004-2005 and 2005-2006	* Year 2011-2012 data from the APR (2017)	* Data not available for year 2010-2011	* Data not available for years 2004-2005 and 2006-2007

Notes:* Data Collected from ARs.

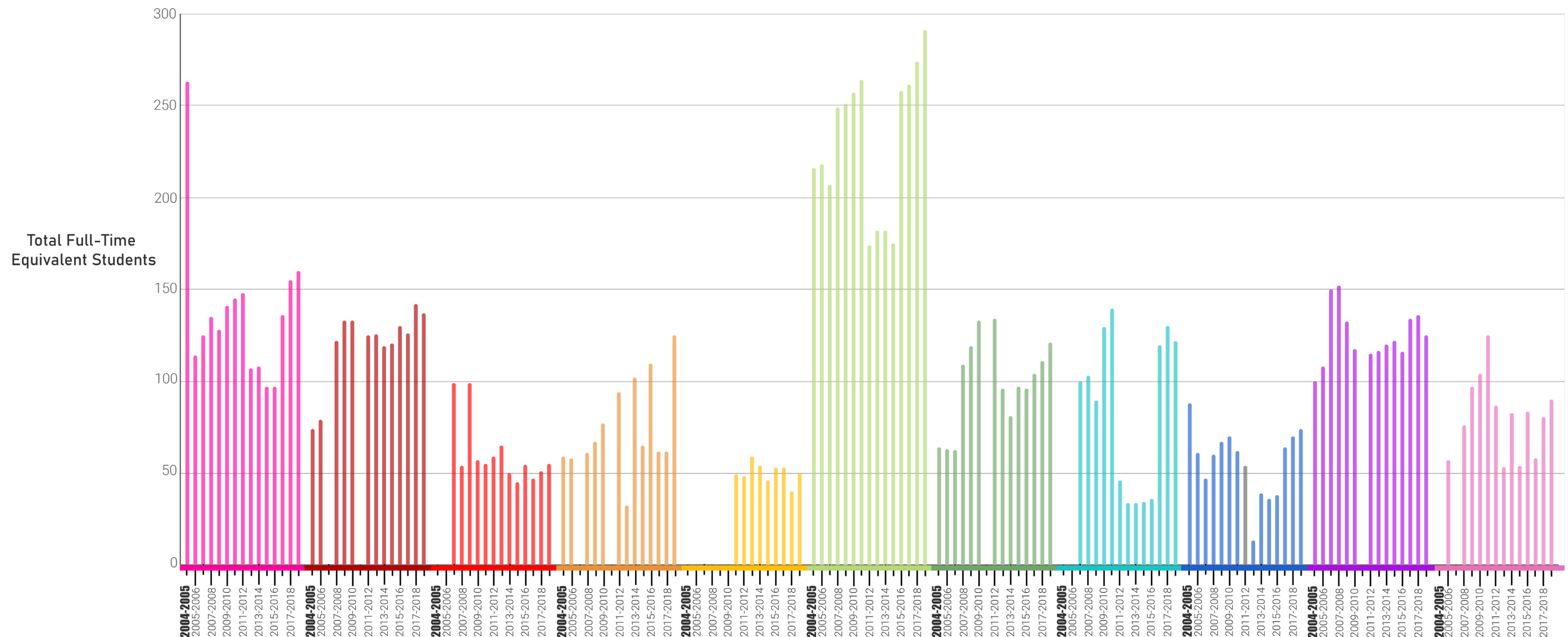
*Significant changes may be due to program changes and the program years reported.



2. STUDENT ENROLMENT DATA

2.2 PROFESSIONAL M.ARCH PROGRAM 2004-2019

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University	UBC	Calgary	Manitoba	Carleton	TMU	Toronto	Waterloo	Laval	McGill	Montréal	Dalhousie
Avg. Number of students/year in the program	137	118	61	74	50	228	97	86	58	122	79
		* Data not available for years 2006-2007 and 2010-2011	* Data not available for years 2004-2005 and 2005-2006	* Data not available for years 2006-2007 and 2010-2011	* CACB accredited program on Spring 2010		* Data not available for year 2010-2011	* Data not available for year 2004-2005 and 2005-2006	* Year 2011-2012 data from the APR (2017)	* Data not available for year 2010-2011	* Data not available for years 2004-2005 and 2006-2007

Notes: *Data Collected from ARs.

* Significant changes may be due to program changes and the program years reported.

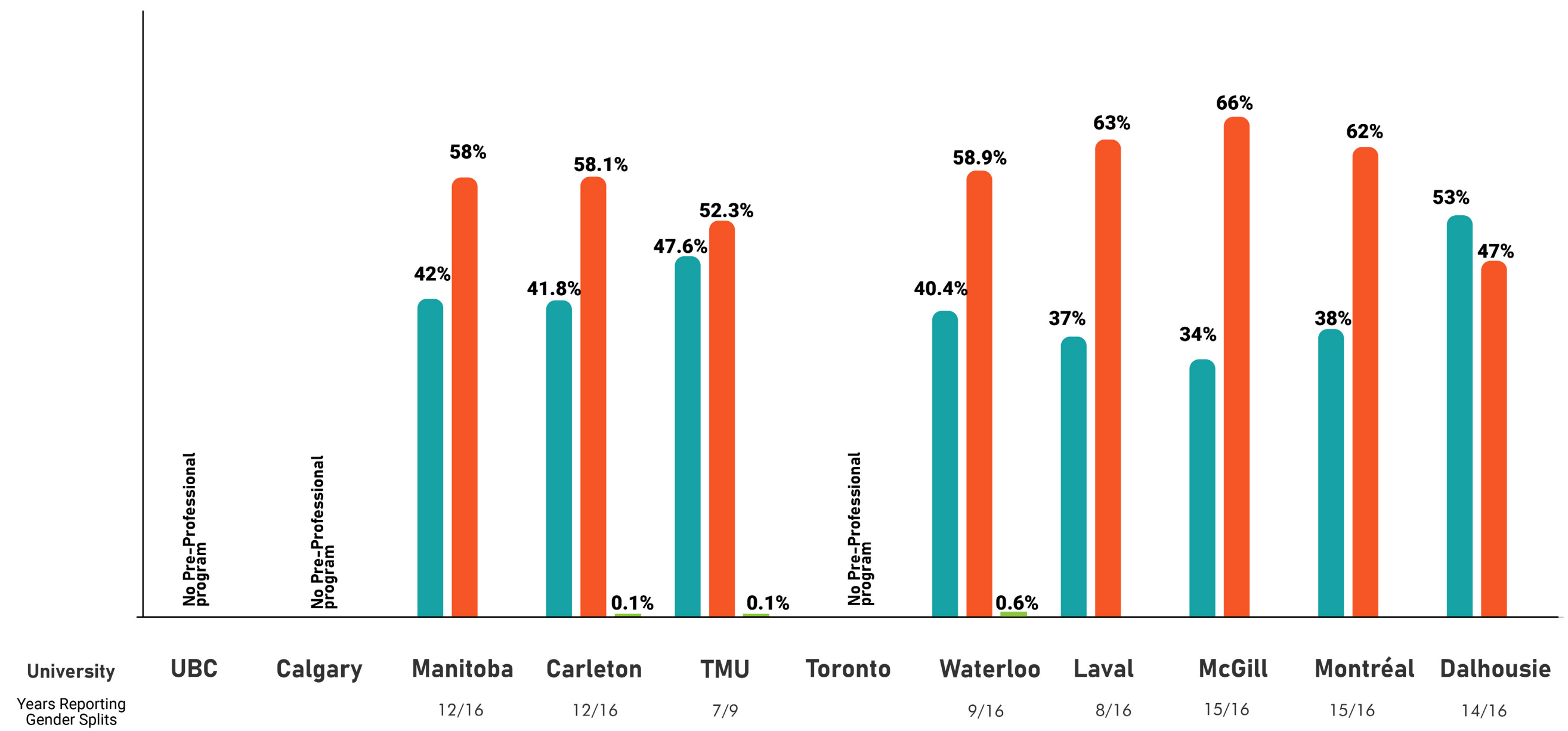


2. STUDENT ENROLMENT DATA

2.3 PRE-PROFESSIONAL PROGRAM Gender Balance 2003-2019

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Women
Men
Non-Binary



Notes: *Data Collected from ARs.

