

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1 Review Summary

<p><b>Program(s) Reviewed:</b></p>	<p><b>Undergraduate programs:</b></p> <ul style="list-style-type: none"> <li>• Architectural Studies, H.B.A.: Specialist, Major             <ul style="list-style-type: none"> <li>▶ Specialist streams: Comprehensive; Design of Architecture, Landscape, and Urbanism; History and Theory of Architecture, Landscape, and Urbanism; Technology of Architecture, Landscape, and Urbanism</li> </ul> </li> <li>• Visual Studies, H.B.A.: Specialist, Major, Minor             <ul style="list-style-type: none"> <li>▶ Specialist streams: Critical Practices; Studio</li> </ul> </li> <li>• Certificate in Global Studies of the Built Environment (U of T Global Scholar)</li> <li>• Certificate in Sustainability of the Built Environment</li> <li>• Forestry Biomaterials: Major, Minor (<i>offered in association with the Faculty of Arts &amp; Science</i>)</li> <li>• Forest Conservation: Specialist, Major, Minor (<i>offered in association with the Faculty of Arts &amp; Science</i>)</li> <li>• Forest Conservation Science: Specialist, Major, Minor (<i>offered in association with the Faculty of Arts &amp; Science</i>)</li> <li>• Visual Studies Minor (<i>offered in association with the Faculty of Arts &amp; Science</i>)</li> </ul> <p><b>Graduate programs:</b></p> <ul style="list-style-type: none"> <li>• Architecture, Landscape and Design, Ph.D.</li> <li>• Master of Architecture, M.Arch.             <ul style="list-style-type: none"> <li>▶ Delivery options: 3-year; 2-year: Second-Year Advanced-Standing Option; 1-year: Post-Professional Advanced-Standing Option</li> </ul> </li> <li>• Master of Urban Design, M.U.D.</li> <li>• Master of Visual Studies, M.V.S.             <ul style="list-style-type: none"> <li>▶ M.V.S. Fields: Curatorial Studies; Studio</li> </ul> </li> <li>• Master of Landscape Architecture, M.L.A.             <ul style="list-style-type: none"> <li>▶ Delivery options: 3-year; 2-year: Second-Year Advanced-Standing Option; 1-year: Post-Professional Advanced-Standing Option</li> </ul> </li> <li>• Forestry, Ph.D.             <ul style="list-style-type: none"> <li>▶ Entry options: Standard; Transfer; Direct</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Master of Science in Forestry, M.Sc.F.</li> <li>• Master of Forest Conservation, M.F.C. <ul style="list-style-type: none"> <li>▶ Delivery options: Full-time; Extended Full-time; Part-time</li> </ul> </li> </ul>
<b>Division Reviewed:</b>	John H. Daniels Faculty of Architecture, Landscape and Design
<b>Commissioning Officer:</b>	Vice-Provost, Academic Programs
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Dorothee Imbert, Professor and Director of the Austin E. Knowlton School of Architecture, The Ohio State University</li> <li>• Ellen Macdonald, Professor and Chair, Department of Renewable Resources, University of Alberta</li> <li>• Ken Neil, Professor and Dean, School of Arts &amp; Humanities, Royal College of Art</li> <li>• Brett Steele, Professor and Dean, School of the Arts and Architecture, University of California, Los Angeles</li> </ul>
<b>Date of Review Visit:</b>	March 28 – April 1, 2022
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## **Previous UTQAP Reviews**

### **John H. Daniels Faculty of Architecture, Landscape and Design:**

**Date:** November 5–7, 2013

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- Excellent decanal leadership
- Bold vision of an integrated, interdisciplinary faculty and student body
- Conceptualization of undergraduate program as non-professional and graduate programs as professional gives the Faculty a clear and strong identity
- Outstanding recent hires position the faculty well for the future
- Impressive overall quality of the students
- Students very satisfied with programs and the level of their preparedness for practice
- New building at 1 Spadina Crescent will promote the visibility of the Faculty and the work of its faculty and students

#### **Opportunities for Program Enhancement**

- Reviewing, strengthening, and balancing the graduate programs
- Addressing issues with the Urban Design program
- Aligning the proposed Ph.D. program with the current research specializations of faculty
- Developing a recruitment strategy for the graduate programs, deepening the recruitment pool, and better integrating advanced standing students
- Deepening faculty participation in leadership roles
- Mentoring new faculty
- Finalizing the Academic Plan
- Developing a research strategy and increasing the number and range of research partnerships
- Optimizing the administrative organizational structure

### **Faculty of Forestry**

**Date:** May 4–6, 2016

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- Long tradition of thought leadership, especially in urban forestry
- Important, high caliber research on biomaterials that taps into the bio-economy and capitalizes on Ontario's natural assets, despite the declining economic opportunities in the lumber and paper industries
- Constructive engagement with the private sector, including the important relationships with the Haliburton Forest
- Undergraduates understand the professional dimension of forestry and the attractiveness of a forestry-style, interdisciplinary systems approach to the environment
- Association with Faculty of Arts & Science with respect to flexibility in combining a forestry major with other majors or minors
- Atmosphere of community created through the accessibility of faculty, their helpfulness, and the out-of-classroom enrichment opportunities in which they encourage students to participate
- MFC provides effective training for careers in diverse settings
- MFC successfully integrates students from BSc and BA backgrounds through peer-to-peer learning and a network of supportive practicing professionals that expand on faculty expertise
- MFC graduates are highly valued for their qualifications, find work easily, and have risen to key leadership positions in Ontario
- MFC quality rivals that of long-established elite programs

### **Opportunities for Program Enhancement**

- Engaging in better coordination between the Faculty of Forestry and the Faculty of Arts & Science, specifically noting the Faculties' divergent perspectives on the specialist programs.
- Addressing students' desire for the undergraduate programs to be accredited
- Determining how the programs' structure support their learning outcomes and broader undergraduate degree level expectations
- Broadening MFC courses offered and creating more transparency around internship placements
- Increasing the Faculty of Forestry's research and curricular capacity in the social dimensions of forestry and aboriginal issues
- Identifying a sustainable budget model to maintain academic excellence and strengthen programs

## **Visual Studies and Architectural Studies Programs:**

**Date:** February 23–24, 2016

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- Reviewers gave strong endorsement to the programs' current activities and anticipated
- future directions.
- Faculty research very impressive, with appropriate and rich research opportunities for graduate and undergraduate students.
- Dynamic and contemporary relationship between theory and practice in the M.V.S. degree.
- Undergraduate programs curricula are well-considered, with students taking on broad questions about design within a globalized society

#### **Opportunities for Program Enhancement**

- Enhancing M.V.S. program marketing and considering a change of name to an M.F.A. degree to better represent the current program
- Clarifying undergraduate programs' learning outcomes
- Adding more experiential learning and community engagement opportunities for undergraduate students
- Strengthening the advising offered to students, and encouraging that more advising be done by faculty and area coordinators
- Increasing the financial support packages offered to graduate students
- Enhancing the TA training offered to graduate students so that they can better assist with program delivery
- Enhancing relationships with both internal cognate units and external organizations, such as professional organizations

## **Current Review: Documentation and Consultation**

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### **Documentation Provided to Reviewers**

- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices including access to course descriptions and faculty CVs

- Previous review report including administrative response
- Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030.

## Consultation Process

- Vice President and Provost
- Vice-Provost, Academic Programs
- Dean, Daniels Faculty of Architecture, Landscape & Design
- Associate Dean, Academic
- Assistant Dean, Academic Planning & Governance
- Associate Dean, Research
- Strategic Research Development Officer
- Research Services Officer
- Senior Faculty
- Junior Faculty
- Sessional Lecturers
- Vice-Dean, Undergraduate, Faculty of Arts and Science
- Acting Vice-Dean, Academic Planning, Faculty of Arts and Science
- Chief Administrative Officer
- Faculty Registrar
- Director of Advancement
- Director, Technology Services
- Architecture Librarian
- Manager, External Relations & Outreach
- Acting Vice Dean, Students, School of Graduate Studies
- Administrative Staff
- Leadership in Forestry Programs (Program Director and Undergraduate Coordinator)
- Leadership in Undergraduate Honours Bachelor of Arts (Architectural Studies Director and Visual Studies Coordinator)
- Leadership in Professional Master's Degrees (Master of Architecture Director, Master of Landscape Architecture Director and Visual Studies Director)
- Leadership in Master of Urban Design, Post-Professional Master's, and Architecture, Landscape, & Design PhD programs (Master of Urban Design Director, Post Professional Master's Program Director, PhD Architecture, Landscape or Design Director)
- Vice Dean Academic Operations, Faculty of Arts and Science
- Associate Dean, Cross Disciplinary Programs, Faculty of Engineering and Applied Science

- Vice-Principal Academic and Dean, University of Toronto Scarborough
- Student Representatives: PhD Architecture, Landscape & Design; PhD Forestry; Post-Professional programs
- Student representatives: Master of Architecture, Master of Landscape Architecture, Master of Urban Design
- Student representatives: Undergraduate (B.A.) programs in Architectural Studies and Visual Studies
- Student representatives: Graduate and Undergraduate programs in Forestry
- Representatives of Professional Organisations (Ontario Professional Foresters Association, Ontario Association of Architects and Ontario Association of Landscape Architects)
- Alumni Representatives

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Objectives
  - ▶ HBA in Architectural Studies objectives are clear and consistent with international standards, and strike appropriate balance between professional and disciplinary pursuits
  - ▶ HBA in Visual Studies enjoys distinctive objectives of supporting studio practice and discursive practice in a research university
  - ▶ Undergraduate Forestry programs offered in FAS are designed to educate students about the value of forests and approaches to their conservation and management, from a social and ecological perspective; and fill an important role in U of T's broad suite of environmental studies and environmental sciences offerings
- Admissions requirements
  - ▶ Over past five years, HBA in Architectural Studies enrolment has increased by ~ 20%
  - ▶ HBA in Visual Studies admissions requirements are clear and in keeping with learning outcomes; program is popular, with promising international demand
- Curriculum and program delivery
  - ▶ HBA in Architectural Studies provides excellent grounding of professional and disciplinary training, skills and knowledge; program is clear and well-conceived, with

- effective range of distinct specialist streams; good balance of design- and studio-led learning modes
- ▶ HBA in Visual Studies has clear ambitions to offer students opportunities to experiment with making and writing
  - ▶ Suite of UG Forestry course offerings spans multi-disciplinary breadth appropriate to forestry, while Arts and Science streams allows students to pursue perspectives that most interest them
  - ▶ UG Forestry courses largely taught by DFALD faculty members, but programs also rely on several FAS courses
  - ▶ Students in UG Forestry streams have a standard mix of lecture and lab content in courses, with a variety of assessment approaches
- Assessment of learning
    - ▶ Reviewers observe highest levels of accomplishment in both undergraduate and graduate Architecture and Urban Design programs, with regard to methods of assessing learning outcomes; students and faculty spoke favourably of fair, open and agreed-upon procedures
    - ▶ Learning outcomes for undergraduate Forestry programs are appropriate and well-designed
  - Quality indicators — undergraduate students
    - ▶ Progress of students in the Honour Bachelor of Arts in Architectural Studies program is carefully tracked and monitored; no concerns were raised related to student advancement or graduation

The reviewers identified the following **areas of concern**:

- Overall quality
  - ▶ Reviewers raise concerns regarding lack of accreditation of Forestry undergraduate programs, and their “uncertain” purpose and future; concerns from FAS also noted regarding the quality and small size of these offerings
- Admissions requirements
  - ▶ Forestry programs are small, with more students in the Arts stream than Science (perhaps reflecting fewer high school science admission requirements), and very few in the Specialist stream in either Arts or Science
- Assessment of learning
  - ▶ Reviewers observe a “conspicuous” number of PLOs in the both the undergraduate and graduate Visual Studies programs, noting that “a proliferation of Learning Outcomes can challenge the clarity of connection between course and assessable



- components, so too the coherence of overarching academic mission of degree offerings”
- Student engagement, experience and program support services
    - ▶ Unclear what extent or type of experiential learning students in the undergraduate Forestry programs have access to

## 1.1 Graduate Program(s)

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Broadly speaking, all architecture and urban design graduate program criteria are appropriate, well-communicated, and entirely in line with broad, international graduate standards
- Objectives
  - ▶ MArch objectives are clear and consistent with international standards, and strike an appropriate balance between professional and disciplinary pursuits
  - ▶ MUD objectives are clear and consistent with international standards; program seeks to attract international applicants based on rationale that the greater Toronto context presents urban questions that are globally applicable
  - ▶ MLA appropriately reflects the breadth of the discipline, while grounding the curriculum in the culture and place of its region and time
  - ▶ MVS is an “intimate” program offering Curatorial Studies and Studio fields
  - ▶ PhD in Architecture, Landscape, and Design has clear ambition to be an innovative, interdisciplinary offering
- Admissions requirements
  - ▶ Applications to the MArch, Post-Professional Masters and MUD all confirm to international qualification standards
  - ▶ Graduate application requirements exceed international academic expectations
  - ▶ Applications to the three-year MArch program have noticeably increased and enrolment has remained stable
  - ▶ Three-year MLA cohort is robust in comparison with other North American programs
  - ▶ MVS admissions requirements are clear and in keeping with learning outcomes
  - ▶ Admissions requirements for the Forestry graduate programs appear appropriate
  - ▶ Proportion of applicants that are offered admission to thesis-based Forestry graduate programs appears very high, but this reflects the fact that applicants connect with a potential supervisor prior to application

- ▶ Applicants to the PhD ALD are required to have a Master's degree of a high standard and average grade. A professional degree in a design discipline is highly desirable, though the program does permit entry from related social science or humanities disciplines
- ▶ High admissions yield to PhD ALD since inception (80% +), though from a small number of offers
- Curriculum and program delivery
  - ▶ MArch delivers, as a comprehensive, thorough, high-quality program leading to professional qualification, fully meeting international professional standards, including local license and accreditation expectations
  - ▶ MUD follows a studio-based curriculum that culminates in a thesis
  - ▶ Post-Professional Master's provides important avenues for students to pursue highly specialized areas of advanced learning and develop professional expertise
  - ▶ MLA curriculum is typical of a three-year professional program, with notable opportunities for students to gain a deeper understanding of current local projects, and draw on the expertise of professionals
  - ▶ MLA curriculum is rich; offerings noted as likely to prepare students well for collaborative design and to engage professionally with a wide range of consultants
  - ▶ Knowledge of and experience with professional industries are features of the MVS curriculum
  - ▶ Professional foresters are involved in delivering the MFC program
  - ▶ Program requirements and curriculum design support the multidisciplinary basis of the PhD ALD
- Innovation
  - ▶ Addition of Justice and Action stream within the Post-Professional program a noteworthy achievement, helping to situate curriculum and program delivery at the highest international standard
- Accessibility and diversity
  - ▶ Mix of international and domestic student enrolment provides lively and vital cultural setting for learning across both MArch and Post-Professional program
  - ▶ MLA program is noteworthy for its attention to social and cultural issues, and with the Truth and Reconciliation Calls to Action
  - ▶ MLA program appears to have attracted students from a range of backgrounds and cultures
- Assessment of learning

