

Undergraduate and Graduate Programs in Architecture
Update on Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Undergraduate and Graduate Programs
Completed by: Anne Bordeleau, Director, Azrieli School of Architecture & Urbanism
Approved by Dean: Dr. Richard Dansereau, Associate Dean of FED, December 14, 2023

Note: This document is made available for public posting on the Vice- Provost's website.

***** Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.**

External Reviewer Recommendation	Original Action Item	Owner & Timeline	Progress Update September 2023	Have calendar changes been initiated or completed (Not applicable/Yes/No), if Yes, when
<p>1. Find ways to mitigate the impact of Covid-19 on research, especially for pre-tenured faculty. The extra time given for tenure should equal the time faculty members were impacted by the pandemic. (Weakness)</p>	<p>The effects of the pandemic were such that there were limited opportunities for travel, and research support was hindered. Many archives and laboratories were operating in a limited way or were entirely closed. Such research limitations should be considered.</p> <p>Tenure track faculty and faculty applying for promotion had the chance to request a delay to apply for tenure/promotion due to the impact of the COVID19 pandemic during this academic year (2021-2022).</p> <p>The Interim Director already inquired on whether the tenure/promotion process may be extended by one or two years for faculty going up for tenure in future years if they were in the tenure process during the pandemic. This is because faculty worked online for about that time, and research opportunities were</p>	<p><i>CUASA – done (monitor if/as required)</i></p>	<p><i>The University granted all pre-tenure faculty the ability to extend their probationary term for one or two additional years. Tenure-track faculty members who wished to avail themselves of that opportunity have applied and will automatically benefit from this extra time.</i></p>	<p><i>na</i></p>

	<p>limited. However, such a decision would need to be taken at the University level and in consultation with CUASA.</p>			
<p>2. There is an urgent need to update an iconic and beloved architecture building. (Weakness)</p>	<p>The concern for the need to update the Architecture Building is shared by the ASAU Faculty Board and enjoys broad support among Architecture alumni. In addition, the state of the Architecture Building was also raised as a critical concern by the Canadian Architectural Certification Board (CACB) in the Visiting Team Report of 2017 (non-met Condition 7: Physical Space).</p> <p>In June 2021, former Director Jill Stoner provided the CACB with a document prepared by the Toronto firm LGA outlining various approaches to the renewal of the Architecture Building. These included life-cycle and energy performance upgrades and multiple scales of alterations to address deficiencies in teaching, workshop, labs, and research spaces.</p> <p>The CACB responded with a request for additional information. In September 2021, an addendum was submitted by the Interim Director, Federica Goffi, outlining how the ASAU has been addressing maintenance while developing a feasibility study that addresses the issue holistically. The Report included a list of work completed by Facilities Management and Planning</p>	<p><i>Director Building Renewal Committee Local Advisory Committee Advancement Dean Provost President FMP</i></p> <p><i>Plan to be approved by February 2024</i></p>	<p>Since January 2022, the following steps were taken:</p> <ol style="list-style-type: none"> <i>1. The firm Marshal & Murray Inc submitted an order of magnitude estimate of the cost to undertake the necessary life-cycle upgrades, including work for energy retrofits, environmental systems and accessibility. The scope of work investigated was one that could meet the current needs of the ASAU (2023/05/04).</i> <i>2. The ASAU Director and FED's Dean met with CU's FMP to discuss the current building maintenance schedule. FMP indicated that they were not doing anything consequential unless they received clear indications by the ASAU regarding the building renewal strategy (2023/07/27).</i> <i>3. The ASAU Director and FED's Dean met with the current Provost and Interim President to provide a building renewal update, share information on work to date, current needs, and options as to how to move forward (2023/09/26)</i> <i>4. With the Dean's support, the ASAU Director sent a request for the consideration of the Provost and Interim President to allocate funds urgently needed for the basic upgrades required (45M), along with a request to be authorized to fundraise to be able to meet the current needs and support current trajectories of research and faculty pedagogies within the school (2023/09/29). The current estimate adds up to 62M.</i> 	<p><i>na</i></p>

(FMP) over the last six years, for which expenditures totaled \$2,845,500.

On July 1, 2021, the ASAU Interim Director began discussions with the Advancement Office, FMP, and FED Dean Larry Kostiuk on fundraising for the building. The ASAU will need the approval and support from the Board of Governors of Carleton University to undertake what is expected to be a multi-million-dollar capital campaign. The School is in the early stages of planning for a meeting with the President and Provost. Pending their approval of the initiative, a presentation will be made to the Board of Governors.

These meetings, which are expected to take place during the Summer or Fall of 2022, are essential in deciding the scale of the renewal project and the fundraising campaign.

The School hopes to move forward with a proposal that accommodates growth over the next ten years. A modest expansion would enable us to welcome additional students in new and existing programs, notably a new Master of Architecture and Urban Design (MAUD) program and a new Master of Adaptive Architecture (M+AA). Other opportunities for expansion and growth are also under discussion.

We also envision an innovative approach to energy retrofits that would respect the heritage value of the building and put us

5. We are awaiting a response from the University as to how to proceed. It is clear that the building is in dire need of repair, and this is starting to represent a reputational risk.

*A final note to foreground that the Canadian Architectural Certification Board has identified the state of disrepair of the Architecture Building as a cause of concern in the last two visits (2010 and 2016). We submitted our accreditation report in September 2023, noting that nothing substantial had yet been done. **As such, the urgent upgrades required for the building, the lack of substantial work since the last visit, and the absence of a clear commitment from the University may well put our accreditation at risk.***

	<p>at the forefront of sustainable building practices in Canada. We envision the renovation of the building to be a case study for other architecturally significant, mid-century buildings around the world, many of which require life-cycle reinvestment. It is anticipated that the renovation and possible expansion of the building would be funded through support from the donor(s), the Faculty of Engineering and Design, and Carleton University. We hope to identify the best path forward and secure funding before the next CACB accreditation visit, scheduled for Fall 2024.</p>			
<p>3. The library budget is too small. Financially support alliances with extensive digital archives of architectural images such as Sahara’s Society of Architectural Historians. Increase the acquisition budget to fill the ongoing gap in architecture books authored by women and about women designers. (Weakness)</p>	<p>MacOdrum Library’s collection includes a significant number of books on architecture (third floor), urbanism and cities (fourth floor), and periodicals (basement). With the pivot to online resources (e.g., the Haiti Trust), students and faculty now access even more resources, including digital subscriptions. The interlibrary loan system is excellent for ordering books or requesting digital scans. Members of the Carleton community may also borrow books from the University of Ottawa.</p> <p>The library has been very responsive to our requests for acquiring resources, helping students and faculty access them, and preparing courses (e.g., assessing copyright limits, putting resources on reserve, etc.). In addition, the Library Reserves staff scans course readings and uploads materials to ARES in Brightspace. The latter is especially</p>	<p>- <i>Director</i> - <i>Library Faculty Liaison</i> - <i>University Librarian associated with Architecture</i></p> <p><i>Ongoing</i></p>	<p>The ASAU has a good relationship with the MacOdrum Library and can submit requests for digital and print material and/or subscriptions.</p> <p>As noted in the Accreditation report, the Library’s collection includes specific resources to support the undergraduate and graduate programs of the ASAU. Holdings include 25 of the top-ranked 25 journals in Journal Citation Reports classified under the subject category ‘Architecture’ as well as 25 of 25 top ranked journals under the subject category ‘Urban Studies.’ From Google Scholar, these include 19 of top 20 top ranked journals in ‘Architecture’ category as well as 20 of 20 top ranked journals in the Scholar category ‘Urban Studies & Planning.’ In addition, the Library’s collections of journals in related programs are also strong in Civil Engineering, Geography and Industrial Design.</p> <p>During the 2022–2023 academic year, the Library’s spending for collection in all areas was about \$8.7 million. 88% of the entire collections budget is spent on electronic resources. Over \$3.1 million was spent on general electronic resources which benefit all</p>	<p><i>na</i></p>