- Not all schools reporting, gender balance was optional in the ARs from 2011-2017.
- Format of the Annual Reports from 2018-2019 started including non-binary data .

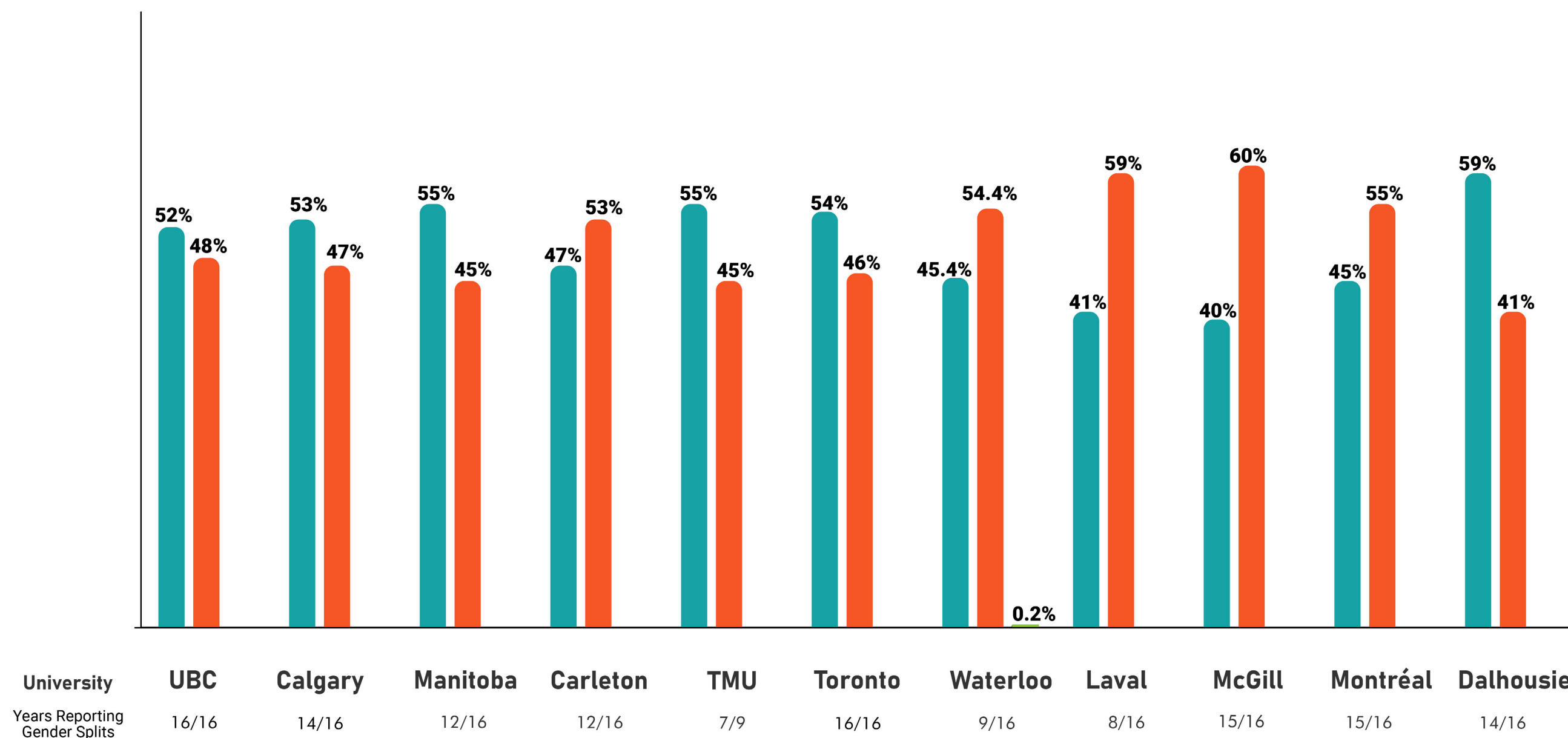


2. STUDENT ENROLMENT DATA

2.4 PROFESSIONAL PROGRAM Gender Balance 2003-2019

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Women
Men
Non-Binary



Notes: *Data Collected from ARs.

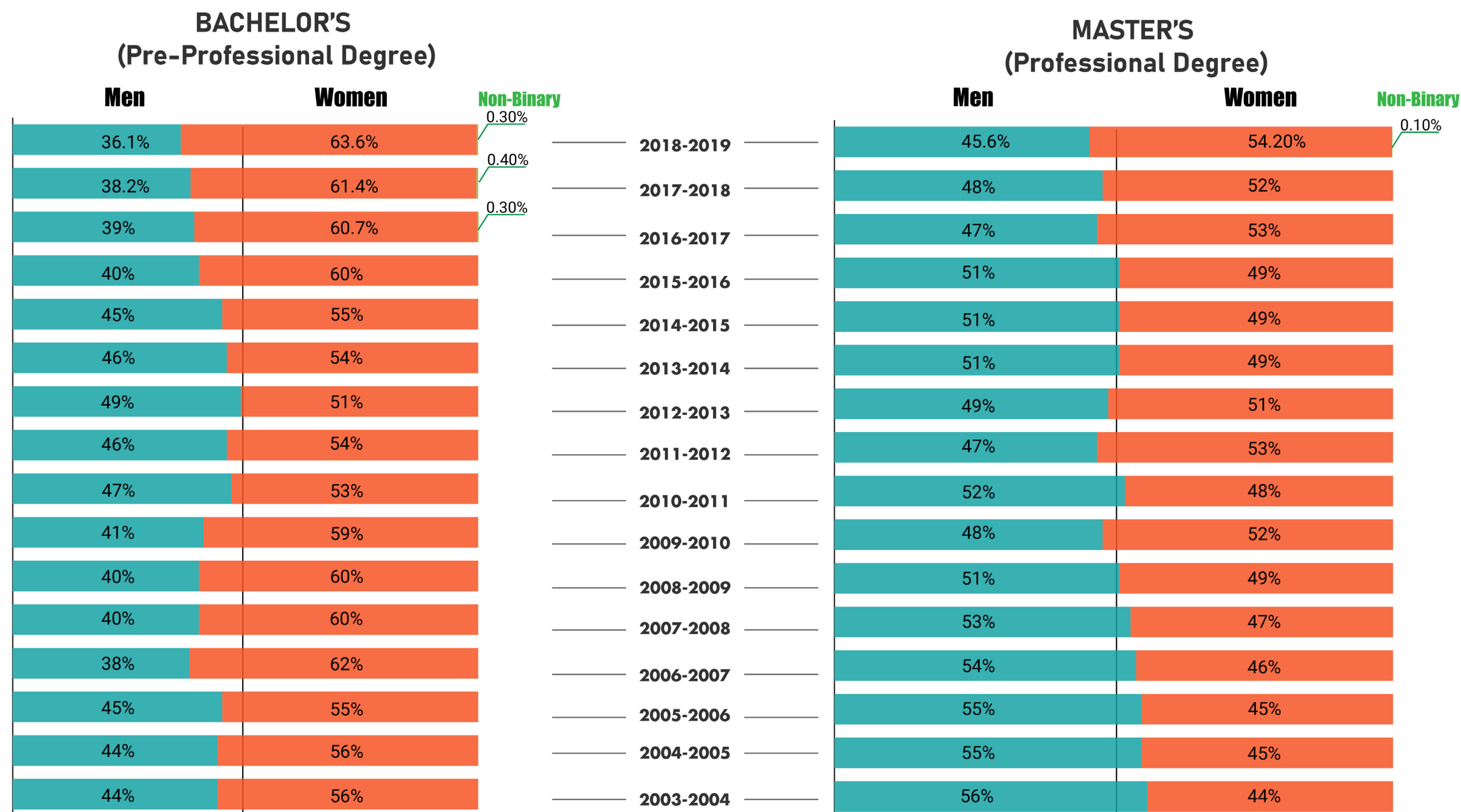
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2. STUDENT ENROLMENT DATA

2.5 STUDENT GENDER BALANCE For All Schools in Aggregate 2003-2019

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Notes: *Data Collected from ARs.