- ▶ Reviewers observe highest levels of accomplishment in both undergraduate and graduate Architecture and Urban Design programs, with regard to methods of assessing learning outcomes; students and faculty spoke favourably of fair, open and agreed-upon procedures
- ▶ MLA program follows typical mix of delivery modes (design studio, lecture course, and seminar) leading to projects, papers, assignments/tests, and presentations
- ▶ Learning outcomes for the MFC are dictated by and tied to CFAB accreditation requirements
- ▶ Faculty anticipate good, on campus, collegial activity and profile surrounding upcoming PhD ALD thesis defenses
- Student engagement, experience and program support services
  - ▶ MLA graduates have strong reputation, and enjoy opportunities for research, a new building, a green roof lab, and good connections to professional community
  - ▶ Students in the MFC program enjoy good opportunities both for experiential learning, and to develop professional linkages to support future careers
  - ▶ MFC students feel faculty are accessible and easy to connect with
  - ▶ Faculty members supervising students in Forestry MSc and PhD have excellent scholarly records, indicating that students are very well mentored
  - ▶ PhD ALD students appreciative of the range of courses available to them, and value student-led reading groups
  - ▶ “There is recognition of the importance of fieldwork research to PhD students in DFALD, with students able to audit appropriate courses to support this aspect of their dissertation work.”
  - ▶ PhD students in ALD and Forestry spoke positively about their experiences at DFALD
- Quality indicators — graduate students
  - ▶ Both MArch and Post-Professional programs enjoy considerable success in quality of student learning and achievement, as well as high graduation rates and strong time to degree metrics
  - ▶ Students enrolled in MLA program enjoy a high reputation, and graduate on time
  - ▶ Time-to-completion for students in research-based Forestry programs is approximately on par with norms at comparable Canadian institutions
  - ▶ Intent noted in PhD ALD to ensure students complete successfully in four years; reviewers note interesting range of student research topics and methodologies
  - ▶ Quality of PhD ALD applicants has been high, with students holding offers from other prestigious North American universities

The reviewers identified the following **areas of concern**:

- Overall quality
  - ▶ Concerns raised in recent MFC accreditation review that curriculum had not been reviewed in the context of revised accreditation standards, and regarding admissions process
  - ▶ New PhD ALD program challenged by the small number of students and the diversity of disciplines they pursue
- Admissions requirements
  - ▶ Enrollment in the MUD program remains low, and reliance on international students is acknowledged as challenging (faculty considering shortening program to 1.5 years to align it with other post-professional programs)
  - ▶ Enrolment in the three-year MLA has decreased minimally; reviewers note that the lack of a specific landscape architecture UG program may pose a challenge for attracting students to the MLA
  - ▶ The post-professional MLA attracts only a very small number of students and may be seen as diffusing the clarity of the professional MLA
  - ▶ MVS enrolments noted as low (split evenly between Studio and Curating)
  - ▶ Rates of admission offers to MFC may be higher than at other comparable programs
  - ▶ Forestry MSc is extremely small
  - ▶ Forestry PhD is relatively large, but the bulk of supervision is done by very small subset of faculty members
  - ▶ Cap on international student enrolment noted as key challenge for PhD programs
- Curriculum and program delivery
  - ▶ High number of required courses in the MLA leave few opportunities for self-directed and inter-disciplinary inquiries
  - ▶ Some MLA faculty note concerns that they are stretched thin, and have limited capacity to engage in curricular revisions or evaluate their impact
  - ▶ There are no tenure stream faculty listed in the Urban Design program; only two teaching stream assistant professors
- Accessibility and diversity
  - ▶ Reviewers note some potential gaps in the MFC program, particularly regarding the relationships of the forestry industry to Indigenous communities
- Assessment of learning
  - ▶ Reviewers observe a “conspicuous” number of PLOs in the both the undergraduate and graduate Visual Studies programs, noting that “a proliferation of Learning Outcomes can challenge the clarity of connection between course and assessable

components, so too the coherence of overarching academic mission of degree offerings”

- Quality indicators – alumni
  - ▶ “Review meetings with U of T DFALD alumni were relatively quiet with regard to VS graduate outcomes and impacts, and this was one of a number of indicators that signal issues of profile for the Faculty and University.”
- Student funding
  - ▶ MFC students note some concerns around limited access to DFALD funding opportunities
  - ▶ Ensuring funding levels to attract and retain excellent PhD cohorts a recurrent theme in review meetings
  - ▶ “A clear challenge present is a disconnect in the mode of university funding of PhD students. In Forestry, PhD students are typically funded by supervisor’s grants. In North America, Architecture PhD students are normally funded by operating funds.”
  - ▶ Challenges noted in relation to sufficient stipend funding for PhD students, and the desire to transition to a model of students being supported by supervisors’ grants, rather than relying only on funding provided by the Faculty
  - ▶ Reviewers note apparent possible differences in funding packages across Daniels PhD programs; they observed that differences in funding levels could be problematic

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ New PhD program in ALD is still at a very early developmental stage and will require extra attention
  - ▶ The Dean may wish to consider the optimal size and scale of the MVS
- Objectives
  - ▶ “Reenvisioning the postprofessional [MLA] program as a landscape studies program with connections to urban design and forestry and strengthening the MLA program by attracting undergraduate architecture students to the Advanced Standing would clarify the position of landscape architecture within the Faculty and beyond”
- Admissions requirements
  - ▶ Consider opportunity to provide advanced standing for some graduate students as part of the Faculty’s next period of strategic planning
  - ▶ Explore ways to soften the disciplinary boundaries between Architecture and Landscape Architecture so UG students see both pathways as good opportunities

- ▶ A comprehensive review of the various entry points to the MLA may further strengthen and diversify the student body
- ▶ Online information about Visual Studies studio admissions might better highlight the distinctive academic and professional development advantages of their proximity to the disciplines of design and curatorial studies
- Curriculum and program delivery
  - ▶ “A comprehensive review of the final year MLA curriculum...as well as comparing the differences and overlaps between MLA thesis, post-professional thesis, and PhD ALD would clarify what represents mastery in the professional program.”
- Accessibility and diversity
  - ▶ It would be worthwhile to structurally embed in Daniels the attention to social and cultural issues and TRC Calls to Action that are currently supported by individuals in the MLA
  - ▶ Use of external juries for MLA design projects/theses offers opportunity to diversify perspectives and cultures of academic design environment; such efforts would dovetail with goals to decolonize landscape architecture curriculum
  - ▶ “Peer- and alumni-mentoring, student organization funding, pre-semester orientation, and internship placement are a few of the measures that can help create an equitable academic and professional community”
- Student engagement, experience and program support services
  - ▶ PhD students note strong interest in enhanced connections between ALD and Forestry, and a recognition of interdisciplinary potential relating to methods, subjects, and student experience
- Student funding
  - ▶ The Daniels website should clearly state cost of attending MLA program for prospective domestic and international students
  - ▶ “The dean wants to move towards increased use of research grant funding to support students in the PhD in ALD program. University resources to assist the transition to this model are a logical next step to the inclusion of new research-oriented programs – which include those normally operating with external grant-funded support – in a Faculty with minimal levels of that activity in the past.”

## 1.2 Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - ▶ Recent Forestry-related hires have focused on cross-over among programs; this is a critical step towards re-imagining Forestry and situating it disciplinarily within DFALD
  - ▶ Forestry faculty group covers highly diverse range of specialties despite its small size

The reviewers identified the following **areas of concern**:

- Overall quality
  - ▶ Recent turnover and departure of faculty has weakened the Forestry unit, and current research funding is quite low vs Canadian comparators
- Research
  - ▶ Most subject areas suffer from low research funding and a lack of research culture
  - ▶ Research funding low overall, compared to other U of T divisions, as well as other comparable institutions
  - ▶ “The number of faculty members who do not hold PhDs is also a challenge for some sectors of DFALD”
  - ▶ Reviewers note challenges related to the relatively high number of teaching stream faculty compared to those in the tenure stream, which points to “an obvious future problem with research capacity”
- Faculty
  - ▶ “With a current and emerging interest in growing the new research (and external grant-funded) activities and opportunities within the Faculty, there is a perception by some that the tenure stream is somehow now more prestigious (and potentially, for some, an easier path for securing a continuing appointment)”
  - ▶ Widespread lack of clarity observed regarding ways in which faculty’s professional activities, particularly work associated with professional studios, art and architecture design practices, is understood as a form of academic scholarship, or research
  - ▶ Concerns noted regarding academic review and advancement actions, and how these align with the tenure-stream vs. teaching-stream appointments within Daniels
  - ▶ Some faculty members feel their teaching load is heavier than colleagues in other divisions, noting class sizes and studio teaching commitments, which leaves limited time to pursue research

The reviewers made the following **recommendations**:

- Research

- ▶ “Maintaining a research-intensive culture will require a significantly higher number of tenure stream than teaching stream faculty (some schools place that cap at 20%). Currently, there is a significant imbalance between teaching- and tenure stream in the junior faculty”
- ▶ Ensure optimal balance of teaching loads and research funding, particularly in subject areas that are expected to be able to grow research opportunities
- ▶ “A comprehensive study of what constitutes research in a Faculty with scientific and design output (in addition to scholarly publications) would be worthwhile”
- ▶ “There is a need to build the research culture. Faculty members need support to develop proposals and recruit graduate students.”
- ▶ Strategic Research Development Officer will play critical role in supporting faculty members and helping to build DFALD’s research enterprise
- Faculty
  - ▶ “Clear guidelines for Promotion and Tenure and formal mentoring are essential to support and grow the faculty, whether tenure-track or teaching-track. The Daniels Faculty is particularly diverse in terms of disciplines and modes of scholarly activity, and thus faculty members will have to vote on cases that lay outside their disciplinary expertise. There is a need for a robust yet flexible Promotion and Tenure document that can provide clarity to faculty members. This document should be widely distributed and be available on the website”
  - ▶ It will be essential to clarify the balance between teaching and research for faculty, given the expanded breadth of potential faculty pursuits, and professional activities
  - ▶ Clarify tenure, promotion and advancement processes related to academic review and advancement of individual faculty members
  - ▶ Establish formal mentoring process for junior faculty beginning at appointment, as a part of academic review and advancement processes
  - ▶ Careful review of the teaching and administrative load for faculty delivering the MA program, and adjustment where appropriate may help increase productivity
  - ▶ Reviewers note potential to bolster faculty expertise in the social dimensions of Forestry and Indigenous issues
  - ▶ Consider future hiring in social forestry to align with urban forestry and urban design

### **1.3 Administration**

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not*



*included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Faculty, students and staff have worked together to carefully and successfully manage myriad challenges presented by the COVID-19 pandemic
  - ▶ Interim management leading to the arrival of the new Dean was especially successful at leading and engaging the entire Faculty during a period of considerable change
  - ▶ There is clear support and goodwill for new Faculty leadership and colleagues appear optimistic about the future of DFALD
  - ▶ Faculty members are enthusiastic about the new opportunities for cross-disciplinary collaborations at Daniels
  - ▶ Landscape architecture has cultivated a relationship with forestry through ecology, and the overlap between architecture, building science, and mass timber is promising
  - ▶ Mass Timber Institute noted as good example of productive cross-divisional and cross-disciplinary collaboration
  - ▶ Students enthusiastic about access to multidisciplinary communities of academic interest in DFALD
  - ▶ Good involvement of practitioners as sessionals
  - ▶ Faculty has made deep and lasting connections with many external, community, professional and alumni/ae groups
  - ▶ 1 Spadina Crescent noted as superb working environment, and great connector to the University and city
  - ▶ Large and active alumni population who provide a strong foundation for connection to community and growing philanthropic support; new Dean has made good efforts to engage with this group
  - ▶ Members of professional organizations and alumni comment very positively on Daniels' outward presence and programming
- Organizational and financial structure
  - ▶ U of T has made considerable recent investments in the Daniels Faculty, including a range of new facilities and physical resources and significant new building at 1 Spadina Crescent; new building very impressive and offers good space for teaching, research and connection to community

- ▶ Reviewers note benefits of having three regulated professions in one Faculty
- ▶ Excellent administrative team and staff, who demonstrate extraordinary abilities, experience and commitment
- ▶ Faculty enjoys a high level of staffing positions allocated on a per-student basis, compared to international standards
- ▶ Overall budgetary situation of the Daniels Faculty appears very positive
- Long-range planning and overall assessment
  - ▶ The Faculty has “undergone tremendous growth and change in the past decade, with the development of undergraduate programs, the incorporation of visual studies and forestry, and the creation of the new ALD doctoral degree. These changes and the increased undergraduate enrollment clearly address the University’s aspirations.”
  - ▶ Addition of Forestry and new doctoral program ALD should bolster transdisciplinary research and faculty-student collaborations and enhance recruitment
  - ▶ Impressive management of a period of significant organizational change and growth, including a physical reorganization and relocation, leadership changes, and the absorption of new subject areas and programs
  - ▶ Arrival of Forestry programs is a considerable strength for the ways in which it broadens disciplinary and professional knowledge and expertise within the Faculty, and gives Daniels unique potential to engage in interesting and collaborative approaches to “some of the defining challenges of our times”
  - ▶ Arrival of Visual Studies programs, and undergraduate programs in Architectural studies have been effectively accomplished and well-integrated in school operations

The reviewers identified the following **areas of concern**:

- Relationships
  - ▶ Large relative size of undergraduate Architectural studies program may be causing issues with other programs “feeling sidelined or receiving less attention, resources, opportunities”
  - ▶ Issues around coordination between Daniels and FAS on undergraduate Forestry programs that were raised in last review of Forestry have not been resolved
  - ▶ Reviewers note that the pandemic and lack of in-person attendance on campus had likely hampered the integration of Forestry students into DFALD
  - ▶ Given considerable size differentials between various offerings, some programs (such as Visual Studies and Forestry) seem to struggle with being part of the larger culture/presence within the Faculty

- ▶ Reviewers note limited interaction between MFC students and those in the thesis-based graduate programs at Daniels
- ▶ Achieving Faculty ambitions to connect the PhD ALD community to the range of resources available at the divisional and University levels, and with external museums, galleries, architectural centres and civic institutions noted as “an upcoming challenge”
- Organizational and financial structure
  - ▶ “[Changes] in the portfolio of subject areas and programs recently added to the Faculty have yet to be fully aligned with the administrative organization of the school”
  - ▶ Concerns raised that Directors of various programs needed more support; some report feelings that they are unduly burdened by administrative work
  - ▶ Suite of activities handled by the Dean seemed very high
  - ▶ Unclear whether all programs and faculty/staff in Daniels enjoy the benefits of the new building
  - ▶ Registrar’s office was organizationally remote from main Faculty operations, which could be hampering students feeling a part of the Daniels community
- Long-range planning and overall assessment
  - ▶ The growth of programs and disciplinary streams presents a number of challenges (along with opportunities), such as aligning Faculty teaching needs with opportunities to build out research programs, drawing on resources, perceived hierarchy and diffusion of Daniels’ identity
  - ▶ “The review committee was struck...by the minimal extent to which progress is being achieved on the Faculty’s goals related to equity, diversity, inclusion and inclusivity”
  - ▶ Reviewers note some access-related challenges related to significant fee level variations for domestic vs. international students in both the undergraduate and graduate programs; they also note that international students might benefit from additional support as they adjust to living and studying in Toronto
  - ▶ Forestry Biomaterials program has declined in size to the point that it is now suspended; reviewers note location in FAS leaves it disconnected from both Forestry and Engineering
  - ▶ Forestry programs overall have become extremely small, with only grad programs offered at Daniels, and five faculty members
- International comparators
  - ▶ International comparisons are challenging for Visual Studies offerings, because of their unique position between B/MFA and liberal arts degrees

The reviewers made the following **recommendations**:

- Relationships
  - ▶ The Faculty is well-positioned to take advantage of interdisciplinary and multidisciplinary collaborations with the diversity of disciplines and programs in the Faculty; reviewers note significant potential to enhance opportunities for crossover between subject areas for both faculty and students
  - ▶ Pursue programming (symposia, exhibitions, workshops) to take full advantage of 1 Spadina Crescent's potential, and enhance the Daniels Faculty's internal and external public presence
  - ▶ Opportunities are noted for Visual Studies to strengthen connections with relevant urban creative industries, and build a profile for the program that is distinct from more traditional BFA and MFA offerings
  - ▶ Opportunities noted for Forestry to enhance collaborations outside of Daniels, for example with FASE on biomaterials and mass timber; with the School of Cities on urban forestry; and with Geography and Planning
  - ▶ More might be done to involve sessional practitioners in the Faculty's broader teaching network
  - ▶ Alumni note strong interest in continuing to contribute to the Faculty's future directions
  - ▶ Ambitions noted to establish endowed Professorships and strategic Fellowships for teaching and research, to increase DFALD's international appeal
- Organizational and financial structure
  - ▶ With new programs and subject areas now added to the Faculty, reviewers highlight importance of administrative support being appropriately allocated, and encourage leadership to review current structures to ensure that they are optimally effective and/or best enable strategic aims
  - ▶ "There is a need to carefully consider the Executive-level structure in the Faculty, particularly as there are no department Chairs."
  - ▶ Need identified to align student advising processes for all programs
  - ▶ Review levels of administrative support available to Teaching assistants and heads of larger programs
  - ▶ Additional research facilities will likely be required to support the growing research programs
- Long-range planning and overall assessment

