CANADIAN ARCHITECTURAL CERTIFICATION BOARD

CONSEIL CANADIEN DE CERTIFICATION EN ARCHITECTURE

2025 Visiting Team Report

Master of Architecture Program. M. Arch.

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I. Introduction: The CACB Accreditation

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

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

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

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

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

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

The *Program*s include:

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

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

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

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

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

Terms of Accreditation

Term for Initial Accreditation

*Program*s seeking initial *accreditation* must first be granted candidacy status. The maximum period of candidacy status is six years.

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

Terms for Continuing Accreditation

a) Six-year term: Indicates that deficiencies, if any, are minor and that a process to correct these deficiencies is clearly defined and in place. The *Program* is accredited for the full six-year period.

b) Six-year term with a "focused evaluation" at the end of three years: Indicates that significant deficiencies exist in meeting the requirements of the CACB Conditions and Terms for Accreditation; consideration of these deficiencies will form the basis of a focused evaluation. The *Program* is required to report on its particular deficiencies during the third year.

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

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

at least a six-year term or its *accreditation* shall be revoked.

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

Term for Reinstated Accreditation

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

II. Summary of Team Findings

1. Team's General Comments

The CACB Visiting Team reviewed the Master of Architecture Program (MArch) at the University of British Columbia from March 8 to March 11 2025. The visit was conducted according to the *CACB Conditions and Terms for Accreditation* and the *CACB Procedures for Accreditation*, 2017 Editions, following the hybrid visit model, which provided significant time for review of materials prior to the start of the visit. The Visiting Team would like to thank Blair Satterfield, Director of the School of Architecture and Landscape Architecture (SALA) and Tijana Vujosevic, Program Chair, for their warm welcome, as well as the Faculty of Applied Science and the University of British Columbia for their kind reception. Meetings with students, faculty, staff and administrators were open and most helpful, as necessary complements to the Architecture Program Report (APR). The accreditation process has been well managed by the Program; the Team room was a pleasant place to work in and the student work was well presented on Miro boards. The Visiting Team wishes to especially thank Tamara Ross for her effective management of the overall process.

Meetings:

All meetings happened according to the schedule except:

- Neither the President nor the Provost met with the team. Instead, the Team met with the Deputy Provost, Dr. Janice Stewart.

Requests for additional information:

During the visit, the Team requested additional information or further clarification, all responded to by Tamara Ross:

- January 10: Team requested additional information including student work from various MARCLA courses.
- January 17: Team requested that the Miro boards be split into multiple boards to prevent excessive lag time and danger of freezing.
- January 27: Team requested an updated Library Statistics Report, as the one provided was from the 2018 visit. This was not provided. An explanation was offered stating that given Library purchasing practices it is no longer possible to provide these numbers.
- January 28: Team requested that the Program provide responses to all Causes of Concern from the 2018 visit.
- February 4: Team requested more examples of student work from various courses: ARCH 523; ARCH 521, Reed and Huemoeller sections; ARCH 501 Van Duzer and Soules sections; ARCH 597; ARCH 548; ARCH 541, examples of quizzes; ARCH 540, Pechet and Abugannam sections.
- February 6: Team requests a version of the APR with page numbers and a table of contents.
- February 6: Team requests copies of the Strategic Plan and External Review mentioned in the previous VTR.
- February 10: Team requested examples of digital fabrication projects completed by students; more examples of student work from ARCH 551; student work from LARC 551.
- February 12: Team requested evidence that the student to instructor ratio in studios is between 12:1 and 15:1; information about individual faculty teaching loads; information regarding the percentage of their time the Director and Chair spend on M.Arch. program administration; and SALA or UBC policies on "individual and collective opportunities for faculty and staff growth within and outside the Program."
- February 14: Team requested that the Miro board for ARCH 521 be split up to allow it to operate without

crashing; and requested additional student work for ARCH 521 and ARCH 533.

- February 19: Team requested an overview of committee structure regarding curricular oversight in SALA.
- February 24: Team requested a clarification of the MARCLA curriculum structure as the Team was in receipt of conflicting information, including incorrect information on the official Programwebsite.

2. Conditions for Accreditation "Met" and "Not Met": A Summary

		Met	Not-Met
1	**Program Self-Assessment**	☑	☐
2	**Public Information**	☐	☑
3	**Equity, Diversity, and Inclusion**	☑	☐
4	**Student Composition, Well-Being, and Enrichment**	☑	☐
5	**Faculty and Staff Resources**	☑	☐
6	**Space and Technology Resources**	☐	☑
7	**Information Resources**	☑	☐
8	**Financial Resources**	☐	☑
9	**Administrative Structure**	☑	☐
10	**Professional Degrees and Curriculum**	☐	☑
	11.1 Program Performance Criteria (PPC)		
	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*	☑	☐
	11.2 Student Performance Criteria (SPC)		
	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	☑	☐

3. Program's Progress since the Previous Site Visit (From Previous VTR)

Causes of Concern from the 2018 VTR

01- Physical Resources

The program presence in the Lasserre Building has been cited in previous accreditation visits as "Not Met" due to shared and crowded space allocation, limited capacity for student gathering and teaching delivery, and general physical state. The issues pertaining to limited space are compounded by the inadequate quality of available spaces which include poor HVAC and disconnected facilities.

02- Physical Resources – Interim Measures

While the Visiting Team shares the enthusiasm of the Faculty of Applied Science and SALA over the prospect of a new consolidated facility within the next five years, the timeframe mandates interim measures to address the state of physical resources in the Lasserre Building for the current and expanding program demands.

Program Response (From APR)

Phase 1: Improvements to Existing Facility and Developments

The following "interim measures" are completed or underway. They were undertaken to support the School of Architecture and to improve the experience of students, staff, and faculty as we wait for a new building.

Action 1: Refresh and Update Existing Holdings – Physical Resources (Completed)

SALA has made improvements to our existing facilities, both within Lasserre and across campus.

- Technology upgrades have included the addition and installation of new projectors and screens in our held teaching spaces (Rooms 301, 309, and 202 in Lasserre), and significant remodel of shared teaching rooms (Rooms 102, 104, and 105).
- Rooms 301, 309, and 202 in Lasserre, and select hallways have been skinned with acoustically absorptive pinning felt surfaces to increase room performance and flexibility.
- An investment in supplemental desks has been made to ensure that all students have access to appropriate workspaces and surfaces.
- SALA has invested in mobile monitors and other deployable IT infrastructure to support distanced learning, hybrid learning, and to connect students to academics, researchers, professionals, and members of a variety of communities that do not reside within Vancouver.
- After COVID in the return to on-site activities, a complete study of all UBC facilities was done to ensure ventilation was 'up to code'. This included the SALA Facilities and Lasserre, passing all tests.

Action 2: Repurpose Room 5 – Physical Resources (Complete)

Room 5 was a flexible studio space that traditionally housed thesis students and overflow courses. SALA decided to claim that space and convert it into a dedicated classroom resource and extension of our shops.

- The space now houses work benches, a ceiling mounted projector, model storage, open access tools, and a variety of other amenities that allow studios and seminars to operate between it and the school's shop (located across the hall from Room 5).
- The room has 24-hour key-card access, allowing students to access the space and use it for model making, prototyping, and other activities that require temporary access to shop spaces.
- This change improves SALA's ability to teach *making and fabrication* topics. It was boon as we *reintroduced* a generation of students to our shop spaces post COVID restrictions. It now improves the use of the Lasserre based shops and continues to benefit our students and faculty alike.

Action 3: Modifications to Shop – Physical Resources (Complete)

- The SALA shop has been reconfigured to accommodate our laser cutting infrastructure, moving that function from Room 5 to the controlled ventilated space of the monitored shop (Room 2).
- This has freed space in room 5 and has eliminated issues experienced with fumes and other problems associated with laser cutting.
- The modification has also moved this crucial infrastructure into a key-coded and monitored space. This has increased the number of hours SALA Shop staff and student TAs are able to support students doing laser- cutting and other fabrication work.

Action 4: Repurpose Existing Holding – Physical Resources (Complete)

SALA made the decision to repurpose our reading room after the holdings were consolidated into the main library (located very near the Lasserre Building). We renovated the space and have created a Materials Library and shared meeting room in its place.

- The reading room was converted into a materials library for all students and faculty.
- We have designated a faculty member (their service role) to manage the library with student employees.
- The space is also capable of hosting meetings and reviews.

Phase 2: Improving Our Capacity and Bridging to Applied One

The Applied Science Digital Design Studio Shop Expansion gives SALA a new, state of the art teaching and learning design space with augmented reality (AR), virtual reality (VR), and digital fabrication capacity. This project radically improves and increases SALA's ability to conduct cutting edge teaching, including prototyping and fabrication work.

Action 5: APSC Digital Design Studio – Physical Resources (August 2025 Completion)

Project is underway in collaboration with APSC Dean's Office, UBC Facilities Planning, and Chemical and Biological Engineering.