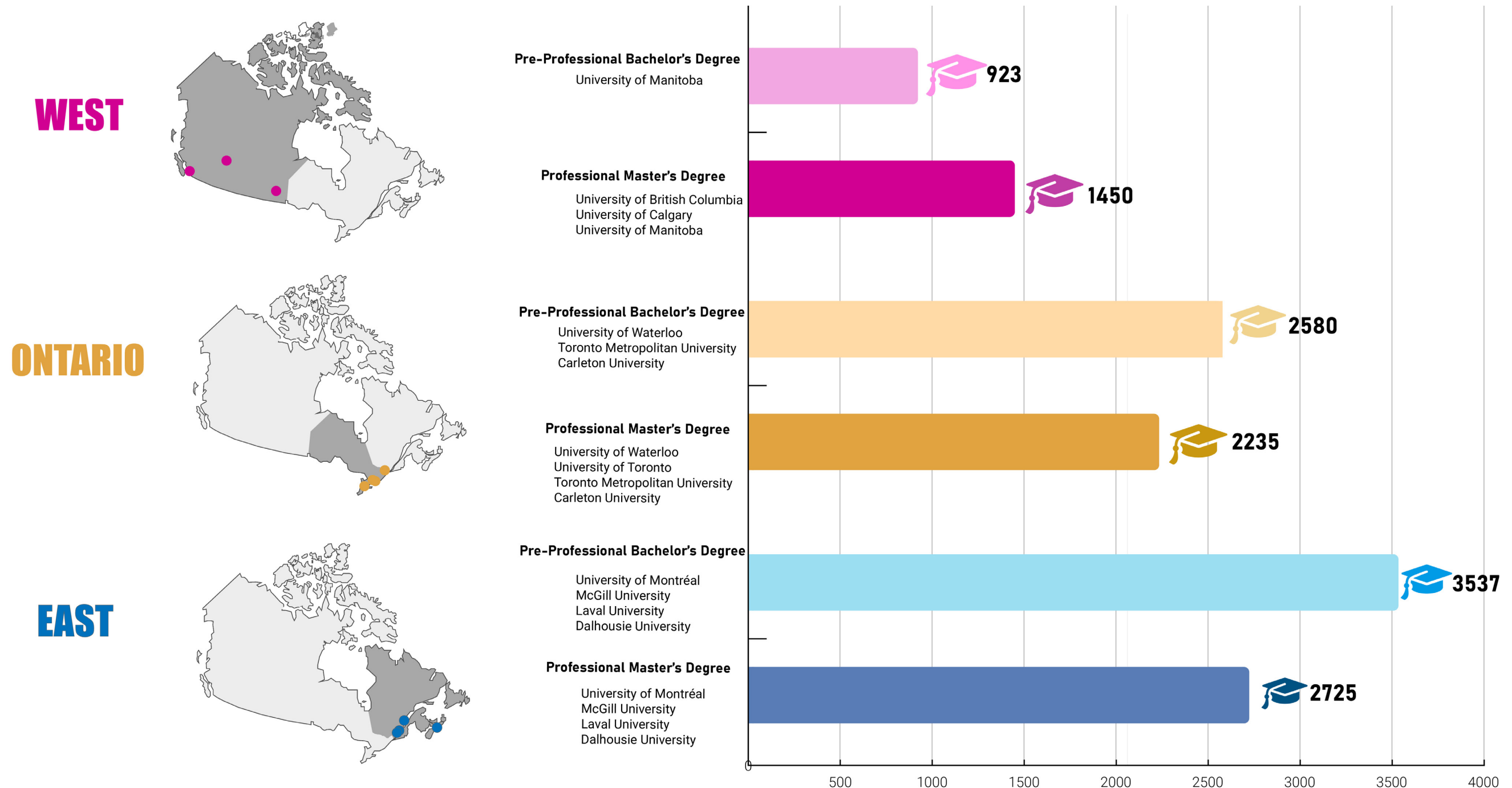
- Not all schools reporting, gender balance was optional in the ARs from 2011-2017.
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3. DEGREES AWARDED

3.1 DEGREES AWARDED BY REGION FOR BOTH PROGRAMS 2003-2019

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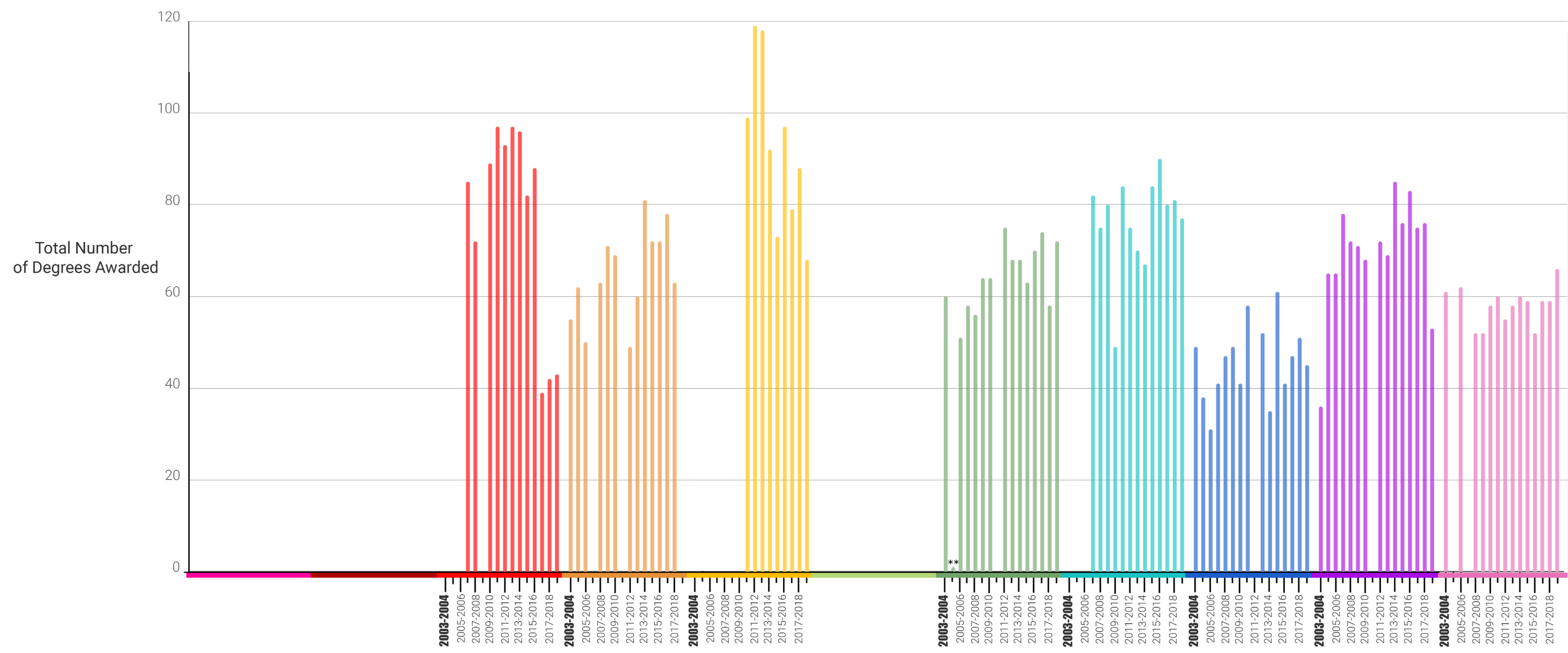
Notes: *Data Collected from ARs.



3. DEGREES AWARDED

3.2 PRE-PROFESSIONAL PROGRAM 2003-2019

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University	UBC	Calgary	Manitoba	Carleton	TMU	Toronto	Waterloo	Laval	McGill	Montréal	Dalhousie
Avg. Degrees Awarded per year in the program			77	65	93		60	76	46	70	58
	* There is no Pre-Professional program	* There is no Pre-Professional program	*Data not available years 2003-2004,2004-2005 2005-2006 and 2008-2009	*Data not available years 2006-2007,2010-2011 and 2018-2019	* CACB accredited program on Spring 2010	* There is no Pre-Professional program	* Data not available for year 2010-2011 ** Inconsistent Data	* Data not available years 2003-2004,2004-2005 and 2005-2006	* Data not available for year 2011-2012	* Data not available for year 2010-2011	* Data not available for years 2004-2005 and 2006-2007

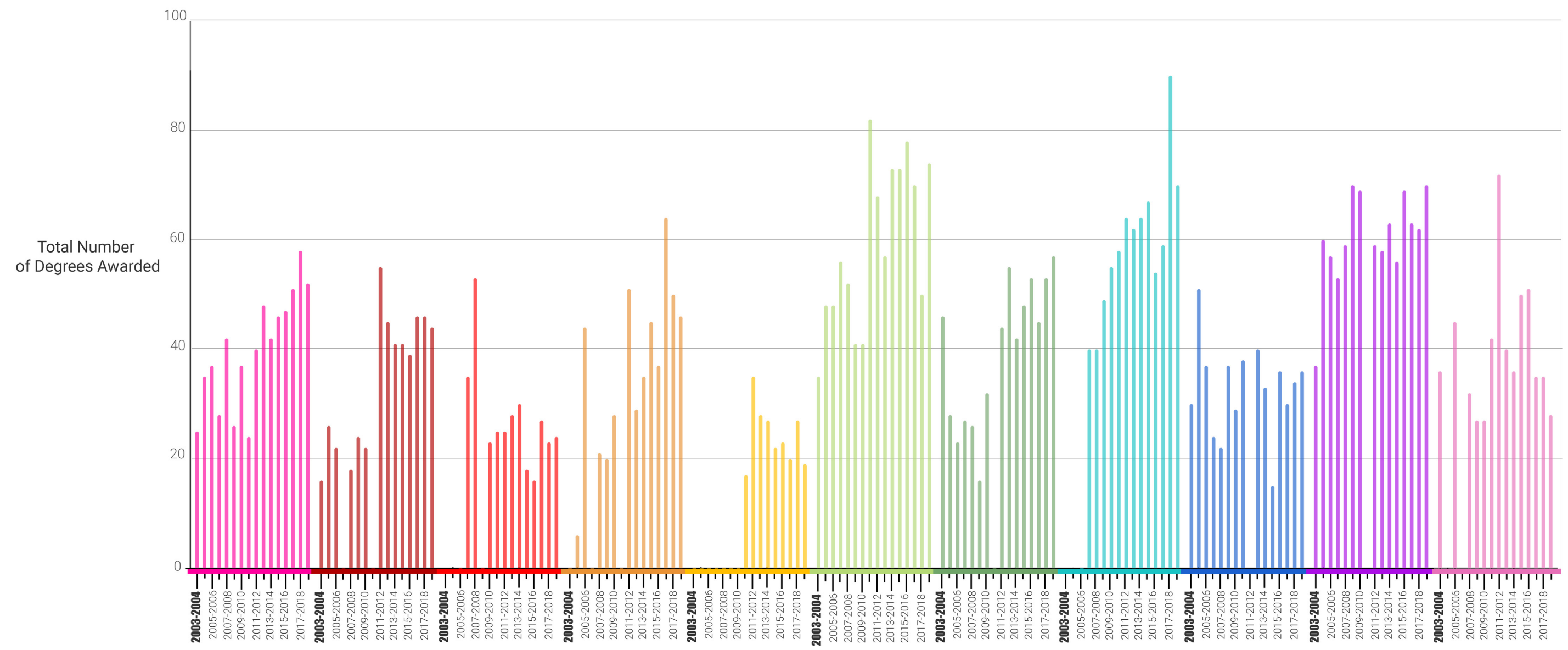
Notes: *Data Collected from ARs.
* Significant changes may be due to program changes and the program years reported.



3. DEGREES AWARDED

3.3 PROFESSIONAL M.ARCH PROGRAM 2003-2019

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University	UBC	Calgary	Manitoba	Carleton	TMU	Toronto	Waterloo	Laval	McGill	Montréal	Dalhousie
Avg. Degrees Awarded per year in the program	40	35	27	37	24	59	40	59	33	60	40
		*Data not available for years 2006-2007 and 2010-2011	*Data not available years 2003-2004,2004-2005 2005-2006 and 2008-2009	*Data not available years 2006-2007,2010-2011 and 2018-2019	* CACB accredited program on Spring 2010		* Data not available for year 2010-2011	* Data not available years 2003-2004,2004-2005 and 2005-2006	* Data not available for year 2011-2012	* Data not available for year 2010-2011	* Data not available for years 2004-2005 and 2006-2007

Notes: *Data Collected from ARs.

* Significant changes may be due to program changes and the program years reported.

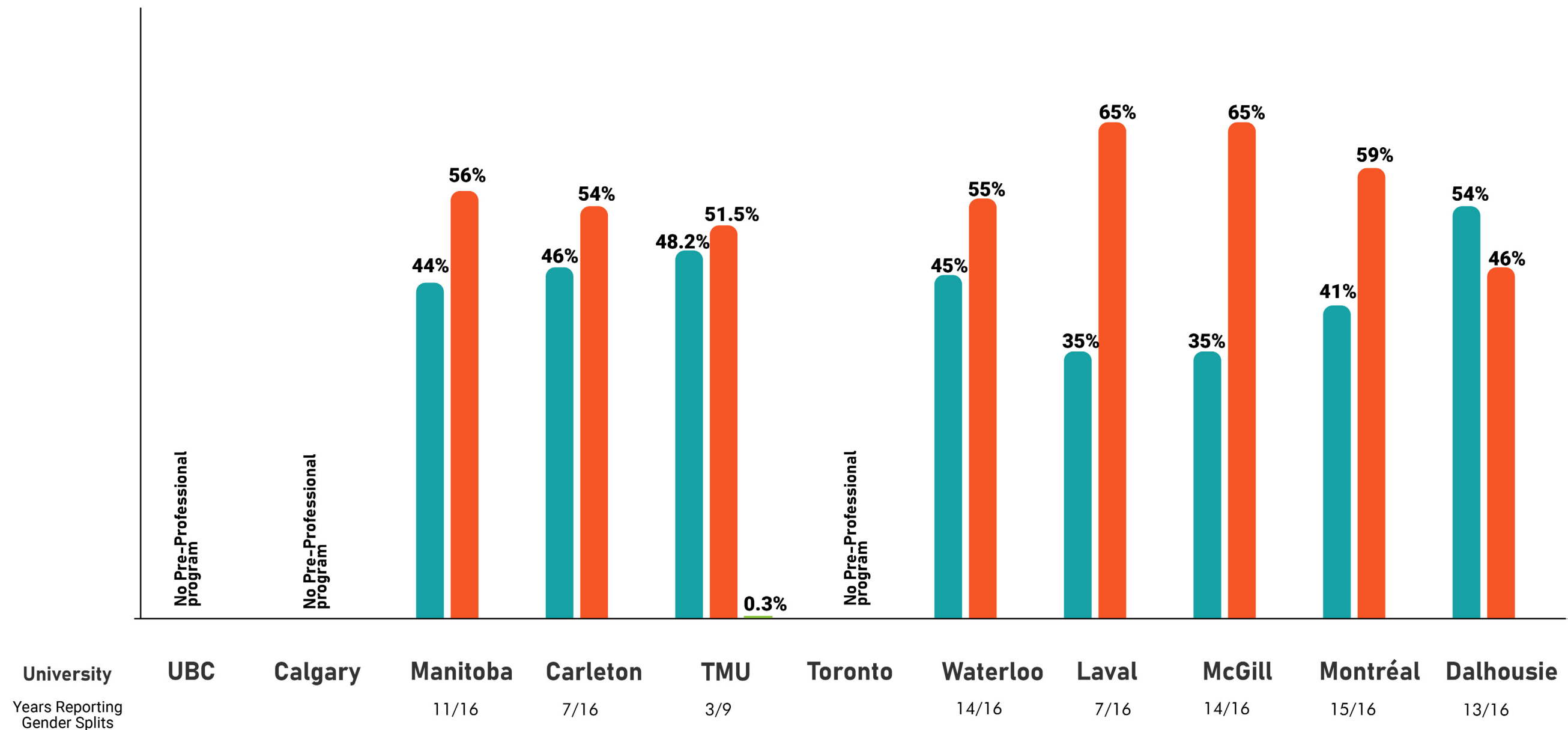


3. DEGREES AWARDED

3.4 PRE-PROFESSIONAL PROGRAM Gender Balance 2003-2019

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Women
Men
Non-Binary



Notes: *Data Collected from ARs.