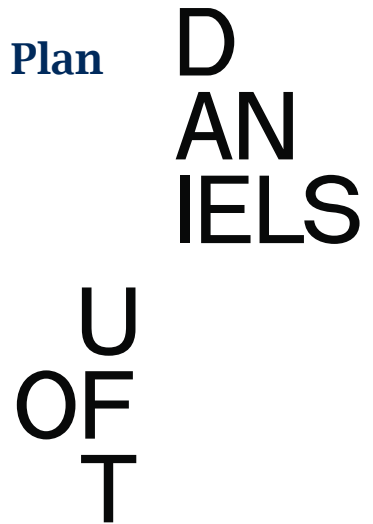
- ▶ Current breadth of Daniels subject areas provides a unique and considerable opportunity for the Faculty, which will require careful attention to individual program curricula
- ▶ “A comprehensive review of types of degrees, program titles and duration, criteria for admission (specifically in architecture and landscape architecture) would help identify efficiencies and areas of growth (or reduction).”
- ▶ Opportunities noted to create projects or modify curricular assumptions in programs to achieve ‘crossovers’ evident in many other international schools. Possible suggestions include the creation of mass timber design studios; establishment of urban forestry; or offering a wider range of sustainability and energy courses that allow participation by students from different subject areas.
- ▶ New programs (Visual Studies, Forestry, PhD ALD) require strategic planning and careful assessment
- ▶ Addition of Forestry programs presents opportunity to diversify the Faculty’s approach to pedagogy and research
- ▶ Reviewers note both potential benefits and disadvantages of keeping Forestry undergraduate programs at FAS, or moving them to Daniels, indicating that this issue warrants careful consideration and collegial discussion
- ▶ Given recent low enrolment in MUD, consider possibility of reinvention as a new post-professional program with thematic foci (such as urban forestry, housing, etc.)
- ▶ The future of the Forestry Biomaterials program requires careful thought; if it remains at FAS, efforts will be required to strengthen profile, enrolment and ties to other disciplinary areas at Daniels. Reviewers also note potential benefits of situating the program at Engineering.
- ▶ “The Faculty should build a clear overall research agenda; one able to clarify the role and presence of research-based programs, including the PhD ALD”, in order to enable effective decisions relating to budget and operations
- ▶ “The variety of programs (PhD in Forestry and ALD, professional and post-professional Masters) and different types of research (design or science) call for conversations on the nature of research in such a diverse academic environment and on how to assess scholarship/creative practice in path to promotion.”
- ▶ Future hires in the tenure stream needed to build DFALD’s research enterprise and support thriving PhD programs; “Some hires at the Associate or even full Professor level in strategic areas could be warranted.”
- ▶ Building upon and strategically enhancing considerable University investments in the Daniels Faculty, in particular through the development of a renewed Academic Plan,

- will be essential for capitalizing on considerable Faculty efforts to take Daniels “into a new era”
- ▶ Review committee recommends development of transparent and equitable multi-year transitional planning frameworks, which emphasize larger strategic aims
  - ▶ “A clear and cohesive vision of the Faculty will be critical for developing a fundraising campaign in future”
  - ▶ “A hiring plan for continuing to grow a diverse faculty and student body in support of Daniels Faculty’s mission is of great importance, as is filling the vacant position for an Assistant Dean EDI. The Daniels Faculty should continue to take advantage of the provost-sponsored programs for Black or Indigenous faculty hires.”
  - ▶ Faculty should work to establish a recruitment plan to identify an optimal balance of domestic and international students, and incorporate “clear strategies for addressing associated challenges surrounding international versus local student experience.”

## 2 Administrative Response & Implementation Plan

March 7, 2023

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto



Dear Professor McCahan,

I am writing in response to your letter, dated October 24, 2022, regarding the 2022 external review of the John. H. Daniels Faculty of Architecture, Landscape, and Design.

The review took place from March to April of this past year, which was a transitional period at the Daniels Faculty in many respects. During this time both the Faculty and the University were navigating the return to in-person operations on campus for the Fall of 2022. In addition, the Daniels Faculty had recently emerged from a period of significant organizational change, following its merger with Forestry. As such, the UTQAP review process presented a good opportunity for the Faculty to be broadly consultative and inclusive, by involving participation from faculty, staff and students, in its self-study process. Many of the insights from this process reflected on the Faculty's strengths, opportunities and challenges—and these will continue to provide a strong foundation for the development of our academic plan, set to launch in 2023. In this respect, the external reviewers' comments were very timely.

We are very appreciative of the contributions of the external reviewers. Their report was distributed within the Daniels Faculty and shared with the Decanal leadership at the Faculty of Arts & Science (A&S) as it relates to the delivery of the associated undergraduate programs—in particular Forestry. The issues and suggestions identified by the external reviewers were discussed in detail by the academic leadership team at the Daniels Faculty, which includes the two Associate Deans (Research and Academic) as well as the Academic Directors for each of the programs under review.

We appreciated the opportunity to hear from the external reviewers, who comprehensively examined our background materials and spent five days visiting the Daniels Faculty, meeting with our stakeholders and giving us their thoughtful advice on how we can improve further. Their comment that the "Daniels Faculty is well-positioned to take advantage of interdisciplinary and multidisciplinary collaborations with the diversity of disciplines and programs in the Faculty" closely aligns with our own thinking and priorities.

Below, please find our responses to each of the areas raised by the reviewers as outlined in your letter requesting an administrative response, with the corresponding prompts quoted below.

## **A. Strategic Interdisciplinary Collaborations**

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*The reviewers noted that the Daniels Faculty's current breadth of subject areas presents a considerable and singular opportunity for the Faculty, and recommended continued strategic consideration of how to best leverage the unique combination of programs and faculty, and encourage greater interdisciplinary teaching, learning and research opportunities for faculty and students.*

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We are cognizant of the Faculty's unique multidisciplinary structure and offerings, and plan to leverage this for innovation in teaching and learning, as well as research and impact. We intend to advance innovations in pedagogy and research by bridging the previously siloed studies of the built and natural environments, achieving parallel goals in the process. Each of the academic programs under our umbrella could be further strengthened through the addition of specialized or shared courses from other disciplines. There is already a strong vertical connection and coordination between our undergraduate and our professional and research-based masters programs. We anticipate that, as the ALD PhD program matures, the same will be true about the relationship between our professional masters programs and research programs. New disciplinary crossovers could result in creative combinations of study and research areas required to address the complex social, environmental and political challenges facing the world today. It is our collective aspiration and mandate to foster this dynamic culture going forward, building on our strengths and instilling new ones.

### **Short term**

- Conduct a lesson-learned analysis of existing collaborative programming, including the collaborative first-year undergraduate studio course with engineering; the recently developed Working with Wood course; the undergraduate design-build studio on the grounds of the forestry camp site in Haliburton; and the graduate collaborative programs that are currently most popular with our students
- Conduct consultations and discussions within the Faculty and among other stakeholders about opportunities for further cross-disciplinary collaboration across our programs, including but not limited to cross-listed courses
- Conduct research-sharing workshops across the disciplines to promote further awareness of faculty members' research interests and plans

Leads: Associate Dean Academic, Associate Dean Research

### **Medium term**

- Establish seed funding for collaborative and interdisciplinary teaching and learning projects
- Establish seed funding for collaborative and interdisciplinary research projects
- Facilitate interdisciplinary consultation between graduate programs to determine opportunities for creating new collaborative specializations and interdisciplinary programs of study



- Develop summer study-abroad courses for undergraduate students in both architecture and visual studies, as well as graduate electives and field courses in our MLA, MUD, MARC, MVS and MFC programs that are open to all eligible students across our professional programs

Leads: Dean; Associate Dean Academic; Associate Dean Research

### **Long term**

- Focus faculty hires on interdisciplinary expertise and areas of research that contribute to all of our programs, including but not limited to Indigenous knowledge, environmental history, mass timber, design and health, and embodied energy
- Explore the establishment of a new interdisciplinary undergraduate degree program that includes the disciplines of architecture, landscape architecture, urban design, visual studies and forestry
- Explore the establishment of a new interdisciplinary research program that reflects the potential for collaborative research at the graduate level and potentially supplements our existing PhD programs in forestry and in architecture, landscape and design
- Work with the Office of the Vice-Provost, Academic Programs (VPAP) to explore new flexible graduate programs that accommodate the needs of contemporary, international learners

Leads: Dean, Associate Dean Academic, Associate Dean Research

## **B. Individual Programs Review**

### **B1. General**

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*The reviewers observed that the current multitude of programs and disciplines, different sizes of programs, and different metrics for research might be seen as diffusing the identity of the Daniels Faculty. They recommended undertaking a comprehensive review of the types of degrees, program titles and duration, and criteria for admission (particularly in architecture and landscape architecture) to help identify efficiencies and potential areas of growth or reduction.*

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As the Faculty has recently emerged from a period of significant growth, currently hosting more diverse disciplines and scales of program, we will be working to better articulate and update the identity of the Daniels Faculty, including reviews of our disciplinary offerings, an overhaul of our communications strategy via analogue and digital channels, and discussions and consultations with students, faculty and other internal as well as external communities and stakeholders.

Much of this work will be in conjunction with the development of the Faculty's current academic planning process, which will be further outlined later in this document in response to the specific reviewer comments on the development of the Faculty's new five-year Academic Plan. Overall, applications and yield have been robust in both our professional degree programs in architecture and landscape architecture; at the same time, applications and admissions to our graduate forestry conservation and visual studies programs have been waning, so we will continue to improve our recruitment strategies while working to enhance the profile of both

programs in our communications. While the response and implementation plan corresponding to reviewers' comments on specific programs are further outlined below, plans for all programs are listed here:

### **Short term**

- Organize discipline-specific workshops to better articulate and improve the identities and profiles of each of our disciplines and associated programs
- Review and improve the recruitment strategies and admissions process for each program

Leads: Associate Dean Academic, all Program Directors

### **Medium term**

- Identify areas of efficiencies and potential reductions, such as consolidation of the post-professional programs
- Work with external consultants as well as create new positions in Faculty's own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity

Leads: Dean, Associate Dean Academic

### **Long term**

- Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material

Leads: Dean, all Academic and Administrative Leaders

## **B2. Forestry Programs**

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*The reviewers also made a number of observations and potential suggestions related to specific offerings, noting that, while the move of Forestry graduate programs to the Daniels Faculty has been a positive development, the programs do not yet seem to feel a part of the larger Faculty. To remedy this, they recommended developing projects and modifying curricular assumptions, where necessary, in order to enhance integration. They also noted issues raised during the recent MFC accreditation process, as well as potential gaps around the forestry industry and Indigenous communities. And they reflected on a number of possible approaches to the support of the undergraduate Forestry programs going forward.*

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We note that the programs in forestry include long-standing research-stream graduate programs (PhD and MScF), the professional-stream Masters in Forest Conservation (MFC), and a set of undergraduate programs that are currently administered through A&S. Integration of these programs into the broader Daniels Faculty thus varies among the specific programs. A&S has been consulted on the development of these plans and the discussions of future supports of the undergraduate Forestry programs.

One specific area of support the reviewers noted for Forestry was the need for updated research labs and rooftop greenhouses. Attention to our physical spaces beyond the boundaries of the Daniels Building at 1 Spadina Crescent is an ongoing project and priority, and one that has been hindered by two years of a pandemic. The Faculty is currently prioritizing accessibility updates to its older buildings and will then turn its attention to the research facilities in the Earth Sciences Building (home of Forestry), recognizing that these are critical to the delivery of our programs and their anticipated future expansion.

### **Short term**

- The MFC accreditation process has been completed as of February 2023, and issues raised during the prior review, including gaps related to the forest products industry and Indigenous communities, have been substantively addressed in this context.
- In part to address the integration of forestry programs into the broader Daniels Faculty, we have initiated a series of workshops and open discussions to enhance research culture and cross-disciplinary collaboration.

Lead: Forestry Program Director

### **Medium term**

- Work with the Faculty of Arts & Science to find new ways to support the undergraduate Forestry programs, which currently reside in A&S. The two Faculties will work together, with guidance from the VPAP, to find the best possible model for administering the programs. Discussions regarding the undergraduate Forestry curriculum will engage cognate units in both Divisions and will consider how best to address the possibility of ongoing connections with A&S and new synergies with the Daniels Faculty.
- Emphasize urban forestry in our upcoming faculty hires and introduce collaborative coursework in this area across our programs.
- Make the necessary improvements to the research facilities in the Earth Sciences Building, including a review and revitalization of the greenhouses and green-roof spaces within the Daniels Faculty. These will be done in concert to ensure alignment and integration of the research endeavours across our buildings in this space.

Leads: Dean, Forestry Program Director, A&S Vice-Deans for Academic Planning & Academic Operations

### **Long term**

- Draw on Forestry's rich history in the area of urban forestry, bringing it to the foreground with faculty hires and curriculum renewal in the coming years
- Explore collaborations with units outside of the Faculty with a particular emphasis on climate change and urban ecosystems
- Explore better and more efficient ways to utilize our office and research spaces, which may include minor renovations across our physical facilities

Leads: Dean, Associate Deans, Forestry Program Director, A&S Vice-Deans for Academic Planning & Academic Operations

### **B3. Master of Urban Design/Post-Professional Programs**

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*The reviewers observed that Master of Urban Design enrolment has been low in recent years, and made some potential recommendations related to addressing this, including considering the development of advanced standing options, exploring the creation of pathways in the undergraduate programs, and/or assessing whether the MUD might be reimaged as a new post-professional program.*

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The Faculty is considering organizing all post-professional architecture and design degree programs within an umbrella program. With regard to the development of advanced standing options, the undergraduate program in architectural studies is not a pre-professional program; it provides a broad-based liberal arts education with an emphasis on design thinking, with students going on to pursue myriad career pathways, including professional graduate study in design. While it is true that some of our very talented undergraduate students receive advanced standing in these programs both within Canada and abroad, and equally true that there might be some curriculum redundancy between our undergraduate and graduate teaching that needs to be more closely monitored, we do not wish to transform our undergraduate program into a pipeline into our graduate program by providing advanced standing to our own students.

#### **Short term**

- Identify redundancies within undergraduate and graduate teaching
- Re-examine MUD curriculum with an emphasis on program length and course requirements, as well as balancing local/international content

Leads: MUD Program Director, Associate Dean Academic

#### **Medium term**

- Develop a more specific identity for the MUD program for communications and other strategies
- Develop recruitment strategies to enhance the diversity of the student body

Leads: MUD Program Director, Associate Dean Academic, Dean

#### **Long term**

- Investigate MUD as a potential umbrella program for all post-professional degree programs in architecture and design
- Enlist more senior and tenured faculty members to guide and teach in the program

Leads: MUD Program Director, Associate Dean Academic, Dean

### **B4. Master of Landscape Architecture Program**

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*The reviewers suggested that a comprehensive review of the various entry points into the Master of Landscape Architecture program might help to further strengthen and diversify the student body, and that an assessment of the final-year MLA curriculum could potentially identify*

*overlaps and differences among the MLA thesis, post-professional thesis, and PhD ALD, helping to clarify what represents mastery in the professional program. They also recommended structurally embedding in the Faculty the attention to social and cultural issues and the Truth and Reconciliation Calls to Action that are currently supported by individuals in this program.*

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We agree that a review of the admissions criteria and process could further strengthen and diversify the student body of the MLA program. The elimination of the third-year fall “options studio”, an elective studio course, in favour of a year-long thesis sequence in the new shortened MARC program meant that this elective studio – once common with programs in the Master of Urban Design and Master of Landscape Architecture – was subsequently limited to Master of Architecture students. In 2024-2025, a new model for thesis will signal a return to offering interdisciplinary elective studios in the fall of the terminal year across all three programs. Until then, we intend to utilize our relatively new visiting faculty positions to bring multidisciplinary voices into both the core and advanced research studios in both programs. The design outcomes of an MLA thesis are quite distinct from those of a year-long independent post-professional thesis or a dissertation.

