Architecture Program Report
APR

Institution: **Toronto Metropolitan University**

Date: **September 12, 2025**

Institution	**Toronto Metropolitan University**
Name of Academic Unit	**Department of Architectural Science**
Degree **Track(s)** *(Please include all tracks offered by the program. Examples:* A: with Pre-professional degree B: with undergraduate degree in any discipline	**Master of Architecture** A. with Pre-professional degree
Year of Previous Visit	**2019**
Current Term of Accreditation	**6 years**, with a Focused Evaluation after 3 years.
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Abbreviations

APR	Architecture Program Report (submitted by the program to the CACB)
CACB	Canadian Architectural Certification Board
DAS	Department of Architectural Science
FEAS	Faculty of Engineering and Architectural Science
PPR	Periodic Program Review (required by the Ontario Universities Council on Quality Assurance)
PRT	Peer Review Team (assessors of the PPR)
SRC	Scholarly, Research & Creative activity (TMU's abbreviation to encompass all faculty research)
TMU	Toronto Metropolitan University
VTR	Visiting Team Report (submitted by the CACB to the program)
YSGPS	Yeates School of Graduate and Postdoctoral Studies

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Land Acknowledgement

TMU occupies the traditional territory of the Wendat, the Haudenosaunee Confederacy, and the Anishinaabeg, including the Chippewas and Mississaugas of the Credit. Tkaronto (Toronto) is in the Dish With One Spoon Territory, which is the name of a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. The Department of Architectural Science upholds the values of this treaty in the spirit of peace, friendship and respect.

Tkaronto is a Mohawk word meaning "where there are trees standing in the water". It references a place known today as the narrows at the junction of Lake Simcoe and Lake Couchiching, which preserves Turtle Island's oldest underwater archaeological remains of fishing weirs.

TMU is committed to Truth and Reconciliation. DAS supports this commitment and strives to advance meaningful action through an Indigenous Curriculum Development initiative.

1. Introduction to the Program

1.1 Program Identity and Mission

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

The APR must:

- include a summary of the *Program's* identity, uniqueness, strengths, and challenges;
- include the *Program's* current mission statement, the date of its adoption or revision, and the date of its endorsement by the institution (if such a statement and objectives do not exist, the *Program's* plans for completing one must be outlined); and
- demonstrate that it benefits from and contributes to its institutional context, including the *Program's* academic and professional standards for both faculty and students; the interaction between the *Program* and other programs in the institution; contributions by the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the *Program* in terms of intellectual and personal resources.

Overview and Identity

The Department of Architectural Science (DAS) at Toronto Metropolitan University (TMU) delivers an accredited architecture program on a four-plus-two model (4+2), comprised of a four-year undergraduate pre-professional degree, the **Bachelor of Architectural Science** (BArchSc) Honours, followed by a two-year professional **Master of Architecture** (MArch).

The first three years of the **BArchSc program** provide students with a common foundation, developing diverse competencies and comprehensive knowledge in the fundamentals of architectural science. Each year, students apply theory learned in lecture courses to projects developed in design studios. Courses cover topics in three interrelated areas: (1) architectural ideas, history, theory, culture, communications and critical thinking; (2) technical knowledge, building science, structures, and environmental systems; and (3) professional practice and project management. These areas are augmented by liberal elective courses to enrich students' learning beyond the program's disciplinary studies.

After third year, students may participate in **Co-op** via the Architectural Science Cooperative Education Internship (ASCEI) program. About 32 top performing students (roughly one third of the year's cohort) are eligible to participate. Co-op students receive support to secure work placements for 12 to 16 months between their third and fourth years of study, extending the time to complete their degree to five years. The ASCEI is accredited by Co-operative Education & Work-Integrated Learning (CEWIL) Canada.

In the fourth year, students may choose a concentration in architecture (ARC), building science (BSC), or project management (PMT), or have no concentration by taking studios and courses from all areas. Each path elaborates studies from the first three years, providing students an opportunity to focus and expand on their strengths and interests. Fourth year options also include summer travel studios (ARC 920), and/or international exchanges of one term's duration. DAS has exchange agreements with architecture programs at top universities in France, Germany, Norway, the Netherlands, Spain and India. Graduates from any BArchSc concentration qualify for direct entry to the two-year professional MArch program.

The **MArch program** expands students' knowledge from architectural science and building design toward critical thinking, professional practice and self-directed architectural inquiry in changing and challenging contexts. The two-year / five-term MArch program consists of two studios, four seminar courses, two core electives, two Collaborative Competition milestones, and one thesis project.

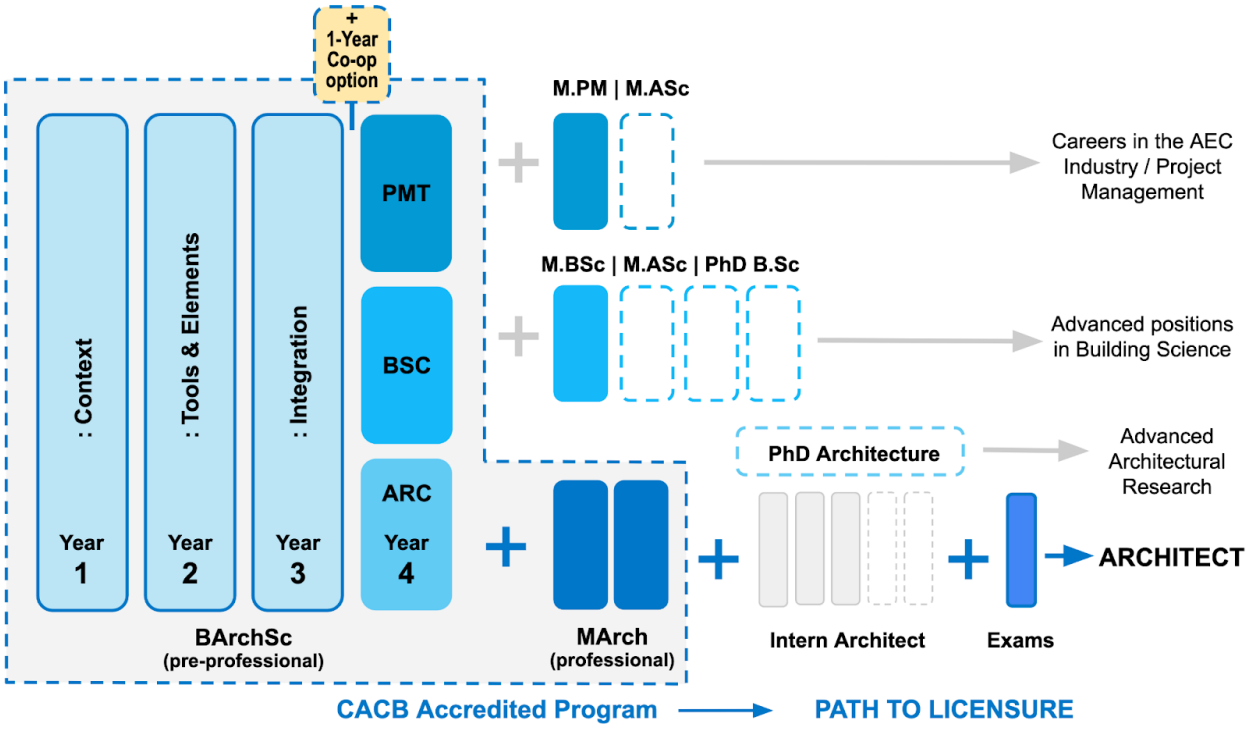
These degrees and the program curriculum are further described in section 3.10.

Overall, the architecture program aims to equip graduates with the professional skills, confidence and opportunities they need to become knowledgeable, effective and transformative in the field. Students are challenged and empowered to envision and shape built environments that will improve lives, inspire communities and positively impact the world.

Throughout the program, students have access to many experiential learning opportunities, design-build projects, industry connections, networking events, collaborative projects, and an enriching series of public lectures and exhibitions – all in an intensely urban and culturally dynamic setting.

DAS also offers a **PhD in Architecture** (launched in 2024), as well as graduate programs in **Building Science** (est. 2008) and **Project Management in the Built Environment** (est. 2022), with options for a one-year course-based MBSc or MPM, a two-year research-based MASc, or multi-year PhD in Building Science. While these graduate programs are not part of the accredited architecture program, they provide opportunities for enhanced collaboration and professional development across the Department. All together, there are just over 600 students in the Department, nearly 550 of whom are in the architecture program (BArchSc and MArch).

Fig. 1.1. Architecture Program Structure and other DAS programs with routes to different career options (also in Appendix 1.1)



TMU's architecture program was first accredited in 2010. The Department has a 75+ year history of championing architectural education, as architectural draughting was a founding program of the Ryerson Institute of Technology (RIT) in 1948. In 1973, a four-year Bachelor of Architectural Science degree was introduced. In 1993, the institution earned University status, after which graduate programs were gradually developed. In 2022, Ryerson was renamed Toronto Metropolitan University (TMU) in response to concerns about Egerton Ryerson's influence on the Canadian Indian residential school system. For more on this change and TMU's commitment to truth and reconciliation, see TMU's Next Chapter. Further program history can be found in section 4.1.2, and on the 2024 DAS Bash online exhibition.

The following unique traits, strengths and challenges are informed by longstanding traditions and robust faculty and community consultation during the 2024-2025 academic year, conducted as part of the Periodic Program Review (PPR) process required for Quality Council (see also sections 3.1 and 3.11.1).

Program Uniqueness:

- Offering the only pre-professional architecture program in Toronto
- Integration of architecture, building science and project management in DAS and in the BArchSc
- Fourth year undergraduate options for concentrations, travel studios and exchange programs
- Diverse experiential learning and extra-curricular opportunities, including design-builds
- Urban site and proximity to world-class architecture and design practices
- Excellence in design, sustainability, technological innovation, and professionalism

Program Strengths:

- All of the above.
- Introducing students to multiple professional paths
- Robust MArch thesis and emphasis on critical thinking in the graduate architecture program
- Reputation for holistic education and practice-ready graduates
- Preparing graduates exceptionally well with professional competencies for practice
- Strong collaborations with industry, professional and community partners
- Co-op: the Architectural Science Cooperative Education Internship (ASCEI) program, accredited by CEWIL (Co-operative Education and Work-Integrated Learning)
- Highly experiential and collaborative nature of the program
- Diversity of extracurricular and experiential learning opportunities
- A high level of student engagement and very active student groups
- Diverse student body
- A wide variety of faculty expertise, SRC activities and interdisciplinary engagement
- Downtown urban location in Canada’s largest and most diverse city

Program Challenges:

- Limitations of physical space for program needs and growth
- Faculty succession planning to sustain effective program delivery (two unreplaced full-time architecture faculty members retired in 2025)
- Overextended staff to support program demands and extracurricular activities
- Insufficient and uncertain budget, limiting planning and initiative implementation
- Heavy workload reported for students, particularly in the undergraduate program
- Heavy workload for faculty, adding strain for SRC productivity and strategic initiatives
- Limited student access to Co-op and some professional development opportunities
- High cost of living in downtown Toronto, making many students, staff and some faculty live in areas that require long commutes to campus
- Admissions to the MArch program is primarily from the DAS BArchSc (and some comparable pre-professional programs), which is a strength but also a challenge for program diversity
- New and expanding DAS graduate programs create some organizational and resource challenges due to limited space, staff and funds
- The uniqueness of DAS within the Faculty of Engineering and Architectural Science (FEAS) creates some challenges for resources and support of unique program features and initiatives, since FEAS support structures focus primarily on engineering students and programs.

Mission Statement

The DAS mission statement was refined and approved on May 12, 2025. It is published on the DAS website About page:

> **Deliver high-quality programs** that equip graduates for success by integrating architecture, building science, and project management, and providing exceptional collaborative and experiential learning opportunities.
>
> **Prepare forward-thinking professionals** for effective leadership roles in the Architecture, Engineering and Construction (AEC) industry and related fields by cultivating critical thinking, creative innovation, and interdisciplinary engagement with diverse contexts.
>
> **Champion an integrated and adaptive approach to architecture** as a social, technical, environmental, political, and culturally responsive practice that addresses complex global challenges and evolving societal needs.
>
> **Cultivate an inclusive environment** of diverse perspectives and scholarly, research and creative activities, wherein everyone is respected and enabled to thrive.

The DAS mission is supported by a Strategic Plan and Program Objectives, outlined in section 1.2.

The DAS mission supports the mission and aims of TMU, and the mission, vision and values of TMU's Academic Plan 2025-2030.

Institutional Context

DAS is one of six Departments in the Faculty of Engineering and Architectural Science (FEAS), which is one of nine Faculties / Schools at Toronto Metropolitan University (TMU). These nine units include a recently launched School of Law (established 2020) and a School of Medicine (established 2025). TMU is ranked among the top ten comprehensive Universities in Canada (ninth in the McLean's rankings for 2025). TMU's focus on industry connections helped the university place among the top 10 in Canada for graduate employability in the Time's Higher Education Global University Employability Ranking 2025. TMU has over 48,000 students, and supports a robust range of scholarly, research and creative (SRC) activities that address real-world challenges to drive economic growth and improve the quality of life.

This thriving and organized academic milieu provides numerous opportunities for meaningful reciprocal contributions between the architecture program and its institutional context. For descriptions and lists of the many contributions of students and faculty to the governance, intellectual and social life of the institution, see sections 3.4 and 3.5.

1.2 Program Action Plan and Objectives

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

The APR must include:

- the *Program's* action plan and objectives developed in accordance with institutional norms; and
- its measures of success and a timeline for executing the plan.

Program Objectives and Action Plan

As part of a Periodic Program Review (PPR), required by the Ontario Universities Council on Quality Assurance, DAS undertook an extensive collaborative planning and self-assessment process involving a dozen facilitated all-faculty meetings from Fall 2024 to Winter 2025. Through this process, new program objectives for the Architectural Science program were created and approved by DAS faculty members and the Office of the Vice-Provost Academic (OVPA) in March 2025. The same program objectives were endorsed for the Master of Architecture program – with added emphasis on professional architectural competencies, critical thinking and leadership potential. These program objectives describe broad goals, establish foundations for action plans and provide direction for program and course-level enhancements and initiatives. These objectives relate to and expand upon CACB Program Performance Criteria (3.11.1).

Architecture Program Objectives

1. i) Prepare students to design, detail, and deliver high-performing architectural projects by integrating studies in architecture, building science, and project management. (BArchSc / pre-professional)

   ii) Leverage students' pre-professional skills toward professional competencies, critical thinking and leadership potential in the field of architecture. (MArch / professional)
2. Foster a multifaceted and holistic approach to architectural design as a social, technical, environmental, aesthetic, political, and cultural practice.
3. Expose students to a breadth of professional opportunities and career paths in architecture and related fields.
4. Engage fundamental and emerging technologies to address societal challenges and positively impact a changing world.
5. Develop climate action competencies to advance environmental stewardship, resiliency in the built environment, and the United Nations Sustainable Development Goals.
6. Prioritize experiential learning through hands-on making, collaborative studios, design-build projects, travel, Co-op, and other extracurricular opportunities.
7. Inspire critical thinking, excellence, and innovation with a robust culture of scholarly, research and creative activities.
8. Generate local and global architectural knowledge by exposing students to diverse contexts, communities and perspectives, including Indigenous rights and the Truth and Reconciliation Commission of Canada Calls to Action.
9. Empower the next generation of design professionals to act collaboratively and ethically, while leading meaningful transformation for the public good.
10. Embed equity, diversity and inclusion in all activities and create a learning environment where everyone is welcome and enabled to thrive.

Values

DAS activities and programs are oriented by five values, which correspond to TMU's shared values:

SUSTAINABILITY [TMU] *Champions of Sustainability*	DAS champions sustainable building practices and prioritizes environmental stewardship.
COLLABORATION [TMU] *Respectfully Collaborative*	DAS fosters interdisciplinary collaboration, connecting faculty, students, community and industry in pursuit of better built environments.
INNOVATION [TMU] *Unapologetically Bold*	DAS advances invention, creativity and critical thinking in addressing complex challenges and societal needs.
INCLUSION [TMU] *Intentionally Diverse & Inclusive*	DAS embraces diversity and supports a respectful and inclusive work and learning environment.
EXCELLENCE [TMU] *Dedicated to Excellence*	DAS delivers high-quality educational programs and world-class research, centering impact, mentorship and relevance.

Strategic Priorities

DAS actions are guided by five priorities and related strategies of TMU's 2025-2030 Academic Plan published in January 2025 (further elaboration available online):

1. **Enhance the learning journey for greater student success**
    - Support a holistic student experience
    - Strengthen academic programming
2. **Create positive impact through SRC excellence and local and global collaboration**
    - Make impact through SRC and innovation
    - Engage globally for a world of perspectives
    - Lead as a city and community builder
3. **Support people and community**
    - Promote health, well-being and safety
    - Embrace community inclusion and belonging
4. **Continue our commitment to Truth and Reconciliation**
    - Advance Indigenous scholarship and education
    - Build partnerships with Indigenous communities
5. **Ensure future readiness**
    - Prepare our students for evolving careers
    - Reimagine learning and teaching
    - Cultivate sustainability

DAS actions also relate to four goals of the FEAS 'Elevate' Strategic Plan 2025-2030 (draft):

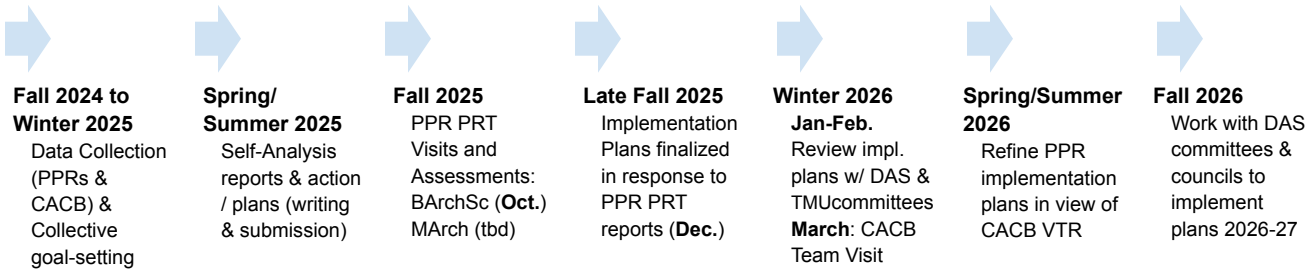
1. Transform Teaching and Learning for Future-Ready Graduates
2. Lead in SRC Innovation with Global and Urban Impact
3. Deepen Community and Industry Engagement
4. Foster a Globally Inclusive and Equitable Academic Culture

Architecture Program Action Plan

The Architecture Program action plan builds on institutional priorities noted above and follows the specific recommendations arising from the 2024-2025 PPR self-analysis process for the BArchSc and MArch programs. These recommendations outline planned actions for specific courses, curricular improvements, extracurricular activities, human resources, and physical resources. The 21 recommendations – 12 for the undergraduate BArchSc program and 9 for the MArch graduate program – are provided with rationale in Appendix 1.2.1 and 1.2.2. The recommendations are also included in the full PPR self-study reports, (available in Appendix 3.1.1 and 3.1.2), with monitoring and assessment plans. Detailed implementation plans will be completed following the PPR site visits in fall 2025. The following chart summarizes and harmonizes the 21 recommended actions in ways that resonate for all of DAS.

Action Area	Actions
People & Community	● Advocate for university investment in human resources (faculty and staff) to support program needs, objectives, growth and recruitment ● Recruit new faculty and develop succession planning to replace departures ● Create a full-time Indigenous faculty position ● Ensure adequate staffing to enhance student services and administration support ● Attract and retain outstanding students
Teaching & Learning	● Refine courses and curriculum in alignment with PPR recommendations to enhance student success and advance DAS program objectives ● Strengthen experiential learning opportunities to ensure ongoing excellence and equitable access ● Support teaching excellence to enhance students' learning experience with resources, including continued teaching assistance and supports
Research (SRC)	● Showcase SRC excellence and diverse research activities ● Support research development and equitable workloads ● Advance interdisciplinary and cross-sector collaborations ● Foster PhD program growth, recruitment and synergies amid DAS programs
Engagement	● Sustain global mobility programs and regional excursions ● Expand Indigenous partnerships in support of advancing Truth and Reconciliation and Indigenous curriculum development ● Continue outstanding professional, industry and community engagement ● Increase youth outreach programs for recruitment
Facilities	● Advocate for internal and external investment in the renovation and expansion of the Architecture Building ● Extend capacity of the workshop facilities, labs and studios with enhanced space and equipment ● Exemplify sustainable leadership in lab practices and resource management

Architecture Program Action Plan – Implementation and Timeline



TMU - Institutional Norms

Action plan implementation proceeds in accordance with institutional norms, following Periodic Program Review (PPR) and Peer Review Team (PRT) assessment timelines developed by TMU in view of Ontario Quality Council requirements. Full PPR guidelines, templates, timelines and resources are available to TMU faculty and staff. Copies can be provided to the CACB Visiting Team upon request:

Undergraduate Programs:
Stage I: PPR Self-Study Report Guide (42 pages)
Stage II: PRT Site Visit Guide (36 pages)

Graduate Programs:
Part I: PPR Self-Study Report Guide (92 pages)
Part II: PRT Site Visit Guide (52 pages)
All YSGPS PPR Resources

TMU Principles for Strategic Plan Implementation

At an institutional level, TMU has five principles for strategic plan implementation and measuring success, which DAS follows, these include (1) a strategic planning committee; (2) data-informed decision-making; (3) continuous improvement; (4) accountability and transparency; and (5) pan-university collaboration.

DAS Mechanisms for Monitoring and Implementing Action Plans

DAS has multiple mechanisms for monitoring and implementing action plans, which include:

1. Effective internal governance and regular meetings – via a structured Department Council and Graduate Program Council, regular open and inclusive faculty meetings, one or two day retreats twice a year, multiple organized committees (each with terms of reference), an admin team group, and other working groups;
2. Regular internal communications and feedback methods;
3. Active engagement with a Program Advisory Committee and external industry partners;
4. Regular reporting to and assessment by the CACB and TMU / Ontario Quality Council.

These are elaborated further in sections 3.1 Program Self-Assessment, and 3.9 Administrative Structure.

2. Progress since the Previous Site Visit

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

The APR must include:

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

Program Response:

The program takes seriously the need to address previously identified deficiencies. The following summary responds to prior concerns and unmet conditions.

2.1. CAUSES OF CONCERN

The 2019 VTR identified seven causes of concern. These are listed below, with progress updates – much of which has been previously provided to the CACB in Annual Reports.

***Concern 1**. Ongoing building health and safety conditions, space issues and need for a clear, institutionally-supported plan for their resolution.*

See progress response below under "2.2. Conditions not Met."

***Concern 2**. Lack of clarity with respect to the place of the Department within the Faculty and the effectiveness of the Department's advocacy on their own behalf.*

Current DAS leadership works effectively with Faculty leadership. The current Dean, Sri Krishnan (since Feb. 2025), like former Dean Tom Duever (2014-2025), supports the architecture program. While the uniqueness of DAS within FEAS presents some challenges, as many FEAS initiatives and resources (like the first year Engineering office, industry outreach and accreditation support) are focused on Engineering programs, the overall relationship is mutually supportive. Having a DAS faculty member (Miljana Horvat) as an Associate Dean of Graduate Studies (2015-2026) has helped develop a stronger understanding of architecture related issues in the Dean's office. The DAS Chair regularly meets one-on-one with the FEAS Dean and participates in monthly Dean's Planning Group meetings with all FEAS Chairs, Associate Deans, and key FEAS admin staff. Past tensions related to tenure and promotion decisions being made by committees dominated by engineers have eased, due in part to DAS educating these committees of different expectations, with reference to ACSA white papers.

Five FEAS Associate Deans provide support for Undergraduate Programs & Student Affairs; Teaching & Outreach; Graduate Students; Research & External Partnerships; and International. Some architecture program features are unique, having minimal FEAS support, including Admissions, first year support, exchange programs, Co-op, exhibitions, special events, and creative activities. There is a recognition that DAS communications require a unique strategy. While the FEAS comms team supports website infrastructure and general content, DAS has its own Communications, Archive Specialist and Exhibition Coordinator who manages regular updates of the DAS website, social media, and other communications, giving DAS more control of messaging and events promotion.

Since 2024, the BArchSc program has been included in (1) the FEAS undergraduate recruitment booklet, facilitating broader reach to high schools, and (2) the FEAS Poster Day event, mobilizing fourth year BArchSc student work with industry professionals.

***Concern 3**. Public awareness of the Program nationally, internationally and occasionally within the University, could be strengthened by increased attention to public information as the nature and achievements of the developing professional Masters program move beyond historic strengths of technical skills and employability.*

DAS continues to strengthen public awareness of programs and activities. This has included:

- Achieving **world rankings**: in 2024 TMU moved into the top 15% of QS World University rankings, with Architecture/Built Environment as one of TMU's top subject areas > story.
- Hosting major **international and national conferences**, most recently including:
    - the World Sustainability Forum (Sept. 2023);
    - the International Building Physics Conference (summer 2024);
    - Canadian Architecture Forums on Education (CAFE) Housing (Jan. 2025);
    - Quality in Canada's Built Environment exhibition and convention co-host (April 2025).
- Supporting students and faculty presenters at **national and international conferences** – the list is extensive (see 3.4.3 for students, and 4.4 for faculty). Success includes DAS representation at the 2025 Venice Architecture Biennale, story: TMU takes global stage.
- Gaining **recognition in national and international student competitions** – including: a 2025 Canada Council for the Arts Venice Architecture Biennale Fellowship; the 2025 ARCC International Conference Best Student Paper Award; the 2025 RAIC Bing Thom Award; AIA Canada Society Student Design Awards; and many more (see list at 3.4.3).
- Having strong representation at annual SSAC and RAIC conferences, and advancing research in Canadian architecture, w/ multiple faculty contributions to *Canadian Modern Architecture* (2019).
- Raising TMU Architecture profile via **alumni achievements** – including, international recognition for Dami Lee (M.Arch 2017) at the 2025 AIA National Convention and via Madame Architect; the 2023 Prix de Rome & RAIC emerging practice award for Tura Cousins Wilson (BArchSc 2009) of SOCA; and a 25-year TMU Alumni Achievement Award in 2023 for Gordon Gill (BArchSc 1987).
- Hosting **internationally distinguished visiting lectures**, drawing large professional and public audiences. Notable recent guests include: Chris Cornelius (USA), Alison Brooks (UK), Bart Aptroot (The Netherlands), Hiroto Kobayashi (Japan), and more (see 3.4.6).
- Hosting **internationally distinguished exhibitions**, drawing large audiences, media attention and diplomatic sponsors, including two inaugural North American exhibitions: Architecture for a Sustainable Future: The Vision of Mario Cucinella (summer 2025), partnering with ICFF's 2025 Architettura & Design; and Buone Nuove/Good News – Women In Architecture – from MAXXI to MET (fall 2024), partnering with the MAXXI in Rome and Istituto Italiano di Cultura in Toronto.
- Maintaining an **online exhibition forum** at www.dasxhibitions.ca (started during COVID 19) for some exhibitions, including the Student Awards Show, to reach wider audiences;
- Participating in **international student exchange programs** with architecture programs in Norway, the Netherlands, France, Germany, Spain and India – thus building relations and mobilizing program knowledge in both directions.
- Expanding faculty **research collaborations** and impact with research outcomes and hubs, including the Smart Campus Integration and Testing Hub (SCITHub).
- Entering **partnership agreements with international organizations** – most recently, with the Council of Tall Buildings and Urban Habitats (CTBUH), which has office space in the TMU Architecture Building as of summer 2025.
- Hosting major architecture symposiums, attracting large audiences, including the annual student-led **MArch Symposium** on topics of professional relevance (AI and Architecture in 2024; Housing in 2025), and (since 2020) an annual Women in Architecture panel.

- Engaging **national and regional architecture groups** in events and symposia hosted in TMU's Architecture Building, including by the OAA, RAIC, TSA, BAIDA, BEAT, & SOSA.
- Partnering with **regional business and non-profit partners** in design-build projects and collaborative activities, including the City of Toronto, Downtown Yonge Business Improvement Area (BIA), Winter Stations, Park(ing) Day, the Toronto Botanical Garden, and more.
- Hosting **workshops** & expos with industry partners to build relations & mentorship opportunities, including w/ Passive House Canada, Sustainable Buildings Canada, the Circularity Network, etc.
- Engaging high-profile design firms as **Co-op employers** – the extensive list of employers is on the Architectural Science Co-operative Education Internship (ASCEI) website.
- Engaging the **Program Advisory Council** to advocate for our programs.
- **Mobilizing program accomplishments and events** via international media (Dezeen etc); enhanced communications to alumni and wider audiences, via **bi-weekly e-newsletters** (also online), DAS YouTube and live feeds for the lecture series; Instagram for DAS, DAS Labs & MArch Program; leveraging these to the Azure, Canadian Architect, OAA, TSA, and other news forums, etc., MArch AR8101 studio publications, *Pale Blue Dot* (2021) & *Vacant City* (2022).
- Hosting **alumni groups** for class reunions and a major 75+ year anniversary exhibition in fall 2024, the DAS Bash, drawing hundreds of attendees and alumni across six decades, and mobilizing knowledge of the program on the national stage via Canadian Architect press.
- Participating in Doors Open Toronto since 2024 – putting DAS and the TMU Architecture building on the map of a major city-wide cultural event, drawings thousands of visitors.
- Delivering two **open liberal studies** courses for 200+ TMU students annually (outside DAS) to raise awareness of DAS and the discipline of architecture within the university.
- Offering a **Summer Architecture Camp** and Digital Creativity Camp for youth (aged 9-13) to enhance reputation in the community and attract prospective applicants.
- Engaging **high school co-op students** in supervised work as part of their Specialist High Skills Major, in part, as recruitment (see stories for: 2023; 2024);
- Hosting **high school student groups** via SHAD Canada and other regional programs to enhance relations and recruit prospective students;
- Producing '**day in the life**' reels for social media - Saskia Scarce 2024; Ely Torrenueva 2025.

***Concern 4**. No clear Operating Policies and Procedures for Program administration staff, sometimes resulting in conflicting or inconsistent direction from faculty members and a sense by staff that they are not valued.*

Over the last six years, the Administrative Manager role has been held by several people, causing some operational disruption, due to maternity leaves (2021-22), changes of staff, and a 2024-25 secondment. From January 2023 to fall 2024, the Admin Manager, who knew DAS well, having held another role in the Department since 2018, worked with the Chairs to create:

- Clear communications about staff responsibilities so that students, faculty, instructors have clear guidance on who to approach for particular issues.
- Detailed schedules and task lists for staff to ensure clarity for each position.
- Work-back schedules, procedures and templates for annual activities such as the Awards Ceremony, Year End Show, Lecture Series, and gallery events.
- Budget monitoring templates, adopted from the FEAS finance office.
- Coordination meeting with key participants for major events.

In fall 2023 a half-time Graduate Program Assistant (GPA) resigned and the position was not replaced (in part due to budget cuts). In August 2025, the Department's only GPA went on unexpected medical leave until at least the end of September 2025. In November 2024, the Admin Manager was seconded to the TMU Creative School Dean's Office. A new external Admin Manager joined DAS in January 2025. While policies and procedures are in place to provide a strong foundation for effective and collegial work, maintaining procedures and improving operations amid heavy regular workloads in the DAS admin office, requires considerable ongoing and collaborative efforts of staff and DAS leadership. Training, relationship building, knowledge transfer and keeping pace with high demands are challenges in these transitions. Most faculty and staff view the Department as understaffed, while programs are growing and diversifying.

***Concern 5**. Ability of the Computer Lab to provide the number and capability of computer stations as demands of new software exceeds capabilities of the students' personal computers.*

In 2021 all the Computer Lab computers were replaced. The Department has access to new software and online platforms for student learning, including an ArcGIS license for students, faculty, and OneClick LCA software. The IT team is a core strength of the Department and has been instrumental in maintaining high levels of service, teaching and learning quality. There have been no recent concerns about CAD Lab capacity. Current Lab and IT resources are outlined in sections 3.6 and 3.7.

***Concern 6**. Balance of technical focus and critical thinking early in the program.*

This has been redressed by course additions, balanced pedagogical approaches and new faculty hires with expertise in critical practice, and architectural history and theory. Two fourth year architectural theory courses were introduced to the BArchSc program in 2020 to foster more critical approaches to technology and changing roles of the architect: **ARC 721**, Theorizing Technology in Architecture; and **ARC 821**, The Architect in Society. In 2018-2019, two courses were introduced to the MArch program to enable students to explore contemporary theory and prepare for thesis: **AR8109**: Contemporary Architectural Theory; and **AR8110**: Thesis & Design Research. Other MArch courses fostering critical thinking include: the Seminar and Studio in Critical Practice (**AR8101** and **AR8102**), Current Topics in Architectural Praxis (**AR8106**) and Contemporary and Future Practice (**AR8104**).

Additionally, since 2023, the three undergraduate courses on Ideas, Tech and Precedents (**ASC 206**, **306** and **406**) have new course calendar descriptions, integrating more diverse, critical and global perspectives on architectural history and theory. (See also below, Concern 7, and 2.2).

***Concern 7**. Weak application of Global Perspectives in Architecture and Urban Design studio work.*

See progress response below under "2.2. Conditions not Met."

2.2. CONDITIONS "NOT MET"

The 2019 VTR identified one Condition and one SPC as "not met." The VTR comments and program responses, which have previously been provided in Annual Reports, are below.

2.2.1 - Condition #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. ***Not Met***

Visiting Team comments (2019):

Building

While the program provides the physical resources for the range of uses as described above, the quality of the building envelope and its environmental control systems remain a problem. Air quality and sound control are difficult in studio areas. Exhibition types are limited in the Gallery due to lack of air quality control. Control of noxious fumes in the fabrication areas and workshop is a health risk. These conditions result not only in inconvenience and occasional disruption, but are affecting the health and comfort of its occupants. These situations have existed for a number of years and have been regularly documented, but remain unresolved. The Team understands that the University at large is itself constrained by space and funds, but considers this circumstance to be unacceptable. It is necessary for the Program and the University to prepare a considered functional, technical, regulatory compliance and financial analysis, and a development plan for the resolution of this situation. This analysis and plan should also consider the questions of space arising from any new initiatives and program changes as noted below, as well as the effect on the teaching program of what may be significant construction resulting from such plans.

Studio space

Students generally agree that their studio spaces are adequate in size and number, although adequate storage space for materials and models is not available for all students and comment was made as to the difficulty of studio desk crits given the compact individual work spaces. Newly renovated studio areas are appreciated. Anticipated development of new academic programs will require additional space or significant reassignment.

Technical spaces

Fabrication/workshops, building science lab and IT facilities are currently adequate and generally well-equipped. Material storage in the workshop is beginning to exceed capacity and movement of new materials through the public corridors causes some safety issues. As the nature of the digital work by students and faculty becomes more sophisticated and puts greater demand on the specialized equipment in the CAD Lab, this will need to be addressed.

Presentation spaces, Lecture Halls and Classrooms.

The program relies on classroom space for lectures elsewhere on campus since ARC 108 is controlled by University scheduling, and not always available for Architecture. This has reduced the number of spaces available for unscheduled meetings or presentations. The Paul H Cocker Gallery serves as the dedicated exhibition space for both student work and visiting exhibitions.

Offices and Social spaces

Administrative and faculty offices appear to be adequate and recent renovations are appreciated. Pending development of new academic programs will require additional space or significant reassignment. Staff expressed the need for a dedicated staff lounge. Students also expressed the need for space for casual gathering and quiet reflection.

Program Response (2025)

The 2019 Visiting Team Report (VTR) and CACB decision required a Focus Evaluation on Condition 6. In 2023, a Focused Evaluation Report (FER) and Supplementary Information were developed and provided by the Program to the CACB (on April 25 and June 5, 2023 respectively); and a Focused Evaluation Team Report (FETR, May 26, 2023) and Board Decision (June 28, 2023) were provided by the CACB to the Program. These documents describe Program actions and plans to improve building conditions, and the CACB's acceptance of them. The 2019 VTR & 2023 FETR are provided in Appendix 4.5.

The physical work to address CACB concerns about HVAC issues commenced in May 2024 and was substantially completed by January 2025. A letter from TMU's Facilities Management & Development office is provided in Appendix 2, confirming substantial completion and outlining the scope of work done to improve building health and safety, indoor environmental quality, and occupant comfort. Concerns raised about the building envelope, accessibility and available space were not addressed.

In brief, since the last reporting period, the following work has been completed:

HVAC systems

- Replacement of main air handling units and heat pumps with modern, energy-efficient systems equipped with cooling & dehumidification to meet ASHRAE 62.1 standards for indoor air quality.
- Installation of interior glazing systems on the 3rd and 4th floor studios to improve acoustic control and environmental separation within the building atrium spaces.
- Upgrades to building controls and local room systems to enhance temperature and humidity management, creating a healthier and more comfortable environment for occupants.

Fire Alarm System Upgrade Project

- A new Fire Alarm System has brought the building into compliance with current codes and standards. The Building Inspection has taken place and the work is substantially complete.

LED Lighting Replacement Project

- The existing interior lighting has been replaced with new LED lighting and ballasts, or new LED fixtures when the existing fixtures were found to be damaged.

Workshop Dust Collector Project

- The Dust collector system in ARC120 (the Workshop) is currently being replaced to bring the system into compliance with the Ontario Building Code, CSA and TSSA requirements.
- The work includes the construction of a structural platform on the roof to support the new external exhaust fan and make up air unit (MUA), changes to the existing duct collection piping in the workshop, upgrades to the electrical system and the installation of a makeup glycol powered heat exchanger. This project is on schedule to be completed by September 2025.

Waterproofing - roof & entrance

- Roof membrane replacement (following the HVAC roof work) was completed Winter 2025.
- Church Street entry stair waterproofing and lower mechanical room repair – completed in late summer 2024, following new water damage in November 2023.
- Church St. planters were revitalized with indigenous plants and new student installation (story).

Technical Spaces / Workshops

- Removal of unused lockers and created additional storage and model display space.
- Implemented improvements in workshop functionality by relocating equipment.
- New equipment purchases for the fabrication lab, workshop & building science lab.
- Renovated a small office space for a new Robot Room (ARC110)

Studio Presentation spaces

- ARC300J-H: Two under-used offices were combined to make one studio support space

Student Social Spaces

- ARC 402C (a windowless classroom) is being repurposed as a student lounge (fall 2025)
- ARC 402G (an unused greenhouse) has been modestly upgraded as a student wellness, quiet and multifaith prayer space (completed Winter 2024), DAS story here.
- Additional sofa chairs and new cafe tables and chairs have been added to the upper atrium and the 300 and 400-level mezzanines for student social space.

2.2.2 – SPC B4. Cultural Diversity and Global Perspectives

The student must have an understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different global cultures and individuals and the implications of diversity on the societal roles and responsibilities of architects. ***Not Met***

Visiting Team comments (2019):

While the Program reviewed and refined course content in response to Team comments in the 2013 report, the Team saw little evidence of such understanding being applied in required studio work, which remains almost exclusively urban and western focused and with almost no reference to, or acknowledgement of, Indigenous values and traditions.

Program Response Response (2025):

This has been addressed as follows:

1. A working group was established to review the **history/theory** courses and propose ways to strengthen global and non-western perspectives. As a result, three courses – **ASC 206**, **306** & **406** - Ideas, Tech and Precedents 1, 2 & 3 – have been revised, with new course descriptions addressing "a global view of ideas shaping architecture" as of fall 2023.
2. New **special topics electives** on non-western, global and Indigenous perspectives were created, including: **ASC900/AR8231** Design For Forced Migration (offered in 2022-23 & 2024-2025); Beyond Modernism: Contemporary Architecture in Latin America (2022-23); & Inclusive Design (2022-2026). The required MArch seminar, **AR8106** Current Topics in Architectural Praxis, has focused on: Boundaries and Borders (2022-23); Interspecies (2024-25); and Indigenous Architecture (2025-26).
3. **ASC523**: **Theories of Urban Design** was introduced in 2020 and has been designed to take a global perspective on urban design issues.
4. **ASC 821**:**The Architect in Society** was introduced in 2021 to explore the ethical role of architects with global perspectives. Topics include, Race culture, colonialism and post-colonial theory, Housing / Gentrification / Designing for the other 90%, and the architect as a social agent for change.
5. Since fall 2024, the program has offered an **ARC 920 option studio in Indigenous Design** led by a new Indigenous sessional instructor (E. Skouris).
6. **AR8101 Studio in Critical Practice** (fall) and **AR8103 Studio in Collaborative Practice** (winter) fosters a critical approach to complex design problems from around the world.
7. The **DAS lecture series** intentionally involves speakers of diverse backgrounds and world views, including Indigenous architects in each of the last three years; and **DAS Exhibitions** includes the annual student-led EDIJ exhibition, and others centering women and cultural diversity, including the 2024 MAXXI exhibit, and an exhibit by SOCA on Toronto's Little Jamaica neighborhood.
8. **Studio projects** continue to encourage cultural diversity and global perspectives, including issues of housing and social justice, often in partnership with community organizations, like Nia Centre, and increasingly expose students to Indigenous history and perspectives on sites in and around Tkaronto.
9. **Indigenous Curriculum Development initiative** - started in DAS in 2024 with support of modest grants from TMU's Indigenous Education Council. Accomplishments to date include: three faculty workshops with Indigenous knowledge holders; creation & dissemination of readings and resources to support curriculum transformation; a faculty survey highlighting curricular enhancements, including at least six courses now involving Indigenous guests; Indigenous content in the DAS lecture and exhibition series; adjustment of the BArchSc admissions "home exercise" to a land-based creative work; hiring Indigenous CUPE instructors; and participation in a Tkaronto recruitment event aimed at empowering Indigenous youth in STEM. For press, see: Empowering Indigenous Youth in Stem (Mar 10, 2025); and Indigenous Curriculum Development and DAS (Aug. 23, 2024). Further details available in the 2024-25 DAS Report on Indigenous Curriculum Development, and this 2025 story.

3. Compliance with the Conditions for Accreditation

3.1 Program Self-Assessment

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

The APR must include:

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

Program Response:

The review of curricular, administrative and student matters is a continuous discursive process involving collegial participation of faculty, staff and students. Regular formal assessments are led at institutional and departmental levels. Deliberations and decisions are facilitated through formal committees and a variety of open conversational forums enable the program to monitor alignment with objectives, strategize new initiatives, implement improvements, and discuss arising issues and opportunities.

3.1.1a – Institutional Quality Assurance Process

At university and provincial levels, the most robust assessment is the Institutional Quality Assurance Process (IQAP), which adheres to the principles of the Quality Assurance Framework established by the Ontario Universities Council on Quality Assurance (Quality Council).

This Quality Assurance process requires programs to conduct a **Periodic Program Review** (PPR) on a maximum eight-year cycle to achieve and maintain the highest possible standards of academic quality and satisfy societal needs. As per TMU Policy 110 and 126, the process entails extensive data-collection and a self-study analysis, including the development of program objectives, assessment of learning and quality indicators, and mapping of Learning Outcomes to Undergraduate and Graduate Degree Level Expectations mandated by the Quality Council. The completed self-study is submitted to a Peer Review Team (PRT), composed of two external assessors and one internal/TMU assessor. This PRT conducts a site visit, and submits an assessment report, after which the Dean and program prepare responses and the program develops an implementation plan for the recommended enhancements.

The self-study report is subject to reviews and approvals at various levels within the university, including Departmental Council or Graduate Program Council, the Faculty Dean, and Dean of the Yeates School of Graduate Studies (YSGPS) for graduate programs, the Vice Provost Academic (VPA), the Senate Academic Standards Committee (ASC), and University Senate.

DAS is presently in the midst of PPR processes for three academic programs, including the two programs that make up its professional Architecture program:

- **BArchSc** – PPR self-study completed June 2025; PRT visit in October 2025;
- **MArch** – PPR self-study completed in August 2025; PRT visit expected in late 2025/early 2026.

PPR self-assessment is robust. The BArchSc process (running from fall 2024 to winter 2025) entailed:

- 12 all-faculty working meetings to shape and refine program objectives, learning outcomes, aspirations, strengths, challenges, opportunities and results;

- 12 data analysis / writing team meetings;
- 4 surveys – with students, faculty, alumni and employers;
- 2 in-person student feedback sessions, facilitated by a TMU curriculum specialist;
- 2 in-person meetings of the DAS Chair with the Program Advisory Council (PAC), plus asynchronous means, to provide feedback on strengths, weaknesses and opportunities.
- Multiple admin team meetings to strategize processes and ensure clarity and inclusivity.

The BArchSc PPR self-assessment involved 170 students, 150 alumni, 35 employers and 30 faculty. The MArch process entailed a similar scope of self-assessment with nearly 100 respondents in total.

The **130-page BArchSc PPR Self-Study** (completed June 2025) is provided in Appendix 3.1.1. CACB attention may be given to the 3-page executive summary (§10), the overview of recommendations (§9), the Program Objectives (§2.1.1), which build on the CACB Program Performance Criteria (PPC), and the Learning Outcomes (§2.2.1), which align with the CACB Student Performance Criteria (SPC).

The **129-page MArch Self-Study** (completed August 2025) is provided in Appendix 3.1.2. Attention may be given to the executive summary (§1.8), program objectives (§1.1), and recommendations (§1.7.4).

These self-studies are evidence-based, each being informed by 16 appendices of supporting data, covering admissions, retention, learning outcomes, surveys, EDI, faculty CVs, course descriptions, previous PPRs, and more. These appendices are available to the CACB Visiting Team upon request. All material relevant to the CACB has been summarized in pertinent sections of this APR.

Survey Results – Summary of Assessments

Feedback from current students, alumni, faculty and employers generally affirm that graduates are prepared to perform effectively and make meaningful contributions to professional practice. A summary of responses from each group indicates successes and areas for improvement:

Undergraduate Students

Current students have an overall positive impression of the program and identify content organization for particular courses as an area for improvement (which is addressed by PPR recommendations):

- 85% agree or strongly agree — that the program is academically challenging.
- 80% agree or strongly agree — that the program provides good preparation for a career.
- 78% agree or strongly agree — that the program is of high quality.
- 51% agree or strongly agree — that course content is well organized.

Students generally agree that access to experiential learning provides invaluable opportunities to develop abilities to succeed upon graduation. The following sample comments are drawn from the student survey:

- *“The opportunities offered at TMU such as co-op, exchange and studio abroad are important.”*
- *“The program is a great balance between theory and hands-on experience.”*
- *“The lecture series exposes students to a variety of practices and projects that will give them a better vision of what they want to do in the future.”*
- *“Studio culture and the positive community that surrounds it. Everyone is willing to help or be a part of something. It is a stimulating environment.”*
- *“The opportunity to do design-builds is another strength because it helps students actually bring their design to real life, and be a part of the community.”*

Graduate Students

Current and past MArch students responded with generally positive feedback about the graduate program. 72% of those who responded also completed their undergraduate studies at TMU allowing for an understanding of the full DAS architecture program. General responses included:

- 96% – would recommend the program to others
- 86% – view the program as very good or exceptional

Sample responses indicate program strengths and areas of improvement:

- *"Overall, the Master of Architecture Program provided a well rounded education and sought to prepare me to become a Principal Architect."*
- *"The MArch program provides a strong theoretical base for critical thinking. It encourages the ability to distill big concepts into design, whether those are social, political, cultural, or aesthetic concepts. Because the undergraduate program is technically based, the M.Arch does not cover the same lessons, but focuses on building up theory which I found to be a positive experience. The thesis is extremely valuable. As many other Canadian programs are minimizing their thesis, TMU puts significant effort into the thesis. Completing the thesis is a lengthy but rewarding process, where students are free to explore, learn, and make."*
- *"The program (both undergrad and master's degrees) thoroughly prepared me for the profession and set me up for success when entering professional practice. There was a good balance of 'Design Education' and 'Technical Knowledge'."*
- *"The undergraduate program provided essential technical skills, while the master's courses and thesis helped build a strong foundation in design philosophy to guide my future design career."*

Graduate program concerns include: limited focus on technical knowledge and architectural business, and cross-listed electives with fourth year courses, making for large class sizes of 30-40 students.

Faculty

Faculty responses suggest areas for course and curricular enhancements, which have been captured by the recommendations for the BArchSc and MArch programs (see Appendix 1.2). Faculty feedback also affirms commitment to course development and to integrating EDI and diverse perspectives:

- *"I carefully conceptualise course content using accessible and inclusive teaching methods, highlighting research by scholars from equity-seeking groups, teaching inequity - current and historic - and its role in shaping the discipline."*
- *"I invite speakers whose practice and research focus specifically on marginalized communities."*
- *"My courses typically include content of a political and critical nature, exposing students to alternative views to the status quo."*
- *"We have introduced course content that expands the discourse in studio case studies and history and theory beyond the western canon."*

Alumni

Alumni responses generally affirm the effectiveness and relevance of the program for career readiness:

- 100% – are employed within 2 years (86% within 6-months of graduating)
- 96% – are licensed or registered in an internship program
- 75% – are employed in the field, with 25% working in a related field
- 100% – affirm the relevance of their studies to their career paths
- 80% – affirm the program prepared them well or very well for employment

Other indicators attesting to the program's career relevance include the following statements:

- 85% agree or strongly agree — "My first position fully utilized my BArchSc education."
- 82% agree or strongly agree — "I was able to advance in my job because of my BArchSc."
- 80% agree or strongly agree — "I was hired because of my TMU BArchSc degree."

Regarding experience satisfaction:

- 92% would recommend TMU's BArchSc program to others.
- 81% agreed or strongly agreed that the program enhanced their personal and professional lives.
- 83% are satisfied or very satisfied with the program.
- 80% view the program as having prepared them well or very well for employment.
- 76% consider the program as having prepared them well or very well for further degrees.
- 73% fully utilize skills gained in the program in their current position.
- 99% are working in the field: 50% in architectural design, 13% in creative industries, the balance in construction, project management, government, building science, engineering, or academia.

Overall, alumni survey responses affirm that the program is effective in supporting graduates in related careers. As two respondents noted: "Very thankful for what the education has given me in my life"; and "TMU's BArchSc program gave me a strong basis of knowledge to found my architectural career on."

Employers

Overall, employers of DAS architecture program graduates attest to the continued demand for the program's graduates, identifying their most positive attributes as workplace readiness, technical capability, collaboration, and being organized, reliable and professional. Other indicators include:

95% – rated architecture program graduates as "good" or "very good" and prefer TMU architecture grads
90% – are likely or very likely to hire a graduate from TMU's architecture program
84% – "agree" or "strongly agree" that graduates are productive and effective immediately upon hiring
88% – view graduates as "good" or "very good" compared to 5-10 years ago

Overall Program Strengths and Areas for Enhancement based on recent surveys:
(These points have already informed specific program recommendations, see section 1.2 and appendices).

Strengths	**Area of Enhancements**
● studio courses and hands-on learning ● small studio sizes (15:1) (compared to large lecture class sizes of 125:1) ● strong balance of Architecture, BSc & PM in undergrad; well organized to address different architectural career paths ● student groups and student engagement ● workshop and culture of making ● Co-op (for those with access to it) ● travel options ● diversity of experiential learning opportunities ● collaboration opportunities ● networking opportunities ● the city and urban connections ● MArch thesis and critical thinking	● excessive student workload reported, with negative impact on student health/well-being (undergraduate especially) ● lack of consistency in studio feedback and course delivery quality ● reported perception of bias towards students of equity-identified groups ● disconnect between lecture courses & studios ● course content redundancy (lack of coordination between some courses) ● poor scheduling and clash of deadlines ● unfocused curriculum in some areas ● inappropriate weighting of assignments in relation to the work involved

3.1.1b – Other Institutional Assessments

University Planning Office Surveys

As part of an ongoing commitment to providing a high quality educational experience, TMU conducts undergraduate and graduate student surveys regularly, asking students to reflect on their experiences at TMU and provide feedback, which is used by the university to set goals and monitor progress. Some surveys target particular groups of students (e.g. those in first year, or about to graduate), others are for students across multiple years of study. TMU surveys regularly conducted (every three years) include: the First-Year Student Survey (undergraduate); the Graduating Student Survey (4th year undergraduate); National Survey of Student Engagement (NSSE); and the Canadian Graduate and Professional Student Survey. Survey descriptions and results are provided on the TMU UPO Surveys & Reports website.

TMU Board Performance Indicators

The Board of Governors Performance Indicators track progress over time on issues central to TMU's mission. There are 32 Board Performance Indicators, classified into four categories that correspond to oversight of: Strategic Direction (15 indicators); Financial Capacity (5 indicators); Effective Management (7 indicators); and University Profile (5 indicators). The most recent (2024) report is available on the UPO Performance Indicators website.

TMU Senate Progress Indicators

Senate Progress Indicators and related statistics are intended to inform strategic planning processes at the university, faculty and departmental levels, and enhance public accountability. These regularly updated measures cover issues like applications and entering averages, retention and graduation rates, student to faculty ratio, etc. Data is available on the UPO Senate Progress Indicator website.

Peer Evaluation / Teaching Assessments

Conducted through TFA and VPFA-required processes for all new faculty and contract lecturers for their first six years. See DEC and CLAC committees note below. Students may provide feedback on their educational experience in each course via the Course Operations Survey (COS).

DAS / Department-level:

Ongoing program assessment is facilitated through regular collegial deliberative and advisory forums, including several governed by Senate Policy & Bylaws, described in section 3.9 Administrative Structure:

- Department Council (DC);
- Department Curriculum Committee (DCC);
- Graduate Program Council (GPC); and
- Program Advisory Council (PAC)

Other DAS forums for regularly assessing, discussing and strategizing program issues and opportunities are structured by regular formal practices or terms of reference including:

- DAS Admin Team Meetings;
- DAS Faculty Meetings & Retreats;
- DAS EDI Committee; and
- Other DAS Committees listed in section 3.9

Additional ad-hoc DAS groups and discussion forums for advancing self-assessment include:

Open Forums – DAS Chair & All Students

Once a year (since Jan. 2024) the Chair has held open forums as opportunities for students to discuss life and learning in the department, including concerns and initiatives. The most recent Open Forum, September 11, 2025, included an overview of CACB and periodic program reviews, and open questions.

Student Leadership Lunches – DAS Chair & Student Group leaders

Twice a year (since 2024) the Chair has held leadership lunches with graduate student representatives and the student executive teams of the undergraduate groups, ARC.SOC, ACU and AIAS. These are opportunities for student groups to exchange ideas with one another and with the Chair, to be informed of departmental initiatives, and to plan ways to collaborate on student-experience enhancements.

Chair & Admin Manager Meetings

The Chair and Admin Manager meet weekly to review tasks, priorities, upcoming deadlines & team work.

Admin Manager and Staff Meetings

The Admin Manager meets bi-weekly with administrative staff (alternating one-on-one meetings and group meetings) to review current tasks, priorities, upcoming deadlines, issues arising and team work.

DAS Ad-hoc Committees

The Chair, Associate Chairs and some committees may form ad hoc groups to consider specific issues that merit review. These have included: Fourth Year Review Committee (2017); History Theory Working Group (2018); Structures Working Group (2018); Co-op expansion (2018); IT Working Group; Mobility Committee; BArchSc PPR working group (2024-25); MArch PPR working group (2025); CACB working group (2025), etc. New working groups will be constituted in 2025-2026 to advance recommendations of the BArchSc and MArch PPRs, which were defined in summer 2025.

Studio Coordinators (undergraduate years one to three)

Ongoing curricular assessment is provided by Studio Coordinators, who are appointed to first, second, and third year studios. The Coordinator provides pedagogical and administrative leadership to the studio instructional team and maintains pedagogical rigour, coherence and consistency across multiple studio sections. Coordination extends to courses taken concurrently by the student group, as the Coordinator liaises with other instructors to find synergies among studio projects and course assignments, while ensuring deadlines are well distributed to manage student workload.

3.2 Public Information

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

In addition to the previous text, all *Programs* that have been granted candidacy status must include the following in its entirety:

"The CACB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy if its plan is properly implemented."

The APR must include:

- the *program* description as it appears in the university academic calendar or any other institutionally authorized official description of the *Program;* and
- evidence that the *Program* has communicated to all faculty and incoming students the information regarding the CACB process for accreditation.

Program Response:

DAS is committed to providing clear and comprehensive program information to current and prospective students, faculty and the public. The DAS homepage is the main portal for program details. The following webpages provide key program descriptions:

- About DAS
- Bachelor of Architectural Science
  - ➔ Undergraduate Calendar 2025-26
  - ➔ Admissions > BArchSc
- Master of Architecture
  - ➔ Graduate Calendar 2025-26
  - ➔ Admissions > MArch
- DAS EDI
- DAS Co-op
- DAS Global Learning
- DAS Stories & Events
- FEAS Graduate Student Support
- MArch Student Work
- BArchSc Student Work

Printed program material includes:

- FEAS Viewbook – for undergraduate recruitment (PDF here) - also TMU viewbook website
- BArchSc Brochure – for undergraduate recruitment events (see Appendix 3.2.1)
- MArch Postcard – distributed at recruitment events and conferences (see Appendix 3.2.2)

The program makes every effort to ensure its CACB accreditation status is accurately portrayed, including on the FEAS Quality Assurance web page linked from the Department's MArch page.

To ensure faculty are informed of accreditation criteria, CACB resources are maintained in the DAS Faculty and Staff Information shared folder. This includes the program's SPC Matrix, a course-by-course listing of SPCs, a description of all CACB SPCs and PPCs, and link to the CACB Accreditation website. Faculty are required to review these resources and to list required SPCs in their syllabi. CACB information is provided by email to faculty before the start of each term, reminders are given at faculty meetings, and instructors are encouraged to review SPCs with students in their classes.

To ensure students are informed of accreditation, CACB information is included in general information sessions and a specific email was distributed on September 2, 2025 with an overview of the CACB process and criteria. Summary slides were included in orientation sessions for all new incoming students and the Chair held an Open Forum with students on September 11, 2025 to review the accreditation process and answer questions. (See Appendix 3.2.3 for the Communication to students).

3.3 Equity, Diversity, and Inclusion

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

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

Program Response:

DAS is one of the only TMU Departments with its own EDI Strategic Plan. Published May 2025 on the EDI webpage, this 2025-2030 plan updates a prior 2022 plan and stems from consultative work of a DAS EDI committee first formed in 2020 and still meeting regularly. The DAS EDI Strategic Plan outlines goals and strategies in five areas: (1) Curriculum, (2) Communication, (3) Outreach & Recruitment, (4) Culture and Knowledge, and (5) Student Experience.

DAS is proud of its diverse community of students, faculty and staff, and is committed to fostering a culture of belonging, well-being and empowerment, aligning with TMU's shared value of being "intentionally diverse and inclusive," as outlined in the TMU Strategic Plan 2025-2030.

Recent EDI initiatives (aside from updating the plan itself) include:

- annual "Open Forums" among students and the Chair (since 2024);
- regular meetings of student leaders and the Chair (since 2024);
- the annual student-led EDI-Justice (EDIJ) exhibition (started in 2022);
- more diversity in the DAS lecture series – including Indigenous architects in each of the last four years – and exhibitions, including one on women in architecture (fall 2024);
- regular reporting on EDI events and related activities at faculty meetings;
- a new Student Wellness, prayer and Quiet Space [see story];
- new cafe tables & sofa chairs for the atrium & mezzanines for student wellness (2024);
- Upgrades to a student lounge (ARC 402C) – completed fall 2025;
- a new DAS EDI initiatives webpage mobilizing knowledge on events and initiatives;
- diverse sessional hires, including two Black and two Indigenous instructors since 2024 (identity groups where were previously lacking among DAS architecture teaching faculty);
- Enhanced holistic MArch admissions with personal interviews & outreach to broader applicants;
- A new **Indigenous Curriculum Development** initiative (launched 2024) with support of modest grants from TMU's Indigenous Education Council. Accomplishments to date include:
    - 3 faculty workshops with Indigenous knowledge holders (May & Aug. 2024; Aug. 2025);
    - creation & dissemination of readings and resources to support curriculum transformation;
    - a faculty survey - with results highlighting curricular enhancements, including at least six courses now involving Indigenous guests;
    - Indigenous content in the DAS lecture and exhibition series;
    - adjustment of the BArchSc admissions "home exercise" to a land-based creative work;
    - hiring Indigenous CUPE instructors;
    - participation in a Tkaronto recruitment event to empower Indigenous youth in STEM, see press: Empowering Indigenous Youth in Stem (Mar 10, 2025); Further press and reports:
    - Indigenous Curriculum Development and DAS (Aug. 23, 2024);
    - 2024-25 DAS Report on Indigenous Curriculum Development;
    - Being, Knowing, Doing: Fostering Indigenous Discourse with DAS (Aug. 26, 2025).

DAS EDI initiatives are supported by FEAS Equity and Community Inclusion, the FEAS Associate Dean of Teaching and Outreach, and TMU's Office of the Vice-President, Equity and Community Inclusion (OVPECI), which provides training, networks, events, and numerous resources, including diversity data (based on self-ID collected since 2018-19) for students, faculty and employees according to six equity groups: (1) Women, (2) Racialized People, (3) Black People, (4) First Nations, Inuit and Metis (FNIM) Peoples, (5) Persons with disabilities, and (6) 2SLGBTQ+.

OVPECI also generates an **EDI tool** specific to programs to help identify gaps and understand diversity in relation to student experience. EDI tool reports were recently generated for the BArchSc and MArch programs as part of the PPR process (these are included in Appendix 3.3.1 and 3.3.2). The data shows that women and racialized groups have more representation among undergraduate students than graduate students; that the faculty are not as diverse as the students; and that the architecture program full-time faculty lacks representation of Black and FNIM Peoples compared to community representation.

Other TMU services and policies upholding EDI, human rights, and respectful environments include:

Office of the Ombudsperson
Discrimination and Harassment Policy
Employment Equity Policy
Respectful Workplace Policy
Human Rights Services
Sexual Violence Policy
Student Code of Conduct

Policy 150 - Accommodation of Student Religious, Indigenous and Spiritual Observance

Policy 159 - Academic Accommodation of Students with Disabilities

Policy 167 - Academic Consideration

New faculty, including part-time instructors, staff and student teaching assistants, must take mandatory eLearning modules covering many of these policies, including on Policy 159, the Accessibility for Ontarians with Disabilities Act (AODA), Understanding TMU's Sexual Violence Policy, and harrassment prevention.

Course outlines must note many of these policies, including resources for student rights, accessibility and Student Life and Learning Support.

Additional provisions are provided by sections of the Collective Agreements, especially: (for faculty) TFA Article 3 on Recognition and Rights, and 9.4 on Grievance Procedures; and (for staff) CUPE 1 Article 3 on Work Climate, and 8 on Discrimination / Harassment.

TMU is proud to be ranked #1 on Forbes' list of Canada's Best Employers for Diversity (2023) and to have created a new medical school committed to having 75% of incoming students from equity groups. See the 2025 Ron Fanfair article on TMU's transformational change.

3.4 Student Composition, Well-Being, and Enrichment

The *Program* must demonstrate that it provides support and encouragement for students to achieve their full potential during their school years and later in the profession, as well as an interpersonal milieu that embraces cultural differences. The *Program* must demonstrate that it benefits from and contributes to its institutional values. Given its particular mission, the APR may cover issues such as: how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate, assist, and share decision-making with and give respect to students who may be different from them; students' access to the critical information needed to shape their futures; and how the diversity, distinctiveness, self-worth, and dignity of students is nurtured in the academic environment.

The APR must include:

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

3.4.1 - Student Cohort Description

There are nearly **550 students** in the architecture program: 485 in the undergraduate BArchSc and 55 in the MArch. An additional 60+ students are in other DAS graduate programs: Building Science and Project Management, plus 2 in the new PhD Architecture. Only the architecture program students (BArchSc & MArch) are considered in the following description. For supporting data, see Appendix 3.4.1.1.

Admissions and Selectivity

BArchSc – 1500 applications for 125 spots, making it the most competitive pre-professional architecture program in Canada (according to 2022 CACB research data, chart 1.2), and among the most competitive undergraduate programs at TMU. The selectivity rate is 8-9%. The mean average of incoming students is 90%. While total applicants dipped slightly in 2024 to 1496 (from a high of 1550 in 2022), domestic applicants have increased, suggesting the program is gaining reputation regionally and nationally.

MArch – 300-400 applications per year for 28 spots, with a selectivity rate ranging from 7-12%. Incoming grade averages are mostly B+ or higher. While the overall number of applicants dropped in 2024, the rising domestic applicants and competitiveness demonstrates the program's continued ability to attract high achieving students. (International student numbers have dropped across Canada due to federal restrictions on visas and global political situations).

Demographics, Background and Gender

BArchSc – 72% of applicants are from the Ontario Secondary School system, entering directly from high school, 23% are from outside Ontario, and 5% are from within TMU (seeking to transfer from other programs). 5% of applicants are over the age of 23, having worked or studied elsewhere before applying. 10% of the current undergraduate cohort are international students. About 12% are first generation university students. Gender balance of the overall student body has shifted in the last decade: from predominantly male (55%) in 2011-12 to predominantly female (62%) in 2023-24 (according to the 2024 EDI tool). This trend is continuing, as the 2024 first year cohort was nearly 70% female.

The TMU Admissions office provides detailed annual reports on statistics to evaluate recent admission cycles and plan for the next intake. The 2024 admission report is available in Appendix 3.4.1.2.

MArch – 65-75% of students are from the GTA, with about 7% international students, and the balance from elsewhere in Ontario or Canada. The program accepts up to 25 domestic and 3 international students each year. Funding models and physical space restrictions make it impractical to accept more. About 85% of admitted MArch students have completed their BArchSc from TMU, about half of whom have taken one or more years in between degrees to work in an architecture office. In recent years, students from other Canadian pre-professional architecture programs gaining admission have been from Carleton University, Laurentian University, the University of Waterloo, and the University of Manitoba.

Despite the fact that most students come from Ontario, and specifically from the Greater Toronto Area (GTA), the student population is very diverse in national origin and ethnicity, reflecting the high degree of diversity in Toronto, regarded by statistics Canada as one of the most diverse cities in the world.

Retention & Graduation

BArchSc – Students exhibit a high rate of academic success and persistence after the critical first year of the program. In 2024-25, 86% of newly admitted students had a clear academic standing after the first year. While that rate is 9% lower than a decade ago, it is 5% better than Faculty and institutional norms. Retention rates after third year are 80%, which is over 10% better than FEAS and TMU. 80% of students complete the program within five years (which is normal for students participating in Co-op). This data suggests students receive adequate academic support and are committed to their chosen field of study.

MArch – Most years have a 100% retention rate after the first year. Since the last accreditation, the average graduation rate after 3 years is 96%. Since 2024, nearly all students are graduating within the expected two-year time-frame. Past issues of students taking too long to complete their thesis (often due to part-time work obligations), has been addressed through incentives, like organized group milestone presentations and final thesis reviews with external guests and group celebrations. 2024 was the first year that 100% of thesis students graduated as a cohort at the June convocation.

In 2025 the graduating thesis class resumed the pre-COVID tradition of preparing a group booklet of thesis projects - posted online - with accompanying webpages, and social media.

Further **retention rate** data is provided in the PPR self-studies, available in Appendix 3.1.1 and 3.1.2. For the BArchSc see PPR Self-Study section 7.2.2; for the MArch, see PPR Self-Study Appendix I.f.

3.4.2 - Safe Learning Environment Policies

Policies ensuring a safe, positive and respectful learning environment are described in Section 3.3.

3.4.3 - Co-curricular, Extracurricular, and Enhanced Learning Opportunities

3.4.3.1 Extracurriculars

Students participate in a wide variety of experiential and enhanced learning activities, including design competitions, design-builds, and paper presentations at international conferences. An Associate Chair of Experiential Learning and Co-op facilitates these opportunities at the undergraduate level, developing collaborations with public and industry partners, soliciting student participation, fostering teamwork and leadership, and ensuring overall success, often with support of workshop staff and other faculty advisors. Dozens of extracurricular activities happen annually, involving roughly 100 students each year. For detailed lists, and links to supporting media, see Appendix 3.4.3.1. Design-build projects are listed online.

Extracurricular opportunities for both undergrad and grad students also include research assistantships with faculty researchers (see 3.4.9), and other paid work via TMU Career Boost, Student Ambassador programs, and casual employment in the DAS fabrication lab, gallery, or admin office, where students support various DAS activities, such as recruitment events, open houses, social media communications, and special projects. Other structured opportunities are listed below.

3.4.3.2 Co-op: Architectural Science Co-operative Education Internship (ASCEI)

Launched in 2014 with a cohort of 16, the CEWIL-accredited ASCEI program supports students in attaining paid work-terms in a range of professional roles for 12 to 16 months between their third and fourth years of undergraduate study. Since 2018 about 32 of top performing students (approximately one third of a year cohort) are eligible to participate, based on high academic standing. Admitted students participate in resume-writing, interview and portfolio workshops, and networking events, facilitated by the DAS Assoc. Chair and BArchSc program specialist at the TMU Career Co-op and Student Success office.

The ASCEI program enables students to apply, develop and diversify skills while gaining new insights on design and construction. Student work is documented, submitted and reviewed via work term reports, site visits by the DAS liaison and TMU program specialist, employer evaluations, and student presentations, which mobilize knowledge about individual experiences and inspire the next year's cohort. Students have worked with a range of organizations from sole proprietorships to multinational corporations within the GTA and globally, including Shanghai, Vietnam, Chicago and New York City. The ASCEI program has been instrumental in developing career-ready graduates, bolstering confidence, and leading students to participate in internationally recognized projects and to enter and win design competitions themselves. The demand for and satisfaction with ASCEI students is recognized through recurring employers, positive feedback and offers for continued work after placements. Program details are on the ASCEI website. For supporting data, the ASCEI handbook and sample student presentations, see Appendix 3.4.3.2.

3.4.3.3 Collaborative Exercise (Undergraduate) – ASC 205/605

This exciting four-day school-wide charrette involves about 160 students from all levels at the beginning of each winter semester. Students work in mixed teams with faculty guidance to address a design challenge demanding creative collaboration. The intensive event often involves external guests, public agencies, and media attention. Results are exhibited in the Paul H. Cocker Gallery at the end of the week. Undergraduate students complete two Collaborative Exercises as a pass/fail degree requirement. Outcomes of this celebrated annual tradition (est. 2008) formed part of the DAS Bash anniversary exhibition. For a list of themes, summaries and sample work, see Appendix 3.4.3.3.

3.4.3.4 Collaborative Competition (Graduate)

In the MArch program, the Collaborative Competition requirement prompts students to create their own experiential learning experience in collaboration with other students or external teams. Examples include teams submitting to design competitions, working with community or academic groups to facilitate exhibitions, symposia or special projects, and collaborating with local professionals to undertake research. Examples of graduate collaboratives will be provided in the online student work exhibition.

3.4.3.5 Graduate Symposium

As part of the fall Seminar in Critical Practice (AR8102), first year MArch students collaboratively organize a symposium on a topic of their choice held in the winter term. Students are responsible for all aspects, including thematic framing, guest invitations, space arrangements, budgeting, fundraising, publicity, hosting, and moderation. This event provides students a unique opportunity to co-lead all intellectual and logistical aspects of a significant cultural event. It also helps them establish contacts with professionals in and beyond the GTA architectural community, including figures of international stature. The symposium has grown from a small event held at DAS in 2012 to one that attracts diverse audiences in the hundreds, often held at an off-campus location such as the Design Exchange or St. James Cathedral Centre. For past Symposia, see the student-led tmudas_symposium Instagram, and this story the 2025 symposium. Additional evidence, as part of AR8102, will be provided in the online student work exhibition.

3.4.3.6 TMU Zone Learning

Zone Learning is a network for innovation and entrepreneurial experiences at TMU, with opportunities for students to work hands-on across disciplines with real-world projects. Recent collaborations involving students in architectural science, engineering, computer science, interior design and fashion, via the Design_Fabrication_Zone (DFZ), include responsive installations and storefront displays, and a 2025 Lab2Market success story to transform materials salvaged into sustainable and healthy furniture.

3.4.4 - Mobility, Global Travel and Off-campus Opportunities

DAS has many mobility options. These include (in year four of the BArchSc): term long exchanges to one of seven international institutions (listed below); and summer travel studios (ARC 920) that have recently gone to Barcelona, Tokyo and Bari, Italy. At the graduate level, the fall Studio in Critical Practice (AR8101) runs a 10-day field trip during the fall break to destinations that have recently included the Venice Architecture Biennale (2025), Amsterdam, Berlin & Hamburg (2024), and the Chicago Architecture Biennial (2023). Other travel includes regional excursions of a few days or a few hours to enhance design studios and courses. These activities are supported by a DAS Associate Chair of Mobility & Global Learning; DAS Mobility Guidelines (created in 2016, updated in 2025), and TMU Global. DAS websites provide further info for graduate and undergraduate travel. For lists of mobility activities and exchange student data, see Appendix 3.4.4.

Exchange Programs:

DAS currently has seven exchange agreements with the following institutions:

- Norway: Bergen School of Architecture (BAS) > website
- Netherlands: Technical University of Delft > website
- Germany: Technical University of Munich (TUM)
- Germany: Technical University of Stuttgart > website
- France: the École Nationale Supèrieure d'Architecture Paris-La Villette (ENSALV)
- India: Centre for Environmental Planning & Technology (CEPT), Ahmedabad (added in 2023-24)
- Spain: University of Pais Vasco (UPV), St. Sebastian (Erasmus+ program) (added in 2025-26)

3.4.5 - Student Societies

DAS student organizations are critical proponents of extra-curricular activities and experiential learning through the many social events and professional mentorship opportunities they facilitate. 40 students have leadership roles with these societies. For an activity list and overview, see Appendix 3.4.5.1-3.

Architecture Course Union (ACU)
The ACU is the official course union and serves students on academic issues, networking and school culture. The ACU represents students on the Departmental Council and the Curriculum Committee.

American Institute of Architecture Students (AIAS)
AIAS networking events and programs connect students with professionals and encourage students to discover and ignite their true passions. As the only Canadian AIAS chapter, the Toronto Met chapter connects with networks of architecture student groups across North America.

Toronto Met Architectural Science Society (arc.soc)
arc.soc helps DAS undergraduate students bring their designs and initiatives to life with financial support, while advancing opportunities and learning through design builds, competitions and events beyond TMU. arc.soc has a constitution, policy and funding applications, and runs a student AGM.

325 Magazine
325 is an annual student-curated publication to showcase the innovative diversity of student work, ideas and initiatives emerging from TMU's Architecture Building at 325 Church St. Started in 2005, all editions were digitized in 2024 for the 325 Issuu website and featured in the DAS Bash anniversary exhibition.

Canadian Architecture Students Association (CASA)
CASA is an independent, bilingual, non-profit organization of architecture students from across Canada. CASA connects and advocates for students, supporting, promoting and profiling student success. TMU has an undergraduate and graduate CASA rep. As of 2025, a TMU student is CASA Vice-President.

3.4.6 - Guest Lectures and Visiting Critics

DAS hosts a wide range of well-attended lecturers and visiting critics each year, connecting the program to the wider professional community and general public. Additional guests share knowledge by joining select courses as guest lecturers. For lecture series guests and visiting critic lists, see Appendix 3.4.6.

3.4.7 - Exhibitions

Since 2013 the Paul H. Cocker Gallery in TMU's Architecture Building has served as a pedagogical tool. It is a creative crucible and critical venue for hosting student exhibitions, faculty research, regional work and international traveling shows. For a list of exhibitions and related media, see Appendix 3.4.7.

3.4.8 - Student Supports

DAS, FEAS and TMU provide a wide variety of resources to support students' academic success and personal well-being. Many resources are introduced to first year BArchSc students during a two-day orientation at the start of the fall term, organized by the DAS Associate Chair for Undergraduate Student Affairs, together with the Chair and student leaders. New graduate students also attend orientation with resource overviews by the DAS Graduate Chair and FEAS Associate Dean Graduate Students. These program leaders, together with DAS student services staff (especially the Undergraduate Program Assistant and Graduate Program Administrator), serve as important advisors to students throughout the program. Institutional support offices and resources include the following:

Student Life and Learning Support – housed in the Sheldon & Tracy Levy Student Learning Centre at Yonge and Gould St., designed by Snøhetta and Zeidler Partnership Architects (opened 2015). The SLC provides generous space to meet, study, and exchange ideas across eight uniquely-designed floors.

Student Wellbeing Center – designed by Hariri Pontarini Architects at 137 Bond Street (to open in late 2026), this centre will consolidate well-being related services under one roof to improve access and service delivery for the entire university community.

Writing and Language Support – provides three types of individual appointments, English Speaking and Listening; Grammar/Supported self-editing; and Academic Writing, as well as Weekly Group Sessions and Non-Credit Classes, Conversational Connections and English Language Test Prep are offered.

Math and Computer Science Support – helps students develop math and computer science skills with a variety of services, including math-ready summer programs, one-to-one tutoring (for computer science students), course-specific group tutoring, and midterm & exam review.

Tri-Mentoring Program – helps students find their sense of belonging on campus through mentorship programs to students of all identities across all faculties for both undergrad and graduate students.

Transitioning into University – provides in-person and online learning support and workshops for first-generation university students and those facing barriers.

FEAS Equity & Community Inclusion – DAS students can request meetings with one of two counselors embedded in FEAS, or with another TMU counselor based on identity criteria.

Centre for Student Development & Counselling – services include individual & group career counselling, crisis support, mental health education and outreach and community resources and referrals. In addition there are dedicated Supports for Black students and Indigenous students.

Gdoo-maawnjidimi Mompii – Indigenous Student Services – offers culturally supportive programs to First Nations, Inuit and Métis students to help balance academic excellence w/ traditional teachings & culture. Further support is provided by TMU's Indigenous Education Council (IEC), Indigenous Student Services, and Indigenous Initiatives in the Office of the Vice-President, Equity & Community Inclusion (OVPECI).

Student Wellbeing – provides a variety of health, wellbeing, and academic services for all TMU students, including Academic Accommodation Support, Centre for Student Development and Counselling, Health Promotion Programs, Medical Centre, Test Centre, and ThriveTMU - Resources for Wellbeing.

Academic Accommodation Support – helps students with disabilities by reducing barriers, promoting accessibility and creating inclusive learning environments. AAS works directly with incoming and returning students in all programs to create individualized Academic Accommodation Plans.

Centre for Excellence in Learning and Teaching (CELT) – provides faculty, contract lecturers, TA/AAs, and staff with essential strategies and tools to ensure teaching success in various learning environments via virtual workshops, panel discussions and special events led by facilitators and subject matter experts.

Academic Integrity Office (AIO) – promotes a culture of integrity and educational excellence by informing, inspiring and educating the TMU community about Policy 60 on Academic Integrity and misconduct.

Office of the Ombudsperson – provides support to students encountering conflicts with the University to ensure fair treatment on issues such as academic appeals, misconduct, admissions, complaints, etc.

Student Care – supports students in distress, provides counselling on difficult issues, and mobilizes knowledge about student rights and responsibilities.

3.4.9 - Teaching and Research Assistant Opportunities

Teaching Assistants / Academic Assistants

DAS maintains an annual expenditure of approximately **$180,000** on teaching assistantships, benefiting about 25 DAS graduate students, including most first year MArch students. Called Academic Assistants, they are unionized members of the Canadian Union of Public Employees (CUPE) Unit 3. Under the current contract, the wage is $51.17/hour for a Master's student and $55.26 for a PhD student. There are over 3000 hours of paid assistantships in DAS each year, with large lecture courses having 80-150 hours allotted, depending on course demands. For instance, courses with written assignments (as opposed to quizzes and exams), have more hours. Instructors apportion hours as appropriate to tasks. For instance, hiring three assistants at 50 hours each, or two at 75 hours each. First year Master's students and first and second year PhD students have priority in hiring to satisfy funding commitments.

Research Assistants

Students have access to Undergraduate Research Opportunities (URO) and Undergraduate Student Research Awards (URSA), as well as the TMU Career Boost work/study program for both undergrad and grad students, and other assistantships supported by faculty research grants. Opportunities can vary significantly from year to year and may range from archival research and literature reviews, to design assistance and exhibition curation, to fieldwork, data collection and analysis. In recent years research assistantships have been available on various projects funded by the Canada Council for the Arts, SSHRC, NSERC and MITACS. For each of the last two years, 50 DAS students have benefitted from about **$250,000** in research assistantships.

3.5 Faculty and Staff Resources

The *Program* must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient complement of appropriately qualified faculty, administrative, and support staff, and an administrative head that devotes no less than fifty percent of his or her time to program administration. Student enrollment and the scheduling of design studios must assure adequate time for an effective tutorial exchange between faculty members and students. The student/faculty ratio in the studio should be between 12:1 and 15:1, with 15:1 as the maximum. The total teaching load should allow faculty members adequate time to pursue supervision, research, scholarship, and/ or practice. The *Program* must have a clear policy outlining both individual and collective opportunities for faculty and staff growth within and outside the *Program*.

The APR must include:

3.5.1 - [full-time professors] a description and tabulation of the academic and professional qualifications of faculty, as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member;
- a description of the distribution of effort btw administration & other responsibilities for each position

3.5.2 - [part-time instructors] same as above;

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

3.5.4 - the *Program's* policy regarding human resources development opportunities;

3.5.5 - a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure;

3.5.6 - a description of faculty and staff development opportunities;

3.5.7 - evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure; and

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

3.5.1 – Full-Time Faculty

Profiles are available on the faculty website. A table of current full-time professors, their qualifications and distribution of responsibilities are available in Appendix 3.5.1.

As of September 2025, there are 25 full-time faculty members in DAS, consisting of 11 women (44%) and 14 men (56%). Of the 25 members, 20 (80%) are tenured – 12 at Professor rank (48%), eight Associate Professors (32%) – and five are tenure-track Assistant Professors (10%). Eight serve in administrative positions: the Chair, six Associate Chairs, and one Associate Dean, each with some teaching release.

Full-time faculty have strong qualifications and diverse academic and professional experience. Of the 25 members, 19 (76%) have professional architecture degrees; 13 (52%) are licensed architects – eight (32%) in Canada and five elsewhere – in the USA, UK, France, Germany, and the Netherlands. Seven members (28%) are registered professional engineers. 16 faculty members (64%) have PhDs.

Three full-time male colleagues retired in August 2025. Two were phased retirements, planned since 2023, the third was announced in spring 2025. Two architecture hires were planned to replace the phased retirements, but the positions were paused in fall 2024. In May 2025 a search for a Tier 2 CRC in Building Science was confirmed as an *internal* recommendation. Presently, there are no confirmed hires for DAS in 2025-26. Another phased retirement starts in fall 2025, to retire in 2027.

While the gender ratio of full-time faculty has improved since 2019 (when there were just 30% women), the overall number of full-time faculty has decreased by four: from 29 in 2019 to 25 in 2025. Twelve faculty have retired or departed since 2019; whereas only eight new faculty have joined. This 14% decrease in the number of full-time faculty is experienced amid the growth of graduate programs, and a 6% increase in the total number of DAS students (from 585 to 620) over the same period.

Administration and other faculty responsibilities [full-time faculty]

Full-time faculty belong to the Toronto Metropolitan Faculty Association (TFA), the certified union that carries out collective bargaining with the University, and is governed by the TFA Collective Agreement 2023-2026. Faculty workload consists of teaching; scholarly, research & creative (SRC) activities; and service to the University, profession and community. As per TFA CA Article 10.F, faculty members usually teach in no more than two semesters per year – typically in the fall and winter terms, with the spring/summer term devoted to SRC activities.

A typical teaching load for full-time DAS faculty consists of four teaching assignments per year (two in the fall and two in the winter). These typically include one nine-hour studio and one three-hour lecture or seminar course each term for a total of 12 hours per week, which is the maximum number of contact hours under the TFA Collective Agreement, Article 10.C.5. In some cases, faculty may teach two three-hour lecture or seminar courses in one semester, and no studio.

Full-time faculty members typically teach courses in the undergraduate program and one of the graduate programs aligning with their expertise. In 2024-2025 one faculty member taught exclusively in the Graduate Building Science program; in 2025-2026 two faculty members will teach there exclusively, thus making no direct contribution to the accredited Architecture program.

3.5.2 – Contract Lecturers

The program has a strong and diverse pool of experienced part-time / sessional instructors, referred to as contract lecturers, whose professional and academic experience enriches the program on many levels. Some have contributed to the program for many years. A table of contract lecturers, with current / recent teaching assignments are available in Appendix 3.5.2, and profiles are on the website. The Department hires around 30 contract lecturers each year for 60 courses, or course sections. Nearly 60% of studio sections are taught by contract lecturers, most of whom teach two courses or studios per year, some just one, some three or four. Contract Lecturers are members of the Canadian Union of Public Employees, Local 3904, Unit 1. Obligations are governed by Article 34 of the CUPE 1 Collective Agreement.

The proportion of instructional hours taught by contract lecturers varies, depending on faculty availability, but it has been increasing in recent years. Whereas the proportion of courses and course sections delivered by contract lecturers was 40% in 2018-19, it is 52% for 2025-26 due to unreplaced retirements and a high number of sabbaticals (six in 2025-26). While enriching the diversity of instructors, this trend adds strain to faculty and staff not only for teaching and on-boarding, but also for administrative obligations and committee work, as there are fewer full-time faculty members to perform service duties. The ratio of full-time faculty to DAS students was 1:21 in 2019, whereas it will be 1:25 in 2025-26.

Recommendations from the 2025 PPR self-studies for both the BArchSc and MArch program calls for urgent investment in replenishing full-time faculty to ensure successful delivery of DAS programs.

3.5.3 - Administrative and Technical Staff

Staff are essential to successful program delivery. The twelve DAS staff are listed on the DAS Staff page and below. Ten staff are members of the OPSEU Local 596, Unit 1 union. The Administrative Manager and Workshop Manager are part of TMU's Management and Confidential (MAC) employee group. Roles are outlined below and administrative portfolio summaries are provided in Appendix 3.9.3. These documents are supplemented by (non-public) job portfolios and activity lists, monthly tasks and timeline trackers.

An Administration Manager manages departmental business and reports to the Chair. The Department Administrator deals primarily with finances. An Undergraduate Program Assistant works with the Assoc. Chair for UG Student Affairs to assist students with a variety of curricular issues. A Graduate Program Administrator (on leave since Aug. 6, 2025) works directly with the three graduate program Assoc. Chairs to administer the programs (currently covered in an ad-hoc way with FEAS support). A Department Assistant provides a variety of support services. A Communications, Archive & Exhibition Coordinator supports DAS programs with a range of communications services, and support to the gallery curator and lecture committee. Occasional support is engaged via summer and ad-hoc work/study students as needs arise and funds permit. See also comments responding to concern #4 in Section 2.

The Department employs two full time **IT support technicians** to meet software, computing and printing needs. A **Workshop Manager** and two **technicians** support fabrication activities in the main workshop and serve all undergraduate and graduate students. A **Building Science Lab Technician** supports the Building Science Lab. Work/study students support the workshop on a part-time basis. The workshop team experiences high workload and demands.

Administrative Staff			
1	Fred Lam	Administration Manager	2025
2	Alexandra Berceanu	Comms, Archive Specialist & Exhibition Coordinator	2016
3	Francisco Bianchi	Department Administrator	2024
4	Bridgette Dalima	Department Assistant	2018
5	Deepa Jojo	Undergraduate Program Assistant	2021
6	Mimi Lam	Graduate Program Administrator	2014
Workshop Staff			
7	Jordan So	Workshop Manager	2011
8	Greg Labbé	Building Science Research Lab Technician	2017
9	Jason Ramelson	Workshop Technician	2013
10	Filip Tisler	Workshop Technician	2018
IT Staff			
11	Leo Roytman	IT Specialist	2008
12	Ivan Skyba	IT Specialist	2022

3.5.4 - HR Development Opportunities

TMU has a wide range of resources and opportunities for growth and success, including:

- Well-being support via HR Wellbeing Central
- Teaching development via the Centre for Excellence in Learning & Teaching
- Research resources via the Office of the Vice-President, Research & Innovation (OVPRI)
- Networks and training via the Office of the Vice-President, Equity & Community Inclusion
- Academic development via the Office of the Vice-Provost, Faculty Affairs
- A comprehensive Human Resources portal and AskHR

Many of these opportunities are governed by TMU policies and collective agreements, which also support faculty development via tenure, promotion and sabbaticals.

3.5.5 - Faculty Appointment, Promotion and Tenure

Policies, procedures and criteria are governed by the TFA Collective Agreement: Article 4 for hiring, appointment and sabbaticals; Article 5 for evaluation, promotion and tenure. Resources are available via the Office of the Vice-Provost, Faculty Affairs (OVPFA), including training for Department Hiring Committees (**DHC)** and Department Evaluation Committees (**DEC**). In summary:

- Full-time faculty appointments are made by the Provost upon recommendation of the Dean, who accepts recommendations of a DHC, composed of five to seven members, including the Department Chair, two or four elected members, one member appointed by the Chair, and another member selected by the committee, depending on the nature of the hire.
- The standard probationary period for pre-tenure faculty members is six years. When a faculty member achieves tenure they are automatically promoted to Associate Professor.
- Reviewing probationary faculty and recommending tenure is undertaken by a DEC, which consists of five or seven tenured faculty members, including the Chair, a member appointed by the Chair, and three or five members elected by and from the Department faculty.
- The DEC reviews probationary faculty – through their annual report of teaching, SRC, and service activities, and in-class evaluations – and issues a formal, written evaluation.
- The DEC reviews probationary members for transfer to tenure. Criteria are outlined in Article 5.7.
- A Faculty Tenure Committee reviews tenure recommendations from a DEC to ensure fairness and due process, and makes recommendations to the Dean and Vice-Provost, Faculty Affairs.
- A Faculty Promotion Committee (FPC) makes recommendations to the Dean with respect to applications for promotion to Professor and for salary transfer.

3.5.7 - Currency

In addition to processes outlined above, all full-time faculty submit an annual report and contract lecturers submit annual currency reports to describe teaching, SRC and service activity and demonstrate currency in the field. Reports are reviewed and acknowledged by the Chair and may be used for formative discussions. Currency is a weighted criteria considered by Contract Lecturer Assessment Committees (CLAC), governed by CUPE 1 Collective Agreement, Article 14. Currency is supported via a Professional Expense Reimbursement Fund (PERF) for both full-time faculty and contract lecturers. Currency is assessed by in-class peer review of teaching and encouraged via DAS's continual engagement with industry, and a robust roster of experienced visiting critics, distinguished guest lecturers and exhibitions.

3.5.8 - Scholarly, Research and Creative (SRC) Activities

A key program objective is to "Inspire critical thinking, excellence, and innovation with a robust culture of scholarly, research and creative activities." DAS faculty conduct SRC in a variety of areas intersecting architecture, building science, and project management. As DAS faculty profiles and resumes (Appendix 4.4) show, SRC areas of expertise cover a range of topics, including:

- Architectural Design
- Architectural Education
- Architectural History & Theory
- Canadian Modernism & heritage
- Architectural Poetics & Ethics
- Research through Design
- Curatorial practices
- Community Engagement
- Equity, Diversity and Inclusion
- Sustainable Design
- Green Roofs
- Urban Agriculture
- Circular Economy
- Public Space
- Urban Design
- Housing and Infrastructure
- Bio-based materials
- Healthy Environments
- Professional Practice
- Building Codes and Policies
- Cognitive Digital Twins
- Smart Commissioning
- Building Decarbonization
- Bldg Construction & Technology
- Bldg Envelope Performance
- Energy Efficiency

DAS Faculty members regularly earn internal and external funding, including grants from all Tri-council agencies (SSHRC, NSERC, & CIHR); major national organizations, such as the Canada Council for the Arts, Canada Foundation for Innovation (CFI), Canada Mortgage and Housing Corporation (CMHC), the National Research Council of Canada (NRC), and MITACS; international agencies, including the Graham Foundation; and public and private organizations, including the City of Toronto Waterfront Business Improvement Area, the Ontario Centre of Innovation (OCI), the Ontario Ministry of Health and Long Term Care, the Toronto Region Conservation Authority (TRCA), and more. Recent research data provided by TMU and FEAS indicate an average of nearly $50,000 per faculty member per year.

Beyond funding metrics, DAS approaches SRC holistically and qualitatively through different modes of production, including publications, presentations, professional practice recognition, exhibitions, and community engagement. These modalities are outlined in internationally recognized white papers on research in schools of architecture, by the Association of Collegiate Schools of Architecture (ACSA).

DAS research facilities in the Architecture Building include the Workshop, Building Science Lab, and the Paul H. Cocker Gallery; and, off-site (at 136 Dundas St. East), the Smart Campus Integration and Testing Hub (SCITHub/under construction); the Materials & Enclosure Testing Research & Innovation Centre (METRIC); and a Walk-in Dual Climate Chamber. See the DAS facilities webpage.

SRC activity is integrated into program curriculum in many ways: through faculty expertise in course content, using research projects as case studies, reading and analysis of faculty publications for course assignments, engagement with faculty exhibitions and demonstrations of SRC work, engaging local and international research partners as course guests, using the DAS labs, the workshop and gallery for research-training, student research assistantships, and participation in extracurricular research activities. SRC activity leads to course delivery innovations and special topics courses. In a recent faculty survey conducted for the 2025 PPR, faculty attest that SRC integration into program curriculum is the norm.

Overall, faculty SRC expertise is highly appropriate and applicable to the architecture program, contributing substantially to program objectives and learning outcomes. SRC activities centre innovation, sustainability, collaboration, excellence, and inclusion, while making impactful contributions to understanding, evaluating and design and construction of the built environment.

DAS SRC is supported by TMU's Office of the Vice-President, Research and Innovation (OVPRI), some OVPA funding, and the FEAS Associate Dean Research & External Partnerships. FEAS also provides support via the Dean's Research Funds. In fall 2024, following consultation, FEAS published a Strategic Research Plan (2025-2029) outlining ten research themes and strategic areas:

1. Energy & Environment
2. Design & Simulation
3. Advanced Manufacturing & Materials
4. Data Analytics & Artificial Intelligence
5. Biotechnology & Health Systems
6. Transportation & the Built Environment
7. Robotics & Control Systems
8. Information & Communication Technology
9. Cross-Cutting Areas of Research
10. Aspirational Research Areas

These areas respond to seven research themes of TMU's Strategic Research Plan 2025–2030:

1. Health & Well-being
2. Transformative Technology
3. Resilient, Inclusive Communities
4. Future of Work
5. Climate, Environment & Sustainability
6. Democracy, Justice & Governance
7. Arts, Culture & Creativity

3.6 Space and Technology Resources

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

The APR must include:

3.6.1 a general description with labeled plans indicating seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops (including technology), and research areas;

3.6.2 a description of workshop and fabrication resources including equipment, infrastructure, and other resources available to students, faculty, and staff; and

3.6.3 a description of any changes to the facility (including furniture, equipment, etc.), whether under construction, funded, or proposed;

3.6.4 a description of the information technology available to students, faculty, and staff, including hardware, software, networks, services, staff, and other computer resources.

3.6.1. The Architecture Building

Opened in 1981 and designed by the Thom Partnership (Ron Thom), TMU's Architecture Building is located at 325 Church Street, just south of Gerrard Street, at the north-east perimeter of campus, labeled "ARC" on the campus plan.

With an area of nearly 50,000 square feet (4600 square meters), the four-storey concrete building provides space for all DAS programs (undergraduate and graduate), with 600+ students, 25 full-time faculty, 12 staff, and dozens of contract lecturers. There are two 100-level entrances at grade, east and south to Pitman Quad, plus a north fire exit to a laneway. The 200-level is served by a large exterior stair from Church Street, leading to the upper atrium and the Paul H. Cocker Gallery.

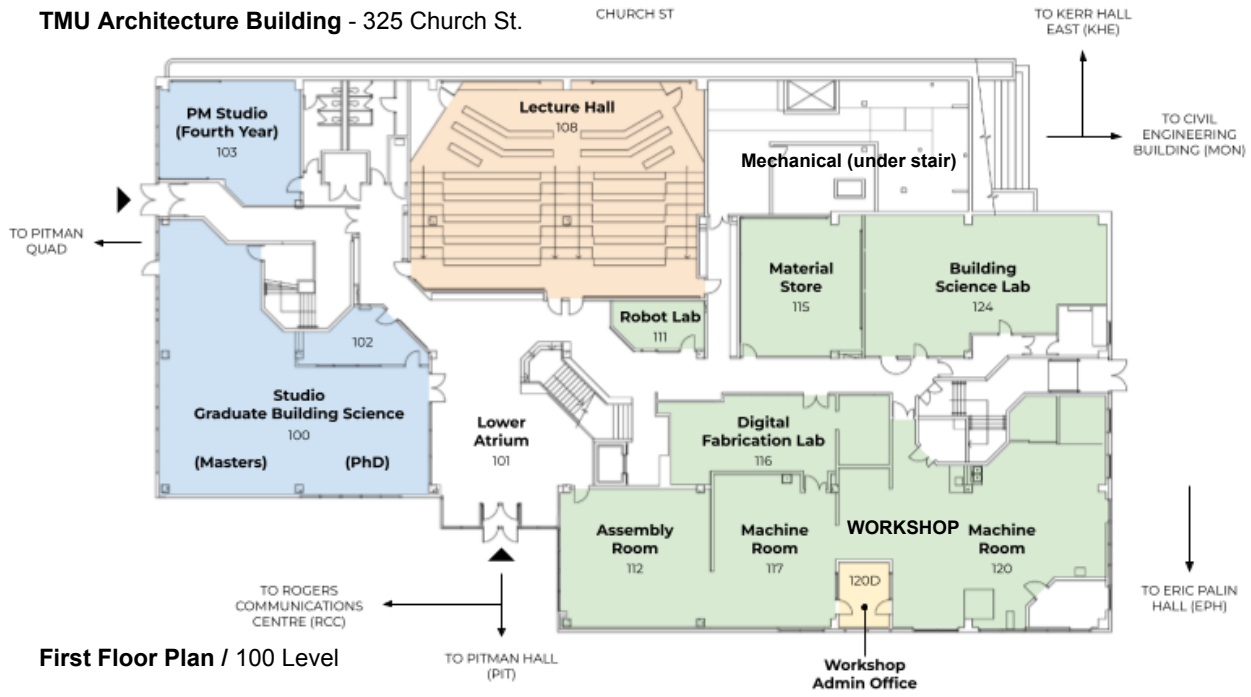
Organized around two open atriums, providing daylight, visibility and social interconnection, the building is served by a single elevator, last replaced in 2009. Program spaces include: studios, with individual workspace for each student and break-out work/review areas; faculty offices and administrative offices, a faculty lounge and meeting room; a gallery; a central assembly/lecture area called "The Pit" (ARC 202); two 200-level classrooms (which are too small for undergraduate lecture classes); and a lecture hall (ARC108) managed by the University's central scheduler. Aside from a few graduate seminars, most architecture program lecture courses are booked in classrooms elsewhere on campus.

The Architecture Building has a Workshop and Building Science Lab on the 100-level. Off-site research labs include the Smart Campus Integration and Testing Hub (SCITHub); Materials & Enclosure Testing Research & Innovation Centre (METRIC); and a Walk-in Dual Climate Chamber.

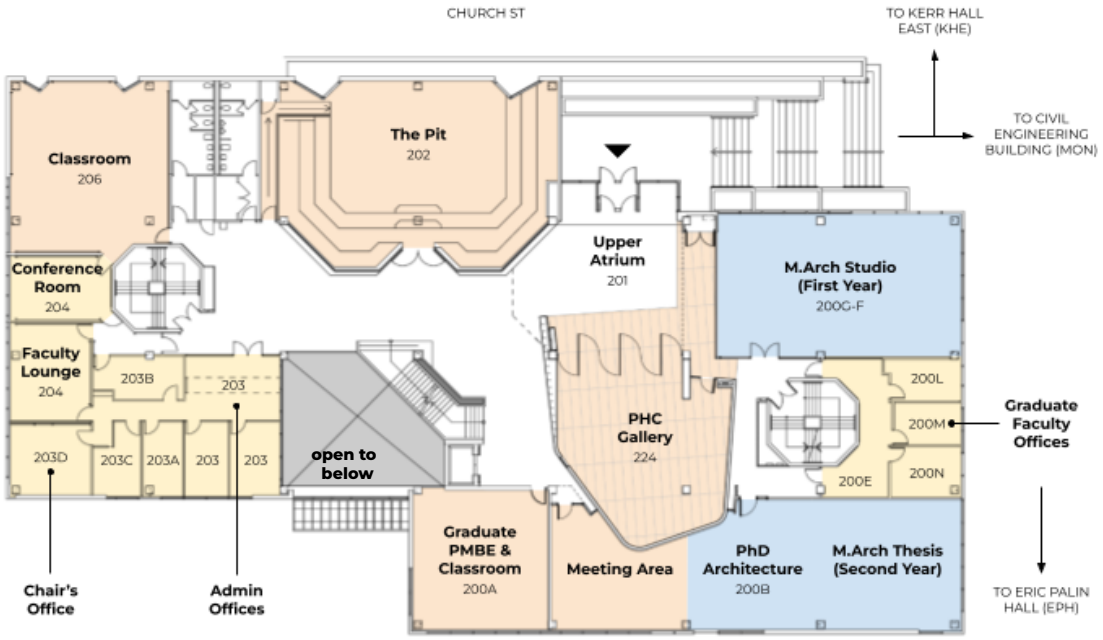
Studio Facilities

Undergraduate studios are primarily on the third and fourth floors. In 2016, the entire fourth floor, serving first, second and some fourth-year undergraduate studios, was renovated with new finishes, furnishings, lighting, digital presentation technology, and enhanced WiFi. This was accomplished with significant fundraising efforts, resulting in nearly $1 million in improvements and a new name in honour of an alumnus, the David E. Handley Studios. Similar upgrades to the other studio spaces are necessary, particularly for the third floor (third year) studio, and the graduate architecture studios on the 200-level. While advocacy for upgrades is ongoing, no dedicated fundraising is planned. All studios are secured, accessed by OneCards. The DAS facilities page has further space descriptions. Plans appear below.

TMU Architecture Building - 325 Church St.

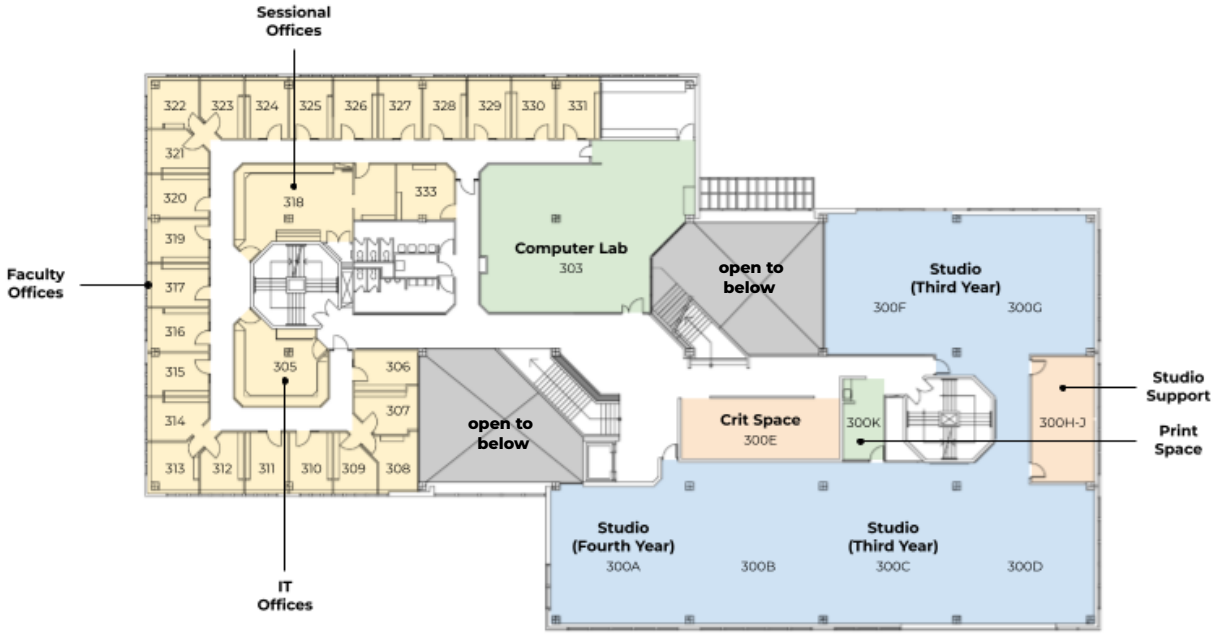


First Floor Plan / 100 Level



Second Floor Plan / 200 Level

- Studio Space
- Lecture, Seminar & Exhibition Space
- Administration/Staff Offices
- Instructional Support Space



Third Floor Plan / 300 Level



Fourth Floor Plan / 400 Level

- Studio Space
- Lecture, Seminar & Exhibition Space
- Administration/Staff Offices
- Instructional Support Space

Workshop

The DAS workshop has evolved into a comprehensive, multi-zoned facility. Reconfigured and expanded in 2019, it supports analog, digital, and experimental fabrication, playing a critical role in coursework, research, and extracurricular initiatives, design-builds, exhibitions, and more. Staffed by a Lab Manager, three technicians, and up to six part-time student assistants during the academic year, the workshop supports all DAS undergraduate and graduate programs. The Lab is divided into seven distinct zones:

1. Machine Room

Supports analog fabrication using tools such as table saws, planers, lathes, routers, and sanders. Prioritizes student and staff safety under strict supervision protocols. A new dust extraction system will be installed in summer 2025 to exhaust particulates externally, addressing respiratory safety.

2. Digital Fabrication Area

Equipped with 2D and 3D rapid prototyping tools including a 5’ X 10’ AXYZ CNC router with a 7-tool automatic changer, multiple BossLaser and Universal laser cutters, SLA and FDM 3D printers (Formlabs and Ultimaker), a Wazer waterjet, and a vacuum former. This space enables high-precision modeling and rapid prototyping. All users are trained prior to equipment use.

3. Assembly Area

A clean, open-plan bench room that accommodates in-progress model making and collaborative work.

4. Administrative Office

Located for optimal visibility, this office enables workshop staff to manage inventory, safety tracking, scheduling, and technical planning while remaining engaged with floor operations.

5. Building Science Lab (ARC 124)

Located adjacent to the workshop, this lab supports both lab-based and in-situ testing, including materials testing and environmental performance analysis, as well as sustainable assembly mock-ups, and thermal, moisture and structural experiments tied to both coursework & research. The lab supports:

- Thermal conductivity, moisture migration, vapor permeance, and acoustic testing
- Accelerated weathering, dilatometry, and climate simulation
- On-site diagnostics with 11 blower doors, IR thermography, duct leakage, and IAQ monitoring
- METRIC 1 (formerly BeTop Lab) for large-scale building envelope studies
- Drones for aerial analysis

6. Material Store (ARC 115)

Provides students with on-site access to wood, sheet goods, acrylics, and other essential materials. Located in a former darkroom, it supports fabrication workflows and enhances project efficiency. It is typically staffed by part-time students.

7. Robot Room (ARC 110)

A climate-controlled space housing the KUKA 6-axis robotic arm for advanced research in digital construction. This room supports graduate and advanced undergraduate research projects and enables exploration in parametric fabrication and automated design methodologies.

3.6.2. Workshop and Fabrication Resources and Activities:

Outfitted with an extensive inventory of professional-grade equipment across all areas of fabrication:

- Digital Fabrication: CNC router, robotic arm, multiple laser cutters & 3D printers, vacuum former, waterjet cutter.
- Woodworking & Shaping: Table saws, miter saws, jointers, planers, lathes, routers.
- Sanding & Finishing: Belt and spindle sanders, combo sanders, grinders.
- Drilling & Mortising: Drill presses, benchtop mortiser.
- Metalworking: Shear and brake press.
- Dust Extraction: Multiple portable and stationary systems to ensure clean and safe working conditions.

A full list of equipment is available upon request and maintained in the DAS internal database for inventory control and maintenance scheduling.

The Workshop Lab Manager and staff are in high demand, supporting many program activities:

Studio & Course support and Tutorials & Workshops:

- Consultation with Chair and studio coordinators for activity planning.
- Fabrication file processing for 3D printing and CNC.
- Workshop Introduction & Safety Sessions - (1st Years) & Safety tutorials and communicating best practices.
- Cardboard model making (1st Years)
- Laser cutting tutorials (1st & 2nd Years)
- CNC Workshops (3rd & 4th Years)
- Sectional Model Talk - (3rd Years)
- Wood Studio support - (4th Year)
- One-on-one consultation with students for both digital and physical model building.
- One-on-one machine tutorial based on skill level.

Support to design-builds and extracurricular installations:

- About six major undertakings a year with student groups and external partners. For list, see 3.4.3.

Support to Paul H. Cocker Gallery:

- Fabricating and installing elements (custom displays, models, etc.) for about 6 exhibitions a year, see 3.4.7
- Coordinating/facilitating the shipping/receiving of gallery exhibitions.
- Help to mount and dismount displays.
- Purchasing materials for exhibitions and liaising with student and faculty design teams.

Support to Faculty Scholarly, Research and Creative Activities (SRC):

- Provide technical support to professors' research projects - in all programs.
- Help to build installations, research projects, scientific experiments, testing apparatus, etc.

Maintaining a Materials Store:

- Maintain inventory for a number of products available for sale to students, plus Tool Sign-out & Return.
- Runs and maintains POS (Point-of-Service) system - via One Card office to modify prices and product lists.
- Processing materials for sale - making pre-cuts & downsizing so materials are as cheap as possible.

Public Outreach:

- Design-build projects (about six major undertakings a year), including TimberFever.
- Public Tours – for TMU Open House, Highschool Outreach, Prospective student tours, TMU Student Recruitment team, TMU International Recruitment Office, Open Doors, Alumni and special guest visits).
- Social Media, maintains Instagram @tmudaslabs & Youtube featuring work of the workshop/labs.
- Supports Architecture Summer Camp.
- Maintain relationships with external vendors and partners for potential projects, material discounts/donations, educational opportunities, and host shop-relevant events/lectures.

Providing Support to IT:

- Designing and building installations for IT hardware (i.e. projector mounts, TV stands, Screens, etc.)
- Provide insight to IT staff for architectural software.

Providing Support to Department:

- Manages the facilities to ensure physical resources meet curricular and research needs. Supports the Chair in determining space, facility, and furniture allocations and strategizing facility renovations.
- Moving furniture and other assets for exhibitions, lectures, conferences, etc.
- Preparing, cleaning, and configuring studios on a bi-annual basis.
- Support for building related issues, maintenance, and direct concerns to proper university contacts.
- Maintain department physical resources – fixing desks, chairs, lights, display boards, etc.

Other workshop undertakings:

- Daily tool, laser cutter and machine maintenance and cleaning.
- Disposal of all waste in the workshop and architecture building.

Future Planning & Skill Building:

- Researching new tools & technologies, machines, processes and techniques relating to the AEC industry.
- Leading/facilitating process for acquisition and implementation of new leading-edge technologies.
- Engage in professional development via staff training & workshops (ex. robotics courses KUKA College).
- Participate in industry conferences/events.
- Site visits showcasing new methods of construction practices.
- Studio Recycling program - in collaboration with ACU student leadership.

3.6.3. Facility Upgrades and Ongoing Needs

Upgrades since the last APR are listed in 2.2.1 (responding to the previously unmet condition of physical resources). Changes include upgrades to the overall HVAC, Fire Alarm & Building Automation Systems; workshop dust collector and layout improvements; LED light replacements, new roof membrane, a new student lounge, wellness/prayer space and furniture, and 300-level studio support space enhancement.

Despite recent and ongoing upgrades, most faculty, staff and students view the overall building quality and quantity of space as not adequately serving the Department. Needs include:

- More space to accommodate growing graduate programs, at-capacity undergraduate studios and limited break-out studio review spaces, and high-volume of experiential learning activities;
- Studio enhancements on the 200 and 300 level, including new storage cabinets;
- Expanded workshop to meet students demands, storage and delivery / loading-dock;
- Improved building envelope performance (air and water control - window replacement, etc);
- Improved street-level / pedestrian engagement;
- Accessibility – the Architecture Building lacks an accessible main entrance, only inconspicuous side and back entry are accessible, and there is only one set of minimally accessible washrooms.

As noted in a recent survey response from the Program Advisory Council: “there’s not enough space for studios and break-out activities. The building itself should exemplify architectural excellence and embody its objectives. It is currently not meeting expectations for sustainability, accessibility, and community engagement at street level.”

In 2020, TMU hired an external consultant to develop, with faculty participation, a functional program for a new Architecture Building. The 86-page document (Appendix 3.6.1) outlines key operational and spatial needs for the Department based on five key principles: flexibility, inclusivity, wellness, sustainability and design. Planning accounted for a 10-year projected program growth of 13% for undergraduate and 8% for graduate. Data suggests this growth is being actualized, yet there is currently no plan for development.

In 2021, Gow Hastings Architects provided a “State of Good Repair” report (Appendix 3.6.2), outlining recommended upgrades to the Architecture Building in areas of building envelope, interiors, HVAC, and accessibility. Only the HVAC, roof membrane replacement, and partial interior repairs were completed.

The Department continues to advocate for University investment in building improvement and expansion. Unfortunately, prioritization and limited resources have not permitted initiatives to advance, even though the successful fundraising for the Paul H. Cocker Gallery and the David E. Handley studio renovations suggest there is alumni and donor support for an addition and envelope upgrades. The 2024-2025 third year studio project used the Architecture Building itself as a site for renovation and innovation > story.

TMU's Facilities Management and Development provides an overview of development, operations and maintenance of the university's 43 buildings across 27 acres of dense urban land, including an overview of TMU's 2024 Sustainability Action Plan, and new Student Wellness Centre (under construction).

3.6.4. IT Resources / CAD Lab

The Computer Aided Design (CAD) Lab (ARC 303) is open 24 hours a day, 7 days a week, accessible with a OneCard. It provides 35 computing workstations and two printers/copiers/scanners and digital projectors. It also accommodates the Department servers (ARC 303A). Workstations provide a wide range of graphic, CAD and building science software applications. Major software packages include:

- Autodesk Revit, AutoCAD, 3D Max, Navisworks, CFD Ultimate, Maya
- Rhinoceros 3D
- Adobe Creative Suite
- Chaos Group V-Ray, Enscape
- Microsoft Project
- Wufi
- DesignBuilder
- LBNL Therm, Window
- Design Builder
- IES VE
- ESRI ArcGIS
- Mathworks MATLAB
- Microsoft Office

Nine workstations, equipped with the same software, are provided in the graduate architecture and building science studios: ARC 200G, 200B and 100. Two IT Specialists manage the workstations and the Department's computer infrastructure, providing 600 students and 60+ faculty resources that supplement those offered by TMU's Computing & Communications Services (CCS). DAS IT Services include:

(*) indicates new amenity since the last APR

Help Desk Services:

- (*) Maintaining a DAS IT website for laptop, software and tutorial recommendations; printing and scanning instructions; FAQs; and individual support sessions (in-person and online)
- professional IT support from office ARC 305;
- check-out services for computer, photo, audio, and curriculum specific digital equipment.

Providing / supporting software and IT storage needs:

- software systems required by the curriculum and research studies – including more than 20 software packages beyond those provided by CCS;
- software specific to the Fabrication Lab (3D printing, laser cutting, CNC processing);
- 20 GB of network storage for every student;
- long- and short-term backup drives;
- subscriptions for Adobe CC, Autodesk software, Chaos Group rendering software;
- Rhino 3D software for students at a discounted rate (50% off regular student discount)

Maintaining printing, copying and scanning technology for students, faculty and staff:

- colour printing, copying and scanning (letter, legal, ledger page sizes);
- high-quality, high-speed wide format printing (up to 42 inches width) in four locations – the CAD lab, as well as studio support areas: 400L, 300K, and 100; and
- web interface for submitting documents for regular and wide-format printing.

Maintaining presentation technology:

- 9 presentation areas in the building with mounted projectors – including 4 with hybrid set-up (*)
- 2 mounted large screens – (*) (in the upper atrium and outside the fabrication lab)
- 30 mobile large screen presentation carts in studios – (*) this quantity has tripled since 2019.

3.7 Information Resources

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

The APR must include:

- a description of the library, including library collections, visual resources, digital resources, services, staff, facilities, equipment, and budget/administration/ operations;
- a library statistics report; and
- a current action plan outlining recurring levels of staff support; renewal of hardware, software, equipment, and infrastructure; anticipated modifications to the current installation; and a demonstration of sufficient funding to execute the action plan.

See Appendix 3.7.1 for a full report of library resources and statistics for the architecture program.

Overview

TMU Libraries play a crucial role in supporting the University's academic mission, including learning, teaching and research in the architecture program. Sited steps away from Yonge Street, TMU's library building celebrated its 50th anniversary in 2024. It is adjoined to the Student Learning Centre (designed by Snøhetta and Zeidler Partnership), which opened in 2015, and provides the Library's most prominent entrance.

There are welcoming and attractive learning environments throughout the building's ten storeys. See the library directory, which lists the various spaces, well-equipped archives, special collection rooms, and unique resources with particular architectural appeal, like the Collaboratory and Immersion Studio.

Collections

The comprehensive collection of physical and digital resources includes nearly 1.4 million items, with nearly 500,000 print books, almost 800,000 ebooks and 400 databases. The collection meets and exceeds the architecture program and CACB requirements, with over 5000 items in the number range "NA" and over 10,000 monographs. The collection includes periodicals, monographs, books, videos, maps and archival compendia, primarily in the library's 7th floor stacks (NAI-NA9428). In addition to physical collections, there is an enormous suite of electronic resources. Collections are supported by a nearly $20-million library budget, representing 2.49% of the University budget. While the budget is less than the provincial average for academic libraries (at 3.62%) it is sufficient to meet the needs of the program. The Library's approach to collection development, its acquisition budget, strategic planning process, and other pertinent information is provided online and summarized in the report in Appendix 3.7.

Administration and Staff

TMU's Library administration consists of a Dean of Libraries, who manages funds and strategic direction, an Associate Dean of Learning and Teaching, an Associate Dean of SRC (Scholarly Research and Creative) activities, nearly 30 professional librarians, and 55 professional staff in areas of Collections, Borrowing and Lending Services, Library Information Technology Services, and Library Learning Services. TMU's new Law and Medical Schools have head librarians (and dedicated branch libraries). Other areas, including architecture, have a subject liaison librarian, who engages in professional

development to build discipline-specific expertise. All Librarians have an ALA-accredited library science (Master's) degree at minimum and actively engage in scholarly, research and creative activity to maintain currency. TMU Librarians are part of a provincial and national library consortium, engaged in professional activities and knowledge exchange such as consortial licensing, open access, information technology in libraries and higher education, copyright assessment, teaching and learning, decolonization, and EDIA.

Services

Subject expert librarians regularly provide classroom-based research instruction and in-depth research assistance, and respond to faculty, student, and staff requests. Custom workshops are also available and engaged for architecture program courses, including the Ideas Tech and Precedent courses (ASC 206, 306 and 406) and the graduate Thesis and Design Research Seminar (AR8110).

TMU Library also offers a variety of drop-in workshops. The architecture librarian is also available for one-on-one research help for students and faculty. TMU Library has a strong online presence. Our digital resources are available online 24/7, research help is offered online through Ask a Librarian Chat, which has extensive hours, and all disciplines have an online research guide created for them by the liaison librarian.

3.8 Financial Resources

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

The APR must include:

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

DAS Operating Budget

The DAS Chair provides stewardship of the Department's financial resources based on an operating budget received from the FEAS Dean, who works with a budget from TMU's Provost and Vice-President Academic, who follows approved budgets from TMU's Board of Governors. TMU uses an incremental funding model, with base budgets formed by historic allocations. An overview of the TMU budget process and reports for recent years are available online.

An itemized general DAS budget and historical data is provided in Appendix 3.8.

96.5% of the overall DAS budget is allocated to salaries, including salaries and benefits for full-time faculty members, contract lecturers, staff, and teaching assistants. The remaining 3.5% (about $300,000) is allocated for non-salaried expenses, though a portion of that goes toward ad-hoc salaries for students assisting with DAS activities, like recruitment, promotions and exhibitions.

Of the non-salaried expenses, a portion is allocated to the workshop, for capital and non-capital equipment, supplies, maintenance, and part-time student shop assistants; and to IT, in support of non-capital computer equipment, IT upgrades, software, subscriptions, and supplies. A budget is provided to each of the three graduate programs in support of student events, travel, social media assistance, guest examiners and special initiatives. Other expenses include Departmental professional memberships (for ACSA, ARCC, CCUSA and CACB); fixed costs for phones and security fees (card readers and servicing, etc); travel (for the ARC920 travel studio, DHC applicants, PPR peer reviewers, and CCUSA meeting); printing, copying, and postage; office and kitchen supplies; advertising and communications service fees (for Flickr, Dezeen, etc); event expenses (catering and related supplies for faculty meetings, retreats, a holiday party, final reviews, open houses, open forums with students, etc); miscellaneous furnishings and repairs; and course costs (ex. for the Collaborative Exercise), and strategic/discretionary expenses like stipends for Indigenous guests, EDI initiatives, special field trips, etc.

The Chair has discretion over a very small portion of the Department budget. Funds for most public events and special activities – exhibitions, the lecture series, Year End Show and design-builds – are primarily supported by fundraising, donor support, application-based grants, and any funds earned through rental fees for DAS spaces. The student arc.soc group aggregates student contributions (about $100/each) to fund student-led initiatives, including design-build projects, competitions and conferences via peer-reviewed application. Modest ancillary fees on tuition offset students' software licenses.

Salaries and increases are governed by Collective Agreements (TFA for full-time faculty; CUPE1 for contract lecturers; CUPE3 for graduate academic assistants; and OPSEU for staff).

Since 2023-24 DAS has operated with a structural deficit of up to nearly $600,000. FEAS has a structural deficit of 4.8 million. This means the base budget provided is insufficient to cover salaries. The DAS base budget is annually topped off with an OTO (one-time-only) amount, which has ranged from $1-1.4 million in recent years. However, for the last two years full funds have not been transferred. From 2022 to 2024 funds from a Budget Incentive Plan (BIP) covered essential expenses, but this was discontinued in 2024.

Ontario university budgets have been challenged in recent years due to (1) constraints on provincial operating grants (Ontario universities receive the lowest per-student government funding in Canada); (2) domestic tuition fees were reduced by the Ontario government by 10% in 2019 and frozen at that rate ever since; (3) international student enrollment is constrained by federal visa restrictions; and (4) domestic enrollment growth is limited by provincial caps, thus limiting tuition revenue. Rising expenses, inflation and global economic uncertainty add to the financial challenges.

In March 2023, the Ontario government created a "blue-ribbon panel" of experts to provide recommendations on maintaining financial stability in the postsecondary education sector [report here]. Most recommendations to enhance support were not heeded by the government. In 2024-2025, TMU was required to conduct an efficiency and accountability audit led by an external third-party assessor. The resulting report and executive summary (winter 2025) are currently not public. TMU implemented a 3.5% ATB (across-the-board) budget cut in 2023-24 and is planning an additional 2% ATB cut in 2025-26. See also: TMU's 2025-2026 Budget Process.

The Ontario government is currently discussing ways forward with Ontario universities. The TMU Provost is part of a provincial panel revisiting the University funding formula and considering a possible tuition increase. TMU is hopeful that these discussions will have positive results. In the meantime, FEAS is trying to find other means of revenue generation, including the creation of micro-credentials and open electives. FEAS and DAS are committed to supporting necessary budgets and mitigating deficits to ensure the quality of academic programs and student experiences are not compromised.

Scholarship and Bursaries

Architecture students have access to a variety of scholarships, awards and bursaries, from federal, provincial, institutional, and private sources. Annually (using the last available year's data) these include:

$180,000	private and institutional sources (from over 70 institutions and donors)
$120,000	entrance scholarships - BArchSc (overview of parameters here)
$400,000	entrance and OGS (Ontario Graduate Scholarships) - M.Arch (further grad student funding data is provided in the MArch, PPR Appendix Ig, available in APR Appendix 3.1.2, pp.125-6)

Most application-based awards are available via TMU's Awardspring. DAS hosts a Department-specific awards night annually in November, with students, families and donors, and with award-winning student work displayed in the Paul H. Cocker gallery and archived online, see Awards Show 2024.

Other financial support comes from teaching and research assistantships (presented in section 3.4.9), and various request and application-based sources from the institution:

- DAS ad-hoc funding for student activities, such as 325 Magazine, the EDIJ exhibit, etc.
- FEAS ad-hoc support for special projects, trips, events & conferences, by request
- arc.soc funding for student initiatives based on a per-student levy (about $50,000/year)
- Students Initiative Funds (SIF)
- International Student Leadership Award (ISLA)
- FEAS Graduate Student Funds
- YSGPS Scholarships, Funding and Awards – including Graduate Student Travel Funds

3.9 Administrative Structure

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

The APR must include:

- a description of the *Program's* administrative structure, a comparison of this structure with those of other professional programs in the institution, and a list of any other programs offered if the program is part of a multi-discipline unit.

Academic administration is a collective and collegial effort. The Department of Architectural Science (DAS) is one of six Departments in the Faculty of Engineering and Architectural Science (FEAS), which is one of nine Faculties / Schools at Toronto Metropolitan University (TMU).

The Department of Architectural Science is led by a DAS Chair, who reports to the FEAS Dean, who reports to the TMU Provost and Vice-President, Academic, who reports to the university President.

Department of Architectural Science (DAS)

The DAS Chair is supported by three undergraduate Associate Chairs (for Student Affairs; Mobility; and Experiential Learning/Co-op), and three Graduate Associate Chairs (for Architecture; Building Science; and Project Management in the Built Environment). The DAS Chair is responsible for overall academic and administrative leadership, defined by Article 26 of the TFA Collective Agreement. Associate Chairs are recommended by the Chair and (for graduate programs) the Associate Dean Graduate Studies; their responsibilities are outlined in letters of appointment made by the Dean, according to TMU processes.

The DAS Chair oversees the accredited architecture program, typically with support from the Associate Chair of the Graduate Architecture program. Overall departmental administrative responsibilities are shared among all six Associate Chairs (together forming the “Admin Team”) and collegially among all faculty members via Department Council, governed by relevant Senate Policies, the TFA Collective Agreement, ByLaws, and Terms of Reference.

A DAS organization chart and overview of DAS Admin Team portfolios are provided in Appendix 3.9.1. DAS councils and committees involved with architecture program matters include the following:

Department Council (DC)

Governed by TMU Senate Policy 45.2 and DAS DC ByLaw, the DC is the consultative and collegial body responsible for academic matters specific to the Department and its programs. The DC meets at least once a term and is responsible for approving policy and procedure, including minor and major curriculum changes. The DC makes recommendations to the Chair, Dean (Faculty Council) and/or Senate, depending on the nature of the matter. DC voting members include all current full-time faculty members, and representatives for students, staff and CUPE contract lecturers.

Department Curriculum Committee (DCC)

Governed by DAS DC ByLaw (Article 4J) and DAS DCC Terms of Reference, the DCC serves as a standing committee of DC, mandated to review, analyse and make recommendations to DC on issues concerning undergraduate curriculum. Membership includes the DAS Chair**,** Associate Chair UG Student Affairs; three faculty members representing Architecture, Building Science, and Project Management (appointed by DC); the ACU student president, and ACU vice-president of academics, or designates.

Graduate Program Council (GPC)

Each DAS graduate program (ARC, BSC, PMBE) has its own GPC. Governed by TMU Senate Policy 45.4 and program-specific ByLaws, the GPC is responsible for approving academic policy, procedures, and curricular changes, as well as for strategic planning, and adjudicating graduate admissions and awards via standing committees. Depending on the nature of matters, the GPC makes recommendations to the Associate Chair, the Chair, the Associate Dean Graduate Studies, or to YSGPS, via relevant committees, and Senate. The GPC meets at least once per term. Membership includes the Associate Chair, DAS Chair, all full-time faculty teaching in the program, and elected student representatives.

DAS Admin Team Meetings

Consisting of the Chair and six Associate Chairs, this group meets bi-weekly to discuss DAS academic and administrative matters, share reports, plan annual events and strategic initiatives, and confidentially assess and mitigate matters arising. It is a collegial and candid group, advisory to the DAS Chair. Admin Team roles are outlined in Appendix 3.9.2.

DAS Faculty meetings and retreats

Led by the DAS Chair, these meetings are held about every three weeks during the academic year – at a time when there are no scheduled classes to facilitate attendance by all full-time professors. Part-time CUPE members are also encouraged to participate. These forums are for open discussion, collegial debate, updates on curriculum and Departmental matters, occasional guest presentations, sharing and shaping program objectives and suggestions for improvement. Full-day or two-day retreats are held in May and August, with more fulsome discussion and knowledge mobilization, working sessions on program aspects and strategic initiatives, and team-building activities. All agendas, relevant notes and documents are archived in a shared folder.

DAS Staff

Staff play crucial roles in supporting program administrators, operations and initiatives. Descriptions of staff roles are provided in section 3.5.3, and summaries of staff portfolios are available in Appendix 3.9.3.

Program Advisory Council (PAC)

The DAS Chair regularly consults with a Program Advisory Council (at least twice a year) regarding success at achieving and maintaining the highest possible standards of academic quality and program relevance to the professions and society it serves. PAC includes professional and alumni volunteers who provide expert advice on program related matters such as curriculum, technology and industry trends. PAC is governed by TMU Policy 158. PAC members are publicly listed here.

DAS – Others Committees

- DHC – Department Hiring Committee, governed by TFA CA Article 4 & VPFA DHC Resources
- DEC – Department Evaluation Committee, governed by TFA CA Article 5 & VPFA DEC Resources
- CLAC – Contract Lecturer Assessment Committee, governed by CUPE 1 CA Article 13 & 14.
- EDI Committee – advisory to the Chair, with Terms of Reference (ToR), and DAS EDI Strategic Plan
- Lecture Committee – with Terms of Reference (ToR)
- Gallery and Curator Role – with Terms of Reference (ToR)
- Awards Committee, with standards of practice, schedules and TMU AwardSpring processes
- Open forums & Ad-hoc working groups – other forums and groups advising on program administration and contributing to ongoing self-assessment are described in section 3.1.

Faculty of Engineering and Architectural Science (FEAS)

The DAS Chair meets with the FEAS Dean at least twice a month during the academic year: via a one-on-one meeting; and in the context of a Dean's Planning Group (DPG) meeting, which involves the six FEAS Department Chairs, five Associate Deans, and other key members of the Dean's office. The five Associate Deans provide general support in areas of Undergraduate Programs and Student Affairs; Graduate and Postdoctoral Studies; Teaching and Outreach; Research and External Partnerships; and International academic agreements. The FEAS Dean's office provides budgetary and HR support, as well as assistance with advancement, alumni relations, external communications and promotions.

FEAS is in the process of developing new Terms of Reference for a FEAS Faculty Council to foster cross-Departmental initiatives and make recommendations to TMU Senate on FEAS matters. Most TMU Faculties have a Faculty Council, others (like FEAS) have engaged the DPG as a Faculty Council, but are currently transitioning to create and formalize a forum open to all faculty members.

Yeates School of Graduate and Post-Doctoral Studies (YSGPS)

Through YSGPS Council and the Programs and Planning Committee (PPC), YSGPS oversees the development and implementation of graduate policies, approval of new programs, and oversight of regular Periodic Program Reviews, while generally ensuring that programs meet graduate academic quality standards. YSGPS supports Associate Deans and Associate Chairs of Graduate Programs on all matters of graduate studies, including admissions, faculty memberships, and some graduate scholarships and bursaries. The YSGPS Council, via the YSGPS Vice Provost and Dean, reports to the TMU Senate.

Toronto Metropolitan University (TMU)

Like many universities, TMU has a bi-cameral governance structure, with two governing bodies: the Senate governs all academic matters; the Board of Governors is responsible for university business affairs, property, institutional strategic planning, risk and financial management. These powers are outlined in the Toronto Metropolitan University Act and the By-Laws of the University. TMU's overall organizational structure is available here on the Board of Governors website.

Of the multiple TMU Senate Committees, those most involved with academic matters are the Academic Governance and Policy Committee (AGPC), which reviews new and revised academic policies, and the Academic Standards Committee (ASC), which reviews new program proposals, curriculum modifications and periodic program reviews of existing programs, before making recommendations to Senate.

3.10 Professional Degrees, and Curriculum

A CACB-accredited professional *Program* in architecture prepares students to enter the practice of architecture as architectural interns. *Accreditation* is based on the overall quality of the program objectives and the specific performance criteria that students meet through coursework.

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

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

The APR must include:

3.10.1 specification of the degree(s) offered;
3.10.2 an outline of the curriculum of the *Program* describing how each performance criterion included in Section 3.11 is met and how the *Program* achieves its pedagogical goals;
3.10.3 a description of any *Program* components that are outside of the administrative purview of the unit or institution that is accredited;
3.10.4 a summary description of processes and requirements related to degree *Program* admissions that make up the *Program*, including those governing student applications for advanced placement; and
3.10.5 student admission assessments concerning advanced placement within the program.

3.10.1 – Degrees:

DAS delivers a four-year pre-professional **Bachelor of Architectural Science** (BArchSc) Honours, followed by a two-year professional **Master of Architecture** (MArch). This 4+2 model fulfills the CACB requirement of a "minimum of five years of post-secondary study culminating in a master of architecture degree, which follows a pre-professional bachelor's degree." Students entering the MArch typically hold a BArchSc from DAS or an equivalent pre-professional degree from another institution.

3.10.2 – Curriculum:

The program focuses on developing required design skills and professional knowledge in the first three years of undergraduate study to prepare students to be effective in Co-op placements after their third year. Most SPCs, including Comprehensive Design (D1), are met by the end of third year. This allows students in year four to choose concentrations in architecture, building science or project management, or select studios and courses from all three areas, and/or participate in international exchange programs. The graduate program shifts to more critical thinking and design research, and advanced knowledge in professional practice, with a high level of self-directed thesis inquiry.

The curriculum structure is provided below. BArchSc and MArch curriculum worksheets are in Appendix 3.10.1 and 3.10.2. Details for how the curriculum meets PPCs and SPCs are provided in section 3.11.

Bachelor of Architectural Science (BArchSc) Honours

The BArchSc curriculum is structured in four phases:

Phase 1 – Context (term one): students are introduced to architectural ideas and compositional concepts, sustainable practices, management principles and fundamental design skills. Coursework supports a Communications Studio (ASC101), which imparts methods of architectural representation and spatial composition. All CACB SPC areas – design, culture, technical knowledge, and professional practice – are introduced in the first term, for development in subsequent terms of the program.

Phase 2 – Preparation: Tools and Elements (terms two to four): students take courses exploring architectural ideas, history and theory, construction techniques and structures, building systems and site planning, and participate in Design Studios I, II and III (ASC201, 301 and 401), with design challenges of increasing complexity and scale, addressing site and program (ASC201), intention and expression (ASC 301), technical and regulatory issues (ASC401), along with social and environmental conditions.

Phase 3 – Integration: students take theoretical and technical courses alongside Integration Studios I and II (ASC520 and 620), wherein knowledge from years 1 and 2 is applied to the design of a complex building, involving site analysis, a feasibility study, schematic design, design development, systems integration and technical detailing. Spanning both fall and winter terms, these integration studios and the related suite of courses satisfy CACB SPC D1, Comprehensive Design.

Phase 4 – Concentration, Specialization and Transition: students pursue work in an area of interest by selecting one of three concentrations (in Architecture, Building Science or Project Management) or taking studios and courses from all three areas (with no concentration). Course offerings include lectures and seminars, some of which are cross-listed with graduate courses, allowing for greater depth of study, peer learning and leadership. Students may choose to participate in a one term international exchange with architecture programs in France, Germany, Norway, the Netherlands, Spain or India. Co-op is available (competitively) as an option after third year for a period of 12-16 months (three or four terms).

Regardless of concentration, students must successfully complete 174 semester hours of coursework, consisting of **58 one-term course credits**:

Curriculum Area	Credits	Breakdown
Studio	24	• Six 3-credit [9-hour] required studios in years one through three • Two 3-credit [9-hour] option studios in year 4 (ARC, BSC or PMT), see Table II
Core Courses	20	• Seven 1-credit [3-hour] required courses in SPC area B (Culture & Ideas) • Nine 1-credit [3-hour] required courses in SPC area C (Technical Knowledge) • Four 1-credit [3-hour] required courses in SPC area E (Professional Practice)
General Studies	6	• Three 1-credit [3-hour] Lower Level Liberal Courses (1 must be English) • Three 1-credit [3-hour] Upper Level Liberal Courses
Electives	6 +2	• Six 1-credit [3-hour] Electives, consisting of four core electives (from available options in Table III), and two open electives *or* core electives (from Table III). • Two 1-credit [3-hour equivalent] Collaborative Exercises - this is a special 4-day intensive core required course with varying topics each year, which students elect to take twice over the duration of their four year program.

Note: BArchSc graduates in any concentration are eligible to apply to the Master of Architecture program. BArchSc students may graduate with or without a Co-op designation on their degree.

Bachelor of Architectural Science (BArchSc) Honours - 4 years (pre-professional)

Area:	Studio (3 credits)	Culture & Ideas History & Theory (ARC)	Technical Knowledge (BSC)	Professional Practice (PMT)	General Studies	Electives
Year 1: Fall	**ASC101**: Communications Studio	**ASC103** Built Context	**ASC200** Sustainable Practices	**ASC102** Built World	**One** English: ENG 101; ENG 104; ENG 112; ENG 201; ENG 203; ENG 212	
Year 1: Winter	**ASC201**: Design Studio I *Site & Program*	**ASC206** Ideas, Tech & Precedents I	**ASC202** Building Project **ASC203** Structures I			**ASC205** Collaborative Exercise I (taken in year 1 or 2)
Year 2: Fall	**ASC301** Design Studio II *Intention & Expression*	**ASC306** Ideas, Tech & Precedents II	**ASC302** Envelope Systems **ASC303** Structures II	**ASC304** Construction Project	**One** from Table A - Lower Level Liberal	
Year 2: Winter	**ASC401** Design Studio III *Technical & Regulatory Issues*	**ASC406** Ideas, Tech & Precedents III **ASC403** Site Development & Planning	**ASC402** Bodily Comfort Systems **CVL407** Structures III			
Year 3: Fall	**ASC520** Integration Studio I	**ASC621** Tectonics & Materiality **ASC523** Theories of Urbanism		**ASC522** Project Economics	**One** from Table A - Lower Level Liberal	
Year 3: Winter	**ASC620** Integration Studio II		**ASC521** Light & Sound in Architecture **ASC632** Principles of Detailing	**ASC622** Documentation & Construction Contract	**One** from Table B - Upper Level Liberal	**ASC605** Collaborative Exercise II (taken in year 3 or 4)
+ 1 Year Co-op Option up to four terms: Spring-Summer | Fall | Winter | Spring-Summer						
Year 4: Fall	**One Core Studio** from Table II	*In fourth year: students may concentrate in Architecture (**ARC**), Building Science (**BSC**) or Project Management (**PMT**) by satisfying studio and core elective requirements listed below*			**One** from Table B - Upper Level Liberal	**2 Core Electives** from Table III **1 Open Elective** (or Core Elective)
Year 4: Winter	**One studio from** from Table II				**One** from Table B - Upper Level Liberal	**2 Core Electives** from Table III **1 Open Elective** (or Core Elective)

Architecture Concentration:

ARC 920 Adv. Architecture Studio
➔ (2x, each time with a different topic)
ARC 721 Theorizing Tech. in Arch.
ARC 821 The Architect in Society
+ 2 ASC Core Electives - Table III

Building Science Concentration:

BSC 720 Bldg Perf. Assessment Studio
BSC 820 BSc Detail Design Studio
BSC 721 Existing Bldg Forensics
BSC 722 Sust. Env.Control Systems
BSC 821 Sustainable Detail Design
BSC 822 Adv. Envelopes/Components

Project Management Concentration:

PMT 720 PM Studio in Development
PMT 820 PM Studio in Procurement
PMT 721 Economics for PM
PMT 722 Information Systems
PMT 821 Constr. Practices & Mngmt
PMT 822 Procurement & Constr. Mngmt

Master of Architecture (MArch) - 2 years (professional)

Area:	**Studio** (3 credits)	**Core Courses / Seminars** (1 credit each)	**Electives** (1 credit each)	**Other** (0 credits)
Year 1: Fall	**AR8101**: Studio in Critical Practice	**AR8102**: Seminar in Critical Practice **AR8109** Contemporary Architectural Theory		
Year 1: Winter	**AR8103**: Studio in Collaborative Practice	**AR8104**: Seminar in Contemporary and Future Practice **AR8110**: Thesis and Design Research		Collaborative Competition I (anytime)
Year 1: Spring	**Thesis** (0 credits) research		**ARXXXX*** Graduate elective	
Year 2: Fall	**Thesis** Milestone I presentation Milestone II presentation	**AR8106**: Current Topics in Architectural Praxis	**ARXXXX*** Graduate elective	Collaborative ** Competition II (anytime)
Year 2: Winter	**Thesis** Milestone III presentation Milestone IV (defense)			

** any AR elective or approved graduate course*
*** the program is in the process of reducing the number of required Collaboratives to one*

Master of Architecture (MArch)

The two-year / five-term MArch program consists of two 3-credit studios, five 1-credit core courses, two 1-credit electives, two Collaborative Competition milestones (zero credits), and one thesis. Throughout the graduate program, students are challenged to question assumptions and engage themes of sustainability, emerging technologies and global communities, leveraging their pre-professional technical skills toward advanced design, cultural and professional competencies and leadership potential.

Year 1 - Term One (Fall): Critical Practice

This term expands students' knowledge and capacity from architectural science and building design toward critical practice in changing fields. A studio and seminar in Critical Practice (AR8101 & AR8102) challenge students to develop critical approaches to design and to take positions in relation to current issues of architectural significance. A Seminar in Contemporary Architectural Theory (AR8109) deepens and broadens students' theoretical knowledge and provides an intellectual framework for thesis inquiry.

Year 1 - Term Two (Winter): Collaborative Practice

Students apply critical approaches to complex architectural designs with multiple stakeholders in a Studio in Collaborative Practice (AR8103). Emphasis is given to the role of the architect as a leader and participant in interconnected networks, involving clients, consultants, cities, user groups, and the broader public. A seminar in Contemporary and Future Practice (AR8104) provides students a practical and theoretical basis for operating in architectural practice, satisfying SPC area E. A seminar in Thesis and Design Research (AR8110) prepares them for self-directed research and thesis development.

Year 1 - Term Three (Spring/Summer): Thesis Development

Students form thesis committees (consisting of a supervisor, second reader and program representative) and commence research and design work on an independent thesis under the guidance of a supervisor who must be a full-time DAS faculty member. Most students take one elective during the spring term.

Year 2 - Term Four (Fall): Thesis Advancement

Students continue their thesis, usually meeting weekly or bi-weekly with their supervisor. The thesis is evaluated at three Milestone presentations, typically in early September, mid-December, and mid-March, with a final defense in late April. During this fall term, students take the second of two required elective courses, and a Current Topics in Architectural Praxis seminar (AR8106), with topics varying according to instructor expertise and contemporary issues. For instance, in fall 2024 the topic was interspecies and complex ecologies in cities. In 2025, two topical themes are offered: Artificial Intelligence in Architecture; and Indigenous place-making.

Year 2 - Term Five: Thesis Defense

Students complete and defend their thesis with a public presentation, involving their committee and external guests (typically by late April). Thesis work is also exhibited in a Year End Show. They submit their final thesis book, and convocate in June.

3.10.3 – Program Components Outside The Department's Purview

One required BArchSc course is administered by Civil Engineering: CVL407 Structures III. Regular communications with the instructor, who has taught the course now for several years, and between the Chairs of Architectural Science and Civil Engineering, endeavor to ensure course and program objectives are met. The recent BArchSc PPR self-study includes a recommendation to review this course and the undergraduate structures sequence to enhance delivery and integration with design studios.

Liberal Studies and Open Electives are administered by different units across TMU and governed by Senate Policy 2: Undergraduate Curriculum Structure. Some core electives in Table III are offered by allied programs of Interior Design (IDE) and Urban & Regional Planning (PLE). The Department Chairs of all programs are convened once for

3.10.4 – Admissions

Requirements are described on the websites: BArchSc Admissions; MArch Admissions. Applicants are assessed based on grades and portfolios, which are reviewed and scored by panels of faculty members.

The DAS Chair administers undergraduate admissions, supported by a TMU Admissions/Liaison Officer. DAS provides portfolio scores, which are matched to applicants' grades, and offers are made based on combined scores and fulfillment of all prerequisites.

The Associate Chair of the Architecture Graduate Program administers graduate admissions with a YSGPS Admissions and Recruitment Officer. Offers are made on a holistic assessment of grades, portfolios, resumes, a statement of intent, recommendation letters (for external applicants), and personal online interviews for high ranked applicants.

3.10.5 – Advanced Placement

Undergraduate - BArchSc

Advanced placement is granted on a case-by-case basis with a careful review by the DAS Associate Chair of Undergraduate Student Affairs, with the support of the TMU Transfer Credit Manager in the Registrar's office. TMU has clear policies on transfer credits. Due to accreditation, granting advanced standing into the BArchSc program takes more disciplinary-specific issues into consideration.

Students are assessed individually on the basis of comparing course outlines, and sometimes by a review of the student's portfolio of work in an interview. Transfer credits are granted for courses having a direct correspondence to BArchSc courses. In some cases, transfer credits are granted for liberal and open electives only. Credits from certain technical schools and Canadian Colleges may be granted for introductory technical courses (for instance, ASC 203 Structures 1, and sometimes by combining multiple courses to equal one BArchSc course. Automatic credit is provided for certain courses that have been pre-reviewed and deemed equivalent from well-known programs, including other CACB-accredited pre-professional programs and Centennial College. Such courses are accepted on a five-year rule, being reassessed every five years to ensure they are still equivalent. Currently there are 20 such "five-year rule" courses satisfying eleven BArchSc courses in the first and second year. The 2024 list of pre-reviewed equivalent courses and their alignment with BArchSc courses is provided in Appendix 4.2.1.

Each year 10-20 accepted students apply for advanced standing, requesting transfer of up to 300 courses – of which, about a third are approved – half of which are for liberals or electives. An overview of transfer credits from 2018-2024 is presented in the chart below, and provided with year-by-year summaries and raw data in Appendix 4.2.1.

Regardless of how many courses students have completed at other institutions they are required to take at least 50% of their courses at Toronto Metropolitan University to qualify for a TMU degree.

Overview of Courses applied for and granted

	# of admitted students applying for Adv.Standing	# of Courses Applied for	# of Courses granted		
			Total	Core	Elective
2024-2025	19	196	90	26	64
2023-2024	16	198	115	33	82
2022-2023	11	93	44	24	20
2021-2022	15	275	72	48	24
2020-2021	12	181	57	48	9
2019-2020	12	153	50	28	22
2018-2019	10	96	37	19	18

Graduate - MArch

There is typically no advanced placement into the two-year MArch program, and there have been none since the last accreditation visit. All admitted students complete all degree requirements. Applicants to the MArch program must have a TMU BArchSc degree or equivalent pre-professional degree from another CACB or NAAB-accredited program (or foreign equivalent). Pre-professional degrees are assessed by the Graduate Architecture Admissions Committee and the Associate Chair ensures consistency with requirements for Student Performance Criteria, including D1, Comprehensive Design. Any identified weakness or omission in the work of an admitted student requires that the student complete particular coursework (fulfilling an elective), typically a self-directed/supervised version of ASC623 Principles of Detailing, and/or AR8226 Directed Studies in Canadian Construction. Zero to three students per year are required to take these courses. Since 2018, 15 students have been required to take AR8226 and 9 students have been required to take ASC623.

3.11 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.

A. Program Performance Criteria (Six PPCs)

1. Professional development
2. Design education
3. Global perspectives and environmental stewardship
4. Collaboration, leadership, and community engagement
5. Technical knowledge
6. Breadth of education

B. Student Performance Criteria (Twenty-Four SPCs)

A. Design (eight SPCs)
B. Culture, communications, and critical thinking (five SPCs)
C. Technical knowledge (five SPCs)
D. Comprehensive design (one SPC)
E. Professional practice (five SPCs)

The APR must include:

- an overview of the curricular goals and content of the *Program*;
- a thematic summary of how the *six program performance criteria* (PPC) and *twenty four student performance criteria* (SPC) are acknowledged in the structure and deployment of the curriculum described below; and
- a graphic matrix that cross-references each course with the *student performance criterion* (SPC) it addresses.

3.11.1 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.

For curricular goals, see sections 1.1 and 1.2. For curriculum content, see 3.10, which presents the balance of general, professional and elective studies (also described below for PPC 6).

Supporting documentation for PPCs is provided on public webpages accessed via hyperlinks in the text below or within the noted Appendices. Where *required* coursework is cited as demonstrating compliance with PPCs, evidence will be provided in the SPC student work exhibition. Where *electives* are cited, sample evidence will be available in the online PPC student work exhibition via links in Appendix 3.11.1.

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 & licensure.

Preparing students for practice is a particular strength of the TMU program. Engaging the profession and exposing students to diverse career opportunities are long-standing program practices, embedded in the curriculum and institutional context, and achieved in multiple ways, including the following:

- **ARC, BSC & PMT offerings** – The integration of studies in architecture, building science and program management throughout the undergraduate program, provide unique professional development opportunities through course content, exposure to diverse faculty expertise, and industry guests. Courses specifically addressing professional development include ASC 102, 304, 522, 622, 752; AR8102, 8104; and fourth year electives.
- **Guest lecturers and studio critics** – Many professionals contribute to multiple courses, and participate in design reviews at all levels of the program. (See list in Appendix 3.4.6).
- **Sessional-Architects** – Many part-time design studio instructors are practicing architects at accomplished GTA firms, presenting students with multiple opportunities for interaction.
- **Co-op**: The Architectural Science Co-operative Education Internship (ASCEI) provides students the opportunity to engage in 12 to 16-month work terms following third year, as well as skills-building workshops for resume writing, interview training, and portfolio sessions with industry professionals (see also 3.4.3).
- **MArch Symposium** - Each year, first year master's students organize a public symposium on a topic of professional significance, engaging broad audiences & distinguished professionals.
- **Awards Night** – student winners and donors mingle, forming inspiring connections, and occasionally office visits, work opportunities, and sustained mentorship.
- **Industry events** – Professional partners regularly use TMU's Architecture Building for meetings, events and expos, with opportunities for student engagement. These have recently included: the Beverly Willis Architecture Foundation (BWAF), Black Architects & Interior Designers Association (BAIDA), Building Equality in Architecture Toronto (BEAT), Canada Green Building Council (CAGBC), Council of Tall Buildings and Urban Habitat (CTBUH), Passive House Canada, Society of South Asian Architects, Canada (SOSA), the Toronto Circularity Network (TCN), the Toronto Society of Architects (TSA), Urban Minds; the World Sustainability Forum, and more.
- **OAA** – The Ontario Association of Architects (OAA) regularly delivers a presentation on the requirements for licensure and the process of internship to students in AR8104.
- **RAIC** – the Royal Architectural Institute of Canada (RAIC) annually presents to MArch students about member benefits and professional development opportunities.
- **Professional networking** & **AIAS** - DAS students maintain the only Canadian chapter of AIAS, the American Institute of Architecture Students, sending representatives to annual conferences and organizing multiple networking events with GTA professionals. (See Appendix 3.4.5.1-3).
- **DAS Lecture series & Exhibitions** – annually hosts internationally recognized professionals and exhibits, drawing large audiences, with opportunities for direct student interaction.
- **Year End Show** – annually brings professionals to view and engage with student work.
- **TimberFever** – an annual design-build event involving engineering and architecture students from across Canada and dozens of regional professionals and industry sponsors > website.
- **PAC** – regular Program Advisory Council engagement.
- **Faculty Engagement and SRC** - Many faculty members are well connected to the profession, hold leadership roles in professional organizations, serve as mentors to architectural interns, participate in practice, and conduct SRC with professional affiliation. All this enhances the program and presents opportunities for student engagement.

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.

Design is core to each architecture program year. Students take a triple-weighted design studio each term, the sequence of which – over the first three years of the BArchSc program – is orchestrated to gradually build competencies toward comprehensive design: moving from themes of representation and communications (ASC101) and program and site (ASC201) in year one; to intention and expression (ASC301) and technical and regulatory issues (ASC401) in year two; to the integration of contextual, material, structural and environmental systems in the comprehensive design of a complex building in year three (ASC520 and 620). Each year, a suite of courses – in cultural, technical and professional areas – support the design studio, and a studio coordinator works with other course instructors to create opportunities for thematic connections and occasionally direct correlation of assignments. For instance, the Ideas, Tech & Precedents I, II and III (ASC206, 306 and 406) provide theoretical and historical perspective on topics that students tackle as design problems in concurrent first and second-year studios. In third year, courses like Project Economics (ASC522) and Principles of Detailing (ASC623) provide professional and technical perspectives on construction aspects that are being worked through design in the concurrent Integration Studios. By the end of this series of six studios and interwoven courses, students have developed an overall competency in complex building design.

In fourth year, students select from among four to six differently themed architecture design studios, and may choose to concentrate in either Architecture, Building Science or Project Management, each with a suite of core electives, thus deepening and broadening their design education.

The department-wide Collaborative Exercise (ASC205 and 605), in which all undergraduate students participate twice over the course of their studies, provides an opportunity for collaborative design and knowledge sharing across levels in an intensive and fun group setting.

In the Master of Architecture program, design is also central, with a triple-weighted studio in each of the first two terms, accompanied by seminars where design problems are critically and theoretically considered. The final year of the MArch consists of a student-directed thesis, in which students aim to synthesize and interweave social, technical, and professional concerns into a rigorously researched and creative design project of significance and relevance.

PPC 3. Global Perspectives and Environmental Stewardship

The *Program* must demonstrate how it embraces the diverse contexts that define contemporary architecture, including local, global, and environmental interests.

The program embraces a broad and diverse range of global contexts within and beyond the curriculum.

Local – The program maintains strong engagement with its local urban situation. Design professionals can easily attend design reviews. Current local issues, like housing, heritage and multiculturalism are used as the conceptual basis for studios. Project sites are selected for their relevance to current Toronto issues. Faculty regularly bring real-world questions & problems from local communities into the program.

The program takes full advantage of its central location in downtown Toronto, treating the city as a living laboratory with which it enjoys a symbiotic relationship. Students regularly participate in local design festivals, such as Nuit Blanche and DesignTO, and many extracurricular projects engage the city and its concerns. Examples include: Winter Stations, design-build partnerships with Allen Gardens and the Downtown Yonge BIA, and winning student competition submissions for TO the Loo, exploring public restroom solutions for Toronto (2025).

DAS, like TMU, also has a strong identity as a city-builder through its campus planning and organizing symposia and other events related to the development of the city. Local issues are also explored through DAS public lectures, discussion panels and exhibitions.

The architecture program is also developing stronger local knowledge and reciprocal relations with Tkaronto via Indigenous curriculum development (see section 3.2), and a program objective (#8) focused on advancing the Truth and Reconciliation Commission of Canada Calls to Action (see section 1.2), which is aligned with a key priority of TMU's 2025-2020 Academic Plan.

Global – The program offers a robust range of international learning experiences. These include:

- **Formal Exchange programs** with seven institutions in Norway, the Netherlands, France, Germany, Spain and India for one-term exchanges in the fourth year of the BArch program, with 15-20 students incoming and 15-20 outgoing each year (see Section 3.4.4);
- **Summer Travel studios** (ARC920) as a fourth year option for 15-30 students; destinations over the last three years have included Barcelona (2025), Tokyo (2024) and Bari, Italy (2023);
- **International Co-op work term placements**, which in recent years have included Chicago, New York, Shanghai and Taiwan;
- **Graduate field trips**: typically short (3-day) trips to Buffalo as part of the AR8103 Studio in Collaborative Practice, and 10-day trips as part of the AR8101 Studio in Critical Practice, which have recently included the Venice Architecture Biennale (2025), Germany and the Netherlands (2024), and the Chicago Architecture Biennial (2023).
- **Student conferences & research travel**: many undergraduate and graduate students present at global peer-reviewed venues - recently ACSA & ARCC, ICERI (see also 3.4.3.1).
- **Coursework**: understanding global contexts is also developed through a number of courses, especially ASC 206, 306, 406, 523, and graduate studios, seminars and theses;
- **Studios**: ARC920 studios include design projects with international sites. For instance, the fall 2024 representation studio included sites in Romania, Italy, Spain, Switzerland, France and Iran.
- **DAS lecture & exhibition series and faculty SRC**: mobilizes global knowledge via international guests and traveling shows, and research partnerships, projects and publications.

Environmental Stewardship

The program and its faculty have strong interest and considerable expertise in environmental issues and sustainable design. Sustainability content is interwoven into many required courses, particularly ASC200 Sustainable Practices, ASC202 Design Studio 1, which includes siting relationships in a natural setting (High Park), ASC402 Bodily Comfort Systems, ASC403 Site Development & Planning, and the third year Integration Studios (ASC520 and 620). It is addressed with particular focus in the fourth year BSC concentration courses, which study building performance and energy efficiency.

Beyond the curriculum, environmental issues feature prominently in events and exhibitions, including the 2025 exhibit, Architecture for a Sustainable Future, featuring the work of renowned Italian architect Mario Cucinella. Many lectures, workshops and symposia hosted by the Department also address sustainable design, energy efficiency, urban agriculture and green infrastructure, including the World Sustainability Forum (2024) and events with Passive House Canada, Canada Green Building Council (CAGBC), etc.

Program objective #5 specifically addresses environmental stewardship: Develop climate action competencies to advance environmental stewardship, resiliency in the built environment, and the United Nations Sustainable Development Goals. (See section 1.2).

The program supports the TMU Sustainability Action Plan and is committed to advancing the United Nations Sustainable Development Goals.

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.

The program sees collaboration as fundamental to architectural practice. Students learn the importance of collaboration within the profession, with other professions, and with community and interest groups. The program views collaboration and leadership as skills that must be taught. This begins with theories of teamwork and team building in the first semester via ASC102 The Built World.

Students complete four collaborative exercises. Two are one-week charrettes in the undergraduate program. In these required collaborative courses (ASC 205/605), vertically-integrated student teams (with members from each program year) work together on a design project, often in collaboration with a community group. Graduate students must complete two Collaborative Competitions, usually working in teams on local or global design challenges, and in collaboration with participants or communities outside of the program.

Students engage teamwork in many studios and courses. The Integration Studio formalizes teamwork, as students work in pairs throughout the second term (ASC620) to develop projects initiated individually in the first term. Other studios work directly with communities (including ASC401, and some sections of ARC920). Collaboration plays a key role throughout the graduate program, especially in the Studio in Collaborative Practice (AR8103), where design projects engage collaboration both among students and with the wider community. Faculty engage communities through research and practice and frequently involve students in engagement opportunities.

DAS student groups provide teamwork and leadership opportunities for about 40 undergraduate students each year, through formal president/principal, VP, marketing, events, and finance roles in ACU, AIAS, ARC.SOC & CASA. Student leaders participate in international AIAS Forums, co-chair the annual Timberfever event, represent the student body on Department Council, the DAS Curriculum Committee, and other working groups (EDI, Lecture Series, Gallery, etc). (See Appendix 3.4.5.1, 3.4.5.2 and 3.4.5.3).

At the graduate level, architecture students serve as FEAS Grad ambassadors, and collaboratively lead the organization of the annual MArch Symposium, as an integral part of AR 8102.

Both undergraduate and graduate students have leadership and collaborative opportunities through paid research assistantships and contract work, including unique roles as counsellors for the summer youth Architecture Camp - TMU link; DAS Story - and via Career Boost.

PPC 5. Technical Knowledge

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

The BArchSc program is particularly strong in developing technical competencies. The program is organized to have students satisfy all technical and comprehensive (‘C’ & ‘D’) SPCs by the end of third year. The presence of Building Science and Project Management expertise and graduate programs within the department enhances discussion of technical issues throughout the program. About 25% of faculty have engineering backgrounds. Students benefit from the availability of this expertise and a range of technical research underway within the Department.

Throughout the first three years of the undergraduate program, students are required to complete nine courses in technical subject areas, which collectively satisfy all five SPCs in technical knowledge:

ASC 200 Sustainable Practices	ASC 302 Envelope Systems	CVL 407 Structures III
ASC 202 The Building Project	ASC 303 Structures II	ASC 521 Light/Sound in Architecture
ASC 203 Structures I	ASC 402 Bodily Comfort Systems	ASC 623 Principles of Detailing

By the second term of the second year, technical knowledge is integrated into the studio as part of design decision-making. Third year Integration Studios (ASC520 & 620) are linked to several courses on technical and construction aspects, including ASC522 Project Economics, ASC621 Tectonics and Materiality, ASC622 Documentation and the Construction Contract, and ASC623 Principles of Detailing.

In fourth year, the Building Science courses—which architecture concentration students may take as electives—provide further opportunities for exploring technical and environmental aspects of design, as do some other electives, including ASC734/AR8209 Advanced Design Methods (offered in fall 2025) .

The workshop, building science lab and expanding digital fabrication facilities provide opportunities for practical exploration of technical ideas and further development of skills. Feedback from employers, received as part of recent program reviews, suggests that DAS graduates are highly valued for their digital and technical skills.

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.

The BArchSc program provides opportunities for general education (outside of architecture) through six credits of core electives and open electives, and six credits of liberal studies electives (three lower and three upper levels), of which the first must be a writing-intensive English course. This exceeds what is available in most comparator architecture programs. Core electives include course options in Interior Design and Planning.

While it is rare for BArchSc students to complete a minor due to the demands of the program, the generous elective opportunities has led to nearly 20 students in the last five years earning minors in Philosophy, French, Geography, English, Economics, Sociology, and Music & Culture. TMU's Policy 2 outlines the institutional commitment to a balanced education, requiring each undergraduate program to have **core studies**, providing the required disciplinary depth and breadth of knowledge; **open electives**, affording choice outside the core or to gain greater depth and breadth within their core, and **liberal studies**, intended to develop students' capacity to understand and critically appraise the social, cultural, natural and physical contexts wherein they will work as professional and educated citizens.

Fourth year concentration areas of Architecture, Building Science and Project Management provide further opportunities for breadth and depth of study.

Students in the MArch program take two electives and choose one of two topics for AR8106 Seminar in Current Topics in Architectural Praxis. Graduate students typically choose electives within the Department, or outside, with approval of the host department. Thesis topics cover a wide range both within and beyond the confines of the architectural discipline, and students are encouraged to engage faculty from other TMU departments (and beyond) to serve as second readers on their thesis committees.

Transdisciplinary learning opportunities within the Department (ARC, BSC, PMT) and across faculties, particularly through TMU's unique Zone Learning are also available.

3.11.2 Student Performance Criteria

SPC Matrix provided in Appendix 3.11.2

A. Design (Eight SPCs):

A1. Design Theories, Precedents, and Methods

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

Studios: **ASC** 201, 301, 401, 520; **AR** 8101, 8103
Courses: **AR** 8110

Students develop their own design processes grounded in theory and practice in each studio and in the graduate Thesis and Design Research course (AR 8110). First and second year courses support this SPC by introducing and foster ability in analyzing architectural precedents, theories and methods: ASC 103 Built Context: Concepts & Themes; and Ideas, Tech & Precedents I, II & III (ASC 206, 306 & 406).

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.

Studios: **ASC** 101, 201, 301, 401, 520, 620; **AR** 8101, 8103

The undergraduate studios develop ability in design skills with application to projects of increasing complexity each term. These skills are applied to topical option studios in year four – in Architecture, Building Science or Project Management (ARC, BSC or PMT) – and elaborated in graduate studios on critical and collaborative practice (AR 8101 and 8103), and through an individual design thesis.

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.

Studios: **ASC** 101, 201, 301, 401, 520, 620; **AR** 8101, 8103
Courses: **ASC** 521

Ability in design tools is developed in the Communication Studio (ASC 101), via integration with a set of representational exercises, plus drawing and modeling tutorials. All studios integrate assignments to develop skills in design tool techniques. Graduate students are required to demonstrate a high level of competency. Certain required courses, including ASC 521, introduce specific design tools to measure and evaluate light and sound. Several core electives introduce advanced fabrication and modeling tools, including ASC 734 / AR 8209 Advanced Design Methods, and most BSC and PMT fourth year courses.

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.

Studios: **ASC** 201, 401, 520, **AR** 8103

Program preparation and analysis are introduced in ASC 201 Design Studio I, developed in ASC 401 Design Studio III, and elaborated with a robust dedicated assignment (#2 [1B]) in Integration Studio I (ASC 520). Programming is engaged as a cultural issue in the graduate program studios, particularly in AR8103 Studio in Collaborative Practice.

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.

Studios: **ASC** 201, 401, 520; **AR** 8101, 8103
Courses: **ASC** 403

Site considerations play a critical role in every design studio, and receive special attention in ASC 201 Design Studio I: Program and Site, where both urban and natural sites are used for design projects. ASC 520 Integration Studio I engages complex cultural sites of civic importance. Site analysis abilities are developed in ASC 403, which explores global case studies in site development and planning. Graduate design studios, notably AR8101, require students to demonstrate high levels of contextual understanding and ability, enhanced by global travel to study topographies and ecologies beyond Toronto.

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.

Studios: **ASC** 401, 520, 620; **AR** 8101

The program makes considerable use of its Toronto context to engage urban design issues, complex ecologies and multi-cultural communities. Urban design is introduced in ASC 201 Design Studio I: Site and Program, reinforced in ASC 401 Design Studio III, which engages urban infill sites; and elaborated in Integration Studios I & II, which have a detailed urban analysis exercise (ASC 520, assignment 1A), and urban site plan requirements for final designs (ASC 620). Coursework ASC 403 helps develop urban design ability by introducing urban design history, principles and examples from around the world.

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.

Studios: **ASC** 620
Courses: **ASC** 202, 621, 623

Assessing and developing building details is an integral part of design throughout the program. Detailing is introduced in ASC 202 Building Project, which complements ASC 401 Design Studio III, and developed to a high level of competency in ASC 620 Integration Studio II. This third year studio is supported by two parallel courses in Tectonics and Materiality (ASC 621) and Principles of Detailing (ASC 623). Technical knowledge of detailing is further supported by fourth year core electives, particularly BSC courses.

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.

Studios: **ASC** 620 | also: ASC 101, 201, 301, 401, 520; **AR** 8101, 8103
Courses: **ASC** 622 | also: ASC 202, 304,

Students take a dedicated course in Documentation and Construction Contract (ASC 622), which is taught in conjunction with Integration Studio II (ASC 620), allowing students to develop documentation ability in relation to their studio projects. Design documentation is introduced in each undergraduate studio, and graduate students are expected to present design outcomes to high degrees of resolution.

B. Culture, Communications, and Critical Thinking (Five SPCs):

B1. Critical Thinking and Communication

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

Studios: **ASC** 101, 201, 301, 401, 520, 620; **AR** 8101
Courses: **ASC** 103, 206, 306, 406, 621; **AR** 8102, 8106, 8109, 8110

Students develop critical thinking and communication skills throughout the program. A series of lecture courses address these skills incrementally via essays, quizzes, and interpretive exercises, beginning with ASC103 The Built Context: Concepts and Themes for Architecture, and carried through the series of courses in Ideas, Tech & Precedents (ASC 206, 306 & 406), as well as Tectonics and Materiality (ASC 621). Liberal and Core electives provide opportunities to diversify and broaden critical thinking abilities in disciplinary and transdisciplinary areas.

Critical thinking is also developed in studios, where students are required to articulate intentions, make presentations to peers, instructors and external critics, and to collate, cross-reference, analyze, and interpret data as they develop design projects. The first Communications Studio (ASC 101) requires that students develop a strong vocabulary, both visual and verbal, related to spatial analysis and creation. Subsequent studios require research and comparative assessments, from preparing measured site drawings in ASC201, to producing a significant body of research for graduate studios and a thesis.

At the graduate level, seminars in Critical Practice (AR 8102), Architectural Theory (AR 8109) and Thesis and Design Research (AR 8110), provide enhanced opportunities to deepen and sharpen critical abilities and design research skills.

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.

Courses: **ASC** 206, 306, 406, 523; **AR** 8106

The series of Ideas, Tech & Precedents courses (ASC 206, 306 & 406) provide a strong foundation in global architectural history and ideas shaping the built environment from prehistory to the present day. These courses explore architecture in its cultural, political, ecological, and technological contexts. ASC 523 adds to this series by examining urban planning contexts from around the world. This disciplinary knowledge is expanded and critically reconsidered in certain core elective courses, notably ASC 733 / AR 8206 Canadian Architecture since 1945 and ASC 900: Modernism Studies; and – at the graduate level – through historical framing of issues in Current Topics in Architectural Praxis (AR 8106).

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

Courses: **ASC** 103, 206, 306, 406, 621, 523; **AR** 8102, 8109, 8110, 8106

Architectural theory is developed throughout the program, beginning in the first semester with ASC 103 The Built Context: Concepts and Themes for Architecture, continuing through the series of Ideas, Tech & Precedents courses (ASC 206, 306 & 406), and with ASC 621 Tectonics and Materiality. In fourth year, students are exposed to multiple theoretical frameworks by their chosen studios and elective courses, including options for Theorizing Technology (ARC 721) and The Architect in Society (ARC 821). In the MArch program, each of the seminars, particularly Contemporary Architectural Theory (AR 8109), develops a high level of theoretical competency, which students apply to their studios and theses.

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.

Studios: **ASC** 301, 520; **AR** 8101, 8103
Courses: **ASC** 103, 206, 306, 406, 523; **AR** 8102, 8106

TMU sits at the centre of Canada's most cosmopolitan city – one of the most culturally diverse cities in the world. This diversity is reflected in our student population. Cultural diversity and global perspectives frame many studio and course projects, and figure prominently in design reviews and public discussions. Questions posed by globalized economies and geopolitical developments form a background for many studios and seminar discussions in the MArch program. Global perspectives are also developed by graduate studio field trips and a robust collection of optional mobility offerings. (See response to PPC 3).

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.

Studios: **ASC** 520; **AR** 8103
Courses: **ASC** 200, 403, 406, 523; **AR** 8106

Principles of sustainable design are introduced in the first term of first year with a dedicated course (ASC 200), and elaborated to urban scales in ASC 403 Site Development & Planning. Each studio, especially Integration Studio I (ASC 520), fosters students' ability to design in reciprocity with contexts, with a view to creating healthy environments for people and the planet. Graduate level studios reinforce and deepen ecological awareness, with design projects responding to larger regional and/or global contexts.

C. Technical Knowledge (Five SPCs):

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

Studios: **ASC** 401, 520, 620
Courses: **ASC** 200, 202, 303, 402, 403, 622

Understanding of building codes is developed in general terms in all design studios, particularly in ASC 401 Design Studio III: Technical and Regulatory Issues, ASC 520 Integration Studio I: Complex Building - Feasibility Study, and ASC 620 Integration Studio II: Comprehensive Building Design Development. Courses on sustainability, the building project, HVAC and structures address regulatory issues, and life safety topics particular to their subject areas (ASC 200, 202, 402, 403 and 622).

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.

Studios: **ASC** 620; **AR** 8103
Courses: **ASC** 202, 203, 302, 303, 521, 621, 623

Material understanding is interwoven into every studio, becoming most resolved in the building designs of the Integration Studio II (ASC 620). Developing knowledge of material properties, selection criteria and performance is central to a series of courses: The Building Project (ASC 202); Structures I & II (ASC 203 & 303); Envelope Systems (ASC 302); Tectonics and Materiality (ASC 621); Principles of Detailing (ASC 623); and Light & Sound in Architecture (ASC 521), where students study aesthetic and environmental aspects of material and immaterial interactions. At the graduate level, students develop sophisticated material propositions as part of their studio projects and theses.

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.

Studios: **ASC** 620
Courses: **ASC** 203, 303; **CVL** 407

Structural knowledge is developed through a series of three courses. The first introduces structural concepts (ASC 203); the second elaborates these concepts through study of materials, detailing and construction methods (ASC 303), and the third analyzes structural system behaviour, forces and loads (CVL 407), with a course delivered by a Civil Engineering professor. At the graduate level, students are expected to demonstrate structural understanding in developing their unique studio and thesis projects.

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.

Studios: **ASC** 620
Courses: **ASC** 202, 302, 623

An understanding of the basic principles of envelope design is developed in ASC 202 The Building Project and ASC 302 Envelope Systems, which inform concurrent studio work in terms two and three. These principles are applied to a high degree of resolution in ASC 620 Integration Studio II. The program has considerable strength in building envelope design, supported by faculty with building science expertise, who typically contribute to the ASC 620 studio and teach BSC concentration studios and electives, which undergraduate students may take in their fourth year.

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.

Studios: **ASC** 620
Courses: **ASC** 200, 302, 402, 521

An understanding of the principles of passive and active environmental systems is introduced in ASC 200 Sustainable Practices and developed through ASC 302 Envelope Systems, ASC 402 Bodily Comfort Systems, and ASC 521 Light and Sound in Architecture. These sustainable, thermal and performative principles are applied to concurrent design projects at an introductory level through passive site relationships in ASC 201 and in more developed ways in Integration Studio II (ASC 620).

D: Comprehensive Design (One SPC):

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.

Studio: **ASC** 620

Comprehensive design is met by Integration Studio II (ASC 620), supported by Integration Studio I (ASC 520), and a suite of co-requisite courses in Urban Design (ASC 523), Tectonics & Materiality (ASC 621), Documentation & Construction Contract (ASC 622), and Principles of Detailing (ASC 623), as well as concurrent third year courses in Project Economics (ASC 522) and Light & Sound in Architecture (ASC 521). All together, this third year curriculum develops student competency to integrate contextual, technical and systems considerations into a complex building design, including cost and energy analysis. This comprehensive design ability is reinforced in the graduate program, where students build upon these integrative skills while developing unique critical and collaborative design projects.

E: Professional Practice (Five SPCs):

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

Courses: **ASC** 102, 304, 622; **AR** 8104

The architectural profession is introduced with an overview in ASC102 The Built World, reinforced in ASC 304 The Construction Project: Processes and Resources, and elaborated, with a focus on construction documents and contracts, in ASC 622. This SPC finds its most significant development in the graduate MArch seminar on Contemporary and Future Practice (AR 8104). Fourth year electives – The Architect in Society (ARC 821) and Business Practices in the AEC Industry (ASC 752) – also provide opportunities for students to deepen knowledge in this area. (See also response to PPC 1).

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.

Courses: **ASC** 102, 522; **AR** 8102, 8104

Ethical and legal issues related to the design of the built environment are integrated throughout the practice related courses, being introduced in ASC 102 The Built World and reinforced in ASC 522 Project Economics. This SPC is explored more deeply in relation to local and global professional issues at the graduate level: in AR 8102 Seminar in Critical Practice and AR 8104 Contemporary and Future Practice.

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.

Courses: **ASC** 102, 304, 522; **AR** 8104

Students develop a strong understanding of the organization of architectural practice, including business organization and negotiation. These topics are introduced in ASC 102 The Built World, and reinforced in ASC 304 The Construction Project and ASC 522 Project Economics. Understanding practice modalities and trends affecting practice are significantly developed in the graduate Seminar in Contemporary and Future Practice (AR 8104). PMT course electives in fourth year provide opportunities for students to explore some of these issues in more detail.

E4. Professional Contracts

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

Courses: **ASC** 102, 304, 522, 622; **AR** 8104

Students develop competencies in contractual issues in the design and construction industry throughout the program. These are introduced in ASC 102 in ASC 304, and developed with greater detail in ASC 522 and ASC 622 Documentation and Construction Contract. Enhanced understanding of professional contracts is developed in the graduate Seminar in Contemporary and Future Practice (AR 8104).

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.

Courses: **ASC** 102, 304, 522; **AR** 8104

Students develop a strong understanding of management in the design and construction industry, including basic principles of collaboration, design and construction team relationships, financial management, negotiation, project management, and risk mitigation. These areas are introduced in ASC 102 The Built World, and reinforced in ASC 304 The Construction Project and ASC 522 Project Economics. Enhanced understanding of architectural project management is developed in the graduate Seminar in Contemporary and Future Practice (AR 8104). PMT course electives in fourth year provide opportunities for students to explore some of these issues in more detail.

4. Supplemental Information

4.1 Introduction to the Institution and *Program* History

4.1.1 History, Description, and Mission of the Institution

The appendix of the APR must provide a brief history and description of the institution in which the *Program* exists, as well as the institution's current mission statement and the date of its adoption or last revision. This may be provided as a web link.

Established in 1948, the Ryerson Institute of Technology (RIT) was part of an ambitious educational experiment created in response to social and technological changes sweeping society after World War II. The institution originally occupied the century-old buildings of the Toronto Normal School (est. 1847) in historic St. James Square, which was Ontario's first teacher-training facility – also a museum, art school, and agricultural laboratory, which enhanced the Square's reputation as Ontario's cradle of education. Named for Egerton Ryerson (1803-1882), celebrated at the time as founder of Ontario's educational system, the RIT institutional vision was developed under the guidance of its first principal, Howard Kerr. Modelled in relation to MIT, Kerr envisioned an institution that would serve its larger community through applied education. Its motto, *Mente et Artificio* (with mind and skill), signified the dual goals of training students for specific careers while also educating citizens to be informed and meaningful contributors to society. Guided by Kerr, RIT matured into an institution with a curriculum that increasingly emphasized humanities and innovation, hallmarks that would distinguish Ryerson from other vocational institutions.

TMU provides an online overview of institutional history. Highlights are listed here:

1948 **Ryerson Institute of Technology** opens with course and diploma offerings in a variety of areas, including architectural drafting, business, costume design, electronics, food technology, furniture crafts, industrial and mechanical technology, photography, graphic arts, jewellery and horology.

1963 **Ryerson Polytechnical Institute** – name changed to Polytechnic following significant growth and provincial approval for a board of governors, enabling reorganization and self-determination. A significant building program followed with development of new facilities and academic policies.

1971 **Degree-granting authority** – programs shift from 2 and 3-year diplomas to 4-year degrees.

1993 **Ryerson Polytechnic University** – full university status gained.

2002 **Ryerson University** – renamed to reflect its full-fledged university status and mandate to grant graduate degrees and engage in advanced research. A new period of building growth follows, with new construction, visionary renovations and urban development, including several significant architectural projects by regional and international designers.

2020 Launches a **new Lincoln Alexander School of Law**.

2022 **Toronto Metropolitan University** – institutional name change symbolizing its commitment to urban excellence and inclusion, and recognizing concerns about Egerton Ryerson's influence on the Canadian Indian residential school system. For more on this change and move toward truth and reconciliation, see TMU's Next Chapter and results of the Standing Strong Task Force.

2025 Launches a **new School of Medicine** in Brampton.

Today, TMU offers more than 100 undergraduate and graduate programs to 48,000 students and boasts over 245,000 alumni worldwide. TMU is ranked the #1 university in Ontario for student services, #1 in Canada for diversity, and is a top ten comprehensive university in Canada (see Maclean's rankings). For more institutional statistics, see TMU Today, and a 2025 story on TMU's transformational change.

4.1.2 – Program History

The appendix of the APR must provide a brief *Program* history.

Architectural studies was a founding program of the institution in 1948. Since then, it has evolved and expanded, while reinforcing its core mission to prepare career-ready graduates with the technical skills and cultural knowledge they need to solve real-world challenges and act as wise and effective leaders.

In fall 2025, DAS celebrated its 75+ year anniversary, with an exhibition event, featuring a timeline of program milestones informed by archival research, a large dynamic model of the architecture building, and presentations by alumni spanning six decades. See the online version of this DAS Bash exhibition (with timeline), and the Canadian Architect review. Highlights from the program history are below.

1948 **School of Architectural Draughting** opens, offering 2-year Diploma in Architectural Draughting

1951 Name changes to **School of Architectural Technology**, introduces a 3-year Diploma in Architectural Technology.

1953 Architecture and Building Technology introduced as third year option studies.

1957 Construction Technology option introduced (discontinued in 1959).

1973 **Architectural Science** is introduced as a four-year Bachelor of Technology degree – with two common foundation years and two years of specialized study in Architecture, Building Science, or Project Management. This development followed TMU's new status as a degree-granting institution, expanding programs from two- and three-year diplomas to four-year degrees.

1981 **Architecture Building** opens at 325 Church St., designed by Thom Partnership (Ron Thom). The program was previously in the original Normal School/Ryerson Hall, 1948-63 (demolished); the old Pharmacy Building at 33 Gerrard, 1964-69 (now TMU's Centre for Urban Innovation); the City Hall Annex at 426 Bay St, 1969-77 (destroyed by fire); and temporary space at 720 King St. West, 1977-1981. See map.

1982 Gains status as a **Department of Architectural Science and Landscape Architecture** – reflecting landscape studies, which had been offered since at least 1970.

1991 The Department becomes part of the **Faculty of Engineering and Applied Science** (FEAS), previously in a Faculty of Technology (1983-91), and Technology and Arts Divisions earlier.

1993 **University status** - the institution achieves full university status with a renewed emphasis on research; the gradual introduction of graduate programs follows.

2002 **Department of Architectural Science** – reflecting discontinuance of landscape architecture.

2007 **Master of Architecture Program** admits its inaugural class.

2008 **Graduate program in Building Science** introduced.

2008 **CACB Candidacy** status earned for the Architecture Program.

2010 **CACB full accreditation** earned for the Architecture Program.

2012 **Faculty of Engineering & Architectural Science** (FEAS) – faculty renamed with Science becoming its own Faculty (was Faculty of Engineering, Architecture and Science, 2006-12)

2014 **Architectural Science Cooperative Education Internship** (ASCEI) added, with up to 4 work terms (16-months) following third year. Initially available to 16 students, expanded to 32 in 2018.

2022 Bachelor of Architectural Science ***Honours*** – honours degree designation earned.

2022 **Graduate program in Project Management in the Built Environment** introduced.

2024 Launch of **PhD in Architecture.**

4.2 Student Progress Evaluation

The appendix of the APR must include:

- the procedures for evaluating student transfer credit and advanced placement; and
- the procedures for evaluating student progress, including the institutional and *Program* policies and standards for evaluation, advancement, graduation, appeal, and remedial measures.

4.2.1 – Transfer Credits and Advanced Placement

Procedures are discussed in section 3.10.5. Supporting data for the BArchSc is in Appendix 4.2.1.

4.2.2 – Evaluation of Student Progress

Senate Policy 170(a) governs **undergraduate** performance evaluation, program standing, and eligibility to graduate. The minimum passing grade for undergraduate courses is 50% (D-). Students receiving a failing grade may repeat the course, but are permanently withdrawn from the program if they fail a course a third time. Undergraduate students must maintain a Cumulative Grade Point Average (CGPA) of at least 1.67 (C-) to maintain clear standing.

Senate Policy 170(b) governs **graduate** performance evaluation and status. The minimum passing grade for a graduate course is 70% (B-). Students receiving a failing grade (69% and lower) are put on provisional standing. They may repeat a failed course with an approved provisional plan to correct. Students are permanently withdrawn if they fail to meet their plan to correct, or fail a course twice, or fail more than one course (see also Graduate Thesis Assessment, below)

TMU grades are assigned on a 4.33 grading scale, with A+ (90-100%) as the highest (4.33) Grade Point. All grading information is provided to students via course outlines and TMU's grades and standing page.

TMU Grading scale and GPA scale conversion. ***Note:** B- is the lowest satisfactory grade for Master's.

Performance Description	Letter Grade	Grade Points	% Percentage Range
Excellent	A+ A A-	4.33 4.00 3.67	90-100 85-89 80-84
Good	B+ B ***B-**	3.33 3.00 2.67	77-79 73-76 70-72
Satisfactory (Undergraduate)	C+ C C-	2.33 2.00 1.67	67-69 63-66 60-62
Marginal (Undergraduate)	D+ D D-	1.33 1.00 0.67	57-59 53-56 50-52
Unsatisfactory	F	0.00	0-49

Assessments

Senate Policy #166 governs assessments and feedback on student performance, and other aspects of course management for both undergraduate and graduate students. Architecture program students are evaluated via a range of assessments depending on the course, including individual and group projects and practical assessments (primarily in studio), written and reflective assessments, essays and reports, (primarily in courses satisfying cultural and professional, 'B' and 'E' SPCs); exams and quizzes (often for technical courses meeting 'C' SPCs); as well as presentations and participation in most courses.

Architecture program assessment methods and effectiveness are fully presented and discussed with data in the recent PPR self studies, available in Appendix 3.1 (BArchSc PPR §5; MArch PPR §3.1).

Undergraduate Studio Assessments - Years One through Three

For studios in years one to three (ASC101, 201, 301, 401, 520 & 620), where there are multiple sections (each led by a different instructor, but doing the same project) a full-time professor serves as **studio coordinator**. The coordinator ensures consistency in course objectives across sections and provides oversight of fair grading practices. While each instructor is ultimately responsible for assigning individual student grades, the coordinator holds grading meetings to discuss high and low assessments in each section. The number and type of assessment vary by studio, but students are usually evaluated on interim and final submissions, gaining qualitative and quantitative feedback at two stages of development.

Milestone / pass/fail assessments

Some architecture program requirements are graded **pass/fail**, namely the undergraduate Collaborative Exercises I and II (ASC 205 and 605), the graduate Collaborative Competitions, and the MArch Thesis.

Graduate Thesis Assessment

Students complete all Master's year one courses before commencing their thesis. Students identify a thesis topic and enlist a full-time faculty supervisor, and second reader (full-time faculty, contract lecturer or external). The Associate Chair appoints a third faculty member to serve as Program Representative, constituting a thesis committee of three. All committee members must have YSGPS membership status.

Students must pass four thesis milestones, each involving a formal public presentation to the committee, with digital submissions due a week prior. M1: Research/Design Investigation; M2: Design Project; M3: Substantial Completion; M4 Complete Thesis / final defense, with guest critics from other institutions and/or the profession. Work is evaluated by the committee at each stage via the following categories: Proceed (meets expectations, without significant weakness); Proceed with Revisions (satisfactory, requiring remedial correction or completion); Re-present (marginally meets expectations, requiring correction or completion and re-presentation); Incomplete / unsatisfactory [UNS] (failing to meet expectations, requiring significant reworking and re-presentation). An evaluation of UNS has the same effect as a F course grade. An F grade in a prior course combined with a thesis evaluation of UNS, or two evaluations of UNS in the thesis, results in the student's withdrawal from the program.

Following a successful final defense (typically by late April), students submit their final thesis to YSGPS standards (in early May) and convocate in June. The normal MArch time-to-completion is a total of five terms (two years), with the thesis taking three terms (spring/summer, fall and winter). The YSGPS maximum time to completion is nine academic terms (three years).

To support success, students complete a Research Progress Report each academic term during their thesis, which includes the student's overview of their progress to date and objectives, with supervisor comments. MArch Thesis supervision and assessment follow YSGPS graduate supervision guidelines, augmented by a MArch Student Handbook and Thesis Project Outline.

Appeals

Senate Policy #168 governs appeals. It is a student's responsibility to raise concerns with their instructor as soon as they arise and attempt to informally resolve issues. The next level of discussion on grades (or overall academic standing and progress) is with the Associate Chair Undergraduate Student Affairs (for undergraduate students), or the Associate Chair of Architecture (for graduate students). Formal appeal processes are outlined on the TMU Senate Appeals website, and may proceed through Departmental, Faculty and Senate levels. Support is available to assist students in appeal processes, including via the Office of the Ombudsperson and other resources outlined above, §3.6.

4.3 Current Course Description

The appendix of the APR must include a one- or two-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty for each required and elective course in the *Program*.

Program Response: Course descriptions are provided in Appendix 4.3.

4.4 Current Faculty Resumes

The appendix of the APR must include a condensed resume (no more than two pages) for each faculty member currently teaching in the *Program*. The resume must list: current course roster; educational background and registration data; recent honors and awards; recent research, scholarship, and creative activity; recent publications; current academic, professional, and public service; and professional memberships. The term "recent" refers to accomplishments since the previous *accreditation* visit.

Program Response: Resumes are provided in Appendix 4.4.

4.5 Visiting Team Report from the Previous Visit

The appendix of the APR must include a copy of the report from the previous site visit in its entirety.

Program Response: VTRs are provided in Appendix 4.5.

4.6 Annual Reports

The appendix of the APR must include copies of all ARs (including the Annual Statistics Report) that have been submitted to the CACB since the previous site visit. Only the most recent school academic calendar should be submitted.

Program Response: ARs are provided in Appendix 4.6.

Department of Architectural Science
Faculty of Engineering and Architectural Science

Date: October 20, 2025

To: Marc Boutin, CACB Visiting Team Chair

Cc. Zoë Campbell, CACB Accreditation Program Coordinator

From: Lisa Landrum, Chair, TMU Department of Architectural Science

Re: APR Completeness Check Review Form - Request for additional information

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Marc,

Thanks for the email communication on September 29, 2025, with the Architecture Program Report (APR) Completeness Check Review Form. Of the 53 items listed, all are checked as complete and clear, except for three noted as complete and clear, with more information requested. Please find below responses to the three requests.

1.1 [bullet 3] – clarified by email on October 8, 2025 as requesting information on "interaction between the Program and other programs in the institution."

There are numerous Program interactions with other programs in the institution including the following:

- CVL 407 - a required program course taught by TMU Civil Engineering
- Core Electives include courses in Interior Design (IDE), and Urban and Regional Planning (PLE).
- Open electives interact with nearly every TMU Department, as students frequently take courses in Arts, Business, English, Environment & Urban Sustainability, Geography, History, Image Arts, Film, Languages, Media, Music, Philosophy, Science, Sociology & Urban and Regional Planning.
- DAS faculty have interactions via research collaborations, service roles and event partnerships – often involving students – with several units, including all Engineering Departments, Faculty of Law, Creative School, School of Urban and Regional Planning, Ted Rogers School of Business, Faculty of Community and Regional Planning, Faculty of Science, TMU Libraries, the Urban Farm Living Lab, the Centre for Excellence in Learning & Teaching, TMU Zones, TMU Sustainability Office, etc.
- DAS faculty have advisory roles on Master's and PhD committees for students in other TMU programs including those programs noted in the previous bullet.

Additional interactions are noted in the APR often with links to relevant institutional webpages, and stories about Program achievements. Please refer to the following existing APR sections:

- §1.1 (pp. 5-7), which introduces the Program in relation to its institutional setting.
- §2.1 (p. 12), which responds to prior concern #2 about the Program's relation to the Faculty of Engineering and Architectural Science (FEAS) by describing current interactions and supports.
- §2.1 (pp. 13-14), which responds to prior concern #3 about Program reputation by itemizing recent national recognition and accomplishments, including some with institutional collaboration.
- §3.4 & §3.5 (pp. 29-40), with links to dozens of institutional websites and 15 APR appendices, inclusive of data and examples attesting to numerous benefits of and contributions to the institutional context for students and faculty in the Program.
- §3.9 (pp. 51-52), outlining the Program's administrative structure and governance, with reference to three Appendices including an organizational chart and admin roles at DAS and FEAS levels.
- §4.3 (Appendix 4.3), including faculty resumes, which specify research and teaching collaborations with numerous other programs at TMU for each faculty member.

1.2 "For the Action Area and Actions table located on page 10, what are the specific measures of success and timeline for executing these actions?"

The current APR includes detailed actions, general timelines and processes. This is the fullest level of detail available at this time, as more detailed timelines and metrics are actively in the process of being developed (in fall 2025), according to institutional norms. Additional information can be made available to the CACB visiting team ahead of the March 2026 on-site visit.

For the current action plan and timeline, refer to APR §1.2, specifically pp. 10-11, together with Appendix 1.2.1 & 1.2.2, which present actions with rationale and success measures, following the Periodic Program Review (PPR) process, as required by TMU and the Ontario Universities Council on Quality Assurance.

As noted on APR pages 10-11, PPR reviews are currently active for both the BArchSc and MArch program. DAS hosted the Peer Review Team (PRT) for the BArchSc PPR on October 2-3, 2025 (the report was submitted in June 2025), and the PRT visit for the MArch program is expected before the end of the fall term 2025 (the program report was submitted in August 2025). Details of the action implementation plan will be completed in November 2025, after receipt of the PRT Report, which is expected by November 1, 2025, for the BArchSc Program. For each recommended action (noted in Appendix 1.2.1 and 1.2.2), and in view of PRT report comments, we will prepare an implementation plan with timeline and responsibilities, according to a required template.

Implementation Plan currently in development, following required PPR template

Priority Recommendation # [These are already complete – see APR Appendix 1.2.1 and 1.2.2 – pending PRT comments due Nov. 1, 2025]
Rationale: [These are already complete – see APR Appendix 1.2.1 and 1.2.2 – pending PRT comments due Nov. 1, 2025]
Implementation Actions: [These are already started, within the rationale of each recommendation, and will be completed in more detail after receipt of the PRT reports in November 2025. Implementation actions will follow typical Departmental self-analysis mechanisms and governance processes, including engagement of working groups, the Curriculum Committee, Department Council, Graduate Program Council, and the Faculty and Senate approval processes for any curriculum changes. These processes are outlined in APR §3.1 and §3.9.]
Timeline: [Presented in APR §1.1, page 11 - to be given more detail according to each action in November 2025. See also the PPR Undergraduate Timeline, added to a new APR Appendix 1.1-3.1 Supplemental.]
Responsibility for: **a) leading initiative:** **b) approving recommendation, providing resources, and overall monitoring:** [To be completed for each recommended action in November 2025].
Status for 1-year Follow-up Report: [To be completed in Spring 2027]

This required Implementation Plan template is included in Stage II: PRT Site Visit Guide, Appendix V, provided as a link in the APR §1.1, p. 11, also added as PDFs to a new APR Appendix 1.1-3.1, in case the TMU links do not work for the CACB Visiting Team.

3.8 "Regarding Financial Resources, please provide 'development activities' by the Program.

Development funds from FEAS = **$155,000** in 2024-25 (including start-up funds for a new faculty member, and Dean's Research Funds (DRF) available to eight DAS faculty applicants. This amount varies each year according to the number of new hires and DRF applicants.

Development funds from external sources via fundraising for various activities in 2024-25 = **$87,000**. This includes industry support for the DAS lecture series, Year End Show, Graduate Student Symposium, 325 Magazine, and exhibitions, including the DAS Bash, MAXXI Women in Architecture, and EDIJ exhibition.

For development activities for **students**, refer to APR §3.8, specifically the bottom of page 50 which highlights scholarship and bursaries, as well as funding from DAS, arc.soc, SIF, ISLA, FEAS and YSGPS, with supporting documents at the links provided. Appendix 3.1.2 (pp.125-6), provides development data breakdowns for graduate students ($400,000 in 2023-2024). Undergraduate awards and scholarships (total $400k in 2024-25) are noted in the APR. The 35 DAS-specific awards in 2025 are listed below.

For development activities for **faculty**, refer to §3.5.1, with links to the TFA Collective Agreement, which outlines several supports, including Voluntary Reduced Workload (10.15); Salaries and increments (13.1); Career Development (13.2), Special Allowances (13.3); and Professional Expense Reimbursement Funds (18). New TFA faculty have start-up funds for SRC. See also APR §3.5.8 (pp. 38-39) on SRC activities, with reference to Appendix 4.4 (resumes) with individual lists of grants, and the statistic of $50,000 per faculty member average for SRC grants per year (data in Appendix 3.1.1, Table 7.1.1.1). See also data provided in Appendix 3.1.2, Table 1.6.1.2 (showing nearly $1-million in internal/external funding for 2024).

For development activities for **contract lecturers**, see §3.5.2, with links to the CUPE 1 Collective Agreement, which outlines support for Professional Expense Reimbursement Funds (Article 22.12).

For development activities for **staff**, refer to §3.5.3, with links to the OPSEU Local 596, Unit 1, which outlines benefits in Article 28 and 32, including flex time for participation in development activities.

TMU development funds that included above but may be highlighted again here:

Students:

- Student Initiatives Fund (SIF): seed funding for student-led initiatives to improve engagement, dialogue, and culture. → *DAS students earned $10,000 in 2024-25 for the new student lounge.*
- Undergraduate Student Research Awards (USRA) → *DAS students earned $65,300 (among seven students) in 2024-25, with benefits to research of faculty-supervisors.*

Faculty:

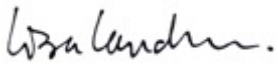
- Indigenous Curriculum Development Fund: Supports the development of Indigenous content and approaches within the curriculum, funded by and for the Indigenous community at TMU. → *The DAS Chair twice earned this fund for the Department: $5,000 in 2024-25 and $6000 in 2025-26.*
- CEWIL iHUB (Experiential Learning) Funding: The iHUB provides grant-based funding to promote and enable various forms of curricular work-integrated learning (WIL), such as applied research, entrepreneurial projects, service-learning, and field placements.→ *The DAS Associate Chair for Experiential Learning and Coop earned this fund for the Department in 2025 ($116,800)*
- plus other development grants via Dean's Research Fund (DRF), The Office of the Vice-President, Research & Innovation (OVPRI) Funding Opportunities, the Centre for Excellence in Learning & Teaching (CELT) and Bridging Divides Grants.

Undergraduate Award Name (2025)	Amount	# of Awards
Stantec Award in Architectural Science	$ 2,000.00	1
Award Fund in Architectural Science	$ 500.00	1
Baldassarra Architects Award	$ 2,000.00	1
Christian Martinelli Memorial Award	$ 1,000.00	1
Class of 1982 Architectural Science Alumni Memorial Award	$ 1,350.00	1
Craig Race Model Award	$ 1,000.00	1
Creative Infill Design Award	$ 1,000.00	1
FCCP (Ont) Education Foundation Architecture Award	$ 1,000.00	1
Fiberglas Canada Inc. Award	$ 1,234.78	1
Frank Leva Memorial Award	$ 620.00	1
General Contractors Association of Toronto Award	$ 4,787.06	4
Hanscomb Award	$ 1,500.00	1
Industry Supported Architecture Scholarship in Honour of Stewart Crawford	$ 3,808.00	1
Irena K. Orlowski Travel Award	$ 3,000.00	1
Ledcor Architecture Scholarship in Honour of Stewart Crawford	$ 1,279.84	1
MARANT Construction Limited Award	$ 1,008.00	1
Matthew and Anne Tomljenovic Awards	$ 1,879.00	2
Montgomery Sisam Architects Inc. Award	$ 2,000.00	1
Norm Li Award for Outstanding Architectural Visualization	$ 2,000.00	1
NORR Group Jack Lemay Memorial Award	$ 5,000.00	1
Ontario Association of Architects Exceptional Leadership Through Design Excellence: Equity, Diversity & Inclusion (EDI) and/or Truth & Reconciliation Award	$ 2,500.00	1
Ontario Association of Architects Exceptional Leadership Through Design Excellence: Sustainability Award	$ 2,500.00	1
Sepp Hannikainen Memorial Awards	$ 1,467.00	1
Stewart Crawford Travel Award	$ 1,317.00	1
The Irena K. Orlowski Award	$ 3,000.00	1
JFA Diversity and Inclusion in Architecture Award	$ 4,000.00	1
The Pella Travel Award	$ 4,000.00	2
Toronto Society of Architects Award	$ 1,000.00	1
WZMH Architects Award for Innovation and Design Excellence	$ 2,000.00	1
Masha Etkind Memorial Award	$ 1,219.00	1
DPI Construction Management Award	$ 5,000.00	1
GKC Architecture Leadership Award	$ 5,000.00	1
[New] Vestacon Limited Award	$ 5,000.00	1
[New] Canadian Institute of Steel Construction Ontario Region Scholarship	$ 3,000.00	1
[New] Arcadis Architecture Award	$ 1,000.00	1

Thank you for the opportunity to provide this information.

Do not hesitate to be in touch if there are any additional questions.

Lisa Landrum



Lisa Landrum (she/her) PhD, MArch2, BArch, OAA, MAA, FRAIC, AIA
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Chair, Canadian Council of University Schools of Architecture (CCUSA)

Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect.