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Architecture Program Report
APR

Institution: University of Toronto: John H. Daniels Faculty of Architecture, Landscape, and Design

Date: October 15, 2025

Institution	**University of Toronto – John H. Daniels Faculty of Architecture, Landscape and Design**
Name of Academic Program	Master of Architecture
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 Track : 3-year Track: 2-year Advanced Standing
Year of Previous Visit	2019
Current Term of Accreditation	2019-2025
Head of Program: Name and email address	Prof. Vivian Lee, vivian.lee@daniels.utoronto.ca
Dean: Name and email address	Prof. Robert Levit, dean@daniels.utoronto.ca
Provost and Vice-President Academic: Name and email address	Prof. L. Trevor Young, provost@utoronto.ca
President and vice-chancellor: Name and email address	Prof. Melanie Woodin, president@utoronto.ca
Individual submitting the APR	Christopher L. Jones Manager, Academic Programs
Name and email address of individual to whom questions should be directed	Christopher L. Jones, christoph.jones@daniels.utoronto.ca

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.

Program Response:

Master of Architecture Program Summary

The Daniels Faculty's Master of Architecture (MArch) program at the University of Toronto is a professional graduate degree designed to cultivate critical, creative, and independent thinkers equipped to address contemporary design challenges. Set within Canada's top-ranked research university and the vibrant urban context of Toronto, the program leverages its location and institutional resources to offer a rigorous, interdisciplinary, and globally engaged architectural education.

Program Identity, Uniqueness, Strengths, and Challenges

The MArch program is distinguished by its interdisciplinary approach, integrating design studios with courses in history, theory, technology, ecology, and professional practice. Unique features include:

- **Interdisciplinary Studios**: Collaboration with students from the Master of Landscape Architecture (MLA) and Master of Urban Design (MUD) programs.
- **Urban Laboratory**: Toronto serves as a dynamic site for experimentation and learning.
- **Thesis and Research Studio**: Despite a shortened curriculum (from 3.5 to 3 years in 2019), the program retains a robust thesis component, emphasizing individual research and innovation.
- **Diverse Student Body**: The program attracts students globally, fostering a cosmopolitan and inclusive learning environment.
- **Impact of Forestry Programs**: The amalgamation of the former Forestry Faculty as Forestry Programs within the Daniels Faculty has created unique opportunities to integrate forest ecology, management, cellulose-based material science, and new products into sustainable design strategies. While recognizing discipline specificity, the pedagogical and research insights will have an increasing impact on the Daniels Faculty's holistic approach to architectural design in the coming years.
- **Impact of PhD in Architecture, Landscape and Design Program**: The increasing numbers of PhD holding faculty in areas of History/Theory/Criticism, Visual Studies, and Building Science added as part of the PhD Program building strategy, combined with the growing numbers of PhD students provides the basis a deepening of the pedagogy in these areas provided to our Master of Architecture students.

Challenges include:

- **Curricular Compression**: The shortened program has placed pressure on the thesis sequence, prompting curricular adjustments.
- **Student Background Diversity**: Balancing the needs of students with no architectural background and those from the Faculty's undergraduate program, who may face redundant coursework.
- **Building Science Delivery**: Inconsistencies in this area have been and are being addressed through new tenure-stream hires.
- **International Student Recruitment and Experience**: These are identified as future priorities to enhance global engagement.

Mission Statement

Given the Daniels Faculty's ongoing efforts to develop and finalize an Academic Plan – described more fully in Section 3.1 – the following mission statement has not yet been formally adopted through typical University governance processes. Once the Faculty's 5-year Academic Plan is published, the MARC program will commence reviews and planning of their own to align program missions and goals to the Faculty Academic Plan.

The MARC program's mission is twofold:

1. **Advance the architectural discipline through research and innovation.**
2. **Provide a formative education to globally engaged individuals who will pursue professional opportunities in architecture and the civic art of building.**

This mission reflects the Daniels Faculty's broader commitment to educating students, preparing professionals, and cultivating scholars who will play a leading role in creating more culturally engaged, ecologically sustainable, socially just, and artfully conceived environments.

Institutional Context and Contributions

The MARC program benefits significantly from its institutional setting:

- **Academic Standards**: The University of Toronto understands that quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. University-wide standards and quality assurance processes ensure that a high-quality education and student experience are maintained within all units.
- **Faculty Excellence**: A mix of tenure-stream, teaching-stream, and sessional faculty, including practicing architects, enriches the curriculum by providing a diversity of worldviews and approaches
- **Cross-Program Collaboration**: Students engage with peers from MLA, MUD, and other Daniels Faculty programs, fostering interdisciplinary learning. Daniels students also benefit from the Faculty's participation in other University collaborations, like the School of Cities
- **Governance and Engagement**: Oversight of curriculum review and change is delegated to the Faculty's Curriculum Committee. The Committee is chaired by the Associate Dean, Academic, and includes representation from all programs, as well as student and staff representatives. The work of the Curriculum Committee is reported to the Daniels Faculty Council, and for major modifications to the necessary boards and committees of the Governing Council of the University of Toronto. Students participate in town halls, cohort meetings, and curriculum discussions, contributing to program governance and intellectual life.
- **Institutional Support**: The University of Toronto provides extensive resources, including specialized libraries, public lectures, symposia, and international networks. Teaching

grants and fellowships, as well as Global Design Studios and Design Builds further enhance student learning and research opportunities.

Academic and Professional Standards
The MARC program maintains high academic and professional standards:

- **Curriculum Design**: A linear, cohort-based structure ensures comprehensive coverage of required competencies.
- **Assessment**: Learning is evaluated through diverse methods, including external juror reviews and peer feedback.
- **Quality Enhancement**: Recent curriculum updates address diversity, equity, inclusion, and urgent global issues such as climate change and housing.
- **Career Outcomes**: Graduates pursue licensure, international practice, and academic careers, with notable achievements in design competitions and exhibitions.

The MArch program strives to provide an innovative, research-driven architectural education rooted in a rich institutional and urban context. It prepares students to be leaders in the built environment, responsive to societal needs and global challenges.

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 Response:

1. Academic Planning and Program Development
The Daniels Faculty is developing a five-year Academic Plan to guide its strategic direction. This plan will align with university-wide initiatives and focus on truth and reconciliation, EDI, alumni engagement, and professional outreach. For the Master of Architecture program, this planning process ensures alignment with broader institutional goals and supports its evolution in a changing academic landscape.

Completed:

- Consult with program leaders and design engagement processes.

Short Term:

- Finalize and submit Academic Plan to the Office of the Vice Provost, Academic Programs; align advancement strategies.

Medium Term:

- Disseminate plan and assess progress for future planning.

Long Term:

- Create comprehensive program evaluation processes and mechanisms that align program activities with the Faculty's and University's strategic plans

2. Promoting Equity, Diversity, Inclusion, and Truth & Reconciliation
The Daniels Faculty is actively working to embed equity, diversity, inclusion, and Indigenous knowledge into its operations. Recent initiatives include the formation of advisory groups, Indigenous awareness sessions, and pilot programs like Building Black Success Through Design and the BIRD Program beginning this academic year for Indigenous high-school students. These efforts will ensure that the Master of Architecture program reflects inclusive values and supports diverse student success.

Planned Activities:

Short Term:
- Recruit and support Indigenous and Black faculty and students.

Medium Term:
- Review admissions and expand pilot programs.

Long Term:
- Integrate Indigenous pedagogies and formalize access programming.

3. Strengthening Interdisciplinary Collaboration
The Daniels Faculty recognizes the unique opportunity presented by its multidisciplinary structure, which includes Architecture, Landscape Architecture, Urban Design, Visual Studies, and Forestry. The Faculty aims to foster innovation in teaching, research, and public impact by bridging previously siloed disciplines. For the Master of Architecture program, this means increased access to interdisciplinary studios and research opportunities, particularly in areas like mass timber and urban ecosystems. It also means drawing upon new research emerging from our programs in forestry, which include material science and mass timber research, and on the research of the al&d faculty in HTC and building science for new and evolving curriculum for Master of Architecture students.

Planned Activities:

Short Term:
- Review existing collaborative programming (e.g., SGS Collaborative Specializations, shared studios with the Faculty of Applied Science and Engineering, Working with Wood course).
- Host research-sharing workshops and consultations for cross-listed courses.

Medium Term:
- Conduct interdisciplinary consultation between graduate programs to determine opportunities to create new collaborative specializations and interdisciplinary programs of study.
- Establish seed funding for interdisciplinary teaching and research.
- Develop summer study-abroad and field courses across programs.

Long Term:

- Focus faculty hires on interdisciplinary expertise and areas of research, including but not limited to Indigenous knowledge, environmental history, mass timber and, more broadly, new material innovation, design and health, and embodied energy
- Develop new interdisciplinary graduate programs and collaborative specializations.
- Work with the Office of the Vice-Provost, Academic Programs to explore new flexible graduate programs that accommodate the needs of contemporary, international learners

4. Enhancing Program Identity and Recruitment

Following a period of growth and diversification, the Daniels Faculty is undertaking a comprehensive review of its programs to clarify its identity and improve program recruitment. For the Master of Architecture program, these initiatives will help articulate its distinctiveness and attract a broader, more diverse applicant pool.

Planned Activities:

Short Term:

- Discipline-specific workshops and improved recruitment strategies.

Medium Term:

- Consolidate post-professional programs and recalibrate branding of programs to highlight unique features and identity.
- Work with external consultants as well as create new positions in Faculty's own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity

Long Term:

- Reimagine the Faculty's and program's digital presence, including website, social media and outreach materials.
- Take full advantage of the unique combination of programs now present at the Daniels Faculty.

5. Advancing Research Culture and Capacity

The Faculty is committed to strengthening its research culture, particularly through the development of a clear research agenda and support for creative professional activity. For Master of Architecture students, this will enhance opportunities for research-based learning and increase visibility of design as scholarly output. In addition to the high-level research in HTC, Building Science, and Architecture and Health already present at the Faculty, new research initiatives in Material Science, and Forest Ecology and Management will allow the Faculty to place design within a larger cycle of material use, reuse, and ecology. The Building and Material Science Institute (BMSI), newly formed at the Faculty, amongst a handful of competitively supported Institutes at the University of Toronto, is a first concrete step in this direction.

Planned Activities:

Short Term:

- Organize workshops on research funding sources and grant writing/applications that are available to all faculty to support their work.
- Better articulate and communicate funding opportunities for faculty members in all streams and contract types (not only those in tenured/research streams)

Medium Term:

- Develop strategic research plan in accordance with the Faculty's Academic Plan.
- Establish a research mentorship program to help junior faculty, particularly those engaged in creative professional activity, navigate the research funding landscape and to promote creative professional activity that contributes to both academic discourse and professional practice
- Recruit and hire senior faculty members with research and administrative experience for leadership and guidance of the research programs

Long Term:

- Launch publication series on forms of research and scholarship
- Enhance communication strategy within the University and externally to improve disseminating the Faculty's research activities and impacts
- Collaborate with Office of the Vice-Provost, Faculty and Academic Life to ensure support for and understanding of Daniels Faculty's creative professional activities

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:

Causes of Concern:

Cause of Concern 1: *The studio space and working conditions appear inadequate. The team encourages that a reassessment of the design studio, in consultation with the students, be considered*.

Program Response:
Improvements continue to be made to the space to support the student experience and cultivate connections within the studio. Space allocation has been further modified this past year to better manage the noise level of certain studios. The newly allocated shared model-making area near the elevator bay allows students to engage in model-building in a space that is more conducive to social exchanges and potentially higher noise levels with some acoustic separation.
Although model-making happens everywhere, higher noise-generating work is now separated from the main studio space.

Furthermore, movable pin-up dividers with acoustic baffling perform double-duty by expanding pin-up wall space and offering further sound partitioning.

Additional storage solutions have been both purchased and installed. "Freecycling" stations have been improved and continue to see an increase in use – reducing both costs and waste. This successful initiative has become part of the school's culture and a popular amenity for students. In addition to the existing ergonomic seating available in the studio, specialized chairs were made available to students demonstrating accessibility needs. Sit-stand desks were also offered to students demonstrating need.

New desks are being purchased, with vertical pin-up panels, horizontal shelving, and better under-desk storage. This will create acoustic separation, individual pin-up space, and individual model storage space, which have not existed before, and will meaningfully improve studio experience.

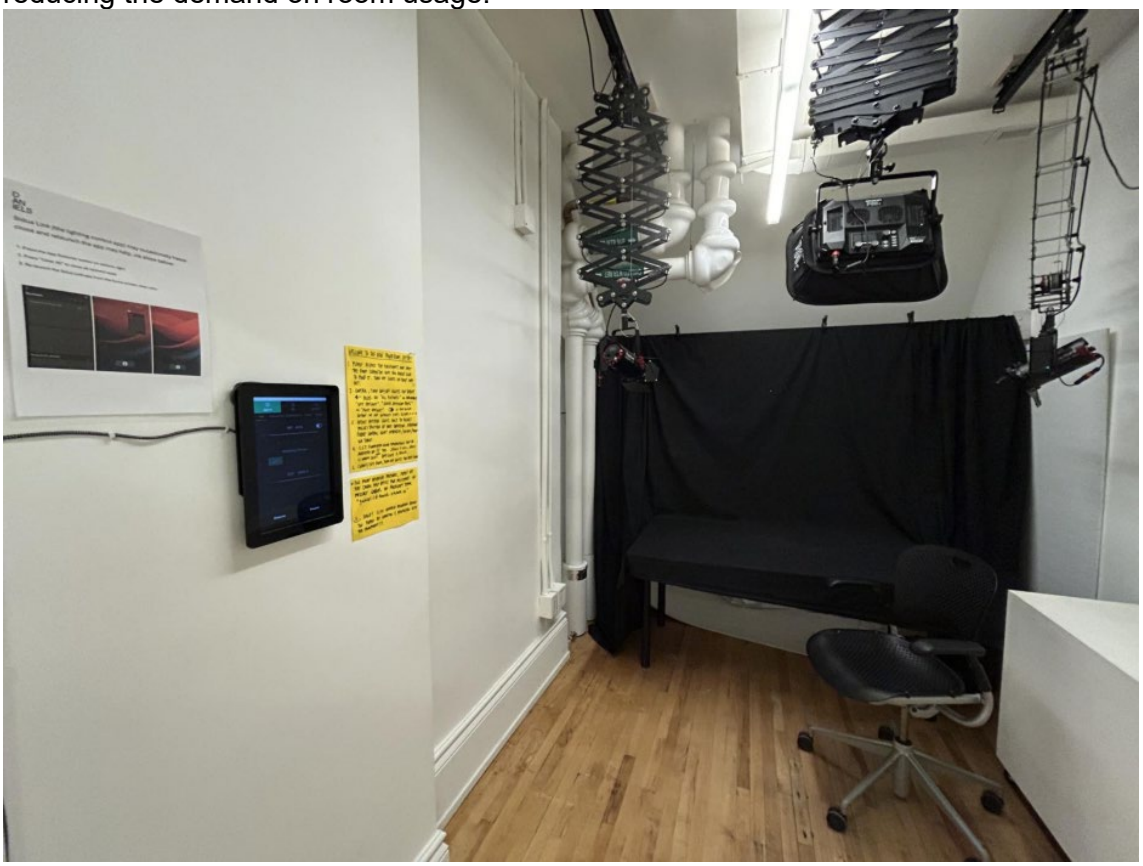
Finally, it is worth mentioning that the school has 2 full-time, dedicated studio technologists, who are available to assist students and ensure that the studio is safe and suitable for all the design and production requirements of the various courses. They run a materials and tools library and coach the students in safe model-making practices. They ensure that the spaces are well-organized, appropriately used and accessible to students, faculty and staff of all ages and abilities.

Cause of Concern 2: *The access to the workshop assembly room associated with the shop appears insufficient given the modeling and production demands of the program. Additionally, students noted that the Photography Studio was relegated to a small room with poor ventilation*.

Program Response:
The workshop and assembly room continue to be improved based on evolving needs. The space has been reorganized, including electrical outlets now suspended over workstations, eliminating tripping hazards and safety concerns. Improved labelling, booking and signing out of materials continues to be refined. More woodshop tools have been added to the sign-out shop to increase access. Designated project storage racks free up workbench space to allow increased access. Dedicated assembly spaces have also been made within the studio to increase the capacity for this activity.

Students must attend Orientation training led by Shop Staff, which highlights amenities and communicates important safety information. Dedicated Staff are scheduled to monitor the space and support students during operational hours. The technologists are in close contact with the course instructors, and are aware of upcoming projects, so they can provide specific support, materials and appropriate assembly spaces. Extended hours have also been rolled out during peak times throughout the semesters.

The Photography Studio has been improved with additional equipment to support student activities, much like the assembly room improvements listed above. In addition, portable lights and other photography equipment can be signed out and taken to other parts of the building, reducing the demand on room usage.



Cause of Concern 3: *There are concerns about advanced placement policies. The team encourages a reassessment of current policies, procedures and protocols*.

Program Response:
The advanced standing option in our Master of Architecture program is offered to applicants who demonstrated advanced capabilities, as determined through a review of academic background and design portfolio. Applicants must submit an AP Eligibility Summary form (see section 3.10) that attests to the completion of the equivalency of four design studio courses, and one course each in design technology, structures, building science, and environmental systems. Meeting the minimum requirements for advanced standing does not guarantee placement. Applicants continue to be vetted in two stages, with an initial committee composed of faculty members representing the various areas of teaching and learning in the Master of Architecture program that puts forward eligible candidates for advanced placement consideration and moves the remainder into consideration for the three-year program. A second committee comprised of faculty teaching in the core courses of the second year of the program then reviews the pre-sorted cohort to determine offers of admission and candidates are either admitted, reconsidered for the three-year program, or rejected. Since implementing this process in the 2022 admissions cycle, the number of applications considered for advanced placement has remained relatively consistent, as have our offers and yield of incoming students to the second year of the Master of Architecture program.

Graduate Admissions provides the admissions committee, typically made up of the program director and faculty, the advanced standing applications and data. The committee will first determine if the course requirements to apply for advanced standing have been met by an applicant. If they have met, the committee then reviews the application to determine if the applicant will be granted advanced standing admission. If they have not met the requirement for advanced standing or if the committee does not feel they are strong enough for another reason, even if the required courses have been completed, the applicant would be reviewed for the standard 3-year MARC*. The standard MARC committee meeting is a separate meeting, usually with more faculty present.

The advanced standing course completion requirements to apply are outlined below (and on our website):

Advanced standing is determined by the Admissions Committee, following a thorough review of an applicant's admission materials (portfolio, transcript, cv, letters of reference, AP Eligibility Summary form). The decision of the Admissions Committee is final and will not be revisited.
A degree from a recognized university with a mid-B average in the final year of study is required.
All advanced standing applicants must have previously completed (at minimum) three architectural design studio courses, two courses in visual communications or representation, two courses in architecture history and theory (one in 20th century), and two courses in architectural technology and ecology. Meeting the minimum requirements for advanced standing does not guarantee placement.

Note: Applicants with an HBA, Architectural Studies from the University of Toronto are not eligible for advanced standing and may only apply to the 3-year Master of Architecture program.

*Applicant would need to indicate in writing they would like to be considered for the standard 3-year MARC, if advanced standing is not granted

Cause of Concern 4: *Of concern, and surprising given the strong administrative support in the Registrar's Office, is that some students feel that mental health support was not visible.*

Program Response:
The University of Toronto and the Daniels Faculty continue to recognize the importance of this topic and dedicate energy and resources to support our students. The additions noted in the last annual report have continued to have a positive impact on the student body, especially the same day or next-day access to services.

The Daniels Faculty recently introduced additional mental health resources and supports within the Orientation programming, New Student Handbook, and the annual Resources Fair.
The School of Graduate Studies (SGS) Presidential & Provostial Task Force on Student Mental Health Reports and Recommendations continue to be implemented and built upon, in particular addressing feedback on academic stress for students. Additional tools have been developed and shared with the student body, including a toolkit for students/supervisors on conflict resolution, and mentorship programs among other services.

Recognizing that it has been a difficult few years for many, both locally and globally, with issues of geopolitics, climate, environment, health, housing, food security, labour and economics weighing more heavily on many of our students, it was and continues to be especially important to offer our community opportunities to rest, reflect and rejuvenate. The Daniels Faculty Assistant Dean, EDI, communicated regularly with the students throughout the school year regarding mental health supports, such as:

- Global Communities of Care: a drop-in support for Undergraduate and Graduate Students across campus to find a nurturing and caring space staffed by caring peer supports and/or chaplains
- Mindfulness, Meditation and Yoga – a calendar of events of upcoming virtual and in person sessions
- Reflect. Restore. Action – a series of events and spaces to support wellness, healing and critical dialogue to address the impacts of racial discrimination through restorative activities. These activities are designed to support the intersectional racialized identities of students, staff, librarians and faculty at the University of Toronto
- Student Life – Culture and Faith
- Student Life – Health and Wellness
- Employee and Family Assistance Program
- Employee Wellness Hub
- A pilot initiative to realize a dedicated space of individual reflection and meditation was formed in the West Foyer, and available to all members of the Daniels community at all times.

At Daniels, we are deeply committed to supporting our students' academic progress and overall well-being. In addition to our Associate Registrar, Academic Advising and Student Engagement, Tanya Hyland, and our Academic Advisor, Sarah Harden, both of whom meet daily with students across all programs, we also have a dedicated team of front-line staff who have completed, among other things, Identify, Assist, Refer (IAR) training. This asynchronous online training equips staff with the skills and knowledge to support individuals experiencing a range of challenges that may impact their mental health.

Importantly, The Office of the Registrar at Daniels has partnered with the U of T Health & Wellness Centre to offer on-site counselling services specifically for our students. We currently

have a designated Wellness Counsellor who provides free, confidential support. Students can book an appointment by calling 416-978-8030 (option 5) and asking to meet with the "Daniels Faculty counsellor," who is located at New College (40 Willcocks Street).

In addition to this, same-day and next-day counselling appointments are available through the broader Health & Wellness Centre, with follow-up sessions booked either directly with the counsellor or through the Centre.

We actively promote all of these services through both online and in-person channels, including the Daniels Faculty website, brochures, postcards, and buttons displayed in our Student Services Office, to ensure that students are fully informed and feel comfortable accessing support when needed.

Cause of Concern 5: *The Visiting Team noticed that ARC2014, the Comprehensive Design Studio in second year, is responsible for addressing 14 SPCs directly and supporting another 5 SPCs. It is noted that the previous VTR 2013 alluded to this as well.*

Daniels Faculty Response:
As shown in our most recent SPC matrix, the Comprehensive Studio is no longer the primary vehicle for addressing many of the Student Performance Criteria. While it continues to serve as a central point of integration between the Building Science sequence and a design studio, considerable effort has been made to embed additional moments of integration throughout the broader curriculum.

This process began with a comprehensive curriculum review in 2021, during which the program established several MARC Faculty Working Groups to conduct a wide-ranging assessment. This initial phase identified redundancies, clarified learning objectives, and set priorities to enable more intentional and effective connections across courses. The 2024–25 Studio Curriculum Matrix, shown below, reflects the ongoing outcomes of this work and serves as a continuation of the efforts initiated by the Working Groups.

2024-2025 Core Studio Sequence

Course #	ARC1011	ARC1012	ARC2013	ARC2014
Theme	Form, Tectonics, and Spatial Organization	Site, Materials, and Ecology	Integrated Design with MLA and MUD, Trans-scalar examination of Typology and Urban Morphology	Comprehensive Design, Net Zero Mandate, Housing
Design Techniques	1. Form explored through Stereotomic and Trabeated Tectonic Systems 2. Figure/Ground Spatial and Programmatic Organization 3. Geometric Precision 4. Understanding Body and Scale 5. Vertical Circulation	1. Indigenous and Curatorial Lessons (Client /Program Interaction) 2. Study of vernacular building precedents 3. Material Exploration 4. Tectonic Assembly 5. Landscape and Site as it relates to Building Environment	1. Mapping 2. Scenario Thinking through various stakeholders 3. Zoning and Policy analysis 4. Typological Building Studies 5. Street Typologies 6. Programmatic Analysis 7. Precedent Analysis	1. Balloted Studio to work with current practitioners. Range of design topics brought forth from each instructor.) 2. Typological Studies 3. Building Code Analysis 4. Precedent Studies 5. Façade Design

Socio-Environmental Contexts	Inclusive Public Spaces, Universal Design	Indigenous Knowledge in Architecture, Site, Ecology	Expanding Urban City, Urban Ecology, Infrastructural Planning, Housing Crisis, Climate Crisis	Sustainable Building, proven through Systems design. Affordable Housing, Future Housing Typologies (Single Egress)
Program	Public Pool (previous years include Community Center)	Museum (previous years include Seed Bank/ Greenhouse)	Mixed-Use Buildings, including Housing (previous years fluctuated between building and urban scale)	Housing with Institutional Community Center
Site	Waterfront (Previously Urban Infill)	Rural, with topography	Expanding Metropolis with areas in need of rehabilitation	Urban Corner. Civic site. Prepared Site information so time is devoted to the building scale.
Location	Ontario Place (previously other sites in Toronto)	Crawford Lake (previously other sites in Ontario, near Toronto) Occasion for a Studio trip site visit	Greater Toronto Area	Toronto (Previously NYC)
Scale	S/M	M	XL	L
Individual vs Group Work	All Individual	1 Group Project 1 Individual Project	Groups of 3-4 students	Students work in pairs, but break out do detail separate portions of the building
Representational and Software Techniques	1. Plan, Section, Diagrams 2. Paper Model Making (Unroll, Buildable Surfaces) 3. Rhino 4. Black/white Renderings 5. Integration with Grasshopper (Stairs)	1. Plan, Section (at Site Scale) 2. Photography 3. Paper Model Making (Unroll, Buildable Surfaces) 4. Rhino 5. Illustrator/Photoshop Large site models	1. Plan, Section (at Building and Urban Scale) 2. GIS Analysis 3. Zoning, Stakeholder, various diagrams 4. Renderings 5. Presentation Slide Decks	1. Large Scale Models 2. Detail Section Drawing 3. Concept Models Building Science Analysis Diagrams
Building Systems and Code Considerations	1. Accessibility (Stairs, Bathrooms, General dimensions.) General building orientation attributes in the cardinal directions	1. Shed Structure 2. Simple envelope to structure considerations 3. Site drainage and slope 4. Daylighting 6. Basic Passive and Active Strategies	1. Zoning/ Policy 2. Daylighting 3. Structural Grid Systems 4. Street typologies, cross-sections	1. Collaboration with Consultants/ Engineers 2. Applying skills acquired in Building Science and Design Tech courses to demonstrate Net Zero Mandate 3. Systems Analysis 4. Envelope Design 5. Life Safety Analysis 6. Structural Grid Systems 7. Long Span 8. Life Safety
Core Courses in the same semester (or Summer previous)	ARC1021 Visual Communications, ARC1022 Design Tech1, ARC1041 BldgSci 1, ARC1031 Hist/Theory 1	ARC2042, Site Engineering and Ecology, ARC1046 Structures 1, ARC1043 BldgSci 2, ARC1032 Hist/Theory 2	ARC2023, Design Tech 2, ARC2047 BldgSci 3, ARC2017 Research Methods	ARC2046 Structures2, ARC2048 BldgSci 4,

In addition to strengthening connections between studios and other required core courses, we have deliberately aligned course content to reinforce integration across the curriculum. For example, **ARC1022 Design Technology 1** supports **ARC1011 Architectural Design Studio 1**

by developing students' skills in digital and physical model-making. **ARC2023 Design Technology 2** and **ARC2047 Building Science 3: Environmental System**s work in tandem to deliver key concepts in environmental controls, alongside the software tools used to evaluate these systems. Similarly, **ARC2042 Site Engineering and Ecology** and **ARC2023 Design Technology 2** introduce the functions of GIS software in a sequence that culminates in its application within **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio.**

As outlined in the latest SPC descriptions, we have also implemented targeted reforms within specific subject areas. Notably, three of the four Building Science courses now include dedicated one-hour labs that directly link building science knowledge to design-based assignments. The History and Theory sequence has been reorganized around six thematic lenses, with an expanded focus on non-Western perspectives.

Together, these curricular strategies ensure that all Student Learning Criteria are thoughtfully distributed across the first two years of the MARC Core Curriculum, providing students with a strong, integrated foundation before they progress into more specialized, student-chosen courses.

Compliance with the Conditions for Accreditation (Conditions "Not Met" in 2018):

Public Information

Focused Evaluation Visiting Team Report (FEVTR) March 2019: The Program must provide clear, complete, and accurate information to the public and include the following text in its official Program information. "In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."
A redesigned web page for the Daniels Faculty is comprehensive and provides general public information regarding the school. Whilst there is reference to the CACB on the website showing portions of the above text, there was incorrect information about the terms of accreditation as well as the school's current accreditation.

Program Response:

The required notification is included prominently in the official Master of Architecture entry in the University of Toronto School of Graduate Studies Academic Calendar: Architecture, Landscape, and Design | School of Graduate Studies (SGS) Calendar

This information, along with up-to-date details of program accreditation, is also provided on the official John H. Daniels Faculty website, linked within the MArch Program page here: https://www.daniels.utoronto.ca/program-accreditation-march

Additional accreditation information is embedded on the same pages, and linked here:
https://www.daniels.utoronto.ca/sites/default/files/guideforstudent.pdf
https://www.daniels.utoronto.ca/sites/default/files/2019_final_vtr_u_of_toronto.pdf
https://www.daniels.utoronto.ca/sites/default/files/2019_accred-decision_uoft_1_pg.pdf

PPC3. Global perspectives and environmental stewardship

Focused Evaluation Visiting Team Report (FEVTR) March 2019: The Program must demonstrate how it embraces the diverse contexts that define contemporary architecture, including local, global, and environmental interests.
The Daniels Faculty of Architecture has been the focus of substantial change. This change has in itself fostered broad engagement with the University and the City. The opening of the new

building has been celebrated at many levels through publications, special events and public engagement. Further to this, the Program has designated Community Outreach staff committed to furthering a variety of diverse initiatives such as Alumni relationships and social equity programs. Students are engaged in these endeavors with participation in special events, collaboration in outreach programs and alumni interaction.
The curriculum does bring focus to local issues through the cross discipline engagement in Super Studio. It is of considerable concern that students identify absence of program driven design studio that is grounded in the social challenges evident at a regional or national level. Issues such as low- income housing or building in Northern Communities receive little attention in core studios. It is also the case that resolution of broad sustainability issues are not consistently represent in student design work. There are ample instances in course work where technical systems such as environmental control, building durability and daylight are addressed. These technical assessments are contrasted by the more narrative case study activity of Assignment 1 and Lectures during weeks 6 and 7 in ARC1041. However, there is little evidence of sustainability approached at a thematic level in design. Assets such as the GRIT Lab and Landscape Pedagogy of the building demonstrate the presence of faculty who are engaged in environmental interest but there is little embedded in the core curriculum to validate the expectation that the program conveys sustainability as a defining component of contemporary architecture.

Program Response:
Daniels Faculty has deepened its commitment to engaging diverse cultural, social, and political contexts. This is reflected in recent faculty hires, expanded community outreach, and curriculum revisions that prioritize equity, inclusion, and global perspectives.

Curricular changes include the restructuring of History and Theory courses (ARC1031 and ARC1032), which foreground counter-narratives and challenge dominant historical accounts. **ARC1031: Historical Perspectives on Topics in Architecture 1** introduces themes such as Indigeneity, settler colonialism, and tropical architectures, while **ARC1032: Historical Perspectives on Topics in Architecture 2** examines architecture's role in systems of power, including mercantilism, colonialism, and capitalism. In ARC2017: Research Methods, students critically assess architectural research tools and the biases embedded within them. Across these courses, students are encouraged to center marginalized voices and question how architectural knowledge is produced and by whom.

These critical frameworks extend into the design studio sequence. In **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork**, co-developed with Indigenous Knowledge Keeper James Bird, students explore Indigenous approaches to land, ecology, and materiality through a "Decolonized Museum" project that challenges colonial narratives. ARC2013 Architectural Design Studio 3: Integrated Urbanism continues cross-disciplinary collaboration with landscape architects and urban designers, focusing on rapidly developing and gentrifying areas in the Greater Toronto Area. In **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**, students work with West Neighbourhood House to address housing, equity, and public health, engaging directly with community members to understand spatial justice through lived experience. The studio also incorporates a low-carbon, near net-zero design mandate, encouraging sustainable strategies alongside social impact. Global engagement is further supported through **ARC3015 Option Studio** and **ARC2016 Summer Abroad**, with recent travel-based coursework in Detroit, Zanzibar, Korea, Berlin, Greece, and Costa Rica.

From an extracurricular perspective, the Daniels Faculty has implemented community engagement initiatives, such as Community for Belonging Reading Group, which is "intended to

raise awareness of the broad spectrum of identities within the Daniels Faculty community and provide a platform for engagement, interaction and discussion". Details on this initiative, including topics and themes, are available in Section 3.3. – Equity, Diversity and Inclusion. Encompassing more than a Reading Group, Community for Belonging events have included walking tours, film screenings, theatrical performance and an exhibition.

Public Program
The public lecture series is an opportunity to showcase insights and perspectives from a broad range of artists, designers, scientists, urbanists and architects. The lectures bring diverse voices and expertise to the stage at Daniels and engage an audience of alumni, professionals, students and staff from across the Daniels disciplines. Lecturers and often international, both in terms of identity and in terms of the focus of their work, hence offering global perspectives on issue of climate, community and design. On two occasions to date, namely with Davide Gissen and Tosin Oshinowo, the work of a public lecturer has also been featured in a Community for Belonging discussion.

The Daniels Faculty has implemented two access and outreach programs to support priority populations that have been identified as being underrepresented. The access and outreach programs demonstrate that representation is not momentary or episodic but is part of a pathway or trajectory of access that begins in secondary school or earlier and extends through university education and into professional practice. What has changed since the site visit is that there is no longer a dedicated access and outreach portfolio within the Daniels Faculty. Access and outreach programs are not part of a long terms strategic commitment but are implemented on a yearly basis and are largely dependent on grant funding or short-term Faculty support.

Engage-Design-Build
In 2022, members of the Faculty received two grants from the Access Programs University Fund (APUF) to implement access and outreach programs focused on Black and low-income communities in the Greater Toronto Area. Engage-Design-Build, led by Associate Professor Michael Piper and Sessional Lecturer Otto Ojo. **Engage-Design-Build**,[2] an initiative run in partnership with the Toronto District School Board, is an experiential learning program for secondary school youth who are underrepresented in the design professions due to economic or racial barriers. The goal is to open pathways to careers in architecture and design by applying skills from their school's curriculum to a design project in their neighborhood. The initiative began with a pilot project in 2021-22 with the George Harvey Collegiate Institute near the Little Jamaica neighbourhood. The project was expanded in 2022-23 and continued in 2022-23 as part of a capstone project for 2024. With the end of grant funding, there was no capacity to continue the initiative within the Faculty.
See: https://tuflab.ca/Engage-Design-Build and also: https://www.daniels.utoronto.ca/news/tue-jul-25-2023-all-day/engage-design-build-exhibition-torontos-little-jamaica-close-wrap

Building Black Success through Design (BBSD)
Building Black Success through Design (BBSD) is a free 12-week mentoring program for Black high school students interested in architecture, art, and design. BBSD aims to inspire Black students to pursue excellence and innovation within design industries and academia, enhancing diversity and building Black success through design. This access and outreach program offers a dynamic platform for Black high school students to explore their creativity and passions, celebrate their cultural heritage, and engage in thought-provoking conversations through art and architecture. Mentored by Black university students and alumni from our Daniels Faculty undergraduate and graduate programs, high school students will hone their skills across various

media and software, while also delving into topics that resonate with their experiences and identity.

Throughout the BBSD program, students will be inspired to address the concept *of design for belonging* within their projects featured on a site in Toronto. This concept centers community identity and inclusion in the design process. A sense of belonging is an indicator of substantive inclusion for Black students historically underrepresented within the design industry.
Similar to Engage-Design-Build, BBSD began as pilot in 2022 funded through the Access Programs University Fund (APUF). Funding was expanded for 2023 on the proviso that the Faculty would commit to support the program within its operating budget – which it did in 2024 and 2025. However financial pressures have called into question support for the program beyond 2026.

Building Indigenous Representation at Daniels (BIRD)
In 2025, a proposal for an access program for urban Indigenous students was submitted and approved through APUF. Over the course of the 2025-26 academic year, through a series of Saturday workshops, the BIRD program is an opportunity for urban Indigenous students across the GTA to be exposed to the breadth and scope of program offerings across the Daniels Faculty. Insights from Daniels Indigenous students, design professionals and faculty members will demonstrate to Indigenous students the ways in which Indigenous history, knowledge and identity are incorporated into design education and practice. The long-term objective of BIRD is to address the paucity of Indigenous architects and designers in Canada by creating a pathway that enables Indigenous students to see themselves, their history and ways of knowing and being reflected in design.

Anti-Colonial Curriculum and Pedagogy Project[3]
In response to a call for proposals from the Office of the Vice Provost Innovations in Undergraduate Education, in 2023, the Associate Dean, Academic and the Assistant Dean, Equity, Diversity and Inclusion submitted funding proposal to the Equity, Diversity, and Inclusion Curriculum and Pedagogy Fund. The resulting initiative, the Anti-Colonial Curriculum and Pedagogy Project sought to enhance faculty capacity to continuously seek and include multiple divergent voices in curricular content and pedagogical practices.
Through a series of workshops, the project engaged faculty across the John H. Daniels Faculty of Architecture, Landscape, and Design to better understand the strategies, resources, and techniques already in use as well as propose new ideas to foster inclusive teaching and learning. Spread over the course of 12 months, these workshops were:

- September 2023 – ***Understanding Learning Theories that Inform How We Promote and Advance Inclusive Teaching*** (description: unpack how we as educators can evolve our learning spaces and pedagogies to value students' diverse experiences, remove barriers, nurture critical thinking skills and build community.)
- October 2023 – ***The Inner Work of Building Inclusive Classrooms*** (description: a personal conversation about how we internalize systems of oppression, how they are reflected in our teaching practices, and how we can create a new vision for how we want to be as educators.)
- September 2024 – ***Anti-colonial Horizons – Co-Designing Transformative Educational Landscapes at Daniels*** (description: fostering conversations within Daniels around undoing inherited modes of practice and teaching, as well as expanding both the content, voices, and methodology of pedagogical practices unique to Daniels programs.)

See the full project description, activities and outputs on the OVPIUE site for the Library of Innovative Teaching: https://www.viceprovostundergrad.utoronto.ca/projects/enhance-faculty-

capacity-to-continuously-seek-and-include-multiple-divergent-voices-in-curricular-content-and-pedagogical-practices/

Beyond the formal workshop environment, in order to build faculty capacity and embed inclusive practices across the curriculum, the team facilitated conversations involving students, faculty, staff, community partners, and external colleagues. These efforts supported a collective shift toward more inclusive, responsive, and anti-colonial teaching approaches.
Resources developed during this project period include the following:

- Prospective Steps Towards Anti-Colonial Education at Daniels: A guide with suggestions for inclusive syllabus language, course content, and pedagogical strategies
- Diversified Reading Lists: Resources and support to help faculty diversify course materials and assigned readings[4]

Available to Daniels Faculty members through the Head, Eberhard Zeidler Library

IDEAS Impact Award – Student Peer Recognition Initiatives[5]
A collaborative initiative of the Faculty's three student unions—the Architectural and Visual Studies Student Union (AVSSU), the Forestry Graduate Student Association (FGSA) and the Graduate Architecture Landscape and Design Student Union (GALDSU)—established the award during the 2022-2023 academic year with the support of the Office of the Assistant Dean, Equity Diversity and Inclusion.

The IDEAS Impact Award seeks to recognize Daniels Faculty students for their contributions towards advancing inclusion, decolonial work, equity, accessibility and sustainability at the Faculty or in external communities.
See: https://www.daniels.utoronto.ca/news/thu-oct-12-2023-all-day/meet-inaugural-cohort-ideas-impact-award-fellows

A5. Site Context and Design
Focused Evaluation Visiting Team Report (FEVTR) March 2019: 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.
Courses listed as meeting this SPC: ARC1012, ARC1042, ARC2013, ARC2014 Not Met [X] Evidence of basic, local site characteristics (outlines of buildings, streets, sidewalks, and trees) are evident in student presentations and drawings, and topography and drainage are explored in ARC 1042 in relation to the last project in ARC1012. However, robust analysis of ecological, climatic, site orientation (sunlight and wind directions, etc.), and fine-grain urban (including demographic and cultural) characteristics of site appear to be missing or inconsistent in both high and low pass studio work in all studios.

Program Response:
Site Context and Design are explored across five core courses, spanning urban and non-urban conditions and engaging multiple scales of analysis. These courses incorporate advanced analytical tools that enable students to make informed decisions regarding demographic analysis, ecological networks, and building orientation in relation to sunlight and wind patterns.
At the largest urban scale, **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio** introduces students to GIS-based geospatial analysis as a foundation for informed design decision-making. Focusing on the redevelopment of the decommissioned Downsview Airstrip, the course emphasizes a thorough site analysis of demographic trends, ecological systems, infrastructure, and urban morphology. Design proposals are further enhanced through the

lessons of **ARC2023 Design Technology 2**, where students use ClimateStudio software to simulate solar exposure and shadow patterns. These tools directly inform strategies for building orientation, daylighting, and energy efficiency.

At a medium, non-urban scale, **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork** focuses on a rural site defined by steep topography, archaeological and geological features, and a culturally grounded understanding of place shaped by Indigenous knowledge. Through detailed site analysis, students examine the layered histories embedded in the landscape, study local flora and fauna, and assess the availability of regional materials. These investigations encourage alternative approaches to building that are deeply responsive to the land and its ecological and cultural context. Technical knowledge is further developed in **ARC2042 Site Engineering and Ecology**, where students learn practical strategies for working with the land. Topics include grading techniques, watershed and stormwater analysis, stormwater management systems, and surface material selection. The course emphasizes how buildings shape and responds to the physical and environmental conditions of a site.

At the finest grain, **ARC2014 Architectural Design Studio 4: Comprehensive Building Project** challenges students with a prominent corner site in downtown Toronto. The complexity of this urban setting requires consideration of access routes, pedestrian and vehicular circulation, service logistics, and solar radiation. Students analyze the implications of a corner lot, including its street wall, sidewalks, and civic visibility, while balancing public engagement with private programmatic needs. These investigations immerse students in the intricate realities of architectural design within a dense metropolitan environment.

C5. Environmental Systems

Focused Evaluation Visiting Team Report (FEVTR) March 2019: The student must have an understanding of the basic principles that inform the design of passive and active environmental modification and building service systems, the issues involved in the coordination of these systems in a building, energy use and appropriate tools for performance assessment, and the codes and regulations that govern their application in buildings.

This SPC was not met. There was very limited evidence of understanding the issues of passive and active system integration in the low pass work. It was also noted that there appears to be a wide variation between what is considered high and low pass in ARC2047.

Program Response:

Since the last accreditation visit, several new full-time faculty appointments have enabled significant revisions to the **Building Science sequence** (ARC1041, ARC1043, ARC2047, ARC2048) and the **Design Technology sequence** (ARC1022, ARC2023). These courses now place stronger emphasis on sustainable construction and environmental resilience, while introducing computational methods that allow students to simulate and predict thermal performance and energy use under varying design conditions. Collectively, they highlight the expanding role of architects in addressing the climate crisis and equip students to develop integrated, sustainable design solutions.

These lessons are brought together in **ARC2014 Architectural Design Studio 4: Comprehensive Building Project,** where students develop near net zero energy projects. Each project includes a Thermal Performance Report as part of enclosure design and a Low Carbon Building Report demonstrating the integration of active and passive systems. For further details on these assignments, please refer to Section C5 of the Student Performance Criteria.

E5. Project Management

Focused Evaluation Visiting Team Report (FEVTR) March 2019: 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.

Whilst the referenced course ARC3052 fully addresses the issues related to the development of work plans and resource allocation, calculating consultant fee structure and determining the best construction delivery methodology for a given scenario, there is no evidence of students understanding the methods for selecting consultants, assessing teams, determining project proforma, risk management, project scheduling and limited evidence of managing costs.

Program Response:

Project management is addressed in the year-long Professional Practice sequence, **ARC3051: Professional Practice 1 and ARC3052: Professional Practice 2**. These courses introduce students to the core principles of project management within architectural practice. Students examine various project delivery methods and gain insight into the roles and responsibilities of key stakeholders. This foundation helps them understand how project management strategies shift depending on the delivery model.

The curriculum also covers the phases of an architect's basic services, outlining the workflows, collaborators, and responsibilities associated with each stage. Topics such as quality assurance, professional standard of care, cost estimation, and risk evaluation are explored in the context of procurement and project execution. Students learn how to select consultants, assemble project teams, and manage interdisciplinary collaboration.

Applied learning is emphasized through assignments. In ARC3051, students prepare a recommendation for a steering committee, comparing procurement strategies, evaluating risks, and calculating professional fees. In ARC3052, students evaluate a Design-Build competition, where they assess risks and opportunities, negotiate project scope, develop organizational charts, create project schedules, and perform detailed cost and fee analyses. These exercises challenge students to apply project management skills while navigating ethical, legal, and strategic complexities.

Lecture content further reinforces these principles. For example, the fall term of ARC3051 includes sessions on consultant selection, team assembly, joint ventures, and architect-engineer collaboration. Case studies such as the Parks Canada Artifact Collection Facility provide real-world examples of inter-firm teaming strategies and contractual arrangements. Students also explore the structure and negotiation of formal consultant agreements, gaining practical insight into interdisciplinary project coordination.

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 Master of Architecture program's self-assessment process comprises of three main components:

1. Cyclical reviews as part of the University of Toronto Quality Assurance Process (UTQAP)
2. Participation in the Daniels Faculty's Academic Planning process
3. Local processes, including course evaluations, student and faculty feedback, and alumni survey

The first two of these components – UTQAP and the Academic Planning process – are overseen by the Office of the Vice-Provost, Academic Programs.

1. University of Toronto Quality Assurance Process (UTQAP)

- At the highest level, the University of Toronto operates under the Policy for Approval and Review of Academic Programs and Units, approved by Governing Council on June 24, 2010.
- More specific guidance and direction is provided by the University of Toronto Quality Assurance Process (UTQAP). This document was approved by the Ontario Universities Council on Quality Assurance and outlines protocols governing:
- the development, appraisal and approval of entirely new academic programs
- the development and approval of proposals to significantly change existing academic programs (major modifications)
- the closure of existing degrees and programs
- the cyclical review of existing Faculties, units and the programs they offer.
- The UTQAP ensures that the University of Toronto operates in conformity with the Quality Assurance Framework (QAF) for the Province of Ontario.

The UTQAP review for the Daniels Faculty and its degree programs, including the MArch, culminated in an on-site external review in April 2022, conducted by the following representatives of peer institutions:

- Dorothée Imbert, Professor and Director of the Austin E. Knowlton School of Architecture, The Ohio State University
- Ellen Macdonald, Professor and Chair, Department of Renewable Resources, University of Alberta
- Ken Neil, Professor and Dean, School of Arts & Humanities, Royal College of Art

- Brett Steele, Professor and Dean, School of the Arts and Architecture, University of California, Los Angeles

The final report of the external reviewers was received by the Faculty and formed the basis of an administrative response by the Dean on behalf of the Faculty. Some of the recommendations from the review have informed the MArch program's Action Plan (Section 1.2).

2. Academic Planning

At the University of Toronto, Divisional Academic Plans are developed within divisions, in line with the Guidelines on Divisional Academic Planning. Support is available throughout the development process, including:

- The Vice-Provost, Academic Programs meets with the Dean to discuss the planning process.
- The Vice-Provost, Academic Programs provides feedback on the draft academic plan.
- The Vice-Provost, Academic Programs brings forward the penultimate draft of the plan to the Provostial Advisory Group for advice and feedback. Many divisions take drafts to their governance bodies for information and discussion prior to this step.
- Final revisions to the plan are completed prior to approval.

The Daniels Faculty at the University of Toronto is in the process of developing its next Academic Plan, aligned with the policies of the Governing Council of the University of Toronto and under the supervision of the Office of the Vice Provost, Academic Programs. The Daniels Faculty at the University of Toronto undertook a comprehensive and inclusive consultation process to inform the development of its Academic Plan. This process was designed not only to gather input from a broad spectrum of the community but also to foster a faculty-wide dialogue about the values, identity, and future direction of the Faculty and its diverse disciplines.

The consultation aimed to:

- Engage a wide cross-section of the Daniels community.
- Test and refine the articulation of the Faculty's vision.
- Enable meaningful contributions from faculty, staff, students, alumni, and other stakeholders.
- Ensure transparency throughout the planning process.
- Spark dialogue and reflection on key institutional themes.

Four central themes guided the consultation:

1. Research and Creative Professional Activities
2. Teaching and Learning
3. Equity, Diversity, and Inclusion
4. Truth and Reconciliation

Consultation Formats

The process included a variety of engagement methods to accommodate different preferences and schedules:

- Pop-up Studio: A drop-in space with designated office hours over 1–2 weeks, allowing informal conversations and visual documentation of evolving ideas.
- Open Workshops: Three 2-hour sessions involving 15–18 participants each, including faculty, students, and staff. These workshops used hands-on activities and visual tools to facilitate collaborative dialogue.

- Student Workshop: A dedicated session for approximately 30 students, structured around program-based tables with facilitators to encourage both discipline-specific and cross-disciplinary conversations.
- Small Group Interviews: Nine focused sessions lasting 1.5 hours each, involving 6–8 participants. These included representatives from various faculty streams, staff, librarians, alumni, and groups focused on Truth and Reconciliation and Equity, Diversity, and Inclusion.
- Digital Surveys: Designed to reach remote participants and alumni, these surveys mirrored the themes of in-person consultations and were used both for initial input and feedback on the draft Academic Plan.

Timeline and Implementation
The consultation activities were scheduled across March and April of 2023. The timeline included:

- One student workshop
- Three open workshops
- Eight small group interviews
- Pop-up studio sessions
- Digital surveys

This multi-modal approach ensured that the consultation was accessible, inclusive, and reflective of the Daniels Faculty's commitment to collaborative planning and community engagement. Once complete, the 5-year Academic Plan will be presented to the Faculty Council for its endorsement before continuing through the University of Toronto's governance processes. What follows is a summary of the current state of the Academic Plan, which is based on extensive engagement with students, faculty, and alumni through workshops, surveys, and pop-up events.

The plan is structured around five thematic pathways:

1. **Sustaining People & Planet**
2. **Sharing Truth Towards (Re)conciliation**
3. **Fostering Global Citizenship & Connectivity**
4. **Advancing Scholarship with Social Impact**
5. **Challenging the Boundaries of Disciplines**

Teaching & Learning
A central concern is the integration of sustainability into all aspects of teaching. Students and faculty advocate for embedding sustainability across disciplines rather than isolating it in standalone courses. Financial and social sustainability are also emphasized, with calls for reducing the cost and waste of model-making and improving school-life balance. There is strong support for practical, hands-on learning, interdisciplinary collaboration (e.g., with Forestry), and curriculum reform to include circular design, adaptive reuse, and material science.

Truth and reconciliation are seen as essential to the curriculum. Recommendations include mandatory integration of Indigenous perspectives, hiring Indigenous faculty, and teaching beyond the Western canon. Students want safe spaces to share diverse experiences and more equitable hiring and recruitment practices.

Global citizenship is encouraged through international exchanges, co-ops, and showcasing student and faculty work globally. There is a desire to foster inclusive communities and support diverse voices in academic discourse.

Social impact is a recurring theme, with calls to redefine architecture as inclusive and people-centered. Students want experiential learning, streamlined curricula, and opportunities to research and apply socially impactful ideas.
Finally, the plan urges systemic changes to break down disciplinary silos. Students and faculty seek more cross-disciplinary courses, collaboration, and support for diverse backgrounds and skill levels.

Research
Research priorities mirror the teaching themes. Sustainability research is in demand, with interest in applied practices and climate-focused funding. Truth and reconciliation in research involves decolonizing methodologies and expanding beyond Toronto-centric studies. Global connectivity is fostered through international collaborations and dissemination of work. Social impact research should be inclusive and widely shared, while disciplinary boundaries must be challenged by redefining what counts as research and who can participate.

Academic Life
Students and faculty envision a vibrant, inclusive academic culture. Sustainability should begin within the faculty community, supported by student-led initiatives. Truth and reconciliation efforts include community-building events and assessments of belonging. Global citizenship is promoted through mentorship, international lectures, and connectivity portals. Social impact is supported by safe spaces, diverse faculty, and showcasing work. Breaking disciplinary boundaries involves networking, workshops, and fostering a culture of sharing.

Community Engagement
Community engagement is a cornerstone of the plan. Sustainability efforts should involve learning from and working with communities, especially Indigenous ones. Truth and reconciliation require long-term commitment to BIPOC initiatives and understanding local cultures. Global citizenship involves outreach and connecting global and local practices. Social impact means embedding students and faculty in the communities they serve, starting outreach early, and leveraging alumni. Disciplinary boundaries are challenged through fieldwork, alumni engagement, and collaboration with broader UofT and external communities.

Master of Architecture (MArch) Reflections
The MArch program is prominently featured in the feedback and recommendations throughout the Daniels Faculty's academic planning process. Students in this program express a strong desire for:

- **Sustainability Integration**: MArch students advocate for sustainable practices to be foundational, not optional. They highlight the financial and environmental burden of traditional model-making and call for circular design and adaptive reuse to be taught in core courses.
- **Hands-On Experience**: There is a clear demand for more practical learning opportunities, including field trips, design-builds, and co-op placements. These experiences are seen as essential for bridging academic theory with professional practice.
- **Truth and Reconciliation**: MArch students support Indigenous research and want to see Indigenous events and workshops integrated into their education. They also call for more diverse faculty and curriculum that moves beyond Western-centric frameworks.
- **Global Connectivity**: Students seek international collaboration and exposure, including fostering relationships with global peers and participating in exchange programs. They value opportunities to share architectural practices across cultures.

- **Social Impact and Inclusion**: MArch students want safe spaces for engagement, more academic advising, and extracurriculars that foster ownership and community. They emphasize the need to bring non-architects into studio reviews and work with marginalized communities.
- **Cross-Disciplinary Collaboration**: There is interest in interacting with other UofT faculties and engaging in interdisciplinary research. Students want to challenge traditional boundaries and redefine what architectural education can be.

MArch faculty, students, and alumni are deeply invested in transforming architectural education to be more inclusive, sustainable, and socially engaged. Their feedback aligns closely with the Faculty's emerging academic plan and highlights the need for systemic change to support future architects in becoming thoughtful, responsible, and globally connected professionals.

3. Local Elements of Self-Assessment

- Course Evaluations – students in all courses in the MArch program are invited to provide feedback on course content and instruction through the course evaluation process. The Daniels Faculty transitioned to an online course evaluation system in 2020 to accommodate remote learning during public health restrictions resulting from the COVID-19 pandemic. The Faculty has initiated the process of transitioning its course evaluations to the University of Toronto's centralized course evaluation system, supported by the Centre for Teaching Support and Innovation
- Student Townhalls and MArch Faculty Meetings – At least once per semester, the MArch Program Director convenes townhall meetings with each of the three student cohorts in the program and all faculty members and sessional instructors currently teaching in the program. Staff in the Daniels Programs Office ensure that minutes capture key points of discussion and action items for follow-up. In 2024-25, these meetings were held on the following dates (minutes are available):
  Student Townhalls – Year 1, March 12, 2025 ;Year 2, October 24, 2024 & March 5, 2025; Year 3, October 25, 2024 & March 3, 2025
  Faculty Meetings – October 16, 2024, November 27, 2024, January 22, 2025, March 19, 2025
- MArch Faculty Workgroup Meetings – In addition to the 2–3 MARC faculty meetings held each year, a series of Workgroup Sessions are organized to strategically strengthen the curriculum around targeted themes. Since 2020, these themes have included: Core Studios, Foundational Skills and Representation, History/Theory, Building Science and Technology, Thesis Delivery, Sequencing of Site-related Pedagogy, and Early Pedagogy. Summaries of workgroups are available.
- Alumni Survey – in Spring of 2025, the program conducted an Alumni Survey to obtain feedback from recent graduates of the program to inform curriculum review and program development.

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

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:

The official Master of Architecture program description, along with all admission and completion requirements, is published in the University of Toronto School of Graduate Studies Academic Calendar:

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

In Canada, the Canadian Architectural Certification Board (CACB) is the sole agency authorized by the Canadian Architectural Licensing Authorities (CALA) to accredit Canadian professional degree programs in architecture for the purposes of architectural licensure."

The Master of Architecture pages on the Daniels Faculty's website also contain the required notification regarding the CACB process for accreditation:

Program Accreditation (MArch) | Daniels

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:

Within the broad framework of human rights, prescribed internationally through the Universal Declaration on Humam Rights, federally through the Canadian Charter of Rights and Freedoms, and provincially through the Ontario Human Rights Code, the University of Toronto has a dynamic ecosystem of Statements, Policies and Procedures aimed at addressing issues of reconciliation, access, equality, discrimination and harassment. Links to this evolving framework are reflected below. The section that follows provides a narrative context of how these human rights commitments are made manifest through practices and initiatives within the Daniels Faculty.

- Statement on *Access to Information and Protection of Privacy* (2006)
- Accessibility for Ontarians with Disabilities Act (AODA) (2005)
- Strengthening Accountability and Student Supports Act (2024)
- Student Complaint Process
- Employment Equity *Policy (1991)*
- Statement on Human Rights (2012)
- University of Toronto Statement of *Institutional Purpose* (1992)
- University of Toronto Statement on *Prohibited Discrimination and Discriminatory Harassment* (1994, currently under revision)
- Statement of Commitment Regarding Persons with Disabilities (2021)
- Statement on Equity, Diversity and Excellence (2006)
- Sexual Violence and Sexual Harassment Policy (2023)
- Supportive Leaves Policy (2023)
- Workplace Harassment Policy (2024)
- Workplace Violence Policy (2024)
- University of Toronto procedural guidelines for the accommodation of students, staff and faculty with disabilities
- Rights and Responsibilities: Student Resources
- Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances

Reconciliation

This section outlines the Daniels Faculty commitments and actions to respond to Reconciliation Calls to Action. In 2017, the University of Toronto issued Wecheehetowin: Answering the Call which was the Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation of Canada. Wecheehetowin details 34 Calls to Action to guide the institution, divisions and faculties on movement on a sustainable path of reconciliation. At the

Daniels Faculty, a response to Call #11[1], namely the creation of an Indigenous leadership position began with the appointment of an inaugural First Peoples Leadership Advisor in 2021[2]. This was expanded in 2022 with three First Peoples Advisors as well as a Decanal Advisor.[3] It should be noted that the Decanal Advisor Douglas Cardinal, is Canada's first licensed Indigenous architect in Canada. Other calls that the Daniels Faculty has taken up include:

- Call #17[4] – Indigenizing the curriculum. Courses that speak to this Call include:
    - ARC 1012: Architectural Design Studio (Architecture Studio 2: Site, Matter, Ecology and Indigenous Storywork)
    - Landscape Architecture Studio 2: Land(scape) and Memory
- Call # 26[5] - Access. With the support of the Access Programs University Fund, in 2025-26, the Daniels Faculty will launch the Building Indigenous Representation at Daniels (BIRD), and access program focused on raising the awareness amongst urban Indigenous youth of the myriad programs at Daniels and ways in which Indigenous knowledge and history in increasingly being included in art, architecture and design curricula.

Equity and Inclusion

The Daniels Faculty has strived earnestly to respond to key institutional commitments aimed at building and sustaining a culture of equity and inclusive excellence. In recent years the University of Toronto has launched institution-wide working groups and task forces to explore and consult on the parameters and potential for inclusion of historically excluded and underrepresented communities. These have included:

- Answering the Call: Wecheehetowin (2017)
- Anti-Black Racism Taks Force Report (2021)
- Anti-Semitism Working Group Report (2021)
- Anti-Asian Racism Working Group Report (2023)
- Muslim, Arab and Palestinian Working Group (in progress 2025)

[1] Call #11: Each division should actively consider the creation of an Indigenous leadership position within the Office of the Dean. Such positions would have to be meaningful, and targeted to real opportunities that are different across the divisions. They would also have to be properly supported by the entire Decanal team.

[2] https://www.daniels.utoronto.ca/news/wed-feb-17-2021-12am/daniels-faculty-appoints-its-inaugural-first-peoples-leadership-advisor

[3] https://www.daniels.utoronto.ca/news/thu-oct-13-2022-all-day/first-peoples-leadership-advisory-group-decanal-advisor-douglas

[4] Call #17: The University should work to integrate significant Indigenous curriculum content in all of its divisions by 2025. The Provost should work with the divisions to ensure that specific steps are being taken to launch (or in some cases continue) the needed curriculum reform initiatives. Each division should be evaluated regularly, on its progress towards integrating Indigenous content into the curriculum.

[5] Call #26: The University should invest more in publicising existing college pathway programs, and in actively recruiting into those programs and into the existing, targeted Indigenous access and bridging programs.

Overall, the various recommendations in these institutional reports speak to developing and sustaining intentional initiatives to respond to the underrepresentation and historical exclusion of the identities and experiences that are the centre of each report. For example, this includes initiatives to broaden and decolonize the curriculum through the introduction of Indigenous ways of knowing and being. Where possible, this has been through the engagement of Indigenous elders and knowledge keepers, as well as curricular content that centres Indigenous world views. Additionally, institutional progress on the equity commitments in the various repots is tracked and updated through the University's Commitments page: https://commitments.utoronto.ca/.

General information on equity resources, projects and updates from the University of Toronto are available on the webpage for the Institutional Equity Office: https://people.utoronto.ca/inclusion/institutional-equity-office/. Amid growing geopolitical tensions and escalating climate issues, students are increasingly affected by distant events and experiencing their local repercussions. Regardless of whether they have family who are more directly impacted, the University has undertaken a series of supports and resources to raise awareness of global challenges and offer local supports. Details are available at the EDI in a global context page: https://people.utoronto.ca/inclusion/edi-in-a-global-context/

From the Daniels Faculty specifically, equity and inclusion resources are available here https://www.daniels.utoronto.ca/diversity-inclusion/equity-diversity-and-inclusion-daniels-faculty

In response to a call from the Office of the Vice Provost, Innovations in Undergraduate Education to enhance Faculty capacity to continuously seek and include multiple divergent voices in curricular content and pedagogical practices, the Daniels Faculty launched its Anti-Colonial Curriculum and Pedagogy Project in 2023-24, which resulted in a series of workshops, resources and anticolonial teaching strategies[6].

[6] See: https://www.viceprovostundergrad.utoronto.ca/projects/enhance-faculty-capacity-to-continuously-seek-and-include-multiple-divergent-voices-in-curricular-content-and-pedagogical-practices/

Daniels Faculty initiatives to support community engagement, access, outreach and representation:

Community for Belonging Reading Group:

In collaboration, the Assistant Dean, Equity, Diversity and Inclusion and the Head, Zeidler Library received a Pillar Sponsorship Grant to support the purchase of books that reflect underrepresented voices in architecture and design. The idea is the texts selected for discussion would stimulate robust discussion and engagement amongst participants. The Reading Group initiative began in February 2023 and is scheduled to continue until December 2025 under annual sponsorship *grants.* This initiative, by centering texts reflecting underrepresented voices and perspectives within the Daniels disciplines of forestry science, art, architecture and design sought to raise awareness of the broad spectrum of identities within the Daniels Faculty community and provide a platform for engagement, interaction and discussion. The Community for Belonging Reading Group initiative is sponsored by Manulife and TD Insurance. While each of the texts on the reading list are by, about, or for communities that have been historically underrepresented in architecture, design, visual studies and forestry, they are not intended to reflect definitive resources on including or expanding voice. Rather, the titles chosen are meant to serve as springboards for intentional conversations about inclusion and belonging.

Community for Belonging intro: https://www.daniels.utoronto.ca/news/mon-jan-30-2023-all-day/daniels-faculty-kicks-community-belonging-reading-groups

Black Futures February 2023: https://www.daniels.utoronto.ca/events/1677628800/community-belonging-reading-group-black-futures

International Women's Month and Transgender Identities March 2023: https://www.daniels.utoronto.ca/events/1680044400/community-belonging-reading-group-international-womens-month-and-transgender

Disability October 2023: https://www.daniels.utoronto.ca/news/mon-jan-30-2023-all-day/daniels-faculty-kicks-community-belonging-reading-groups

Indigenous Voices November 2023: https://www.daniels.utoronto.ca/events/1699995600/community-belonging-reading-group-indigenous-voices

Considerations of Ethics, Equity and City-Building – February 2024: https://www.daniels.utoronto.ca/events/1709067600/community-belonging-reading-group-considerations-ethics-equity-and-city-building

Reclaiming Place and Identity in Urban Diasporas October 2024: https://www.daniels.utoronto.ca/events/1699995600/community-belonging-reading-group-indigenous-voices

Book Lauch: Towards Home: Inuit and Sàmi Placemaking - November 2024: https://www.daniels.utoronto.ca/events/1709067600/community-belonging-reading-group-considerations-ethics-equity-and-city-building

Scarcity/Black Futures February 2025:
https://www.daniels.utoronto.ca/events/1699995600/community-belonging-reading-group-indigenous-voices

Indigenous Histories and Futures June 2025: https://www.daniels.utoronto.ca/news/thu-may-1-2025-all-day/community-belonging-reading-group-indigenous-histories-and-futures-june

Hollywoods's Architect the Paul R Williams Story – February 2025:
https://www.daniels.utoronto.ca/events/1738796400/hollywoods-architect-paul-r-williams-story-film-screening-and-qa

Cities: Challenges and Possibilities -- October 2025

Filmmaker in Residence: Isabel Okoro – Fall 2024: https://www.daniels.utoronto.ca/news/thu-oct-10-2024-all-day/isabel-okoro-named-inaugural-filmmaker-residence-daniels-faculty

Trans Awareness:
https://www.daniels.utoronto.ca/news/wed-nov-1-2023-all-day/november-14-curator-tour-and-artist-talk-complement-exhibition

https://www.daniels.utoronto.ca/news/wed-nov-9-2022-all-day/daniels-faculty-mark-trans-awareness-week-gathering-november-15

BBSD – Building Black Success in Design (2021- ongoing):
https://www.daniels.utoronto.ca/outreach/building-black-success-through-design

Building Black Success through Design (BBSD)
Building Black Success through Design is a free 12-week mentorship access program for Black high school students aged 14-18 years old who are interested in architecture, art, and design. BBSD opens pathways to post-secondary education in the architecture and design fields, including the Daniels Faculty's undergraduate programs in architectural studies and visual studies.

BIRD – Building Indigenous Representation at Daniels (2025-ongoing)
To complement the success of BBSD and raising the awareness of under-represented high school students to the scope of programs and activities available through art and design education, the First Peoples Advisors Office and the Equity, Diversity and Inclusion Office received an access program grant to engage urban Indigenous students in the programs and activities across the Daniels Faculty and the art, design and architecture professions. If successful, the 2025-26 academic year will see urban Indigenous students across the GTA participating in a series of events and activities facilitated by members of the Daniels Indigenous Student Group and Daniels Faculty.

Stairwell Gallery
The Historical Stairwell at 1 Spadina functions as space for informal exhibitions of student art work. The iterations of the Stairwell Gallery to date have been:

- Black Flourishing: Six Student Art Works (2023):[7] https://www.daniels.utoronto.ca/events/1695182400/black-flourishing-six-student-artworks

- Reconciliation Reflections: Six Student Projects (2024): https://www.daniels.utoronto.ca/events/1718856000/reconciliation-reflections-six-student-projects

Architecture and Design Gallery

Black Diasporas Exhibition (March – April 2025) Following the introduction of the Black Diasporas: Takaronto-Toronto public lecture by architect Kholisile Dhliwayo in February 2024, the travelling Exhibition was featured in the Daniels Faculty Architecture and Design Gallery. The exhibit, open to the public was an opportunity for the wider community to engage with the interactive content and gain insights into myriad interpretations and experiences of Black diaspora in Toronto. The Black Diasporas Exhibition came to Daniels from the Museum of Toronto and it moves next to The Archives of Ontario until February 2026.

Community Film Screenings:

- October 2024 - Sugarcane - This is film is an investigation into abuse and missing children at an Indian residential school and ignites a reckoning on the nearby Sugarcane Reserve. The film was a 2025 Oscar nominee for Best Documentary Feature

- Fe*bruary 2025 – Hollywood's Architect: the Paul R Williams Story Film Screening and Q&A*

Filmmaker in Residence

The inaugural Filmmaker Residency at the Daniels Faculty was taken up in fall 2024 by Isabel Okoro. A joint initiative of the Advancement and Alumni Relations and Equity and Inclusion, the initiative was an opportunity to bring emerging and underrepresented voices physically into the Daniels space and use their perspective as the basis for a reconsideration/reinterpretation of art, architecture and design. Filmmaking is storytelling – and Daniels is about building stories. The residency will engage directly with students to students and facilitate social impact and change through participatory filmmaking. Beyond the period of the Filmmaker Residency, Isabel's engagement with the Daniels Faculty community continued through her participation in the 2025 Building Black Success through Design program where she presented a workshop on world

[7] In response to an Open Call in the Winter 2023 term, the work of six student artists will be displayed in the Historic Stairwell. The six artists offer their creative expressions of Black traditions and futures of excellence. In alignment with the broad objectives of the University of Toronto's Anti-Black Racism Report (2021) and the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education: Principles, Actions and Accountabilities (2021), this installation celebrates and promotes Black art and representation in university spaces. This initial installation on display since September 2023 will likely be replaced in June 2024 by an installation under the themes of Indigenous Identity and Reconciliation

building to BBSD participants. Additionally, following a connection that was made during the residency with Master of Visual Studies (Curatorial Studies) students, Isabel's work is featured as part of exhibition Careful Crossings curated by Abisola Oni as part of the MVS Curatorial Studies Graduation Exhibitions exhibit at Art Museum. This continued engagement with the Daniels community is a reflection of the ongoing impact of the Filmmaker in Residence initiative.

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:

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

Program Response:

Students in the Master of Architecture program come from every corner of the world. Within Canada, our recruitment efforts aim to ensure that our student body reflects the rich and evolving diversity of the country itself. We take a holistic approach to admissions, considering the full range of achievements and experiences that shape each applicant, while maintaining strong academic standards. This ensures that every incoming class brings together a dynamic mix of perspectives, personalities, and areas of expertise.

Our applicant pool is diverse not only in terms of geography, nationality, and culture, but also in educational and disciplinary backgrounds. In line with the requirements of our School of Graduate Studies, all successful applicants hold university degrees that provide a strong foundation in both the humanities and the sciences. While some candidates have prior experience in design or visual arts, this is not the norm. As part of our ongoing recruitment efforts, we continue to expand our reach across Canada and internationally to attract exceptional talent from a wide range of contexts.

1. The MArch Student Cohort:

Enrolment Statistics
(by year of study, domestic/international status, and gender identity)

		Academic Year						
	Year of Study	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Domestic	1	58	56	75	83	72	64	69
	2	54	53	56	71	80	69	65
	3	73	54	51	46	55	57	53
	4+	45	58	43	6	5	3	4
International	1	29	20	25	25	19	27	15
	2	15	26	19	19	20	15	20
	3	13	13	22	18	14	16	11
	4+	4	6	7	2			1
Gender Identity	**Year of Study**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Another	1						1	1
	2							1
Female	1	58	43	60	60	54	53	48
	2	35	51	44	55	54	49	52
	3	49	34	49	38	41	38	38
	4+	31	37	26	4	3	1	1
Male	1	29	33	40	47	35	36	33
	2	34	28	31	35	45	33	31
	3	37	33	24	26	28	34	24
	4+	18	27	24	4	2	2	4
Unreported	1				1	2	1	2
	2					1	2	1
	3						1	2
Total Enrolment		**291**	**286**	**298**	**270**	**265**	**251**	**238**

NB: For 2018-2019, 2019-2020, and 2020-2021, Year of Study 4+ includes students completing the now-defunct 3.5-year MArch program option. From 2021-2022 onward, this category includes students with approved leaves of absence or other accommodations completing requirements outside of the typical 3-year program duration.

Admissions Statistics 2018-2019 through 2024-2025

Academic Year	Applications	Offers	Accepts	Registered
2018/19	390	194	96	87
2019/20	315	178	87	76
2020/21	320	203	103	100
2021/22	485	225	113	106
2022/23	367	213	98	94
2023/24	233	224	102	91
2024/25	317	188	95	84

Graduation Statistics for 3- and 2-year MArch

Cohort Start Date	MArch (3 Year) Registrations	MArch Advanced Standing	MArch Graduates (3 years)	MArch Advanced Standing (2 Years)
2019/20	67	8	64	8
2020/21	72	24	70	24
2021/22	73	27	70	27
2022/23	69	20	59	20
2023/24	71	14	-	14

Academic Standards for MArch Students

- Students study full-time, taking all required courses in each given session. Students must fulfill all School of Graduate Studies requirements to maintain Good Academic Standing and Satisfactory Academic Progress
- Progress in the program is dependent upon satisfactory completion of studio and required core courses in sequence. Exceptions can be made at the discretion of the Program Director, and in consultation with the Office of the Registrar and Student Services in the case of accessibility needs.
- The University of Toronto Assessment and Grading Practices Policy sets the minimum passing grade for all Graduate courses at B- (70–72%)
- An FZ (fail) in any one course or a B- grade in two studio courses or in any three courses normally results in a recommendation to the School of Graduate Studies to terminate the student's registration in the degree program

2. Policies and Procedures for a Safe, Positive, and Respectful Learning and Working Environment:

Safety and Security

The University of Toronto and the Daniels Faculty work to provide a safe and secure environment for all students and we encourage students to be especially conscious of their personal security. Outside of regular business hours, access to the Daniels buildings on campus is by FOB key only.

The University of Toronto's Campus Safety Special Constable Service and Community Safety Office provide a range of services to students, faculty, and staff to enhance personal safety.

The U of T Campus Safety App is available for free download. Key features include Live chat with Campus Safety, connecting with U of T safety staff in real-time; TravelSafer, allowing Campus Safety to monitor a user's route while travelling in and around campus; and mobile Bluelight, which sends the user's on-campus location to Campus Safety in a case of crisis. Additional features - such as Friend Walk and Support Services - assist users anywhere in the world.

The UT Alert system is the most reliable source of information regarding any campus closures related to weather or other safety concerns. All current members of the university community are automatically subscribed to the system for university-issued mass notifications using their official U of T email address. Students are encouraged to register a cell phone number to receive alerts.

Fostering a Positive and Respectful Learning and Working Environment

The Governing Council of the University of Toronto has adopted several policies to reinforce its commitment to being a safe and respectful place to learn, to teach, to conduct research and to work. These policies include:

- Statement on Human Rights
- Statement on Prohibited Discrimination and Discriminatory Harassment
- Policy on Sexual Violence and Sexual Harassment
- Policy with Respect to Workplace Harassment
- Code of Student Conduct
- Code of Behaviour on Academic Matters

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

- Accessibility – The Division of People Strategy, Equity & Culture
- Accessibility Services - UofT Student Life
- Anti-Racism and Cultural Diversity Office | ARCDO
- Centre for Indigenous Studies | University of Toronto
- Family Care Office - Family Care Office
- Wellness – The Division of People Strategy, Equity & Culture
- About – Sexual & Gender Diversity Office

3. Student Co-Curricular, Extracurricular, and Enhanced Learning Opportunities:

Optional Course Travel

Each year, a select number of third-year Options Studios include an optional travel component, typically undertaken during the fall reading week break. In 2024 – 2025, these courses were:

- Expanding Heritage: Imagining Climate Resilient and Inclusive Futures for Stone Town/Ng'ambo. Instructor: Aziza Chaouni (Tanzania)
- Big Little Village. Instructors: Florian Idenburg and Jing Liu (New York City, NY, USA)
- (Ex) Base Scape: The Architecture of (Ex) Extra Territories | Daniels Instructor: Nahyun Hwang (Seoul, Republic of Korea)
- Plant Diaspora. Instructor: Behnaz Assadi (Phoenix, AZ, USA)

Design Build Studios

Each summer, the Daniels Faculty offers opportunities to join Design Build Studio courses. In Summer 2025, there were two options available:

- Robot Made Instructors: Nicholas Hoban (Daniels) & Aryan Rezaei Rad (Applied Science and Engineering)
- social/technological Instructor: Humbi Song

Daniels Studies Abroad
As another summer opportunity, faculty members from Daniels craft and lead short-term studies abroad courses. Topics and locations vary by year, and admission to the program is by application. In summer 2025, there were two courses available:

- Berlin, a City in Film Instructor: Peter Sealy
- Costa Rica: No Artificial Ingredients Instructor: Mauricio Quirós Pacheco

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

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

4. **Student Professional Societies, Honors Societies, and Other Campus-Wide Student Activities:**

The University's Office of Student Life offers engagement opportunities for all enrolled students at UofT, including through a vast number of clubs and other organizations. Programming is provided especially for graduate students through its GradLife programming.

The Multi-Faith Centre provides an inclusive space for students to engage in community, where they can learn, grow and explore diverse cultural and spiritual perspectives. The Multi-Faith Centre runs programming throughout the year and provides resources, workshops, and support for all students.

The UTGSU is the University of Toronto Graduate Students' Union. Founded in 1964, the UTGSU represents more than 22,000 full-time and part-time graduate students at the University of Toronto St. George, Mississauga, Scarborough and Aerospace campuses. They advocate for increased graduate student representation and act as a voice for students by lobbying national and provincial issues on students' behalf. The UTGSU engages students through community building events and campaigns, organized by the various Committees and Caucuses. The UTGSU also offers a variety of services, such as: health and dental insurance, confidential advice, various grants and bursaries, and access to gym space.

The Graduate Architecture, Landscape, and Design Student Union

The Daniels Faculty has an active graduate student union (GALDSU) that represents the student body and meets with Program Directors and the Dean as needed. In addition, GALDSU holds regular meetings, once a month, to address student concerns and plan for initiatives and events. GALDSU representatives also serve on the Faculty Council in various capacities. Each year, GALDSU independently conducts a student survey (titled the Pulse Check Survey), which includes an annual Health and Wellness Report, and presents the findings to the Faculty Council and the student body during an All School Meeting. Furthermore, GALDSU is led by an Executive Council composed of the President, Vice-President, Treasurer, Social Events Chair, Health and Sustainability Officer, Equity and Diversity Officer, and Secretary. This Council is responsible for the day-to-day operations of the union.

As the student union for all four graduate programs at the Daniels Faculty, GALDSU represents students both individually and collectively. Its primary mission is to advocate for graduate students' needs and ensure their rights are protected. GALDSU also acts as a liaison between students and the Faculty, administration, other student organizations, and professional bodies such as the Ontario Association of Landscape Architects (OALA) and the Ontario Association of Architects (OAA). A new Executive Council is elected annually. Additionally, each class elects two student representatives who attend monthly GALDSU meetings alongside the Executive Council. They play a vital role in sharing information about academic matters, social events, and student-led initiatives.

Beyond advocacy, GALDSU fosters a vibrant student life by organizing and promoting a wide range of athletic, cultural, and social activities. Supporting students in building a strong sense of community is a key priority for the program. Select student-led initiatives include as Portfolio Reviews, Welcome Mixers, Professional Headshots and a Student Initiative Fund to support other student organizations within Daniels. GALDSU has provided and maintained the graduate student lounge at One Spadina. The Student Café, located in the heart of the building, also provides a welcoming space for collaboration and social interaction.

Students are further supported through connections with professional organizations. The Toronto Society of Architects and the Ontario Association of Architects actively engage with students and the school through a variety of initiatives, including external events and networking opportunities.

For more information: https://galdsu.ca/

The Annual

The Annual is an end-of-year publication edited by its student editors and produced by GALDSU. Historically, as a physical publication, it features student thesis projects, student studio-based projects, and other essays and works.

The SEED Collective

The SEED Collective, which began in the 2024-2025 school year, is a student collective based out of the John H. Daniels Faculty of Architecture, Landscape, and Design at the University of Toronto. The goal is to foster dialogue on the impacts of contemporary global conflict, displacement, and occupation as they intersect with critical environmental issues and relate to architecture, landscape, urban design, visual arts and forestry through student-led initiatives and events. As designers, our work reflects the core political and social issues of our time including war, occupation, and the climate crisis. Through collective education and community building, we hope to bridge the divide between our professional education and the communities we wish to serve. The objectives are:

- To foster dialogue on the impacts of war, displacement, occupation, and climate crisis as they relate to architecture, landscape, urban design, visual arts and forestry
- To promote emancipatory education by hosting events such as workshops, sharing circles, film screenings, exhibitions, and lectures
- To build cross-disciplinary connections at Daniels

An online collective library of resources and books is available.

5. Student Support Services:

At Daniels, we are deeply committed to supporting our students' academic progress and overall well-being. In addition to our Associate Registrar, Academic Advising and Student Engagement, Tanya Hyland, and our Academic Advisor, Sarah Harden, both of whom meet daily with students across all programs, we also have a dedicated team of front-line staff who have completed, among other things, Identify, Assist, Refer (IAR) training. This asynchronous online training equips staff with the skills and knowledge to support individuals experiencing a range of challenges that may impact their mental health.

Importantly, The Office of the Registrar at Daniels has partnered with the U of T Health & Wellness Centre to offer on-site counselling services specifically for our students. We currently have a designated Wellness Counsellor who provides free, confidential support. Students can book an appointment by calling 416-978-8030 (option 5) and asking to meet with the "Daniels Faculty counsellor," who is located at New College (40 Willcocks Street).

In addition to this, same-day and next-day counselling appointments are available through the broader Health & Wellness Centre, with follow-up sessions booked either directly with the counsellor or through the Centre.

We actively promote all of these services through both online and in-person channels, including the Daniels Faculty website, brochures, postcards, and buttons displayed in our Student Services Office, to ensure that students are fully informed and feel comfortable accessing support when needed.

The Daniels Faculty Assistant Dean, EDI, communicated regularly with the students throughout the school year regarding mental health supports, such as:

- Global Communities of Care: a drop-in support for Undergraduate and Graduate Students across campus to find a nurturing and caring space staffed by caring peer supports and/or chaplains
- Mindfulness, Meditation and Yoga – a calendar of events of upcoming virtual and in person sessions
- Reflect. Restore. Action – a series of events and spaces to support wellness, healing and critical dialogue to address the impacts of racial discrimination through restorative activities. These activities are designed to support the intersectional racialized identities of students, staff, librarians and faculty at the University of Toronto
- Student Life – Culture and Faith
- Student Life – Health and Wellness
- Employee and Family Assistance Program
- Employee Wellness Hub
- A pilot initiative to realize a dedicated space of individual reflection and meditation was formed in the West Foyer, and available to all members of the Daniels community at all times.

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

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

Student Life Career Centre offers employment listings, including work-study postings, volunteer listings, career development workshops and seminars. One-on-one career advising appointments are also available with a career educator or peer advisor.

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

6. Teaching and Research Assistant Opportunities:

Teaching Assistantships are offered in courses across all academic programs within the Daniels Faculty. At the University of Toronto, Teaching Assistants are represented by the Canadian Union of Public Employees (CUPE), Local 3902, Unit 1. In accordance with the CUPE 3902, Unit 1 Collective Bargaining Agreement, currently enrolled graduate students receive priority consideration for open Teaching Assistant positions for which they are qualified.

In the 2024-2025 academic year, the Daniels Faculty offered a total of 280 Teaching Assistant positions, representing over 20,700 hours of academic employment for Daniels students. Opportunities are available in a variety of courses, including undergraduate-level Architectural Studies Studios and History & Theory courses, introductory Visual Studies courses, as well as select graduate-level courses in the MArch, MLA, and MUD programs. Teaching assistants are also provided with pedagogical training and skill development through the Teaching Assistants' Training Program.

Research Assistantships and research-based work-study opportunities are available to students through the University of Toronto's Career & Co-Curricular Learning Network (CLNx). Availability of research assistantships and work-study opportunities is based on supervisor funding availability and approval by the central Work Study Program. The online Career Learning Network (CLNx) is a community that brings together students and recent graduates of the University of Toronto with internal and external partners interested in their career success. Internal partners include faculty, staff, and student organizations at all three UofT campuses. External partners include employers, alumni, industry reps, parents, and other professionals.

7. List of Field Trips in Academic Year 2024 – 2025

Construction Site Visits

ARC2014 Architectural Design Studio 4: Comprehensive Building Project

- KING Toronto (Bjarke Ingels Group / DSAI)
    - 544 King Street West, Toronto
    - Construction site visit, guided by the local architect and client representative. Objective for the students was to see a real construction site and get an understanding of the construction of a building, components, sequence, etc.

- West Don Blocks 3/4/7 (architects Alliance / Cobe Architects)
    - 367 Front Street, Toronto

- Guided tour given by the local architect with the objective to learn about construction as the building was fully erected with the façade system being installed.

- University of Toronto Academic Wood Tower (Patkau / MJMA Architects)
  - 100 Devonshire Place, Toronto
  - Visit was led by the contractor Pomerleau and a team from Wood Works ON Canadian Wood Council. The objective was for the students to see the construction of a large-scale mass timber building. The tour was part of a larger educational initiative from the Wood Council of Canada to give tours to professionals and students to learn about the specifics of mass timber buildings.

Site Visits

ARC1012 Architectural Design Studio 2:

All students visited the Crawford Lake Conservation Area, where Brenna Bartley and Leeanne Doxtator, the Education Manager and Indigenous Education Coordinator, led a talk and walking tour of the Longhouses, Visitor Centre, Medicine and Food Gardens, and lake trails.

Integrated Urbanism Studio ARC2013Y / LAN2013Y / URD1011Y

All sections visited the decommissioned Downsview Airport and its surrounding areas to gain a deeper understanding of the site's broad historical and local context, as well as its current planning framework. The visit also offered students a firsthand experience of the site's remarkable scale, its surrounding urban fabric, and the magnitude of the intervention they were expected to address.

ARC2047 Building Science 3

- 255 McCaul Exam Centre Rooftop PV Solar Array
  This site tour allowed students to see in person a 67 kW PV array. This tour allowed them to better understand the size, spacing, maintenance and installation requirements needed for rooftop PV installations that generate renewable energy.

- King's College Circle Geothermal Exchange System (The Landmark Project)
  This site tour allowed students to see in person the infrastructure and systems of a working geothermal exchange system. This system is the largest Canadian geothermal exchange system in a campus setting. It is part of a larger shared heating and cooling system that supports multiple campus buildings with a design capacity of 1,000 tons of heat extraction. As including a geothermal exchange is one of the most progressive ways to reduce energy use in buildings it was valuable for students to see the size and facilities required for its implementation.

ARC2014 Architectural Design Studio 4: Comprehensive Building Project

West Neighborhood House HQ, 248 Ossington Ave, Toronto

- This site tour allowed the students to visit the Studio course site, which is currently the headquarters of West Neighborhood House, a non-profit organization providing community services to the local neighborhood.
- Students participated in a guided tour of the existing facilities, including community rooms, a gymnasium, a garden, offices, and more. This allowed them to gain first-hand understanding of the organizations' needs, the key components of the program, their spatial relationships /adjacencies, and how the facilities currently operate. The experience added a real-life dimension and nuance to what is typically a written architectural program brief. In this case, it directly informed the Studio design project, which required students to

integrate a new community facility for West Neighborhood House of similar size and function into their design proposals.

- The Executive Director of West Neighborhood House provided students with an overview of the non-profit organization, including its mission, the range of programs it offers, and the diverse community members who use the facilities and participate in its classes and services. It was a unique chance for the students to meet their 'client' for the semester ask question and establish a relationship with the organization we teamed with for the semester.

8. List of Guest Lecturers and Visiting Critics 2024 – 2025:

The following list provides the list of invited lecturers and guest critics from the 2024-2025 academic year. Previous years' guests are similar in number and diversity of practice or academic institutions.

Name	Practice	Role	Course
Eiri Ota	UUfie	Guest Lecturer	ARC3015: Option Studio
Johanna Hurme	5468796 Architecture	Guest Lecturer	ARC3015: Option Studio
Nahyun Hwang	NHDM	Guest Lecturer	ARC3015: Option Studio
Florian Idenburg	SO-IL	Guest Lecturer	ARC3015: Option Studio
Jing Liu	SO-IL	Guest Lecturer	ARC3015: Option Studio
Shane Laptiste	SOCA	Guest Lecturer	ARC3015: Option Studio
Christine Ho Ping Kong	Studio Junction	Guest Lecturer	ARC3718 Selected Topics in Architecture
Peter Tan	Studio Junction	Guest Lecturer	ARC3718 Selected Topics in Architecture
Rafico Ruiz	CCA	Guest Lecturer	ARC3311 Land Practices/Prácticas de la tierra
Kelly Doran	MASS Design Group	Guest Lecturer	ARC3402 Selected Topics in Architecture and Technology
Alex Bozikovic	The Globe and Mail	Visiting Critic	ARC1011 Architectural Design Studio 1, ARC2013 Architectural Design Studio 3, ARC3015: Option Studio
Andrew Witt	Certain Measurers	Visiting Critic	ARC3015: Option Studio
Ayesha Ghosh	Studio Ghosh	Visiting Critic	ARC1011 Architectural Design Studio 1
Coryn Kempster	Coryn Kempster and Julia Jamrozik	Visiting Critic	ARC3015: Option Studio
Daniella Leon	SvN Architects + Planners	Visiting Critic	ARC3015: Option Studio
David Eugin Moon	NHDM Architects	Visiting Critic	ARC3015: Option Studio

Name	Practice	Role	Course
Dean Goodman	LGA Architectural Partners	Visiting Critic	ARC3015: Option Studio
Dennis Pieprz	Sasaki	Visiting Critic	ARC2013 Architectural Design Studio 3
Elisa Silva	Enlace arquitectura	Visiting Critic	ARC2013 Architectural Design Studio 3
Farida Abu-Bakare	WXY architecture + urban design	Visiting Critic	ARC3015: Option Studio
Gary Switzer	MOD Developments	Visiting Critic	ARC2013 Architectural Design Studio 3
Hana Abdel	ArchDaily/Architonic	Visiting Critic	ARC3015: Option Studio
Ila Berman	University of Virginia School of Architecture	Visiting Critic	ARC2013 Architectural Design Studio 3
Ishtiaq Rafiuddin	Undecorated	Visiting Critic	ARC3015: Option Studio
Jacqueline Daniel	Two Row Architect	Visiting Critic	ARC3015: Option Studio
Javier Ors Ausin	World Monuments Fund	Visiting Critic	ARC3015: Option Studio
Jeffrey Ranson	Northcrest Developments	Visiting Critic	ARC2013 Architectural Design Studio 3
Joe Lobko	Joe Lobko Architect Inc.	Visiting Critic	ARC2013 Architectural Design Studio 3
Ken Greenberg	Greenberg Consultants	Visiting Critic	ARC2013 Architectural Design Studio 3
Lina Al-Dajani	SvN Architects + Planners	Visiting Critic	ARC2013 Architectural Design Studio 3
Lisa Tziona Switkin	James Corner Field Operations	Visiting Critic	ARC2013 Architectural Design Studio 3
Lola Sheppard	Lateral Office	Visiting Critic	ARC1012 Architectural Design Studio 2, ARC3015: Option Studio
Mona El-Khafif	University of Virginia School of Architecture	Visiting Critic	ARC3015 Option Studio
Nicolas Koff	Office Ou	Visiting Critic	ARC3015 Option Studio
Nina-Marie Lister	Toronto Metropolitan University	Visiting Critic	ARC2013 Architectural Design Studio 3
Pat Hanson	gh3	Visiting Critic	ARC2014 Architectural Design Studio 4, ARC3015 Option Studio
Paul Kulig	Perkins&Will	Visiting Critic	ARC2013 Architectural Design Studio 3
Ruba Kana'an	University of Toronto	Visiting Critic	ARC3015 Option Studio
Sasa Radulovic	5468796 Architecture	Visiting Critic	ARC3015 Option Studio

Name	Practice	Role	Course
Stephen Battle	World Monuments Fund	Visiting Critic	ARC3015 Option Studio
Stephen Gray	Harvard Graduate School of Design	Visiting Critic	ARC2013 Architectural Design Studio 3
Thomas Kelley	Norman Kelley	Visiting Critic	ARC1011 Architectural Design Studio 1
Victor Perez-Amado	Toronto Metropolitan University	Visiting Critic	ARC2013 Architectural Design Studio 3
Zahra Ebrahim	Monumental	Visiting Critic	ARC2013 Architectural Design Studio 3
Zalifkhar Hijri		Visiting Critic	ARC3015 Option Studio
Vivian Lo		Visiting Critic	ARC3021 Thesis Studio
Harry Wei	WAO	Visiting Critic	ARC1012 Architectural Design Studio 2
Shoshanna Saxe	University of Toronto	Visiting Critic	ARC2014 Architectural Design Studio 4
Jennifer Kudlats	StudioAC	Visiting Critic	ARC2014 Architectural Design Studio 4
Claire Martin	OCULUS: Landscape	Visiting Critic	ARC3021 Thesis Studio
Danny Bartman	LGA Architectural Partners	Visiting Critic	ARC2014 Architectural Design Studio 4
Rona Abramovitch	University of Toronto	Visiting Critic	ARC2014 Architectural Design Studio 4
Celeste Alvaro	Toronto Metropolitan University	Visiting Critic	ARC3021 Thesis Studio
Diana Anderson	Dochitect	Visiting Critic	ARC3021 Thesis Studio
Jaffer Kolb	New Affiliates	Visiting Critic	ARC3021 Thesis Studio
Brittany Utting	HOME-OFFICE	Visiting Critic	ARC3021 Thesis Studio
Ivonne Santoyo Orozco	Bard College	Visiting Critic	ARC3021 Thesis Studio
Jess Misak	People Design Co-op	Visiting Critic	ARC3021 Thesis Studio
Xavier DeKestelier	Hassell	Visiting Critic	ARC3021 Thesis Studio
Ijlal Muzzafar	Rhode Island School of Design	Visiting Critic	ARC3021 Thesis Studio
Wyatt Armstrong	Architecture Workshop	Visiting Critic	ARC3021 Thesis Studio
Andrew Hill	StudioAC	Visiting Critic	ARC2014 Architectural Design Studio 4

Name	Practice	Role	Course
Lisa Landrum	Toronto Metropolitan University	Visiting Critic	ARC1012 Architectural Design Studio 2
William Woodworth	University of Waterloo	Visiting Critic	ARC1012 Architectural Design Studio 2
Hubert Pelletier	Pelletier de Fontenay	Visiting Critic	ARC1012 Architectural Design Studio 2
Ted Baab	BAAB	Visiting Critic	ARC1012 Architectural Design Studio 2
Nader Tehrani	NADAAA	Visiting Critic	ARC1012 Architectural Design Studio 2
Graeme Stewart	ERA Architects	Visiting Critic	ARC3021 Thesis Studio
Andrew Batay-Csorba	Batay-Csorba Architects	Visiting Critic	ARC2014 Architectural Design Studio 4
Bob Miklos	designLAB	Visiting Critic	ARC3021 Thesis Studio
Dan Adams	Landing Studio	Visiting Critic	ARC3021 Thesis Studio
Alan Plattus	Yale School of Architecture	Visiting Critic	ARC3021 Thesis Studio
Diana Roldan	ERA Architects	Visiting Critic	ARC3021 Thesis Studio
Ya'el Santopinto	ERA Architects	Visiting Critic	ARC3021 Thesis Studio
Janna Levitt	LGA Architectural Partners	Visiting Critic	ARC3021 Thesis Studio
Zack Glennon	KPMB Architects	Visiting Critic	ARC2014 Architectural Design Studio 4
Stephen Teeple	Teeple Architects	Visiting Critic	ARC2014 Architectural Design Studio 4
Carol Philips	Moriyama Teshima Architects	Visiting Critic	ARC2014 Architectural Design Studio 4
John Lee	Infrastructure Institute	Visiting Critic	ARC2014 Architectural Design Studio 4
Jennifer Esposito	Place of Work	Visiting Critic	ARC2014 Architectural Design Studio 4
Peter Clewes	architectsAlliance	Visiting Critic	ARC2014 Architectural Design Studio 4
Bruce Kuwabara	KPMB Architects	Visiting Critic	ARC2014 Architectural Design Studio 4
Megan Torza	DTAH	Visiting Critic	ARC2014 Architectural Design Studio 4
Nima Javidi	JA Architecture Studio	Visiting Critic	ARC1012 Architectural Design Studio 2, ARC2014 Architectural Design Studio 4
Meg Graham	Superkul	Visiting Critic	ARC2014 Architectural Design Studio 4

Name	Practice	Role	Course
Andre D'Elia	Superkul	Visiting Critic	ARC2014 Architectural Design Studio 4
Gregory Neudorf	Saucier + Perrotte	Visiting Critic	ARC2014 Architectural Design Studio 4
Sebastian Greenall	Cadillac Fairview	Visiting Critic	ARC2014 Architectural Design Studio 4
Maureen Fair	West Neighbourhood House	Visiting Critic	ARC2014 Architectural Design Studio 4
Kevin Martin	LGA Architectural Partners	Visiting Critic	ARC2014 Architectural Design Studio 4
Ivee Wang	LGA Architectural Partners	Visiting Critic	ARC2014 Architectural Design Studio 4
Isaiah John	TAS_Impact	Visiting Critic	ARC2014 Architectural Design Studio 4
Emily Paradis		Visiting Critic	ARC2014 Architectural Design Studio 4
Jill Black		Visiting Critic	ARC2014 Architectural Design Studio 4
Donald Chong	HDR	Visiting Critic	ARC2014 Architectural Design Studio 4
Prasad Rao		Visiting Critic	ARC2014 Architectural Design Studio 4
Wendy Shaw		Visiting Critic	ARC2014 Architectural Design Studio 4
Zayna Khayat		Visiting Critic	ARC2014 Architectural Design Studio 4
Sean Meagher	The Change Lab	Visiting Critic	ARC2014 Architectural Design Studio 4
Sandra Cruickshanks		Visiting Critic	ARC2014 Architectural Design Studio 4
Rachel Spence		Visiting Critic	ARC2014 Architectural Design Studio 4
Andrew Heal		Visiting Critic	ARC2014 Architectural Design Studio 4
Angela Koh		Visiting Critic	ARC2014 Architectural Design Studio 4
Lorraine Hewitt		Visiting Critic	ARC2014 Architectural Design Studio 4
Nico Cassidy	Cass + Nico Studio	Visiting Critic	ARC2014 Architectural Design Studio 4
Chander Chaddah	Roncesvalles Village	Visiting Critic	ARC2014 Architectural Design Studio 4
Caspar Sinnige		Visiting Critic	ARC2014 Architectural Design Studio 4
Andre Lewis	NK Architects	Visiting Critic	ARC2014 Architectural Design Studio 4

Name	Practice	Role	Course
Emre Yurga		Visiting Critic	ARC3021 Thesis Studio
Michele Cohen	B+H Architects	Visiting Critic	ARC3021 Thesis Studio
Robin Snell	Parkin Architects	Visiting Critic	ARC3021 Thesis Studio
Drew Adams	LGA Architectural Partners	Visiting Critic	ARC3021 Thesis Studio
Terri Peters	Toronto Metropolitan University	Visiting Critic	ARC3021 Thesis Studio
Peggy Chi		Visiting Critic	ARC3021 Thesis Studio
Rotem Yaniv	Murphy Partners Seniors Housing Architects	Visiting Critic	ARC3021 Thesis Studio
Nick Puckett		Visiting Critic	ARC3021 Thesis Studio
Amanda Bly		Visiting Critic	ARC3021 Thesis Studio

9. List of Events and Programming 2018 – 2025

2018

Event Title	Type
Preparing for Success: Graduate Student Edition	Current Students
Toronto's Waterfront: The New City (Walking Tour of Toronto's Waterfront Neighbourhoods)	Current Students
Daniels Resource Fair	Current Students
Downtown Toronto: Radical Incrementalism (Walking Tour of Toronto's Tower Archipelago)	Current Students
Plan, Section, and Elevation for Time Management: The Architecture of Getting Stuff Done	Current Students
AALD Rhino Workshop	Current Students
Writing Instructor Drop-In Fridays	Current Students
Listening, Looking, and Remembering: Active vs. Passive Note Taking & Reading Strategies	Current Students
Deconstructing Your Syllabi and Planning for Success	Current Students
International Transition Advisor Drop-In Wednesdays	Current Students
Learning Strategist Drop-In Mondays	Current Students
Networking Event	Current Students
Accidental Parkland: CONTACT 2018	Current Students
Portfolio & Career Tips with Norm Li	Current Students
"How do I get a job?" with Vanessa Fong, Pat Hanson and Gunta Mackars	Current Students
Program and Studio Information Session for Year 3 & 4 Students	Current Students

Academic Integrity Workshop	Current Students
Daniels Internship Search Session	Current Students
Fresh Start: Academic Skills for a New Term	Current Students
Master of Landscape Architecture Student-Professionals Networking Event	Current Students
Info session: End of Year Show curatorial team	Current Students
"Indigenous Knowledge" with Patrick Luugigyoo Stewart	Current Students
Program Information Session for Year 1 & 2 students	Current Students
Info Session For Graduating Students: What You Need To Know	Current Students
SPECIMENS & FRAGMENTS Exhibition Opening Reception	Exhibition
Toronto's Under City: A Conversation with Robert Burley	Exhibition
2018 Master of Visual Studies, Studio Program Graduating Exhibition	Exhibition
"and I am the curator of this show"	Exhibition
2018 University of Toronto Shelley Peterson Student Art Exhibition	Exhibition
Eyeball — Undergraduate Visual Studies Exhibition & Party	Exhibition
Hereafter: 2018 Visual Studies Thesis Exhibition	Exhibition
Work(space) in Progress	Exhibition
Forests of Temagami: An Atlas of Old and New Growth	Exhibition
Fall Campus Day	Future Students
US Fall Preview Day for Future Undergraduate Students	Future Students
Visual Studies at Daniels — You're invited to attend these upcoming Exhibitions!	Future Students
Midday Lecture + One Spadina Tour for Applicants	Future Students
"Toward a History of Supermodernism" with Hans Ibelings	Future Students
Daniels Information Session + One Spadina Tour	Future Students
Daniels Information Session + One Spadina Tour	Future Students
Interested in Visual Studies? Visit Our Current Undergraduate Students' Thesis Exhibition!	Future Students
Atlantic Canada | Revealing Narratives Through Contemporary Design with Matthew Brown	Lecture
Loud Lines with Kelly Bair of BairBalliet	Lecture
NIP on Track with NIPpaysage	Lecture
Architect as Advocate: Living Among Pests with Joyce Hwang	Lecture
Materiality, light and colour with Eiri Ota	Lecture
Wild, Connected, Diverse: Toronto Biodiversity Panel	Lecture
Borden Park Projects with Pat Hanson	Lecture
1X 10X 100X with Tei Carpenter	Lecture
PUBLIC CITY in practice with Liz Wreford and Peter Sampson	Lecture
RECENT WORK with Manon Asselin and Katsuhiro Yamazaki	Lecture
"Perception in the Built Environment" with Alstan Jakubiec	Lecture
"The building is green, so do I have to be?" with Erin Hamilton	Lecture
"Project Suburb: Politics, Policy, and Built Form at the City's Edge" with Michael Piper	Lecture

"Future/Past: Heritage Conservation in the 21st Century" in conversation with ERA Architects	Lecture
“Urban Design and Urbanism: Theoretical and Empirical Discourses” with Luna Khirfan	Lecture
Pritzker Architecture Prize Laureate Lecture: “Paths Uncharted” with Balkrishna Doshi	Lecture
“City of God” by Fernando Meirelles (2002)	Lecture
"Projecting Tradition: on Recent Practices in Contemporary Scandinavian Architecture" with Johannes Goa Ludvigsen	Lecture
“The Lives of Others” by Florian Henckel von Donnersmarck (2006)	Lecture
“The Pruitt-Igoe Myth” by Chad Freidrichs (2012)	Lecture
“In the Mood for Love” by Wan Kar Wai (2000)	Lecture
George Baird on "Meaning in Architecture"	Lecture
“La Haine” by Mathieu Kassovitz (1995)	Lecture
Daniels Faculty Reviews Winter 2018 (April 9-27)	Lecture
Black Mirror: S01E02 "Five Million Merits" (2011); S03E04 "San Junipero" (2016)	Lecture
"Too hot for comfort: indoor overheating and occupant wellbeing” with W. Victoria Lee	Lecture
"Lasting performance: Designing and modeling resource-effective buildings and cities" with Carlos Cerezo Davila	Lecture
"Landscapes of Logistics" with Jesse LeCavalier	Lecture
"Connecting Research and Practice: Three Projects" with Susanne Schindler	Lecture
"WORLDMAKING: The architect as a civic visionary" with Marshall Brown	Lecture
The life and times of Buffalo Boy with Adrian Stimson	MVS Proseminar
Vivian's Garden with Stefan Benchoam	MVS Proseminar
Abstract Floods with Evan Calder Williams	MVS Proseminar
Can I get a Witness with Julian Cox	MVS Proseminar
Sick Theories Artist Panel	MVS Proseminar
Regardless with Frances Loeffler	MVS Proseminar
Facing the Monumental: Rebecca Belmore and Wanda Nanibush in conversation	MVS Proseminar
Denise Ferreira da Silva	MVS Proseminar
Afterall Journal Launch Issue 44 "Ethno-Aesthetics and Institutions"	MVS Proseminar
"Weaponized Architecture & The Funambulist" with Léopold Lambert	MVS Proseminar
Explore the Daniels Building at Doors Open Toronto presented by Great Gulf	Open House
Wood at Work 2018	Symposium
Smartgeometry 2018: Machine Minds	Symposium
Post Occupancy Evaluation (POE) Symposium / Workshop	Symposium
Film + talk: Islands and Villages	Talk
Sylvia Lavin, Princeton and Mark Kingwell, Toronto	Talk
Marc Simmons, New York and Shane Williamson, Toronto	Talk
Alison Brooks, London and Brigitte Shim, Toronto	Talk
George Baird Lecture: Leslie Woo, Toronto	Talk

AutoCAD workshop	Workshop
C40 public panel on climate change and cities	

2019

Event Title	Type
Fireside Chat: George Baird and Larry Wayne Richards	Book Launch
How to Break the Ice, to Converse and Connect with Professionals	Current Students
CGS-M Workshop	Current Students
Learning Abroad Fair	Current Students
Student-Professionals Networking Event	Current Students
Architectural Studies Programs of Study Information Session	Current Students
Travel Awards Information Session	Current Students
Sound and Surface: Select acoustic experiments by Brady Peters	Exhibition
A QUITE INDIVIDUAL COURSE: Jerome Markson, Architect	Exhibition
NEW CIRCADIA (Adventures in Mental Spelunking)	Exhibition
Admitted Undergraduate Student Reception	Exhibition
Working Spaces | Civic Settings: Jože Plečnik in Ljubljana	Exhibition
Making for Placemaking	Exhibition
Vis-à-vis: 2019 Visual Studies Thesis Exhibition	Exhibition
2019 University of Toronto MVS Studio Program Graduating Exhibition	Exhibition
Master of Forest Conservation (MFC) Information Session	Future Students
Ontario Universities' Fair	Future Students
Daniels at Graduate Program Events	Future Students
March Break Tours	Future Students
EXISTENTIAL ARCHITECTURE EDUCATION	Lecture
Tuesday Midday Talk: Forestry and Design Series - Dr. Sandy Smith, “Urban Forests”	Lecture
Midday Talk: Forestry and Design Series - Craig Applegath & Robert Wright, "Mass Timber Buildings”	Lecture
Midday Talk: Forestry and Design Series - Dr. Danijela Puric-Mladenovic, "The Southern Ontario Forest"	Lecture
Midday Talk: Forestry and Design Series - Jane Hutton, “Wood Urbanism" and Book Launch	Lecture
Midday Talk: Forestry and Design Series - Dr. Sean Thomas, "Forestry, Architecture, and Sustainability"	Lecture
Midday Talk: Forestry and Design Series - Dan Handel, "Forest Primers"	Lecture
Guest Lecturer - Design Series: Lauren Vasey	Lecture
Guest Lecturer - Design Series: Mauricio Quirós Pacheco	Lecture
Guest Lecturer - Design Series: Immanuel Koh	Lecture
Guest Lecturer - Design Series: Troy Schaum	Lecture
Guest Lecturer - Design Series: Wei-Han Vivian Lee	Lecture
Guest Lecturer - Design Series: Julia Jamrozik	Lecture
Guest Lecturer - Design Series: Tomás Méndez Echenagucia	Lecture

Guest Lecturer - Design Series: Maria Yablonina	Lecture
Guest Lecturer - Design Series: Adrian Phiffer	Lecture
Guest Lecturer - Design Series: Nikole Bouchard	Lecture
Midday Talk: Jason Long	Lecture
The Opening: Revital Cohen & Tuur Van Balen	Lecture
Guest Lecturer - History Series: Elisa Dainese	Lecture
Guest Lecturer - History Series: Jason Nguyen	Lecture
Guest Lecturer - History Series: Ijlal Muzaffar	Lecture
Guest Lecturer - History Series: Peter Sealy	Lecture
Guest Lecturer - History Series: Robin Schuldenfrei	Lecture
Guest Lecturer - History Series: Christina E. Crawford	Lecture
Midday Talk: UNStudio - Gerard Loozekoot & Harlen Miller	Lecture
Midday Talk: Jia Yi Gu	Lecture
Midday Talk: Mitchell Akiyama	Lecture
Midday Talk: Jeannette Kuo	Lecture
Midday Talk: Adrian Phiffer	Lecture
Midday Talk: Justine Holzman	Lecture
Midday Talk: Coryn Kempster & Julia Jamrozik	Lecture
Midday Talk: Michael Young	Lecture
Midday Talk: Terri Chiao	Lecture
The Big BIM Theory – Why digitization will save architecture and the planet	Médiathèque / Room 200
Jonas Staal: Propaganda Art in the 21st Century	MVS Proseminar
Slavs and Tatars lecture performance series	MVS Proseminar
Marguerite Humeau	MVS Proseminar
The Drowned World	MVS Proseminar
Afterall Journal Issue 47 Launch	MVS Proseminar
A Year Without a Winter: Curating Environmental Imaginaries	MVS Proseminar
Christine Sun Kim, Artist	New Circadia
Dronesphere Colloquium	Symposium
Jeffrey Cook Memorial Lecture: Billie Faircloth, KieranTimberlake	Talk
Thomas Woltz, Nelson Byrd Woltz Landscape Architects	Talk
Edouard François, Maison Edouard François	Talk
Anna Puigjaner, MAIO	Talk
Barry Sampson, Baird Sampson Neuert Architects, George Baird Lecture	Talk
Panel: Architectures of Risk	Talk
Aljoša Dekleva and Tina Gregorič, Dekleva Gregorič Architects	Talk
Forest Culture	Talk
6Place Toronto Talk - "Memorial Design and Empathic Engagement"	Talk
6Place Toronto Talk - "A Walk Amongst the Workplaces"	Talk
6Place Toronto Workshop - "Creek/Fort/Burial"	Workshop

Networking & Personal Branding Workshop	Workshop

2020

Event Title	Type
P4E Further Education Fair	Current Students
Art & Design Graduate School Fair at OCAD	Current Students
What is the CCA and what can you do with it?	Current Students
Undergraduate Summer Information Session	Current Students
Travel Awards Information Session	Current Students
Ontario Graduate Scholarships Information Session	Current Students
2020 University of Toronto MVS Studio Program Graduating Exhibition	Exhibition
Canada by Treaty: Negotiating Histories	Exhibition
A QUITE INDIVIDUAL COURSE: Jerome Markson, Architect Opening Reception & Book Launch	Exhibition
Information Session for U of T's Master of Landscape Architecture Program (for OCAD students only)	Future Students
Information Session for U of T's Master of Landscape Architecture Program (for UW students only)	Future Students
Fall Campus Week	Future Students
Alumni Panel: Where Will Your U of T Degree Take You?	Future Students
2020 Undergraduate Welcome Event and Academic Orientation	Future Students
Nature-inspired approaches for integrative urban planning and design	Lecture
Daniels Faculty end-of-term reviews	Lecture
Chris Lee (Pratt Institute) - MVS Proseminar	Lecture
Sheila Boudreau (Spruce Lab)	Lecture
Elisa Silva (Enlace Arquitectura)	Lecture
Aisling O'Carroll (The Bartlett)	Lecture
Arthur Adeya (Kounkuey Design Initiative)	Lecture
Kelly Doran (MASS Design Group) - Jeffrey Cook Memorial Lecture	Lecture
Jason Nguyen (Daniels Faculty)	Lecture
Luis Callejas (LCLA Office)	Lecture
Sergio Lopez-Pineiro (Harvard University)	Lecture
Gilles Saucier (Saucier + Perrotte)	Lecture
Teresa Galí-Izard (ETH) - Michael Hough/Ontario Association of Landscape Architects Visiting Critic	Lecture
Jia Gu (Spinagu / M&A)	Lecture
"Thinking with Landscapes" Elise Hunchuck	Lecture
"LANDSCAPE LANDSCAPE URBANISM the garden of the XXI century" Teresa Gali-Izard: Michael Hough/Ontario Association of Landscape Architects Visiting Critic	Lecture
"Surfacing Work" Jia Gu	Lecture
"Paysage(s)" Gilles Saucier	Lecture
"A Glossary of Urban Voids" Sergio Lopez-Pineiro	Lecture

"Island, desert, mountain, forest" Luis Callejas	Lecture
"Butterbones…stepping into the soft" with Angela Schubot	Lecture
"Globes, Stock Markets, and Speculative Capitalism" Jason Nguyen	Lecture
"Shaping my Thoughts, One Sketchbook at a Time" Arthur Adeya	Lecture
TSA Technical Series: Embodied Carbon in Building Materials	Lecture
Clarence Lacy	Lecture
Maya Mahgoub Desai	Lecture
Francisco Fernando Granados	Lecture
Dr. Rhoda deJonge	Lecture
Jeffrey Cook Memorial Lecture: Kelly Doran "Towards Half: Designing for a Climate Positive Future"	Lecture
"Reconstructing Reconstructions" Aisling O'Carroll	Lecture
"Ordinary Acknowledgement" Elisa Silva	Lecture
"A Living Practice: Landscape Architecture Adaptations" Sheila Boudreau	Lecture
Icons and Iconoclasts: Guest Lecture with Eric Höweler	lecture
Immutable: (re)Designing Graphic Design Historiography with Chris Lee	Lecture
Lecture: Mark Kingwell, "Wish I Were Here: Boredom and the Interface"	Lecture
MILLIØNS founder Zeina Koreitem, "A Loose Collection of Objects, Images, and Texts"	Lecture
Public Work founder Marc Ryan, "Forever in Progress"	Lecture
Batay-Csorba Architects founder Andrew Batay-Csorba, "Architectural Obsessions and Preoccupations"	Lecture
Lecture: Franny Nudelman, "Activist Encampments and the Fight for Public Sleep"	Lecture
Beau Rhee, "Performance as Landscape (New Circadian Time, Gesture, Sound)"	Lecture
Kin & Company co-founder Joseph Vidich, "Surface Transformer"	Lecture
Midday Talk: Fred Scharmen, "Space Settlements"	Lecture
Midday Talk: Fadi Masoud, "¡Climate Climacteric!"	Lecture
Éden Éden Éden: 50th Anniversary Reading	MVS Proseminar
Elizabeth Povinelli	MVS Proseminar
Rui Amaral	MVS Proseminar
Yusuke Obuchi, "Arms Race"	MVS Proseminar
Daniels Faculty Family Pajama Party feat. Fay & Fluffy	New Circadia
Dream Parliament: An Exercise in the Democracy of Sleep	New Circadia
Daniels Faculty Summer Camp Virtual Open House	Open House
Takes Action - Session I	Talk
Strange Primitivism and Other Things	Talk
The Great Indoors: Environmental Quality, Health and Wellbeing in a Quarantining Society	Talk
Takes Action - Session II	Talk
Distancing Density	Talk

Future Forests: Renaturalizing Urban and Peri Urban Landscapes for People, Biodiversity and Resilience	Talk
The Architect and the Public: On George Baird's Contribution to Architecture	Talk
Takes Action - Session III	Talk
For Her Record: Notes on the Work of Blanche Lemco van Ginkel	Talk
Architecture in Dialogue: 14th cycle of the Aga Khan Award for Architecture	Talk
The School of Cities and the Daniels Faculty present The 99% Invisible City	Talk
Architecture in Dialogue: 14th cycle of the Aga Khan Award for Architecture Symposium	Talk
Takes Action – Session III	Talk
Takes Action – Session II	Talk
Takes Action – Session I	Talk
Mindful Moments for the Daniels Community	Workshop
PROFIT and LOSS Symposium	
Monuments Rise / Monuments Fall: Irene Cheng and Richard Sommer	

2021

Event Title	Type
Listening Out of Place: From Echotectonics to Acoustic Space	Book Talk
Book Talk: Landscape Citizenships	Book Talk
Terra-Sorta-Firma: Reclaiming the Littoral Gradient	Book Talk
Barry Sampson: Teaching + Practice Book Talk	Book Talk
The Emerging Public Realm of the Greater Bay Area: Approaches to Public Space in a Chinese Megaregion: Book Launch and Author Panel	Community Event
Bruce Mau: On Film with a Q&A moderated by Dean Du	Community Event
Treaties Recognition Week: Closing Ceremony	Current Students
Treaties Recognition Week: Opening Ceremony	Current Students
Treaties Recognition Week: Film Screening of "Trick or Treaty?" by Alanis Obomsawin	Discussion
Treaties Recognition Week: Canada By Treaty Exhibition	Discussion
Treaties Recognition Week: First Story Toronto - Virtual Story Walk of U of T	Discussion
Robots as Companions with Sougwen Chung and Madeline Gannon	Discussion
How...? Ten Questions on the Future of Education and Engagement	Discussion
How...? Ten Questions on the Future of Advocacy and Change	Exhibition
How...? Ten Questions on the Future of Advocacy and Change	Exhibition
MVS Studio Program Graduating Exhibition	Exhibition
Fall Campus Week	Future Students
Master of Forest Conservation (MFC) Information Session	Future Students
Revisiting the Commons with Kofi Boone	Lecture
Shared Space, Shared Vision, Shared Power: Advancing Racial Justice in American Cities with Stephen Gray	Lecture
Sky Analytics | Live Demonstration	Lecture
"Indigenuity " Alfred Waugh	Lecture

What's Next | Jia Lu	Lecture
“Design through an Indigenous Lens: Decolonizing our Approach to Architecture” Matthew Hickey	Lecture
"Black Landscapes Matter" Walter Hood: The 2021 Michael Hough/Ontario Association of Landscape Architects Visiting Critic	Lecture
cheyanne turions	Lecture
Kapwani Kiwanga – Exit Entries	Lecture
"The Building Site, Redux" Timothy Hyde	Lecture
"Forest Management Planning, Data and Analysis Challenges in the Great Lakes-St Lawrence Forest of Ontario" Rob Keron	Lecture
"Shifting Ground" Marina Tabassum	Lecture
Safoura Zahedi and Sarah Rafson: Panel Discussion	Lecture
"Rare Plant Communities in Ontario" Wasyl Bakowsky	Lecture
Drew Adams	Lecture
"Methodic Optimism" Filipe Magalhaes, Ana Luisa Soares, and Ahmed Belkhodja (Fala Atelier)	Lecture
Julia Smachylo and Jackie Hamilton	Lecture
Master of Visual Studies Proseminar Series - Laurie Kang	MVS Proseminar
Master of Visual Studies Proseminar Series - Cassandra Cassandra	MVS Proseminar
"Remembering: We are safe and all is well in our world" Rui Mateus Amaral	MVS Proseminar
"Autotheory as Feminist Practice" Lauren Fournier & Pamila Matharu in Conversation	MVS Proseminar
"Nudibranch" Irenosen Okojie	MVS Proseminar
Mindful Moments for the Daniels Community	MVS Proseminar
"What Viruses Know About Politics?" Filipa Ramos	MVS Proseminar
Graphic Content: Drawing as Method	Symposium
Treaties Recognition Week: Artist Talk with Que Rock	Talk
“Natural Architecture — An Archaeology of the Future,” Lina Ghotmeh	Talk
Re-Imagining A Greener City	Talk
Unsettled Lands: Architecture, History, Pedagogy	Talk
Hearing Stories: Narrative Audio in Isolation	Talk
Constructing A Revisionist Architectural History of the Americas: An Architectural History Colloquium	Talk
Douglas Cardinal: Walk Through Architecture	Talk
Douglas Cardinal: Talks with Students	Talk
Book Launch - The Architecture of Point William. A Laboratory for Living	Talk
Douglas Cardinal: Conversation with Arthur Dyson	Talk
In Conversation with BAIDA, featuring Bridget Brown, Tura Cousins Wilson, Brent Hughes, Kathryn Lawrence, Salome Tonge, and Christopher Williams	Talk
Imagining the Future through Design	Talk
Douglas Cardinal: Life in Architecture	Talk
Mindful Moments presented by the Daniels Faculty - Winter 2022	Workshop
Treaties Recognition Week: Workshop with John Croutch "Reconciliation: Walking the Path of Indigenous Allyship"	Workshop

Treaties Recognition Week: 'Anishinaabe 101' (including Treaties) with Perry McLeod-Shabogesic	Workshop
Mindful Moments presented by the Daniels Faculty - Fall 2021	Workshop
Daniels Faculty Presents @ Science Rendezvous!	Workshop
"Architectural Adventures in Mass Media" Lara Lesmes and Fredrik Hellberg (Space Popular)	

2022

Event Title	Type
Serious Fun: The Landscapes of Claude Cormier	Book Talk
Forest for the Trees: The Tree Planters	Book Talk
Black Bodies, White Gold: Art, Cotton, and Commerce in the Atlantic World	Book Talk
Imaginative Design Ideas for Toronto's Ravines	Community Event
Bridging Scales and Disciplines: Ecological Approaches to City Building	Community Event
Doors Open Toronto: Canadian Landscape Architecture Talk	Community Event
Sustainable forest management in Ontario and the benefits of building with wood	Community Event
Revit Skills Workshop 2022	Current Students
Circular Thinking Workshop (with Que Rock)	Current Students
Afterall Vol. 53 Launch: Stan Douglas in conversation with Charles Stankievech	Discussion
Truth & Reconciliation: Indigenous Perspectives on the Role of Art and Architecture on University Campuses	Discussion
Little Jamaica	Discussion
In Conversation with Black Students in Design: Building Black Spaces	Discussion
Thinking Like a Mountain: Design Pedagogy for Climate Crisis	Discussion
Opening of Housing Multitudes: Reimagining the Landscapes of Suburbia	Exhibition
Clinic Into the Future	Exhibition
Fall Campus Day at U of T and Daniels	Future Students
Ontario Universities' Fair	Future Students
Admitted Undergraduate Student Reception	Future Students
Spring into U of T	Future Students
Magnificent Modular	Lecture
A Retrofitting Suburbia Agenda for Equity, Health and Resilience to Climate Change	Lecture
Expanding Agency: Women and the Global Dissemination of Modern Architecture, 1920-1970	Lecture
Ocean of Wetness: Where Design Begins	Lecture
Winners of 2022 Aga Khan Award for Architecture will deliver virtual guest lecture to Daniels Faculty students	Lecture
Gehry Chair Lecture: Marina Tabassum on Architecture of Transition	Lecture
U of T Alumni Reunion - Let's Talk About Forestry	Lecture
Urban Urgencies	Lecture
A Place for Life – an Archaeology of the Future	Lecture

Wigs and Women: Korean and Black Migrations and the American Street	Lecture
Tower Renewal and Overcoming Canada's Retrofit Crisis (George Baird Lecture)	Lecture
Master of Visual Studies Proseminar Series - Nato Thompson	MVS Proseminar
Master of Visual Studies Proseminar Series - Stephanie Dinkins	MVS Proseminar
Design for Resilient Communities International Symposium	Symposium
Breath: Concerning Air & Atmosphere	Symposium
Sea Machines	Symposium
Reimagining ChinaTOwn: Speculative Fiction Stories from Toronto's Chinatown(s) in 2050	Symposium
The Art of Being of Service to Art	Talk
Resilient Urban Forests Require All Hands on Deck: Lessons from Ecology, Community Science and Working Across Disciplines	Talk
Feminist Architectural Histories of Migration	Talk
Contemporary Indigenous Performance and Artist Discussion	Talk
Artist Talk with Oluseye Ogunlesi	Talk
Artist Talk with Alison Kobayashi	Talk
Sites Constructed: Alvar Aalto, Luis Barragán	Talk
Artist Talk with Erin Gee	Talk
After Concrete	Talk
"Past, Present, Future" Talk as part of the 2022 DesignTO Festival	Talk
Duality Teachings Workshop (with Que Rock)	Workshop
Seven Grandfather Teachings Workshop (with Que Rock)	Workshop
Explore the Daniels Building at Doors Open Toronto 2022	

2023

Event Title	Type
USING TREES AS THEY ARE	Exhibition
ᐊᖏᑦᖃᒧᑦ / Ruovttu Guvlui / Towards Home	Exhibition
Exhibition Opening—ᐊᖏᑦᖃᒧᑦ / Ruovttu Guvlui / Towards Home	Exhibition
Exhibition Opening—Le Corbusier: Models	Exhibition
Black Flourishing: Six Student Artworks	Exhibition
Resolutions for the Antarctic: International Stations & the Antarctic Data Space	Exhibition
Recent Work by Marina Tabassum Architects (MTA)	Exhibition
Detroit-Moscow-Detroit: An Event in Honour of Jean-Louis Cohen	Book Talk
Book Launch—Innate Terrain: Canadian Landscape Architecture	Book Talk
Community for Belonging Reading Group: Indigenous Voices	Discussion
Community for Belonging Reading Group	Discussion
Community for Belonging Reading Group: International Women's Month and Transgender Identities	Discussion
Community for Belonging Reading Group: Black Futures	Discussion
Revit Skills Workshop 2024	Future Students

Admitted Undergraduate Student Reception	Future Students
Master of Landscape Architecture Welcome Event	Future Students
Master of Architecture Welcome Event	Future Students
Tours of the Daniels Building for Prospective/Admitted Students	Future Students
Jonah Susskind – Landscape Strategies for a Fire-Prone Planet	Lecture
David Fortin – On Relationality in Housing and Design	Lecture
Media Art's Future, Present, and Past: Notes from the Field with Tina Rivers Ryan	Lecture
Charles Waldheim – Technical Lands: A Critical Primer	Lecture
George Baird Lecture: Evolving Influence	Lecture
David Gissen: The Architecture of Disability	Lecture
Nzinga B. Mboup: Architecture Rooted in Place	Lecture
Ruinophilia	Lecture
Alexis Kyle Mitchell: The Treasury of Human Inheritance	Lecture
Cinema, Friendship, and the Epistolary	Lecture
Civic Urbanism Without Borders	Lecture
Phyllis Lambert: Observation Is a Constant That Underlies All Approaches	Lecture
Michael Hough/OALA Visiting Critic in Landscape Architecture Lecture: What Would Cornelia Do?	Lecture
George Baird Lecture: Becoming Frank Gehry	Lecture
Brett Story's Two tables, two chairs, one tent: Cinema, Scale, and the Amazon Labor Union	Lecture
Understanding and Predicting the Changing Environment in the Coming Decades	Lecture
Designing Black Spaces with Community Accountability	Lecture
Lydia Ourahmane: Forum	Lecture
Housing Multitudes Roundtable and Lecture	Symposium
Graduate Open House	

2024

Event Title	Type of Activity
The Dominion of Flowers: North American Book Launch	Book Launch
The Legacy of Claude Cormier: Film Screening & Panel Discussion	Discussion
Lewerentz Divine Darkness: Film Screening	Discussion
Exhibitions as An Act of Repair with James McAnally	Exhibition
Gehry Chair Lecture: Urban Domesticity	Lecture
Future Ancestor	Lecture
Architecture of Health: The Annual Zeidler-Evans Lecture - Designing for Older Persons in a Transforming World	Lecture
Georae Baird Lecture - Housing_Medium Please!	Lecture
Where the Wild Things Are	Lecture
An Alternative Urbanism: The Culture of Self-organising Systems	Lecture
'One clover, and a bee'	Lecture

It is about time	Lecture
Placeknowing	Lecture
On World-Building: A Conceptual Framework of Life	Lecture
MVS Proseminar Artist Talk	MVS Proseminar
Common Mud and Flooded Pits - MVS Proseminar Artist Talk	MVS Proseminar
Graduate Open House	Open House
Symposium Keynote: Shaping Atmospheres	Symposium
Symposium: Shaping Atmospheres	Symposium
Keynote: Preservation? Modernist Heritage and Modern Toronto	Symposium
Symposium: Preservation? Modernist Heritage and Modern Toronto	Symposium
Radio-Activities: Architecture and Broadcasting	Talk
Hopeful Monsters, or How to Technology and Not Despair	Talk

2025

Event Title	Type of activity
Modernism's Magic Hat featuring Ijlal Muzaffar	Book Talk
The Dominion of Flowers: North American Book Launch	Book Talk
Orange Shirt Day: Daniels Faculty Event	Community Events
2025 Convocation Celebration & Award Reception	Current Students
Interactive Thresholds	Exhibition
End of Year Show 2024/2025	Exhibition
Howarth-Wright Exhibition	Exhibition
Scaling Infill: A Forum on the Design of Prototypical, Multi-Unit, Infill Housing.	Forum
2025 Admitted Undergraduate Student Reception	Future Students
Placeknowing featuring Theodore Jojola	Lecture
It is about time featuring Stefano Pujatti	Lecture
'One clover, and a bee' featuring Shirley Blumberg	Lecture
An Alternative Urbanism: The Culture of Self-organising Systems	Lecture
Gehry Chair	Lecture
OALA/Hough	Lecture
Aura Country Terror Refrain	Lecture
The Architecture of Health: Zeidler-Evans Lecture	Lecture
Catalogue Housing	Lecture
Alfredo Caraballo (A+M) Lecture	Lecture
Cook Lecture: The New Stone Age	Lecture & Exhibition
Artist Talk with Suneil Sanzgiri in partnership with Mercer Union	MVS Proseminar
Curatorial Talk with Jamillah James	MVS Proseminar
Common Mud and Flooded Pits with Cooking Sections	MVS Proseminar
Building Black Success through Design 2025 Showcase	

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:

- a description and tabulation of the academic and professional qualifications of faculty, as well as a description of the distribution of effort between teaching and the other responsibilities of each faculty member;
- a description of the distribution of effort between administration and other responsibilities for each position;
- a description and tabulation of the administrative and technical roles and qualifications of *Program* support staff, as well as a description of the distribution of effort where roles and responsibilities are split among multiple tasks or positions;
- the *Program's* policy regarding human resources development opportunities;
- a description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure;
- a description of faculty and staff development opportunities;
- evidence of how faculty activities encourage currency in the knowledge of changing demands of practice and licensure; and
- 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.

Program Response:

Faculty Workload

The University of Toronto's Workload Policy and Procedures for Faculty and Librarians provides a framework within which each academic unit determines appropriate workload distribution for its faculty. The Daniels Faculty Workload Policy specifies the typical teaching load based on type of faculty appointment.

The normal teaching load of full-time tenure stream/tenured faculty and non-tenure stream CLTA faculty ranges from 2.0 to 2.4 full course equivalents (FCEs), with an understanding that this FCE range is linked to an expectation of an assignment of 4 half courses, or a combination of half courses and PhD or MScF advisees, and not less than 2.0 FCE nor more than 2.4 FCE.

The normal teaching load of full-time continuing teaching stream faculty and teaching stream CLTA faculty ranges from 3.0 to 3.4 FCEs, with an understanding that this FCE range is linked to an expectation of an assignment of 6 half courses, and not less than 3.0 FCE and not more than 3.4 FCE.

The Dean of the Faculty assigns service commitments, such as committee work or other administrative responsibilities, to individual faculty members in a manner that ensures an equitable distribution of service workload and the optimal functioning of the Faculty.

Part-time faculty members appointed in either the tenure or teaching stream have both their teaching loads and service commitments pro-rated, based on their percentage of full-time equivalent.

Sessional Lecturers are represented by the Canadian Union of Public Employees, Local 3902, Unit 3 (CUPE3902). The terms of sessional contracts are defined by the CUPE3902 collective bargaining agreement and are typically limited to the organization and delivery of the course under contract. Similarly, non-union casual academic contracts stipulate the specific course being taught.

Appointed Faculty (with FTE)

Name	Academic Degree	Licensed Architect in Canada	Rank	Full-time Equivalent (%)
Armstrong, Anne		x	Assistant Professor, Teaching Stream	50
Assadi, Behnaz	MLA		Assistant Professor	100
Babasikas, Petros	M.Arch		Assistant Professor, Teaching Stream	100
Bierig, Aleksandr	PhD		Assistant Professor	100
Boigon, Brian	B.Arch		Associate Professor, Teaching Stream	100
Briker, Daniel	M.Arch	x	Assistant Professor, Teaching Stream	30
Chaouni, Aziza	M.Arch		Associate Professor	100
Chung, Daniel	PhD		Associate Professor	100
Cummings, Jon	B.Arch	x	Assistant Professor, Teaching Stream	50
Damiani, Roberto	PhD		Assistant Professor, Teaching Stream	75
Denegri, Maria	M.Arch		Assistant Professor, Teaching Stream	50
Dufaux, Samuel	MS		Assistant Professor, Teaching Stream	50
Fong, Steven	M.Arch	x	Associate Professor	50
Gertler, Miles	M.Arch		Assistant Professor	100
Harrison, Paul	M.Arch		Assistant Professor, Teaching Stream	50
Harwood, John	PhD		Associate Professor	100
Hilchie, Shannon	B. Eng		Assistant Professor, Teaching Stream	75
Ibelings, Johannes	Post-prof. Master's		Assistant Professor, Teaching Stream	75
Jakubiec, Alstan	PhD		Assistant Professor	100
Kesik, Ted	PhD		Professor	100
Khemet, Bomani	PhD		Assistant Professor	100
Kim, Jeannie	M.Arch		Associate Professor, Teaching Stream	100
Kim, Erica	PhD		Assistant Professor, Teaching Stream	75
Krigstin, Sally	PhD		Assistant Professor	75
Kubey, Karen	M.Arch		Assistant Professor	100
Lee, Vivian	M.Arch	x	Assistant Professor	100
Lim Tung, Fiona	M.Arch		Assistant Professor, Teaching Stream	50

Name	Academic Degree	Licensed Architect in Canada	Rank	Full-time Equivalent (%)
Lobsinger, Mary	PhD		Associate Professor	100
Lukachko, Alex	M.Arch	x	Assistant Professor, Teaching Stream	30
Macgillivray, James	M.Arch	x	Assistant Professor, Teaching Stream	50
Martire, Francesco	M.Arch	x	Assistant Professor, Teaching Stream	75
Miller, Laura	M.Arch		Associate Professor, Teaching Stream	100
Moghaddamnik, Reza	M.Arch	x	Assistant Professor, Teaching Stream	50
Mollica, Zachary	M.Arch		Assistant Professor, Teaching Stream	30
Moukheiber, Carol	B.Arch		Assistant Professor	100
Nguyen, Jason	PhD		Assistant Professor	100
Peters, Brady	PhD		Associate Professor	100
Petricone, Pina	M.Arch	x	Associate Professor	
Phiffer, Adrian	MUD		Associate Professor, Teaching Stream	100
Piper, Michael	M.Arch		Associate Professor, Teaching Stream	100
Pooley, Jay	M.Arch		Assistant Professor, Teaching Stream	50
Quiros Pacheco, Mauricio	M.Arch		Associate Professor, Teaching Stream	100
Rabyniuk, Simon	M.Arch		Assistant Professor, Teaching Stream	50
Rodgers, Aleris	M.Arch		Assistant Professor, Teaching Stream	50
Sealy, Peter	PhD		Assistant Professor	75
Shim, Brigitte	B.Arch	x	Professor	50
Shnier, John	B.Arch		Associate Professor	50
Sommer, Richard	M.Arch		Professor	100
Song, Humbi	M.Arch			100
Town, Chloe	M.Arch	x	Assistant Professor, Teaching Stream	30
Verderber, Stephen	Arch.D.		Professor	100
White, Mason	Post-prof. Master's		Professor	100
Williamson, Shane	M.Arch		Associate Professor	100
Yablonina, Maria	PhD		Assistant Professor	100
Zimmerman, Claire	PhD		Associate Professor	100

Faculty Administrators

Associate Dean, Academic
Brady Peters

The Associate Dean, Academic leads the Faculty's academic operations by coordinating graduate studies, chairing key committees (Curriculum, Appeals, Academic Standing), overseeing academic program directors, and superintending internal and external program reviews. The Associate Dean also guides curriculum development across professional and non-professional programs, ensuring timely teaching assignments, and coordinating the creation of the Faculty's Academic Plan. Additionally, the position entails leading personnel functions such as faculty performance reviews and search committees, ensuring adequate staffing of the Programs Office, and serving as the Dean's deputy—representing the Faculty in central

University meetings, chairing internal committee meetings, and serving as Acting Dean when the Dean is away from the Faculty.

Estimated distribution of effort:
30% teaching, 20% research/professional development, 50% administration

Program Director, Master of Architecture
Vivian Lee

The Program Director for the Master of Architecture (MArch) program plays a central leadership role in managing and advancing all aspects of program operations. This includes recruiting new students, overseeing the admissions cycle, and providing academic and career guidance to students during their time in the program. The Director coordinates course staffing recommendations, reviews course outlines for quality and compliance, and ensures effective scheduling and resource allocation across the program. They manage the studio review process, including budgeting and organizing guest critics, and maintain close communication with faculty through regular meetings. The Director ensures that the program meets accreditation standards and leads the accreditation process. The Director serves as an advocate for the MArch program within the Faculty, across the University of Toronto, and in the broader academic community, participating in senior leadership meetings and contributing to internal and external communications that highlight faculty achievements and events.

Estimated distribution of effort:
30% teaching, 10% research/professional development, 60% administration

Administrative Staff

As a single-department faculty, the Daniels Faculty's complement of administrative staff provide support for all programs within the Faculty. A precise distribution of effort for each position is therefore difficult to obtain. MArch students make up approximately 13.6% of all full-time equivalent enrolments in the Faculty, and each staff position that supports multiple programs can expect effort to be distributed in that proportion at a minimum. Key support for the MArch Program is provided by the following:

Office	Name	Job Title
Programs Office	Christopher L. Jones	Manager, Academic Programs
	Laura Lapchinski	Academic Programs Officer, Research Stream
	Michael John Hernandez	Academic Programs Officer
	Vacant	Academic Programs Officer
	Tina Yik	Program Assistant
Office of the Registrar and Student Services	Paula Rayson	Faculty Registrar & Director of Student Services
	Tanya Hyland	Associate Registrar, Academic Advising & Engagement
	Bianca Novielli	Associate Registrar, Financial Aid & Awards
	Joanna Chociej	Assistant Registrar, Records & Enrolment
	Gwen Gringhuis	Assistant Registrar, International & Recruitment
	Sarah Harden	Academic Advisor
	Alex Schmidt	Assistant Registrar, Admissions
	Kristina Bosilkovski	Assistant Registrar, Admissions
	Jessica Barnes	Student Services Officer

Office	Name	Job Title
	Jessica Fisico	Student Services Officer
Applied Technologies	Nicholas Hoban	Director, Applied Technologies
	Alexander Gaskin	Workshop Assistant
	Amy George	Workshop Technologist
	Lily Jeon	Studio Technologist
	Gabriel Li	Studio Technologist
	Paul Kozak	Digital Fabrication Technologist
	Rahul Sehijpaul	Digital Fabrication Technologist
	Joseph Rogal	Building Services Specialist
	Eugene Wang	Building Services Specialist
Information Technology	Thom Lee	Director, IT
	Andres Garzon	System and Network Administrator
	Yuri Lomakin	Help Desk Supervisor
	Vadim Aulov	Classroom and Help Desk Support Analyst
	Edwin Cooke	Classroom and Help Desk Support Analyst
	Alexander Ponomaroff	Web and Interactive Media Programmer

Led by the Associate Dean, Academic, the **Programs Office** provides support for the day-to-day functioning of the Faculty's degree programs.

Christopher L. Jones – Manager, Academic Programs
Reporting to the Associate Dean, the Manager provides supervision for staff in the Programs Office and human resources support for course staffing. Responsibilities include managing accreditation, academic governance, and program evaluation processes. In collaboration with academic leadership, Christopher also contributes to strategic planning initiatives and program-specific priorities, and supports Program Directors in the budgeting process.

Tina Yik – Program Assistant
The Program Assistant serves as a first point of contact with the Programs Office and provides generalist support for all degree programs offered by the Daniels Faculty. This includes the scheduling and planning of student townhalls and faculty meetings in cooperation with the Program Directors. The Program Assistant also coordinates the completion and collection of all Daniels Faculty course outlines, ensuring compliance with University and Faculty requirements. The Program Assistant also provides technical assistance with the University's learning management system, Quercus, to instructors and teaching assistants as requested.

Michael John Hernandez – Academic Programs Officer
The Programs Officer is currently responsible for supporting the hiring of teaching assistants and other course support for all programs at Daniels. The Programs Officer is also tasked with coordinating and executing final examination procedures, including the hiring of Chief Presiding Officers. In cooperation with the full Programs Office staff, the Programs Officer supports the scheduling and execution of the Faculty's end-of-term review processes in December and April. The Programs Officer also coordinates elements of the Faculty's program evaluation processes including course evaluation and accreditation support.

Laura Lapchinski – Academic Programs Officer, Research-stream Programs
The Programs Officer, Research-stream provides ongoing support to all students enrolled in the PhD and MScF degrees within Daniels. This includes support for admissions review, departmental examinations, and funding package development.

The **Office of the Registrar and Student Services** (ORSS) – in addition to front-line student assistance, ORSS provides support for student records and registration, financial aid and awards, and academic advising. ORSS is also responsible for the recruitment and admissions functions of Daniels academic programs.

Paula Rayson – Faculty Registrar & Director of Student Services
Paula provides strategic oversight of all registrarial functions within the Faculty, ensuring that operations align with university policies and support academic excellence. She leads undergraduate and graduate admissions, manages student records, and oversees advising and engagement initiatives. In relation to the MArch program, Paula ensures enrolment targets are met, supports student services and retention efforts, and integrates international recruitment, financial aid, and records management to create a seamless student experience.

Tanya Hyland – Associate Registrar, Academic Advising & Engagement
Tanya leads academic advising and student engagement, supporting students through academic, financial, and personal challenges. She guides students through petitions and appeals, and implements wellness and retention initiatives that foster a supportive learning environment. For MArch students, Tanya provides personalized advising and helps build community through targeted engagement strategies.

Bianca Novielli – Associate Registrar, Financial Aid & Awards
Bianca oversees the administration of student awards and financial aid, ensuring compliance with donor agreements and university policies. She manages emergency funding and multiple financial support streams to assist students in need. For MArch students, Bianca ensures access to scholarships and program-specific funding, helping to promote retention and academic success.

Joanna Chociej – Assistant Registrar, Records & Enrolment
Joanna manages course scheduling, room allocations, enrolment processes, academic records, and graduation audits, ensuring accuracy and adherence to university regulations. She handles time-sensitive academic operations and supports students through program changes and petitions. For MArch, Joanna ensures student records are maintained correctly and that all academic processes—from registration to graduation—are executed smoothly and in compliance with University regulations.

Gwen Gringhuis – Assistant Registrar, International & Recruitment
Gwen leads recruitment initiatives across domestic and international audiences, representing the Faculty through travel, presentations, and partnerships. She engages prospective students and provides accurate guidance on admissions policies and procedures. For MArch, Gwen focuses on attracting international applicants and strengthening the program's global visibility while supporting enrolment targets.

Sarah Harden – Academic Advisor
Sarah provides detailed academic advising to students, helping them with course selection, academic planning, and navigating university policies. She supports students in meeting program

requirements and resolving academic concerns. For MArch students, Sarah offers curriculum-specific guidance and serves as a key resource for academic success and planning.

Alex Schmidt – Assistant Registrar, Admissions
Alex manages the admissions process, including application review, communications with applicants, and coordination with central offices. He handles complex and non-standard cases, ensuring fair and timely decisions. For MArch, Alex is the primary administrative liaison for applicants, supporting the program's recruitment goals and ensuring a smooth admissions experience.

Kristina Bosilkovski – Assistant Registrar, Admissions (on parental leave)
Kristina supports admissions operations, focusing on application processing and coordination with academic programs and central offices. She handles complex cases and ensures accurate and timely decision-making. During her tenure, Kristina contributed to MArch admissions by reviewing applications and supporting enrolment communications and compliance.

Jessica Fisico & Jess Barnes – Student Services Officers
Jessica and Jess are the first points of contact for students, managing inquiries, forms, and urgent concerns while maintaining the day-to-day operations of the Office of the Registrar and Student Services (ORSS). They triage questions, provide referrals, and ensure students receive timely administrative support. For MArch students, they assist with registration issues, routine requests, and problem-solving, contributing to a smooth and positive student experience.

The **Applied Technologies** group at Daniels includes support for graduate and undergraduate studios, digital fabrication, and wood and metal workshops.

Nicholas Hoban – Director, Applied Technologies
As Director, Nicholas is responsible for the overall management of all aspects of the studio, workshop, and fabrication functions within the faculty, including management of staff, budget, materials, and equipment. Additionally, Nicholas serves as a lecturer in the undergraduate technology specialist program, leading various research and teaching labs while developing curriculum for studios and seminars on advanced fabrication and robotics within architecture.

Lily Jeon and Gabriel Li – Studio Technologists
The Studio Technologists staff the Studio Help Desk and assist students with design, model making, digital fabrication, materials sourcing, tool lending, software, and photography. The Studio Technologists are also responsible for managing general scheduling and use of the studio spaces and systems.

Paul Kozak and Rahul Sehijpaul – Digital Fabrication Technologists
The Digital Fabrication Technologists are responsible for all aspects of the operation of the digital fabrication workshop.

Amy George – Workshop Technologist
Alexander Gaskin – Workshop Assistant
Joseph Rogal – Building Services Specialist
Eugene Wang – Building Services Specialist
Incumbents in these roles are responsible for general oversight of workshop facilities, and the daily supervision and safe use of the wood and metal fabrication shops.

An overview of all Daniels Faculty administrative and technical roles and support staff is provided in Section 3.9 as part of the Faculty's organizational chart.

Policies on Human Resources Development Opportunities:

- Professional Development Leaves Guideline
- Performance Assessment Policies (for various staff groups)
- Equity, Diversity and Excellence Statement
- Alternative Work Arrangements Guideline

Policies and Guidelines – People Strategy, Equity & Culture

Faculty appointment, promotion, and tenure Policies, procedures, and criteria

Academic Administrative Procedures Manual (AAPM)
The AAPM provides guidance to academic administrators and their staff on key processes related to the academic life cycle. View link to Manual

Faculty Appointment Policies:

- Academic Appointments, Policy and Procedures: Outlines the process for hiring faculty, including tenure-stream and teaching-stream appointments, conditional appointments, and status-only roles. View Policy
- Status-Only, Adjunct, and Visiting Professors – Provostial Guidelines Defines criteria and procedures for appointing non-salaried academic contributors. View Guidelines

Promotion Policies:

- Promotions, Policy and Procedures Governing (Tenure Stream): Details the multi-level review process for promotion to Professor, including committee structure, dossier requirements, and timelines. View Promotion Policy
- Promotions in the Teaching Stream, Policy and Procedures Governing: Specifies criteria for promotion based on teaching excellence, educational leadership, and pedagogical development. View Teaching Stream Promotion Policy
- Teaching in Promotion and Tenure Decisions – Provostial Guidelines: Provides guidance for evaluating teaching effectiveness in promotion and tenure cases. View Guidelines

Tenure Policies:

Tenure Review Process and Tenure Checklist (PDAD&C #134): Describes the tenure review timeline, committee formation, dossier preparation, and decision-making process. View Tenure Review Policy[1]

Staff development opportunities

The Faculty supports employee growth through a range of strategic initiatives led by the Division of People Strategy, Equity & Culture. These programs aim to enhance career development, leadership capacity, and workplace well-being.

Goal Setting & Development Planning

Employees in designated roles participate in an annual goal-setting process using the SuccessFactors platform. This includes creating Individual Development Plans (IDPs) to align personal growth with career goals. Resources and training are provided by the Centre for Learning, Leadership & Culture (LLC)

Career Development Services

The LLC offers career consultations and guidance to help employees navigate transitions and pursue professional growth. Additional support includes staffing services (UTemp), retirement planning, and immigration assistance. More information is available on the Careers page.

Professional Development & Wellness

Employees have access to educational assistance, tuition waivers, and wellness programs that support emotional, financial, and physical well-being. These are detailed on the Employees page.

Faculty Professional Development and Research Support

The Professional Expense Reimbursement Allowance (PERA) entitles each faculty member and librarian, whose FTE is 20% or greater, to claim reimbursement for University business expenses included on a mutually agreed upon list of eligible expenses related to their position with the University of Toronto. The funds provided under the faculty and librarian expense reimbursement program may be used to pay for any expenses eligible for reimbursement such as:

- membership fees for professional and/or learned societies related to the faculty member's or librarian's discipline;
- subscription to professional and/or learned journals;
- books, materials, equipment and services directly related to research;
- registration fees for attendance at scholarly conferences;
- travel including transportation, food, and accommodation (subject to the University's travel policy) for attendance at scholarly conferences, seminars, workshops, field trips, and research;
- computer hardware and software and supplies used in performance of academic duties;
- expenses incurred in preparation and completion of scholarly manuscripts, and page or reprint charges;
- office supplies relating to the performance of teaching and research duties; and,
- fees incurred for professional development.

The Centre for Teaching Support and Innovation (CTSI) offers a wide range of programming, consultations, and resources for UofT instructors at all stages of the teaching career.

Faculty research is supported by administrative positions within the Faculty, including the Associate Dean Research (ADR) and the Research Services Officer, Research Grants Officer, and Research Technician. The ADR works with the Research Service Officer to foster and

promote the research and innovation culture and activities at Daniels. This includes: promoting and coordinating research and knowledge transfer activity within the Faculty; promoting and representing the Faculty at the University level; maximizing external funding; facilitating workshops on available funding opportunities; and supporting proposal writing.

Faculty Knowledge Regarding Changing Conditions of Practice and Licensure

The Daniels Faculty's leadership is deeply engaged in national and provincial conversations surrounding architectural education, accreditation, and licensure. The Master of Architecture Program Director actively participates in ongoing discussions with the Canadian Architectural Certification Board (CACB), the Ontario Association of Architects (OAA), and the Canadian Council of University Schools of Architecture (CCUSA). These engagements ensure that the program's curriculum and delivery remain responsive to current licensure requirements, professional competencies, and the evolving demands of practice.

The Program Director currently serves on the Board of Directors for the CACB, contributing directly to the development and refinement of national accreditation standards. From 2020 to 2023, the Director also served on the OAA's Sustainable Built Environments Committee (SBEC). The SBEC plays a key role in advancing the profession's climate action agenda, including the promotion of the 2030 Challenge for Net Zero Carbon buildings, and the creation of influential resources such as the guide "Interior Insulation Retrofitting Heritage Masonry Buildings: Best Practice Dos & Don'ts." These contributions inform a sustained commitment to integrating regulatory, environmental, and professional developments into the Daniels Master of Architecture curriculum.

The Daniels Faculty also maintains a strong relationship with the OAA, ensuring that both faculty and students stay up to date with changes in licensure and professional standards. In the Professional Practice sequence (ARC3051 and ARC3052), the OAA Registrar is invited annually to deliver a comprehensive lecture on the licensure process, recent regulatory changes, and the responsibilities of architectural interns. This lecture consistently draws high student engagement and provides a foundational understanding of professional obligations and expectations. The Professional Practice sequence also invites over twenty practitioners each year to share insights into licensure, contemporary practice, and emerging challenges in the field, offering students direct exposure to real-world conditions of entry into the profession.

A significant number of core faculty members hold active architectural licenses in Canada, including:

Anne-Marie Armstrong, Daniel Briker, Jon Cummings, Steven Fong, Vivian Lee, Alex Lukachko, James Macgillivray, Francesco Martire, Reza Moghaddamnik, Pina Petricone, Brigitte Shim, and Chloe Town.

In addition, several faculty members hold licensure in other jurisdictions, including the United States and the European Union, bringing a global perspective on professional standards, regulatory frameworks, and evolving practices to the program. Together, these faculty members bring current practice knowledge into the academic setting, ensuring that instruction reflects regulatory, technical, and cultural shifts in the profession. In addition, the Daniels Faculty regularly engages practicing architects and award-winning professionals to participate in core and studio-based instruction. Courses that consistently benefit from their involvement include:

- **ARC2013 – Design Studio 3: Integrated Urbanism**
- **ARC2014 – Design Studio 4: Comprehensive Studio**
- **ARC3015 – Options Studio**

To further strengthen student understanding of regulatory and technical advancements—particularly in sustainability and building science—the program also engages licensed engineers and sustainability consultants as teaching assistants and studio advisors in:

- **ARC1041HF – Building Science 1: Architecture in its Technological-Ecological Context**
- **ARC2047HF – Building Science 3: Environmental Systems**
- **ARC2048HS – Building Science 4: Building Science, Materials, and Construction**
- **ARC2014 – Design Studio 4: Comprehensive Studio**

Outside the curriculum, the Daniels Faculty organizes an annual Multi-Disciplinary Networking Event that connects graduate students with a wide network of architects, planners, and design professionals from across the country. This event exposes students to a diversity of career paths and helps them build connections within the profession, supporting their transition into licensure and practice.

Lastly, from a governance standpoint, the Daniels Faculty Council includes members of the profession, among them a representative of the Ontario Association of Architects (OAA), currently Miriam Nga Wai Ho. Two alumni members also serve on Council and are active OAA members: Joel Leon, Executive Director of the Toronto Society of Architects (TSA), and Tye Farrow, Senior Partner at Farrow Partners.

Approach to Research at the Daniels Faculty

Under the leadership of the Associate Dean, Research (ADR), Daniels has developed a Faculty-wide strategy to enhance the research program at the Daniels Faculty, including increased success in external research funding. Recently, this has included obtaining principal investigator (PI) status within the University's research management framework for faculty members in the teaching-stream, many of whom are engaged in teaching within the MArch program. In addition to strategic recruitment of new faculty members to complement existing research strengths, the Faculty supports early career researchers with mentorship opportunities, grant development workshops, and early editorial review of submissions for external grant applications. The Faculty also provides internal research funding opportunities open to all faculty members but targeting recent hires for research seed funding, including the ADR Discretionary Fund ($5,000), the Mayflower Fund ($10,000), and the Haliburton Fund ($10,000). External research funding in the Faculty as a whole has increased from ~$2.3m/y in 2020/2021 and 2021/2022 to $2.9m/y, with most of this increase attributable to new grants in Architecture.

In addition to the research pursuits of individual faculty members and graduate students, the Daniels Faculty is currently home to the following research centres and institutes:

- Centre for Design + Health Innovation
- Centre for Landscape Research
- Green Roof Innovation Testing Laboratory (GRIT Lab)
- Institute of Forestry and Conservation
- Mass Timber Institute

Research plays an integral role in shaping the M.Arch curriculum, informing the Core Studios, Options Studios, Thesis Studios and Electives alike.

In Core Studios, recent research on affordable housing and single-stair egress has been integrated into *ARC2014 Design Studio 4: Comprehensive Studio*. For the 2025–26 academic year, *ARC2013 Design Studio 3: Integrated Urbanism* will center on the theme of Missing Middle Housing, led by faculty member Michael Piper, whose research examines the policy, zoning, permitting, and construction challenges associated with this topic. Further details on this work are available at *rehousing.ca*, and the outcomes of the studio will, in turn, contribute to Professor Piper's ongoing research.

In *ARC3018 Option Studios*, students engage with research and practice-based themes across Architecture, Landscape Architecture, and Urban Design, learning directly from the expertise of both faculty and invited practitioners. Recent studios have examined topics such as AI and design, climate resilience in Zanzibar, the Demilitarized Zone between North and South Korea, housing in Detroit, and community-driven design in Little Jamaica, Toronto, among others.

In *ARC3021 Thesis Studio*, Core Faculty members supervise students whose projects align with their areas of research expertise. While some studios are open-ended, allowing students to pursue self-directed topics, others are more structured and focus on themes closely connected to the instructor's research. Current areas of inquiry include housing, health and architecture, robotic fabrication, parades and rituals, policy and architecture, stone construction, and lunar habitat design, each topic directly reflecting the ongoing research of a Core Faculty member.

Finally, Core Faculty have the opportunity to develop Elective Seminars that allow for deeper investigation into specific areas of research. These include courses in History and Theory, Digital Fabrication, Building Science, and other emerging areas of architectural inquiry.

3.6 Space and Technology Resources

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

The APR must include:

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

Program Response:

Facilities Overview

The Daniels Building at 1 Spadina Crescent is the primary home of the Master of Architecture program. The following is a summary of the academic spaces available in the Daniels Building, including the Graduate Studio. All indicated spaces are controlled by the Daniels Faculty for its exclusive use. The spaces are shared among all Daniels degree programs.

Room #	Size (NASM*)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)
170A	138.42	70	Principal Hall - Flat Floor
170B	196.08	110	Principal Hall - Flat Floor
170C	150.86	164	Principal Hall - Raked Seating
200	179.02	100	Classroom - Flat Floor
209	36.18	8	Seminar Room
215	69.81	40	Classroom - Flat Floor
230	117.89	60	Classroom - Flat Floor
240	68.52	40	Classroom - Flat Floor
242	30.26	8	Seminar Room
255A	54.65	16	West Exterior Studio Space
265A	58.35	16	West Interior Studio Space
275A	72.2	18	North Interior Studio Space
285A	51.99	16	East Interior Studio Space
295A	53.95	16	East Exterior Studio Space
315	69.89	40	Classroom - Flat Floor
330	119.34	60	Classroom - Flat Floor
340	69.99	40	Classroom - Flat Floor

Room #	Size (NASM*)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)
345	117.02	44	Graduate Studio
355	99.53	14	Graduate Studio - West
360	378.68	104	Grad Studios - South
370E	139.35	58	Graduate Studio - East
370W	155.82	58	Graduate Studio - West
375E	56.14	56	Graduate Studio - Northeast
375W	65	58	Graduate Studio - Northwest
395	97.47	28	Graduate Studio - East

*Net Assignable Square Meters

Anticipated Facilities Changes

The Daniels Faculty is undertaking a comprehensive upgrade of its graduate design studios to address longstanding challenges and align with both student needs and accreditation standards. The planned improvements respond directly to the recommendations from the 2019 accreditation review and address feedback from students, which highlighted overcrowding, poor acoustics, limited privacy, inadequate storage, and less than ideal furniture ergonomics.

Graduate studios will be reconfigured to include consistent 42"x30" work surfaces, ergonomic seating, individual overhead model storage, under-desk lockable drawers, and vertical privacy dividers with pin-up space.

These changes aim to enhance workspace functionality and support focused design work. The upgrades will increase overall flexibility while maintaining or improving workspace quality. Peer benchmarking with institutions such as Harvard, Cornell, and UBC has informed the design strategy, ensuring Daniels remains competitive and meets evolving academic and professional expectations.

Implementation will proceed in stages, beginning with layout approvals in Fall 2025, followed by mock-up testing in Winter 2026 and initial furniture orders in the spring/summer of 2026.

Fabrication and Workshop Facilities

Printing services offered by the Daniels Faculty include:

- Colour printing using high-quality, large-format printers
- Laser printers for both color and black & white output
- ‘Plotters’ (large format printers)

Printing is provided on a fee-for-use basis. Students and faculty members are provided an account linked to their computer login that allows them to deposit money in advance of printing. The Faculty's pricing is competitive with other private printing services. Our goal is to provide convenient in-house facilities while recovering costs so that the printing facility can be self-funded for maintaining equipment and purchasing supplies.

Laser cutters are available to graduate-level students at any time during their studies. All students, graduate and undergraduate, must take a training course and pass a mandatory skills test before being granted their laser cutter privileges. All trained Daniels students may access the

Laser Cutter Lab via FOB access to activate the laser cutters. A three-axis waterjet cutter is also available to cut metals, plastics, and most other materials, excluding tempered glass.

The Model Workshop is located in DA060-DA070 at the basement level, accessible via the north elevator. The workshop consists of a supervised woodworking Machine Room, a multi-purpose Assembly Room, including a designated space for casting, and a large Spray Booth for both painting and adhesives. Personal protective equipment (PPE) is available for use in these spaces, but students are encouraged to purchase and bring their own for working in the model workshop. Safety glasses and dust masks are available to purchase.

The Daniels Digital Fabrication 3D Print Lab is equipped with a variety of 3D Printing technology: Binderjet 3D Printers, along with various FDM printers. The 3D Print Lab houses two Stratasys F120 3D printers, and a 3D Systems Projet 660pro 3D printer. The Printing Lab is located on the 1st floor in the Digital Fabrication Office. Print lab functions as a service bureau for submission. Files are submitted and then collected once complete.

The Daniels Digital Fabrication Labs are also equipped with CNC Routers, located in the basement level adjacent to the assembly space and robotics lab. The CNC routers can mill a variety of wood substrates (sheet and solid wood), foams and acrylics.

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

Information Technology Resources

The Daniels IT Office offers comprehensive technology solutions to all faculty, staff and students, including network and internet access, secure data storage and transfer, computer and instructional technology equipment, access to software and online services, printing solutions, and technical support.

The Daniels wired and wireless network ensures all users, regardless of their location within Daniels buildings, have reliable and high-speed internet and departmental network access. Users have access to wired LAN connection and 802.11ac WiFi with speed up to 1Gbps, offering flexibility to work from any location within Daniels offices, studios and gallery spaces. Bidirectional fibre uplinks up to 20Gbps to University of Toronto backbone trunk lines ensure ample bandwidth for large volume of concurrent users.

Students and faculty have access to high-end printing and scanning facilities, including seven color photocopiers/scanners/printers and four production-level plotters with 24/7 self-serve access for on-demand media production. Professional scanning is available through a 36” wide roll scanner, two high-definition Epson scanners, a specialized book and journal scanning machine, and photocopiers with large format flatbed scanners throughout the buildings.

Teaching, academic, and administrative file storage needs are met by a combination of 24TB on-premises enterprise storage system, accessible via local network and FTP, and secure enterprise cloud storage provided by UofT Microsoft SharePoint and OneDrive. This system ensures that academic, research and administrative files are accessible for at least three years before being archived, providing ample storage space for faculty and students.

A wide range of software products is available, either through personal installations on end-user laptops or shared usage in computer labs and virtual environments. Software products include Autodesk Suite, Adobe Creative Cloud, Microsoft Office, Google SketchUp, Google Earth Pro, ESRI ArcGIS suite, McNeal Rhinoceros 3D, MecSoft RhinoCAM, vRay for Max/Rhino/Sketchup, and more. This ensures that students and faculty have access to the necessary tools for their academic and research activities.

Faculty members are equipped with current model desktop and laptop workstations customized to their specific requirements. This ensures that faculty have the necessary computer resources to perform academic and research tasks effectively. While students bring their own laptops, they also have access to desktops and workstation lab computers in the studios and library. This setup ensures that students have access to the necessary technology for their coursework.

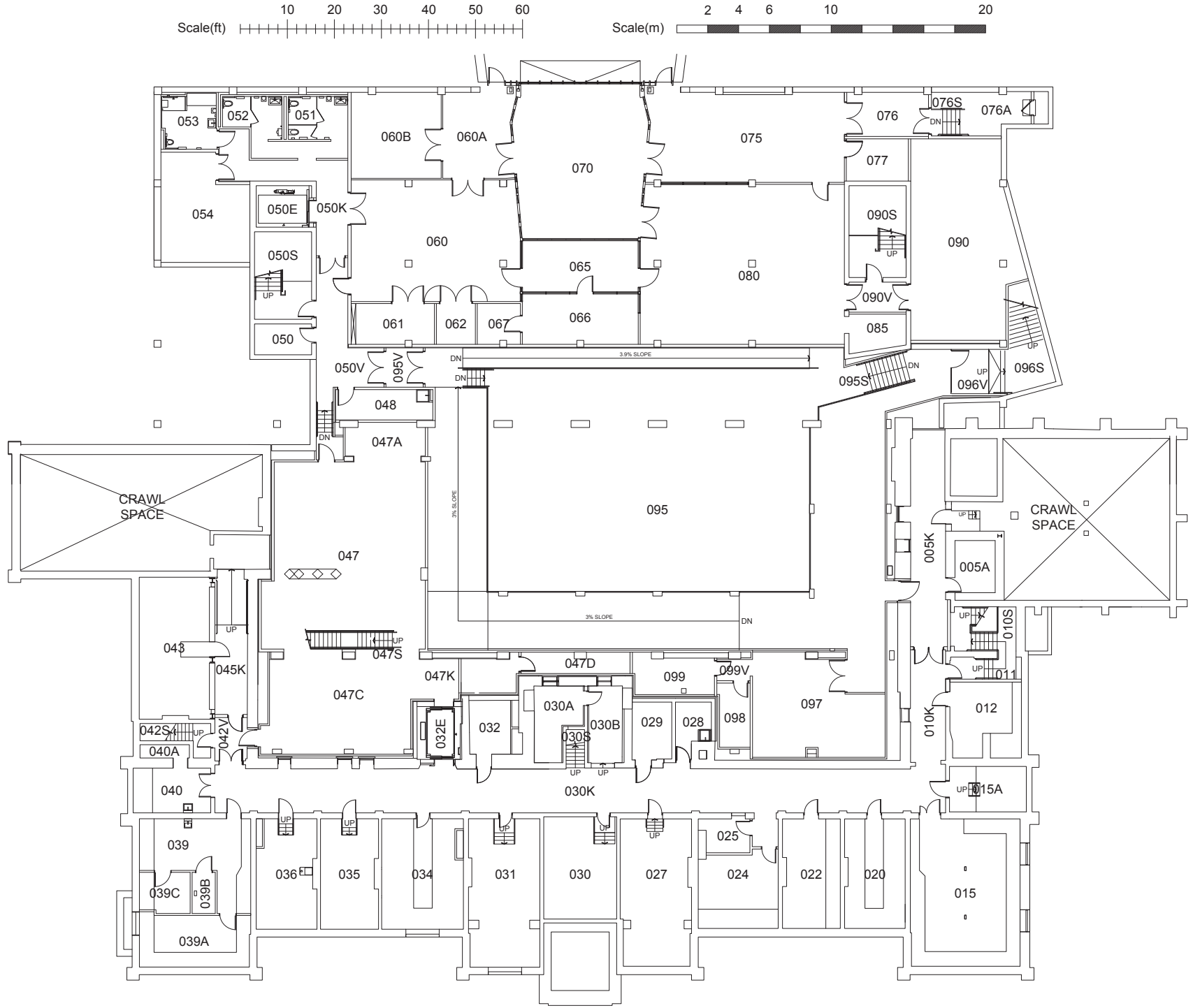
To facilitate access to advanced and unique technology resources, the IT Help Desk offers a wide range of equipment that students can sign out, such as projectors, recorders, laptops, digital photo and video cameras, 3D and infrared scanners, and other AV equipment. This ensures that students have access to the necessary tools for their projects and presentations.

Teaching is supported through technology-enabled classrooms equipped with projectors, instructor computers, speech reinforcement systems, and assistive listening technologies for the hearing impaired. Each classroom permits in-person, hybrid, and remote instructions with lecture recording capabilities. This ensures that teaching is accessible and inclusive for all students.

Class spaces in the studios offer large display screens up to 80" in size with laptop connections, as well as a fleet of 25 screens (60”-75” diagonal) on AV carts to host lectures and meetings in any space within the buildings. The largest Mediateque classroom offers seating for 100 students with two extra sets of 60” LCD screens to complement the large screen for easy viewing from the back rows. This setup ensures that students have access to high-quality visual aids for their learning.

The audiovisual resources of the faculty include a self-service photography lab with the ability to sign out equipment from the Technology Services office. This ensures that students have access to the necessary tools for photography projects.

The Technology Services Help Desk plays a crucial role in maintaining and updating equipment, ensuring that all devices are in good working condition and meet the needs of users. Desktop PCs, workstations, and laptops are regularly assessed for performance and replaced as needed to ensure that faculty and students have access to reliable and efficient technology. Support requests are submitted and tracked via the UofT ServiceNow ticketing system, where requesters can follow up on their problems, track execution, and keep communication channels recorded. This ensures that students receive timely and effective support for their technical issues.



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University of Toronto

Campus & Facilities Planning

Daniels Building

Bldg #54

Basement

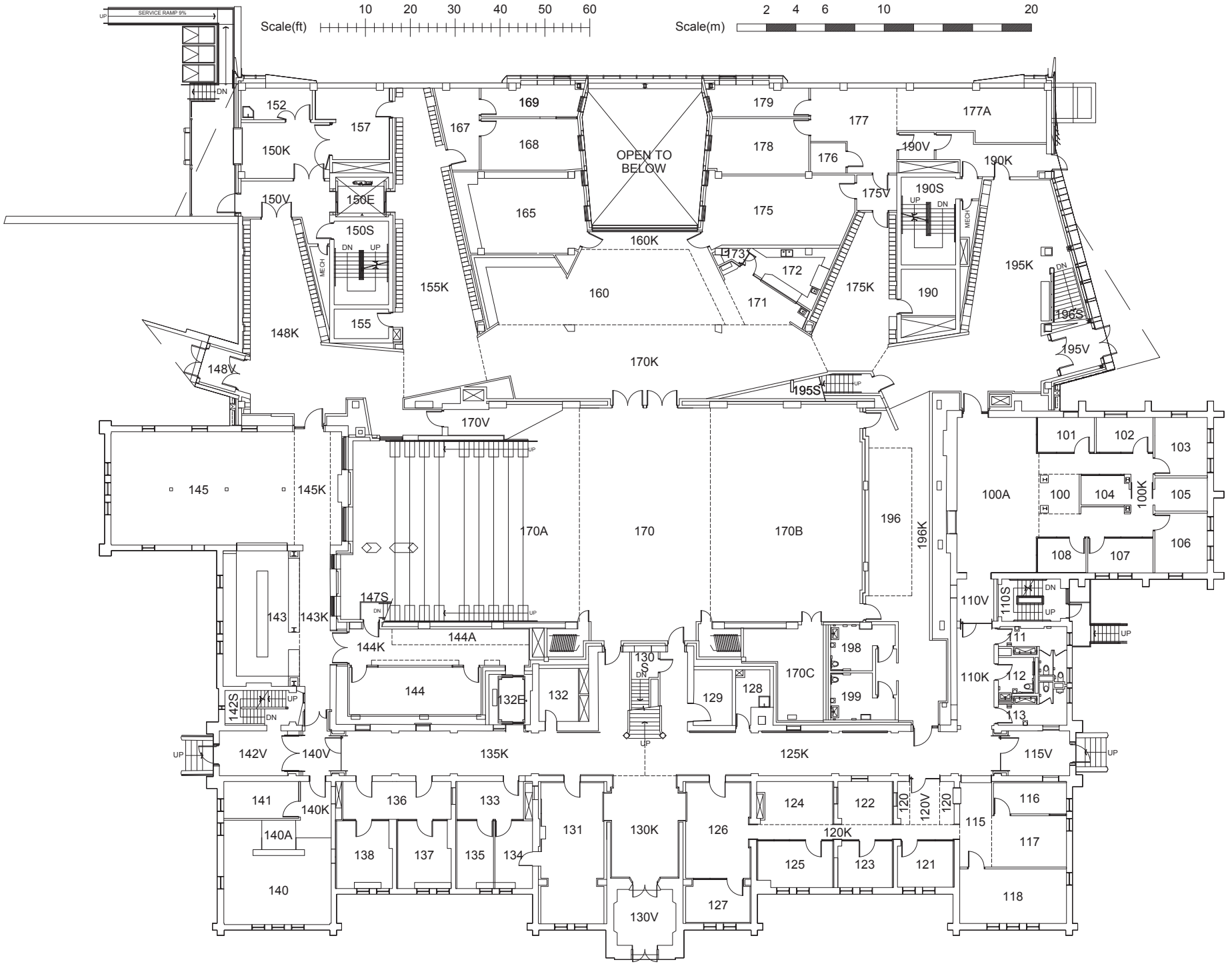
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University of Toronto

Campus & Facilities Planning

Daniels Building

Bldg #54

1st Floor

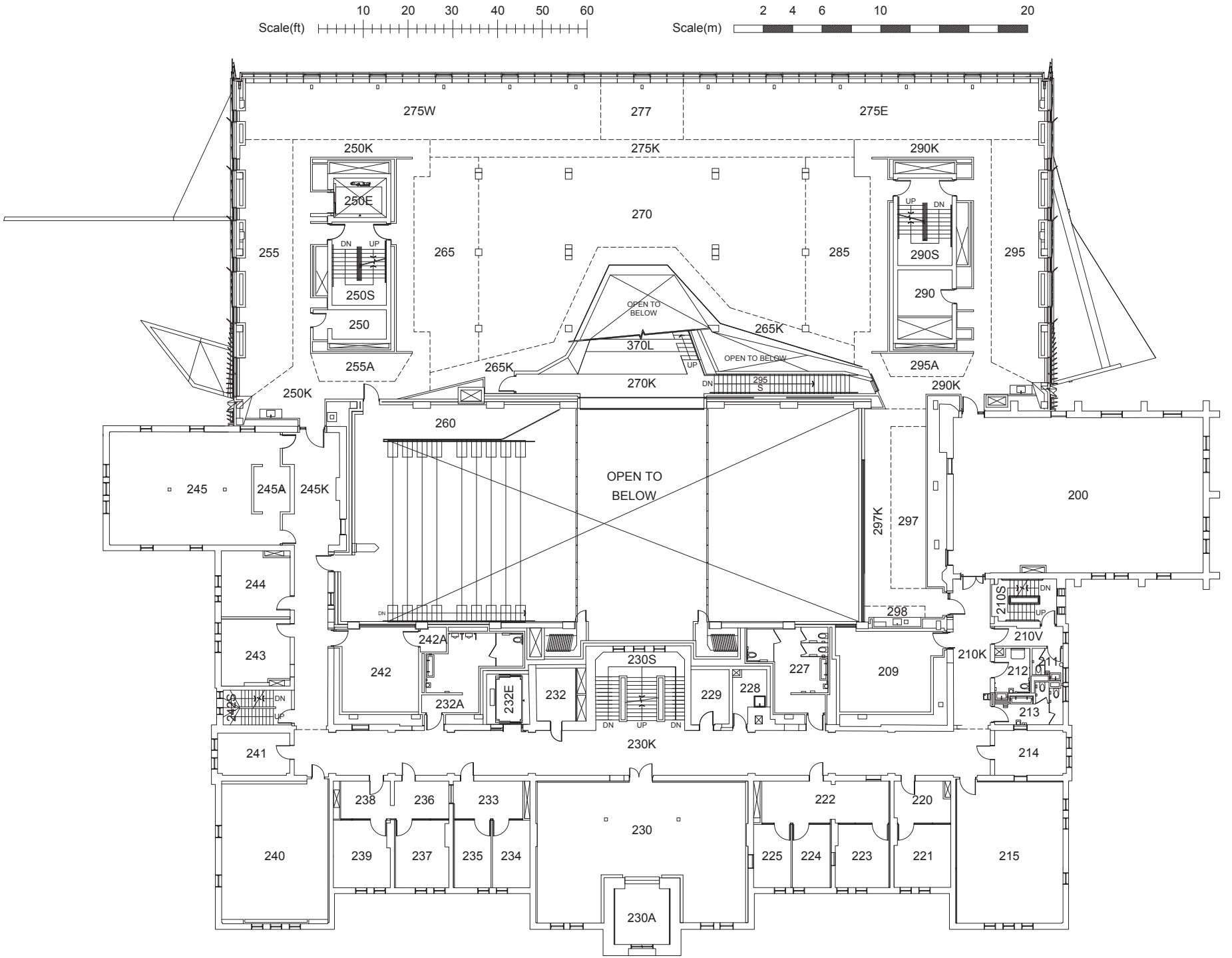
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Campus & Facilities Planning

Daniels Building

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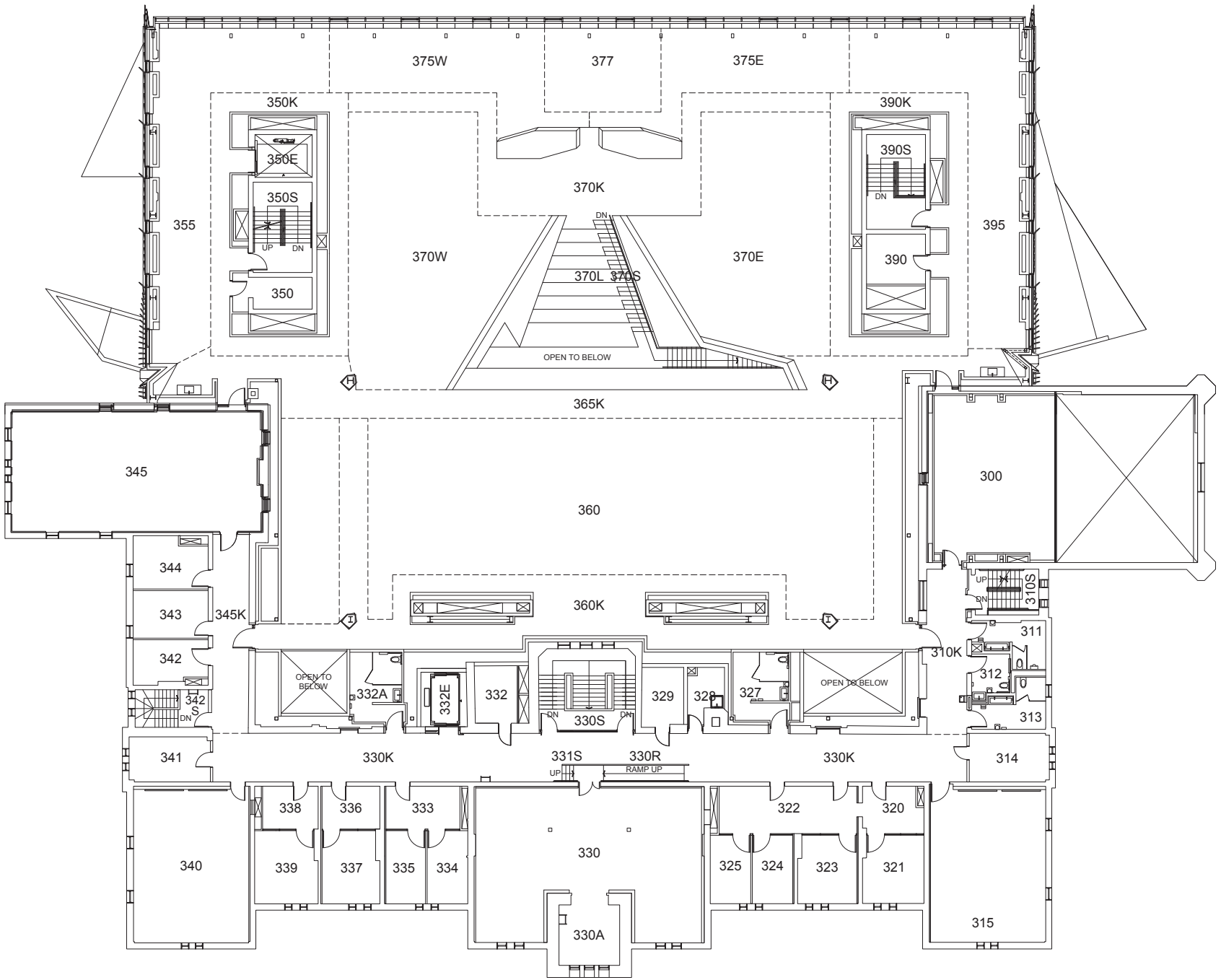
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University of Toronto

Campus & Facilities Planning

Daniels Building

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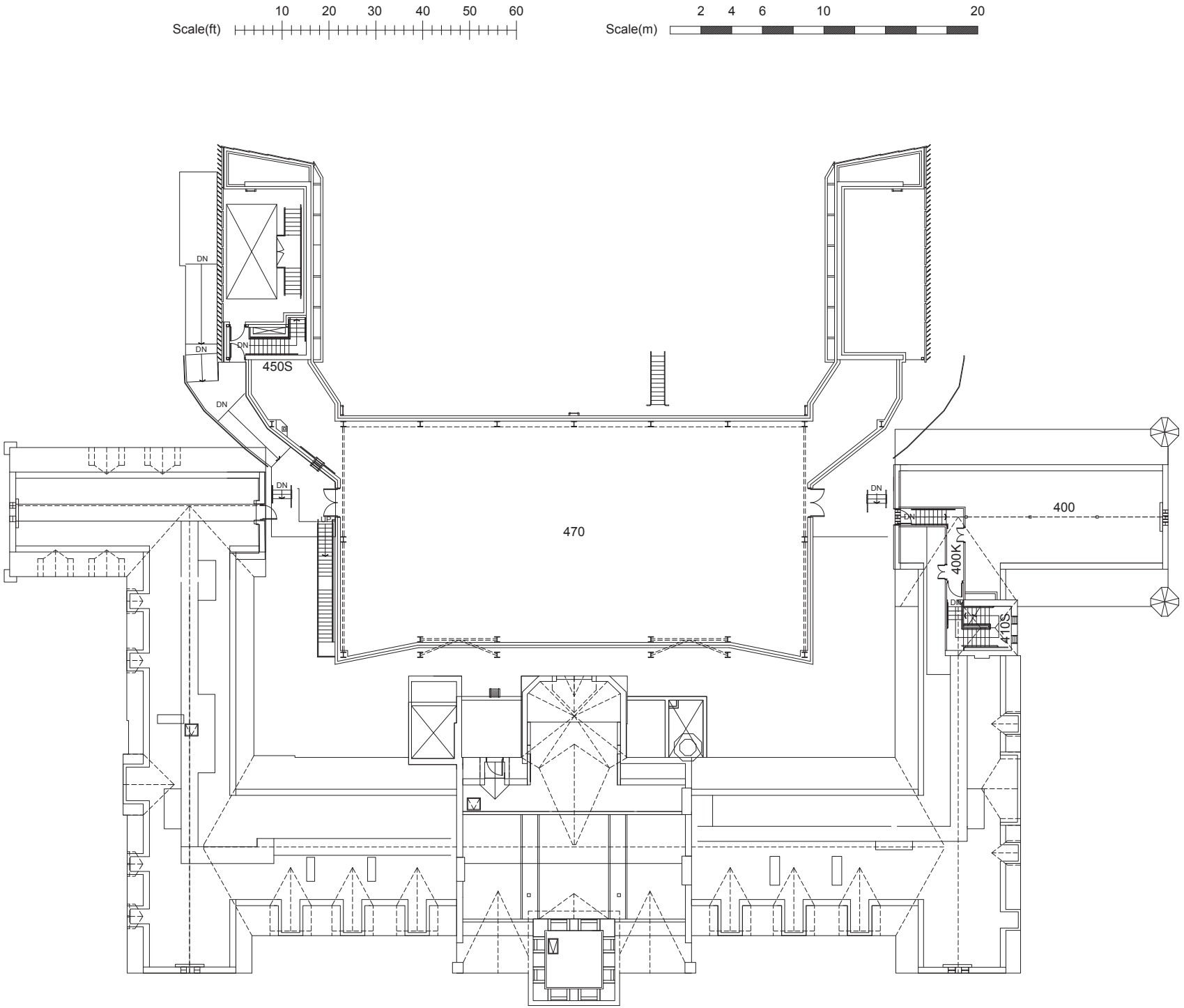
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University of Toronto

Campus & Facilities Planning

Daniels Building

Bldg #54

4th Floor

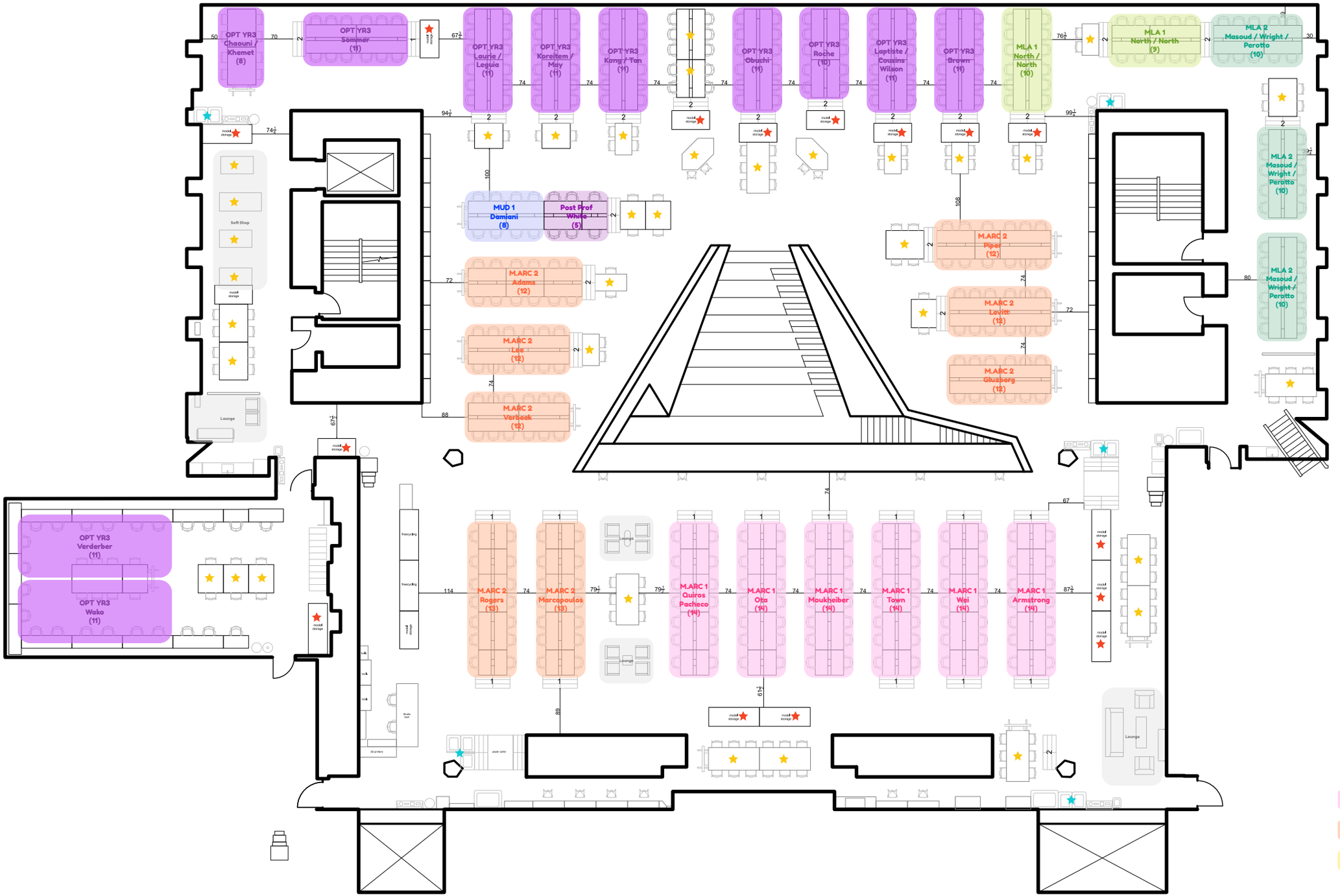
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GRAD STUDIO FLOOR PLAN 2025 FALL



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.

Program Response:

The Eberhard Zeidler Library is Canada's leading academic library for the study of contemporary architecture, landscape architecture, and urban design. With nearly one hundred thousand print and electronic resources combined, leading research expertise, and an exquisite space, we are an indispensable resource for students, faculty, and members of Toronto's design community. We aim to excel in maintaining a research level collection, offering a full range of research support services, and experimenting with modernized information delivery mechanisms. We are constantly adapting to ensure our resources and services empower Daniels' community to solve complex problems and do great things.

Located in the Daniels Building, the library holds over 40,000 print volumes onsite, with a focus on contemporary architecture, landscape architecture, and urban design. The library is an integral research resource assisting its patrons to navigate an increasing information-rich environment. The Eberhard Zeidler Library provides a full range of public services including circulation, reference and research support, course reserves, and interlibrary loan. The directing librarian is also responsible for development of the collection, management of the library's employees (1.5 library technicians, and approximately 12 student assistants), and providing full instructional support for faculty members. This includes developing and delivering both general and curriculum-specific information literacy sessions, creating research guides, consulting on AI, copyright issues and citation management tools such as Refworks.

The open hours of the library steadily increase as the academic year progresses in response to the cycle of classes and projects at the Daniels Faculty. From September through April, the library is open from 9:00am to 9:00pm Monday through Thursday, 9:00am to 7:00pm on Fridays, and 12:00pm to 5:00pm on Saturdays and Sundays. Daniels faculty and students also have 24/7 fob access to the Zeidler Family Reading Rooms during the academic year. The librarian is available for in-person or virtual consultations generally from 9:00am to 5:00pm on weekdays and also responds to inquiries by email. Circulation and reference services in the evenings and weekends are made possible with student assistants.

The library also serves as a resource for the greater University of Toronto community, and is a popular research destination for visiting scholars, professional members of the local architecture and design community, and the public.

Library Collections

The Architecture branch collection has developed over many years in support of the programs being offered. It was formally established in 1964 and holds essential monographs and serials for teaching and research. The mission of the Eberhard Zeidler Library is to establish and maintain a research level collection (both print and electronic resources) and a full range of information services in support of Daniels' focus on interdisciplinary training and research. The specialized collections of the Eberhard Zeidler Library are supplemented by the significant resources of the University of Toronto Library (UTL) system, the largest academic library in Canada and currently ranked 3rd among academic research libraries in North America. Relevant related collections are available at the John P. Robarts Research Library in LC classes which include HD (Land Use), HT (Communities, Classes, Races), N (Fine Arts), and NA (Architecture). Robarts Library also houses the largest Map & Data Library in Canada (including GIS), the Government Publications Collection, and Thomas Fisher Rare Books Library. Also of relevance, the Engineering and Computer Science Library includes the T (Technology) classification; Noranda Earth Sciences Library includes SB (Landscape Architecture, Gardens, Parks); and Gerstein Science includes RA (Public Aspects of Medicine). In addition, the University's college and departmental libraries all provide current and retrospective collections, including many unique titles in Ontario.

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

Architecture students also benefit from the University of Toronto Libraries' (UTL) annual acquisition budget of $42.4 million. UTL's research and special collections comprise over 12 million print volumes, 5.6 million microforms, over 17,000 journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 3.5 million electronic books, 200,000+ journals, and a rich array of online primary source materials. Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries

	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
ARL RANK	*UNIVERSITY*	*UNIVERSITY*	*UNIVERSITY*	*UNIVERSITY*	*UNIVERSITY*
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Columbia	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**
4	**Toronto (4th)**	Columbia	Michigan	Michigan	Michigan
5	Michigan	Michigan	Columbia	Columbia	New York

Subject coverage

The development of the collection in the Eberhard Zeidler Library reflects the current curriculum and changes over the years to the program. It is critical to ensure that information and research needs of students and faculty are met. UTL maintains comprehensive book approval plans with

more than 50 book vendors worldwide. In addition to these plans, the Eberhard Zeidler Library does title-by-title selection. The annual budget for title-by-title selections in architecture, landscape architecture, and design is $31,000. These selections are made by the head librarian and closely reflect the curriculum and research interests of faculty members and include titles that are useful in the studios as well as unique and interesting scholarly material overlooked by standard approval plans. All efforts are made to avoid unnecessary duplication within the central system and to seek out items unlikely to be chosen for other campus libraries by the blanket order system. As a part of the central library system, the information resources for architecture, landscape architecture, and urban design are second to none in Canada.

The Architecture collection of the Eberhard Zeidler Library numbers over 40,000 volumes, of which ca. 22,000 are in the NA classification. The number of NA (architecture) volumes in the Robarts Library collection is ca. 114,400. The combined total for NA holdings in both the Eberhard Zeidler Library and Robarts Library collections is ca. 136,400 titles.

In support of the Daniels Faculty, the library is actively enhancing the diversity of its collection by acquiring more works that represent marginalized groups and prominently featuring them in curated displays to promote inclusivity and broaden perspectives.

Special Collections
An area of increasing development focus is the Eberhard Zeidler Library Special Collections. Materials in this collection are selected and preserved based on their relevance to architectural education, their rarity and uniqueness, and their capacity to document the evolving discourse around architecture, landscape architecture, and urban design in Toronto and across Canada. Areas of strength in the special collections include current and past faculty publications, Daniels' student publications, and historic Toronto materials. In addition to continuing to strengthen and grow these areas, we are building a collection of thesis publications and artist's books.

Serials
UTL has active subscriptions to all the key databases that support research and study in Architecture, Landscape Architecture, and Urban Design including the Avery Index to Architectural Periodicals, Design and Applied Arts Index (DAAI), JSTOR, and Art & Architecture Source. The Eberhard Zeidler Library has over 9,000 volumes of bound periodicals dating from the 1950s. Other titles and earlier volumes are located at Robarts Library or Downsview. In addition to print, there is access to full text e-journals via JSTOR, Art and Architecture Source, etc. UTL has over 200,000 journal subscriptions including e-journals, which include the areas of architecture, landscape architecture, and urban design. We prioritize acquisition of online journals where possible. AD (Architectural Design), Architects (AIA), Canadian Architect, Grey Room, and Journal of Green Building are examples of relevant titles acquired as e-journals.

All e-resources (including e-indexes and e-journals) are available to all UofT faculty, staff, and students and are accessible at all times from campus or remote locations. The AASL (Association of Architecture School Librarians) has compiled a list of core periodical titles for architecture libraries in North America. From this list UofT Libraries holds approximately 80% of titles (incl. print and e-journals), all located in the Eberhard Zeidler Library. Overall, it is understood that factors such as curriculum and geographic location will account for some variation in an institution's need for certain titles.

Visual Resources
UTL maintains an institutional collection of over 100,000 digital images for use in the arts, architecture and general humanities accessible as a JSTOR Institutional Collection. UTL also

subscribes to licensed image and visual medial collections in JSTOR and OnArchitecture in addition to other databases. These electronic image resources are available online to the entire University of Toronto community. Films, videos, DVDs are housed in the renovated Media Commons on the 3rd floor of Robarts Library.

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

The Library's Loans Policy is available on the UofT Libraries website. For graduate students and faculty, books typically circulate for 90 days with unlimited renewals. Borrowing privileges for undergraduate students are 14 days with unlimited renewals. In response to the changing nature of course reserves, we have reenvisioned this section of the library as a Core Collection. The Core Collection highlights essential materials in architecture, landscape architecture, and urban design, including key works that reflect diverse voices and perspectives. It features many course readings and foundational texts selected to support learning and research. Most items in this collection are 7-day loans.

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

Staff

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

Research assistance is provided by experienced staff, with support from graduate student assistants. Instruction occurs at a variety of levels for Faculty of Architecture, Landscape, and Design students and is provided for graduate students by the head librarian. Individual information literacy instruction classes are given at the request of faculty and integrated into the class schedule. Informal instruction is provided daily. The librarian maintains a research guides on Architecture, Landscape, and Design and Using Artificial Intelligence for Image Research, and online tutorials specifically to guide students using the Avery Index to Architectural Periodicals.

Numbers
Staffing consists of one full-time professional librarian, one full-time library technician, one part-time library technician, and approximately 68 hours of student assistance during the fall and winter term. The part-time library technician position is currently vacant with the person in this position retiring September 30, 2025. All aspects of library service, with the exception of cataloguing (which is handled centrally at Robarts), are managed locally. The team operates efficiently, with well-defined responsibilities and a strong rapport among students, faculty, and staff. The library could not sustain its current level of service with fewer employees, and in fact would benefit from an increase in both staff and librarian position to meet growing demands.

Professional Status
The head librarian has a MIS (Master of Information) from the University of Toronto and Bachelor of Arts (English) from the University of Wisconsin Madison. The head librarian's years of experience leading architecture libraries include Head, Art and Architecture Library at Virginia Tech (2018-2022) and Librarian and Associate Professor at Woodbury University, School of Architecture San Diego Campus (2010-2018).

The head librarian is a member of the Collection Development Committee, Reference Services Committee, Arts & Humanities Liaison Librarians Committee, UTL Senior Staff Plus, and also monitors information discussed via the various committee listservs. The librarian is also included in the monthly Social Sciences and Humanities Selector's meetings, which consists primarily of collection development librarians. The head librarian is an active member of AALA (Association of Architecture Librarians and Archivists, formerly the Association of Architecture School Librarians) and currently serves on the Executive Board for ARLIS/NA (Art Libraries Society of North America) and is active at both the national and local chapter levels. At the University of Toronto librarians are members of the Faculty Association.

Support staff
There is one full-time library technician with an undergraduate degree in art history, studies in library techniques from a community college, and over 20 years of experience with the UofT Libraries. The library technician is a member of the Circulation Services Committee, the Resource Sharing Committee, and the Serials User Group. The previous part-time technician joined the library team in 2019 after over 20 years of service in another department at UofT and was essential to the continuity of library operations. Student assistants are hired for their knowledge and ability to help library users. There are position descriptions for all University of Toronto Library positions.

Facilities

Space

The Eberhard Zeidler Library is an exquisite space with dedicated areas for the various collections (Core Collection, Stacks, and Periodicals), a secure room for the Special Collections, and several light-filled study spaces—Reading Room and Periodicals Lounge, stacks study space, and a group study room, which are all well-used by the Daniels students.
At present, approximately 10,000 items from the Eberhard Zeidler Library are at the off-site Downsview location. These items are often duplicate copies of titles already on campus and/or which have not circulated in at least 10 years. When selecting materials to transfer to Downsview, the head librarian considers the content and subject matter, prioritizing visual materials and the diversity of materials onsite. Items can be requested from Downsview and are typically delivered to the Eberhard Zeidler Library within one week. There are daily deliveries between Downsview and Robarts Library.

Equipment
There are sufficient computer workstations for staff. At present the library has six computer workstations for users. Most users come with their own laptops. The wireless network includes the Eberhard Zeidler Library. We are served by both Daniels wireless (which is restricted to the Daniels community) and UofT wireless (which is restricted to the UofT community). Of these six workstations, two are connected to scanners—one large format flatbed scanner and one overhead scanner, both located on the main level of the library. A cradle scanner is conveniently located in the lower level of the library where the book stacks and bound periodicals are housed,

as well as four mounted iPads so users can conveniently look up call numbers while browsing in the stacks. A multi-function device (combined scanner/printer/copier) is in the Periodicals Lounge and is heavily used by the Daniels community. The MFD is FOB accessible for the Daniels community only.

The library's software, equipment and technology are funded by UTL and on a four-year refresh cycle. All library computers were replaced in 2022 and the scanners and iPads were replaced in 2024. The Daniels Faculty IT team maintains the library's equipment and technology.

The Daniels Faculty is responsible for:

- Maintaining the Library's IT system network infrastructure, specifically IT network coordination, connection switches, e-mail and associated infrastructure. The building's IT spine is refreshed in 5 to 10 years.
- Photocopying equipment and services. Photocopying arrangements are reviewed every 3-5 years as part of the photocopier equipment lease renewal process.
- IT user support (i.e., IT staff are available to troubleshoot IT-related issues).

Furnishings

There is sufficient and appropriate workspace for staff. However, it is necessary to use space heaters in the winter to maintain a reasonable temperature in staff areas. For users, the Eberhard Zeidler Library seats 52 in a combination of lounge seating, individual and communal tables. Most of the seating in the library benefits from natural light. We also have two light therapy lamps in the Reading Room available for all to use.

Prepared by: Cathryn Copper, Head Librarian, September 2025
Submitted by: Julie Hannaford, Deputy Chief Librarian, University of Toronto Libraries, September 2025

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

Program Response:

Financial Resources

At the University of Toronto, fiscal responsibility is devolved to the local level. Academic Divisions are initially allocated enrollment-related revenue. From this, provostial initiatives and centrally provided services (the University-wide expenses) are deducted. After central deductions are calculated, this leaves the Net Expense figure, which becomes the basis of the Faculty budget.

Program expenses can be described in two categories. Direct program expenses which include compensation costs of the faculty, contingent faculty, and teaching assistants that are attached to the Program, as well as costs for the Program's course materials, term reviews, class field trips, and other sundry activities that are part of the Program. Indirect expenses are the costs of Faculty-wide services, drawn upon by the Programs. The Faculty and Program budgets are managed and administered by the Dean and the CAO.

Note that Forestry joined the Daniels Faculty on July 1, 2019. The 2017-28 figures provided in this section exclude Forestry.

The 2025–26 Program and Faculty budget increase mainly reflects increased salary costs, along with the newly announced commitment to provide PhD students with a minimum funding package of $40,000.

Faculty and Program Operating Budget

M.Arch Program Direct Net Expense:	2025-26 Budget	2024-25 Actuals	2017-18 Actuals
Academic Salaries & Benefits	$ 4,719,339	$ 4,640,439	$ 3,449,466
Contingent Faculty	691,245	532,585	182,177
Teaching Assistants	175,032	187,707	145,795
Reviews ***	17,383	45,945	46,194
Other Direct Net Expense	17,800	48,569	84,977
Total M.Arch Direct Net Expense	**5,620,799**	**5,455,246**	**3,908,609**
Indirect/Other Faculty Net Expense:			
Dean's Office	1,977,817	1,590,638	730,671
Communication & Outreach	403,023	680,335	312,975
Business Services	3,159,901	3,245,928	6,071,747
Technical Services	2,030,997	2,100,821	1,062,021
Facilities**	737,235	955,926	
Student Services	1,303,346	1,225,679	473,125
Student Awards & Financial Support	2,175,000	1,285,034	923,333
Advancement	398,402	430,886	389,743
Program Support	806,450	780,499	158,340
Program - Other*	13,592,951	12,652,623	11,225,908
Research	260,360	323,061	
Total Indirect/Other Faculty Net Expense	**26,845,482**	**25,271,432**	**21,347,863**
Total Net Expense	**$32,466,281**	**$30,726,678**	**$25,256,473**

Notes:

* includes Forestry, Visual Studies, MLA, MUD, BAAS programs

** Facilities expense included in Technical Services in 2017-28

***Catering expense moved to Program Support in 2025-26 budget

Development (Advancement) Activities and Alumni Relations

2024-25 was a period of renewal for the advancement unit, with the retirement of the Director and Assistant Director, and the hiring of a new Director. It was the most successful year for philanthropic revenue since 2017-18, receiving $5.4 million in pledges.

Endowments

The Faculty's endowment has grown to $30.8 million, a significant increase from $12.5 million in 2018, primarily driven by the addition of $9.7 million in Forestry funds. The majority of the endowment—$24.8 million—is allocated to student grants and awards, reflecting the Faculty's strong commitment to supporting student success.

Faculty Endowments, April 30, 2025:

Graduate Student Supports	$ 21,220,578
Undergrad Student Supports	3,567,242
Faculty/ Teaching Supports	5,464,909
Public Programming Supports	230,703
Other Supports	355,347
Grand Total	**$ 30,838,778**

Student Financial Support
In the year ending April 1, 2025, $1.5 million in support was provided to students through endowed and expendable funds. In the 2025-26 budget, $2.1 million was allocated to student financial support.

Below are links to the descriptions of awards and scholarships available from the Faculty:

Graduate Awards:
https://www.daniels.utoronto.ca/graduate-awards

Undergraduate Awards:
https://www.daniels.utoronto.ca/students/current-students/undergraduate/fees-financial-support/undergraduate-awards

Forestry-Specific Awards:
https://academic.daniels.utoronto.ca/forestry/wp-content/uploads/sites/4/2015/10/ForestryAwardsFellowships2019.pdf

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.

Program Response:

The John H. Daniels Faculty of Architecture, Landscape and Design administration is organized around four senior leaders. The **Dean**, whose mission is principally outward-focused, sets overall priorities and strategic direction and leads the Faculty's engagement with external constituencies such as alumni, donors, practitioners, and the broader public. The Dean, who reports administratively to the Vice-President and Provost, also represents the Faculty within the University on various committees and working groups. In these capacities, the Dean works closely with staff responsible for communications; public programming and events; and advancement and alumni relations.

The internal operations of the Faculty are delegated to three key associates. The **Associate Dean, Academic** is responsible for the Faculty's teaching mandate and works closely with the team of academic program directors and academic planners/coordinators to ensure that students receive an excellent education. The **Associate Dean, Research** is responsible for the Faculty's research mandate, and works closely with research centre directors and tenure stream faculty to intensify the Faculty's research footprint. The **Chief Administrative Officer** is responsible for Faculty operations and ensures that the teaching and research mandates are sustainably resourced and supported.

Each degree program has **Program Director** – an appointed member of the faculty – who is responsible for the general management of the program. Program Directors report to the Associate Dean, Academic for matters related to the functioning of their programs. Responsibilities include recommendation of teaching assignments, recommendation of sessional instructor appointments, curriculum review and development, program evaluation, co-ordination of schedules, student enrichment initiatives, faculty meetings, and program planning.

Comparison of this structure with other professional divisions

The Daniels Faculty (figure 3.9-1) is aligned to other professional divisions on campus. The Lawrence S. Bloomberg Faculty of Nursing (figure 3.9-2) is a good comparator as a professional Faculty of a similar scale and complexity within the University of Toronto. Organizational charts for both the Daniels Faculty and Bloomberg Nursing follow.

School of Graduate Studies

The University of Toronto School of Graduate Studies (SGS) shares responsibility for graduate degree programs with graduate units. The Daniels Faculty is supported by SGS staff and resources including dedicated Divisional Officers.

The School of Graduate Studies is the official Registrar for our graduate students. As such, the SGS Student Services counter provides a variety of services such as confirmation of registration letters, confirmation of degree letters, name/gender changes, and referrals. Other services for Graduate Students are provided in-house by the Daniels Office of the Registrar and Student Services.

Other Programs Offered

The John H. Daniels Faculty of Architecture, Landscape, and Design offers several Degree programs. Detailed descriptions are available on the following pages.

Bachelor of Arts, Architectural Studies
https://www.daniels.utoronto.ca/programs/undergraduate/bachelor-arts-architectural-studies

Bachelor of Arts, Visual Studies
https://www.daniels.utoronto.ca/programs/undergraduate/bachelor-arts-visual-studies

Master of Visual Studies in Studio Art:
https://www.daniels.utoronto.ca/programs/graduate/master-visual-studies-studio-art

Master of Visual Studies in Curatorial Studies:
https://www.daniels.utoronto.ca/programs/graduate/master-visual-studies-curatorial-studies

Master of Landscape Architecture (LAAC Accredited)
https://www.daniels.utoronto.ca/programs/graduate/master-architecture-post-professional

Master of Urban Design, Post-Professional
https://www.daniels.utoronto.ca/programs/graduate/master-urban-design-post-professional

Master of Architecture, Post-Professional
https://www.daniels.utoronto.ca/programs/graduate/master-architecture-post-professional

Master of Landscape Architecture, Post-Professional
https://www.daniels.utoronto.ca/programs/graduate/master-landscape-architecture-post-professional

PhD in Architecture, Landscape, and Design
https://www.daniels.utoronto.ca/programs/phd/phd-architecture-landscape-and-design

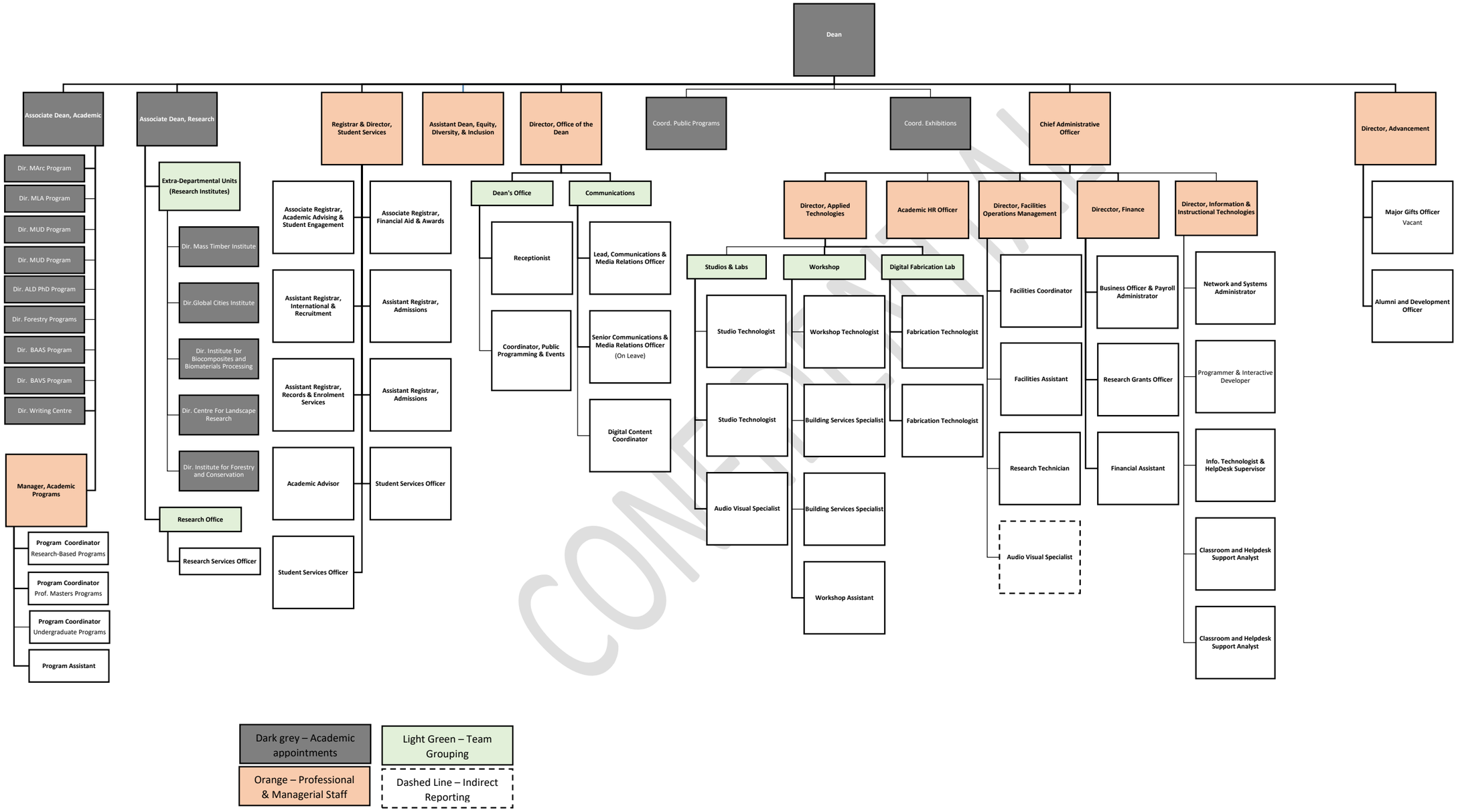
Master of Forest Conservation (CFAB Accredited)
https://www.daniels.utoronto.ca/programs/graduate/master-forest-conservation

Master of Science in Forestry
https://www.daniels.utoronto.ca/programs/graduate/master-science-forestry

PhD in Forestry
https://www.daniels.utoronto.ca/programs/phd/phd-forestry

The Daniels Faculty also collaborates with the Faculty of Arts and Science to deliver undergraduate degree programs in Forestry: Forest Conservation and Forest Biomaterials Science | Academic Calendar

Figure 3.9-1 John H. Daniels Faculty of Architecture, Landscape, and Design
Administrative Organizational Chart



Dark grey – Academic appointments

Light Green – Team Grouping

Orange – Professional & Managerial Staff

Dashed Line – Indirect Reporting

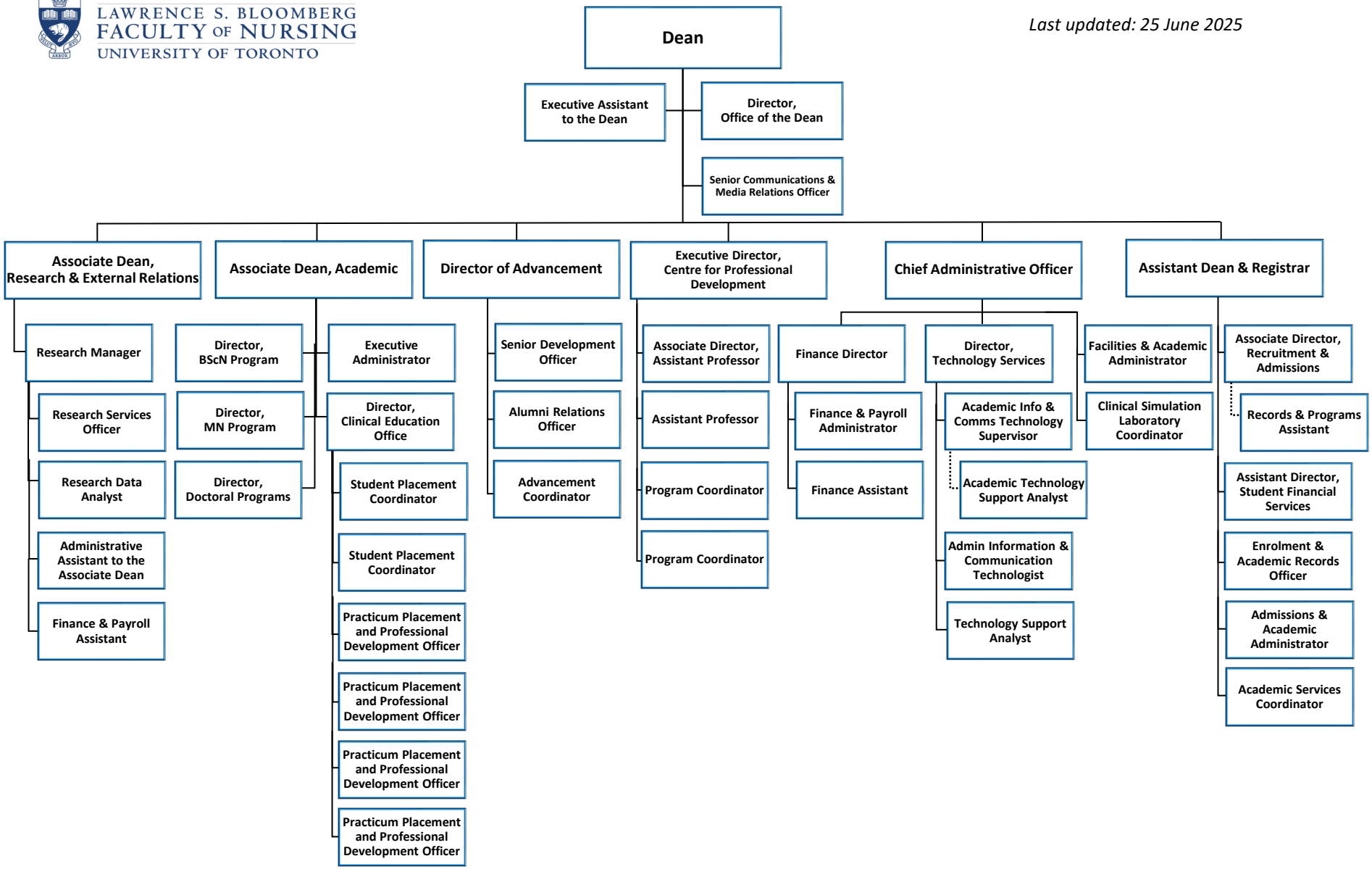
CONFIDENTIAL

BLOOMBERG
LAWRENCE S. BLOOMBERG FACULTY OF NURSING
UNIVERSITY OF TORONTO

Figure 3.9-2

Nursing – Admin Org Structure

Last updated: 25 June 2025



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

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

Program Response:

Master of Architecture (3-year Option) Outline

Students must complete a total of **16.0 full-course equivalents (FCEs)** as follows:
- 14.0 FCEs in core courses:
  - 4.0 FCEs: Design Studio
    - ARC1011Y *Architectural Design Studio 1*
      SPCs: A2, A3, A4, C1
    - ARC1012Y *Architectural Design Studio 2*
      SPCs: A1, A2, A3, A4, A5, B4, B5, C2
    - ARC2013Y *Architectural Design Studio 3*
      SPCs: A1, A2, A4, A5, A6, B2, B5, C1, E2
    - ARC2014Y *Architectural Design Studio 4*
      SPCs: A1, A2, A4, A5, A6, A7, A8, B4, C1, C2, C3, C4, C5, D1
  - 1.0 FCE: Option Studio

        - ARC3015Y *Option Studio* or
        - LAN3016Y *Landscape Design Studio Research* or
        - URD2013Y *Urban Design Studio Options*
    - 1.0 FCE: Thesis Studio
        - ARC3021Y *Thesis Studio*
          SPC: B1
    - 1.0 FCE: Research Methods
        - ARC2017H *Research Methods*
          SPCs: A1, B1, B3, B4
        - ARC3018H *Thesis Research Seminar*
          SPC: B1
    - 0.5 FCE: Visual Communications
        - ARC1021H *Visual Communications 1*
          SPCs: A1, A3
    - 1.0 FCE: History
        - ARC1031H *Historical Perspectives on Topics in Architecture 1*
          SPCs: B1, B2, B3, B4
        - ARC1032H *Historical Perspectives on Topics in Architecture 2*
          SPCs: B1, B2, B3, B4
    - 1.0 FCE: Design Technology
        - ARC1022H *Design Technology 1*
          SPC: A3
        - ARC2023H *Design Technology 2*
          SPCs: A3, A4, A5, A6, C4, C5, D1
    - 3.5 FCEs: Technics and Planning
        - ARC1041H *Building Science, Materials, and Construction 1*
          SPCs: A7, A8, B5, C4
        - ARC1043H *Building Science, Materials, and Construction 2*
          SPCs: A7, C4
        - ARC1046H *Structures 1*
          SPCs: C2, C3
        - ARC2042H *Site Engineering and Ecology*
          SPC: A5
        - ARC2046H *Structures 2*
          SPCs: A7, C2, C3, D1
        - ARC2047H *Building Science, Materials, and Construction 3*
          SPCs: B5, C1, C4, C5, D1
        - ARC2048H *Building Science, Materials, and Construction 4*
          SPCs: A7, A8, B5, C1, C2, C4, C5, D1
    - 1.0 FCE: Professional Practice
        - ARC3051H *Professional Practice 1*
          SPCs: E1, E2, E3, E4, E5
        - ARC3052H *Professional Practice 2*.
          SPCs: A8, E1, E2, E3, E4, E5
- 2.0 elective FCEs, of which 0.5 FCE must be in the History and Theory category
  SPCs: B2, B3

Master of Architecture (2-year Advanced Standing Option) Outline

Students must complete a total of 10.5 full-course equivalents (FCEs) as follows:

- 8.5 FCEs in core courses:

    - 2.0 FCEs: Design Studio
        - ARC2013Y *Architectural Design Studio 3*
          SPCs: A1, A2, A4, A5, A6, B2, B5, C1, E2
        - ARC2014Y *Architectural Design Studio 4*
          SPCs: A1, A2, A4, A5, A6, A7, A8, B4, C1, C2, C3, C4, C5, D1
    - 1.0 FCE: Option Studio
        - ARC3015Y *Option Studio* or
        - LAN3016Y *Landscape Design Studio Research* or
        - URD2013Y *Urban Design Studio Options*
    - 1.0 FCE: Thesis Studio
        - ARC3021Y *Thesis Studio*
          SPC: B1
    - 1.0 FCE: Research Methods
        - ARC2017H *Research Methods*
          SPCs: A1, B1, B3, B4
        - ARC3018H *Thesis Research Seminar*
          SPC: B1
    - 0.5 FCE: Design Technology
        - ARC2023H *Design Technology 2*
          SPCs: A3, A4, A5, A6, C4, C5, D1
    - 2.0 FCEs: Technics and Planning
        - ARC2042H *Site Engineering and Ecology*
          SPC: A5
        - ARC2046H *Structures 2*
          SPCs: A7, C2, C3, D1
        - ARC2047H *Building Science, Materials, and Construction 3*
          SPCs: B5, C1, C4, C5, D1
        - ARC2048H *Building Science, Materials, and Construction 4*
          SPCs: A7, A8, B5, C1, C2, C4, C5, D1
    - 1.0 FCE: Professional Practice
        - ARC3051H *Professional Practice 1*
          SPCs: E1, E2, E3, E4, E5
        - ARC3052H *Professional Practice 2*
          SPCs: A8, E1, E2, E3, E4, E5
- 2.0 elective FCEs, of which 0.5 FCE must be in the History and Theory category.
  SPCs: B2, B3

No core requirements for the Master of Architecture program are administered by units outside the Daniels Faculty.

Admissions Requirements and Related Processes

Minimum Admission Requirements:

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Faculty of Architecture, Landscape, and Design's additional admission requirements stated below.
- A bachelor's degree (BA, BSc, BASc, BES, BFA, BCom) with a final-year grade point average of at least mid-B.
- Recommended: courses in secondary calculus, secondary physics, and university-level architectural history (0.5 full-course equivalent [FCE]).

- Some preparation or experience in architectural design or the creative arts is encouraged, but not required, such as hand or digital drawing, film or animation, graphic design, or sculpture. This program is suitable for those without formal training in design or the arts; graduates of any discipline are encouraged to apply.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction and examination was not English must demonstrate proficiency in English. See General Regulations section 4.3 for requirements.

A detailed description of the application process for the MArch Program, including the advanced standing option, is available on the Daniels Faculty Graduate Admissions page.

In addition to the required online application through the University of Toronto's School of Graduate Studies application system, including payment of required application fee, prospective students must provide the following:

- Official transcripts from all post-secondary institutions attended
- Proof of English language proficiency (where required)
- Curriculum Vitae
- Three letters of reference
- Online Portfolio, following the Faculty's Portfolio specifications
- One to two writing samples demonstrating academic communication skills

Applicants interested in the MArch 2-year Advanced Standing Option apply directly to that option. In addition to all application requirements above, applicants to this option must also complete the Eligibility Summary Form, which includes the applicant's most relevant and advanced courses that qualify them for advanced standing.

Recruitment and Admissions staff conduct an initial review of advanced standing applications. Graduates of accredited Canadian pre-professional undergraduate programs are forwarded to the Admissions Committee for review. International advanced standing applications are reviewed on a case-by-case basis. The Recruitment and Admissions team is compiling a database of institutions from which successful advanced standing applicants graduate to facilitate application review in the future. Admission to the advanced standing option is determined by the Admissions Committee, following a thorough review of an applicant's admission materials.

The decision of the Admissions Committee is final and will not be revisited. Applicants are given the option to be considered for admission to the regular 3-year MArch if their advanced standing application is unsuccessful.

Eligibility Summary Form

This form is required to assist the committee in determining eligibility for Advanced Standing status. Advanced Standing places qualified applicants into the third semester (year two) of the 3-year Master of Architecture program.

Master of Architecture - Advanced Standing applicants must have a four-year non-professional bachelor's degree in architectural studies, environmental design, or comparable degree focusing on the built environment or have completed the first year of a professional master's program. Students must have previously completed, at minimum, four (4) architectural design studio courses, one (1) course in visual communications or representation, one (1) course in design technology, two (2) courses in architecture history and theory (one in twentieth century), one (1) course in structures and two (2) courses in building science. Students must have maintained at least a mid-B average in their final year of study.

Applicants with an Honours BA, Architectural Studies from the University of Toronto are not eligible for Advanced Standing and will only be considered for the 3-year Master of Architecture program. Advanced Standing status will be determined by the Admissions Committee after thorough review of each applicant's application materials (portfolio, transcript, cv, letters of reference, etc.). The decision of the Committee is final.

Completing this form does not guarantee admission to any program offered by the John H. Daniels Faculty of Architecture, Landscape, and Design at the University of Toronto. The purpose of this form is to assist in determining my admissibility for the Master of Architecture - First Professional Advanced Standing option.

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

1 Spadina Crescent
Toronto, ON M5S 2J5
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416-978-5038

Eligibility Summary Form

Applicant Name: Applicant Number:

☐ Mid-B average in Final Year of Study

Architectural Design Studios (4)

Course Code	Course Title	Credits/ Credit Hours	Final Grade	Level of Instruction
i.e. ARCH3000	Design Studio 6	0.5 (3.00)	80% (A-)	Third year

Visual Communications or Representation Course (1)

Course Code	Course Title	Credits/ Credit Hours	Final Grade	Level of Instruction

Design Technology Course (1)

Course Code	Course Title	Credits/ Credit Hours	Final Grade	Level of Instruction

Architectural History Course, one in the 20th century (2)

Course Code	Course Title	Credits/ Credit Hours	Final Grade	Level of Instruction

Structures Course (1)

Course Code	Course Title	Credits/ Credit Hours	Final Grade	Level of Instruction
	Struct			

Building Science Courses (2)

Course Code	Course Title	Credits/ Credit Hours	Final Grade	Level of Instruction

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.

Curriculum Overview

The Master of Architecture (MArch) program is a three-year, second-entry professional degree designed for students who have completed a general undergraduate education. Approximately half of our MArch students come from the Daniels Faculty's own Bachelor of Arts in Architectural Studies (BAAS), a four-year liberal arts program centered on design thinking, visual literacy, and critical thinking. The remaining half of our incoming class comes from a broad range of academic backgrounds, some with prior design education, others entirely new to the discipline.

Reflecting this diversity, the MArch curriculum dedicates its first two years to establishing a strong foundation in architectural knowledge and practice. In the final year, students are encouraged to shape their own academic path, exploring specialized interests within the field through selection of Electives, Option Studios, and the Thesis Studio sequence.

A limited number of applicants may be admitted with advanced standing directly into the second year of our MArch Program, provided they have completed a four-year accredited pre-professional architecture program, achieved a high GPA, demonstrated strong design capabilities, and met specific course requirements (see Section 3.10.2).

Design Studio Sequence

The M.Arch program's Design Studio Sequence begins with four core studios that introduce students to the fundamental dimensions of architectural education. Each studio is organized around a distinct theme:

- ARC1011, Design Studio 1: Form and Foundations
- ARC1012, Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork
- ARC2013, Design Studio 3: Integrated Urbanism Studio
- ARC2014, Design Studio 4: Comprehensive Studio

Together, these studios establish a progressive framework that builds connections with parallel core courses, enabling students to develop skills in formal, material, programmatic, and technical analysis across a range of site conditions. The sequence emphasizes an iterative design process, reinforced through desk critiques, group discussions, interim pin-ups, redline sessions, and final reviews. This cycle of feedback supports students in refining their ideas while cultivating advanced abilities in design thinking, communication, and presentation.

After completing the core studio sequence, students advance to **ARC3015 Options Studio** in the Fall semester of their final year. This studio allows students to ballot for and work with current practitioners and researchers, engaging with their diverse methodologies, areas of expertise, and research interests spanning Architecture, Landscape Architecture, and Urban Design. Reintroduced in Fall 2024 in response to both faculty and student feedback, the Options Studio provides students with valuable opportunities to collaborate with and learn from professionals across multiple disciplines. It also functions as a bridge between the core studios and the independent Thesis Project, with instructors modeling strategies for identifying and refining a specific design topic of interest.

The year-long **Thesis Project** consists of **ARC3018 Thesis Seminar (0.5 FCE)** followed by **ARC3021 Thesis Studio (1.0 FCE)**. Introduced in 2024, this structure replaced the previous two-semester sequence of consecutive thesis studios. In **ARC3018 Thesis Seminar**, students ballot for a year-long advisor whose expertise aligns with their research interests. This process creates cohorts of students working on related topics under the guidance of a faculty advisor who curates readings, discussion themes, and preliminary research activities. The seminar culminates in the

development of a thesis proposal, accompanied by an annotated bibliography and other preparatory materials for the studio.

Building on this foundation, **ARC3021 Thesis Studio** is conducted with the same advisor, allowing students to translate their proposals into design explorations and solutions. Taken together, the Thesis Seminar and Thesis Studio foster critical thinking, creativity, and a deeper understanding of the architect's role and agency within contemporary practice.

Structures and Building Science Sequence

The Structures Sequence consists of two courses. The first, taken in the second semester of the first year, introduces students to fundamental structural principles, ensuring a technical grounding early in their design education. The second, offered concurrently with Comprehensive Studio, deepens this knowledge and emphasizes the integration of structural thinking within complex architectural projects.

- ARC1046 Structures 1
- ARC2046 Structures 2

The Building Science Sequence is a four-semester curriculum that equips students with the technical foundations essential for architectural practice in today's context, where sustainability and environmental responsibility are increasingly central to design. Wherever possible, these courses are integrated with the Design Studio and Design Technology sequences, enabling students to directly apply building science principles within their design work. Each course also includes a dedicated one-hour lab or tutorial session, offering hands-on opportunities to translate technical concepts into practical skills.

- ARC1041, Building Science 1: Architecture in its Technological-Ecological Context
- ARC1043, Building Science 2: Building Science, Materials, and Construction 1
- ARC2047, Building Science 3: Environmental Systems
- ARC2048, Building Science 4: Building Science, Materials, and Construction 2

By the fourth semester, Building Science 4 consolidates and extends the technical knowledge introduced in earlier courses, directly integrating with ARC2014 Comprehensive Studio. In this setting, students apply their expertise in a hands-on context, collaborating with professional consultants to address complex, real-world design challenges.

In addition, the program offers a fifth architectural science course focused on site-specific technical issues. **ARC2042 Site Engineering and Ecology** is a two-week intensive course held in August before the start of the second year. This course provides both standard and advanced placement M.Arch students with essential knowledge in a critical area of architectural training, enabling them to design not only the building itself but also related elements such as grade manipulation, stormwater management, and site design strategies.

Design Technology Sequence

The Design Technology Sequence comprises three courses that develop students' skills in visualization, modeling, and data analysis, emphasizing computer applications essential to contemporary architectural practice.

- **ARC1021, Visual Communications**
  A two-week Summer Intensive, this course introduces students to the fundamentals of architectural representation, including drawing preparation, 3D modeling, and foundational design software literacy.
- **ARC1022, Design Technology 1**
  Offered in the first semester of Year 1, this course expands students' knowledge of 3D modeling, parametric design tools, fabrication techniques, and introductory exercises in daylighting and shadow simulations.
- **ARC2023, Design Technology 2**
  Offered in the first semester of Year 2, this course builds on foundational skills by introducing advanced GIS applications and simulation tools, enabling students to analyze climate, environmental comfort, and data-driven performance within architectural models.

History, Theory and Research

The Daniels Faculty's history and theory curriculum introduces students to architecture's global, cultural, and intellectual contexts through a progressive sequence of required courses and electives.

ARC1031 and ARC1032 Historical Perspectives on Topics in Architecture 1 & 2 have recently been restructured around six thematic modules—Natures, Forms, Societies, Labor, Technology and Environment, and Infrastructure and Systems—spanning from the 18th century to the present. This thematic approach situates canonical Western works within a broader transnational narrative, emphasizing architecture's entanglement with political, industrial, and settler revolutions, as well as its role in globalization.

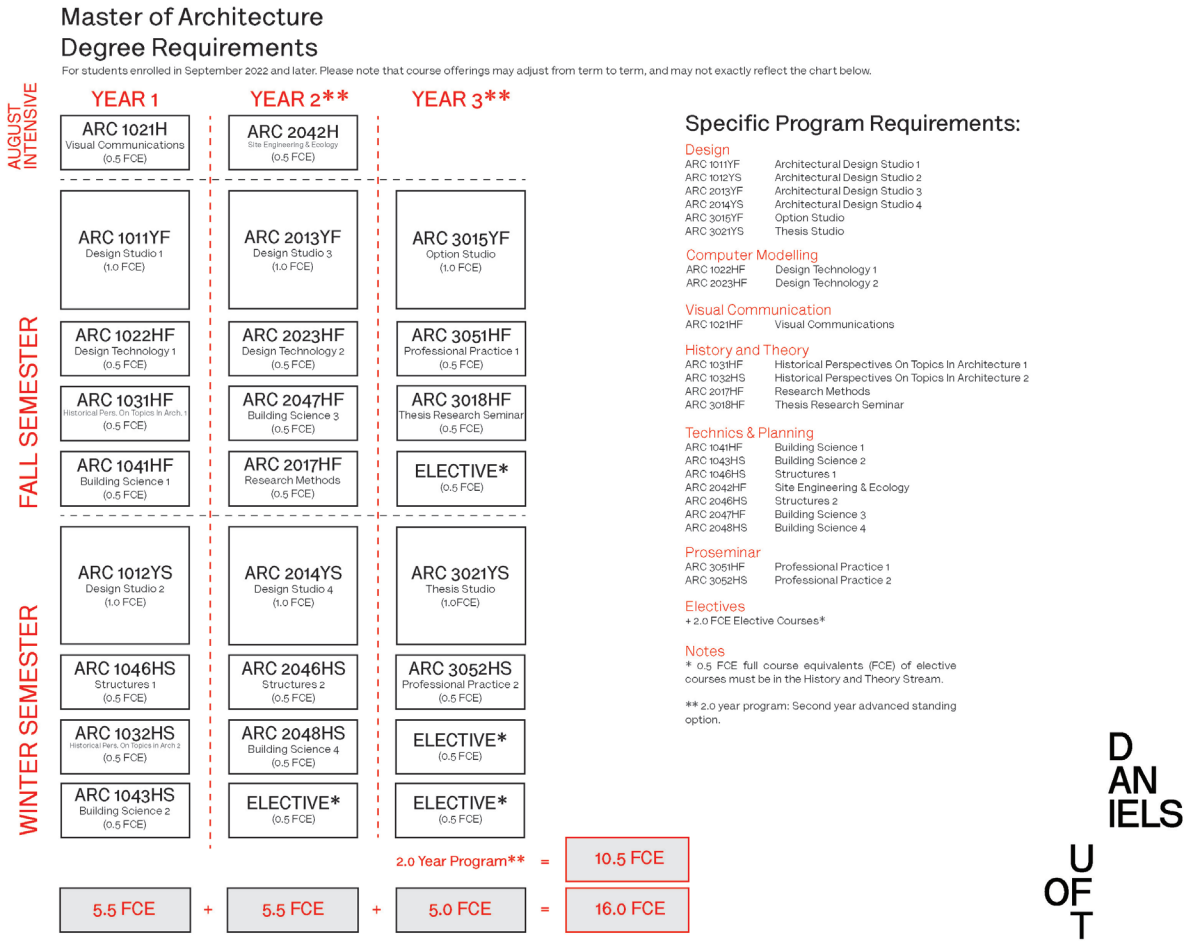
ARC2017 (Research Methods) builds directly on these foundations, offering an integrated approach that combines history, theory, and design research. The course provides students with a broad survey of methodologies while engaging them in semester-long "Architecture Culture Projects." Serving as essential preparation for the final-year Thesis, it trains students to frame research questions, test methods, and develop original theoretical positions.

Students also complete at least one History and Theory elective, with some courses co-listed with the PhD program. Recent offerings have included North American infrastructures, migration and spatial histories, Indigenous approaches to land and placemaking, and the intersections of architecture and health.

Professional Practice

ARC3051 Professional Practice 1 and **ARC3052 Professional Practice 2** form a yearlong sequence that introduces students to the five core themes of professional practice defined by the CACB Student Performance Criteria (SPC). Through weekly lectures led by architects, regulatory

officials, engineers, specification writers, insurance providers, construction managers, and design review panel members, students gain a comprehensive understanding of the structures, responsibilities, and evolving challenges of the profession. Assignments are designed to extend this learning, from analyzing current regulatory frameworks to proposing forward-looking reforms, while also examining the respective roles of interns and employers. Together, the courses encourage students to think critically about how professional practice adapts to shifting social, political, and technological contexts.



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.

PPC 1. Professional Development

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

Program Response:

The MARC program thrives through the generous contributions of time and expertise from the professional community across the Toronto metropolitan area. Industry professionals enrich the program by teaching design studios and technical courses, participating in reviews, panel discussions, lecture series, and offering specialized knowledge that enhances both studio and classroom experiences. The Constitution of the Daniels Faculty Council – the highest decision-making body within the Faculty – engages the profession through its alumni membership and the appointment of representatives from professional regulatory bodies, including a member appointed by the Ontario Association of Architects (OAA).

Design studios are intentionally structured to engage with pressing and contemporary issues in architecture. They foster dynamic interactions by inviting design practitioners, community leaders, public and private sector developers, and urban planners to collaborate with students. These engagements help bridge academic learning with real-world challenges and opportunities, offering students valuable insights into the complexities of architectural practice today.

In **ARC2013: Design Studio 3**, students engage directly with professionals in architecture, landscape architecture, and urban design. These practitioners participate as instructors, guest lecturers, and project reviewers, guiding students as they investigate pressing urban issues in Toronto.

In **ARC2014: Comprehensive Studio**, students deepen their collaboration with industry professionals, working closely with practicing engineers and building science consultants to tackle real-world design and construction challenges. Each student also participates in guided construction site visits, providing firsthand exposure to project execution and professional workflows. Tours begin with a brief project overview, followed by a supervised walkthrough where students can ask questions and interact directly with architects and site supervisors.
In 2025, students visited several high-profile projects, including the UofT Wood Academic Tower (Patkau & MJMA Architects), KING Toronto (BIG & Diamond Schmitt Architects), and West Don Blocks 3/4/7 (Cobe Architects & architects Alliance). Tours were conducted in small groups of 10–15 students and led by the project architects and site supervisors. The UofT Wood Academic Tower tour, organized by Wood WORKS! Ontario through the Canadian Wood Council Resource Program, offered an educational opportunity to engage with experts on mass timber construction.

ARC3051 and ARC3052: Professional Practice 1 and 2 combine weekly lectures with direct engagement from a range of professionals—including architects, engineers, cost consultants, regulators, and city planners—to guide students through the internship and licensure process in Ontario. Students gain practical insights into licensure requirements, ethics, insurance, and the Architects Act, while learning firsthand from those shaping the profession. In ARC3052, the term opens with a lecture by the OAA Registrar, offering a detailed overview of the licensure process

and the responsibilities of architectural interns. This session, along with the broader course activities, fosters active discussion, mentorship, and a deeper connection to professional standards.

The Daniels Faculty also hosts an annual **Multi-Disciplinary Networking Event**, designed to connect graduate students with a wide range of design professionals and city planners from across the country. This event offers students the opportunity to explore diverse career paths, gain insights into various areas of practice, and build meaningful professional connections. The 2025 edition of the event featured participation from the following organizations:

- Moriyama Teshima Architects
- Kasian Architecture and Interior Design
- ZAS Architects + Interiors
- Brook McIlroy
- Bousfields Inc
- Ontario Association of Architects
- City of Toronto
- MJMA Architecture & Design
- LGA Architectural Partners
- O2 Design
- DTAH
- Superkul
- Saucier et Perrotte
- CS&P Architects
- KPMB Architects
- Janet Rosenberg & Studio
- Perkins&Will
- Dillon Consulting Ltd
- SvN Architects + Planners
- Urban Strategies

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.

Program Response:

Architectural education in our program advances the social, technical, and professional dimensions of design through a cohesive and progressive curriculum. Each semester builds on the last, linking studio work with supporting coursework to create an integrated and comprehensive learning experience.

Semester 1 begins with a foundational studio that introduces spatial thinking and formal experimentation. Early design investigations foster an intuitive understanding of how structural systems shape and support form. Supporting courses help students build essential representational skills across media (ARC1021 Visual Communications) and introduce them to key digital and fabrication tools (ARC1022 Design Technology 1), including modeling, rendering, and parametric workflows. ARC1041 Building Science 1 provides a broad overview of how buildings relate to ecological, cultural, and technological systems, and introduces students to the reading and production of construction documents.

Semester 2 deepens material literacy and engages with Indigenous frameworks of knowledge through a project situated on a complex topographic site. This second studio (ARC1012) fosters a critical awareness of place, culture, and environmental stewardship. Students are asked to design a building that includes three distinct climatic zones: enclosed, semi-enclosed, and open. This approach encourages exploration of transitional threshold spaces and aligns closely with the technical concepts explored in ARC1043 Building Science 2. During this term, students also

begin their studies in Structures I, where they examine both traditional and contemporary building materials, along with their applications and limitations.

Spanning the entire first year, the architectural history sequence (ARC1031 and ARC1032) complements both studio and building science courses. Structured around six key themes—Natures, Forms, Societies, Labor, Technology and Environment, and Infrastructure and Systems—it equips students with critical frameworks for interpreting architecture within broader cultural, historical, and global contexts.

Semester 3 shifts focus to the urban scale. Students explore the relationships among built form, landscape systems, housing typologies, and civic institutions. ARC2042 (Site Engineering and Ecology) and ARC2023 (Design Technology 2) introduce GIS tools for large-scale site analysis, along with stormwater grading and solar simulation techniques. ARC2047 (Building Science 3) strengthens students' ability to integrate technical systems in preparation for the Comprehensive Studio. Meanwhile, ARC2017 (Research Methods) introduces a range of architectural research strategies, including fieldwork, case studies, demographic analysis, material studies, climate science, and archival research. These methods support both studio work and early thesis planning.

Semester 4 centers on the Comprehensive Studio, a real-world collaboration with West Neighbourhood House. Set on a downtown Toronto site, the studio addresses affordable housing through a detailed design process. Students integrate low-energy, low-carbon strategies into a mixed-use project that includes public community space and affordable residential units. The studio emphasizes structural systems, enclosure strategies, building detailing, and the relationship between public and private space. ARC2048 (Building Science 4) and ARC2043 (Structures 2) support the technical integration required for comprehensive design.

Semesters 5 and 6 encourage specialization and self-directed learning. In Semester 5, students choose from a wide range of Option Studios offered across Architecture, Landscape, and Urban Design. These studios are led by renowned faculty and visiting practitioners, focus on specific methodologies or real-world challenges. Students also begin a year-long Thesis sequence (ARC3018 and ARC3021), selecting an advisor to guide their research and design inquiry. Concurrently, ARC3051 and ARC3052 (Professional Practice) prepare students for the profession, covering modes of practice, project management, contracts, ethics, and legal responsibilities.

The strengthening of curricular connections began with a comprehensive review in 2021, when our program established a series of MARC Faculty Working Groups to conduct a broad assessment of the entire curriculum. This initial phase identified redundancies, clarified learning objectives, and set priorities for more effective integration across courses. Building on this foundation, subsequent efforts focused on specific subject areas. In 2022, the Building Science Curriculum Workshops aimed to enhance the design relevance of technical content, ensure key concepts were reinforced across the four-course sequence, and incorporate student feedback. In 2023, History and Theory faculty reorganized their curriculum around six thematic lenses and broadened the inclusion of non-Western perspectives. In 2024, Core Studio Workshops were held to assess and refine the studio sequence. Together, these initiatives reflect a sustained commitment to meaningfully integrating the social, technical, and professional dimensions of architectural education.

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.

Program Response:

Over the past six years, the Daniels Faculty has prioritized broadening engagement with diverse cultural, social, and political contexts. This commitment is evident in recent faculty hires, expanded community outreach, and curricular revisions that center equity, inclusion, and global perspectives.

Key curriculum changes include the restructured History and Theory courses (ARC1031 and ARC1032), which foreground counter-narratives that challenge dominant historical accounts. ARC1031 introduces topics such as indigeneity, settler colonialism, and tropical architectures, while ARC1032 explores how architecture reflects and reinforces systems of power through themes like mercantilism, colonialism, and capitalism. In ARC2017: Research Methods, students examine various research tools used in architecture while critically analyzing the biases embedded in these research methodologies. Across these courses, students are encouraged to move beyond the traditional Western canon by centering marginalized voices and perspectives, cultivating a critical understanding of how architectural knowledge is produced, and who has the authority to produce it.

These critical frameworks extend into the design studio sequence. In ARC1012: Architectural Design Studio 2, co-developed with Indigenous Knowledge Keeper James Bird, students explore Indigenous approaches to land, ecology, and materiality. The studio project, a “Decolonized Museum,” prompts students to challenge the colonial legacy of museums and develop inclusive, culturally sensitive design strategies. In ARC2014: Comprehensive Building Project, students collaborated with West Neighbourhood House to address issues such as housing, equity, and public health. Direct engagement with over a dozen community members deepens students’ understanding of lived experience and spatial justice.

Our Options Studio (ARC3015) and Summer Abroad (ARC2016) program have offered course work tied to travel to diverse locations such as Detroit, Zanzibar, Korea, Berlin, Greece, and Costa Rica – just to name the locations offered in the 24-25 academic year.

Beyond the classroom, the Daniels Faculty launched *Building Black Success Through Design* (BBSD) in 2021—a free, 12-week mentorship program for Black high school students interested in architecture, art, and design. BBSD aims to increase representation and access by connecting high school students with Black architecture students and professionals. Since its launch, the program has doubled in size, expanding its impact in introducing architecture and design to Black communities and highlighting the transformative role of design in shaping culture and the built environment.

Institutionally, the Daniels Faculty appointed Dr. Jewel Amoah in 2022 as the inaugural Assistant Dean of Equity, Diversity, and Inclusion. That same year, it established the First Peoples Leadership Advisory Group in collaboration with Indigenous stakeholders. Advisors Elder Dorothy Peters, Amos Key Jr., and Trina Moyan provide ongoing guidance to integrate Indigenous knowledge into academic and community life, and to support inclusive practices across the Faculty.

From an extracurricular perspective, the Daniels Faculty has implemented community engagement initiatives, such as Community for Belonging Reading Group, which is “intended to raise awareness of the broad spectrum of identities within the Daniels Faculty community and provide a platform for engagement, interaction and discussion”. Details of the program, along with descriptions and links to each session’s topics and themes, are available in Section 3.3 – Equity, Diversity and Inclusion. The Community for Belonging initiative will expand to include exhibitions and walking tours and other activities that are beyond a book club. Community for Belonging is dynamic in that it reflects its membership and this changes with each event. It is a space that is not premised on hierarchy or expertise, but an inclusive and welcoming space for the engagement of ideas and perspectives without judgment.

Public Program[1]
The public lecture series is an opportunity to showcase insights and perspectives from a broad range of artists, designers, scientists, urbanists and architects. The lectures bring diverse voices and expertise to the stage at Daniels and engage an audience of alumni, professionals, students and staff from across the Daniels disciplines. Lecturers and often international, both in terms of identity and in terms of the focus of their work, hence offering global perspectives on issues of climate, community and design. On two occasions to date, namely with Davide Gissen and Tosin Oshinowo, the work of a public lecturer has also been featured in a Community for Belonging discussion.

The Daniels Faculty has implemented two access and outreach programs to support priority populations that have been identified as being underrepresented. The access and outreach programs demonstrate that representation is not momentary or episodic but is part of a pathway or trajectory of access that begins in secondary school or earlier and extends through university education and into professional practice. The portfolio for our outreach programs are under the broad oversight of the Assistant Dean, EDI, and are overseen in their pedagogical details by faculty members working with student mentors drawn from the relevant minority populations of our students. . Access and outreach programs are part of a long-term strategic commitment.. This year the Faculty has received a new supporting grant (LEAF Grant) to initiate a new indigenous outreach program which will be guided in part by one of our First Nations Dean’s Advisory Committee. This will bring the number of outreach programs to four: two for black high school students, and two for indigenous high school students.

Engage-Design-Build
In 2022, members of the Faculty received two grants from the Access Programs University Fund (APUF) to implement access and outreach programs focused on Black and low-income communities in the Greater Toronto Area. Engage-Design-Build, led by Associate Professor Michael Piper and Sessional Lecturer Otto Ojo. **Engage-Design-Build**,[2] an initiative run in partnership with the Toronto District School Board, is an experiential learning program for secondary school youth who are underrepresented in the design professions due to economic or racial barriers. The goal is to open pathways to careers in architecture and design by applying skills from their school’s curriculum to a design project in their neighborhood. The initiative began with a pilot project in 2021-22 with the George Harvey Collegiate Institute near the Little Jamaica neighbourhood. The project was expanded in 2022-23 and continued in 2022-23 as part of a capstone project for 2024. With the end of grant funding, there was no capacity to continue the initiative within the Faculty.

Building Black Success through Design (BBSD)
Building Black Success through Design (BBSD) is a free 12-week mentoring program for Black high school students interested in architecture, art, and design. BBSD aims to inspire Black

students to pursue excellence and innovation within design industries and academia, enhancing diversity and building Black success through design. This access and outreach program offers a dynamic platform for Black high school students to explore their creativity and passions, celebrate their cultural heritage, and engage in thought-provoking conversations through art and architecture. Mentored by Black university students and alumni from our Daniels Faculty undergraduate and graduate programs, high school students will hone their skills across various mediums and software, while also delving into topics that resonate with their experiences and identity.

Throughout the BBSD program, students will be inspired to address the concept *of design for belonging* within their projects featured on a site in Toronto. This concept centers community identity and inclusion in the design process. A sense of belonging is an indicator of substantive inclusion for Black students historically underrepresented within the design industry.
Similar to Engage-Design-Build, BBSD began as pilot in 2022 funded through the Access Programs University Fund (APUF). Funding was expanded for 2023 on the proviso that the Faculty would commit to support the program within its operating budget – which it did in 2024 and 2025. However financial pressures have called into question support for the program beyond 2026.

Building Indigenous Representation at Daniels (BIRD) In 2025, a proposal for an access program for urban Indigenous students was submitted and approved through APUF. Over the course of the 2025-26 academic year, through a series of Saturday workshops, the BIRD program is an opportunity for urban Indigenous students across the GTA to be exposed to the breadth and scope of program offerings across the Daniels Faculty. Insights from Daniels Indigenous students, design professionals and faculty members will demonstrate to Indigenous students the ways in which Indigenous history, knowledge and identity are incorporated into design education and practice. The long-term objective of BIRD is to address the paucity of Indigenous architects and designers in Canada by creating a pathway that enables Indigenous students to see themselves, their history and ways of knowing and being reflected in design.

Anti-Colonial Curriculum and Pedagogy Project[3]
In response to a call for proposals from the Office of the Vice Provost Innovations in Undergraduate Education, in 2023, the Associate Dean, Academic and the Assistant Dean, Equity, Diversity and Inclusion submitted funding proposal to the Equity, Diversity, and Inclusion Curriculum and Pedagogy Fund. The resulting initiative, the Anti-Colonial Curriculum and Pedagogy Project sought to enhance faculty capacity to continuously seek and include multiple divergent voices in curricular content and pedagogical practices.
Through a series of workshops, the project engaged faculty across the John H. Daniels Faculty of Architecture, Landscape, and Design to better understand the strategies, resources, and techniques already in use as well as propose new ideas to foster inclusive teaching and learning. Spread over the course of 12 months, these workshops were :

- September 2023 – ***Understanding Learning Theories that Inform How We Promote and Advance Inclusive Teaching*** (description: unpack how we as educators can evolve our learning spaces and pedagogies to value students' diverse experiences, remove barriers, nurture critical thinking skills and build community.)
- October 2023 – ***The Inner Work of Building Inclusive Classrooms*** (description: a personal conversation about how we internalize systems of oppression, how they are reflected in our teaching practices, and how we can create a new vision for how we want to be as educators.)
- September 2024 – ***Anti-colonial Horizons – Co-Designing Transformative Educational Landscapes at Daniels*** (description: fostering conversations within Daniels

around undoing inherited modes of practice and teaching, as well as expanding both the content, voices, and methodology of pedagogical practices unique to Daniels programs.)

Beyond the formal workshop environment, in order to build faculty capacity and embed inclusive practices across the curriculum, the team facilitated conversations involving students, faculty, staff, community partners, and external colleagues. These efforts supported a collective shift toward more inclusive, responsive, and anti-colonial teaching approaches.
Resources developed during this project period include the following:

- Prospective Steps Towards Anti-Colonial Education at Daniels: A guide with suggestions for inclusive syllabus language, course content, and pedagogical strategies
- Diversified Reading Lists: Resources and support to help faculty diversify course materials and assigned readings[4]

IDEAS Impact Award – Student Peer Recognition Initiatives[5]
A collaborative initiative of the Faculty's three student unions—the Architectural and Visual Studies Student Union (AVSSU), the Forestry Graduate Student Association (FGSA) and the Graduate Architecture Landscape and Design Student Union (GALDSU)—established the award during the 2022-2023 academic year with the support of the Office of the Assistant Dean, Equity Diversity and Inclusion.
The IDEAS Impact Award seeks to recognize Daniels Faculty students for their contributions towards advancing inclusion, decolonial work, equity, accessibility and sustainability at the Faculty or in external communities.

[1] See:
Fall 2021 - https://www.daniels.utoronto.ca/events/1633645800/daniels-facultys-fall-2021-public-program
Fall 2022 - https://www.daniels.utoronto.ca/news/tue-sep-6-2022-all-day/daniels-facultys-fall-2022-public-program
Fall 2023 - https://www.daniels.utoronto.ca/news/fri-sep-1-2023-all-day/daniels-facultys-fall-2023-public-program
Winter 2023 - https://www.daniels.utoronto.ca/news/mon-jan-9-2023-all-day/daniels-facultys-winter-2023-public-program
Winter 2024 - https://www.daniels.utoronto.ca/news/wed-jan-10-2024-all-day/daniels-facultys-winter-2024-public-program
Fall 2024 - https://www.daniels.utoronto.ca/news/wed-aug-28-2024-all-day/daniels-facultys-fall-2024-public-program
Winter 2025: https://www.daniels.utoronto.ca/news/mon-jan-6-2025-all-day/daniels-facultys-winter-2025-public-program
[2] See https://tuflab.ca/Engage-Design-Build and also: https://www.daniels.utoronto.ca/news/tue-jul-25-2023-all-day/engage-design-build-exhibition-torontos-little-jamaica-close-wrap
[3] See the full project description, activities and outputs on the OVPIUE site for the Library of Innovative Teaching: https://www.viceprovostundergrad.utoronto.ca/projects/enhance-faculty-capacity-to-continuously-seek-and-include-multiple-divergent-voices-in-curricular-content-and-pedagogical-practices/
[4] Available to Daniels Faculty members through the Head, Eberhard Zeidler Library
[5] See: https://www.daniels.utoronto.ca/news/thu-oct-12-2023-all-day/meet-inaugural-cohort-ideas-impact-award-fellows

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.

Program Response:

Collaborative work is a core element of the curriculum, growing in complexity as students advance through the program. Small studio sizes, averaging a student-to-instructor ratio of 11 to 1, create an environment that fosters close peer interaction and meaningful exchange.

From the first year, students engage in foundational forms of collaboration through shared contextual research and active dialogue around each other's work. In ARC1012 Design Studio 2, for example, students work in groups to interpret an Indigenous artwork by examining its craft and meaning, then translate these insights into the design of a room to house and exhibit the piece. Collaboration continues through the production of shared site models, drawings, and group research into the project's broader site and context.

In the third semester, collaboration intensifies in ARC2013 Integrated Urbanism Studio, where students and faculty from architecture, landscape architecture, and urban design programs come together. This studio emphasizes collective research and analysis of urban-scale precedents and various stakeholder perspectives, encouraging cross-disciplinary dialogue and knowledge exchange.

In the fourth-semester Comprehensive Studio, students work in pairs to integrate technical knowledge from concurrent structures and building science courses. While each student is responsible for developing their own construction details, the collaborative process allows for discussion, comparison of ideas, and critical evaluation of material strategies towards a final design solution. In addition, Studio Instructors and Building Science instructors from these courses participate in joint desk crits and reviews, modeling interdisciplinary dialogue and encouraging students to adopt a similar collaborative approach.

In the yearlong Professional Practice courses (ARC3051 and ARC3052), students engage with real-world scenarios through applied assignments. In one, they draft a letter to the elected Council of the Ontario Association of Architects, deliberating on potential updates to the Architects Act in light of the Canadian Net-Zero Emissions Accountability Act. Modernization of the Architects Act asks Council to incorporate protection of the environment as one of the primary objectives of the Act. Students work in groups to evaluate the risks and opportunities of entering a design-build competition with ambiguous or borderline conditions. These assignments prompt students to navigate the ethical, financial, and legal responsibilities of architectural practice, cultivating a deeper understanding of leadership in the profession.

Collaboration extends beyond the classroom as well. Daniels students participate in faculty hiring processes, recruitment events, and the Faculty Council. Graduate students are represented by GALDSU, the Graduate Architecture, Landscape & Design Student Union, which has conducted mental health surveys, advocated for Equity, Diversity, and Inclusion (EDI) initiatives, and organized social events to foster community.

MARC students have taken on leadership roles across a variety of initiatives. Many have served as mentors in *Building Black Success Through Design* (BBSD), a program supporting Black high school students interested in architecture and design. Others contributed to a winning entry for

the 2022 Winter Stations competition, working under the guidance of faculty member Fiona Lim Tung to engage the broader Toronto community. MARC students also participated in *Engage-Design-Build*, a pilot project that brought together Daniels students and high school students from Little Jamaica and York Memorial Collegiate Institute to co-design and exhibit urban furniture. Additionally, many contribute to the *Daniels Design Discovery Program*, where they introduce youth aged 14 to 18 to architecture and design through hands-on teaching and mentorship.

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

Program Response:

ARC2014: Comprehensive Studio serves as the capstone of the core studio sequence, synthesizing a broad spectrum of technical and design knowledge through the development of a detailed, single-building project. Since the last accreditation cycle, the studio has seen substantial advancements, including a formal requirement for students to integrate a whole-life carbon methodology and design high-performance, low-embodied carbon buildings that are near net-zero in energy use, incorporating sustainable, locally sourced, and easily maintained assemblies.

To support this mandate, the **Building Science sequence** (ARC1041, ARC1043, ARC2047, ARC2048) has been significantly updated to address climate crisis concerns, while the **Design Technology sequence** (ARC1022, ARC2023) now introduces computational methods focused on environmental performance and data-driven design. These courses reflect the evolving role of architects in mitigating the environmental impacts of buildings and equip students with tools to develop holistically sustainable designs. Students create parametric energy models to examine how geometry, glazing, shading, and materials affect the thermal performance of multi-zone buildings; conduct life-cycle analyses to assess the embodied carbon of material systems; and use ClimateStudio to evaluate façade performance and strategies for natural ventilation and occupant comfort.

The Comprehensive Studio is closely integrated with required courses in structures, design technology, and building science, and features joint instruction from both design and technical faculty. We have formalized additional teaching assignments for faculty in Building Science and Structures as **Studio Consultants,** ensuring their involvement is structured and compensated. To further simulate real-world integrated design processes, we now engage structural and mechanical engineers for each Comprehensive studio section, providing students with direct expert feedback throughout the semester. Additionally, over the past five years, we have launched a **Comprehensive Studio Lecture Series**, co-hosted with ARC2048 (Building Science 4), featuring leading researchers and practitioners working in mass timber, zoning and building code reform, and emerging sustainable materials and energy systems.

Our program's technical curriculum is further enriched by a diverse range of elective courses that deepen students' engagement with sustainable and performance-based design. These include *ARC3405: When Structure is Architecture*, *ARC3501: Climate Change Adaptation, Sea Level Rise*, *ARC3404: Mass Timber*, *ARC3402: The Ha/f Research Seminar, How Do We Halve the Greenhouse Gas Emissions of University of Toronto's Own Buildings*, *ARC3410: Past and Future Building Envelopes*, *ARC3502: Sustainable Design Perspectives on HVAC and Architecture*, and the PhD cross-listed course *ALD4101: Life Cycle of Buildings*. Notably, student work developed under the guidance of sessional instructor Kelly Doran has been featured in *Teaching Carbon*

Neutral Design in North America: Twenty Award-Winning Architectural Design Studio Methodologies, edited by Robin Z. Puttock (1st ed., New York: Routledge, 2025).

A Professional Practice ARC3051H assignment examines the challenges that architectural practices encounter in meeting the Federal Government's 2030 and 2050 Zero Carbon legislative goals. Students are tasked with interpreting, critiquing, and reimagining the RAIC Canadian Standard Form of Contract for Architectural Services (Document Six) to ensure it aligns with the technical requirements of the Canadian Net-Zero Emissions Accountability Act. This assignment aims to highlight that there is currently no Canadian standard sustainable agreement that addresses the professional risks faced by architects.

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.

Program Response:

The Daniels Faculty is a single-departmental academic unit that fosters interdisciplinary learning across a broad spectrum of disciplines. In addition to the Master of Architecture program, the Faculty includes programs in Landscape Architecture, Urban Design, Visual Studies, and, since 2019, Forestry. This structure promotes lateral thinking and cross-disciplinary engagement through integrated coursework and a robust extracurricular program of lectures, exhibitions, and symposia. While in the list of electives below, reflecting course enrollment to-date of Master of Architecture students, the development of courses in the programs of visual studies and forestry does not include courses from the programs in Visual Studies and Forestry, it is our intent to work on making these courses more accessible in terms of curriculum design to students from our diverse programs including, in particular, Master of Architecture Students. New faculty hires in both programs, are expected to have cross-over appeal, both through the content of their research and pedagogical interests, and through their communication skills that are able to frame their subjects in broad terms.To support a broad understanding of human knowledge and deeper study within the discipline of architecture, the curriculum offers a wide range of elective courses. These include for the academic year of 2024-2025

Master of Architecture Electives:

- History and Theory
    - ARC3300 Selected Topics in Architectural History and Theory: Architecture and Infrastructure in North America Landscapes, 1800-2020
    - ARC3303 Selected Topics in Architectural History and Theory: Landscapes of Migration
    - ARC3311 Selected Topics in Architectural History and Theory: Land Practices/Prácticas de la tierra
    - ARC3324 Selected Topics in Architectural History and Theory: Designing Nature
    - ARC3600 Selected Topics in the History and Theory of Architecture and Health: Health and the Built Environment
    - ALD4100 Advanced Topics in Architecture, Landscape, and Design: Political Economies of Architectural History and Theory
    - ALD4104 Advanced Topics in Architecture, Landscape, and Design: Elemental Matters: Architecture as Environmental Media
- Computer Modelling:

    - ARC3201 Selected Topics in Advanced Computer Applications: Computational Design
- Architecture:
    - ARC3700 Selected Topics in Architecture: Laneway Architecture and Urbanism in Toronto
    - ARC3712 Selected Topics in Architecture: Of Transition and Duality
    - ARC3714 Selected Topics in Architecture: Taking Stock
    - ARC3718 Selected Topics in Architecture: Wood in Architecture: A Hands-on Approach
    - ARC3722 Selected Topics in Architecture: In the Margins: Annotating the Everyday & Overlooked in Our Built Environment
    - ARC3723 Selected Topics in Architecture: Natural Materials
- Technics and Planning:
    - ARC3402 Selected Topics in Architecture and Technology: The Ha/f Research Seminar
    - ARC3404 Selected Topics in Architecture and Technology: Mass Timber Building Technology
    - ARC3405 Selected Topics in Architecture and Technology: When Structure is Architecture
    - ALD4101 Advanced Topics in Architecture, Landscape, and Design: Life Cycle Design of Buildings
- Urban Design:
    - ARC3105 Selected Topics in Urban Design: Other Cultures of Density
- Professional Practice:
    - ARC4502 Selected Topics in Professional Practice: How the Climate Crisis is Changing Architectural Practice

Master of Landscape Architecture Electives:

- Design:
    - LAN3201 Landscape Architecture Topics: Design: Mapping our Urban Commons: Alternative Models of Land Ownership in Canadian Cities
- Society:
    - LAN3702 Landscape Architecture Topics: Society: Vocabulary and Agency: Investigating Water
- Technology:
    - LAN3801 Landscape Architecture Topics: Technology: Carbon Accounting for Environmental and Landscape Design

Master of Urban Design Electives:

- Urban Design:
    - URD1505 Selected Topics in Urban Design: Urban Design & Public Engagement
    - URD1506 Selected Topics in History and Theory of Urban Design: Arctic Design
    - URD1511 Selected Topics in Urban Design: Urban/Affordable Housing
    - URD1514 Selected Topics in Urban Design: Designing for Cultures – An Inquiry for a Multicultural City
    - URD1515 Selected Topics in Urban Design: Designing the Peripheral City

The expansion of the undergraduate design program and the launch of the PhD program in 2020 have enabled the Faculty to recruit a growing number of faculty members whose diverse research and scholarly expertise contribute to both core and elective offerings. This has significantly broadened the academic opportunities available to Master of Architecture students.

Additionally, the Daniels Faculty has established affiliate relationships with other faculties across the University of Toronto, including Art History, Urban Planning, the School of Public Health, the School of the Environment, the Department of Political Science, and the David Feldman Centre for Real Estate and Urban Economics at the Rotman School of Management. Faculty from these units increasingly contribute to the teaching and pedagogical mission of Daniels, further expanding the interdisciplinary options available to students.

Master of Architecture students enter the program with varied undergraduate backgrounds and are typically focused on professionally oriented areas of study. However, they are encouraged to take advantage of the University's extensive course offerings beyond the Faculty, particularly in support of their individual interests and thesis research. This access ensures that students engage with a broad base of human knowledge while deepening their expertise in architecture.

3.11.2 Student Performance Criteria

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.

Program Response:
Relevant Courses: ARC1012, ARC1021, ARC2013, ARC2014, ARC2017

The integration of design theory, precedent, and methodology is central to our architectural curriculum. While this criterion is embedded throughout our courses, five key examples illustrate the students' ability to articulate a design process grounded in these principes:

At the outset of the curriculum, **ARC1021: Visual Communications** introduces students to the critical study of image production in relation to design theory, precedent, and methodology. Through a two-part assignment sequence, students begin by conducting a written analysis of a precedent image, learning to perform close readings of representational artifacts within their historical and disciplinary contexts. In the second assignment, they apply this critical framework to an image they generate using contemporary AI text-to-image tools. Students are expected to ground the AI-generated image through analytical interpretation and the application of traditional representational techniques. This initial, closely guided exercise also initiates an essential conversation around authorship in design and the evolving role of AI in creative practice.

In **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork**, students expand their study of architectural precedents by exploring modern Indigenous artwork across genres. This includes a deep engagement with its craft, materiality, narrative, political context, and modes of production. This framework allows students to understand not only the cultural underpinnings of this artwork, but also its conceptual and methodological ambitions. This analysis is then translated into the design of a room in Assignment 1 that then serves as the foundation for the final project of a Museum and Visitor Centre for the Crawford Lake Conservation Area.

The sequence of **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio** and **ARC2014 Architectural Design Studio 4: Comprehensive Building Project** extends

precedent analysis to urban and housing scales respectively. In ARC2013, students critically examine urban theories and master planning strategies through the case of Downsview Park. These precedent analyses help students to debate through various forms of urbanism, uncover the agendas that shape them, and articulate contrasting visions and priorities for shaping urban form. In ARC2014, housing precedents are used to investigate typologies, materials, and envelope design, grounding comprehensive studio projects in real-world architectural strategies.

To provide students with insight about the effect of architectural research practices on continually changing design methodologies, the course **ARC2017: Research Methods** surveys current theories and precedents of design research. This blended course expands on discussions about historical architectural knowledge, first introduced in ARC1031 and ARC1032 the preceding History and Theory Courses, by engaging with problematics in the creation of architectural knowledge through archival, qualitative, quantitative, and experimental research. By doing so students critically assess the strengths and limitations of different approaches to architectural research, while beginning to shape original theoretically informed arguments of their own. This serves as essential preparation for undertaking students' final-year Thesis project by having them engage with core questions about the selection of evidence, its analysis, and the development of original interpretations.

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.

Program Response:
Relevant Courses: ARC1011, ARC1012, ARC2013, ARC2014

Our four Core Design Studios (**ARC1011, ARC1012, ARC2013, and ARC2014**) demonstrate the application of design theories, methods, and precedents to architectural projects. These topic-based studios position architecture within diverse conceptual, theoretical, historical, and physical contexts, emphasizing that architectural projects extend beyond buildings and their components to encompass broader cultural frameworks.

Students develop critical analytical skills by identifying, interpreting, and manipulating the physical, cultural, and symbolic dimensions of sites and environments. Studio-based lectures and discussions situate this work within contemporary social, political, cultural, and technical circumstances while examining how design methodologies can shape responses to these complex conditions.

Design skills are cultivated through three integrated approaches: precedent analysis, iterative design processes involving drawing and modeling at multiple scales, and through both formal and informal reviews. Ongoing feedback from faculty and peers—delivered through desk critiques, group discussions, and public reviews—supports the continuous refinement of student work. These frequent interactions also strengthen students' ability to effectively communicate their design intentions, both visually and verbally, reinforcing their overall learning and critical thinking.

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.

Program Response:
Relevant Courses: ARC1011, ARC1012, ARC1021, ARC1022, ARC2023

In the first three semesters of the curriculum, students are introduced to a comprehensive set of foundational design tools alongside the craft of their application.

ARC1021: Visual Communications emphasizes the relationship between emerging digital tools and traditional representational techniques. The course introduces the foundational techniques of drawing, imaging, and composition, using projective drawing as a framework for analyzing AI-generated imagery. Alongside instruction in raster and vector image-making, students work with AI image generators, examining both their creative potential and the limitations of controlling image outputs. The course situates approaches to architectural image-making within the technical and procedural contexts from which they emerge and highlights how new tools transform cultures of representation. In doing so, it establishes a critical foundation in visual literacy that encourages students to reflect on authorship and the ways images are constructed, interpreted, and instrumentalized within design processes.

ARC1011: Architectural Design Studio 1 builds on this foundation by emphasizing the role of projective drawing in the design process. Through both physical and digital model-making, students come to understand that plans and sections are not merely by-products of design, but analytical tools that reveal and construct spatial relationships. This approach reframes digital modeling software as a platform for active design exploration, establishing a critical framework for geometric manipulation and form-making.

ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork deepens students' engagement with both digital and physical craft. Working collaboratively, students use large-scale CNC tools in combination with handcraft techniques to produce three shared base models. They also refine their digital drawing skills, focusing on line-weight control and the craft of line drawings. The course includes instruction in architectural model photography, using professional lighting equipment, and post-production software to enhance representation of physical artifacts. This iterative approach highlights how different tools (both analog and digital) serve complementary roles in the design process.

ARC1022: Design Technology 1 introduces parametric modeling tools and basic scripting applications that extend design possibilities beyond traditional methods. Through the use of algorithmic design and digital fabrication workflows, students explore how rule-based systems can be applied to real-world problem solving and support iterative design thinking. A sequence of assignments, from parametric modeling to fabrication, demonstrates how digital tools can enhance design efficiency.

ARC2023: Design Technology 2 broadens the range of design tools to include computational methods driven by environmental performance. Students engage with Geographic Information Systems (GIS), solar and daylight simulation, thermal simulation software, and data visualization techniques. These tools are used to analyze site conditions, environmental performance, and spatial data, enabling students to make informed design decisions alongside ARC2013 and ARC2014. While the primary emphasis is on integrating environmental analysis into the design process, students are also introduced to related methods for assessing embodied carbon using OneClick LCA. (This tool is taught in greater depth in ARC2047 and then applied in ARC2048 and ARC2014.) By situating performance and sustainability as core design drivers, the course prepares students to integrate environmental responsibility into architectural practice.

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.

Program Response:
Relevant Courses: ARC1011, ARC1012, ARC2013, ARC2014, ARC2023

The concept of *program* is introduced to students in the first design studio and is progressively developed throughout the core studio sequence.

In **ARC1011: Architectural Design Studio 1**, students work with a predefined program centered on a public pool facility, designed to explore the relationship between public and private space. The program includes both community gathering areas and more intimate, cellular locker rooms. Students conceptualize the notion that different programmatic spaces require different degrees of architectural enclosure. Through this project, students are introduced to key architectural concepts such as inhabitable poche, primary and secondary circulation, and spatial hierarchy/sequencing, which are explored and demonstrated in their final design proposals.

In **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork**, students are challenged to critically examine the museum typology, with a focus on the cultural implications of collecting, preserving, and displaying significant objects—particularly from Indigenous perspectives. The studio explores how Indigenous understandings of utilitarian and sacred artifacts, ceremonial practices, and elements such as a medicine garden contrast with the Western museum model. Students are tasked with reconciling these differing worldviews and conceptualizing new forms of visitor engagement. The design brief introduces three distinct climatic zones within the building, encouraging exploration of how variations in temperature, light, and thresholds shape spatial experience and programmatic relationships.

In **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio**, students explore the complexities of urban development through programmatic analysis of urban environments. This includes examining diverse stakeholder interests, environmental impacts, zoning regulations, and infrastructural requirements. Working in teams of 3 to 4, students engage in structured debates from three distinct perspectives, modeling how programmatic considerations influence urban design decisions. Their final framework plans are supported by detailed research to justify the proposed mix of programs.

ARC2014 Architectural Design Studio 4: Comprehensive Building Project challenges students to collaborate with a real-world client, *West Neighbourhood House*, to reimagine and expand its existing community centre. The project involves developing a comprehensive 8,500 m² mixed-use plan that reintegrates all current programs, introduces new retail spaces to support future revenue-generating tenants, and incorporates 100 units of affordable housing.

Throughout the term, students engaged in detailed technical programming, analyzing apartment configurations, unit mix, circulation strategies for both public and private zones, mechanical room sizing, and loading dock requirements. To ensure their proposals were grounded in the lived experiences of the community, students toured the West Neighbourhood House facilities and held direct consultations with its diverse user groups.

Fourteen members of the organization participated in both interim and final reviews, offering valuable feedback and insight into the complex and evolving needs of the centre. This studio builds on the previous semester's **ARC2023: Design Technology 2**, where students explored dynamic thermal simulations and developed multi-zone thermal models of housing units in relation to programmatic use, thermal comfort, and ventilation strategies.

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.

Program Response:
Relevant Courses: ARC1012, ARC2013, ARC2014, ARC2023, ARC2042

In **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork**, students explore a non-urban site at Crawford Lake Conservation Area, engaging with its topography, ecological systems, archaeological and geological features, and the network of access points including trails, roads, parking areas, and loading zones. This comprehensive site analysis is enriched by Indigenous perspectives on landscape and place, encouraging students to consider alternative ways of understanding and relating to the land.

Building on this foundation, **ARC2042: Site Engineering and Ecology** deepens students' technical understanding of topographic transformation and site design. The course introduces essential principles such as grading strategies, stormwater management, watershed and stormwater analysis, surface material selection as they pertain to stormwater management, and foundational Geographic Information Systems (GIS) skills. Emphasis is placed on the broader implications of placing a building within a landscape; how architecture decisions shape, and are shaped by, the physical and environmental characteristics of the site.

In **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio**, students shift their focus to the urban scale, examining broader morphological patterns and their relationship to public and private outdoor spaces. Streets, parks, blocks, infrastructure, and ecological systems are examined through the lens of neighborhood needs and community dynamics. The studio brings together faculty and students from urban design, architecture, and landscape architecture, creating a rich interdisciplinary environment. This collaboration fosters meaningful dialogue around public policy, zoning regulations, density objectives, and land use planning; mirroring the complexity and negotiation that define real-world urban site considerations.

Supporting this studio, **ARC2023: Design Technology 2** enhances students' technical proficiency through advanced GIS training, focusing on geospatial data for local site information (topography, building and program types, sidewalk boundaries, and tree locations) and urban social context (census data). Assignments using ClimateStudio software and GIS information introduce sun and shadow modeling, helping students assess how building orientation influences daylighting and energy performance.

These concepts are further reinforced in **ARC2014 Architectural Design Studio 4: Comprehensive Building Project,** where students design at the building scale on a prominent corner site within an urban context. Site considerations include access from major thoroughfares and laneways, pedestrian and vehicular drop-off zones, waste and loading logistics, solar radiation study—all within the dynamic setting of a busy intersection. Students confront the urban implications of a corner lot, analyzing the street wall, lot boundaries, and civic visibility while

negotiating the tension between public presence and private programmatic needs. These investigations immerse students in the nuanced challenges of building design in a dense metropolitan environment.

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.

Program Response:
Relevant Courses: ARC2013, ARC2014, ARC2023

ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio is a cross-disciplinary studio co-led by faculty in Architecture, Landscape Architecture, and Urban Design. Students from all three programs work on a shared site and brief, approaching the project through a deeply interdisciplinary lens. The studio models the kinds of collaborative, creative, and technical processes needed to address today's complex urban challenges.

This year, students engaged with the evolving context of the Downsview site, examining its transformation from a former military airfield to its envisioned future as outlined in the Downsview Framework Plan. All studio sections participated in a site visit to the decommissioned Downsview Airport and its surrounding areas, gaining a deeper understanding of both the site's broad historical significance and its current planning framework. The visit offered students a firsthand experience of the site's remarkable scale, its surrounding urban fabric, and the magnitude of the intervention they were expected to address. It also provided an opportunity to explore the socio-spatial relationships that define this transitional brownfield area. Through ongoing discussions and debates, students critically examined the diverse interests of stakeholders involved in the site's transformation, fostering a nuanced understanding of the complexities inherent in urban redevelopment.

The course progressed from macro-scale urban analysis to medium-resolution, mixed-use design proposals that responded to regulatory frameworks, infrastructure, and socio-economic conditions. Students worked across a range of scales and representational techniques, including large-scale transects, figure-ground studies, block and building typologies, mapping exercises, street sections, program distribution diagrams, density models, and phasing strategies. The first assignment in **ARC2023: Design Technology 2** introduced students to GIS and social site analysis at the start of the semester, helping to bridge the gap between technology courses and studio-based work.

In the following semester, **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**, shifts focus to the neighbourhood scale, with a site located at the busy downtown intersection of Dundas and Ossington. This prominent corner, anchored by access to three smaller laneways, marks the transition between traditional townhouse neighborhoods and a rapidly gentrifying commercial corridor. Building on the lessons of the previous urban studio, students are challenged to design a single building that thoughtfully responds to the complexities of the local context and the needs of diverse user groups.

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.

Program Response:
Relevant Courses: ARC1041, ARC1043, ARC2014, ARC2046, ARC2048

This ability is most fully demonstrated in **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**, where the primary objective is the material, tectonic, and detailed development of an architectural project. Students work at a 1:20 scale in both drawings and physical models to explore how materiality, structure, low-carbon strategies, and programmatic needs inform the detail design of a building's façade and envelope.

Each student focuses on detailing a specific portion of their project, investigating how the overall design concept is translated into the technical resolution of exterior wall assemblies—where walls meet floors, ground, roof, and ceilings. They also consider how programmatic differences between public and domestic spaces influence the design of thresholds, such as windows, balconies, and other interior-exterior transitions.

In addition, **ARC2014 includes guided construction site visits**, allowing students to observe firsthand, at full scale, the construction process of buildings of a similar scale to their projects. These tours, led by architects and contractors, provide students with a rare opportunity to connect their detailed design work with real-world construction methods and material assemblies.

This studio is closely coordinated with **ARC2046: Structures 2,** and **ARC2048 Building Science 4: Building Science, Materials and Construction 2**, with shared assignments that require students to integrate both passive and active environmental systems. A key component is the development of a *Whole Lifecycle Emissions Estimate,* analyzing how building enclosure assemblies impact operational and embodied energy across the building's lifespan. Students further develop their ARC2014 building enclosure technical drawings in ARC2048 to include a construction sequence and building science narrative.

This level of design integration is scaffolded throughout the curriculum. As early as **ARC1041 Building Science 1: Architecture in its Technological-Ecological Context**, students begin learning detailing strategies by analyzing high-performance buildings and producing key building enclosure interface details—such as Wall-to-Roof, Wall-to-Window, and Wall-to-Foundation connections. In **ARC1043 Building Science 2: Building Science, Materials and Construction**, this knowledge is deepened through the production of full-scale (1:1) wall assembly drawing that include both floor and roof intersections, accompanied by written narratives articulating the logic behind material choices and control strategies.

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.

Program Response:
Relevant Courses: ARC1041, ARC2014, ARC2048, ARC3052

Beginning in **ARC1041 Building Science 1: Architecture in its Technological-Ecological Context**, students are introduced to the fundamentals of architectural documentation. They learn to organize detailed drawings using title blocks, develop wall type schedules, and specify material layers within wall assemblies. These foundational skills are further advanced in **ARC2014 Design Studio 4: Comprehensive Building Project**, where students apply them directly to their own studio projects. Through this work, they develop fluency in drawing conventions and representation methods that clearly communicate both design intent and detailed construction logic.

In **ARC2048 Building Science 4: Building Science, Materials and Construction 2**, this documentation expands to include analytical diagrams and performance assessments essential for contemporary practice. Students produce Building EUI analyses, Life Cycle Assessments for structure and building enclosure elements, and seasonal passive and active environmental system integration studies that align with industry standards for low-carbon, low-environmental impact design.

To consolidate these lessons in their third year, **ARC3052: Professional Practice 2** brings in guest lectures from practicing architects, specification writers, and regulatory experts. Through these discussions of case studies and the review of professional design documents, students gain insight into how design decisions are communicated and executed in real-world projects.

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.

Program Response:
Relevant Courses: ARC1031, ARC1032, ARC2017, ARC3018, ARC3021

Critical thinking and communication are foundational to the history and theory sequence (**ARC1031, ARC1032, ARC2017**) as well as all studio courses but especially focused on in the year-long Thesis sequence (**ARC3018** and **ARC3021**). The curriculum is designed to equip students with the ability to critically examine architecture's role in a broader cultural and societal context, and to articulate their intellectual positions through research-based argumentation and evidence.

In **ARC1031: Historical Perspectives on Topics in Architecture 1**, students engage with Toronto's public spaces and buildings through writing and video assignments. They explore frameworks for evaluating architecture, including questions of a building's "morality" and its cultural, historical, and world-making significance. **ARC1032: Historical Perspectives on Topics in Architecture 2** builds on this foundation, guiding students in the development of a research prospectus and annotated bibliography on a self-directed topic in architectural history.

To prepare for their final thesis, students take **ARC2017: Research Methods**, where they develop a semester-long research proposal. Students are introduced to different research methods through the comparative study of case studies that illustrate the opportunities and

limitations of different methods. The research proposal project guides students through the process of topic selection, problem formulation, establishing a state-of-the-art through literature review, articulation of a research question(s), the intentional selection of a research method and a strategy for the public dissemination of the research. Students use both textual and visual forms of analysis in the development of the proposal. This integrated approach enables students to construct nuanced architectural and cultural arguments that address not only spatial and formal qualities, but also the social, political, ecological and technological dimensions of architecture.

In the culminating Thesis sequence comprised of **ARC3018: Thesis Research Seminar** and **ARC3021: Thesis Studio**, students ballot for an advisor whose research expertise aligns with their interests. With their advisor's guidance, they formulate a clear research question, develop and apply appropriate methodologies, and arrive at a well-supported conclusion. These findings form the intellectual foundation for a design proposition, which is communicated through a combination of writing, oral presentations, films, and diverse visual media. The final work is presented to an invited panel of international critics, who engage students in in-depth discussions that test the coherence and rigor of their arguments. At the Daniels Faculty, Thesis presentations are understood as carefully orchestrated events, often staged with scripts, scenographic settings, and curated media to express the conceptual and cultural ambitions of each project.

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.

Program Response:
Relevant Courses: ARC1031, ARC1032, ARC2013, History and Theory Elective

ARC1031: Historical Perspectives on Topics in Architecture 1 and **ARC1032: Historical Perspectives on Topics in Architecture 2** have recently undergone significant updates through collaborative discussions with our expanding group of architectural historians. Rather than following a traditional chronological structure, the courses are now organized around six thematic modules—three per semester—that span from the 1750s to the present. These themes explore architecture’s engagement with the political, industrial, and settler revolutions of the 18th and 19th centuries. The six themes—Natures, Forms, Societies, Labor, Technology and Environment, and Infrastructure and Systems—offer students a framework for understanding architecture within broader historical, cultural, and global contexts. This thematic approach emphasizes that globalization is not a recent phenomenon but one with deep historical roots. Canonical buildings and texts from the Western tradition are presented within a transnational narrative, encouraging students to consider the built environment not only as individual structures but also as landscapes and cities shaped by complex historical forces.

In **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio**, students engage directly with the history of urban design through a combination of readings, lectures, and hands-on analysis of urban precedents and models. The course examines both local and international case studies, addressing utopian ideals and pragmatic planning strategies. Students are encouraged to critically analyze how these urban projects are situated within their specific historical, political, and socio-cultural contexts, fostering a deeper understanding of the evolution of urban form and planning. As part of this analytical process, students use drawings, diagrams, and digital models to interpret and represent the spatial, formal, and conceptual strategies embedded in historical precedents.

Additionally, students are required to complete one **History and Theory Elective** of their choosing. These electives, some of which are co-listed with our emerging PhD program, offer opportunities for in-depth exploration through extended reading lists, writing assignments, and small-group discussions. Topics vary widely and include subjects such as the infrastructure of North American landscapes from 1800 to 2020, the history of human migration and its spatial implications, the history and theory of architecture and health, and Indigenous perspectives on land and placemaking. These electives are designed to deepen students' critical engagement with architectural history and theory, broadening their understanding of how architecture intersects with diverse cultural, environmental, and political narratives.

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

Program Response:
Relevant Courses: ARC1031, ARC1032, ARC2017, History and Theory Electives

The history curriculum emphasizes that architectural theory is not separate from history but is, in fact, its driving force. Through the study of treatises, manifestos, and critical counter-narratives, students come to understand that theory shapes—and is shaped by—the historical evolution of architecture and design.

This emphasis is introduced early in **ARC1031: Historical Perspectives on Topics in Architecture 1** and **ARC1032: Historical Perspectives on Topics in Architecture 2**. Through required readings, students actively engage with key theoretical texts and develop the skills to interpret, question, and apply architectural ideas. In *ARC1031*, students use these insights to analyze public buildings and spaces in Toronto, while in *ARC1032*, they build on this foundation by pursuing a self-directed research topic that situates architectural theory within a broader historical and cultural context.

ARC2017: Research Methods extends this critical engagement of architectural theory by asking students to develop a semester-long "Architecture Culture Project" focused on a historical or contemporary issue. Drawing from lectures, readings, and case studies, students explore how architects formulate research questions and choose appropriate historical, qualitative, quantitative, or experimental methodologies. Students critically assess the strengths and limitations of different approaches to architectural research, while beginning to shape original theoretical arguments of their own.

To broaden their understanding further, students complete at least one **History and Theory elective** of their choice. Some of these seminars are co-listed with our emerging PhD program and offer opportunities for advanced study in small, discussion-based settings. With extended reading lists and writing assignments, these electives explore the conceptual and theoretical frameworks shaping architecture and urbanism today.

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.

Program Response:

Relevant Courses: ARC1012, ARC1031, ARC1032, ARC2014, ARC2017

The Architectural History and Theory sequence— **ARC1031: Historical Perspectives on Topics in Architecture 1, ARC1032: Historical Perspectives on Topics in Architecture 2,** and **ARC2017: Research Methods**—invites students to critically engage with the production of architectural-historical knowledge and the biases that shape it. Rather than offering a broad survey, these courses emphasize deep, analytical inquiry into the power structures embedded in architecture, intersecting with issues of class, race, gender, politics, economics, technology, environment, and aesthetics. Global perspectives are woven throughout the sequence via diverse readings and lectures.

In **ARC1031: Historical Perspectives on Topics in Architecture 1**, students examine counter-narratives that challenge dominant historical accounts. Topics such as indigeneity, settler colonialism, Tropical Architectures, and the politics of artifacts reveal how architectural histories are constructed—and contested—across different cultural and geopolitical contexts.

ARC1032: Historical Perspectives on Topics in Architecture 2 builds on this foundation by exploring how architecture both reflects and reinforces systems of power. Through lenses such as mercantilism, colonialism, and capitalism, students investigate how the built environment structures spatial inequities, and mediates social hierarchies related to gender, race, and class.

In **ARC2017: Research Methods**, students are introduced to the tools and techniques architects use to conduct research. They critically assess the assumptions and limitations of historical, quantitative, qualitative, and fieldwork methodologies. Emphasis is placed on addressing the biases inherent in these tools and approaches. Across the sequence, students are encouraged to move beyond the traditional Western canon, centering marginalized voices and contributions to architectural culture. The curriculum fosters a critical awareness of how architectural knowledge is produced—and who gets to produce it.

Building on the critical frameworks introduced in their History and Theory courses, students translate these insights into architectural design practice. In **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork**—a studio co-developed with Indigenous Knowledge Keeper James Bird of the Dënësųłinḙ́ and Nêhiyawak Nations—students engage with Indigenous perspectives on site, ecology, and materiality. A visit to Crawford Lake, a site of both archaeological and geological significance, grounds the studio in real-world context and layered histories.

The central design project of a “Decolonized Museum” requires students to critically examine the museum typology and its colonial legacy. By contrasting Western museological practices with Indigenous approaches to sacred artifacts, ceremonial traditions, and land-based knowledge, students are challenged to reconcile differing worldviews and propose culturally sensitive, inclusive design strategies. This studio reinforces students’ capacity to engage with diverse cultural values and spatial practices, preparing them to act ethically and responsibly in a global architectural context.

In **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**, students demonstrate the ability to engage meaningfully with diverse cultural and social contexts through a sustained collaboration with West Neighbourhood House, a community-based organization whose mission is to address issues including: “homelessness and housing affordability, poverty, inequities, racism and oppression, literacy, aging, mental and physical health, immigration and settlement, violence, isolation and financial exclusion.” The studio structure includes a site visit and multiple review sessions attended by over 14 representatives from the organization,

providing students with direct exposure to the lived experiences, values, and spatial needs of its community members. This engagement enables students to develop design responses that are informed by cultural sensitivity, social equity, and an awareness of the architect's responsibility to serve diverse communities.

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.

Program Response:

Relevant Courses: ARC1012, ARC1041, ARC2013, ARC2047, ARC2048

An understanding of the broader ecological systems that shape building design and performance, as well as the complex interactions between these ecologies and architectural decisions, is developed through a combination of design studios and technical courses. Students engage with ecological thinking at multiple scales, from site-specific conditions to regional environmental systems, and explore how these influence material choices, spatial strategies, and building performance.

ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork introduces students to ecological literacy through the study of the Crawford Lake site. The studio emphasizes the integration of ecological systems into design thinking, supported by lectures such as *Attitudes Towards Land*, which explore Indigenous worldviews and relationships to place. Passive design strategies presented by Transsolar, along with student-led research in Assignment 2, further deepen the understanding of how ecological systems—such as climate, water, and vegetation—shape architectural responses.

In **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio**, students extend their ecological thinking to the urban scale. Through the analysis of the Downsview Park site, they investigate the Toronto ravine network, map site hydrology, and study patterns of animal movement and habitat. These investigations inform urban design strategies that are responsive to ecological systems and promote environmental resilience.

Ecological systems are also a central focus in the Building Science curriculum. In **ARC1041 Building Science 1: Architecture in its Technological-Ecological Context**, students are introduced to contemporary ecological perspectives on the environmental impacts of buildings, including energy use, material life cycles, and climate change adaptation. Assignment (Observation 5) deals directly with having students consider their ability to reduce the ecological impact of buildings through design. This foundation is expanded in **ARC2047 Building Science 3: Environmental Systems**, where students engage with current environmental challenges and explore strategies for designing efficient and sustainable building systems. Finally, in **ARC2048 Building Science 4: Building Science, Materials and Construction 2**, students focus on designing buildings with zero carbon emissions across their entire life cycle, applying whole-systems thinking to reduce environmental impact from construction through operation and end-of-life.

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.

Program Response:
Relevant Courses: ARC1011, ARC2013, ARC2014, ARC2047, ARC2048

The integration of regulatory systems into architectural education is introduced early in the curriculum. In **ARC1011: Architectural Design Studio 1**, students explore the principles of equitable access and the core tenets of Universal Design, laying the groundwork for understanding how regulatory frameworks support inclusive and accessible environments. By **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio**, this foundation expands to include Zoning regulations and Floor Area Ratio (FAR) calculations, deepening students' comprehension of regulatory systems at the urban scale.

In **ARC2047 Building Science 3: Environmental Systems**, the focus shifts to energy efficiency requirements in current and emerging building codes and standards. These evolving regulations are explored in the context of their impact on architectural form and construction methods.

The curriculum culminates in **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**, alongside **ARC2048: Building Science 4: Building Science, Materials and Construction 2**, where students undertake a detailed study of the Ontario Building Code (OBC). Topics include occupancy classifications, building size and construction types, fire separations, fire ratings, occupant loads, exit requirements, plumbing fixture counts, thermal performance, energy efficiency, and accessibility design. This comprehensive regulatory knowledge is directly applied to students' final studio projects, ensuring a well-rounded and practical understanding of code-compliant architectural design.

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.

Program Response:
Relevant Courses: ARC1012, ARC1046, ARC2046, ARC2048, ARC2014

In the first-year curriculum, students take **ARC1012 Architectural Design Studio 2: Site, Matter, Ecology, and Indigenous Storywork**, where material exploration drives innovation in spatial effects, structure, and form. The course emphasizes the study of traditional Indigenous building methods and materials alongside contemporary, environmentally responsible systems that prioritize local sourcing and low ecological impact.

Through the **ARC1046: Structures 1** and **ARC2046: Structures 2** sequence, students develop a foundational understanding of steel, wood, and concrete systems, focusing on their structural behavior and performance. Specifically, in ARC2046 Structures 2, students apply this understanding directly to their **ARC2014 Architectural Design Studio 4: Comprehensive Building Project** work, integrating material selection rationale with sizing, loading calculations and embodied carbon to produce structural plans and diagrams that address both technical requirements and spatial design objectives.

In **ARC2048 Building Science 4: Building Science, Materials and Construction 2**, the emphasis shifts to the selection and detailing of materials, including both structural components and cladding systems. Students critically assess materials based on factors such as regional availability, life-cycle cost, circularity, embodied carbon, and maintenance demands, while also considering key performance attributes like thermal resistance, durability, and environmental impact.

ARC2046: Structures 1 and **ARC2048 Building Science 4: Building Science, Materials and Construction 2** serve as essential support courses for **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**, where students individually develop detailed designs of different significant areas of their projects. Students create material boards, develop specifications, and analyze precedents at the detail scale. This integrated approach enables them to balance technical performance, thermal efficiency, and embodied carbon impact with environmental and aesthetic considerations, demonstrating how material selection and application serve broader design objectives.

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.

Program Response:
Relevant Courses: ARC1046, ARC2046, ARC2014

ARC1046: Structures 1 introduces the fundamental principles of structural analysis and design, with a focus on understanding structural systems and loading, including both gravity and lateral load paths. The course covers basic construction methods and the interpretation of structural documentation. Students will become familiar with the primary structural elements of a building and their roles within the overall system, as well as common structural systems used in buildings, along with their respective advantages and disadvantages. The course emphasizes the application of general rules of thumb for sizing structural elements and the ability to represent structural systems through diagrams that trace load paths. Additionally, students will learn to calculate building loads and develop a foundational understanding of rigid body statics, including the use of free body diagrams. The course also covers the analysis of simple trusses, beams, and columns, and the generation of axial force, shear force, and bending moment diagrams.

In **ARC2046: Structures 2**, students build on the foundational knowledge gained in the previous course to deepen their understanding of structural design and materials, including steel, concrete, and wood. The course explores design loads, solid mechanics, and the principles of stress and strain, while introducing the design of simple beams and columns in various materials. Emphasis is placed on the development of efficient structural forms, the fundamentals of structural vibration, and the accurate graphical representation of building structures in accordance with industry standards.

The **ARC2014 Architectural Design Studio 4: Comprehensive Building Project** further integrates this knowledge, with students selecting, applying, and articulating appropriate structural systems within their architectural designs. This includes a study with a physical model of the structure of the building.

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.

Program Response:
Relevant Courses: ARC1041, ARC1043, ARC2014, ARC2023, ARC2047, ARC2048

The Building Science course sequence—**ARC1041, ARC1043, ARC2047**, and **ARC2048** introduces students to building envelope systems early in their academic journey and builds progressively toward advanced applications.

In **ARC1041 Building Science 1: Architecture in its Technological-Ecological Context**, students begin by observing an older building on the University of Toronto campus, documenting issues related to the building enclosure and analyzing material degradation over time. This foundational understanding is expanded in **ARC1043 Building Science 2: Building Science, Materials and Construction,** where students draw a full-scale (1:1) wall assembly, identifying all control layers and writing a narrative that explains how the assembly responds to environmental forces such as air pressure, temperature, and moisture. In **ARC2047 Building Science 3: Environmental Systems**, the focus shifts to the relationship between the building envelope and environmental performance, including heating and cooling loads, daylighting, and energy consumption. **ARC2048 Building Science 4: Building Science, Materials and Construction 2** further broadens the scope to include contemporary passive building enclosure systems. Students explore system and component selection, environmental relevance, performance, construction sequencing, and integration with active systems. The first half of the term emphasizes passive design strategies to reduce energy use, while the second half focuses on detailing, material selection, and the integration of envelope systems with passive architectural strategies.

These concepts are reinforced through design applications in **ARC2014 Architectural Design Studio 4: Comprehensive Building Project**. Additionally, **ARC2023: Design Technology 2** supports envelope and façade design through digital tools, teaching students to use ClimateStudio for daylight, energy, natural ventilation, and thermal comfort analysis and OneClick LCA to estimate embodied carbon. These computational methods enhance architectural decision-making and are applied in ARC2014, where students receive technical feedback from practicing engineering consultants.

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.

Program Response:
Relevant Courses: ARC2014, ARC2023, ARC2047, ARC2048

ARC2023: Design Technology 2 introduces students to computational design methods focused on environmental performance and data-driven design. The course recognizes the expanding role of architects in managing the environmental impact of buildings and equips students with computational tools that support the design of holistically sustainable architecture. Students

develop parametric energy models to explore how variations in geometry, window placement, shading devices, and material selection affect the thermal performance of a multi-zone building. They also use ClimateStudio to analyze façade designs across different orientations, gaining insight into strategies for natural ventilation, daylight provision, and occupant comfort.

ARC2047 Building Science 3: Environmental Systems explores the integration of passive and active systems in creating comfortable interior environments. Through lectures and applied work, students engage with topics such as psychrometrics, solar geometry and shading, heating and cooling load calculations, building energy consumption, renewable energy systems, and strategies for achieving net zero energy. Students also learn to conduct a Life Cycle Assessment (LCA), preparing them for the application of these concepts in the following semester's ARC2014 Comprehensive Design Studio.

ARC2048 Building Science 4: Building Science, Materials and Construction 2 focuses on designing for whole life-cycle zero carbon emissions, with an emphasis on contemporary passive building enclosure systems. Students learn to estimate the operational energy use of their **ARC2014 Architectural Design Studio 4: Comprehensive Building Project** work and develop strategies aimed at achieving site Net Zero Energy. Each student produces a Thermal Performance Report as part of their enclosure design, and a final Low Carbon Building Report that demonstrates how their projects integrate active and passive systems in compliance with building codes and regulations. Throughout the semester, one-on-one consultations with practicing engineers support the refinement of studio projects, ensuring a cohesive and integrated approach to environmental systems design.

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.

Program Response:
Relevant Courses: ARC2014, ARC2023, ARC2046, ARC2047, ARC2048

ARC2014: Architectural Design Studio 4 – Comprehensive Building Project is a culminating design studio that simulates the experience of professional architectural practice, guiding students from concept design through design development. Students work on a real-world design competition for the West Neighbourhood House in downtown Toronto, beginning with a site visit to understand context, community, and project constraints. They are challenged to propose affordable, low-carbon housing that meets rigorous design and technical performance standards. Throughout the semester, students engage directly with the various constituents of the client group, the winning architectural firm (LGA), structural and mechanical engineers, and their technical course instructors. This interdisciplinary collaboration is built into the studio through lectures, workshops, desk critiques, construction site tours, and formal reviews.

The studio emphasizes that technical performance must support a coherent design vision. While all students produce the same set of deliverables at the same level of resolution, each section is framed by its instructor to foreground a distinct design emphasis. Organized as a design competition, the course encourages students to see technical and regulatory requirements not as

constraints but as opportunities to reinforce architectural intent. Physical modelmaking plays an important role, with students working across multiple scales—urban (1:500 and 1:200), architectural (1:200 and 1:50), and detailed (1:20)—including the production of a structural model.

Students work in pairs for most of the term, but Assignment 3 is completed individually. In this exercise, each student develops a significant architectural detail from a different part of the building, requiring the integration of building systems, material choices, spatial performance, and low-carbon strategies. By addressing issues of operational and embodied energy at the scale of detail, students demonstrate how design decisions align with both environmental objectives and aesthetic goals. The individual nature of the assignment also provides an opportunity for reflection, comparison with their partner's approach, and refinement of the final project.

The studio also introduces the concept of **"Sufficient Living"**, which frames affordable housing within the ecological limits of a sustainable carbon footprint. Each resident is allocated 30 square meters of gross area, prompting students to test innovative planning strategies such as the potential of single-stair egress. While the Ontario Building Code is addressed through a dedicated **Life Safety Workshop**, students also study emerging models and international precedents for more efficient egress design.

ARC2014 is directly supported by concurrent technical courses. **ARC2046: Structures 2** equips students with the ability to evaluate and select appropriate structural systems for their designs. They learn to weigh the advantages and limitations of steel, concrete, and wood systems in relation to their architectural goals. The course emphasizes how to design for various building loads and how to develop structural layouts that align with both performance requirements and spatial intent. Students also gain experience in producing structural drawings using industry-standard representation formats, ensuring their work meets professional expectations.

Alongside this, **ARC2048: Building Science 4 – Building Science, Materials and Construction 2** provides students with the knowledge and skills to integrate environmental performance into their design work. The course focuses on the principles of low-carbon architecture, teaching students how to combine passive strategies such as solar orientation, natural ventilation, and daylighting with active mechanical systems. Students learn to design façades that respond to solar exposure and to develop high-performance building enclosures that support both energy efficiency and architectural expression. Professional technical consultants are shared between ARC2048 and the Comprehensive Studio, allowing students to receive coordinated guidance that bridges technical systems and architectural design. This collaboration ensures that environmental strategies are not treated as separate components, but as integral elements of a cohesive design vision.

The preceding semester provides further foundations. **ARC2047: Building Science 3: Environmental Systems** introduces heating, cooling, daylighting, and energy use, as well as renewable energy integration and life-cycle assessment. **ARC2023: Design Technology 2** equips students with computational tools for analyzing building orientation, spatial layout, daylighting, ventilation, and thermal performance. Together, these courses prepare students to apply iterative software-based analysis within the studio, linking design exploration directly to environmental performance and sustainability.

Through the integration of design and technical courses, ARC2014 challenges students to synthesize architectural vision with structural, environmental, and regulatory performance. The studio also engages students in a key ethical question for the profession: how to design and build

in ways that strengthen the social foundation of our communities and accommodate population growth, while at the same time respecting ecological limits and reducing carbon emissions. This tension—between building more and emitting less—frames the central advocacy role of architects in addressing the ecological and social challenges of our time. By the end of the semester, students are equipped not only with advanced design skills but also with the capacity to engage sustainability, performance, and ethical responsibility as core drivers of architectural practice.

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.

Program Response:
Relevant Courses: ARC3051, ARC3052

The courses **ARC3051: Professional Practice 1** and **ARC3052: Professional Practice 2** together constitute a yearlong, in-depth exploration of the five core themes of Professional Practice, as outlined in the CACB Student Performance Criteria (SPC). These themes encompass key aspects of the architectural profession and are delivered through weekly lectures by a diverse array of industry experts. Guest speakers include practicing architects, regulatory officials, engineers, specification writers, insurance professionals, construction managers, and members of Design Review panels, among others.

In **ARC3052: Professional Practice 2**, the term opens with a well-regarded lecture by the OAA Registrar, who provides a clear and detailed overview of the licensure process and the responsibilities of architectural interns. This session consistently draws strong interest from students and sets the stage for deeper engagement with professional standards. It is complemented by additional content outlining the commitments and expectations of employers, which are introduced and expanded upon throughout the course.

Following this, *Assignment 1* invites students to critically examine the current **Architects Act**. Students begin by analyzing the existing regulatory framework and then develop proposals to modernize the Act through new objectives and forward-thinking recommendations. The assignment encourages students to connect regulatory knowledge with broader questions of professional ethics, governance, and the future of architectural practice.

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.

Program Response:
Relevant Courses: ARC2013, ARC3051, ARC3052

Ethical issues and the responsibilities inherent to the practice of architecture are woven throughout the MARC program, embedded in design studios, as well as the Professional Practice sequence.

In **ARC2013 Architectural Design Studio 3: Integrated Urbanism Studio**, students critically examine the ethical and legal responsibilities of architects working in complex urban contexts. Through collaboration with faculty and students from other disciplines, they explore how architects interpret and apply codes and regulations, and how they advocate for environmental, social, and cultural equity. The course emphasizes ethical decision-making in real-world scenarios, using precedent studies and case analyses to help students navigate competing stakeholder interests and develop responsible, context-sensitive design proposals.

In **ARC3051: Professional Practice 1** and **ARC3052: Professional Practice 2**, students are introduced to the ethical, legal, regulatory, and administrative frameworks that govern architectural practice in Ontario. These courses provide a foundation in contract law, professional standards, and the architect's duty of care, while also addressing broader questions of accountability and public trust.

- In **Assignment 2 of ARC3051: Professional Practice 1**, students research Canada's 2050 carbon-neutral legislation and 2030 benchmarks for the built environment. They then propose revisions to the **RAIC Canadian Standard Form of Contract for Architectural Services (Document Six)** to align with these national climate goals—an exercise that highlights the intersection of legal documentation, ethical responsibility, and environmental stewardship.

- In **Assignment 1 of ARC3052: Professional Practice 2**, students write a formal letter to the elected Council of the Ontario Association of Architects, advocating for updates to the **Architects Act**. This task encourages students to engage with the profession's regulatory framework and consider how legislation can evolve to reflect contemporary values and challenges.

- In **Assignment 2 of ARC3052: Professional Practice 2**, students assess a fictional design-build competition, identifying and analyzing potential risks, ethical dilemmas, and legal implications. This scenario-based exercise is designed to test their ability to navigate complex professional responsibilities, including issues of fairness, liability, and public interest.

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.

Program Response:
Relevant Courses: ARC3051, ARC3052

In Assignment 1 of **ARC3051: Professional Practice 1,** students are tasked with advising a steering committee on the most appropriate construction procurement method to ensure a project's sustainability and accessibility goals are met on time and within budget. The assignment requires students to evaluate and compare various procurement models, recommend the most

suitable approach, calculate design fees across major project phases, propose strategies for achieving zero-carbon and fully accessible design, and provide guidance on structuring copyright and ownership of the design.

This assignment is complemented by a series of guest lectures in both **ARC3051: Professional Practice 1** and **ARC3052: Professional Practice 2**, featuring practitioners who share diverse models of practice, including design-build firms, Integrated Project Delivery (IPD) case studies, and joint ventures. These sessions expose students to real-world examples of how firms structure their organizations, set fees, manage contracts and agreements, and approach project management and risk mitigation.

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

Program Response:
Relevant Courses: ARC3051, ARC3052

In **ARC3051: Professional Practice 1** and **ARC3052: Professional Practice 2**, students are introduced to a range of professional contracts that are fundamental to architectural practice. Through lectures delivered by lawyers, engineers, and practicing architects, students engage with key documents such as Client–Architect Agreements, Architect–Consultant Agreements, Joint Venture Agreements and Construction Contracts. These sessions cover essential legal concepts including contract law, copyright, and professional negligence.

Students also gain practical insight into the architect's responsibilities in preparing and administering tender and contract documents, as well as conducting field reviews. Additional topics include permitting, insurance, bonds, liens, and the roles and obligations of design consultants throughout the design and construction phases, particularly during contract administration.

As part of **Assignment 1** in **ARC3051: Professional Practice 1**, students conduct an in-depth analysis of the **RAIC Canadian Standard Form of Contract for Architectural Services (Document Six)**. They are tasked with reviewing and proposing updates to selected sections to reflect the requirements of the **Government of Canada's Canadian Net-Zero Emissions Accountability Act**. This assignment not only deepens students' familiarity with the structure and content of RAIC's standard contract but also challenges them to consider how evolving environmental legislation should influence the language, scope, and responsibilities embedded in professional agreements.

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.

Program Response:
Relevant Courses: ARC3051, ARC3052

The **ARC3051: Professional Practice 1** and **ARC3052: Professional Practice 2** sequence introduces students to core principles of project management within architectural practice. Students explore a range of project delivery methods, gaining insight into the roles and expertise of key stakeholders involved in each. This foundation helps students understand how project management strategies vary depending on the delivery model.

The courses also cover the phases of an architect's basic services, highlighting the workflows, responsibilities, and collaborations involved at each stage. Key topics include quality assurance, professional standards of care, cost estimation, and risk assessment throughout both procurement and project execution. Students are introduced to strategies for selecting consultants, assembling project teams, and managing interdisciplinary collaboration.

In the **Fall Term (ARC3051HF)**, students begin by exploring consultant selection and team assembly. On October 11, 2024, the lecture examines the rationale and methods behind architects' collaboration with other firms through joint ventures. Using the Parks Canada Artifact Collection Facility as a case study, students analyze real-world teaming strategies, inter-firm collaboration models, and the contractual frameworks that govern these partnerships. Later in the term, on November 8, 2024, the focus shifts to Architect–Engineer collaboration and the structure of Architect–Consultant agreements, providing insight into interdisciplinary coordination and the negotiation of formal consultant contracts. Additionally, in Assignment 1 of ARC3051, students apply project management principles by preparing a recommendation for a steering committee, comparing procurement strategies, evaluating risks, and calculating professional fees, thereby demonstrating their ability to align project goals with delivery approaches.

In the **Winter Term** (**ARC3052)**, Assignment 2 engages students in a critical decision-making exercise based on a fictitious Design-Build competition. They assess whether to participate by analyzing risks and opportunities, including financial exposure, fee structures, and potential professional development benefits. As part of this process, students negotiate project scope, develop an organizational chart, create a project schedule, and perform a detailed cost and fee analysis. This assignment challenges them to apply core project management skills while navigating the ethical, legal, and strategic complexities inherent in a competitive procurement scenario.

STUDENT PERFORMANCE CRITERIA MATRIX

The Matrix does not require inputting the full curriculum structure. Please enter only Mandatory Courses contributing to SPC compliance In cases where the student cohort is divided into concurrent parallel sections or streams during a single term (for example: a class divided into parallel 3 studios) please enter a generic description, generic course number and the common SPC compliance on a single line.

		Semester 1					Semester 2				Semester 3					Semester 4				Semester 5				Semester 6			
		Architectural Design Studio 1	*Visual Communications 1*	*Design Technology 1*	*Historical Perspectives on Topics in Architecture 1*	*Building Science, Materials, and Construction 1*	*Architectural Design Studio 2*	*Historical Perspectives on Topics in Architecture 2*	*Building Science, Materials, and Construction 2*	*Structures 1*	*Architectural Design Studio 3*	*Research Methods*	*Design Technology 2*	*Site Engineering and Ecology*	*Building Science, Materials, and Construction 3*	*Architectural Design Studio 4*	*Structures 2*	*Building Science, Materials, and Construction 4*	*Elective*	*OptionStudio*	*Thesis Research Seminar*	*Professional Practice 1*	*History And Theory Elective Option*	*Thesis Studio*	*Professional Practice 2*	*Elective*	*Elective*
		ARC1011	***ARC1021***	***ARC1022***	***ARC1031***	***ARC1041***	***ARC1012***	***ARC1032***	***ARC1043***	***ARC1046***	***ARC2013***	***ARC2017***	***ARC2023***	***ARC2042***	***ARC2047***	***ARC2014***	***ARC2046***	***ARC2048***	***Course #***	***ARC3015***	***ARC3018***	***ARC3051***	***Course #***	***ARC3021***	***ARC3052***	***Course #***	***Course #***
A. Design																										
A1	Design Theories, Precedents, and Methods		■				■				■	■				■										
A2	Design Skills	■					■				■					■										
A3	Design Tools	■	■	■			■						■													
A4	Program Analysis	■					■				■		■			■										
A5	Site Context and Design						■				■		■	■		■										
A6	Urban Design										■		■			■										
A7	Detail Design					■			■							■	■	■								
A8	Design Documentation					■										■		■							■	
B. Culture, Communications, and Critical Thinking																										
B1	Critical Thinking and Communication				■			■				■									■			■		
B2	Architectural History				■			■			■											■				
B3	Architectural Theory				■			■				■										■				
B4	Cultural Diversity and Global Perspectives				■		■	■				■				■										
B5	Ecological Systems					■	■				■				■			■								
C. Technical Knowledge																										
C1	Regulatory Systems	■									■				■	■		■								
C2	Materials						■			■						■	■	■									
C3	Structural Systems									■						■	■									
C4	Envelope Systems					■			■				■		■	■		■								
C5	Environmental Systems												■		■	■		■								
D. Comprehensive Design																										
D1	Comprehensive Design												■		■	■	■	■								
E. Professional Practice																										
E1	The Architectural Profession																					■		■		
E2	Ethical and Legal Responsibilities										■											■		■		
E3	Modes of Practice																					■		■		
E4	Professional Contracts																					■		■		
E5	Project Management																					■		■		

■ Required standard is met
Not part of the course

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.

Program Response:

The University of Toronto is governed by the University of Toronto Act, 1971. The Act defines the composition of the Governing Council and its Executive Committee, and describes the powers of the Council.

A brief history of the University of Toronto, along with its mission statement, are included as part of the Statement of Institutional Purpose, approved by the Governing Council of the University on October 19, 1992.

4.1.2 Program History

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

Program Response:

A brief history of Architecture education at the University of Toronto and the John H. Daniels Faculty of Architecture, Landscape and Design is available on the Faculty's website:
Daniels Faculty History

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.

Program Response:

Transfer Credit

The granting of transfer credits is governed by Section 6.9.2 of the General Regulations of the University of Toronto's School of Graduate studies.

Transfer credit for graduate work completed in another program or as an SGS special student is limited to 1.0 full-course equivalent (FCE) or 25% of the course requirements for any degree, whichever is greater, provided that the courses have not been credited towards another degree, diploma, certificate, or any other qualifications. Such credit may be given on the recommendation of the student's graduate unit and with the School of Graduate Studies' approval, normally upon admission. Exceptions to the limit are allowed when approved for specific degrees.

Transfer of credit and course exemptions include the following categories:

1. Transfer Credit: Course Equivalent Credit received for course completed in a prior program is considered to be equivalent to course offered by the graduate unit, thus reducing the overall course credit requirements for degree.
2. Transfer Credit: General Equivalent Unassigned credit for course not identifiable with course offerings but which is evaluated as being appropriate for academic credit on transfer, thus reducing overall course credit requirements for degree.
3. Course Exemption: The graduate unit may exempt a student from a specific course requirement permitting the substitution of another course to meet degree requirements. Overall course credit requirements for degree are not reduced.

All applicants are automatically assessed at the time of admission by the Admissions Committee for transfer credit eligibility. Admitted students are not often considered for transfer credits, however, because they have the option of applying for advanced standing in the Master of Architecture and Master of Landscape Architecture programs. Students interested in requesting transfer credits, including for course exemption, must submit the School of Graduate Studies Transfer Credit request form. This is submitted first to the Daniels Faculty for review. If eligible for consideration, the request will be passed to the School of Graduate Studies for final approval.

Course exemptions are granted only upon approval of the course Instructor, the Program Director and the School of Graduate Studies and are not guaranteed. Students must have achieved a grade of 'B' or higher to be considered. Each course exemption granted has a certain number of Full Course Equivalents (FCE) that must be replaced with electives totaling the same number of FCEs. Course exemptions have no credit weight.

Advanced Standing (admission to the MArch 2-year option)
Admission to the advanced-standing option is based on the merits of the student's overall academic background and strength of design portfolio as evaluated by the MArch Admissions Committee. Details of this process are available in APR section 3.10 – Professional Degrees and Curriculum.

Admission to the advanced standing option requires minimum previous completion of

- four design studio courses
- one course in visual communications or representation
- one course in design technology
- two courses in architecture history and theory (one in 20th-century)
- one course in structures
- one course in building science
- one course in environmental systems.

Student Progress

The MArch program abides by several University of Toronto and School of Graduate Studies regulations regarding the evaluation of student progress.

All degree program students are subject to both the General Regulations and Degree Regulations in the School of Graduate Studies Academic Calendar. Of particular relevance to student progress is section 7 of the General Regulations, Good Academic Standing and Satisfactory Academic Progress, Time Limits, Supervision, and Candidacy.

The University Assessment and Grading Practices Policy sets out the principles and key elements that should characterize the assessment and grading of student work in for-credit

programming at the University of Toronto. The Code of Behaviour on Academic Matters addresses the responsibilities of all students and faculty to the integrity of the teaching and learning experience.

Progress in the MArch program is dependent upon satisfactory completion of studio and required core courses in sequence. Exceptions can be made at the discretion of the Program Director, and in consultation with the Office of the Registrar and Student Services in the case of accessibility. Students study full-time, taking all required courses in each given session. An FZ (fail) in any one course, or a B– grade in two studio courses or in any three courses normally results in a recommendation to the School of Graduate Studies to terminate the student's registration in the degree program.

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements to a student. The SGS Academic Appeals Policy outlines the 4 stages of the appeals process from an informal stage up to and including an appeal to the Governing Council of the University.

When all requirements for a master's degree program have been fulfilled, the graduate unit is required to submit a degree recommendation to the School of Graduate Studies indicating that the program has been satisfactorily completed by the student. Master's and doctoral students must graduate at the convocation immediately following the completion of their degree requirements

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 for all MArch courses in the 2024 – 2025 academic year are available on our secure SharePoint Online website: 2024-2025 MArch Course Descriptions.pdf

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:

Current Faculty CVs are housed on our secure SharePoint Online site. Links to each individual's CV are available in the table below.

Profile	Title	Resume
Anne-Marie Armstrong	Assistant Professor	Resume
Behnaz Assadi	Assistant Professor	Resume
Petros Babasikas	Assistant Professor, Teaching Stream	Resume
Aleksandr Bierig	Assistant Professor (Tenure-Track)	Resume
Brian Boigon	Associate Professor, Teaching Stream	Resume
Daniel Briker	Assistant Professor, Teaching Stream	Resume
Aziza Chaouni	Associate Professor (Tenured)	Resume
Daniel Chung	Associate Professor (Tenure-Track)	Resume
Jon Cummings	Assistant Professor, Teaching Stream	Resume
Roberto Damiani	Assistant Professor, Teaching Stream	Resume
Maria Denegri	Assistant Professor, Teaching Stream	Resume
Sam Dufaux	Assistant Professor, Teaching Stream	Resume
Steven Fong	Associate Professor	Resume
Miles Gertler	Assistant Professor	Resume
Paul Howard Harrison	Assistant Professor, Teaching Stream	Resume
John Harwood	Associate Professor (Tenured)	Resume
Shannon Hilchie	Assistant Professor, Teaching Stream	Resume

Profile	Title	Resume
Johannes Ibelings	Assistant Professor, Teaching Stream	Resume
Alstan Jakubiec	Assistant Professor (Tenure-Track)	Resume
Ted Kesik	Professor (Tenured)	Resume
Bomani Khemet	Assistant Professor (Tenure-Track)	Resume
Erica Kim	Assistant Professor, Teaching Stream	Resume
Jeannie Kim	Associate Professor, Teaching Stream	Resume
Sally Krigstin	Assistant Professor Program Coordinator, MFC	Resume
Karen Kubey	Assistant Professor (Tenure-Track)	Resume
Vivian Lee	Associate Professor, Teaching Stream Director, Master of Architecture	Resume
Fiona Lim Tung	Assistant Professor, Teaching Stream	Resume
Mary Louise Lobsinger	Associate Professor (Tenured)	Resume
Alex Lukachko	Assistant Professor, Teaching Stream	Resume
James Macgillivray	Assistant Professor, Teaching Stream	Resume
Francesco Martire	Assistant Professor, Teaching Stream	Resume
Laura Miller	Associate Professor, Teaching Stream	Resume
Reza Nik	Assistant Professor, Teaching Stream	Resume

Profile	Title	Resume
Zachary Mollica	Assistant Professor, Teaching Stream	Resume
Carol Moukheiber	Assistant Professor	Resume
Jason Nguyen	Assistant Professor (Tenure-Track)	Resume
Brady Peters	Associate Professor (Tenured) Associate Dean, Academic	Resume
Pina Petricone	Associate Professor	Resume
Adrian Phiffer	Associate Professor, Teaching Stream	Resume
Michael Piper	Associate Professor, Teaching Stream	Resume
Jay Pooley	Assistant Professor, Teaching Stream	Resume
Mauricio Quiros Pacheco	Associate Professor, Teaching Stream	Resume
Simon Rabyniuk	Assistant Professor, Teaching Stream	Resume
Aleris Rodgers	Assistant Professor, Teaching Stream	Resume
Peter Sealy	Assistant Professor Director, Bachelor of Arts in Architectural Studies	Resume
Brigitte Shim	Professor (Tenured)	Resume
John Shnier	Associate Professor	Resume
Richard Sommer	Professor (Tenured)	Resume
Humbi Song	Assistant Professor 2024-2026 Emerging Architect Fellow	Resume

Profile	Title	Resume
Chloe Town	Assistant Professor, Teaching Stream	Resume
Stephen Verderber	Professor (Tenured)	Resume
Mason White	Professor (Tenured)	Resume
Shane Williamson	Associate Professor (Tenured)	Resume
Maria Yablonina	Assistant Professor (Tenure-Track)	Resume
Claire Zimmerman	Associate Professor (Tenured) Director, ALD PhD	Resume

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:

The 2019 Visiting Team Report is available on our secure SharePoint Online site:

4.5 VTR 2019

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:

All CACB Annual Reports are available on our secure SharePoint Online site in the following folder:

CACB Annual Reports