Efforts to address socio-cultural issues and the Truth and Reconciliation Calls to Action are Faculty-wide and included in other degree programs, in addition to the MLA Program. New courses and content within the MLA program and overlapping with the other disciplinary programs continue to be developed. The continued promotion of and advocacy toward Truth and Reconciliation and the Calls to Action in all the programs of the Faculty is outlined later in this document within “Section E: Academic Plan Process.”

### **Short term**

- Examine admissions criteria and process to further strengthen the diversity of the student body
- Develop retention strategies among the Faculty’s large undergraduate student body for those with an interest in pursuing landscape architecture for graduate studies

Leads: MLA Program Director, Associate Dean Academic

### **Medium term**

- Reassess the final-year MLA curriculum in relation to the re-establishment of the options studio and the MLA thesis
- Review the MLA advanced standing option and the post-professional degree program in Landscape Architecture

Leads: MLA Program Director, Associate Dean Academic

### **Long term**

- Explore more substantive teaching and research partnerships with other disciplines in the Faculty
- Continue to develop and strengthen the program’s emphasis on advocating for Truth and Reconciliation and the Calls to Action

Leads: MLA Program Director, Dean

## **B5. Visual Studies Program**

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*The reviewers highlighted opportunities to clarify and communicate the specific academic and professional development advantages in the Visual Studies program that come from crossover with and proximity to other disciplines within the Daniels Faculty. They also noted potential ways to grow connections with relevant urban creative industries, and to build a profile for the program that is distinct from more traditional BFA and MFA offerings.*

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More can be done from a development and communications perspective to further distinguish the Master of Visual Studies program from the more familiar Master of Fine Arts programs found elsewhere. We agree that one potential area of strength for the Curatorial Studies stream may include focusing on the design disciplines, whose inclusion is still relatively new within galleries, museums and art institutions. In addition, we are working to grow connections between students and faculty in VIS programs with other programs, such as hosting a Fall exhibition of the undergraduate work within the Visual Studies program in the first-floor gallery and commons area of the Daniels Building, where architecture, landscape architecture and urban design programs are housed.

### **Short term**

- Further articulate and communicate the unique strengths of the VIS undergraduate program, with teaching and learning activities intersecting with the architecture program
- Review and clarify existing and further potential advantages of the graduate VIS program conducted in proximity to other disciplines within the Daniels Faculty

Lead: VIS Program Director

### **Medium term**

- Explore differences and strengths between the Visual Studies program and more traditional BFAs/MFAs within the program and Faculty, as well as with external communities and stakeholders
- Develop external communications strategies to build a more clear and distinct profile for the VIS programs
- Develop further opportunities for cross-learning between VIS and other disciplines through exhibitions and events in the different buildings across the Faculty

Leads: VIS Program Director, Associate Dean Academic

### **Long term**

- Explore and encourage further collaborations and partnerships with relevant urban creative organizations and industries
- Conduct renovations of physical spaces and infrastructure for the VIS Programs' Borden Building, to further strengthen profile and partnership opportunities

Leads: VIS Program Director, Dean

## C. Research Culture

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*C1. The reviewers made a number of observations and recommendations related to increasing research intensity within the Daniels Faculty. They strongly recommended that the Faculty build a clear overall research agenda that clarifies the role and presence of research-based programs, including the new PhD in Architecture, Landscape, and Design.*

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We are currently working to update the Faculty's research agenda and create ways to further support faculty members to improve and increase research intensity, activities, outcomes and impacts. In addition to improving research grant and publications support, we are taking measures to ensure that design research and creative professional activity has a higher profile in the dissemination of research outputs, as this is a core area of strength within the Faculty. We also plan to review established and new research-based programs to further examine areas of improvements and innovation. Currently the Architecture, Landscape, and Design (ALD) PhD is in its third year and reflects the increasing research strengths of our faculty, particularly in building science and computation. In addition to input from PhD supervisors in the Faculty, students in the ALD PhD program are actively working with faculty from cognate disciplines to pursue their research. Where appropriate, seminars and other events are being held jointly with the long-standing PhD program in Forestry.

### Short term

- Organize sharing sessions and open discussions to enhance research culture and cross-disciplinary collaboration within the Faculty
- Better articulate and communicate funding opportunities for faculty members in all streams and contract types (not only those in tenured/research streams)
- Organize workshops on research funding sources and grant writing/applications that are available to all faculty to support their work.
- Implement early feedbacks on grant proposals through the Research Office to support enhanced grant success.

Lead: Associate Dean Research

### Medium term

- Building on University resources, organize discipline-specific information on relevant grants and funding opportunities with due dates and links to guidelines for both faculty and students in our advanced research programs
- Develop a strategic research plan as a key component of the Faculty's forthcoming Academic Plan
- Recruit and hire senior faculty members with research and administrative experience for leadership and guidance of the research programs
- Establish funding and international collaborative partners for annual PhD students conference

Leads: Associate Dean Research, Dean

## Long term

- Explore new research-stream master's program in Architecture, Landscape, and Design to increase research capacity of the Faculty and provide additional flexibilities in the graduate programs
- Enhance communication strategy within the University and externally to improve disseminating the Faculty's research activities and impacts
- Establish Daniels Faculty publication series on the various forms of research and scholarship
- As there are currently limited venues for publication of peer-reviewed articles on "design as research" in architecture, landscape and design, explore the establishment of a new academic journal in this area in collaboration with peer institutions

Leads: Associate Dean Research, Dean

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*C2. The reviewers observed an overall lack of clarity regarding the ways in which professional activities (such as work associated with professional studios and art and architecture design practices) are understood as a form of academic scholarship or research. They emphasized the necessity of undertaking conversations on the nature of research in such a diverse academic environment, as well as discussions on how to assess scholarship and creative practice in the path to promotion and tenure, and how mentorship and guidance for Daniels faculty might be enhanced.*

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While the University of Toronto has a standing policy on defining creative professional activities as forms of academic scholarship and research (1984 Hollenberg Report on Creative Professional Activity), we recognize the need for the Daniels Faculty, working with the relevant University offices, to update and develop further guidelines on the evaluation of creative professional activities in assessing excellence and innovation.

## Short term

- Organize workshops and discussions on the recognition and evaluation of creative professional activity as it relates to more traditional forms of academic scholarship and research in the diverse fields within the Faculty
- Review the Faculty's annual PTR process, including the AAR form, PTR reporting and evaluation process, with a specific emphasis on standardizing the inclusion of creative professional works

Leads: Associate Dean Research, Associate Dean Academic

## Medium term

- Update the AAR form and PTR guidelines on PTR for consultation and for approval for the following academic year
- Establish a research mentorship program to help junior faculty, particularly those engaged in creative professional activity, navigate the research funding landscape and



to promote creative professional activity that contributes to both academic discourse and professional practice

Leads: Associate Dean Research, Dean

### **Long term**

- Collaborate with Office of the Vice-Provost, Faculty and Academic Life to ensure support for and understanding of Daniels Faculty's creative professional activities
- Expand Daniels Faculty practices on the evaluation of research and academic scholarship through creative professional activities

Leads: Associate Dean Research, Associate Dean Academic, Dean

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*C3. The reviewers highlighted concerns around the balance of teaching and tenure stream faculty at Daniels, noting that the current high proportion of early career faculty in the teaching stream presents the strong potential for future issues with research capacity. They recommended continuing to monitor the optimal balance of teaching and tenure stream faculty, and emphasized that future tenure stream hires might be warranted, in order to help build the Faculty's research capacity and support its PhD programs.*

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We acknowledge that our faculty complement at the junior level relies heavily upon those in the teaching stream. We plan to implement a clearer system of mentorship, a more equitable approach to course release for administrative responsibilities, and a renewed emphasis on research-focused hiring.

### **Short term**

- Mentor current cohort of junior members in the stream to support their trajectory into continuing status
- Re-evaluate the process of teaching stream hires

Lead: Associate Dean Academic

### **Medium term**

- Revisit workload policy to ensure that the relatively large cohort of teaching stream members still has time to support its own creative professional activity and research
- Reviewing academic administration, which currently relies heavily upon teaching stream members

Leads: Associate Dean Academic, Dean

### **Long term**

- Develop faculty complement planning on prioritizing tenure stream faculty positions

Lead: Dean

## **D. Truth and Reconciliation; Equity, Diversity and Inclusion**

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*The review panel “was struck...by the minimal extent to which progress is being achieved on the Faculty’s goals related to equity, diversity, inclusion and inclusivity.” They emphasized that the articulation of clear, strategic and measurable EDI goals and plans will be a critical first step towards making much-needed advancements in this area. They strongly recommended creating a plan for continuing to grow and support a diverse faculty and student body.*

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As the Faculty solidifies its alignment with the University’s commitments to engage and include members of historically underrepresented communities and identities, several key staff positions have now been filled, and we look forward to sharing future outcomes of the appointment of both a First Peoples Leadership Advisory Group and a Decanal Advisor on Indigenous Knowledge, as well as the addition of an Assistant Dean, Equity, Diversity and Inclusion.

In the evolving and ongoing effort to raise awareness of Indigenous histories and centre the need for individual and collective acts of reconciliation, the Faculty continues to mark the National Day for Truth and Reconciliation through a formal gathering led by Indigenous community members. Additionally, the Faculty has continued its collective learning journey by organizing a series of workshops facilitated by the Office of Indigenous Initiatives. An initiative of awareness and reconciliation is also reflected in the large-scale public mural on the north facade of the Daniels Building: An Indigenous artist was commissioned to create a temporary installation that would serve to raise the awareness of members of the Daniels Faculty community as well as the public at large.

In terms of enhancing awareness of and access to the design curriculum at Daniels, the Faculty initiated two pilot programs: Building Black Success Through Design (BBSD) and Engage-Design-Build (EDB), both of which are funded through the University’s Access Program University Fund (APUF). These programs are aimed at creating pathways from high schools to Daniels Faculty undergraduate and graduate programs. The programs engage different cohorts at the Faculty: Engage Design Build engages MUD students, while BBSD engages Black design students at Daniels in various undergraduate and graduate programs. Engage Design Build engages youth in two TDSB schools, while BBSD is open to youth in Grades 9-12 across the GTA.

The Faculty intends to further develop and implement thoughtful and sustainable measures to enhance the sense of belonging, and to contribute towards truth and reconciliation as well equity, diversity and inclusion, through curriculum integration, inclusive pedagogy, community engagement, awareness raising and capacity building. All of this will be met through application of the principles of anti-racism, anti-colonialism and anti-oppression.

### **Actions already taken**

- Expanded the role of First Peoples Leadership Advisor to the Dean into a multi-person First Peoples Leadership Advisory Group consisting of diverse Indigenous perspectives and knowledge
- Hosted Indigenous Awareness sessions offered to students, faculty and staff, facilitated by the University’s Office of Indigenous Initiatives

- Participated in the University-wide matching funding program to support the hiring of racialized faculty members
- Hosted Awareness, Training, Outreach and Engagement initiatives to facilitate inclusion, such as an inaugural event in November 2022 to mark Transgender Awareness Week, which provided an opportunity to centre trans identities on campus and the wider community, reflect on the heightened vulnerability of this community, and strategize ways to stand in solidarity with and support trans students, faculty and staff
- In the effort to intentionally centre Black identity and create space for reflection and engagement of Black-identifying students, staff and faculty, February 2023 was marked by a series of events under the banner of Black Futures Month. The Black Futures Series strives to engage, reflect and promote conversations surrounding Blackness in design between its varied stakeholders, from communities and practitioners to students and educators. As noted in the University Commitment in the Scarborough Charter, the work of Black flourishing and thriving “should be informed, shaped and co-created by communities.”
- A Community for Belonging Reading Group was initiated by the Faculty Librarian and the Assistant Dean, Equity, Diversity and Inclusion with the intention of creating a platform for awareness and engagement of underrepresented voices and perspectives in architecture and design
- Recently met with female principals in the design professions to discuss relevant mentorship programs for students and recent alumni

### **Short term**

- Increase efforts to recruit and retain faculty whose identities have historically been underrepresented in the disciplines of the Faculty’s programs
- Develop further supports for Indigenous students at the Faculty
- Collaborate with Indigenous communities to further recruit and support Indigenous students
- Access the current University-wide matching funding program to support the hiring of Indigenous and Black faculty
- In recognition of the international student, staff and faculty community at the Faculty, ongoing financial and emotional support will be provided to those who are impacted by geopolitical issues such as recently at play in Ukraine, Iran and other home countries of our international students
- Establish a Daniels-specific orientation program for international students that includes peer-to-peer mentoring and opportunities for creating community among our students before they enter the classroom
- Explore online peer- and alumni-mentoring platforms to match our enthusiastic alumni community with current and prospective students

Leads: Assistant Dean, Equity, Diversity and Inclusion; First Peoples Leadership Advisory Group and Decanal Advisor on Indigenous Knowledge; Dean

### **Medium term**

- Recruit Indigenous faculty to improve the advocacy and integration of Indigenous knowledge at the Faculty
- Review the Faculty's admissions processes and consider a data-driven holistic application process for Black students, as recommended by the University's Anti-Black Racism report
- Support inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities, as recommended by the Include Black academics in research teams, research chairs and fellowships, and other forms of research recognition that celebrate excellence
- In the effort to promote and sustain an environment of inclusion and belonging for students of all faiths and identities, the Faculty will ensure that the Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances is consistently applied
- Review and restructure our Writing Centre and consider hiring staff with ESL training to better serve our international student cohort, revisit the position of Learning Strategist within the Faculty and consider the possibility of creating an academic resource centre that includes the Writing Centre and technical skills-based support for those who need it

Leads: Assistant Dean, Equity, Diversity and Inclusion; Decanal Advisor on Indigenous Knowledge; Dean; Associate Dean Academic; Associate Dean Research

### **Long term**

- Continue to address any concerns of inclusion among students, staff, faculty and alumni
- Develop pedagogical strategies to be responsive to and reflective of Indigenous histories, knowledge and ways of being in our teaching methods and curriculum as well as research activities
- Formalize the collection and analysis and reporting of disaggregated data on student enrolment data and use this data to prioritize access programming. This data will feature prominently in the Faculty's consideration of ways in which to not only incorporate BBSD and Engage-Design-Build with coursework, but also to sustain clear pathways of access to this programming for members of communities who are underrepresented
- Review admissions processes and consider a data-driven holistic application process for Black students, who remain one of the least represented groups of students on campus. This admissions review process should also consider initiatives to actively recruit students of Black African descent throughout the African diaspora in addition to enhancing access for Black students in Canada
- Strategize ways of supporting inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities and providing robust "wrap-around" support. Formal expansion and sustainability of the existing pilot programs Building Black Success through Design and Engage.Design.Build will meet the spirit and letter of this recommendation.
- Assign more staff support to graduate-level recruitment and international recruitment efforts, as well as actively enlist more faculty in these efforts, as they (and our alumni) are the Faculty's best ambassadors

- Actively explore additional fundraising efforts for both domestic and international students

Leads: Assistant Dean, Equity, Diversity and Inclusion; First Peoples Leadership Advisory Group and Decanal Advisor on Indigenous Knowledge; Dean; Associate Dean Academic

## **E. Academic Plan**

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*The reviewers highlighted considerable University investments in the Daniels Faculty in recent years, and emphasized that the development of a renewed Academic Plan presents a key opportunity to capitalize and strategically build on these investments and to take the Faculty “into a new era.”*

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We have commenced work on the development of a five-year Academic Plan for the Faculty. The Daniels Faculty Academic Plan 2023-2028 will mark the first time that the Faculty has developed such a plan in two decades. Currently larger and more diverse than ever, the Daniels Faculty has an opportunity to create a comprehensive visioning document outlining immediate goals for next five years as well as a long-view perspective for the decades to come. The Faculty’s goals in the areas of truth and reconciliation, equity, diversity, inclusion, and the facilitation of a more robust sense of belonging for students, staff and faculty will be a central part of the academic plan. Alumni relations, community outreach, and professional bodies engagement will also be a key planning and goals setting aspect of the Academic Plan. Our anticipated academic plan will be closely linked to both the Faculty’s advancement efforts and the strategic goals of our engagement with the University’s recently launched “Defy Gravity” campaign.