	<p>helpful as it allows access to readings from off-campus.</p> <p>The Carleton University Librarian for Architecture, Kristof Avramson, and Dr. Inderbir Riar, who serves as the faculty liaison with the MacOdrum library, have been made aware of this concern. However, as we believe this concern may result from a misunderstanding, we've asked Mr. Avramson to communicate with faculty and students to make them aware of what resources are available and how to make requests to supplement the collection.</p> <p>It is worth noting that Mr. Avramson leads a research methods workshop in ARCH 2300/5010, which means that all BAS and M.Arch students acquire knowledge of how to tackle university-level library research.</p>		<p>subject areas. In addition to that amount, approximately \$970,000 spent on electronic resources (databases, journals, ebook packages, indexes), print journals, and monographs (individual orders) related to Engineering & Design and Arts & Social Sciences over 2022–2023.</p> <p>The policy for materials that the Library collects for <i>Architecture & Urbanism</i> may be found at https://library.carleton.ca/about/policies/collection-profile-architecture-urbanism</p> <p>A final note that as part of its commitment to equity, inclusion and diversity, the ASAU is also purchasing some titles for its Barbara Humphrey's Memorial Reading Room. In 2023, this has included some 50 titles by or on Black architects, design and architecture. The list we compile are shared with the library who is also making purchases for the MacOdrum's collection.</p>	
<p>4. Support a faculty hiring plan that responds to finishing term appointments, upcoming retirements, and the size of programs. Open part-time teaching positions. Analyze how administrative tasks are performed and make necessary changes to become more efficient. (Concern)</p>	<p>Term appointees, which are generally only available to fill open positions temporarily, offer the School the opportunity to introduce new perspectives. Term appointees are encouraged to apply for full-time jobs.</p> <p>The possibility of establishing part-time "professor of practice" positions has been raised and could be considered in future tenure-track searches. Indeed both Professors Lucie Fontein and Paul Kariouk, both regular faculty appointees, have occupied such positions recently. However, the School would have to assess the cost of such appointments compared to our current practice of</p>	<p>- <i>Director</i> - <i>Director's Advisory Committee</i> - <i>ASAU Faculty Board</i></p> <p><i>May 2024</i></p>	<p>The ASAU faculty complement is just under 25 (24.75) full-time faculty members, made up of 27 faculty members, five of whom are cross-appointed, with commitments in architecture ranging from 25% to 75%). As is common in all schools of architecture, every year, the ASAU welcomes between 20 to 25 practitioners or scholars that contribute to teaching as Contract Instructors (CIs). In addition to the normal course contracts, we welcome visiting critics and invited professors regularly.</p> <p>As noted in 2022, we are still considering the creation of "architects-in-residence", as well as one or two-year fellowships to provide different types of opportunities to emerging or established practitioners or scholars. These would be in addition</p>	<p><i>na</i></p>

	<p>acquiring such expertise by hiring practicing professionals as Contract Instructors.</p>		<p>to our faculty complement, possibly funded from the current CI budget or through our endowment.</p> <p>With respect to administrative load, we have been working to clarify the responsibilities of the Associate Directors and those of the Undergraduate and Graduate Administrators. In the most recent committee assignments, we worked to re-distributing service loads more evenly across faculty. Additionally, in conversation with the staff team, we are working to clarify processes and communication pathways, reviewing administrative and staff roles as required.</p>	
<p>5. It would be normal for a school of this size to have a communication officer and/or a community outreach position. The reviewers recommend that more support staff be added to the school. (Concern)</p>	<p>The School currently has such a position (Special Programs and Communications Officer, Maria Cook), funded through revenues from its non-degree, professional development, and summer programs. As the duties of this position include administrative support of these programs, however, her focus is divided. If the School requests a regular staff position dedicated to communications, i.e., one funded through its base budget rather than through revenues, it would likely be asked to reallocate existing staff resources. While highly desirable, it seems unlikely that the Dean would approve additional staff support, especially given the recent addition of the Building Curator position in 2021/22, which is being funded on a year-to-year basis.</p> <p>Much of the workload of the Undergraduate Administrator is the result of regular program (Calendar) changes. As a result, much of her time is</p>	<p>- <i>Director</i> - <i>Director's Advisory Committee</i></p> <p><i>May 2024</i></p>	<p>The staff support team – currently comprised of 11 union positions, one non-union roles and one term-contract role – is generally organized around five core areas: (1) Academic Administration and Advising (School Administrator , Undergraduate Administrator, Graduate Administrator); (2) Finance, Events, and Communications (Accounts Administrator Administrative, Financial and Events Coordinator, and Special Programs & Communications Officer (non-union)); (3) Chief Workshop Org Unit (Workshop Chief Technician, Building & Exhibitions Coordinator, and Workshop Technician); as well as the (4) Systems & Digital Facilities Org Unit and (5) Digital Craft Org Unit, which include a Systems and Network Specialist, Digital Tech Assistant (term contract), . Digital Craft Technician, and Digital Craft Assistant (50% FTE)</p> <p>Since the visit in 2020, two positions have been added: The <i>Building & Exhibitions Coordinator</i> is now a permanent role in the staff complement, and a new role of <i>Digital Tech Assistant</i> has been created to support both the Systems & Digital Facilities and the Digital Craft units.</p>	<p>Yes – we are in the process of finalizing our submission to Faculty Board. The changes include re-coding of certain courses that have been moved to earlier or later years in the curriculum; the clarification of course titles and calendar descriptions; the consolidation of courses across the three Majors, and the reassignment of certain courses to be shared (or not) across Design, Conservation & Sustainability, and Urbanism.</p>

	<p>spent dealing with exceptions and keeping track of student requirements in different program years and those who are “out of sequence.” While the Curriculum Committee has been attempting to address this, changes cause even more complications in the short term.</p> <p>Scheduling is also complex, especially on the undergraduate level, where so many courses are required and must be taken in a specified sequence, and accommodations must be made for students (i.e., those on co-op) who are out of sequence.</p> <p>As it is gearing up to add two new graduate programs (MAUD, M+AA), the School must be mindful of the additional burden on the regular admin staff. As envisioned, however, the faculty and administrative resources required to support the MAUD program would be covered by its revenues. It may even become possible to reallocate administrative duties relating to other special programs to the individual(s) hired to administer the MAUD program, i.e., consolidate administrative responsibilities for all special (revenue-generating) programs to enable the Communications Officer to focus exclusively on communications, and community outreach.</p>		<p>We have also tested a position of <i>Financial and Communications Assistant</i> as a term contract, a role that offered support to faculty research as well as communications. Through the one-year trial, it has become clear that one staff role needs to be fully dedicated to communications. This will likely lead to the recalibration of the current <i>Special Programs & Communications Officer</i> role, with the split between the <i>Special Programs</i> position that can remain funded by revenue-generating programs, and a new position, in complement, dedication to communications. We are in the process of mapping out what changes the team requires so we can move a coherent distribution of skills and support to the different needs of the ASAU, as it pertains not only to communications, but also to the school administration and support units more generally.</p> <p>As mentioned above, as this work is taking place, we are also reviewing processes within the ASAU, with the ambition to lessen the steps required to accomplish myriad regular tasks (i.e. set up classrooms, provide technical support, book space, schedule classes, etc.).</p> <p>Finally, work is also taking place directly at the level of the curriculum. We have faculty board approval to implement some changes in response to issues foregrounded through our self-assessment process. Our intention is to consolidate, strengthen, and address some of the inefficiencies and misalignments that have resulted from incremental changes over the past decade, predominantly within the BAS majors, but also in relation to the courses that are part of the first year of our Professional M.Arch program.</p>	<p>While the degrees will not change significantly, the amount of ‘minor’ changes will likely impact more than 33% of the current courses and we expect to be submitting through the Major Modification process.</p>
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<p>6. Need for studio teaching and architectural history courses to include a larger number of case studies where the lead designed was a woman and increase global references. (Concern)</p>	<p>We agree with this recommendation in principle, and intend to make appropriate changes, pending discussion with the appropriate individuals and further clarification. As we are preparing for the upcoming CACB accreditation (Fall 2024), we will plan to thoroughly review our syllabi and advise faculty and instructors to ensure that the scholarship of women in architecture and other fields is not overlooked. Our preparations will begin this summer, and the advice will be sent out to faculty and CI to prepare the writing and updating of syllabi for the next academic year (2022-2023).</p>	<p>- <i>Director</i> - <i>Curriculum & Teaching Committee</i> - <i>ASAU Faculty Board</i></p> <p><i>Ongoing</i></p>	<p>Our revised position statement is a commitment to be more inclusive in our practices, courses and spaces (see below). This includes more equitable gender representation, but also an openness to global as well as indigenous practices. We have held conversations within Faculty Board on the need to expand references, and this ongoing work is supported by knowledge-sharing opportunities that take place within the School (e.g. Indigenous Place knowing workshops on October 2, 2023), at Faculty Board, or in the context of committee discussion as well as one-to-one conversations.</p> <p><i>The Azrieli School of Architecture & Urbanism (ASAU) occupies unceded, non-Treaty, Algonquin Anishinaabeg territory. Given our location in the nation’s capital, it is all the more important to acknowledge the legacies and atrocities that this occupation implies. To this end, we are committed to transforming our spaces, programs, and practices through honourable and respectful engagement with Indigenous peoples, land-based knowledges, and holistic approaches to architectural and urban design. ASAU is working to reframe its tradition of speculative thinking and projective making to better engage critical social, political, and environmental concerns, expressly including the climate emergency. Our aspiration, when advancing design education and research, is to work responsibly and creatively at the intersection of architecture, conservation, and urbanism, while remaining cognizant of the capacity of design both to enrich and to threaten communities, cultures, and ecologies. We strive to provide our undergraduate, professional, post-professional, and doctoral students with a rigorous, imaginative, and accessible education. Upholding bold and collaborative learning and research, we work earnestly to serve and to build trust with diverse communities, near and far.</i></p>	<p>Yes. We have successfully approved and submitted course title changes for the PhD curriculum (September 2023). These confirm the intention to be more inclusive, expanding from the Western ‘canon’ terms such as “Vitruvian” and “Daedalic” to the more inclusive reference to “Texts, Writings and Precedents” and “Research-Creation”.</p> <p>Additionally, we have submitted a calendar change that enables doctoral candidates to participate in a collaborative PhD in African Studies, further expanding the expertise of faculty that students may benefit from across the University.</p>
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<p>7. The building is a valuable teaching tool in the study of mid-modern conservation. Take heritage qualities of the building seriously. Draw on local organizations such as the National Capital Commission and create a public venue visible from the street where architectural models of proposed projects for Ottawa could be exhibited and discussion to occur. This could be integrated into Urban Design and Conservation programs. (Opportunity)</p>	<p>The Architecture Building is indeed a teaching tool integrated into the pedagogy of the school, starting from the first year of the Bachelor of Architecture Studies (BAS) into graduate programs. First-year students survey and document the building using analog methods (i.e., drawing and drafting by hand). Structures and building technology courses regularly reference the building, leveraging the fact that structural elements, plumbing, electrical, and mechanical systems are exposed. Finally, students in upper-level conservation courses, including the Graduate Diploma in Architectural Conservation, undertake regular heritage and conservation assessments of the building.</p> <p>The School envisions the renovation of the Architecture Building as an opportunity to showcase innovative approaches to the conservation of mid-century modernist and brutalist buildings in Canada while adapting them to changing uses and needs and improving their energy performance.</p>	<p>- <i>Director</i> - <i>Curriculum & Teaching Committee</i> - <i>ASAU Faculty Board</i></p> <p><i>Ongoing</i></p>	<p>The reviewing team points to two of ASAU's core strengths. (1) The fact that it is the only school with three undergraduate majors (Conservation & Sustainability, Design, Urbanism), an array of graduate degrees (M.Arch, MAS, GDAC, PhD), and two forthcoming graduate programs – in Adaptive Architecture and in Urban Design. (2) The ability to use the building as a pedagogical tool, something that the program has done since its inception. Likewise, the building renewal project is certainly approached as an opportunity to showcase what adaptive architecture might mean, embracing the challenges both in terms of this modern heritage as well as from a perspective of climate, accessibility, and wellbeing.</p> <p>The School also highly values the various collaborations it has cultivated over the years. In Ottawa, ASAU has forged ongoing relationships with numerous local and national organizations (including Ottawa Community Housing, the National Capital Commission, Gignul Non-Profit Housing, and the Canada Lands Company), collaborations that help shape national architectural policies, contribute to a re-thinking of our relationship to the land, and open new futures for architecture. The number of partnerships and community-engagement projects at ASAU is substantial, with activities that extend internationally through global studios, research partnerships, and scholarly networks. This is happening across all our programs – conservation & sustainability, design, urbanism, as well as in the graduate programs.</p>	
<p>8. For the school to be its own faculty, independent from the Faculty of Engineering. Grow relationships with industrial design through joint studios and research opportunities with create non-accredited programs (landscape, interior</p>	<p>This recommendation might reflect a preference on the part of the external reviewers since the architecture programs at both Dalhousie and the Université de Montréal are within stand-</p>	<p>- <i>Director</i> - <i>Dean</i></p> <p><i>Ongoing</i></p>	<p>The School enjoys both some support as well as some level of independence in the current structure. While the School reports to the Dean of the Faculty of Engineering & Design administratively, the ASAU reports directly to Senate on academic matters. This is a hybrid</p>	<p><i>na</i></p>

<p>design). Create relationships with art history, museology. (Opportunity)</p>	<p>alone faculties of Architecture and Planning.</p> <p>The Azrieli School of Architecture and Urbanism would need a significantly larger endowment and considerably more students (programs, degrees, etc.) to make a case for being a stand-alone faculty. Even with plans both to grow existing programs and introduce new ones (e.g., the Master of Architecture and Urban Design, the Master of Adaptive Architecture (M+AA), and, potentially, a Master of Landscape Architecture and a Master of Planning), further study is required to determine whether this is desirable or feasible.</p>		<p>structure that only three other Units enjoy in the University (School of Industrial Design, the School of Information Technology, and the School of Computer Science). All other Units report to their deans both academically and administratively.</p> <p>The ASAU, as well as Industrial Design, are the only two units that have their own Faculty Boards. With some of the upcoming changes within the University's Faculty of Graduate and Postdoctoral Affairs, this will likely be altered as graduate academic matters will be moving through a Joint Graduate Curriculum Committee for the Faculty of Engineering and Design (FED) for comments and approval before referral to Senate. While complying with the change and though it can benefit from the administrative support of the Faculty of Engineering & Design, the School hopes to maintain autonomy on academic matters at the graduate level.</p> <p>Unless there are financial, administrative, and programmatic imperatives to move to the creation of Architecture as a faculty, this is not a school priority. Indeed, relationships do exist and can continue to be fostered with Industrial design, art history, but also with the Institute of Interdisciplinary Studies, the School of Indigenous and Canadian Studies, the Institute of African Studies, or geography, and more, within the existing structure.</p>	
<p>9. Consider entrepreneurial initiatives as a form of curricular and professional enrichment. (Opportunity)</p>	<p>This could be a significant area of expansion and growth for the school. We are a professional school, and part of the education is for students to learn about the business aspect of the profession. We are already collaborating with the Business School, and open to future collaborations with them. We continue to be interested in how entrepreneurial</p>	<p>- <i>Director</i> - <i>ASAU Faculty Board</i></p> <p><i>Ongoing</i></p>	<p>All our current and projected entrepreneurial initiatives are in service of our programs. Imagine Architecture and Studio First contribute to the training of some of our current students who act as instructors. They provide outreach to prospective students, or opportunities for incoming students to gain skills and confidence prior to the beginning of their degrees. Likewise, the collaboration with Future Edge on the Certificate in Real Estate</p>	<p><i>tbd</i></p>

activities take form in architecture and have impact beyond academia, and defining further the type of profit and social capital it can build. Much of this is already happening through the school's research labs, most particularly through Carleton Immersive Media Studio CIMS Carleton Sensory Architecture and Liminal Technology Laboratory CSALT, as well as through the Action Lab.

Participation of our MArch and Ph.D. students in the research labs often lead to new projects, such as partnership in robotic design for manufacturing (currently funded by MITACS and supported by industry partners), or work on the development of digital twins for cities in Canada. In addition, the labs connect with various institutions nationally and internationally, with industry partners, local communities and municipalities, government organizations, etc. We could envision these opportunities being integrated more intentionally in the curriculum, whether as elective courses or through funded directed research opportunities at the graduate level.

The future expansion of such collaborations could entail reinvigorating the connection with architecture firms in Canada and abroad through different types of partnerships and sponsorships, such as those funded by MITACS, or exploring the possibility of interdisciplinary ventures that could be connected to CU@Kanata, as we have already worked with researchers at Hub

Development provides visibility to our Urbanism programs, and opportunities to expand our network to practitioners and scholars in related fields.

As noted in the previous report, we are also seeking to create additional opportunities through research partnerships, whether via individual researchers' initiatives or as part of our existing labs - Carleton Immersive Media Studio CIMS Carleton Sensory Architecture and Liminal Technology Laboratory CSALT, as well as through the Action Lab. This ambition is tied to our desire to establish closer connections to architectural firms that can take form around cooperative work term opportunities, research partnerships, studio collaborations or sponsored activities.

	<p>350. Ultimately, we are open to initiatives and resources that could support us in this area, particularly as entrepreneurship is one of the University's priorities.</p>			
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**Undergraduate and Graduate Programs in Architecture
Update on Learning Outcomes Assessment Activities**

Programs Being Reviewed: BAS Conservation & Sustainability, Design, Urbanism; M.ARCH; M.A.S., GDAC, PhD.

Completed by: Anne Bordeleau, Director, Azrieli School of Architecture & Urbanism

1. Who is responsible for the assessment of program learning outcomes?

- Learning Outcomes Assessment Committee
- Undergraduate/Graduate and/or Curriculum Committee(s)
- All faculty in unit
- Other: This was done as part of the Accreditation Process and involved many committees, and faculty.

2. Which program learning outcomes have been assessed since your last CPR? If no assessment activities were undertaken, please provide a rationale and describe what is required in order for assessment to take place moving forward.

BAS Conservation & Sustainability, BAS Design; BAS Urbanism; M.Arch, GDAC, MAS, PhD

3. Did you follow your assessment plan? If not, how did your assessment plan change and why?

Yes

4. What methods have been used to assess the program level learning outcomes? (check all that apply)

- Reviews of examples of student work
- cuPortfolio
- Student surveys or focus groups
- Faculty retreats or discussion sessions
- Reviews of program curricula and courses (*includes efforts to align course and program learning outcomes*)
- Other ____ Review of all course outlines, assignments, and student work (high, mid, low)

Provide additional details if necessary:

Summary of process for 2023 Self-Study:

A self-study process took place in 2022-2023 as an opportunity to engage in School conversations to reaffirm our mission, vision and priorities. The process was informed by existing documents (such as existing School and University plans, reports, School data, building assessment plans, etc.), consultation with different groups whether through focus group conversations or through surveys, as well as ad-hoc working groups summaries, research, and input:

Engagement across existing groups:

November 11, 2022:	Meeting with Student Well-Being Committee
November 16, 2022:	Meeting with BAS committee
November 18, 2022:	Meeting with M.Arch committee
November 22, 2022:	Conversation with recent M.Arch graduates (6)
November 24-25, 2022:	Conversation with alumni (7)

December 7, 2022: Townhall with undergraduate students
 December 9, 2022: Meeting with B22 students (2)
 January 6 & May 17, 2023: Meeting with PhD committee
 February 7, 2023: Meeting with Staff team
 March 1, 2023 Meeting with PhD students
 January-March 2023: Meetings with AASA (Azrieli Association Students in Architecture)
 January-March 2023: Meetings with Student Well Being Committee (SWBC)
 January-August 2023 Various meetings with individual Contract Instructors (CIs) à

Feedback collected from other focused conversations and surveys:

- Discussion of Strengths/Opportunities/Priorities with committees and focused groups (BAS, M.ARCH, PhD, Staff and CIs, and other committees and areas as required).
- Surveys to undergraduate and graduate students, as well as recent graduates (B.A.S and M.ARCH) and alumni from different years (summary of results available if needed).

Broad conversations through all faculty and staff mini-retreats (5) and full-day retreat (2):

January 11, 2023 School Core Values (+ introduction to process, format and larger topics)
 February 8, 2023 Professional Program, Teaching and Learning
 February 15, 2023 Research, Reputation and Outreach
 March 8, 2023 Operations, Resources and Facilities
 April 12, 2023 Thesis Discussion.
 May 3, 2023 (deadline) Deadline for the three working groups to produce summaries, gather survey results and data (e.g. enrolment trends, attrition, research funding, awards received, etc.), and identify 2 to 3 goals (can be large or small, short-term or long-term). Documents to be 1 to 3 pages.
 May 10, 2023 Feedback session + vision statement
 May 17, 2023 (deadline) Self-Study group summaries circulated in advance of May 24 retreat
 May 24, 2023 (full day) Feedback session – vision, priorities, projects, metrics
 June 14, 2023 Feedback session – mission statement and strategic plan
 August 17, 2023 Final draft circulated for comments before August retreat
 August 31, 2023 Mission statement and working Strategic planning document

5. What assessment activities are planned between now and your next CPR? Provide specific LOs and timeframes.

We are continuing work to recalibrate the BAS programs, and coordinating that work with a similar exercise at the Graduate level. As part of this work, we will reconsider the outcomes of our two other graduate programs, GDAC and MAS.

As part of the Canadian Architectural Certification Board process for accreditation, we are expecting the visit from the accreditation team in March 2024, and we should be receiving their report in June. As part of our assessment work, we will be required to provide a response to their report in the summer 2024.