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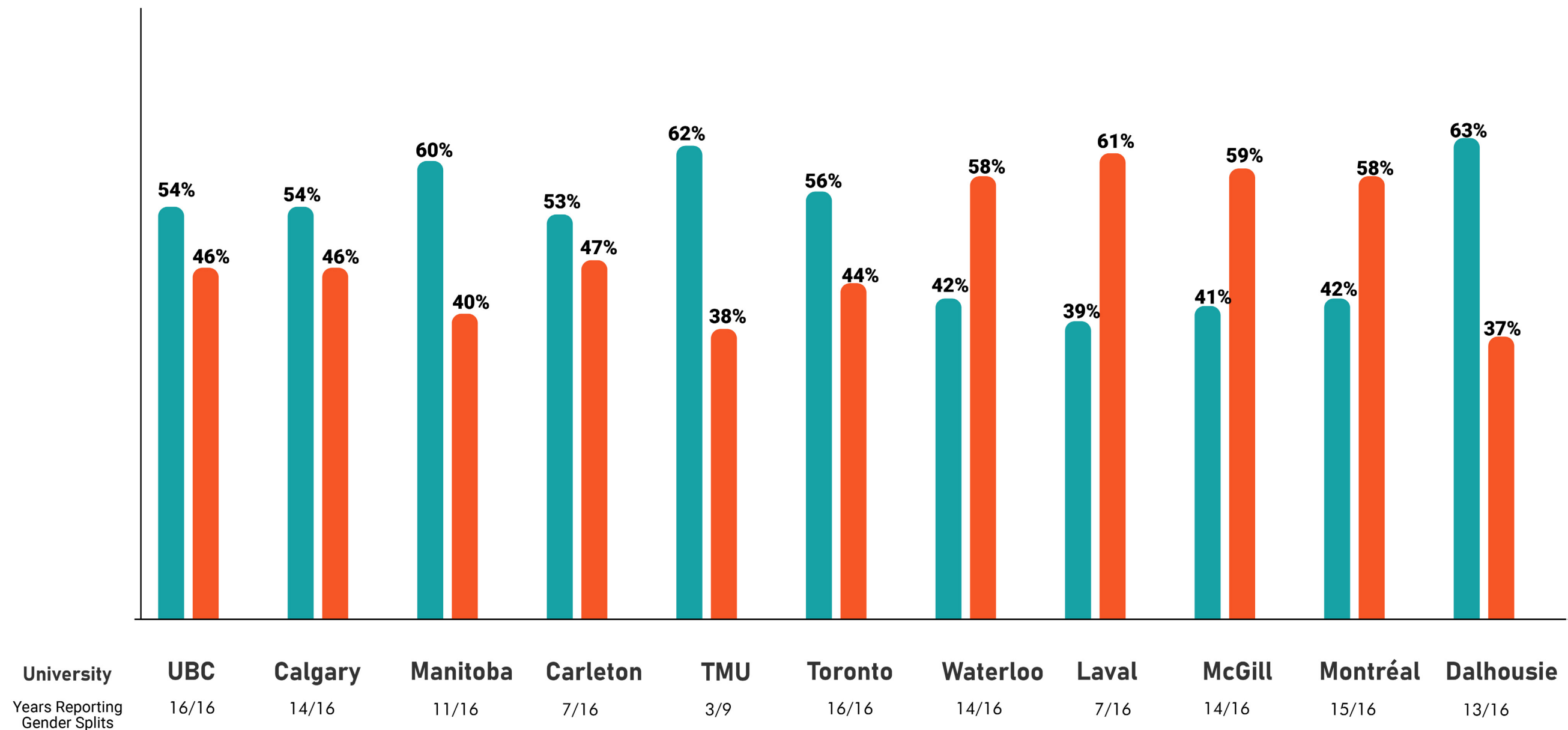


3. DEGREES AWARDED

3.5 PROFESSIONAL M.ARCH PROGRAM Gender Balance 2003-2019

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Women
Men
Non-Binary



Notes: *Data Collected from ARs.

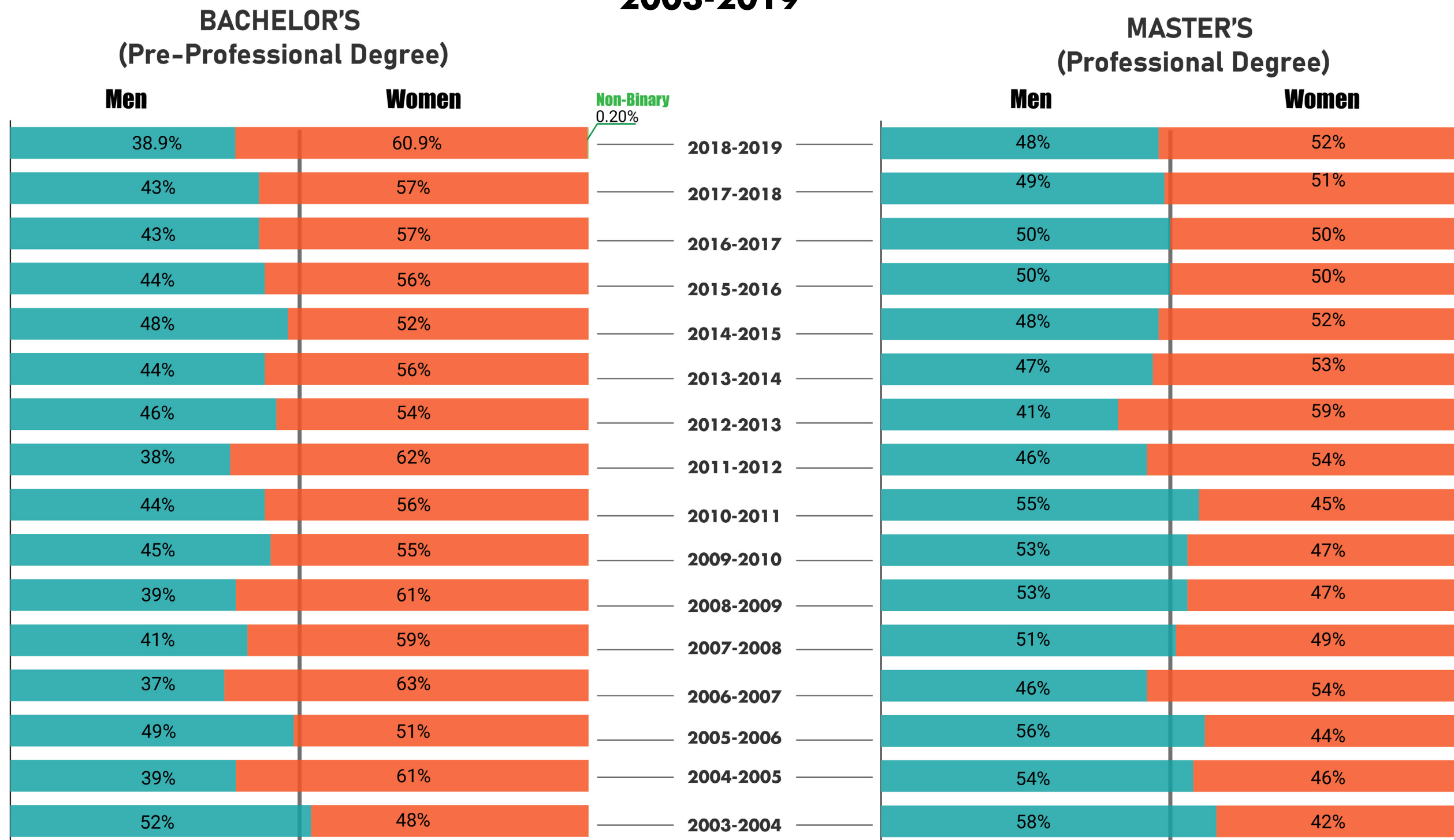
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3. DEGREES AWARDED

3.6 STUDENT GENDER BALANCE For All Schools in Aggregate 2003-2019

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Notes: *Data Collected from ARs.

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4. FACULTY DATA

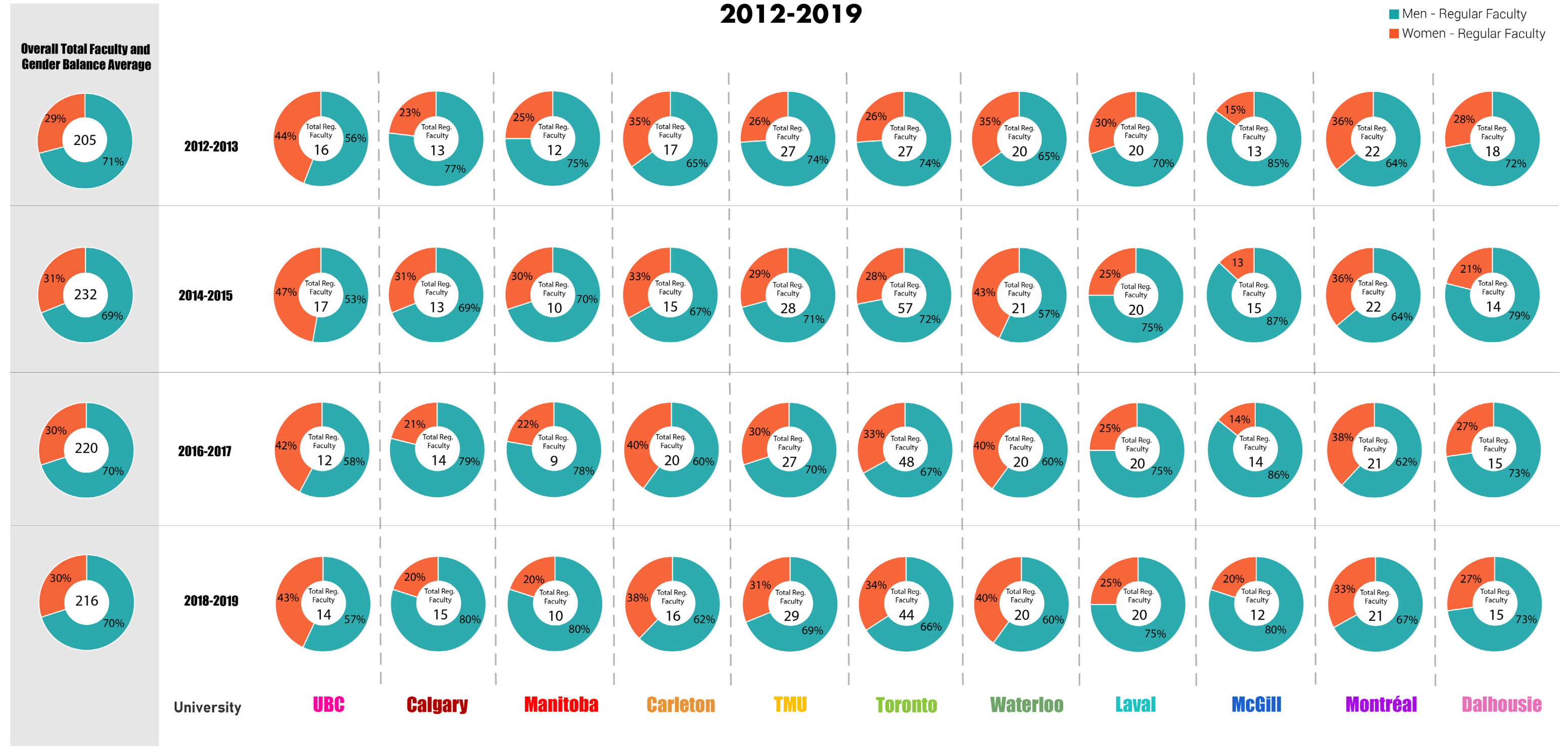
4.1 FACULTY TOTALS AND GENDER BALANCE

Regular Faculty (Full Time)

2012-2019

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■ Men - Regular Faculty
■ Women - Regular Faculty



Notes: *Data Collected from ARs.
*Gender data for faculty members required on ARs as of 2012.



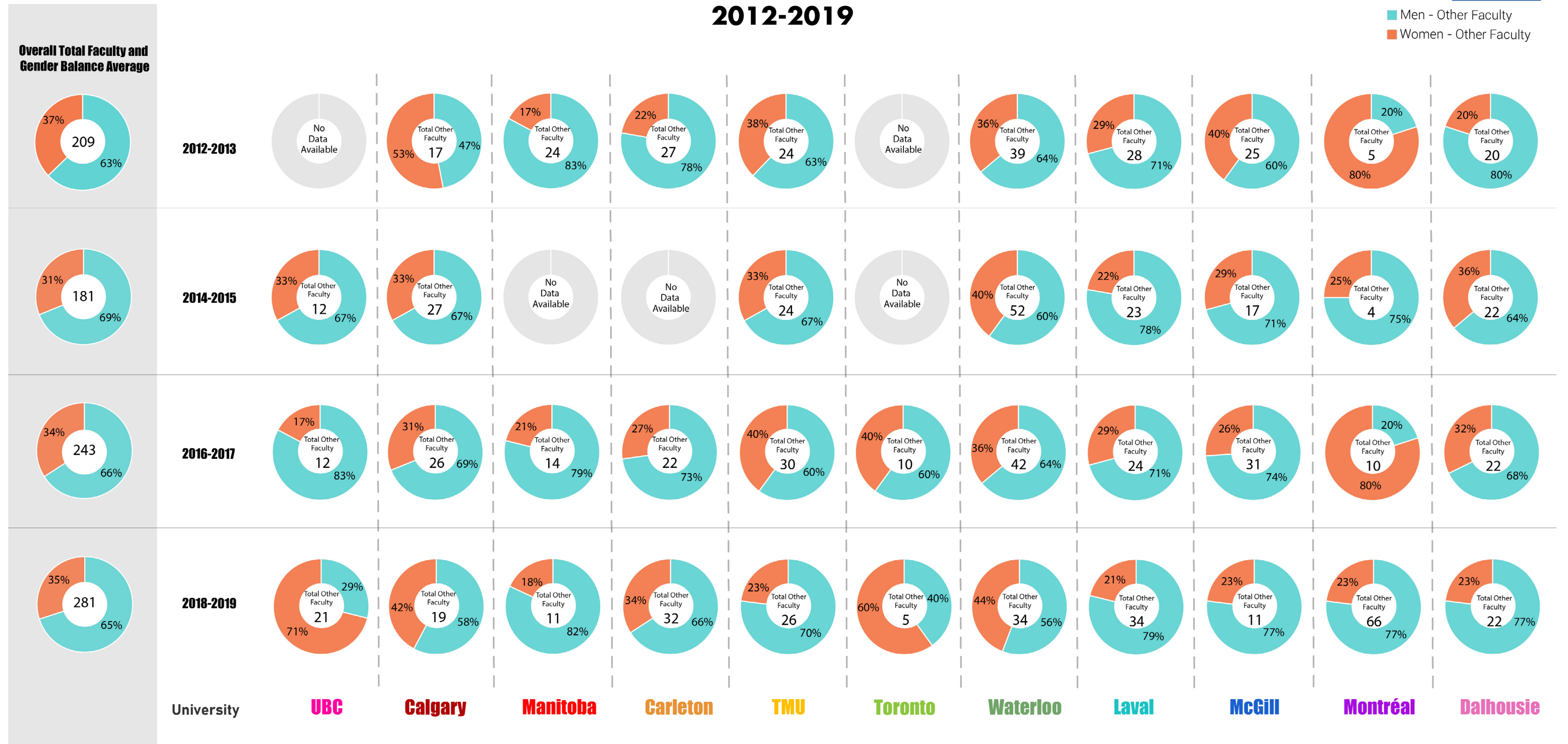
4. FACULTY DATA

4.2 FACULTY TOTALS AND GENDER BALANCE

Other Faculty 2012-2019

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Men - Other Faculty
Women - Other Faculty



Notes: *Data Collected from ARs.

*Gender data for faculty members required on ARs as of 2012.

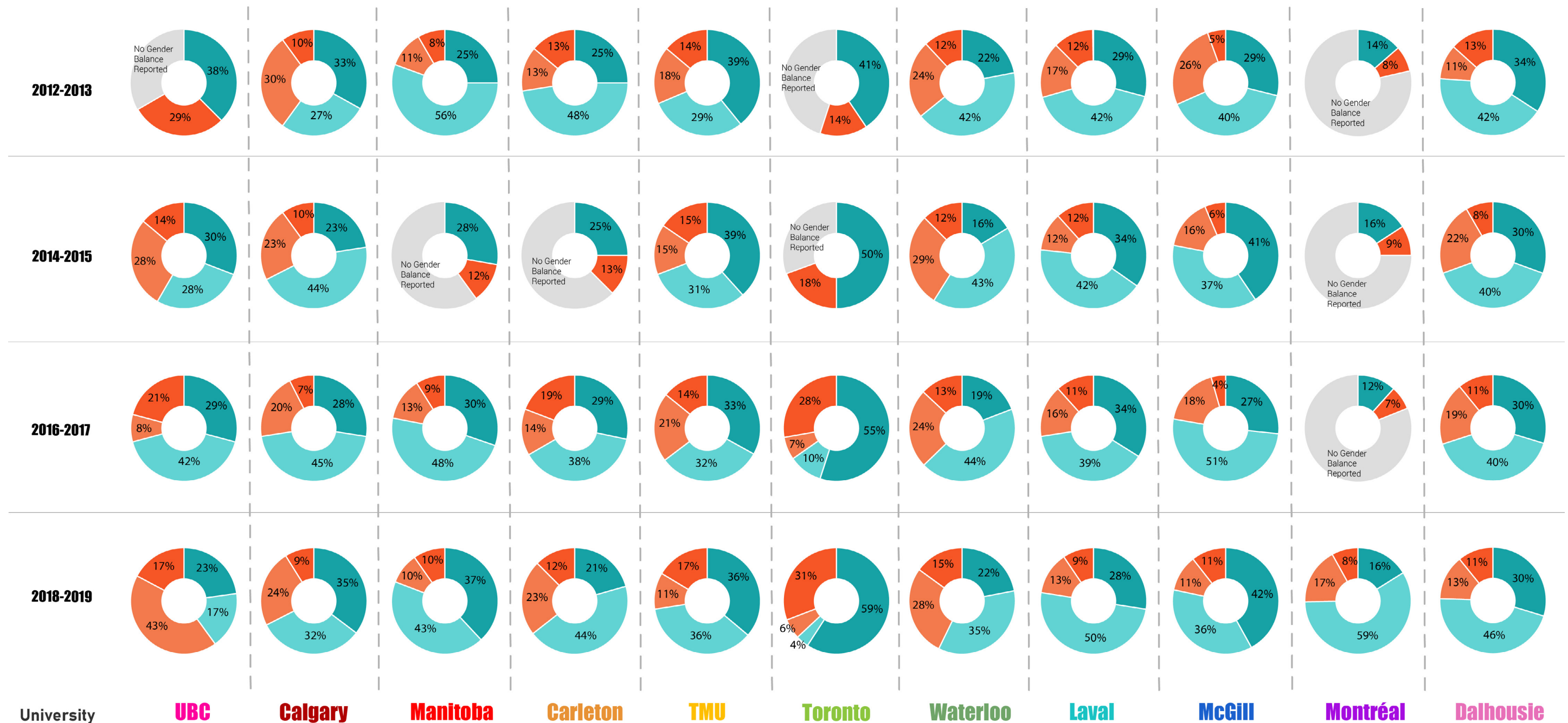


4. FACULTY DATA

4.3 GENDER BALANCE All Faculty 2012-2019

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Men - Other Faculty Men - Regular Faculty
Women - Other Faculty Women - Regular Faculty



Notes: *Data Collected from ARs.

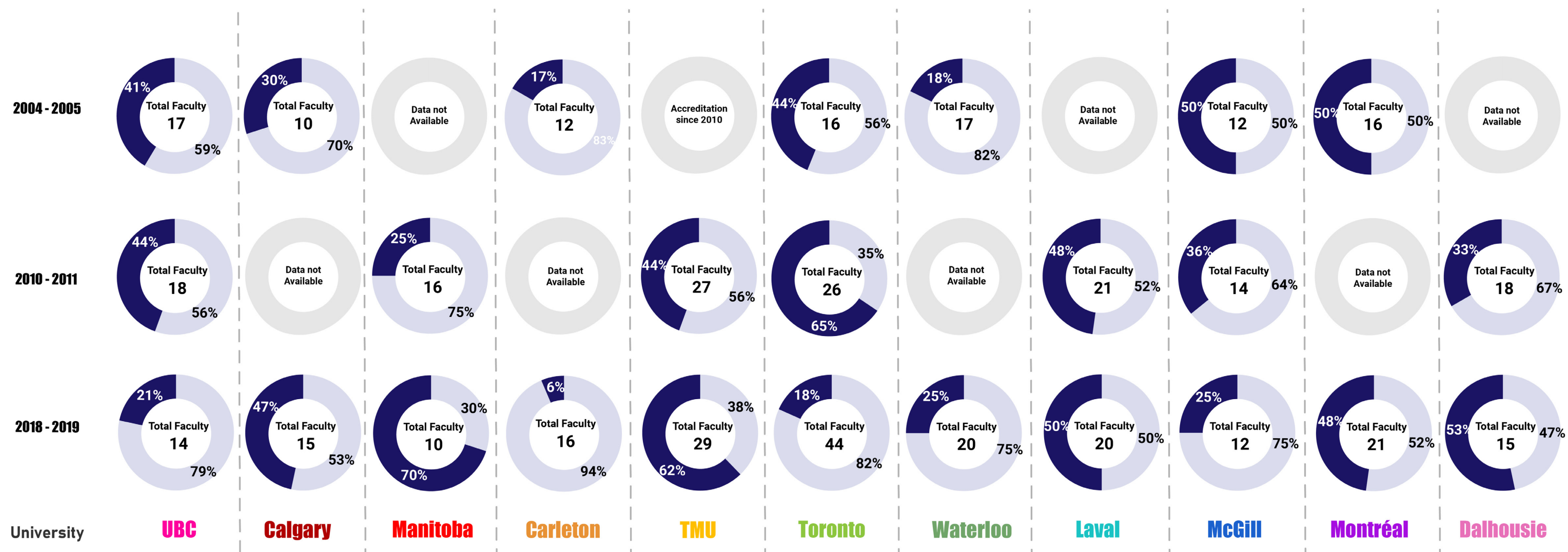
*Gender data for faculty members required on ARs as of 2012.

4. FACULTY DATA

4.4 FACULTY LICENSURE Regular Faculty (Full Time) 2004-2005, 2010-2011, 2018-2019

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■ Licensed Faculty Members



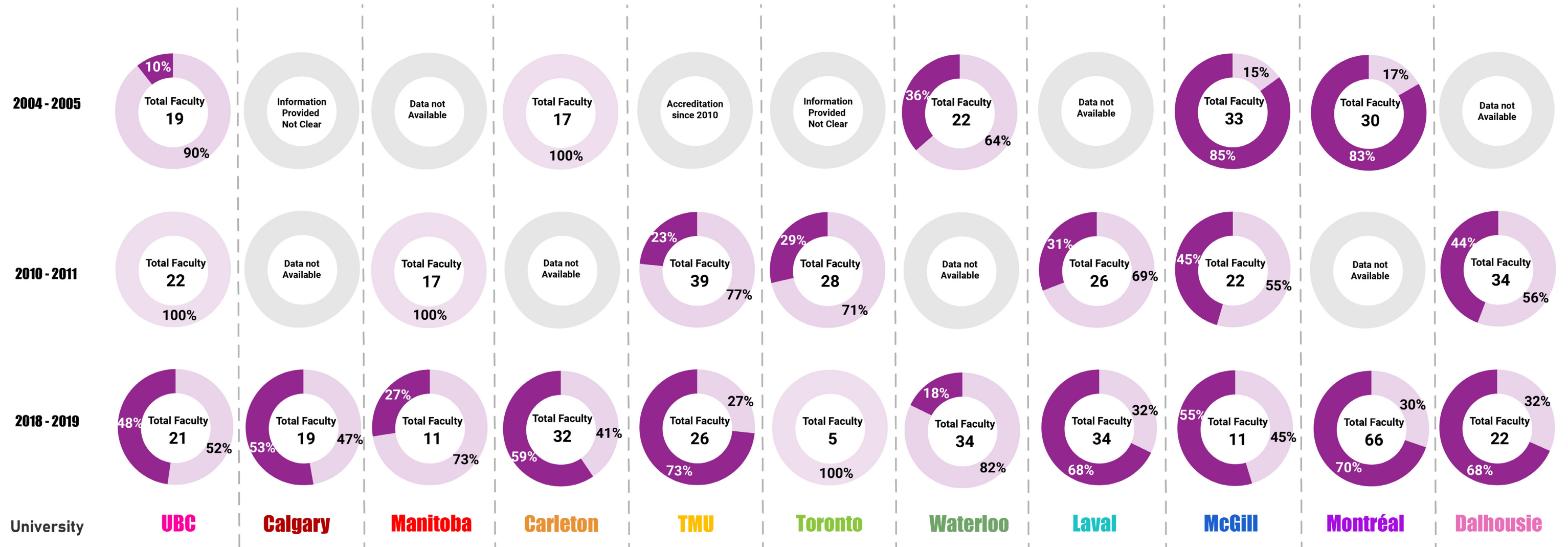


4. FACULTY DATA

4.5 FACULTY LICENSURE Other Faculty 2004-2005, 2010-2011, 2018-2019

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■ Licensed Faculty Members





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● Met
● Not Met

Notes: *Data collected from Visit Reports in two Accreditation Cycles .



5. STUDENT PERFORMANCE CRITERIA

5.2 Analysis of Unmet Conditions and Accreditation 2007-2018: Two Accreditation Cycles-Chronological

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● Met
● Not Met

Years	2007	2009	2010	2011	2012	2013	2014	2015	2017	2018	Most SPCs not met
1. Program Response to the CACB Perspectives											
A Architecture Education & Academic Context	●	●	●	●	●	●	●	●	●	●	0
B Architecture Education & Students	●	●	●	●	●	●	●	●	●	●	0
C Architecture Education & Registration	●	●	●	●	●	●	●	●	●	●	0
D Architecture Education & the Profession	●	●	●	●	●	●	●	●	●	●	0
E Architecture Education & Society	●	●	●	●	●	●	●	●	●	●	0
2. Program Self-Assessment	●	●	●	●	●	●	●	●	●	●	4
3. Public Information	●	●	●	●	●	●	●	●	●	●	5
4. Social Equity	●	●	●	●	●	●	●	●	●	●	1
5. Human Resources	●	●	●	●	●	●	●	●	●	●	4
6. Human Resource Development	●	●	●	●	●	●	●	●	●	●	2
7. Physical Resources	●	●	●	●	●	●	●	●	●	●	9
8. Information Resources & Information Tech.	●	●	●	●	●	●	●	●	●	●	1
9. Financial Resources	●	●	●	●	●	●	●	●	●	●	3
10. Administrative Structure	●	●	●	●	●	●	●	●	●	●	3
11. Professional Degrees & Curriculum	●	●	●	●	●	●	●	●	●	●	1
A.											
A1 Critical Thinking Skills	●	●	●	●	●	●	●	●	●	●	1
A2 Research Skills	●	●	●	●	●	●	●	●	●	●	2
A3 Graphic Skills	●	●	●	●	●	●	●	●	●	●	1
A4 Verbal & Written Skills	●	●	●	●	●	●	●	●	●	●	1
A5 Collaborative Skills	●	●	●	●	●	●	●	●	●	●	3
A6 Human Behavior	●	●	●	●	●	●	●	●	●	●	3
A7 Cultural Diversity	●	●	●	●	●	●	●	●	●	●	7
A8 History & Theory	●	●	●	●	●	●	●	●	●	●	1
A9 Precedents	●	●	●	●	●	●	●	●	●	●	2
B. Design & Technical Skills											
B1 Design Skills	●	●	●	●	●	●	●	●	●	●	0
B2 Program Preparation	●	●	●	●	●	●	●	●	●	●	6
B3 Site Design	●	●	●	●	●	●	●	●	●	●	2
B4 Sustainable Design	●	●	●	●	●	●	●	●	●	●	4
B5 Accessibility	●	●	●	●	●	●	●	●	●	●	10
B6 Life Safety Systems, Building Codes, Standards	●	●	●	●	●	●	●	●	●	●	0
B7 Structural Systems	●	●	●	●	●	●	●	●	●	●	0
B8 Environmental Systems	●	●	●	●	●	●	●	●	●	●	5
B9 Building Envelopes	●	●	●	●	●	●	●	●	●	●	2
B10 Building Service Systems	●	●	●	●	●	●	●	●	●	●	4
B11 Building Materials & Assemblies	●	●	●	●	●	●	●	●	●	●	1
B12 Building Economies & Cost Control	●	●	●	●	●	●	●	●	●	●	4
C. Comprehensive Design											
C1 Detailed Design Development	●	●	●	●	●	●	●	●	●	●	1
C2 Building Systems Integration	●	●	●	●	●	●	●	●	●	●	6
C3 Technical Documentation	●	●	●	●	●	●	●	●	●	●	3
C4 Comprehensive Design	●	●	●	●	●	●	●	●	●	●	9
D. Leadership & Practice											
D1 Leadership & Advocacy	●	●	●	●	●	●	●	●	●	●	1
D2 Ethics & Professional Judgment	●	●	●	●	●	●	●	●	●	●	3
D3 Legal Responsibilities	●	●	●	●	●	●	●	●	●	●	0
D4 Project Delivery	●	●	●	●	●	●	●	●	●	●	2
D5 Practice Organization	●	●	●	●	●	●	●	●	●	●	1
D6 Professional Internship	●	●	●	●	●	●	●	●	●	●	3
Total not met	3 4	3	7	6 8 9 2	9 6	8 6 3	6 4	4 7	2 3	11 7 2	
University	Laval Toronto	Dalhousie	TMU	Carleton Calgary Montréal Waterloo	McGill UBC	Toronto Laval TMU	Waterloo Montréal	Dalhousie Manitoba Calgary Carleton	McGill UBC Manitoba		

Notes: *Data collected from Visit Reports in two Accreditation Cycles .