### **Short term**

- Consult with academic program leaders on identifying program-development goals and visions
- Establish themes/topics of the Academic Plan frameworks with academic and administrative team leaders
- Design an open consultation process and engagement plans with internal communities and external stakeholders

Leads: Dean with Academic and Administrative Leads

### **Medium term**

- Conduct consultations through interviews, small group roundtables, workshops and digital surveys
- Complete and submit Academic Plan to Faculty and University committees for review and approval
- Establish the Faculty’s Advancement Plan in accordance with the academic priorities established in the Academic Plan

Leads: Dean with Associate Deans, Assistant Dean EDI, Advancement Director and Chief Administrative Officer

### **Long term**

- Disseminate and share Academic Plan with community stakeholders, supporters, alumni and professional organizations, as well external national and international partners
- Conduct assessment and review of progress and stated goals to prepare for reporting and next round of five-year planning

Lead: Dean; Academic and Administrative Team Leaders

## **F. Staff Organization**

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*The reviewers observed that the Faculty enjoys a high level of staffing positions allocated on a per student basis, and encouraged leadership to review the current structures to ensure that they are optimally effective and/or best enable strategic aims.*

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Currently the Daniels Faculty staff to student ratio is 1:27, lower than the University of Toronto average of 1:18, and considerably lower than most other faculties of similar size and organizational structure. We will review the activities and composition of our staff organization to better reflect the growth and changes in the Faculty.

As part of this ongoing organizational review, an examination of support and distribution of responsibilities across academic support teams is already underway. This includes reviewing the level of support and management of portfolios within the Programs Office, and the Office of the Registrar and Student Services (ORSS). The new model of support within the Programs Office will support the academic directors and allow them to better develop academic processes and strategic goals.

### **Short term**

- Review the activities of the Programs Office and the Office of the Registrar & Student Services to better reflect both the cyclical activities and specific program needs that arise to better support the program directors
- Conduct cross-training in these areas to ensure enough redundancy in skills to cover times of high demand and/or absences

Leads: Associate Dean Academic, Registrar

### **Medium term**

- Conduct discussions and workshops for all staff aimed to improve workplace culture and climate
- Organize staff leadership training and establish team building practices

Leads: Dean, Chief Administrative Officer, Assistant Dean EDI

## Long term

- Develop multi-year long-term planning to enhance staff efficiencies and teamwork
- Create culture shift within the Faculty to drive the operational and financial decisions based on updated academic priorities

Leads: Dean, Chief Administrative Officer, Staff Team Directors

## G. Student Funding in the PhD Programs

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*The reviewers made an observation about an apparent difference in funding packages per capita for students across PhD programs, and how such discrepancies could impact students in these various programs.*

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The funding packages per capita for students in the Faculty's two PhD programs currently differ between five to 10 percent. The discrepancy per capita noted by the reviewers derives from the higher numbers of students enrolled in the Forestry PhD in the later years, and the data provided heavily focused on admissions awards.

To clarify, the funding packages per capita for students between the two PhD programs are as follows:

Forestry:

- PhD Domestic students receive \$17,500 base funding plus \$8,055 tuition/fees, which equals \$25,555 per year for four years
- PhD International students receive \$17,500 base funding plus \$8,811 tuition/fees, which equals \$26,311 per year for four years

Architecture, Landscape, and Design (ALD):

- PhD Domestic students receive \$19,500 base funding plus \$8,055 tuition/fees, which equals \$27,555 per year for four years
- PhD International students receive \$19,500 base funding plus \$8,811 tuition/fees, which equals \$28,311 per year for four years

It is also worth noting that the ALD PhD funding was only recently increased from \$17,500 to \$19,500 for the 2022-23 academic year. The Forestry PhD funding is currently under review, with the intention to align the funding amounts between the two programs.

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In closing, we appreciate the thoughtfulness and diligence with which the external reviewers conducted their work and welcome their recommendations. The reviewers identified several challenges and opportunities for the Daniels Faculty, along with our recent achievements. We hope that this response addresses the main concerns raised, and clearly lays out our short-, medium- and long-term plans and priorities.

On behalf of the Daniels Faculty community, I would like to also take this opportunity to thank you and the VPAP Office staff for the excellent support and advice provided to us during the review process.

Sincerely,

A handwritten signature in black ink, appearing to read "Juan Du". The signature is fluid and cursive, with a prominent initial "J" and "D".

Juan Du  
Dean, John H. Daniels Faculty of Architecture, Landscape, and Design  
University of Toronto



## 2021-22 UTQAP Review of The John H. Daniels Faculty of Architecture, Landscape, and Design - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>The reviewers noted that Daniels' current breadth of subject areas presents a considerable and singular opportunity for the Faculty, and recommended continued strategic consideration of how to best leverage the unique combination of programs and faculty, and encourage greater interdisciplinary teaching, learning and research opportunities for faculty and students.</p>	1	<p>"The growth of programs and disciplinary streams presents a challenge (drawing on resources, perceived hierarchy, diffusion of identity) and an opportunity (cross-disciplinary connections, particularly with forestry). Each addition (Visual Studies, Forestry, PhD) requires strategic planning and careful assessment."</p>	<p>We are cognizant of the Faculty's unique multidisciplinary structure and offerings, and plan to leverage this for innovation in teaching and learning, as well as research and impact. We intend to advance innovations in pedagogy and research by bridging the previously siloed studies of the built and natural environments, achieving parallel goals in the process. Each of the academic programs under our umbrella could be further strengthened through the addition of specialized or shared courses from other disciplines.</p> <p><b>Actions already taken</b> Discussions are underway and ongoing about opportunities for cross-disciplinary collaboration with our newer (and smaller) programs, including but not limited to:</p> <ul style="list-style-type: none"> <li>• cross-listed courses</li> <li>• opportunities for specializations and certificates between programs;</li> <li>• joint field courses and study abroad opportunities; and,</li> <li>• eventually, the potential for interdisciplinary programs of study, specifically at the graduate level</li> </ul> <p><b>Short term</b> Discipline-specific workshops will be led by each responsible Program Director to delve more deeply into the Visual Studies, Forestry and PhD programs following the UTQAP review and will prepare program specific strategies for future growth.</p>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
			<p><b>Medium term</b> Interdisciplinary consultation between graduate programs will be facilitated by the Associate Dean, Academic to determine opportunities to create new collaborative specializations and interdisciplinary programs of study.</p>
	2	<p>“Create ways to allow greater crossover, including potentially more collaborative, interdisciplinary teaching, learning and research opportunities, for faculty and students. The breadth of subject areas provides a unique and considerable opportunity for Daniels Faculty, which will in turn require careful attention to, and review of, individual program curricula.”</p>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Conduct a lesson-learned analysis of existing collaborative programming, including the collaborative first-year undergraduate studio course with engineering; the recently developed Working with Wood course; the undergraduate design-build studio on the grounds of the forestry camp site in Haliburton; and the graduate collaborative programs that are currently most popular with our students.</li> <li>• Conduct consultations and discussions within the Faculty and other stakeholders about opportunities for further cross-disciplinary collaboration across our programs, including but not limited to cross-listed courses</li> <li>• Conduct research-sharing workshops across the disciplines to promote further awareness of faculty members’ research interests and plans</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Establish seed funding for collaborative and interdisciplinary teaching and learning projects</li> <li>• Establish seed funding for collaborative and interdisciplinary research projects</li> <li>• Facilitate interdisciplinary consultation between graduate programs to determine opportunities for creating new collaborative specializations and interdisciplinary programs of study</li> <li>• Develop summer study-abroad courses for undergraduate students in both architecture and visual studies, as well as graduate electives and field courses in our MLA, MUD, MARC, MVS and MFC programs that are open to all eligible students across our professional programs.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Focus faculty hires on interdisciplinary expertise and areas of research that contributes to all of our programs, including but not limited to Indigenous knowledge, environmental history, mass timber, design and health, and embodied energy</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
			<ul style="list-style-type: none"> <li>• Explore the establishment of a new interdisciplinary undergraduate degree program that includes the disciplines of architecture, landscape architecture, urban design, visual studies and forestry</li> <li>• Explore the establishment of a new interdisciplinary research program that reflects the potential for collaborative research at the graduate level and potentially supplements our existing PhD programs in forestry and in architecture, landscape and design</li> <li>• Work with the Office of the Vice-Provost, Academic Programs to explore new flexible graduate programs that accommodate the needs of contemporary, international learners</li> </ul>
	3	<p>“Daniels Faculty is well-positioned to take advantage of interdisciplinary and multidisciplinary collaborations with the diversity of disciplines and programs in the Faculty...all of this, the review committee recommends, should be undertaken in ways that also greatly elevate the school and university’s broader public impact - and presence.”</p>	<p>In this period of growth, the faculty has been somewhat less attentive to the collective identity of the school and the dissemination of the activities of its programs. This will require an extensive period of consultation that includes a significant overhaul of our communications strategy via analog and digital channels.</p> <p><b>Short term</b> Create hires within our communications team, and plan to revisit the identity and branding of the Faculty. The academic planning is now underway and is the first step toward addressing these concerns.</p> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Identify areas of efficiencies and potential reductions, such as consolidation of the post-professional programs</li> <li>• Work with external consultants as well as create new positions in Faculty’s own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material</li> </ul>
	4	<p>“Research labs in forestry are in need of update and the rooftop greenhouses are badly in need of improvements; these are critical for any students</p>	<p>Attention to our physical spaces beyond the boundaries of 1 Spadina Crescent is an ongoing project and priority, and one that has been hindered by two years of a pandemic. Current areas under review for improvements include:</p> <ul style="list-style-type: none"> <li>• updates to the forestry research labs and greenhouses;</li> </ul>

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		working with plants - likely important to forestry students and landscape architecture students as well.”	<ul style="list-style-type: none"> <li>• accessibility updates and the addition of shared exhibition and gathering space in the Borden buildings;</li> <li>• updating the facade of the Borden buildings;</li> <li>• classroom and office updates in the Earth Science Building;</li> <li>• the addition of a guardrail in our Architecture and Design Gallery; and</li> <li>• HVAC updates throughout our facilities.</li> </ul> <p>Once the accessibility updates to the Borden Buildings are complete, we will prioritize the necessary improvements to the research facilities in the Earth Sciences Building, recognizing that these are critical to the delivery of our programs and their anticipated future expansion. As part of our effort to foster a greater sense of community between our disparate programs, we will work to effectively utilize office space across our three buildings and to create a culture of shared classroom and amenity space to reinforce the idea that our Faculty occupies a trio of buildings and not just 1 Spadina.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Complete the accessibility updates to the Borden Buildings. A newly acquired space within the Borden is undergoing renovations to include additional studio space that assists in the expansion of the research and creative works within the Visual Studies Program.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Make the necessary improvements to the Forestry program's research facilities in the Earth Sciences Building, including a planned review and revitalization of the greenhouses and green roof spaces within Daniels Faculty. These will be done in concert to ensure alignment and integration of the research endeavours across our buildings in this space.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Explore better and more efficient ways to utilize our office and research spaces, which may include renovations and upgrades across our physical plant</li> </ul>
The reviewers observed that the current multitude of programs and disciplines, different sizes of programs, and different metrics for research might be seen as diffusing the identity of the Daniels Faculty. They recommended undertaking a	5	“A comprehensive review of types of degrees, program titles and duration, criteria for admission (specifically in architecture and landscape architecture) would help identify efficiencies and areas of growth (or reduction). Currently, the multitude of programs and disciplines, different sizes of programs, and different metrics for research seem to diffuse the identity of Daniels Faculty.	As the Faculty has recently emerged from a period of significant growth, currently hosting more diverse disciplines and scales of program, we will be working to better articulate and update the identity of the Daniels Faculty, including reviews of our disciplinary offerings, an overhaul of our communications strategy via analogue and digital channels, and discussions and consultations with students, faculty and other internal as well as external communities and stakeholders.