The new APSC Digital Design Studio is located on UBC's Vancouver campus in the CHBE (Chemical and Biological Engineering) Courtyard. Nearing completion, the addition adds to the ground and second floors of the CHBE Building. The CHBE Building was constructed in 2004 with an addition at the 2nd floor completed in 2009. The new shop is a collaborative digital design space equipped for design/fabrication of prototypes, robotic fabrication, and flexible infrastructure capable of accommodating evolving needs. The project also contains classroom space and dedicated areas for AR/VR teaching and modeling. The project is estimated at roughly 13 million CAD (inclusive, soft costs, construction costs, contingencies, etc.). Once completed, this facility will significantly increase the school's shop and fabrication capacities. The SALA Shop in Lasserre will remain in place and will continue to be operational. Included in the project:

- Professional collaboration space
- Showcase capacity for studio work
- Classroom space (adjacent to the shops and shop infrastructure. This space is designed for tool and technology-based teaching including electronics and actuation)
- 3D visualization tools (AR/VR/digital tools)
- Prototyping tools and equipment
- Small and Medium Robotic Arms (2)
- Support tools necessary to prep, stage, and operate with digital fabrication tools and assets
- Offices (for staff) + storage

Action 6: Third Space Commons – A student led Solar Decathlon project becomes a Bookable – Physical Resource for SALA (2023) Link

In 2021, UBC SALA professors Rysanek and Satterfield led a studio that focused on embodied carbon in architecture.

One of the projects generated in that studio was the carbon minimalist design for Third Space Commons, UBC's 3rd place winning entry in the 2023 US Solar Decathlon Build Challenge. Rysanek advised the construction phase of the project, completed by students in Applied Science, Sauder School, and supported by local architects and contractors. The 2400 sf building sits on UBC's Vancouver campus and is bookable for classes, meetings, and other activities. SALA conducts classes in the space and uses it for meetings and gatherings.

Phase 3: A New Building That Houses SALA

A new building is the long-term goal for the School of Architecture and Landscape Architecture and necessary for the future health and success of the school.

Action 7: Applied One New Building – Physical Resources (Target Completion of Building 2030)

Project is underway in collaboration with and led by APSC Dean's Office.

The School of Architecture, and SALA as a whole, operate in outdated, undersized (for purpose), and scattered facilities. This has been a reality of the program for decades and the need to address issues related to facilities have been identified in recent accreditation reviews. SALA has been actively working to overcome facility related limitations and to improve facility quality and scope to match the school's ambition. On that front, encouraging and substantial progress has been achieved since our most recent review (2018). The latest approach centres on SALA's focused participation in the "Applied One" new building effort. Information is available on the campaign for Applied One and can be provided to the team.

2025 Visiting Team Assessment

Physical resources remain a significant concern for the 2025 Visiting Team. While the program has carried out significant improvements on its spaces, the basic problems of facilities as noted in several sequential CACB reports remain. Although the Applied One project may resolve the problems, it remains at minimum five years from occupation.

03- Program Self-Assessment

There do not appear to be linkages between the assessments and the various committees within SALA and the Architecture Program. Greater connectivity and alignments between the program action plan and the outcomes of the self-assessment would yield greater insights in reaffirming the unique program identity and mission. Despite the excellent work exhibited, there is a lack of clarity in sharing a holistic strategy. SALA has embarked upon an improved governance structure that has reassessed hiring priorities and staff positions. In the 2018-19 academic year SALA will formally develop its strategic plan to align with University and Faculty level plans.

Program Response (from APR)

SALA Strategic Directions

As detailed in SALA's 2024 APR sections 1.1 and 1.2, our Strategic Directions document was approved by the Dean of Applied Science in late 2023. Unlike a traditional strategic plan with a mission and vision statement, Strategic Directions is guided by the belief that design is "one of the most hopeful of human endeavors," with our priorities shaped around this core assertion.

Our strategic plan outlines the core values, priorities, and methodologies that will guide our implementation plans and decision-making across our governance structure, including the Program Council, Curriculum Committee, Outreach Committee, Equity, Diversity & Inclusion Committee, and Administrative and Academic Operations.

Our Initiatives will respond not only to SALA's Strategic Directions but also the self-assessments and CACB evaluation feedback. Additionally, our incoming Director will play a key role in shaping our action plans as we translate strategic priorities into a clear road-map.

2025 Visiting Team Assessment

The Program has developed a lengthy set of clear goals and objectives distilled from various methods of self-assessment. Evaluation and tracking of outcomes are not discussed in the documentation provided but will be key to the success of the process.

04- Program Delivery

Summer courses, required to be undertaken as part of the School 3+ year duration, are oversubscribed and not sufficient to meet demand, potentially resulting in prolonged program duration and graduation delay. There is a lack of rigour and consistency regarding communication from faculty and administration, particularly related to confirmation of Term Abroad and Study Abroad opportunities and advanced placement parameters, resulting in challenges to student program and budget planning.

Program Response (from APR)

SALA recognizes the need to consistently offer summer courses including electives. Several events have impacted our ability to do so in recent years. The COVID-19 pandemic made it impossible to run Study Abroad and Design Build electives, and the 2023 retirement of our faculty lead for Design Build further complicated its availability in recent years. Additionally, SALA had to cancel last summer's Study Abroad due to the war in the Ukraine.

Looking ahead, we are committed to restoring and expanding these opportunities. Beginning this year, we will again offer (2) two summer Study Abroad electives and restore a robust Design Build program. This year's offering will have the design phase in the Spring and the build phase in the Summer. To support participation in these courses, we have adapted required summer courses (ARCH 551 and 543) so that those on Study Abroad can complete both courses. We continue to seek funding assistance to help students offset the costs of Study Abroad and financial partners for our design build projects, recognizing fiscal barriers to participation.

We work to ensure that SALA programs have 1-2 electives each in W1 and W2. These are in addition to summer electives in Architectural Production (Revit) and advanced topics Design Media. The former is an online offering and the latter runs over the summer as a hybrid offering. We also continue to offer a summer elective focusing on Wood. This is taught alongside a rotating open elective typically offered by new faculty members. Architecture students are also free and encouraged to take electives offered in Landscape Architecture and our Architecture and our High-Performance Buildings program. These offerings are cross-listed with Architecture. Being conscious of both faculty availability and strong student desire to travel/work in the summer months, we have grouped most offerings in the first summer semester.

While we recognize the need for variety in our electives, SALA does run the risk of having too many offerings and not having enough registration to fill the classes. To counter this, we continue to identify courses in other Faculties at UBC that SALA students can take to satisfy their elective requirement – Forestry and Community and Regional Planning are two examples of where those courses often occur.

2025 Visiting Team Assessment

The Visiting Team continues to note concerns around program delivery, coordination and oversight. The Visiting Team notes that in some studio courses (ARCH 501, 520 and 540) and history/theory courses (ARCH 504, 505) the sections operate independently, with separate syllabi. The Team recognizes the benefits to this system, but is concerned that some SPCs are being missed by some sections as a result. The Team also noticed that some syllabi do not list CACB expectations, while others list SPCs that have been obsolete since 2019. The Team recommends strengthening processes of curricular oversight.

05- Diversity

Equity, diversity and inclusivity within faculty, students, staff, sessional instructors and visiting critics are important considerations and do not appear to have been met to full advantage.

Program Response (from APR)

Faculty

SALA continues its efforts to learn, respond to, and improve in the areas of Equity, Diversity, and Inclusivity. The faculty has unanimously agreed to amplify efforts to address inequities experienced due to Gender, Race, and Sexual Identity in the school and the profession.

These efforts are a tiered initiative that include students, faulty, and staff and are reflected in clubs, activities, long-term and short-term hiring, and participants in the school's activities (from reviews and lectures to career and professional focused outreach).

SALA faculty has been changing and evolving. With recent retirements and new positions in SALA (as explained above), SALA undertook an inclusive recruitment process to fill these positions which included:

- Diversifying our Search Committees by supplementing faculty members with adjunct faculty, alumni, and a student voice. This was done on each recruitment team.
- We engaged Dr. Sheryl Staub-French, then Associate Dean for Equity, Diversity, and Inclusion in the Faculty of Applied Science, to deliver training sessions on bias and equity for each search committee.

We applied for and received approval from the BC Human Rights Office to recruit under their Special Program designation for preferential hires. The following statement was included in the position posting:

Recruitment for this position has been approved as a Special Program by the British Columbia Office of the Human Rights Commissioner, for individuals who self-identify as possessing protected personal characteristics in the category of "race, colour, ancestry, and place of origin." We actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to:

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- Members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin.

Candidates from these groups who wished to qualify for preferential consideration, were asked to self- identify on a survey and they were placed in a pool that the search committee would consider first and exclusively. If the committee felt they had strong applicants in that pool, they would move forward with this only group of candidates. If the committee felt that other applicants needed to be considered, they could look at the secondary pool to determine who they would like to move forward. Of the 8 new positions listed in #3 above, 5 were hired under the preferential hire program.

Through these hires, SALA aims to address the significant discrepancy between the racial and ancestral makeup of our tenure-track faculty and that of our regional community. We also seek to bring diverse lived experiences into the research and design pedagogy of our School. In addition to hiring tenure track and other long-term positions, SALA has actively worked to diversify adjunct and staff hires, with special focus on gender, race, and lived experience.

Reviewers

Historically, the ability to 'volunteer one's time' for studio reviews has been a privilege of position and/or financial stability. It has meant that only some in our professional communities have been able to participate in SALA reviews. Many have incurred loss of income or other cost and inconvenience. Some have been unable to join due to these limitations. As a result our students have not heard from many of the valuable and diverse voices working in our community. SALA has introduced a studio fee program to help diversify our reviewers. By providing financial support for guest critics, we aim to reduce economic barriers that might prevent participation, ensuring broader access to our reviews. This initiative expands the range of voices, expertise, and perspectives in studio critiques, particularly supporting those who may not otherwise be compensated or who incur significant expenses when joining our reviews.