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>comprehensive review of the types of degrees, program titles and duration, and criteria for admission (particularly in architecture and landscape architecture) to help identify efficiencies and potential areas of growth, or reduction. They also made a number of observations and potential suggestions related to specific offerings:</p> <ul style="list-style-type: none"> <li>The reviewers noted that while the move of Forestry graduate programs to Daniels has been a positive development, the programs do not yet seem to feel a part of the larger Faculty. They recommended developing projects and modifying curricular assumptions where necessary, in order to enhance integration. They noted issues raised during the recent MFC accreditation process, as well as potential gaps around the forestry industry and Indigenous communities. They also reflected on a number of possible approaches to the support of the</li> </ul>		<p>The MARC program was reduced from 3.5 to 3 years to be more competitive; shorter MUD and post-professional MARC and MLA may improve enrollment. Finally, assessing overlaps or redundancies between programs may lead to novel dual degrees by shifting (not adding) resources.”</p>	<p>Much of this work will be in conjunction with the development of the Faculty's current academic planning process, which will be further outlined later in this document in response to the specific reviewer comments on the development of the Faculty's new five-year Academic Plan. Overall, applications and yield have been robust in both our professional degree programs in architecture and landscape architecture; at the same time, applications and admissions to our graduate forestry conservation and visual studies programs have been waning, so we will continue to improve our recruitment strategies while working to enhance the profile of both programs in our communications. While the response and implementation plan corresponding to reviewers' comments on specific programs are further outlined below, plans for all programs are listed here:</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Organize discipline-specific workshops to better articulate and improve the identities and profiles of each of our disciplines and associated programs</li> <li>Review and improve the recruitment strategies and admissions process for each program</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Identify areas of efficiencies and potential reductions, such as consolidation of the post-professional programs</li> <li>Work with external consultants as well as create new positions in Faculty's own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material</li> </ul>
	6	<p>“While there is significant potential for innovative and revitalized forestry programs to emerge from [the] merger, significant work is still to be done to realize this.”</p>	<p>We note that the programs in forestry include long-standing research-stream graduate programs (PhD and MScF), the professional-stream Masters in Forest Conservation (MFC), and a set of undergraduate programs that are currently administered through A&amp;S. Integration of these programs into the broader Daniels Faculty thus varies among the specific programs. A&amp;S has been consulted on the development of these plans and the discussions of future supports of the undergraduate Forestry programs.</p> <p>One specific area of support the reviewers noted for Forestry was the need for updated research labs and rooftop greenhouses. Attention to our physical spaces beyond the boundaries of the Daniels Building at 1 Spadina Crescent is an ongoing project and priority, and one that has been hindered by two years of a pandemic. The Faculty is currently prioritizing accessibility updates to</p>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>undergraduate Forestry programs going forward.</p> <ul style="list-style-type: none"> <li>The reviewers observed that MUD enrolment has been low in recent years, and made some potential recommendations related to addressing this, including considering the development of advanced standing options, exploring the creation of pathways in the undergraduate programs, and/or assessing whether the MUD might be reimagined as a new post-professional program.</li> <li>The reviewers suggested that a comprehensive review of the various entry points into the MLA program might help to further strengthen and diversify the student body, and that an assessment of the final year MLA curriculum could potentially identify overlaps and differences among the MLA thesis, post-professional thesis, and PhD ALD, and help to clarify what represents mastery in the professional program. They also recommended structurally</li> </ul>			<p>its older buildings and will then turn its attention to the research facilities in the Earth Sciences Building (home of Forestry), recognizing that these are critical to the delivery of our programs and their anticipated future expansion.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>The MFC accreditation process has been completed as of February 2023, and issues raised during the prior review, including gaps related to the forest products industry and Indigenous communities, have been substantively addressed in this context.</li> <li>In part to address the integration of forestry programs into the broader Daniels Faculty, we have initiated a series of workshops and open discussions to enhance research culture and cross-disciplinary collaboration.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Work with the Faculty of Arts &amp; Science to find new ways to support the undergraduate Forestry programs, which currently reside in A&amp;S. The two Faculties will work together, with guidance from the VPAP, to find the best possible model for administering the programs. Discussions regarding the undergraduate Forestry curriculum will engage cognate units in both Divisions and will consider how best to address the possibility of ongoing connections with A&amp;S and new synergies with the Daniels Faculty.</li> <li>Emphasize urban forestry in our upcoming faculty hires and introduce collaborative coursework in this area across our programs.</li> <li>Make the necessary improvements to the research facilities in the Earth Sciences Building, including a review and revitalization of the greenhouses and green-roof spaces within the Daniels Faculty. These will be done in concert to ensure alignment and integration of the research endeavours across our buildings in this space.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Draw on Forestry's rich history in the area of urban forestry, bringing it to the foreground with faculty hires and curriculum renewal in the coming years</li> <li>Explore collaborations with units outside of the Faculty with a particular emphasis on climate change and urban ecosystems</li> <li>Explore better and more efficient ways to utilize our office and research spaces, which may include minor renovations across our physical facilities</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>embedding in the Faculty the attention to social and cultural issues and the Truth and Reconciliation Calls to Action that are currently supported by individuals in this program.</p> <ul style="list-style-type: none"> <li>The reviewers highlighted opportunities to clarify and communicate the specific academic and professional development advantages in the Visual Studies program that come from crossover with and proximity to other disciplines within the Daniels Faculty. They also noted potential ways to grow connections with relevant urban creative industries, and build a profile for the program that is distinct from more traditional BFA and MFA offerings.</li> </ul>	7	<p>"Forestry faculty members could benefit from synergies and collaboration from placement in DFALD. For example, learning to communicate with the public and in the area of urban forestry, broadly construed. There are some other opportunities for forestry to collaborate outside the Faculty; e.g., with engineering (biomaterials, mass timber), School of Cities (in the urban forestry area), geography and planning."</p>	<p>We will explore further collaborative research and teaching between forestry and other programs within the Faculty, as well as continued existing and new collaborations externally with the Faculties of Arts and Science and Engineering.</p> <p>Further see implementation plan above.</p>
	8	<p>"Opportunities [...] are also available to increase crossover of faculty between subject areas; i.e., Visual Studies, Forestry or Landscape faculty teaching design studies and/or other courses in Architectural Studies, and vice versa. There are similar opportunities with teaching assistants, and visiting academics or other roles. Other opportunities here could relate to more deliberate efforts to create projects/modify curricular assumptions in programs that more directly achieve 'crossovers', of the kind evident in many other international schools: the creation of mass timber design studios; establishment of urban forestry; a wider range of sustainability and energy courses that allow participation by students from different subject areas, etc."</p>	<p>This year we have inaugurated both visiting faculty positions and teaching fellowships to bring new voices into our faculty complement for a minimum of one year. While this has had the most visible impact in our studio curriculum, efforts are underway to achieve more "crossover" in our programs through open enrolment in our graduate electives and interdisciplinary field courses. Our teaching assistant positions are also open to graduate students from all disciplines and we regularly have, for example, students from geography, planning, education, visual studies, art history, engineering, and our own design programs fulfilling this role within our undergraduate programs. We successfully conducted a collaborative studio and hosted an international conference on mass timber several years ago and would welcome the opportunity to do so again with our forestry colleagues.</p> <p>Further see implementation plan above.</p>
	9	<p>"With [the biomaterials program] now located in Arts &amp; Science it is disconnected from both forestry and engineering. The future of this program clearly requires careful thought. It might be better situated in the Faculty of Engineering. If it remains in Arts and Science with key contributions from DFALD faculty, meaningful efforts are needed to increase its profile and increase enrollment. Efforts also should be made to better integrate it with forestry and the other disciplinary areas represented in DFALD."</p>	<p>As part of the Academic Plan, and in consultation with the Faculty of Arts &amp; Science and the Faculty of Applied Science and Engineering, we will be reviewing the many degree programs within forestry and mapping out a plan for a more sustainable future for these offerings.</p>
	10	<p>"Such low enrollment [in the MUD] over the past five years begs the question of whether urban design should be reinvented as a new post-professional program,</p>	<p>We are reviewing all post-professional programs in urban design, architecture and landscape architecture, including possibilities of organizing within one umbrella program. Enrollment in MUD is consistent with other Master of Urban Design programs in North America. Being mindful of the</p>



Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
		perhaps thematically focused (on topics such as urban forestry, housing, etc.)”	<p>quality of the applicant pool in the recent past, we currently have no plans to increase enrolment in this program. Further planned program enhancements below:</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Identify redundancies within undergraduate and graduate teaching</li> <li>Re-examine MUD curriculum with an emphasis on program length and course requirements, as well as balancing local/international content</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Develop a more specific identity for the MUD program for communications and other strategies</li> <li>Develop recruitment strategies to enhance the diversity of the student body</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Investigate MUD as a potential umbrella program for all post-professional degree programs in architecture and design</li> <li>Enlist more senior and tenured faculty members to guide and teach in the program</li> </ul>
	11	“The opportunity to provide advanced standings for some graduate students, achievable through minor adjustments in the undergraduate programs, for example, is something for the Faculty to review as part of a next period of strategic planning.”	The undergraduate program in architectural studies is not a pre-professional program. It provides a broad-based liberal arts education with an emphasis on design thinking, and our students go on to pursue myriad career pathways, including professional graduate study in design. While it is true that some of our very talented undergraduate students receive advanced standing in these programs both within Canada and abroad, and equally true that there might be some redundancy in curriculum between our undergraduate and graduate teaching that needs to be more closely monitored, we do not wish to transform our undergraduate program into a pipeline into our graduate program by providing advanced standing to our own students.
	12	“more could be done to soften the disciplinary boundaries between Architecture and Landscape Architecture so students see both pathways as good opportunities.”	The elimination of the third-year fall “options studio”, an elective studio course, in favour of a year-long thesis sequence in the new shortened MARC program meant that this elective studio – once common with programs in the Master of Urban Design and Master of Landscape Architecture – was subsequently limited to Master of Architecture students. In 2024-2025, a new model for thesis will signal a return to offering interdisciplinary elective studios in the fall of the terminal year across all three programs.
	13	“A comprehensive review of the various entry points in the [MLA] program may further strengthen and diversify the student body”	<p>This process is underway as part of the discussions around our Academic Plan. Further planned development of the MLA program as below:</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Examine admissions criteria and process to further strengthen the diversity of the student body</li> </ul>



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			<ul style="list-style-type: none"> <li>• Develop retention strategies among the Faculty's large undergraduate student body for those with an interest in pursuing landscape architecture for graduate studies</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Reassess the final-year MLA curriculum in relation to the re-establishment of the options studio and the MLA thesis</li> <li>• Review the MLA advanced standing option and the post-professional degree program in Landscape Architecture</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Explore more substantive teaching and research partnerships with other disciplines in the Faculty with regard to urban ecosystems and climate change</li> <li>• Continue to develop and strengthen the program's emphasis on advocating for Truth and Reconciliation and the Calls to Action</li> </ul>
	14	<p>"Expanding the [MLA admission] criteria to include students with an undergraduate degree in architecture would bring a different skill set (typically advanced digital representation) to the cohort and likely increase enrollment. This increase would guarantee a stable two-section cohort with the desired faculty to student ratio of 1:15. A rethinking, or at least a renaming, of the post-professional MLA program appears in order, now that there is a doctoral degree in Architecture, Landscape, Design."</p>	Please see above.
	15	<p>"Re-envisioning the post-professional program as a landscape studies program with connections to urban design and forestry and strengthening the MLA program by attracting undergraduate architecture students to the Advanced Standing would clarify the position of landscape architecture within the Faculty and beyond."</p>	Please see above.
	16	<p>"Another aspect that distinguishes the Daniels Faculty MLA program from others is the attention to social and cultural issues, with Truth and Reconciliation Calls to Action. It would be worthwhile to structurally embed these efforts within Daniels Faculty as opposed to</p>	<p>Efforts to address socio-cultural issues and the Truth and Reconciliation Calls to Action are Faculty-wide and are included in other degree programs in addition to the MLA Program. New courses and content within the MLA program and overlapping with the other disciplinary programs continue to be developed. The continued promotion of and advocacy toward Truth and Reconciliation and the Calls to Action in all the programs of the Faculty is outlined later in this document within "Section E: Academic Plan Process."</p>

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		relying on an individual's initiative (MLA Program Director)."	
	17	"A comprehensive review of the final year in the MLA curriculum, particularly the pairing of advanced visual communications with research methods leading to a capstone project (thesis), as well as comparing the differences and overlaps between MLA thesis, post-professional thesis, and PhD ALD would clarify what represents mastery in the professional program."	The design outcomes of an MLA thesis are quite distinct from those of a year-long independent post-professional thesis or a dissertation. We do have share concerns about any overlap between the three outcomes.
	18	"[Visual Studies] website materials on admissions might make more of the specific academic and professional development advantages to Studio that will come from crossover with, and proximity to, the disciplines of Architecture and Curating, as distinctive of the DFALD offer."	<p>More can be done from a development and communications perspective to further distinguish the Master of Visual Studies program from the more familiar Master of Fine Arts programs found elsewhere. We agree that one potential area of strength for the Curatorial Studies stream may include focusing on the design disciplines, whose inclusion is still relatively new within galleries, museums and art institutions. In addition, we are working to grow connections between students and faculty in VIS programs with other programs, such as hosting a Fall exhibition of the undergraduate work within the Visual Studies program in the first-floor gallery and commons area of the Daniels Building, where architecture, landscape architecture and urban design programs are housed.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Further articulate and communicate the unique strengths of the VIS undergraduate program, with teaching and learning activities intersecting with the architecture program</li> <li>• Review and clarify existing and further potential advantages of the graduate VIS program conducted in proximity to other disciplines within the Daniels Faculty</li> </ul> <p>Lead: VIS Program Director</p> <p><b>Medium term</b></p>

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			<ul style="list-style-type: none"> <li>• Explore differences and strengths between the Visual Studies program and more traditional BFAs/MFAs within the program and Faculty, as well as with external communities and stakeholders</li> <li>• Develop external communications strategies to build a more clear and distinct profile for the VIS programs</li> <li>• Develop further opportunities for cross-learning between VIS and other disciplines through exhibitions and events in the different buildings across the Faculty</li> </ul> <p>Leads: VIS Program Director, Associate Dean Academic</p> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Explore and encourage further collaborations and partnerships with relevant urban creative organizations and industries</li> <li>• Conduct renovations of physical spaces and infrastructure for the VIS Programs' Borden Building, to further strengthen profile and partnership opportunities</li> </ul> <p>Leads: VIS Program Director, Dean</p>
	19	<p>"There appears to be welcome potential to scope possible partnerships with creative industries in the city to seek mutual advantage with some of the refurbished spaces in the North Borden Building slated for attention in the summer of 2022. This could yield positive outcomes for the appeal of the Visual Studies offer as conspicuously connected to cognate industries, again building a profile distinct from traditional BFA and MFA offers."</p>	<p>Please see above.</p>
<p>The reviewers made a number of observations and recommendations related to increasing research intensity within the Daniels Faculty, and clarifying the role and presence of its research-based programs:</p> <ul style="list-style-type: none"> <li>• The reviewers strongly recommended that the Daniels faculty build a clear overall research agenda</li> </ul>	20	<p>"The arrival and expansion of new research opportunities (including the pursuit of funded research within the Faculty) is a notable opportunity, but one that has yet to be the basis for a clear and deliverable plan for the pursuit of external research funding. Most subject areas suffer from low research funding and a lack of research culture; a better balance of teaching loads and research funding will be required, at least, in specific subject areas expected to be able to grow research opportunities."</p>	<p>We are currently working to update the Faculty's research agenda and create ways to further support faculty members to improve and increase research intensity, activities, outcomes and impacts. In addition to improving research grant and publications support, we are taking measures to ensure that design research and creative professional activity has a higher profile in the dissemination of research outputs, as this is a core area of strength within the Faculty. We also plan to review established and new research-based programs to further examine areas of improvements and innovation.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Organize sharing sessions and open discussions to enhance research culture and cross-disciplinary collaboration within the Faculty</li> </ul>

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<p>that clarifies the role and presence of research-based programs, including the new PhD in Architecture, Landscape, and Design.</p> <ul style="list-style-type: none"> <li>The reviewers observed an overall lack of clarity regarding the ways in which professional activities (such as work associated with professional studios, and art and architecture design practices) are understood as a form of academic scholarship or research. They emphasized the necessity of undertaking conversations on the nature of research in such a diverse academic environment, as well as discussions on how to assess scholarship and creative practice in the path to promotion and tenure, and how mentorship and guidance for Daniels faculty might be enhanced. (In preparing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life.)</li> </ul>			<ul style="list-style-type: none"> <li>Better articulate and communicate funding opportunities for faculty members in all streams and contract types (not only those in tenured/research streams)</li> <li>Organize workshops on research funding sources and grant writing/applications that are available to all faculty to support their work.</li> <li>Implement early feedbacks on grant proposals through the Research Office to support enhanced grant success.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Building on University resources, organize discipline-specific information on relevant grants and funding opportunities with due dates and links to guidelines for both faculty and students in our advanced research programs</li> <li>Develop a strategic research plan as a key component of the Faculty's forthcoming Academic Plan</li> <li>Recruit and hire senior faculty members with research and administrative experience for leadership and guidance of the research programs</li> <li>Establish funding and international collaborative partners for annual PhD students conference</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Explore new research-stream master's program in Architecture, Landscape, and Design to increase research capacity of the Faculty and provide additional flexibilities in the graduate programs</li> <li>Enhance communication strategy within the University and externally to improve disseminating the Faculty's research activities and impacts</li> <li>Establish Daniels Faculty publication series on the various forms of research and scholarship</li> <li>As there are currently limited venues for publication of peer-reviewed articles on "design as research" in architecture, landscape and design, explore the establishment of a new academic journal in this area in collaboration with peer institutions</li> </ul>
	21	"The Faculty should build a clear overall research agenda; one able to clarify the role and presence of research-based programs, including the PhD ALD program."	We agree that the overall research agenda of the Faculty should be clarified, and a renewed mandate for the Research Office as well as discussions underway to launch a new research masters program will contribute to this elucidation and amplification.

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<ul style="list-style-type: none"> <li>The reviewers highlighted concerns around the balance of teaching and tenure stream faculty at Daniels, noting that the current high proportion of early career faculty in the teaching stream presents the strong potential for future issues with research capacity. They recommended continuing to monitor the optimal balance of teaching and tenure stream faculty, and emphasized that future tenure stream hires might be warranted, in order to help build Daniels' research capacity and support its PhD programs.</li> </ul>	22	<p>"There is a need to continue working to build [the PhD in ALD] and figure out what a PhD in this disciplinary area looks like to support the diversity of disciplinary specialisms invited. The current approach of taking advantage of experienced supervisors in related disciplines from other faculties will be helpful."</p>	<p>Currently the Architecture, Landscape, and Design (ALD) PhD is in its third year and reflects the increasing research strengths of our faculty, particularly in building science and computation. In addition to input from PhD supervisors in the Faculty, students in the ALD PhD program are actively working with faculty from cognate disciplines to pursue their research. Where appropriate, seminars and other events are being held jointly with the long-standing PhD program in Forestry. Students in the program are already actively working with faculty from cognate disciplines to pursue their research. As this is the first year that the program has been able to convene in person, it remains to be seen whether our efforts to build a sense of social cohesion among a diverse (and small) group of students gains traction. Plans are also underway for an annual PhD conference with students engaged in like-minded research in other institutions and more formalized collaborative relationships with other international research programs..</p>
	23	<p>"Clarifying [the] balance between teaching and research (like balances across the faculty in the pursuit of externally-funded research, alongside others leading external design or other practices) is essential, given the recently expanded breadth of potential faculty pursuits, and professional activities."</p>	<p>The advising of students is equally weighted across all of our graduate programs but it is also true that the expectations for faculty advisors to support doctoral advisees with their own research funding is uneven. We did anticipate this in the formulation of the ALD PhD because of the interdisciplinary nature of the program and the fact that funding models differ between the humanities and the sciences. However, we anticipated and have seen evidence of students applying with a more hybrid approach to research and methods that fall in-between these cultures, thereby suggesting that this may become a moot point as the program reaches maturity.</p>
	24	<p>"The variety of programs (PhD in Forestry and ALD, professional and post-professional Masters) and different types of research (design or science) call for conversations on the nature of research in such a diverse academic environment and on how to assess scholarship/creative practice in path to promotion."</p>	<p>A series of workshops and discussion around this subject are currently being conducted by the Associate Dean Research and the Research Office that will do some of the work in clarifying this issue and complement workshops already provided by VP-FAL and UTFA.</p>
	25	<p>"A current weakness observed across the Faculty, potentially affecting the entire professoriate, is a lack of clarity regarding the ways in which professional activities of all kinds, especially that work associated with professional studios, art and architecture design practices, is understood as a form of academic scholarship, or research. Again, with a faculty of the expanded breadth of Daniels Faculty, this will be an important feature to clarify both within the school, and current faculty, as they continue to advance and have academic teaching and research reviewed as part of academic careers. It will continue to be important, as well, as the Faculty works to conform to university</p>	<p>While the University of Toronto has a standing policy on defining creative professional activities as forms of academic scholarship and research (1984 Hollenberg Report on Creative Professional Activity), we recognize the need for the Daniels Faculty, working with the relevant University offices, to update and develop further guidelines on the evaluation of creative professional activities in assessing excellence and innovation.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Organize workshops and discussions on the recognition and evaluation of creative professional activity as it relates to more traditional forms of academic scholarship and research in the diverse fields within the Faculty</li> <li>Review the Faculty's annual PTR process, including the AAR form, PTR reporting and evaluation process, with a specific emphasis on standardizing the inclusion of creative professional works</li> </ul>

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		requirements and expectations relating to the kind(s) of work that are included in academic dossiers that are reviewed as part of academic merit and advancement actions."	<p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Update the AAR form and PTR guidelines on PTR for consultation and for approval for the following academic year</li> <li>• Establish a research mentorship program to help junior faculty, particularly those engaged in creative professional activity, navigate the research funding landscape and to promote creative professional activity that contributes to both academic discourse and professional practice</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Collaborate with Office of the Vice-Provost, Faculty and Academic Life to ensure support for and understanding of Daniels Faculty's creative professional activities</li> <li>• Expand Daniels Faculty practices on the evaluation of research and academic scholarship through creative professional activities</li> </ul>
	26	"the opportunity presented by the addition of Forestry programs to the Daniels Faculty could offer a good mechanism to diversify the Faculty's approach to pedagogy and research"	Through formal and informal teaching and research sharing meetings and workshops, the rest of the Faculty is gaining much from the approach of its Forestry colleagues to fieldwork, advising, and laboratory work. We anticipate that over time the increased collaboration between the graduate design programs and the MFC and MScF will provide yet another tangible mechanism through which to foster this exchange.
	27	"Clear guidelines for Promotion and Tenure and formal mentoring are essential to support and grow the faculty, whether tenure-track or teaching-track. The Daniels Faculty is particularly diverse in terms of disciplines and modes of scholarly activity, and thus faculty members will have to vote on cases that lay outside their disciplinary expertise. There is a need for a robust yet flexible Promotion and Tenure document that can provide clarity to faculty members. This document should be widely distributed and be available on the website."	<p>Having recently drafted and disseminated a similar document related to the annual PTR process, we will now consult and produce a robust and flexible document to guide Promotion and Tenure in both the teaching and research streams.</p> <p><b>Short term</b> We will reconsider our approach to the Promotion and Tenure as well as the annual PTR process to allow for more transparency and more detailed feedback.</p> <p><b>Medium term</b> We will produce a Faculty Promotion and Tenure document that is specific to our disciplines and implement a formal mentorship program for teaching stream and tenure stream faculty.</p> <p><b>Long term</b> We will work to correct the current imbalances in the professoriate to ensure that we have a diverse faculty complement.</p>

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	28	"A careful review of the faculty's teaching and administrative load and a potential correction may also help increase productivity."	As identified elsewhere in the report, we recognize that much of the responsibilities of academic administration are currently falling upon faculty members in the teaching stream. This may warrant a revisiting of our still relatively new workload policy, which was ratified and publicly disseminated after a year of consultation with members from both streams but at a time when our academic leadership was primarily drawn from the tenure stream.
	29	"The addition of teaching stream faculty ensures continuity in instruction, builds a strong community, and integrates practitioners in design and art curricula. It should not, however, replace tenure-track research-focused hiring. Maintaining a research-intensive culture will require a significantly higher number of tenure stream than teaching stream faculty (some schools place that cap at 20%). Currently, there is a significant imbalance between teaching- and tenure stream in the junior faculty."	<p>We acknowledge that our faculty complement at the junior level relies heavily upon those in the teaching stream. We plan to implement a clearer system of mentorship, a more equitable approach to course release for administrative responsibilities, and a renewed focus upon research-focused hiring. A renewed focus upon research must also include teaching outcomes, including having research-stream faculty play a key role in the classroom across our programs, whether that is in undergraduate instruction or PhD supervision.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>- Mentor current cohort of junior members in the stream to support their trajectory into continuing status</li> <li>- Re-evaluate the process of teaching stream hires</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Revisit workload policy to ensure that the relatively large cohort of teaching stream members still has time to support its own creative professional activity and research</li> <li>• Reviewing academic administration, which currently relies heavily upon teaching stream members</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Develop faculty complement planning on prioritizing tenure stream faculty positions</li> </ul>
	30	"If DFALD hopes to build the research enterprise and support thriving PhD programs, future hires will need to be in the tenure stream. Some hires at the Associate or even full Professor level in strategic areas could be warranted."	<p><b>Actions already taken</b></p> <p>The majority of our current and planned hires are tenure track, and distributed between Assistant and Associate/full Professor levels. We will continue to be strategic about hiring advanced scholars in our upcoming searches.</p>
	31	"The Strategic Research Development Officer will play a critical role in helping build the research enterprise in DFALD. Faculty members require support for preparing grant applications and establishing partnerships (e.g., industry, NGOs). Additional research facilities will likely	<p><b>Actions already taken</b></p> <p>Our hope is that the recent addition of a Strategic Research Development Officer will help in the support of both grant-writing and the establishment and maintenance of partnerships.</p>



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		also be required to support the growing research programs.”	
<p>The review panel “was struck...by the minimal extent to which progress is being achieved on the Faculty’s goals related to equity, diversity, inclusion and inclusivity”. They emphasized that the articulation of clear, strategic and measurable EDI goals and plans will be a critical first step towards making much-needed advancements in this area. They strongly recommended creating a plan for continuing to grow and support a diverse faculty and student body.</p>	32	<p>“The Faculty should continue to take advantage of the Provost’s university-wide program that provides matching funding (equating to 50% of overall faculty position funding) to support the hiring of BIPOC faculty.”</p>	<p>As the Faculty solidifies its alignment with the University’s commitments to engage and include members of historically underrepresented communities and identities, several key staff positions have now been filled, and we look forward to sharing future outcomes of the appointment of both a First Peoples Leadership Advisory Group and a Decanal Advisor on Indigenous Knowledge, as well as the addition of an Assistant Dean, Equity, Diversity and Inclusion.</p> <p>In the evolving and ongoing effort to raise awareness of Indigenous histories and centre the need for individual and collective acts of reconciliation, the Faculty continues to mark the National Day for Truth and Reconciliation through a formal gathering led by Indigenous community members. Additionally, the Faculty has continued its collective learning journey by organizing a series of workshops facilitated by the Office of Indigenous Initiatives. An initiative of awareness and reconciliation is also reflected in the large-scale public mural on the north facade of the Daniels Building: An Indigenous artist was commissioned to create a temporary installation that would serve to raise the awareness of members of the Daniels Faculty community as well as the public at large.</p> <p>In terms of enhancing awareness of and access to the design curriculum at Daniels, the Faculty initiated two pilot programs: Building Black Success Through Design (BBSD) and Engage-Design-Build (EDB), both of which are funded through the University’s Access Program University Fund (APUF). These programs are aimed at creating pathways from high schools to Daniels Faculty undergraduate and graduate programs. The programs engage different cohorts at the Faculty: Engage Design Build engages MUD students, while BBSD engages Black design students at Daniels in various undergraduate and graduate programs. Engage Design Build engages youth in two TDSB schools, while BBSD is open to youth in Grades 9-12 across the GTA.</p> <p>The Faculty intends to further develop and implement thoughtful and sustainable measures to enhance the sense of belonging, and to contribute towards truth and reconciliation as well equity, diversity and inclusion, through curriculum integration, inclusive pedagogy, community engagement, awareness raising and capacity building. All of this will be met through application of the principles of anti-racism, anti-colonialism and anti-oppression.</p> <p><b>Actions already taken</b></p> <ul style="list-style-type: none"> <li>• Participated in the University-wide matching funding program to support the hiring of racialized faculty members</li> <li>• In the effort to intentionally centre Black identity and create space for reflection and engagement of Black-identifying students, staff and faculty, February 2023 was marked by a series of events under the banner of Black Futures Month. The Black Futures Series strives to engage, reflect and promote conversations surrounding Blackness in design</li> </ul>



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			<p>between its varied stakeholders, from communities and practitioners to students and educators. As noted in the University Commitment in the Scarborough Charter, the work of Black flourishing and thriving “should be informed, shaped and co-created by communities.”</p> <ul style="list-style-type: none"> <li>• A Community for Belonging Reading Group was initiated by the Faculty Librarian and the Assistant Dean, Equity, Diversity and Inclusion with the intention of creating a platform for awareness and engagement of underrepresented voices and perspectives in architecture and design</li> </ul> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Increase efforts to recruit and retain faculty whose identities have historically been underrepresented in the disciplines of the Faculty's programs</li> <li>• Access the current University-wide matching funding program to support the hiring of Indigenous and Black faculty</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Review the Faculty's admissions processes and consider a data-driven holistic application process for Black students, as recommended by the University's Anti-Black Racism report</li> <li>• Support inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities, as recommended by the Scarborough Charter</li> <li>• As noted in the Scarborough Charter (recommendation 2.2.2.1), the commitment to inclusive excellence in research can be supported by including Black academics in research teams, research chairs and fellowships, and other forms of research recognition that celebrate excellence</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Continue to seek and address experience of inclusion/exclusion among students, staff, faculty and alumni</li> <li>• Recommendation A.2 of the Anti-Black Racism report speaks to the need to report on numbers of Black students in the program and use this data to prioritize access programming. Hence this data will feature prominently in the Faculty's consideration of ways in which to not only incorporate BBSD and Engage-Design-Build with coursework, but also to sustain clear pathways of access to this programming for members of communities who are underrepresented (Recommendation A.3)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Closely connected to Access is the issue of Admissions. Recommendation A.5 of the Anti-Black Racism report requires that faculties review their admissions processes and consider a data-driven holistic application process for Black students, who remain one of the least represented groups of students on campus. This admissions review process should also consider initiatives to actively recruit students of Black African descent throughout the African diaspora in addition to enhancing access for Black students in Canada.</li> <li>• Recommendation 2.4.1 of the Scarborough Charter speaks to ways of supporting inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities and providing robust "wrap-around" support. Formal expansion and sustainability of the existing pilot programs Building Black Success through Design and Engage.Design.Build will meet the spirit and letter of this recommendation.</li> </ul>
	33	<p>"A hiring plan for continuing to grow a diverse faculty and student body in support of Daniels Faculty's mission is of great importance, as is filling the vacant position for an Assistant Dean EDI. The Daniels Faculty should continue to take advantage of the provost-sponsored programs for Black or Indigenous faculty hires."</p>	<p><b>Actions already taken</b></p> <p>This staff position has now been filled and we look forward to sharing the outcomes of both the addition of an Assistant Dean, Equity, Diversity and Inclusion and the appointment of both a First Peoples Leadership Advisory Group and Decanal Advisor. We will continue our efforts to recruit and hire Black and Indigenous faculty members.</p> <p>Please see above for further plans to increase advocacy for Truth and Reconciliation, as well as for Diversity, Equity and Inclusion.</p>
	34	<p>"...[external] juries also offer an opportunity to bring alternative voices and diversify the perspectives and cultures of the academic design environment (often white and male, especially in the senior ranks). Such effort would dovetail nicely with the goals to decolonize the landscape architecture curriculum."</p>	<p>The composition of our external juries in design reviews is already diverse and, increasingly, draws upon areas of expertise and knowledge outside of the academy. One significant lesson from the pandemic was the degree to which a virtual or hybrid form of delivery for these evaluations made them simultaneously more accessible and inclusive. We will continue to work on dismantling the hierarchical structural inequities associated with our received ideas about what a design review can be.</p>
	35	<p>"A formal mentorship program including female senior faculty from other schools who engage in creative practice/research would help craft pathways to promotion."</p>	<p>We plan to formalize a mentorship program and have recently met with female principals in the design professions to discuss other forms of mentorship of our students and recent alumni as well.</p>