EDI in the Classroom

SALA has created an EDI in the Classroom fund as a means of supporting class-based engagement with BIPOC or otherwise underrepresented individual Knowledge Holders. The objective is to support those who are not stably employed in a professional or academic position, and whose lived experience is the primary source of their knowledge contributions to the classroom.

Ongoing EDI Work

Finally, SALA is undertaking two studies in the coming year:

- SALA has contracted Annie Boivin, a SALA MArch grad and PhD student at UC Berkeley, to conduct an audit of SALA focusing on disability equity within our school and its facilities. The audit aims to identify areas for improvement and propose changes to enhance our curriculum, physical spaces, and learning culture in support of disability equity. Annie has lived, learned, and worked from a wheelchair since childhood and has been exploring these themes on a national level. She has consulted with related local and national regulatory bodies in this area. She has also worked with the Rick Hansen Foundation as a spokesperson and advocate for best design practice for ability and disability across Canada.
- SALA will conduct an Equity Audit (consultant TBD) to assess our progress toward equity, benchmark our current state, and recommend actions to advance our goals. This audit will specifically examine admissions, hiring practices, and policies across SALA.

2025 Visiting Team Assessment

The Program is aware of the importance of Diversity in all areas of its operations and has been diligent in making improvements in this area.

06- Interdisciplinary Collaboration

While SALA consists of both architecture and landscape architecture, the approximate one-kilometer distance between facilities in which they are each housed limits synergies between the two disciplines. Despite formal (courses) and informal (co-located studio environments) initiatives, a culture of interdisciplinary collaboration has yet to be fully leveraged.

Program Response (from APR)

The improvement of SALA held spaces are being undertaken in part to increase opportunities for both formal and informal intermingling of students and faculty in Architecture, Landscape Architecture, BDES, and MUD. Lecture series, graduation exhibitions, celebrations, and other shared SALA events are increasingly organized to reflect the diversity of our school and to create opportunities to exchange ideas between our related areas of focus. Our recent and incoming faculty hires were strategically selected for their ability to teach and collaborate across programs. Three new hires bring experience integrating architecture, landscape architecture, and urban design in their teaching. All eight recent faculty hires have taught or have experience teaching at both graduate and undergraduate levels. Additionally, many of our new hires conduct interdisciplinary research relevant to SALA. This complements our existing faculty, who regularly teach across programs and contribute specialized knowledge in shared subjects.

The Dean of Applied Science has offered financial support for a series of symposia that focus on key research areas within SALA. Our objective is to build sub-groups of faculty members to work collaboratively on issues relating to climate change, the future of practice, housing equity, and a variety of other research topics that are central to SALA's identity and strategic direction.

Many of our faculty collaborate across Applied Science and other faculties, including Land and Food Systems and Forestry. SALA-led projects and courses, such as the Solar Decathlon and Design Build, engage students while fostering strong connections with local professionals in architecture, landscape architecture, planning, engineering, and construction.

Design Build and Study Abroad courses see a mix of student enrollment from the Architecture, Landscape Architecture, and Bachelor of Design programs, with students traveling, building, and learning together. Our MARCLA dual-degree program is inherently interdisciplinary, and the SALA Curriculum Committee is exploring opportunities for future joint course offerings.

The new Digital Design Studio will see students from across SALA programs collaborating with each as well as students from CHBE, Mechanical Engineering, and other students from Applied Science. This provides tremendous opportunities for cross-collaboration workshops and courses.

One of SALA's recent faculty hires was made possible through the President's Academic Excellence Initiative (PAEI). These professors are specifically tasked with cross disciplinary teaching, connecting our school to other schools, departments, and faculties across campus. We hired Dr. Xun Liu into one of the PAEI positions. Her focus on Artificial Intelligence and its impact on Design and design education will bolster our teaching. We also anticipate that Xun's presence will build connections to researchers, teachers, and students in planning, computer science, and engineering, providing opportunities for cross-disciplinary collaborative learning.

2025 Visiting Team Assessment

The visiting team recognizes that student work in the M.Arch. program is strongly influenced by the presence of Landscape Architecture in SALA. While interdisciplinary collaboration is always difficult, the visiting team no longer sees this as a cause for concern.

07- Professional Practice

The courses Professional Practice and Contemporary Practice appear to satisfy most of the requirements within Leadership and Practice Student Performance Criteria category, however, with the dissolution of Contemporary Practice, the School will need to confirm that all SPC criteria within Leadership and Practice are met with the new course(s) offerings.

Program Response (from APR)

ARCH 543 Contemporary Practice was **reinstated** as a required course in the Summer of 2021. The class includes discussion of various models of office organization in contemporary architectural practices. These are introduced through readings, case studies, and site visits to local offices of varying scales, types, and modes of practice. Effort is made to describe and demonstrate how and why firms organize, how those organizations reflect market opportunities, project type and delivery, cultural position, and financial strategy.

2025 Visiting Team Assessment

This concern has been resolved.

08- Information Technology

Students do not have access to a centralized computer facility to enable complex visualization and simulation, animation and digital outputs including digital fabrication and plotting.

Program Response (from APR)

The faculty have decided not to invest in a stand-alone computer lab and associated infrastructure. Laptops and personal computers held by students provide adequate computational power for most activities. SALA instead invests in the support of visualization, simulation, animation, and digital output technology through an infrastructural ecosystem that includes better, more abundant, and distributed digital output equipment, some shared digital visualization computer stations with advanced processing capacity, a digital sandbox, and "borrowable" equipment ranging from scanners and 3D visualization equipment to drones and cameras. The Labs in Lasserre, Macmillan, and the Landscape Annex received a complete refresh both in hardware and software in August 2024. Additionally, as of 2022, SALA + UBC cover the costs for students on their personal computers for the Campus Cloud Suite of applications and Rhinoceros 3D modeling software.

2025 Visiting Team Assessment

As CACB conditions do not require a central computing facility, this item is deemed to have been resolved. The team commends the Program on the construction of a new space for digital fabrication.

Conditions Not Met

03- Public Information

The program must provide clear, complete, and accurate information to the public by including in its academic calendar and promotional literature the exact language found in Appendix A-1, which explains the parameters of an accredited professional degree program.

2018 Team Assessment

- The exact language of Appendix A-1 has been found on the School web site (https://sala.ubc.ca/about/accreditation – consulted March 9, 2018). Graduate Calendars 2017-2018 and 2018-2019, however, have not been updated and do not systemically present the exact text. (UBC_Vancouver_Calendar_School_Architecture_and_Landscape_Architecture.pdf and http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,279,0– consulted March 9, 2018).
- Proof that the 2012 Guide to Student Performance Criteria was distributed to students and faculty has been provided (copies of emails in the 2017 APR). However, evidence has not been found that current and previous APRs and VTRs have been stored according to article 5.3.1 of the CACB 2012 Procedures for Accreditation, about Public Disclosure of Accreditation Outcomes.
- The Team also notes that information about the program, namely its mission/vision, educational aims and main pedagogical objectives, is not clearly stated, lacking or incomplete on the SALA website. It is also a cause of concern that information regarding the actual possibilities, realities and conditions for enrolling in special activities (Study Abroad, Term Abroad and Design-Build, for instance), as well as in summer elective courses, should be made more explicit. This also applies to information regarding the actual length of the program which, although advertised as 3 years, is rather a 3+ year program.

FE Team Assessment

Not Met

The CACB language (Appendix A-1) is provided on the Program's website and was found in the current Graduate Calendar. However, the Program's mission/vision does not appear to be available on the website. The concerns noted in the 2018 VTR about clarity of special student opportunities (Study Abroad, summer electives, etc.) and actual length of program are not clearly addressed on the Program website nor in the material provided for this FE.

2025 Team Assessment

Not Met

This remains a concern. The Visiting Team found that the program includes obsolete text (since 2019) on the program website at https://sala.ubc.ca/program/master-of-architecture/. No information regarding accreditation was found on the University or Graduate School calendars. The Team is also concerned to find conflicting information regarding the length of the Program, with the Graduate School website (https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-architecture) stating:

> Students entering the program with an undergraduate degree normally take three and one- half years of full-time study to complete the requirements.

Further, the University website (https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty- graduate-and-postdoctoral-studies/degree-programs/architecture) also presents information about the MARCLA program that is at variance with information provided by the program in the APR:

> The dual master's degrees are awarded upon the completion of 149 credits of work, including an interdisciplinary major graduating project. The core curriculum includes 63 required credits in the Master of Architecture; 51 required credits in the Master of Landscape Architecture, 32 interdisciplinary M.Arch / M.L.A. required credits and 3 elective credits.

Finally, the Team is concerned to find various presentations of CACB Criteria on individual course outlines, ranging from no information at all to obsolete (pre-2019) information, to current information.

07- Physical 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 both didactic and interactive learning; office space for the exclusive use of each full-time faculty

2018 Team Assessment

The Program presence in the Lasserre Building has been cited in previous accreditation visits as "Not Met" due to its general physical state and shared and crowded space allocation which limits its capacity for student gathering and teaching delivery. The issue of overcrowding is exacerbated by the fact that the Lasserre Building houses an eclectic complement of shared facilities (workshop and plotting resources) and programs (including the School of Community and Regional Planning, Art History / Fine Arts and Music). Recent internal and external reports have emphasized that SALA facilities do not adequately serve projects and pedagogical objectives.

The inability to conduct work in a properly conditioned and secure facility has been expressed by students and faculty as a cause of concern. Issues pertaining to limited space are compounded by the inadequate quality of available spaces which include poor HVAC and disparate facilities.

While the studios have been configured with reasonable space allocations, the supporting spaces including, the workshop, digital fabrication facilities, plotting and computing resources and meeting areas are constrained and stressed for use. The shared use of limited resources such as the fabrication shop, plotting, and computing equipment compromises productivity and safety particularly at course deadlines.

The resourcefulness of the faculty in finding research and exhibition spaces both on and off campus is remarkable. The lack of space in the Lasserre Building for faculty research has prompted faculty to disperse their research work in various facilities across campus or hold teaching engagements (in some cases in their private practice) off-campus. The SALA faculty has been fortunate and resourceful in maintaining a presence in the downtown core with presentation spaces in retail venues and storefronts for lectures and exhibitions.

As might be expected, there is clarity on the formal process required to approve and construct a new facility on the UBC campus through the Capital Planning process (see Appendix D).

There is also clarity and consensus that the timeline of the process is, at a minimum, five years to project completion. At the time of the current accreditation visit, there have been discussions among the Dean of Applied Science, SALA Director and Chair of Architecture, on the organization, scope of work, and timeline for the prospective Hub for Human-Centered Design in the Built Environment to be situated in the Applied Science precinct on the Main Mall. The initial proposal calls for a $200M consolidated facility of over 30,000 sm. shared with SALA, the School of Community and Regional Planning, the School of Nursing, and expanded interdisciplinary engineering programs. A prominent component of this facility is "state-of-the-art Applied Science maker spaces" for research, teaching, and community engagement.

The first executive approval is anticipated to occur in 2018 and final Board approval in 2021. There has been no formal or informal mention of expansion, renovation or space reclamation within the Lasserre Building. A specific note of concern pertaining to the building raised in the previous VTR was that "At the very minimum, the Lasserre Building should be upgraded seismically" as the building "does not meet the seismic requirements for the area." There is no evidence that actions have been taken to address this since the last visit.

Fundamentally, growth and increasing engagement must be regarded as positive for the Architecture Program and the profession. However, it is incumbent on the University to provide appropriate and adequate physical resources to meet the demands of a professional program.

2022 FE Team Assessment

Not Met

The FEVT acknowledges that UBC's Seismic Resilience Plan confirmed Lassere was not identified at a high risk. The FEVT also acknowledges SALA's and UBC's remedial work - including room renovations, feasibility studies, and initiation of a longer-term goal (min. 6 years) to create new facilities "Applied One" for the multidisciplinary Faculty of Applied Science (APSC) in which SALA would be integrated. However, the documents supplied, including a letter of support from APSC Dean and UBC Capital Projects Campaign documents, do not guarantee the actualization of appropriate physical resources for the professional architecture program. While the Program does not indicate concern about this issue in the FE documents (which has been an issue in accreditation reviews since 2006), the FEVT views the criteria as not met and recalls the frustrations expressed by faculty and students during the in-person site visit in 2018. (See concerns noted in the 2018VTR).

2025 Team Assessment

Not Met

The Program is to be commended for interim upgrades to the teaching spaces and for the development of a new, shared fabrication lab. However, the underlying problems of physical resources that have been called out in several CACB maintenance visits remain. The Visiting Team notes that the Program has identified a five-year timeline for the development of new facilities, but also notes that the Program also identified a five-year timeline in 2018.

Student Performance Criteria Not Met

A6. Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

2018 Team Assessment

Although part of this criterion is addressed in some of the vertical studio sections and in ARCH 513 Environmental Systems & Controls I, the focus on human behavior is not consistently met by all students.

2022 FE Team Assessment

Not Met

Evidence provided for Environmental and Systems Control 1 & 2 (ARCH 513 & 533) show detailed understanding of energy modeling and technologies mediating environmental comfort. The Program's integration of 'WELL" is commendable. However, understanding of human behavior and design of the built environment is not convincingly presented.

2025 Team Assessment

As this is no longer included in the list of SPCs, the 2025 Visiting Team has no further comment at this time.

A7. Cultural Diversity

Understanding of the diverse needs, values, behavioral norms, and social/spatial patterns that characterize different cultures and individuals, as well as the implications of this diversity on the societal roles and responsibilities of architects.

2018 Team Assessment

Evidence of *understanding* has not been found in student work. Syllabuses for ARCH 504 Architectural history I and ARCH 505 Architectural history II mention the SPC as an instance of “Awareness of cultural diversity”. It is not a clear and consistent objective (at the understanding level) in ARCH 504/505 Advanced Architectural History (whose content may change from one semester to the other) nor in ARCH 523 Contemporary Theories.

2022 FE Team Assessment

Met

Student work demonstrates understanding of cultural diversity and course outlines show commitment to this objective and in-depth approaches to particular issues. While the program primarily relies on topical courses (ARCH 404/504), which vary from year to year and not required by all students, the material presented is strong.

2025 Team Assessment

As the 2022 FE Assessment was met, the 2025 Visiting Team has no further comment at this time.

B5. Accessibility

Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

2018 Team Assessment

The level of sensitivity to accessibility in architectural design is not consistent in the studio work. While there are excellent highlights in one section of ARCH 501 Vertical Design Studio (The New Normal) that pertain to accessibility challenges, it is not evident in other sections of the studio. Student work presented inconsistent ability to design interventions into sites to accommodate accessibility needs. The level of accessible design in ARCH 551 Communicating Construction is fairly limited and speaks to students' ability to document accessible layouts but does not demonstrate the ability to design them.

2022 FE Team Assessment

Not Met

The Program is commended for developing a shared studio lecture on Accessibility as part of ARCH521. However, student work provided in the Comprehensive Studio does not demonstrate ability to design for accessibility. This criteria remains a concern, since Accessibility was also "not met" in the Program's 2012 VTR and 2015 FE.

2025 Team Assessment

This SPC has been revised to be part of SPC C1 - Regulatory systems. Students' work does not demonstrate an understanding of accessibility as set forth in various codes and regulations. Student work in ARCH 521 does not demonstrate a basic understanding of accessible design.

B12.Building Economics and Cost Control

Understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting.

2018 Team Assessment

There is little evidence of student understanding of the economics of the architecture engineering construction industries and methods of mitigating costs. ARCH 568 Research Methods does not demonstrate understanding of these topics. In the few instances these do appear in student assignments, they are nested in courses and fairly rudimentary.

2022 FE Team Assessment

Met

Evidence provided for ARCH 511 demonstrates understanding of this criteria.

2025 Team Assessment

As the 2022 FE Assessment was met, the 2025 Visiting Team has no further comment at this time

D4. Project Delivery

Understanding of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

2018 Team Assessment

The requirements are not met through ARCH 541 Professional Practice. The syllabus supports an understanding of CCDC2 project delivery, however, there was no evidence provided (through student assignments or exams) to confirm understanding of more than one project delivery method.

2022 FE Team Assessment

Not Met

Course outlines provided for ARCH541: Professional Practice and ARCH543: Contemporary Practice, and student work for ARCH543 show some understanding of professional service. However, since no student work was provided for ARCH541, a full assessment could notbe made.

2025 Team Assessment

Met

This SPC was determined to be met in student work from ARCH 541.

D5. Practice Organization

Understanding of the basic principles of practice organization, including financial management, business planning, marketing, negotiation, project management, risk mitigation and as well as an understanding of trends that affect practice.

2018 Team Assessment

The requirements do not appear in syllabuses or student work provided, unobserved subjects include financial management, business planning and negotiation.

2022 FE Team Assessment

Met

ARCH543: Contemporary Practice provides evidence of meeting this criteria.

2025 Team Assessment

As the 2022 FE Assessment was met, the 2025 Visiting Team has no further comment at this time.

4. Program Strengths

Students: The Program benefits from a diverse collection of highly engaged, enthusiastic and self-reliant students. It was very clear from our engagement with students that they think highly of the Program and its faculty and operate with care and sensitivity in regards to the school.

Faculty and Staff: The Program benefits from an excellent cohort of both permanent and adjunct faculty. Recent additions to the faculty have provided for a rejuvenation and diversification of instructional viewpoints in the Program. Staff are highly resourceful and are highly regarded by both faculty and students.

Vancouver: The City of Vancouver and the Lower Mainland of British Columbia provide a wealth of opportunities in terms of architectural and urban precedents, as well as a strong pool of instructors and potential links to a dynamic community of practice.

Interdisciplinarity: The multi-disciplined nature of SALA provides opportunities for architectural education that is mindful of the concerns of related disciplines. The dual-degree program MARCLA is a leading and innovative example of this.

DEI Hiring: The Program has done an exemplary job since the 2018 visit in hiring diverse faculty and in diversifying its offerings in Architectural history. The history program exemplifies a bold move away from the teaching of an architectural canon.

Environment and Ecology: The Program is grounded in holistic thinking around the environment. This position manifests itself in studio courses, in the teaching of history and theory, and in technology courses, especially wood structures and environmental systems. Despite attendant concerns, the Team congratulates the Program for taking an unusually innovative approach to building structures, with a strong focus on wood structures, and on systemless buildings.

5. Causes of Concern and Team's Recommendations

Budget: Since the 2018 visit, the Program's expenditures have remained essentially flat, with no evidence of increases to account for inflation or growth. Meanwhile, the Program's budget has decreased by approximately 20% over this same period, resulting in a significant deficit in the last year recorded. The Team was informed during the visit that further budgetary cuts are imminent.

Facilities: The Program is to be commended for interim upgrades to the teaching spaces and for the development of a new, shared fabrication lab due to open this coming September. However, the underlying problems of physical resources that have been called out in several CACB maintenance visits remain. The Visiting Team notes that the proposal for a new facility as part of the Applied Science One project has been put on hold indefinitely. In addition, the Program faculty identified a strong concern over the seismic safety of the Lasserre building, while students expressed a concern that large parts of the design studio are not occupiable in cold weather. All parties called attention to the travel distance between the various components programs in SALA. It is critical that workable long-term and immediate solutions to the facilities concern be developed before the next CACB visit.

MARCLA: While the Visiting Team supports the engagement of the Program in the MARCLA dual-degree program and commends SALA for this interdisciplinary initiative, the Team is concerned that MARCLA students do not complete the entire M.Arch required curriculum. The Team also noted inconsistencies between various documents in relation to the MARCLA curriculum which presented difficulties for our review. The Team highly recommends clarifying the curricular and administrative relationships between the M.Arch and MARCLA prior to the next CACB visit. Students are concerned about a lack of guidance and support, and recommend the creation of a program Chair position for MARCLA. The Team is also concerned that the information on the MARCLA web page could be read to imply that MARCLA is separately accredited by CACB.

Oversight and Coordination: The Visiting Team notes that in some studio courses (ARCH 501, 520 and 540) and history/theory courses (ARCH 504, 505) the sections operate independently, with separate syllabi. The Team recognizes the benefits to this system, but is concerned that some SPCs are being missed by some sections as a result. The Team also noticed that some syllabi do not list CACB expectations, while others list SPCs that have been obsolete since 2019. The Team recommends strengthening processes of curricular oversight.

Materiality: The Visiting Team is concerned that, aside from a clear enthusiasm for wood structural systems, architectural materials do not play a significant role in the Program. The Team hopes that this situation changes with the development of the new digital fabrication space, and encourages instructors to further consider materiality in their courses and especially in studio courses.

Current Practice: The Visiting Team is concerned that as a result of the ambitious innovation shown by the program in relation to environmental and structural systems, graduates may not be equipped for more conventional practice or for practice in other climate zones in Canada. The Team found little discussion of active environmental systems in the Program and almost no evidence of the integration of environmental and structural systems. On the structural side, the reliance on wood leads to a correlative minimization of work in common materials such as steel and concrete. The Team was surprised to find little consideration of seismic design in the student work.

Continued Deficiencies: Finally, the Visiting Team is concerned that several conditions or criteria identified as "Not Met" in 2018 remain problematic in 2025, particularly Condition 2, Public Information and Condition 6, Space and Technology Resources. Furthermore, the Team notes that the SPC on Accessibility remains a concern for the current review, although this SPC has been combined into C1 Regulatory Systems.

III. Compliance with the Conditions for Accreditation

General Instructions about Commentary/Assessment
For each Condition, Program and Student Performance Criteria, the Team must write a summary of the Program's responses based on material provided in the APR and information gathered during the visit. The Team must verify that the program effectively responds to every subcondition. The Team must identify the evidence or the source of the evidence the team used to make the assessment. Describe how the Team confirmed evidence provided by the Program through interactions during the site visit.

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

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The program presents a well-developed process consisting of surveys, a SWOT analysis, and a coordinated analysis of the information. Surveys appear thorough and results were summarized candidly. There is general agreement on weaknesses and strengths.

2. Public Information
The Program must provide clear, complete, and accurate information to the public and include the following text in its official Program information.

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

Visiting Team Assessment: **Met** ☐ **Not Met** ☑

The Visiting Team found that the program includes obsolete text (since 2019) on the program website at https://sala.ubc.ca/program/master-of-architecture/. No information regarding accreditation was found on the University or Graduate School calendars. The Team is also concerned to find conflicting information regarding the length of the Program, with the Graduate School website (https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-architecture) stating:

> *Students entering the program with an undergraduate degree normally take three and one-half years of full-time study to complete the requirements.*

Whereas the program website describes the program length as three years.
Further, the University website (https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate- and-postdoctoral-studies/degree-programs/architecture) also presents information about the MARCLA program that is at variance with information provided by the program in the APR:

> *The dual master's degrees are awarded upon the completion of 149 credits of work, including an interdisciplinary major graduating project. The core curriculum includes 63 required credits in the Master of Architecture; 51 required credits in the Master of Landscape Architecture, 32 interdisciplinary M.Arch./M.L.A. required credits and 3 elective credits.*

While the APR states that MARCLA contains 110 hours of Architecture content. The Team also discovered that information on the Program website about the MARCLA curriculum was incorrect, which caused some confusion during the Team's review. Finally, the Team is concerned to find various presentations of CACB Criteria on individual course outlines, ranging from no information at all to obsolete (pre-2019) information, to current information.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Program has a broad set of policies and procedures in place to foster Equity, Diversity and Inclusion, including support for student groups (FaFa, NOMAS, ILANDS), the formation of an active EDI committee, and an extensive faculty recruitment process, with the hiring of 8 new faculty across the School, all of under a new Inclusive Recruitment process, and 4 of these through the preferential hiring program through the BC Human Rights Office.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

Students feel heard and supported by faculty and staff, with issues often addressed informally through open conversations. Faculty and staff play a key role in fostering a rich and healthy learning environment, reinforcing a culture of support and accommodation that prioritizes student well-being. ARCHUS and other student-led groups have a strong presence in the school, enhancing the student experience by promoting studio culture and community engagement. However, international students voice concerns over their ability to participate in extra-curriculars such as Co-op and study abroad programs due the financial cost and timing of course offering.

Despite challenges related to space, funding, and long commutes—an ongoing reality due to housing constraints—students remain flexible, committed, and optimistic. They also express a strong sense of agency over the spaces available to them, which helps cultivate a deep sense of community. Additionally, students emphasize the immense value of teaching and research assistant opportunities, viewing them as crucial for mentorship, leadership development, and financial support, particularly given the high cost of living in Vancouver.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found that the Program has a strong cohort of very qualified faculty, which has been rejuvenated due to recent retirements and hires. Career stream faculty are content with issues such as teaching load and research support. Support staff appears to be sufficient although numbers have been reduced recently due to budgetary pressures. The primary administrative head is the Director of SALA.

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.

Visiting Team Assessment: **Met ☐** **Not Met ☑**

The Program is to be commended for interim upgrades to the teaching spaces and for the development of a new, shared fabrication lab. However, the underlying problems of physical resources that have been called out in several CACB maintenance visits remain. Faculty are united in their concern over their own safety and that of their students in the event of a major seismic event. There is a strong desire for all elements of SALA to be collocated in order to encourage cross-pollination of ideas. The issue of facilities for the Program has gone on for several CACB accreditation cycles and must be resolved.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Library failed to present a Library Statistics Report. However, the library report overall shows a significant and vital collection that is well organized, resourced and managed. The Program has a clear policy around information technology resources based on student-owned equipment.

8. Financial Resources

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

Visiting Team Assessment: **Met ☐** **Not Met ☑**

Since the 2018 visit, the Program's expenditures have remained essentially consistent, with no evidence of increases to account for inflation. Meanwhile, the Program's budget has decreased by approximately 20% over this same period, resulting in a significant deficit in the last year recorded.

9. Administrative Structure (Academic Unit & Institution)

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

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The School of Architecture and Landscape Architecture is part of an accredited institution for higher

education in the province, with a reasonable level of autonomy as compared to professional programs in the university. The appointment of the new incoming SALA Director, Thaïsa Way was recently announced on February 27, 2025. The Director, *pro-tem* Blair Satterfield will continue until Dr. Way's term begins in January 2026.

10. Professional Degrees and Curriculum

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

The Programs include:

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

Visiting Team Assessment: **Met** ☐ **Not Met** ☑

SALA offers an M.Arch. program which requires a minimum of six years of post-secondary study, which includes a minimum of three years of professional studies in architecture following a bachelor's degree in any discipline. The Program has well established and effective methods for evaluating applicants for advanced study (that is, for placement into the second year of the M.Arch.).

However, the MARCLA program presents a concern as MARCLA students do not complete the entire M.Arch. curriculum. A student could complete MARCLA with only 68 of the 107 required credits in the M.Arch.

11. Performance Criteria

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

For PPCs, evidence of performance may take many diverse forms not limited to course work and its outcomes. The Program must describe and demonstrate that it creates an environment in which these criteria are satisfied.

For SPCs, evidence of performance must include student work and the pedagogical objectives and assignments of any given course. With respect to fulfilling the criteria, the Program must demonstrate that all of its graduates have achieved, at minimum, a satisfactory level of accomplishment.

The roster of six PPCs and twenty-four SPCs is intended to foster an integrated approach to learning. Their order is not intended to imply a weight assigned to each.

11.1 Program Performance Criteria (PPC)
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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 541 and ARCH 543. Courses includes lectures, panels & office visits. Guest critics and sessional instructors are drawn from the local and broader architectural communities.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence throughout ARCH501, ARCH521, ARCH548/549, ARCH515/517. They show contemporary pedagogical standards, emphasizing research-driven methodologies and approach to social and environmental challenges (ARCH513/533). Faculty demonstrated a strong commitment to integrating digital modeling, speculative design thinking, and spatial justice into the curriculum.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting team observed how SALA has made environmental stewardship and diverse perspectives a priority at the core of the curriculum. This was evident in the abundance of student work that grasped key ecological concepts, where the relationship to the natural environment were strongly integrated within the design projects. Student work was well situated within the regional context of Vancouver and the Pacific West Coast, while SALA has strategically hired faculty to enhance global perspectives and adopting within the curriculum novel approaches to architecture history and theory to expose students to broader perspectives of architecture.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

Collaboration is evident in group projects within Arch 513 (Environmental Systems & Controls I), seminars in Arch 523, and studios throughout Arch 521, 500, and 501. Engagement with the broader architectural community is fostered through initiatives such as the 2022 Powell Street Festival, various pavilions, and the Margolese Prize. Several student-led groups have emerged, including FAFA, NOMAS, and ILANDS. These organizations host a range of professional, academic, and social events, providing students with leadership opportunities and a platform to explore their interests.

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

Visiting Team Assessment: **Met ☐** **Not Met ☑**

This PPC is not met and is a cause for concern as the APR states that students receive instruction in designing technical systems and these systems are applied in Comprehensive Studio 521, the Systemless Building. Strong evidence of the integration of regulatory, structural and mechanical systems is not consistently shown in the student work of this course.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Program accepts candidates from other programs whose prior fields of study ensure a breadth of knowledge and deeper understanding of a wide range of disciplines.

11.2 Student Performance Criteria (SPC)

A. Design

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

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 500 and ARCH 501.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 521 and in ARCH 548/549, while noting that MARCLA students may opt to take LARC 595/598 in place of these last two courses.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in the Design Media courses ARCH 515 and ARCH 517 as well as in studios ARCH 500, 501 and 521. Evidence for simulation was found in ARCH 533. Fabrication and Parametric Design were each covered in one of three elective modules of the Design Media course ARCH 517.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 521 as well as in three of the four sections of ARCH 501.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 500, 501 and 521.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 520.

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.

Visiting Team Assessment: **Met** ☐ **Not Met** ☑

Although evidence of technical detail design was found in the Architectural Technology courses ARCH 511 and ARCH 531, the Visiting Team was not able to find evidence of detail design as an integral part of the design process.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 551 as well as in ARCH 521.

B. Culture, Communications, and Critical Thinking

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

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 504, ARCH 505 and ARCH 523.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 504 and ARCH 505.

A deficiency was the acknowledged western bias in the course content. While non-western histories sporadically seen in the core courses, there are opportunities within other elective courses (ARCH 7020/7030 Research Topics) for students to research non-western traditions.

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

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 504, ARCH 505 and ARCH 523. The Team also found evidence in ARCH 597, but notes that this course is not taken by MARCLA students.

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.

Visiting Team Assessment: **Met ☑** **Not Met ☐**

The Visiting Team found evidence supporting this SPC in ARCH 504 and ARCH 505.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 504, ARCH 505 and ARCH 513.

C. Technical Knowledge

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

Visiting Team Assessment: **Met** ☐ **Not Met** ☑

The Visiting Team was unable to find consistent evidence in the student work of a knowledge of regulatory systems. The Team was able to find only one example in ARCH 521 of a code matrix being applied. Accessibility is consistently weak, while ramps and stairs appear only in schematic fashion. The Team found no evidence of fire separations and many examples of poor exiting strategies.

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.

Visiting Team Assessment: **Met** ☐ **Not Met** ☑

The Visiting Team found evidence supporting this SPC in ARCH 511 and ARCH 531. However, the Team found that a discussion of materiality focussed largely on wood construction and on structural materials. There was little evidence of a broader discussion of materials, incorporating a variety of cladding materials (such as masonry and metals) or interior finish materials. While the exercise in ARCH 511 that required the design of a door mentioned material potential and offered the possibility of introducing materiality as an architectural question, this was not followed through in the student work exhibited.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 512 and ARCH 53

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 513, ARCH 511 and ARCH 531.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 513 and ARCH 533.

D. Comprehensive Design

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

Visiting Team Assessment: **Met** ☐ **Not Met** ☑

Evidence for this SPC was primarily found in ARCH 521 and ARCH 533. The Team commends the Program for the work they have done on the Comprehensive Design Studio, aligning it with ARCH 533 in particular and the implementation of climate software analysis. It is clear that students emerge with a good grasp of passive environmental design. However, as the project selected for ARCH 521 involved a "systemless" building, a position that the team understands and appreciates from an environmentally responsible view, student work integrated structural and environmental (mechanical) systems only on a very rudimentary level. The Team was unable to find consistent examples of the integration of structural and environmental systems in other coursework. In addition, the student work showed little ability to apply regulatory standards to design work, particularly in the area of universal design and accessibility.

E. Professional Practice

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

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 541 and ARCH 54

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 541 and ARCH 543.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 541 and ARCH 543.

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

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 541 and ARCH 543.

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.

Visiting Team Assessment: **Met** ☑ **Not Met** ☐

The Visiting Team found evidence supporting this SPC in ARCH 541 and ARCH 543.

IV. Appendices

Appendix A: Program Information

The following is condensed from the Program's *Architecture Program Report*

1- Brief History of the University of British Columbia

The University of British Columbia is a global centre for teaching, learning and research, consistently ranked among the top public universities in the world.

UBC embraces innovation and transforms ideas into action. Since 1915, UBC has been opening doors of opportunity for people with the curiosity, drive and vision to shape a better world.

2- Institutional Mission

Vision: Inspiring people, ideas and actions for a better world.

Purpose: Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.

3- Program History

Early Years: Geographic isolation was a key driver in the development of the architecture program at UBC. At a time when studies in architecture required a move east, student demand for education locally grew just as Vancouver grew. Initially established as the Department of Architecture in the Faculty of Applied Science in 1946, Frederic Lasserre reorganized it into the School of Architecture in 1950. His namesake building, which still houses our architecture program and administrative offices, reflects his vision of modernist architecture.

Changing Times: The school's philosophical position became established in the 1960s. In this time of shifting social circumstances, our faculty and students expressed themselves in community activism. We played pivotal roles in key moments of Vancouver's development. From famously rejecting the construction of a freeway through the historic Chinatown and Gastown neighbourhoods, the preservation of the Yaletown Roundhouse as an active community centre, to the revitalization of Granville Island, our students and faculty helped to unlock Vancouver's urban potential. These strong community ties remain an essential part of our programs.

Growing Up: In 1979, the landscape architecture program started in the Faculty of Agricultural Sciences. In keeping with academic trends, both programs changed their originally undergraduate professional degrees to graduate ones in the 1990s. While still operating independently, both programs partnered up to deliver the undergraduate environmental design program in 2002.

Coming Together: All three programs came together in the School of Architecture and Landscape Architecture in the Faculty of Applied Sciences in 2005. This move started to shape SALA as we know it today. It also amplified the connections between faculty and students, as well as the professional communities in each profession. In 2014, we grew further with the introduction of the post-professional urban design program. While spread out across multiple buildings across campus, we have turned our focus on increasing opportunities for collaboration across the programs. We introduced the dual degree option, offered for the first time in 2016, to allow students

to concurrently pursue a Master of Architecture and Master of Landscape Architecture in four years. Our newest program, the Bachelor of Design in Architecture, Landscape Architecture, and Urbanism, was launched in 2020. We continue to extend our connections across the design community, whether here in Vancouver or across the globe.

4- Program Mission

The Master of Architecture is a professional graduate degree, leading to certification with the Canadian Architectural Certification Board. The three-year program is highly demanding, with a large proportion of the curriculum dedicated to required coursework. You'll take design studios alongside courses in history and theory, technical and material systems, and design media. However, you will graduate with the disciplinary knowledge and technical skills required to succeed in a career in architecture.

5- Program Action Plan

The following Program Action Initiatives respond to the input of faculty, students, and alumni, as well as to self-assessment of the program's work, and feedback given by CACB at our evaluations. These have come into focus in the past four years and move toward meeting the goals of its 2023 Strategic Plan. Objectives reflect a self-assessment of the Architecture Program's strengths and weaknesses, opportunities and threats and have been undertaken by the faculty, our curriculum committee, individual professors, the director's office, and the applied science dean's office.

Strategic Directions adopted September 2023.

2023 Objectives.

Commitment #1: Teaching

Provide an outstanding and distinctive professional education directed toward the breadth and complexity of issues germane to contemporary built and natural environments.

Goal 1: Address unmet Student Performance Criteria through continued review and refinement of the disciplinary core of architectural education.
Goal 2: Continue to build the Program's national and international profile.
Goal 3: Enhance the educational opportunities that foster inter-disciplinary collaboration and cross-cultural learning.
Goal 4: Enhance the quality of student life in the Program.
Goal 5: Support the Program's faculty.
Goal 6: Improve the Program's physical resources.
Goal 7: Enhance the Program's Administration.

Commitment #2: Community

Engage with a wide range of constituencies in the larger community – academic, professional practice and public - and bring these associations directly to bear on its educational and administrative priorities.

Goal 1: Strengthen academic ties.
Goal 2: Strengthen professional ties.
Goal 3: Strengthen community ties.
Goal 4: Strengthen international ties.

Commitment #3: Research

Engages in leading edge design research and scholarship activities that contribute constructively to the theory and practice of architecture.

Goal 1: Nurture and support leading edge design research and scholarship.
Goal 2: Support faculty research.
Goal 3: Support graduate student research.
Goal 4: Remain current in design theory, practice and advocacy.

Appendix B: The Visiting Team (Names & Contact Information)

MEMBERS OF THE VISITING TEAM

VOTING MEMBERS

Colin Ripley — CHAIR — Educator
Phone: (647) 333-0858
Email: cripley@torontomu.ca

Marie-Paule Macdonald — Educator
Tel: (519) 885-9683
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Chris Young — Practitioner
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Lindsay Andreas — Practitioner
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Patrick Benjamin Lefebvre — Intern
Phone: (587) 987 4239
Email: patrickpblefebvre@gmail.com

NON-VOTING MEMBERS

Louis P. Aussant — Practitioner
Phone: (306) 244-5101
Email: louis.aussant@aodbt.com

Ana Medina — Educator
Phone: (438) 410-5368
Email: ana.medina@umontreal.ca

OBSERVERS

Vivian Lee
Phone: (647) 995-3393
Email: vivian.lee@daniels.utoronto.ca

Appendix C: The Visit Agenda

Virtual Pre-Visit Planning

Meeting #1 **January 24th (Fri)** 11:00-12pm (Pacific Time) **Readiness for the Visit**	○ The Team Chair and Program Head determine whether the program is ready for the visit ○ The Program Head performs a walk-through of the student work compilation for the Visiting Team
Meeting #2 **Process and Technology Overview**	○ The Team Chair reviews student work with the Visiting Team ○ The Team Chair provides expectations for how the team will work, and makes review assignments
Meeting #3 **Review and discussions**	○ The Visiting Team review the APR, CACB Conditions and Procedures, and visit protocols, and identify missing materials ○ The Team members discuss their initial reactions to the APR and student work, raise any initial concerns, and identify and prioritize the questions to be addressed during the documentary review
Meeting #4 **Documentary Review and questions**	○ The Visiting Team reviews the results of the documentary review, finalizes questions to be addressed during the site visit, and identifies any other areas of inquiry ○ The Team develops a draft VTR
February 24th (Mon) 9:00-10:00am (Pacific Time)	○ Entrance meeting with Librarian ○ Paula Farrar

The Visit

Thursday March 6th (Virtual)		○ Team Deliberations and launch of draft VTR
Friday March 7th (Virtual - Pacific Time)	**AM**	○ 8:00 – 9:00 Entrance meeting with the Program Head (Blair Satterfield and Tijana Vujosevic) ○ 9:00 – 10:00 Entrance meeting with the Applied Science Dean (James Olson) 10:00 – 11:00 Entrance meeting with Deputy Provost (Dr. Janice Stewart)
	PM	○ Review of general studies, electives, and related programs ○ Continued review of exhibits and records ○ Continued Team Deliberations and Drafts of VTR
Saturday March 8th	○ Day off (or Travel)	
Sunday March 9th (On-Site)	**AM**	○ Visiting Team's arrival and check-in at the hotel
	PM	○ Intro meeting with Blair Satterfield and Tijana Vujosevic ○ Visiting Team introductions and orientation ○ Tour of facilities/campus by Blair and Tijana ○ Team Dinner and Debriefing session and develop draft VTR • Alouette Bistro
Monday March 17th (On-Site)	**AM**	○ 8:00 – 9:00 Team working breakfast with Program Head ○ 9:00 – 10:00 Entrance meeting with Faculty (Full-time, Sessional and Adjuncts) • Lasserre Room 202 ○ 11:00 – 12:00 Observation of Seminar • Lasserre Room 105 ○ 12:00 – 1:30 Meeting with Student Reps - ARCHUS (Architecture Student Group) • Lasserre 202
	PM	○ 1:30 – 5:30 Observation of Studio space • LASR 3rd floor (no studio classes that afternoon / students working) • ARCH 501 Tectonic Studio; ARCH 521 Comprehensive Studio; ARCH 549 Graduate Project II ○ 2:00 – 4:30 Entrance meeting with Students • Lasserre 105 ○ 6:30 Team Dinner • Wildlight ○ Debriefing session and re-draft VTR, draft Strengths + Causes of Concern

		• Lasserre 9
Tuesday March 11th (On-Site)	**AM**	○ 8:00 – 9:00 Team Breakfast with the Program head and check out from hotel ○ 9:30 – 10:30 Meeting with Staff ○ 10:30 – 12:30 Team deliberations and vote ○ 12:30 – 1:00 Satterfield + Vujosevic pick up team in Room 9 and walk to Kaiser 5004
	PM	○ 1:00 – 2:00 Exit Meeting with Satterfield + Vujosevic ○ 2:00 – 3:00 Exit Meeting with Applied Science Dean James Olson ○ 3:00 – 4:00 Exit Meeting with Provost + Vice-President Academic ○ 6:30 Team dinner

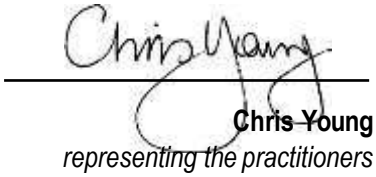
V. Report Signatures



Colin Ripley, *Chair*
representing the educators



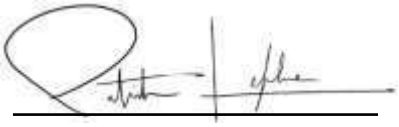
Marie-Paule Macdonald
representing the educators



Chris Young
representing the practitioners



Lindsay Andreas
representing the practitioners



Patrick Lefebvre
representing the Interns



Louis Aussant
CACB non-voting member



Ana Medina Gavilanes
School non-voting member

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April 7, 2025

To: The CACB Visiting Team for the UBC Architecture Program
Colin Ripley, Chair
Marie-Paule Macdonald, Chris Young, Lindsay Andreas, Patrick Lefebvre, Louis Aussant, Ana Medina Gavilanes, Team members

From: Blair Satterfield, UBC Architecture Program Director

To the Visiting Team,

We have received the draft Visiting Team Report, we welcome its findings and appreciate the opportunity to respond.

Public Information
Could we receive clarification from CACB regarding exactly which accreditation information on our website is outdated, and ask them to forward the correct wording or direct us to the appropriate resource documents? We found it challenging to locate the precise wording and required details on the CACB website and related resources. Having this clarification will allow us to quickly correct the accreditation information across all our websites, platforms, handbooks, and syllabi moving forward.

We will continue working to clarify the program length for students. UBC defines an academic year as comprising two terms (Fall and Winter), with the Summer term counted as a partial year. Accordingly, the Master of Architecture program is represented on the UBC website as 3.5 years, consisting of three full Fall/Winter terms and two Summer terms, which together equal a half-year. This is true even though actual time spent on campus is 32 months.

We apologize for the confusion caused by inconsistent and incorrect information provided regarding the Dual Degree Program. The errors originated in our APR documents, and our attempts to clarify during the visit appear to have added further confusion. To address this clearly, we've attached a spreadsheet directly comparing the MARCLA and MArch program course loads. Below, we explain the data presented and request reconsideration of certain unmet designations directly related to the Dual Degree Program.

Professional Degrees and Curriculum
MARCLA credits
As shown in the attached chart, MARCLA students complete 89 credits of architecture coursework, compared to 107 credits for MArch students (excluding electives). These credits include:

- **ARCH 540:** All MArch, MLA, and MARCLA students may choose either ARCH 540 or LARC 505. ARCH 540 covers one SPC (A2), which MARCLA students fulfill through three other required ARCH courses.
- **ARCH 548 + ARCH 549:** MARCLA students have the option to complete their Graduate Project in either Architecture or Landscape Architecture. The SPCs associated with these Graduate Project courses are already delivered by other ARCH courses taken by MARCLA students.

There are four Architecture courses, totaling 18 credits, that MARCLA students do not take (some replaced by equivalent LARC courses):

- **ARCH 500** (replaced by LARC 501): SPCs covered here are addressed in at least three other courses taken by MARCLA students.
- **ARCH 515** (Landscape Architecture Section): SPCs are covered by at least two other MARCLA courses.
- **ARCH 597** (no replacement): SPCs are covered by at least one other MARCLA courses.
- **ARCH 504/505** (third History course, replaced by LARC 524): MARCLA students complete two additional History courses and one additional Theory course within the Landscape Architecture program.

As for **Electives**, the MArch program requires 12 credits of Electives, where MARCLA has 6 credits to fulfill of Electives. We believe required elective credits are more than covered by the additional Landscape Architecture courses the MARCLA students take in their program.

SPC A3 Design Tools
MARCLA students take the Landscape Architecture section of **ARCH 515 Design Media I** (in parallel with the LARC 501 studio), rather than the Architecture section of the same course. However, they all subsequently complete the Architecture section of **ARCH 517 Design Media II** (alongside the ARCH 501 studio), which covers computational design including Rhino and Grasshopper, physical modelling incorporating the basics of digital fabrication. Additionally, the two SPCs addressed in ARCH 515 are thoroughly covered by other Architecture courses taken by MARCLA students, specifically ARCH 501, ARCH 521, and ARCH 531.

SPC A6 Urban Design
MARCLA students **do** take ARCH 520, thereby completing the studio with learning objectives specifically focused on "building in urban context."

Financial Resources

Please find additional context regarding the budget presented in the APR. Our budget does indeed increase annually to accommodate inflation and collective agreement salary adjustments, and we continue to receive the necessary financial support from Applied Science and UBC. Several unique occurrences have impacted our budget. We apologize for not clarifying these items in the APR document or explicitly addressing them during the site visit.

- At SALA, financials are reported at the School level rather than by individual programs. The MArch budget figures were manually estimated based on enrollment percentages, resulting in approximations that fluctuate with changes in MArch enrollment and the growth of other programs, such as BDes.
- In 2023-24, a bookkeeping adjustment for cost-recovery items (like study abroad) now shows expenses in the operating budget without the corresponding revenue. This misalignment appears as a roughly $30K increase in expenses.
- COVID years involved increased support, primarily through T.A.s. This event-specific funding has gradually decreased during post-pandemic recovery.
- Operational expenses significantly decreased during COVID due to limited on-site activities. This impacted select aspects of our operation, including workshop equipment purchases and forms of facility maintenance. Pre-COVID equipment purchases, and computer lab updates that increased costs stopped, creating the appearance of a decrease after FYE 2021. A recent lab refresh in the current fiscal year (FYE 2025) will reflect increased operational expenses.
- Over the past four years, faculty retirements have been met with delayed replacements. Adjunct faculty and short-term lecturers temporarily filled vacated positions at lower costs. Recent hires of early career faculty at salaries lower than the colleagues they replaced (2 in July 2023, 3 in July 2024, and 2 expected in July 2025) have masked regular salary increases. These salaries will now grow as per collective agreements.
- Staff costs have also risen, though staff turnover and position vacancies have partially concealed these increases. We have added staff to the school to accommodate program growth (BDES particularly).
- Non-credit programs like the Vancouver Summer Program, previously a significant revenue source for SALA (benefiting MArch), halted in 2020 due to COVID. The program has struggled to rebound amid increased competition, shifting political climates, and the maturation of collegiate programs in China (a major source of participants in VSP). We do not expect a return to pre-COVID revenue levels.
- Additional factors contributing to the SALA deficit in FYE 2024 include:
    - BDes studio renovations. These added to our immediate deficit. Expenses appear in the operating budget, though offsetting revenue is recorded as carry-forward and not reflected operationally.
    - A staff payout ($45K) for a former employee, primarily attributed to the MArch program, is shown as an expense in the operating budget. This is covered by carry-forward funds not visible in operational reporting.

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Conclusion

On behalf of my colleagues in the Architecture program at UBC, we sincerely thank you and the team for your hard work on our behalf. We appreciate your thoughtful and constructive observations and are grateful for your consideration of our feedback.

Sincerely,



Blair Satterfield
Director pro tem, Associate Professor
Architecture Program UBC School of Architecture and Landscape Architecture

cc: Tijana Vujosevic, Associate Professor, Chair Architecture Program

Master of Architecure Course of Study			Dual Degree Architecture Courses			Dual Degree Courses Taken INSTEAD of ARCH courses			Dual Degree Courses Taken IN ADDITION to ARCH courses		
COURSES	**CREDITS**	**TERM**	**Course**	**Credits**	**TERM**	**Course**	**Credits**	**TERM**	**Course**	**Credits**	**TERM**
ARCH 502 - Introductory Workshop	2	Yr 1 Term 1	ARCH 502/LARC 511 - Introductory Workshop	2	Yr 1 Term 1				LARC 316 - Trees and Shrubs	3	Yr 1 Term 1
ARCH 500 - Architectural Design Studio I	9	Yr 1 Term 1				LARC 501 - LA Design Studio I	9		LARC 503 - Landscape Architecture Design Studio II	9	Yr 2 Term 2
ARCH 511 - Architectural Technology I	3	Yr 1 Term 1	ARCH 511 - Architectural Technology I	3	Yr 2 Term 1				LARC 504 - Landscape Architecture Design Studio IV	9	Yr 2 Term 1
ARCH 515 - Design Media I	3	Yr 1 Term 1				ARCH 515 - Design Media I (Landscape section)	3	Yr 1 Term 1	LARC 522 - Landscape Architectural History I	3	Yr 1 Term 1
ARCH 597 - Themes in Architecture	3	Yr 1 Term 1				No Landscape Architecture Equivalent taken			LARC 523 - Landscape Architecture Theory	3	Yr 2 Term 2
ARCH 501 - Architectural Design Studio II	9	Yr 1 Term 2	ARCH 501 - Architectural Design Studio II	9	Yr 1 Term 2				LARC 524 - Landscape Architectural History II	3	Yr 2 Term 1
ARCH 512 - Architectural Structures I	3	Yr 1 Term 2	ARCH 512 - Architectural Structures I	3	Yr 2 Term 2				LARC 531 - Landscape Technologies I	3	Yr 1 Term 2
ARCH 517 - Design Media II	3	Yr 1 Term 2	ARCH 517 - Design Media II	3	Yr 1 Term 2				LARC 532 - Landscape Technology II	3	Yr 2 Term 1
ARCH 504 or ARCH 505 - Topics in Architectural History	3	Yr 1 Term 2	ARCH 504 or ARCH 505 - Topics in Architectural History	3	Y2 2 Term 3				LARC 540 - Site Analysus + Planning	3	Yr 4 Term 1
ARCH 551 - Communicating Construction	3	Yr 1 Summer	ARCH 551 - Communicating Construction	3	Yr 2 Summer				LARC 541 - Landscape Planning and Management	3	Yr 1 Term 2
ARCH 543 - Contemporary Practice	3	Yr 1 Summer	ARCH 543 - Contemporary Practice	3	Yr 3 Summer						
ARCH 520 - Architectural Design Studio III	9	Yr 2 Term 1	ARCH 520 - Architectural Design Studio III	9	Yr 3 Term 1						
ARCH 513 - Environmental Systems and Controls I	3	Yr 2 Term 1	ARCH 513 - Environmental Systems and Controls I	3	Yr 3 Term 1						
ARCH 532 - Architectural Structures II	3	Yr 2 Term 1	ARCH 532 - Architectural Structures II	3	Yr 3 Term 1						
ARCH 504 or ARCH 505 - Topics in Architectural History	3	Yr 2 Term 1	ARCH 504 or 505 - Topics in Architectural History	3	Yr 3 Term 1						
ARCH 521 - Architectural Design Studio IV	9	Yr 2 Term 2	ARCH 521 - Architectural Design Studio IV	9	Yr 3 Term 2						
ARCH 523 - Contemporary Theories in Architecture	3	Yr 2 Term 2	ARCH 523 - Contemporary Theories in Architecture	3	Yr 3 Term 2						
ARCH 531 - Architectural Technology II	3	Yr 2 Term 2	ARCH 531 - Architectural Technology II	3	Yr 3 Term 2						
ARCH 533 - Environmental Systems and Controls II	3	Yr 2 Term 2	ARCH 533 - Environmental Systems and Controls II	3	Yr 3 Term 2						
ARCH 540 - Architectural Design Studio V (Option Studio)	9	Yr 3 Term 1	ARCH 540 or LARC 505 - Design Studio V (Option Studio)*	9	Yr 4 Term 1						
ARCH 548 - Graduate Project Part I	3	Yr 3 Term 1	ARCH 548 or LARC 595 - Graduate Project Part I **	3	Yr 4 Term 1						
ARCH 504 or 505 - Topics in Architectural History	3	Yr 3 Term 1				Landscape Architecture History/Theory courses taken instead					
ARCH 549 - Graduate Project Part II	9	Yr 3 Term 2	ARCH 549 or LARC 598 - Graduate Project Part II **	9	Yr 4 Term 2						
ARCH 541 - Professional Practice	3	Yr 3 Term 2	ARCH 541/LARC 551 - Professional Practice	3	Yr 4 Term 2						
ARCH Course TOTAL	**107**		**Dual Degree ARCH Course TOTAL**	**89**	**18 cr less**	**Dual Degree LARC Instead TOTAL**	**12**	**6 cr less**	**Additional LARC Courses Taken**	**42**	
1 Elective	3	Yr 1 Summer	1 Elective	3	Yr 1 Summer						
3 Electives	9	Yr 2 Summer	1 Elective	3	Yr 2 Summer						
ARCH TOTAL with Electives	**119**		**Dual Degree ARCH TOTAL with Electives**	**95**					**Dual Degree TOTAL**	**149**	

Can choose to take in ARCH or LARC

Cross-listed, taken together

* all MARCH, MLA and MARCLA students have the option of taking ARCH 540 or LARC 505, and ARCH 540 covers one SPC A2 which is covered by 3 other ARCH courses taken

** ARCH 548 + 549 Graduate Project course SPC's are being delivered by other ARCH courses taken by MARCLA

ARCH 597 each SPC is covered in other ARCH courses MARCLA students do take.