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	36	"Peer- and alumni-mentoring, student organization funding, pre-semester orientation, and internship placement are a few of the measures that can help create an equitable academic and professional community. Finally, the Daniels Faculty website should clearly state what the cost of attending is for a prospective MLA student (domestic and international)."	We are exploring an online peer- and alumni-mentoring platform to match our enthusiastic alumni community with our current and prospective students. Our professional community is regularly engaged with our students through portfolio review sessions and job fairs. The cost of attending all of our programs includes more than tuition, which is public information readily available on the University website.
	37	"The Faculty should clearly work to establish appropriate, school-level strategic aims around what they feel is an appropriate target for balancing [domestic and international student] cohorts' overall size in the larger Faculty, but as well, incorporate clear strategies for addressing associated challenges surrounding international versus local student experience"	<p>We recognize that more needs to be done to ensure that our international students have a successful and supported experience in our programs and, also, to increase our financial support to prospective international students to ensure that they are not all coming from the same socioeconomic bracket.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• In recognition of the international student, staff and faculty community at the Faculty, ongoing financial and emotional support will be provided to those who are impacted by geopolitical issues such as recently at play in Ukraine, Iran and other home countries of our international students</li> <li>• Establish a Daniels-specific orientation program for international students that includes peer-to-peer mentoring and opportunities for creating community among our students before they enter the classroom</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• In the effort to promote and sustain an environment of inclusion and belonging for students of all faiths and identities, the Faculty will ensure that the Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances is consistently applied</li> <li>• Review and restructure our Writing Centre and consider hiring staff with ESL training to better serve our international student cohort, revisit the position of Learning Strategist within the Faculty and consider the possibility of creating an academic resource centre that includes the Writing Centre and technical skills-based support for those who need it</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Continue to seek and address experience of inclusion/exclusion among students, staff, faculty and alumni</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
	38	"The communications and advancement staff should establish a clear recruitment plan to identify domestic graduate students and fundraising goals to support all students—international and domestic."	Recruitment at the graduate level and international recruitment in general are areas that require more strategic thinking and staff support. We are also working to enlist our faculty more actively in these efforts as they (and our alumni) are our best ambassadors. We are actively exploring additional fundraising efforts, for both domestic and international students.
The reviewers highlighted considerable University investments in the Daniels Faculty in recent years, and emphasized that the development of a renewed Academic Plan presents a key opportunity to capitalize and strategically build on these investments, and take the Faculty "into a new era".	39	"Building upon, even strategically enhancing, the considerable and extensive investment made by the university in recent years, most especially, with the arrival of a renewed strategic plan that the new Dean will deliver, will be an essential means for capitalizing on the considerable efforts of the Faculty to take the school into a new era."	<p>We have commenced work on the development of a five-year Academic Plan for the Faculty. The Daniels Faculty Academic Plan 2023-2028 will mark the first time that the Faculty has developed such a plan in two decades. Currently larger and more diverse than ever, the Daniels Faculty has an opportunity to create a comprehensive visioning document outlining immediate goals for next five years as well as a long-view perspective for the decades to come. The Faculty's goals in the areas of truth and reconciliation, equity, diversity, inclusion, and the facilitation of a more robust sense of belonging for students, staff and faculty will be a central part of the academic plan. Our anticipated academic plan will be closely linked to both the Faculty's advancement efforts and the strategic goals of our engagement with the University's recently launched "Defy Gravity" campaign.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Consult with academic program leaders on identifying program-development goals and visions</li> <li>• Establish themes/topics of the Academic Plan frameworks with academic and administrative team leaders</li> <li>• Design an open consultation process and engagement plans with internal communities and external stakeholders</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Conduct consultations through interviews, small group roundtables, workshops and digital surveys</li> <li>• Complete and submit Academic Plan to Faculty and University committees for review and approval</li> <li>• Establish the Faculty's Advancement Plan in accordance with the academic priorities established in the Academic Plan</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Disseminate and share Academic Plan with community stakeholders, supporters, alumni and professional organizations, as well external national and international partners</li> <li>• Conduct assessment and review of progress and stated goals to prepare for reporting and next round of five-year planning</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
	40	"The Faculty should pursue aggressive programming (symposia, exhibitions, workshops) to take full advantage of the building's potential, as the Faculty's new, excellent home building also greatly enhances the Daniels Faculty's public presence within the university and Toronto."	<p>Symposia, exhibitions, and workshops have returned to the Faculty after a two-year hiatus precipitated by COVID. Attendance at our first fall public lecture included over 300 attendees from the University and broader community. The opening of our <i>Retrofitting Suburbia</i> exhibition (rescheduled from March 2020) was attended by more than 350 individuals, including many alumni and members of the professional community.</p> <p><b>Short term</b> Having now returned to in-person events and with plans to expand our communications team, we will continue to host and advertise our robust programming of exhibitions, lectures, and symposia as a way of asserting the public presence of the Faculty to the broader university and city.</p> <p><b>Medium term</b> We will hire an exhibitions coordinator to professionalize our gallery support and will use casual hires to fulfil the role(s) of registrar and conservator as we borrow exhibitions from other institutions. Planning is also underway to expand the staff complement supporting public events and programming with full-time positions.</p> <p><b>Long term</b> We will consider to hire a gallery director to manage exhibitions in all of our exhibition spaces and we will expand our outreach efforts to complement both our exhibitions and academic activities with programming that makes the work of our disciplines accessible to a broad audience, the professional community, and our alumni.</p>
	41	"A clear and cohesive vision of the Faculty will be critical for developing a fundraising campaign in future."	Our anticipated Academic Plan will be closely linked to both Advancement efforts and the strategic goals of our Faculty engagement with the University's recently launched "Defy Gravity" campaign.
	42	"A hire in social forestry - to align with urban forestry, urban design, etc. - would be a good addition in the future."	We are actively hiring additional forestry faculty members with experiences in social and ecological forestry.
	43	"Given that the immediate period ahead will involve considerable administrative, staffing, and resource adjustments to best support strategic needs, the review committee recommends that the new Dean include review of normal annual cycles to adjust - and make transparent and equitable - the information and processes that all of the many (and now, many more) programs will annually follow in planning of upcoming financial and academic years. The review committee recommends that this includes the	<p><b>Actions already taken</b> The Dean's Office has been expanded to include an Executive Assistant, Director of the Dean's Office, new Chief Administrative Officer (and Academic HR lead), Academic HR Officer, and Office Assistant. We now have the capacity to review the activities and composition of our other staff support and to think through our needs more strategically than we have in the past. Additionally, while our single-division Faculty is not comprised of program Chairs with independent budgets, we are working to make annual and longer-term strategic planning and budgets more transparent to program directors to make them more accountable to expenses, enrolment, ancillary fees, student financial support, etc.</p>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
		development of multi-year transitional planning frameworks be adopted, which in turn emphasize larger strategic aims, rather than the immediate needs of a next financial or academic year.”	<p><b>Short term</b> Associate Dean, Academic and Chief Administrative Officer working with Program Directors to establish programmatic budgets and flexibility within the programs to develop further their unique strategic goals.</p> <p><b>Medium term</b> Academic Plan is underway with intention to develop multi-year implementation plans which will help shape the long-term goals and strategies teams and programs will take.</p>
The reviewers observed that the Faculty enjoys a high level of staffing positions allocated on a per student basis, and encouraged leadership to review the current structures to ensure that they are optimally effective and/or best enable strategic aims.	44	“With new programs and subject areas all now successfully added to the Faculty, it is important now that proper administrative support is effectively allocated – or re-allocated – to better align with the current school. The new Dean should be encouraged to actively review, and propose organizational changes, to appropriately allocate these vital resources to the school.”	<p>Currently the Daniels Faculty staff to student ratio is 1:27, lower than the University of Toronto average of 1:18, and considerably lower than most other faculties of similar size and organizational structure. We will review the activities and composition of our staff organization to better reflect the growth and changes in the Faculty.</p> <p>As part of this ongoing organizational review, an examination of support and distribution of responsibilities across academic support teams is already underway. This includes reviewing the level of support and management of portfolios within the Programs Office, and the Office of the Registrar and Student Services (ORSS). The new model of support within the Programs Office will support the academic directors and allow them to better develop academic processes and strategic goals.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Review the activities of the Programs Office and the Office of the Registrar &amp; Student Services to better reflect both the cyclical activities and specific program needs that arise to better support the program directors</li> <li>• Conduct cross-training in these areas to ensure enough redundancy in skills to cover times of high demand and/or absences</li> <li>• </li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Conduct discussions and workshops for all staff aimed to improve workplace culture and climate</li> <li>• Organize staff leadership training and establish team building practices</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Develop multi-year long-term planning to enhance staff efficiencies and teamwork</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
			<ul style="list-style-type: none"> <li>• Create culture shift within the Faculty to drive the operational and financial decisions based on updated academic priorities</li> </ul>
	45	“The new Dean should be encouraged to embrace the opportunity to lead a major review, and potential reorganization, of the extensive and supporting staffing of the Faculty to best support current and future strategic aims.”	Please see above.
	46	“There is a need to carefully consider the Executive-level structure in the Faculty, particularly as there are no department Chairs. The seniority of individuals holding Executive positions in the Faculty might also bear some consideration.... A key to effective functioning for the executive team will be to have a shared vision, clear roles and responsibilities, and good communication.”	We will review the leadership/executive-level team members at the Faculty to increase more senior members as well as to balance representation of the current faculty-body.
	47	“[Program Directors] should be spending more time working on aligning curricular goals, seeking opportunities for cross-program collaborations in teaching, ensuring there is good vertical structure in programs from undergrad to Professional or research-based Masters to PhD.”	<p>We will review the activities of the Programs Office and the Office of the Registrar &amp; Student Services to better reflect both the cyclical activities and specific program needs that arise to better support the program directors. We will be rehiring a Registrar in the coming months and will undergo a period of cross-training to ensure that the Office of the Registrar and Student Services has enough redundancy in skills to cover times of high demand and/or absences.</p> <p>As noted about, as a result of the staff audit, a new model has been put in place within the Programs Office to provide more support to the academic directors and afford them more time to consider strategic goals such as these. There is already a strong vertical connection between our undergraduate and professional and research-based masters programs. We anticipate that as the ALD PhD program matures, the same will be true about the relationship between our professional masters programs and research programs.</p>
	48	“There was a mention that student advising in forestry was different than how DFALD handled it - there is a need to align the process for all programs, but perhaps this is the time to look at what worked well in each approach and take advantage of that.”	There has been a period of adjustment between the more singular administration of the forestry programmes to a more team-based process of both advising and administrative support within the Daniels Faculty. Given the diversity of our programs, there are advantages to a more centralized approach to these processes and it has admittedly taken some time to get everyone on board.

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>The reviewers made an observation about an apparent difference in funding packages per capita for students across PhD programs, and how such discrepancies could impact students in these various programs. (In preparing your response we encourage you to clarify the details surrounding the data provided to the reviewers.)</p>	49	<p>"The student funding spreadsheet the review committee was given showed an average of \$28k per capita for students in the PhD Arch program but only \$14.5k per capita for students in the PhD in Forestry. This may have been an aberration due to the low enrollment in the programs, but if this difference in funding among PhD students in DFALD is actually the case, it will lead to problems among students in the future."</p>	<p>The funding packages per capita for students in the Faculty's two PhD programs currently differ between five to 10 percent. The discrepancy per capita noted by the reviewers derives from the higher numbers of students enrolled in the Forestry PhD in the later years, and the data provided heavily focused on admissions awards.</p> <p>To clarify, the funding packages per capita for students between the two PhD programs are as follows:</p> <p>Forestry:</p> <ul style="list-style-type: none"> <li>• PhD Domestic students receive \$17,500 base funding plus \$8,055 tuition/fees, which equals \$25,555 per year for four years.</li> <li>• PhD International students receive \$17,500 base funding plus \$8,811 tuition/fees, which equals \$26, 311 per year for four years.</li> </ul> <p>Architecture, Landscape, and Design (ALD):</p> <ul style="list-style-type: none"> <li>• PhD Domestic students receive \$19,500 base funding plus \$8,055 tuition/fees, which equals \$27, 555 per year for four years.</li> <li>• PhD International students receive \$19,500 base funding plus \$8,811 tuition/fees, which equals \$28, 311 per year for four years.</li> </ul> <p>It is also worth noting that the ALD PhD funding was only recently increased from \$17,500 to \$19,500 for the 2022-23 academic year. The Forestry PhD funding is currently under review, with the intention to align the funding amounts between the two programs.</p>
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	50	<p>"There is good involvement of practitioners as Sessionals - but perhaps more might be done to make them feel connected to the larger teaching network in the faculty"</p>	<p><b>Actions already taken</b> Program directors regularly hold meetings with their teaching staff that include both sessional and part-time faculty. The Dean has moved to invite the full teaching cohort to our faculty and faculty council meetings as well. This was welcomed by members of our community.</p> <p><b>Short term</b> We have expanded the membership of our faculty meetings to include sessional instructors, and program directors already regularly hold meetings that include all members of the teaching community.</p> <p><b>Medium term</b> In our efforts to make the promotions process more transparent to tenure and teaching stream faculty, we will also provide more regular communication to our sessional instructors about</p>



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			<p>advancement in that pool. We have also started to include sessional instructors in service (with compensation) to include them in the activities of the Faculty outside of teaching.</p> <p><b>Long term</b> The undergraduate programs in particular are dependent upon sessional instruction and we will work to make more hires in the coming years to ensure that there is continuity in our core teaching and opportunities for advancement for long-serving members of our sessional teaching community.</p>
	51	<p>“There is an opportunity to strengthen relationships with alumni by more clearly articulating their role in DFALD. It would, perhaps, be helpful to have an official alumni council.”</p>	<p>We agree that it would be helpful to have an official alumni council. There is much work that can be done to engage our alumni, particularly those who have graduated in the last decade but also those who are now mid-career and have gained some giving capacity. There was a great deal of momentum and enthusiasm around the Faculty's 125th anniversary, including a reception with more than 800 alumni and community members at the Royal Ontario Museum; we did not capitalize upon this moment but hopefully there will be other opportunities to do so.</p> <p><b>Actions already taken</b> We have recently added an Alumni and Development Officer to our Advancement team. While planning is in the early stages, we are considering having an event around the time of June Convocation to invite the cohort of students who graduated during the pandemic back to campus as alumni.</p> <p><b>Short term</b> We will work to make stronger connections with our alumni community, particularly those who have graduated in the last five to 25 years through mentorship programs, through the efforts of our recently hired Alumni and Development Officer and an online platform that connects students and alumni through the backbone of LinkedIn.</p> <p><b>Medium term</b> We will establish an alumni association and begin data collection about the activities of our alumni to have a sense of where their career paths have led them and where their degrees have brought them geographically.</p> <p><b>Long term</b> We will engage our enthusiastic alumni community locally, and globally, through alumni events, recruitment opportunities, mentorship programs, and regular alumni-specific communications.</p>

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

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The spokesperson for the reading group reported that the review summary accurately described the full review with the exception of the unclear connection to the Forestry Industry as a source of philanthropic support. Overall, they had found the review to be positive. The reading group reported that in their view the Dean's administrative response had adequately addressed issues identified by the review. They asked, however, that the Faculty further address the following issues: the formal mentorship plans to include senior female faculty from other programs to support junior female faculty; faculty engagement plans to include sessional faculty members to the larger teaching network; and EDI-related initiatives to integrate antiracist, decolonizing and inclusive practices and content into the curricula.

In reply, Dean Juan Du responded that the Faculty had initiated a mentorship program for pre-tenure junior faculty, and that this program would be expanded to all faculty, inclusive of those in the teaching stream. She acknowledged the need for formal mentorship for all faculty, and highlighted ongoing improvements in this area, having increased the percentage of female professors with full professor status from 10 % to 40%, and to 46% for associate professors. Dean Du explained that most of the research stream faculty members were also practitioners, a unique element of the Faculty, and had implemented all inclusive faculty meetings to include sessional faculty. Finally, she concluded that they had hired an Assistant Dean of EDI, and that several initiatives were underway that included the development of EDI models of practice, review of publications, and teaching and curriculum discussions.

In response to a member's question, Dean Du explained that the faculty was composed of sessional members, tenure and teaching stream faculty, and that all were engaged in research in some capacity. She noted the implementation of research-sharing workshops to promote further awareness of faculty members' research interests and plans.

No follow-up report was requested.

### **4 Institutional Executive Summary**

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The reviewers praised the Daniels Faculty's considerable successes in navigating and managing a period of significant organizational change and growth, including a physical re-organization and occupation of new buildings and spaces, multiple changes in leadership, and the Faculty's absorption of new subject areas and programs. They highlighted that the addition of Forestry

programs to the Faculty lends considerable strength: broadening disciplinary and professional knowledge and expertise within Daniels, and creating opportunities for interesting and important collaborations. They emphasized the strong positive standing of Daniels and considerable recent investments in the Faculty by the University, evidenced by the range of new facilities and physical resources, including the completion of the new Faculty building at One Spadina Crescent. Finally, reviewers commended the exceptional depth and breadth of connections between the Daniels Faculty and its many surrounding communities, and noted that the Faculty has carefully and successfully managed the numerous challenges presented by the COVID-19 pandemic.

The reviewers recommended that the following issues be addressed: engaging in continued strategic consideration of how to best leverage the unique combination of programs and faculty, and encourage greater interdisciplinary teaching, learning and research opportunities for faculty and students; undertaking a comprehensive review of the types of degrees, program titles and duration, and criteria for admission (particularly in architecture and landscape architecture) to help identify efficiencies and potential areas of growth, or reduction; developing projects and modifying curricular assumptions where necessary, in order to enhance integration of the Forestry programs; exploring possible approaches to the support of the undergraduate Forestry programs going forward; exploring approaches to addressing low enrolment in the MUD; undertaking a review of entry points into the MLA and assessing the final year of its curriculum; structurally embedding in the Faculty the attention to social and cultural issues and the Truth and Reconciliation Calls to Action that are currently supported by individuals in the MLA; clarifying and communicating the specific academic and professional development advantages in the Visual Studies program that come from crossover with and proximity to other disciplines within the Daniels Faculty, and growing connections with relevant urban creative industries; increasing research intensity within the Daniels Faculty, and clarifying the role and presence of its research-based programs; undertaking conversations on the nature of research in such a diverse academic environment, as well as discussions on how to assess scholarship and creative practice in the path to promotion and tenure, and how mentorship and guidance for Daniels faculty might be enhanced; continuing to monitor the optimal balance of teaching and tenure stream faculty; articulating clear, strategic and measurable EDI goals and plans; developing a renewed Academic Plan; reviewing current administrative structures to ensure that they are optimally effective and/or best enable strategic aims; and addressing reviewer observations about the apparent differences in funding packages across PhD programs.

The Dean's Administrative Response describes the division's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

## **5 Monitoring and Date of Next Review**

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The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from April 2022.

## **6 Distribution**

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On June 30 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the John H. Daniels Faculty of Architecture, Landscape, and Design, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance.