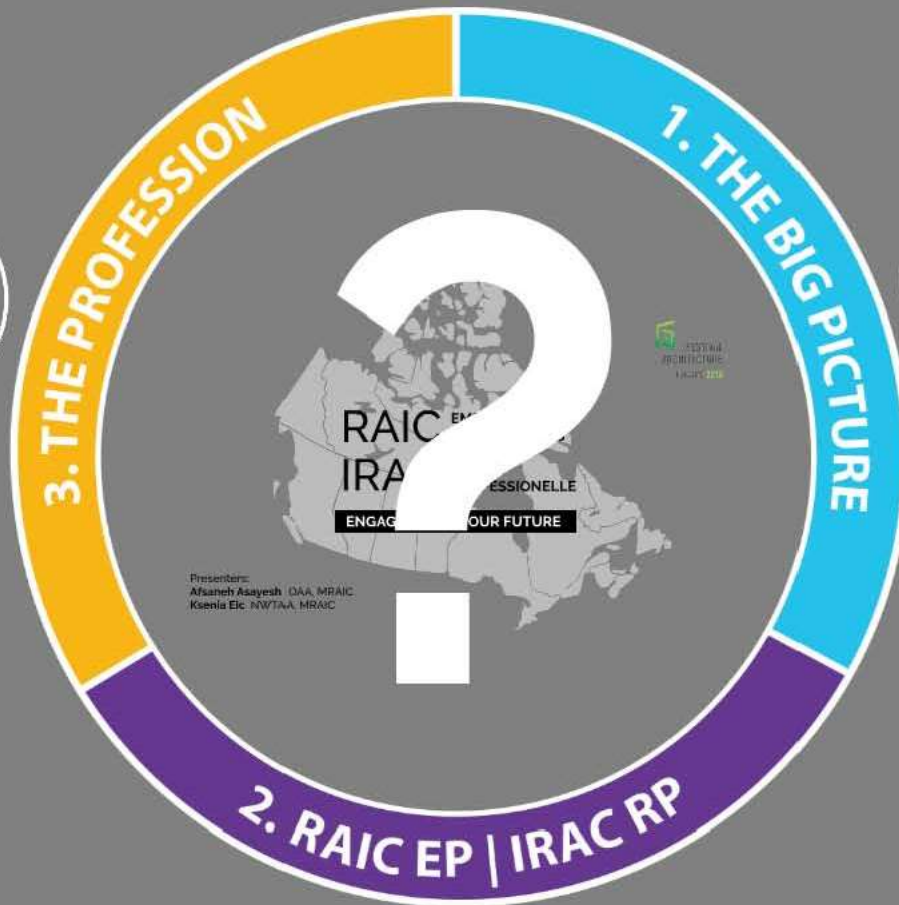


RAIC EMERGING PRACTITIONERS : Engaging With Our Future

Con Ed Session presented at the 2016 RAIC Festival of Architecture in Nanaimo, BC



SUPPORT

COMMUNICATION

SUSTAINABILITY

SCHOOLS OF ARCHITECTURE

INTERNATIONAL PRECEDENTS

SURVEY RESULTS

CANADA'S REGULATORS
 Representation, Support, Valuing Licenses

Why RAIC EP?

Need for National Group Dedicated to Interiors

- 1 Support
- 2 Advocacy
- 3 Communication

BACKGROUND

INITIATIVES & PROGRESS

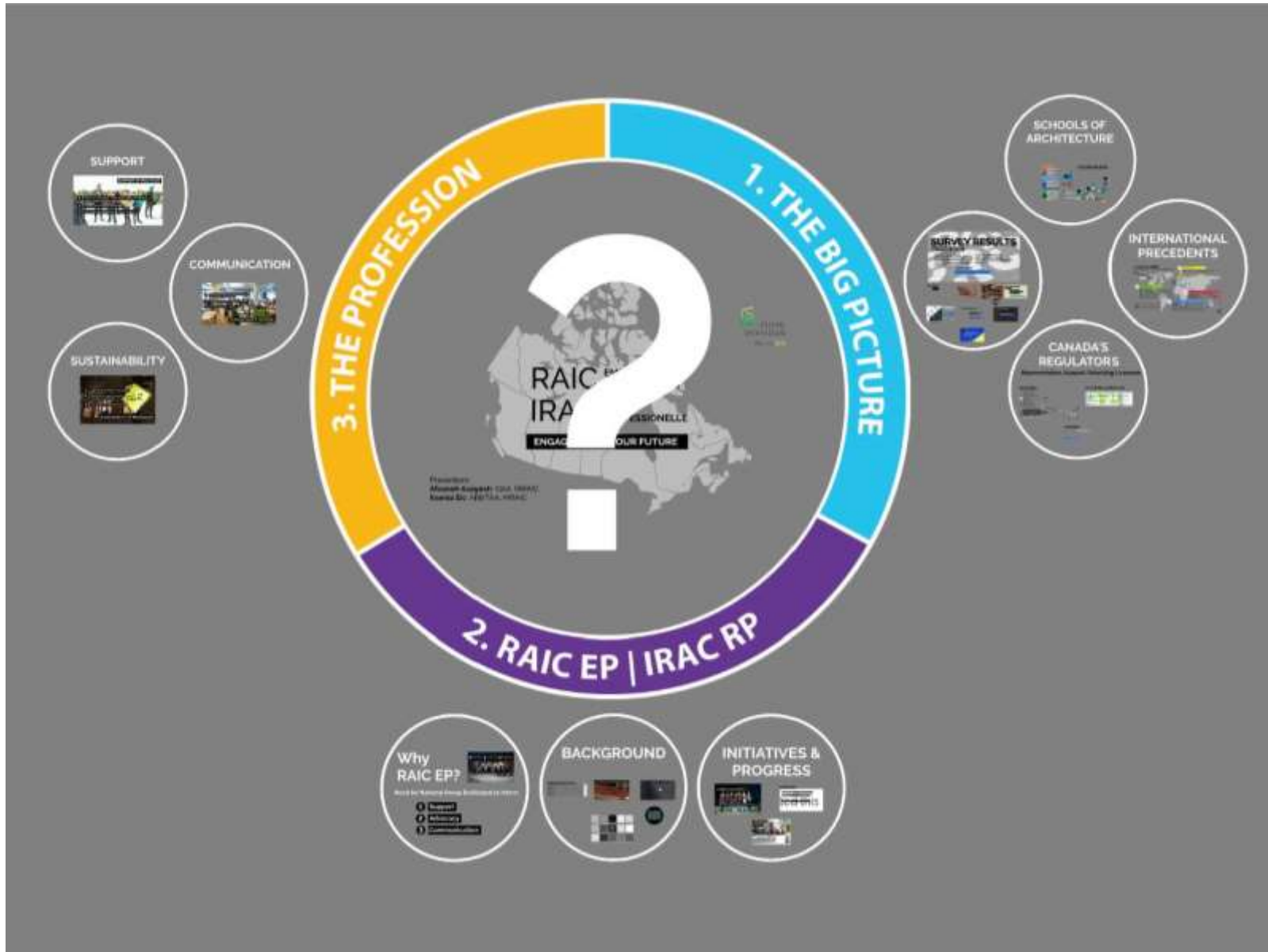
1. INTRODUCTION

This publication documents the formal unveiling of RAIC Emerging Practitioners - or EP for short. We are a national advocacy group with the goal of providing voice and identity for interns and other emerging practitioners (syllabus students, students, recently licensed architects). Our goal is to improve the continuum of communication among the profession's stakeholders (schools, students, interns, practices, regulators), and support the path to licensure from university onwards. In doing so, it is our belief that we will accrue benefit to practices and the profession as a whole.



2. THE BIG PICTURE

To begin with our research results, we'll be talking about survey findings, an assessment of regulators & universities in view of the issues identified by surveys, and close by looking at international precedents.



3.1 Survey Results (Identifying Areas of Need)

We looked at a number of surveys. The OAA's 2011 Intern Survey, CALA's 2013 National Survey of interns and recent graduates and licensees, and MAA's 2013 Intern Survey provide insight into the perspectives of interns and recently licensed architects. CALA's 2013 *Practice Survey* gives an overview of the flip side of the coin in discussing practitioners' views on interns, while NSAA's 2015 Intern Survey and AIBC's 2015 Diverse Membership Survey provide a more current snapshot of interns' perspectives.



Our first conclusion, based on the scarcity of surveys in general and recent ones in particular is that we need more frequent surveys in order to maintain currency as to what the issues are, and to better understand successes as well as areas in need of further improvement. Ideally, the regulators would perform annual mini-surveys, with broader CALA surveys at three-year intervals.

IAP PROCESS

From OAA and CALA surveys

LACK OF TRAINING TIME CONSUMING
REGULATORS UNRESPONSIVE NO BENEFIT TO BECOMING
LICENSED
MENTORSHIP DIFFICULTY ATTAINING
HOURS

SURVEY RESULTS

a. IAP - PROCESS

To begin with, a significant number of respondents to OAA's 2011 intern survey indicated that they do not agree with any of the three statements below:

- *"The Intern Architect Program is appropriate to the training needs of an Architect";*
- *"I am satisfied with the mentorship component of the IAP"*
- *"The OAA has been responsive to my needs as an Intern Architect".*

Interns in the IAP program further indicated that

- *the process takes or took too much time;*
- *it was difficult to arrange work in the required categories; and*
- ***there is no measurable benefit in becoming a licensed architect***

These findings are corroborated in CALA's national survey where respondents identified the top 4 reasons that they were not yet licensed and in AIBC's findings on obstacles in the process of becoming licensed.

- "Process takes/took too much time";
- "Difficult to arrange for work in required categories"; and a tie between
- "Family leave, maternity leave, parental leave or other personal leave";
- ***"I think there is no measurable benefit in becoming licensed"***.

This last finding which is repeated in all three sets of findings is a matter of grave concern in our profession and is the reason why we identify "supporting the path to licensure" as one of our key over-arching mandates. As we will see later, this finding informs a number of the metrics we developed for assessing regulators and schools.

b. IAP HOURS

In terms of completing IAP requirements, respondents indicated that some areas of experience were much harder than others to record the required number of hours in. The most difficult areas to obtain experience were:

- Building Cost Analysis (80hrs)
- Bidding & Contract Negotiation (80hrs)
- Construction Phase - site (120hrs)
- Project Management (120hrs)
- Office Management - site (80hrs)



As a causality and corroboration for the above, only 32% of respondents indicated that their education was either effective or very effective at preparing them for entry into the profession. Respondents indicated that their education prepared them best in the area of schematic design, identifying essentially the same categories as those in which they felt the least prepared.

NEED FOR (RESOURCES)

Furthermore, respondents identified *Educational Offerings* (courses, education, workshops, training) and insufficient material resources in answer to the question “*what resources are lacking from the OAA*”. With schools of architecture already struggling to cram all of the CACB learning criteria into their curriculum, and a perception of the inadequacy of the university experience in preparing students for practice, *this indicates an opportunity to develop educational materials to supplement school and work experience. To re-cap, we know that the majority of students feel that their education is inadequate in preparing them for practice, schools are going nuts with all the criteria already being asked of them, and regulators have a lot to deal with and are perceived as offering inadequate resources in this area - so this would be an example of a shortcoming EP could contribute to addressing.*



Interns indicated Lack of:

- 1** Educational offerings (courses, workshops, etc.)
- 2** Material Resources

CONCLUSION
opportunity to develop educational materials

2011 OAA survey
Image courtesy of kevinngel.ca

SURVEY RESULTS

Practices : Intern Skills

To complete the picture by including practices' perspective, the survey results showed Construction Documents as a key discrepancy between the skills sought by practices and those possessed by interns. Two other areas of discrepancy include code research and construction phase activities in the office and on site. *These discrepancies highlight the importance and value of pre-graduation work experience.*

Practices: Intern Skills

Skills practices most desire but feel are lacking in Interns:

- 1** Construction Documents
- 2** Code Research
- 3** Construction Phase (Site & Admin)

CONCLUSION
value of pre-grad work experience

SURVEY RESULTS

c. WORKPLACE EXPERIENCES

Regarding their experiences of practice, the OAA survey found that:

- 50-60% of respondents indicated that their employer has been supportive of their efforts to obtain the necessary hours for licensure and that their contributions were valued by their employer
- Less than 50% felt they had actually been given the work necessary to complete their internship.
- Approximately 30% felt they were fairly compensated by their employer.

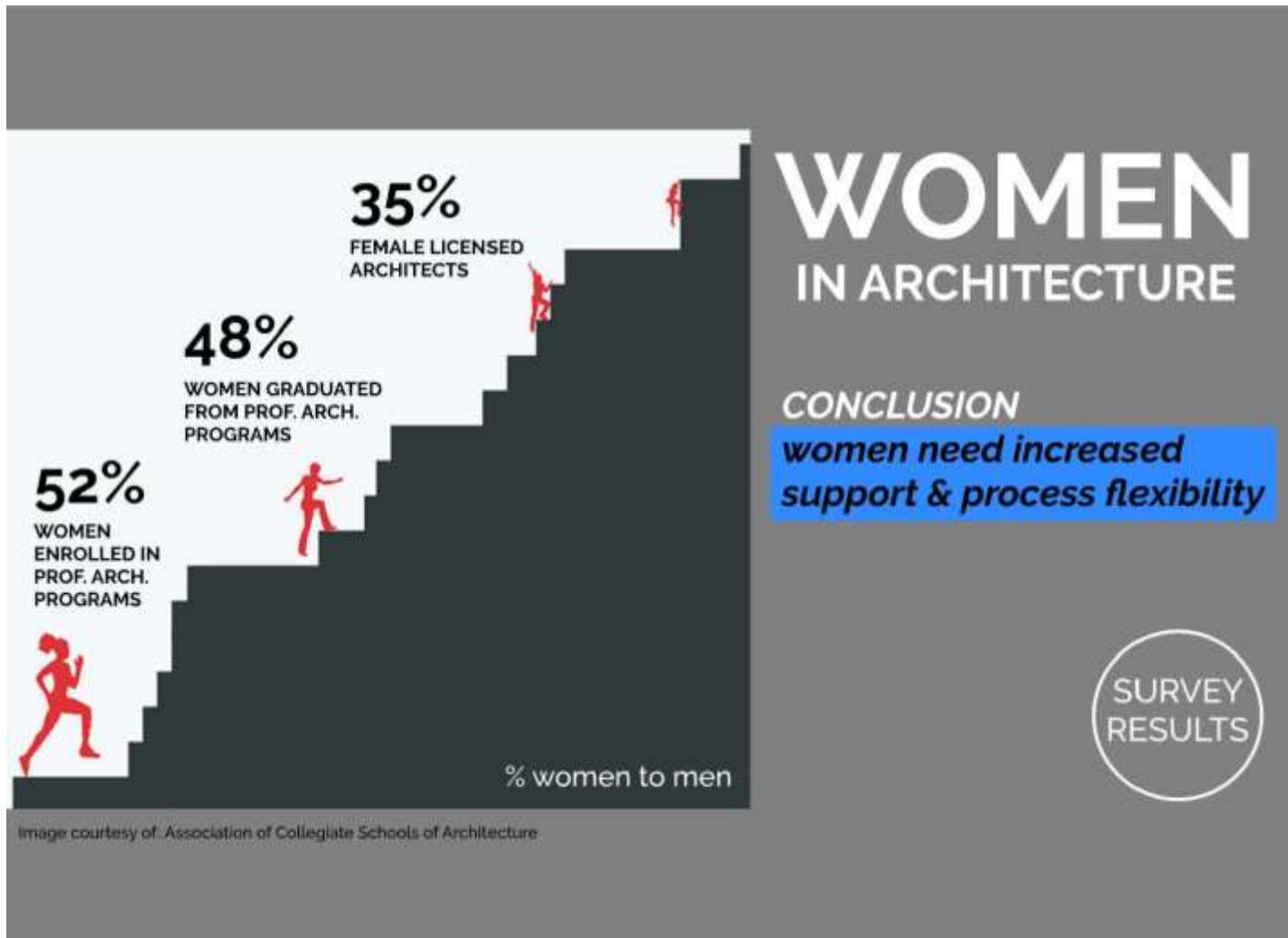
While the AIBC reported that intern architects on average feel unsupported by their firms, with only 19% feeling that “there is a dedicated person within the company that they can talk to about their internship experience.

These statistics indicate important workplace issues that need to be tackled provincially as well as nationally, and highlight the need for education campaigns, guideline documents, awards or incentives to encourage and recognize supportive places of employment, and increased communication.



d. WOMEN

A further report on the issues facing women in architecture is the statistics along the path to licensure. As students, women outnumber men in professional programs of architecture (52% to 48%), by the time of graduation, women start to lose ground (48% women 52% men), and finally the picture of licensure shows a dramatic disproportion (35% women 65% for men). This is a significant statistic to take heed of in the big picture of the future of our profession, and points to needs that may not have been adequately assessed but likely include the need for increased flexibility in the process to accommodate issues such as pregnancy and child rearing without penalty and provide support to enable women to resume the licensure track.

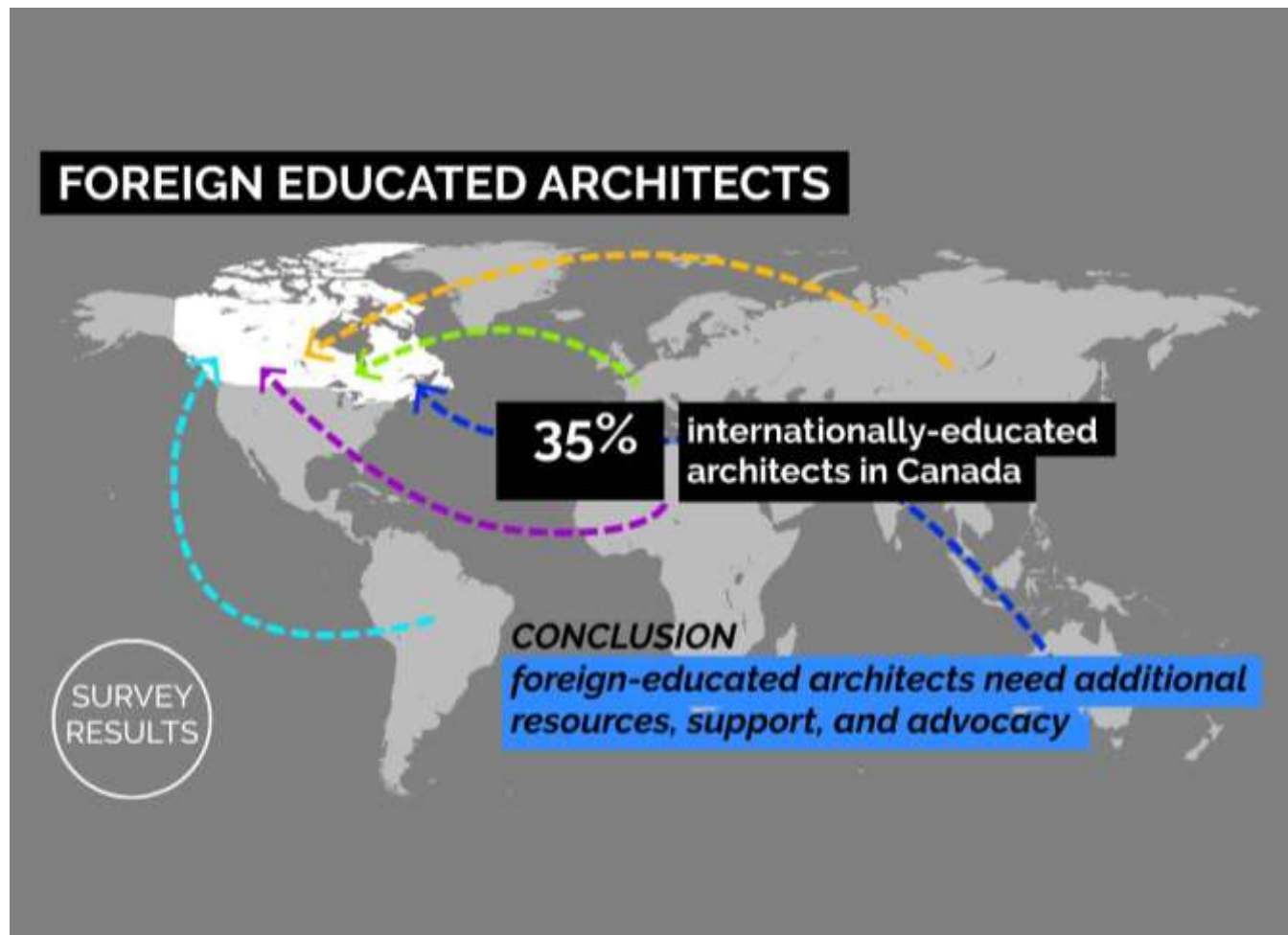


e. FOREIGN EDUCATED ARCHITECTS

While the majority of interns participating in the surveys graduated from Canadian Schools, there was a significant percentage (35%) of internationally-educated respondents.

This surprisingly large number is an indication that foreign-educated architects likely face a more challenging path to licensure, thus necessitating additional resources, support and advocacy to ensure that this significant pool of architects can be engaged.

To provide some perspective on the last two points, as we will see later, we are faced with a shrinking profession in Canada as there are fewer interns entering the profession than aging architects leaving it, making foreign-educated architects and women significant demographics to be mindful of.



f. MENTORSHIP & EXAC SUPPORT

As a final point, CALA's 2013 intern survey indicated "Mentorship" as the top area of concern in IAP needing improvement and only 29% of AIBC respondents felt they were being provided significant professional mentorship, while NSAA's 2015 intern survey indicates the top three areas of concern to be ExAC study materials & prep. While a number of regulators are working on initiatives intended to improve the experience of mentorship, they are for the large part unable to provide meaningful ExAC support due to the nature of their mandate. Therefore, we conclude that Mentorship and ExAC support are key components of the path to licensure which require greater attention and resources. This is another area of contribution for EP.



g. SUMMARY

While we know that many of the points discussed above have been addressed by the IAP changes instituted in 2012, it would be useful to understand interns' views on the efficacy of these changes, and for the regulators to have updated information to gauge progress in improving responsiveness to interns' needs. Most importantly, the re-curing perception of the absence of value in licensure (which is anecdotally also present among undergraduate and graduate university students) is a matter of grave concern.

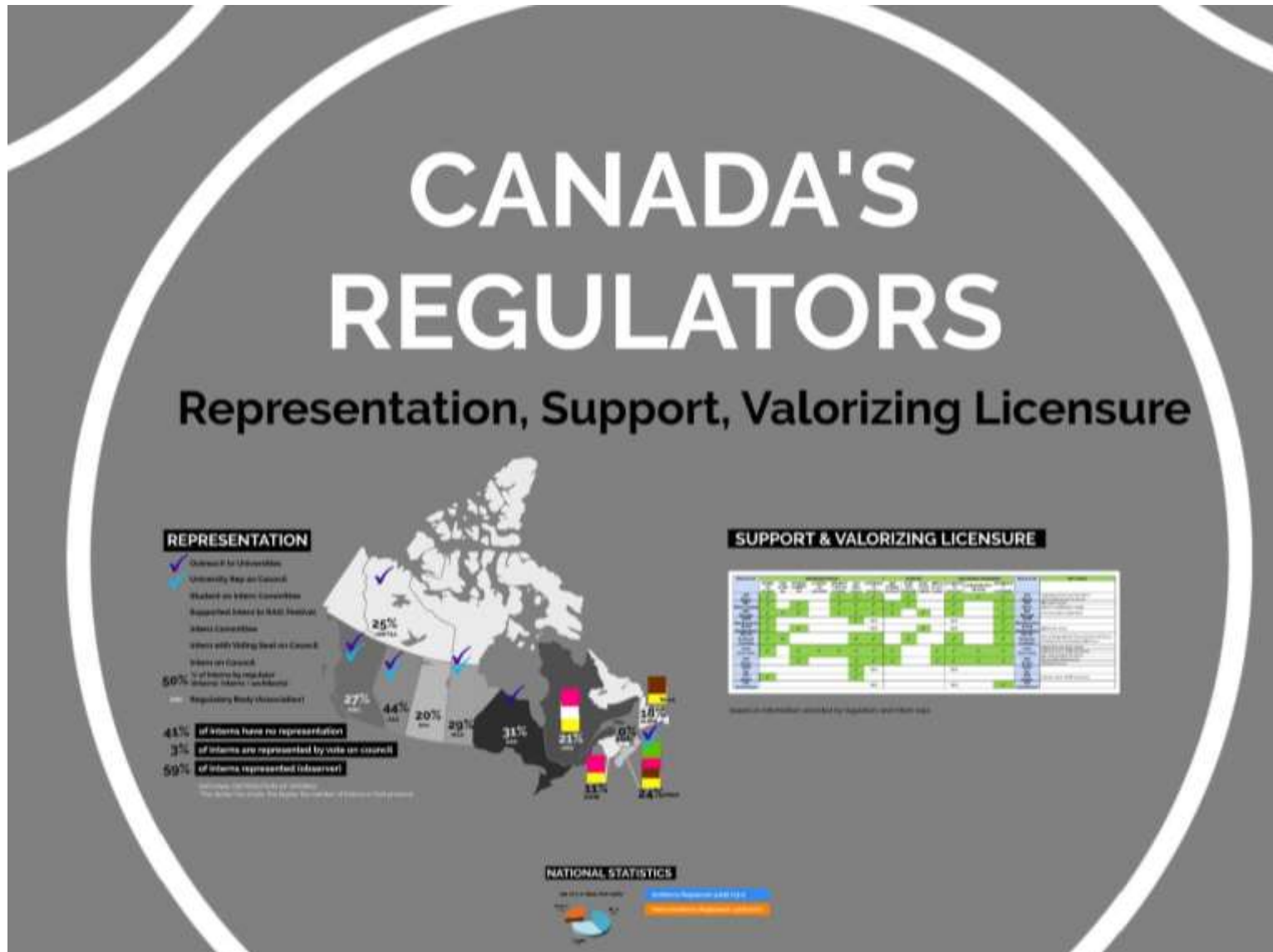
To summarize our conclusions :

1. There is a need for intern advocacy, especially in improving the standards on intern inclusiveness and support among regulators,
2. As well as a need for greater awareness of issues facing women and addressing the resources necessary to retain women in architecture
3. And most importantly the need for valorizing licensure throughout the path from high school through to becoming a professional.



3.2 Canada's Regulators

To move on to Canada's regulators, we will begin our review with a summary of national statistics, followed by data collected and analyzed with the intent to understand regulators' practices concerning interns relative to three general criteria derived from the survey indications : Representation (inclusiveness), Support, and Valorizing Licensure.

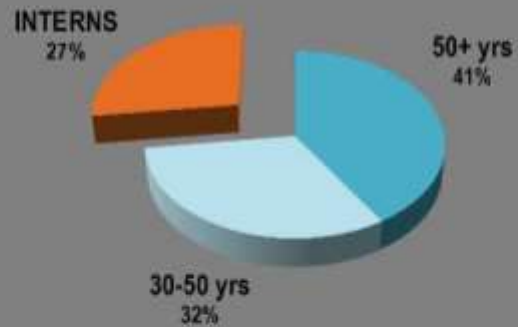


a. National Statistics

First, let's take a look @ our national statistics. According to CALA's 2016 report, there are a total of 9,626 architects in Canada, and 3,616 interns

NATIONAL STATISTICS

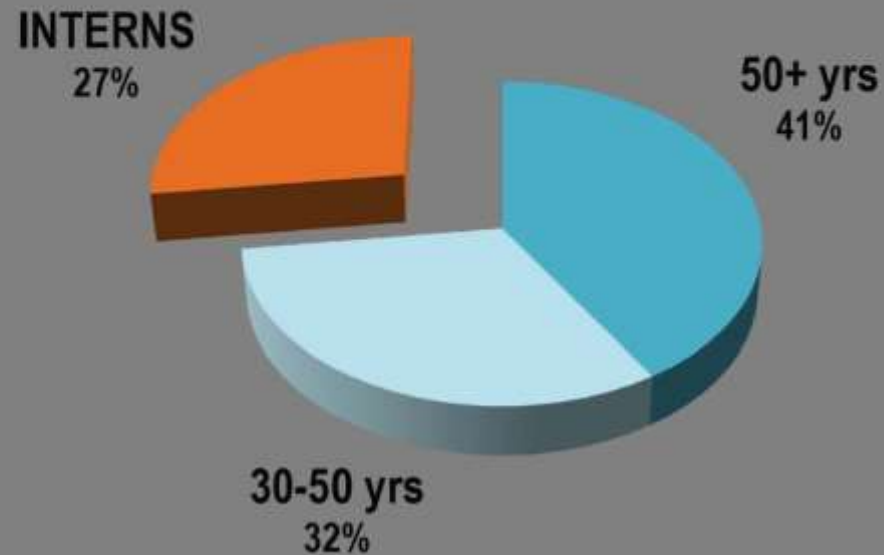
Age of Architects Nationally



Architects Registered: 9,626 (73%)

Intern Architects Registered: 3,616 (27%)

Age of Architects Nationally



When we look at the age of architects nationally, we see that

41% of architects are 50 and older
32% are 30-50
27% are interns

These statistics indicate that based on current trends, the rate of architects leaving the profession is not being replenished by the rate of architects entering the profession, which leads to a scenario of a shrinking profession. This is a scenario already being keenly felt in jurisdictions such as PEI (no interns, high percentage of architects nearing retirement age), Saskatchewan (who pay bursaries to encourage interns to move there), and BC (who have launched a committee tasked with investigating this issue).

The indications are that we need to attract more students to the profession by early outreach to high schools, valorize licensure beginning in university or sooner, and provide greater support for students to become interns to become architects. We also need to ensure that significant demographics such as women and foreign-educated architects receive the support to join the profession.

b. REPRESENTATION

This map shows Canada's regulators along with the percentage of interns in each jurisdiction.

REPRESENTATION

To begin our review of regulators by looking at our metric of representation, we looked at criteria such as :

Does the regulator council include an intern?

if so, are they allowed to vote?

Is there an intern committee to represent interns' needs and interests within the regulator

Does the regulator engage with the broader picture of the profession by funding an intern to Festival

And by including students and educators on council and/or intern committee

Findings:

As you can see,


8 out of 11 regulators have an intern on council : (2137 or) 59% of interns are represented as an observer

2 out of these 8 allow the intern on council to vote : (109 or) 3% of interns are represented with the right to vote

The statistic which most concerns us is that (1473 or) 41% of Canada's future architects have no representation in their profession's governing councils.

It is an interesting correlation that the 4 regulators with the most need for interns relative to the national average of 27% - being PEI 0%, NB 11%, NLALB 18%, SAA 20% - show the least amount of activity in this area. Incidentally, these are also jurisdictions with no schools of architecture.

REPRESENTATION

-  Outreach to Universities
-  University Rep on Council
-  Student on Intern Committee
-  Supported intern to RAIC Festival
-  Intern Committee
-  Intern with Voting Seat on Council
-  Intern on Council

50% % of interns by regulator (interns: interns + architects)

AIBC Regulatory Body (Association)

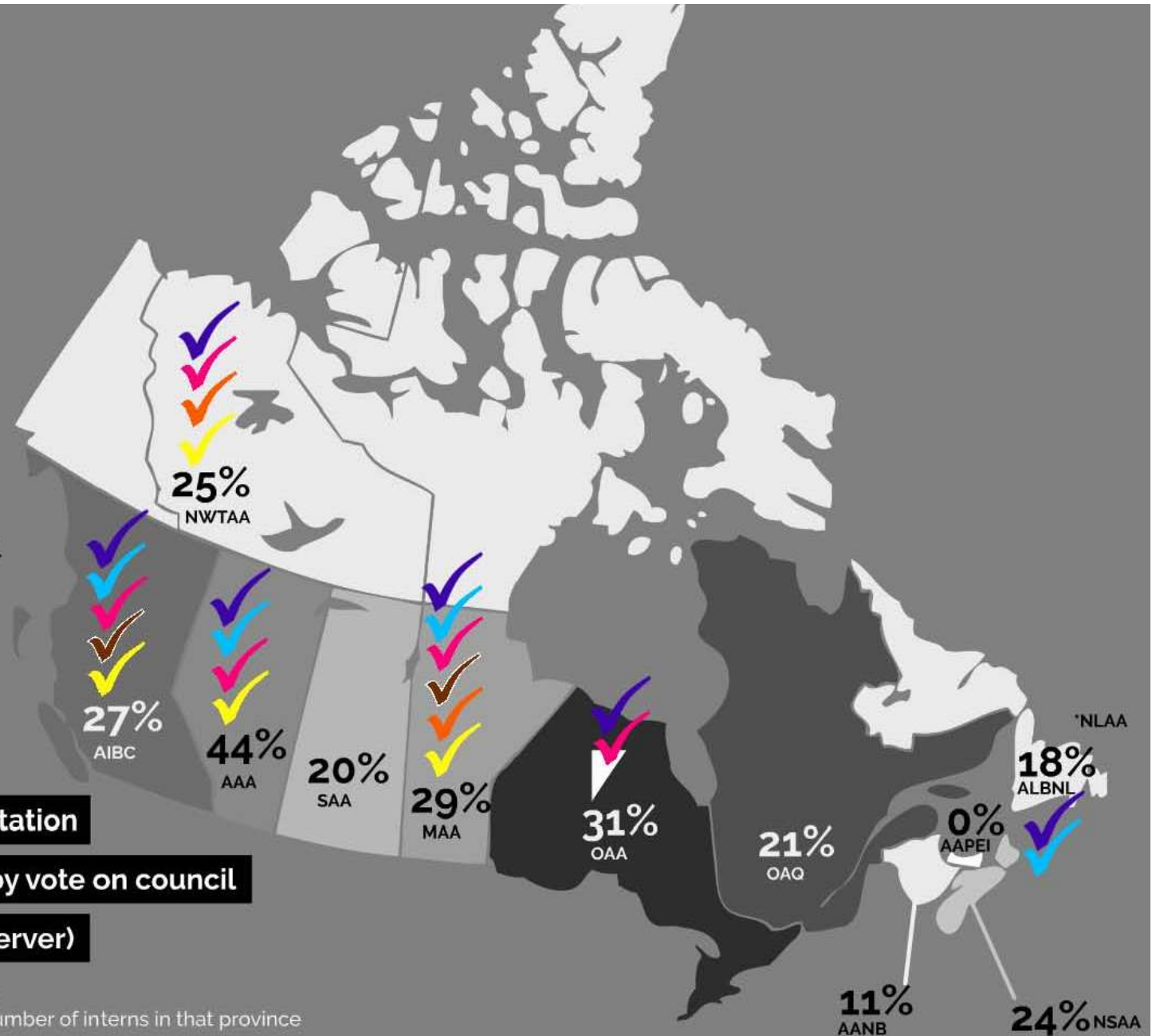
41% of interns have no representation

3% of interns are represented by vote on council

59% of interns represented (observer)

NATIONAL DISTRIBUTION OF INTERNS

*The darker the shade, the higher the number of interns in that province



SUPPORT

Criteria:

This is an area of on-going research, in which we have so far looked at:

Assessing interns needs and concerns through regular surveys

Holding ExAC information sessions, providing a library of study materials

Strengthening & facilitating mentorship (providing guidelines & resources, maintaining a current list of available mentors)

As you can see, the chart shows those areas we currently have information on, such as ExAC and mentorship support and surveys.

VALORIZING LICENSURE

The process of valorizing licensure has to start from the beginning of a student's journey. Therefore, organized outreach to schools to communicate about the process and its value is a key beginning. Areas we studied include:

Criteria:

the degree to which regulators promote communication & interaction with schools and students.

Raising awareness by providing licensure info sessions, promoting trips to the regulator offices and to architectural practices

Celebrating licensure as an accomplishment worthy of recognition

EXCLUDE(Strengthening ties with universities & promoting the regulator and licensure by sponsoring scholarships, holding info sessions @ schools, speaking at professional practice courses)

SUPPORT & VALORIZING LICENSURE

REGULATOR	REPRESENTATION							SUPPORT				VALORIZING LICENSURE			REGULATOR	BEST IDEAS
	INTERN ON COUNCIL	CAN INTERNS	INTERNS COMMITTEE	STUDENT ON INTERN'S	UNIVERSITY REPRESENTATION ON COUNCIL	2016 RAIC Festival	OUTREACH TO SCHOOLS	ARE INTERNS SURVEYED	EXAC INFO SESSION	EXAC STUDY LIBRARY	MENTOR LIST/GUIDEL	OUTREACH TO SCHOOLS	LICENSURE INFO SESSION	CELEBRATIONS LICENSURE		
AAA Alberta	✓				✓	✓	✓		✓			✓	✓	✓	AAA Alberta	maternity/part-time leave for interns, Interior Designers rep on council
AIBC British Columbia	✓		✓		✓	✓	✓	✓	✓			✓		✓	AIBC British	office open houses women in construction Canada
MAA Manitoba	✓	✓	✓		✓	✓	✓	✓		✓		✓		✓	MAA Manitoba	summary session post-ExACS
AANB New Brunswick	✓					✓	N/A					N/A		✓	AANB New Brunswick	
NLAB Newfoundland	✓		✓				N/A			✓		N/A		✓	NLAB Newfoundland	offsite ExAC library
NWTAA Northwest Territories	✓	✓				✓	✓		✓			✓		✓	NWTAA Northwest Territories	peer meetings between those about to write ExACs and those who have recently written them
NSAA Nova Scotia	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	NSAA Nova Scotia	website forum for intern issues electronic/online CERB submission bldg code workshop for interns
OAA Ontario			✓			✓	✓	✓		✓		✓	✓	✓	OAA Ontario	interns portal working group admissions course
AAPEI PEI						✓	N/A					N/A			AAPEI PEI	
OAQ Quebec	✓					✓									OAQ Quebec	electronic/online CERB submission
SAA Saskatchewan							N/A					N/A		✓	SAA Saskatchewan	

based on information provided by regulators and intern reps

c. Best Ideas

To summarize some of the best ideas :

maternity/part-time leave for interns, Interior Designers rep on council
office open houses
women in construction Canada
summary session post-ExACS
offsite ExAC library
peer meetings between those about to write ExACs and those who have recently written them
website forum for intern issues
electronic/online CERB submission
Building code workshop for interns
interns portal working group
admissions course
electronic/online CERB submission

SCHOOLS OF ARCHITECTURE

COMMUNICATION

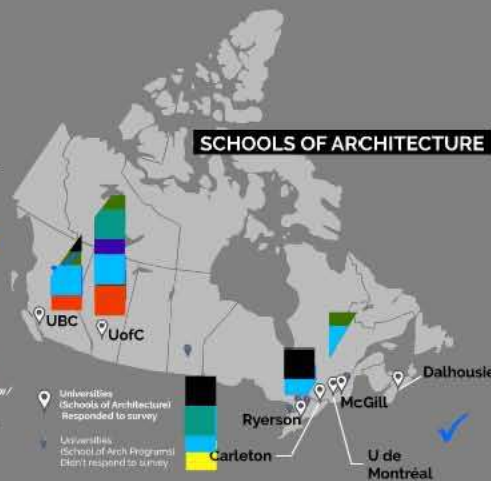
- Outreach to high schools
- Survey Alumni
- Program to Interact w/ Regulators

SUPPORTING ADVOCACY

- Student Organization
- Student Rep on Faculty Committees
- Provide opportunities to engage w/ Regulators

VALORIZING LICENSURE

- Organizing Info Sessions w/ Regulators/Practices
- Interaction w/ Practices
- Co-op/job placement
- Track Students' path to licensure



3. 3 Schools of Architecture

We prepared a brief survey and reached out to all of Canada's 13 accredited schools of architecture. The information presented is based on 7 responses received to date. Based on survey findings and regulators research, the criteria established for assessment is Communication, Supporting Advocacy, and Valorizing Licensure.

COMMUNICATION

Improving the continuum of communication by

- outreach to high schools
- contact w practice & alumnae
- survey alumnae
- interaction w regulator

SUPPORTING ADVOCACY

- encouraging student organizations
- student reps on faculty committees and student government
- providing opportunities for students to interact with (bring questions and concerns) regulator and participate on council, committees

VALORIZING LICENSURE

- Organizing info sessions with the involvement of regulator and practices
- soliciting awards/scholarships from regulator and practices
- promoting engagement with regulator and practices as guest lecturers and reviewers
- Requiring or facilitating co-op/job placement
- track conversion rate from student to intern to architect

SCHOOLS OF ARCHITECTURE





COMMUNICATION

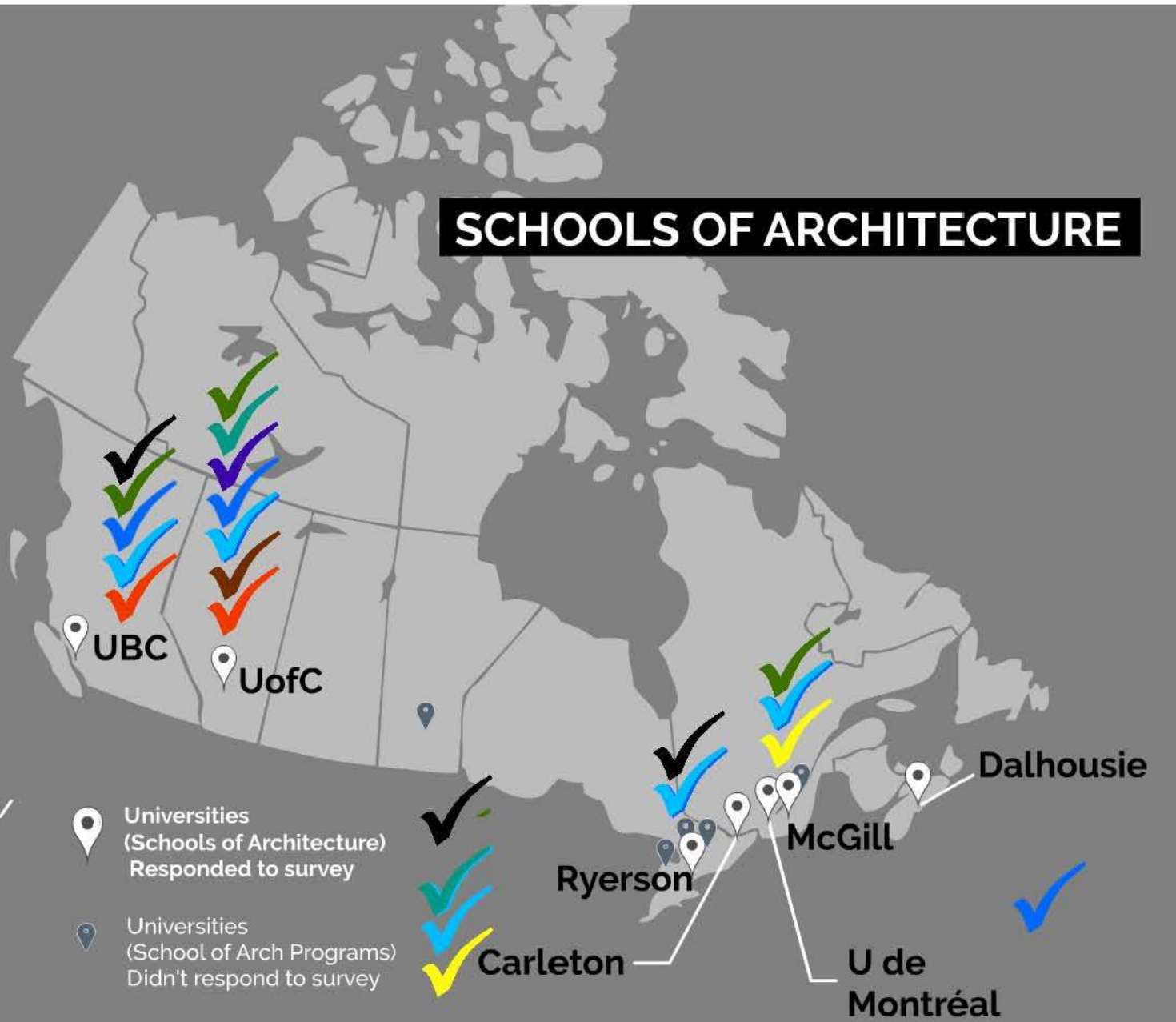
-  Outreach to high schools
-  Survey Alumni
-  Program to Interact w/ Regulators

SUPPORTING ADVOCACY

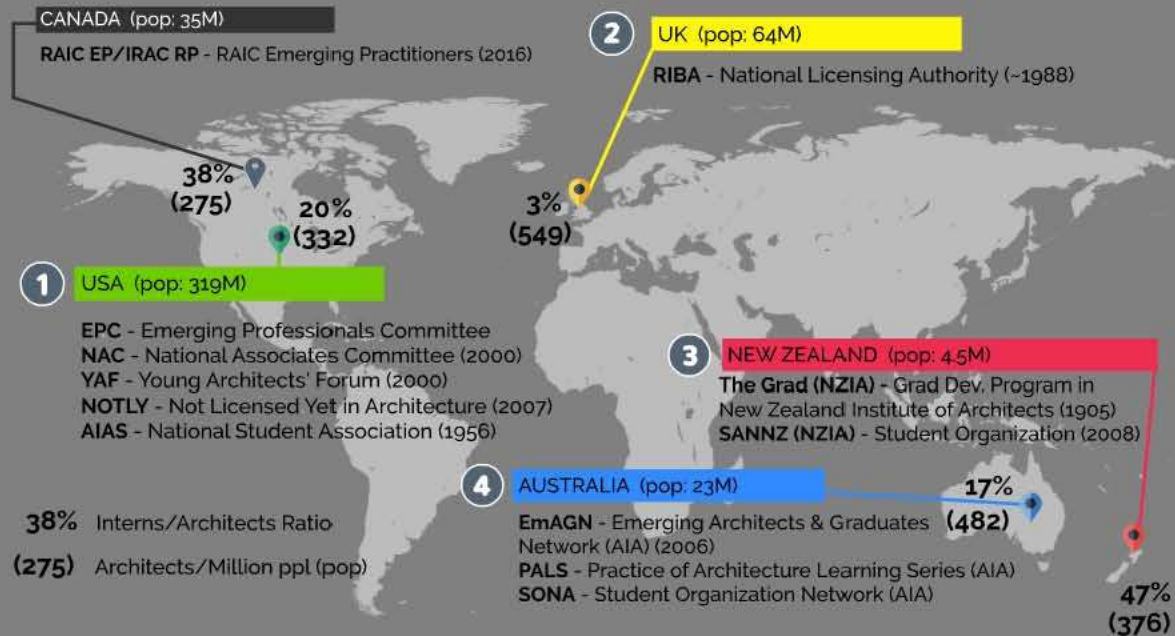
-  Student Organization
-  Student Rep on Faculty Committees
-  Provide opportunities to engage w/ Regulators

VALORIZING LICENSURE

-  Organizing Info Sessions w/ Regulators/Practices
-  Interaction w/ Practices
-  Co-op/job placement
-  Track Students' path to licensure



INTERNATIONAL PRECEDENTS



3.4 What's Happening Internationally

We focused our initial research on English speaking countries in comparison to Canada :

US

UK

New Zealand

Australia

Slide (20)

(map+numbers)

To begin with, here's a look at the number of architects vs the population in each country

Slide (20)

(map + numbers)

Percentage of interns vs architects in country

Slide (20)

(map)

Number of national intern and or student advocacy organizations/committees

Names of above, year established

Slide (20)

As you can see, Canada's architect to population ration is the lowest of the 5. To properly assess the intern percentages, we will need to continue our research into the respective licensure procedures. Most importantly, we see that Canada is past due for launching an intern advocacy group.

FREQUENTS

CANADA (pop: 35M)

RAIC EP/IRAC RP - RAIC Emerging Practitioners (2016)

38%
(275)

20%
(332)

3%
(549)

2

UK (pop: 64M)

RIBA - National Licensing Authority (~1988)

1

USA (pop: 319M)

EPC - Emerging Professionals Committee

NAC - National Associates Committee (2000)

YAF - Young Architects' Forum (2000)

NOTLY - Not Licensed Yet in Architecture (2007)

AIAS - National Student Association (1956)

3

NEW ZEALAND (pop: 4.5M)

The Grad (NZIA) - Grad Dev. Program in New Zealand Institute of Architects (1905)

SANNZ (NZIA) - Student Organization (2008)

4

AUSTRALIA (pop: 23M)

EmAGN - Emerging Architects & Graduates Network (AIA) (2006)

PALS - Practice of Architecture Learning Series (AIA)

SONA - Student Organization Network (AIA)

17%
(482)

47%
(376)

38% Interns/Architects Ratio

(275) Architects/Million ppl (pop)

4. RAIC EMERGING PRACTITIONERS (AFSANEH)

Slide (21)

(why RAIC EP?)

4.1. Why RAIC EP

To re-cap; our review of surveys, regulators & universities data, and international precedents all support the need for a national group dedicated to advocacy for interns and emerging practitioners, supporting areas identified as needing improvement, and enhancing communication among interns and the professions' stakeholders.

4.2 Objectives

Slide (22)

(participation, communication, dissemination)

Thus, our over arching objectives have been defined by the big picture needs as:

PARTICIPATION : which speaks to the need for voice, identity, and advocacy

COMMUNICATION : which is about the need for enhanced communication and interaction between the profession's stakeholders (practices, regulators, schools, students & interns) and most importantly among interns and emerging practitioners

DISSEMINATION : speaks to the need for greater resources and support for interns & other EP - particularly as concerns support of the path to licensure

4.3 Background

Slide (23) (background circle)

Slide (24) (photo of interns @ 2014 Festival)

RAIC EP traces its roots to the 2014 Festival, where the IAP Task Force brought intern representatives from across the country together for the first time. Interns representing Canada's 11 regulators have continued since to collaborate in the effort to foster engagement and improve support for interns across Canada.

Slide (25)

(cacb group shot)

4.4 Formation

The group's efforts gained momentum through intern & student participation in CACB's Fall 2014 Conference "Educating Future Architects". A number of the founding and current members of the RAIC EP were invited intern and student participants at the 2014 CACB Conference whose theme was Educating Future Architects. At this conference, various stakeholders brainstormed issues and opportunities regarding the accreditation and IAP process.

Slide (26) close up photo of pink pin-ups

(zoom in) one of the resultant ideas spoke to the formation of a National Intern Organization, which got many supporting votes from the conference participants. The discovery that many of the stakeholders supported this idea helped to spark the formation of this group.

Slide (27)

(RAIC Award photo)

One of the group's first activities was to put together a submission for the 2015 RAIC Foundation Grant. Our submittal proposed forming a national intern organization in association with the RAIC, and winning the grant in April provided our group with seed money for our first ventures.

Slide (28)

(Calgary national intern meeting)

At the 2015 Festival in Calgary last June, we presented a formal proposal to the RAIC board to support our group. The board unanimously approved this proposal, and RAIC have continued to work with us as we build this organization.

Slide (29)

(Calgary con-ed session)

Also at last year's festival, we prepared and presented a Con Ed Session titled "interns in practice" which was based on the OAA's position paper for the 2014 CACB Conference. The paper's research and recommendations frame and have informed the work of building EP as well as today's session. The support and involvement of John Stephenson, OAA was instrumental to our progress, particularly to enabling a group of interns to prepare and present a Con Ed Session at the RAIC Festival.

Slide (30)

(official launch)

Which brings us to 2016 and our group's official launch!

Moving forward, we welcome and encourage input from you and other stakeholders to help make our group the best and most effective it can be!

4.5 The Group

Slide (31)

(Pic of our headshots)

We are currently working on a structure and terms of reference which clarify and prioritize our objectives as they maximize benefits to all of the stakeholders in the field of architecture by supporting the path to licensure. Eligible members encompass interns, students, syllabus candidates and recently licensed architects from across the country, and all current RAIC members in these categories are now effectively EP members.

4.6 Initiatives & Progress

Slide (32)

(zoom out view of big circle)

Membership & Benefits

Slide (33)

RAIC-EP is the first (and only) group in Canada dedicated to intern support and advocacy. We recognize that interns and emerging practitioners are the future of our profession. Through communication and coordination with students, universities, regulators, the profession, and interns we seek to improve support along the path to licensure. The benefits of membership include

- Connecting to the wider architectural community across Canada
- Access to resources and forums
- The opportunity to participate in addressing issues which concern you

And coincidentally, there is a reduced RAIC fee for the 1st year

Early Initiatives

Slide (34) (picture of website home or splash page/logo competition winner)

A few of our early initiatives include:

- a. Communication : launching a website, online forum, and creating Facebook, Twitter and Instagram accounts
- b. Participation : gaining membership and exposure through PR efforts, logo competition, encouraging regulators to send intern reps to Festival
- c. Dissemination : sharing our research with regulators and universities through this con ed session which will be turned into a publication for next year's festival, working on ExAC prep initiatives

5. RAIC EP BENEFIT FOR THE PROFESSION (KSENIA)

In terms of our group's benefit for the profession, we believe we can contribute to in terms of communication, support, and sustainability.

Slide (35)

5.1 COMMUNICATION

We can be

- A vehicle for facilitating and improving communications among the profession's stakeholders
- Solicit feedback on intern and other emerging practitioners' needs, concerns, priorities
- Provide means of on-going discussions among the stakeholders via a variety of media - social and otherwise
- Advocate on behalf of interns and emerging practitioners
- Share research and findings with the profession's stakeholders

Slide (36)

5.2 SUPPORT

In this area, we will

- Research needs and concerns specific to practitioners in terms of job-skills and intern employment issues
- Provide additional resources (such as mentorship and supervisor guidelines, interview tips, job description formats, best practices compilations, etc) to emerging practitioners and practices
- Establish programs to recognize excellence in practices
- Facilitate improved retention of employee resources

Slide (37)

5.3 SUSTAINABILITY

Valorize architecture as a profession

For sustainability, we aim to

- Improve the viability of our profession by supporting the next generation of practitioners,
- And by supporting minority demographics whose increased representation will bolster our profession
- Research and identify areas crucial to our profession's social standing, perceived value, and market share
- work with other stakeholders to address these
- Participate in valorizing licensure as a goal and architecture as a profession

6. WORKSHOP (KSENIA)

Slide (38) (slide content is table below)

INTRO

The purpose of this workshop is brainstorming and providing feedback as to what you feel are the important issues and opportunities. At this point, we are a newly launched organization and we want to engage stakeholders so as to gain vital input as to how we move forward. Help shape EP and make it a more effective, inclusive entity. Each of your tables has an EP Committee member - they are there only to facilitate and keep things moving - this is your session, so get it all out there.

DRAW YOUR PATH TO LICENSURE (5min)

We have divided the workshop into two sections - first identifying issues, then brainstorming on opportunities for addressing the issues. We will begin with a brief warm-up exercise (about 5min), in which we ask you to draw your path to licensure. Look back to when you were studying architecture, or before. Then to your first job out of school, and any subsequent jobs during your internship period. Completing your hours, dealing with your supervisor and mentor, signing up and studying for ExAC or ARE, taking the exams. When you finally completed all the paperwork and got your hands on the license. Was there a ceremony to celebrate your accomplishment? Draw yourself. Recall how you felt, what you found were the biggest challenges and what support or resources you wish you had. What worked? What were the issues?

ROAD MAPPING

Now you will have about 30 minutes to share and discuss your drawings amongst your group and talk about what you see as being the missing links, issues, or frustrations (ex. wanted more guidance, mentorship, resources, study guides, etc.), then summarize your top 5 useful or missing items of support. As a group, you will then write out what you see as being the top 5 issues on index cards and post them on the wall. We will have a 10min to go around, take a look at ideas from other groups, and put a sticky next to the issues you feel need to be addressed the most.

BREAK

(see above)

TABLE DISCUSSION (1hr)

How can the top 5 areas you identified be addressed? What resources and/or support do you want EP to provide? Summarize your top 5 opportunities or ideas, write them out on index cards and post them on the wall. Select a group spokesperson to present your findings to the group.

GROUP DISCUSSION

Table Discussion : how can the top areas of need you identified be addressed

Assemble Summary of strategies

Put up top 5 ideas/group

BREAK

Everyone gets 5 dots to put next to their top 5

Group spokespersons present their issues & opportunities - 2 minutes per group

Presentation		60	
Presentation	40		
Questions/Comments	10		
<i>BREAK</i>	10		60
Workshop - Part 1 : ISSUES		50	
Workshop Intro	5		
Draw Your Path to Licensure	5		
Road Mapping : what was helpful on your path? what was lacking?	15		
Assemble Summary of useful and missing items of support	10		
Put up top 5 ideas/group	5		
<i>BREAK</i> Everyone gets 5 dots to put next to their top 5	10		110
Workshop - Part 2 : OPPORTUNITIES		65	
Table Discussion : how can the top areas of need you identified be addressed?	15		
Assemble Summary of strategies	10		
Put up top 5 ideas/group	5		
<i>BREAK</i> Everyone gets 5 dots to put next to their top 5	10		
Group spokespersons present their issues & opportunities - 2 minutes per group	10		

Group Discussion	15		175
SESSION WRAP-UP		5	180

7. SUMMARY AND LOOKING FORWARD

John Stephenson

Afsaneh :

We'll tabulate and post the findings from today's workshop

Look at our website

Look for the book next year

upcoming initiatives

- ExAC NBC Webinar
- national survey
- mentorship guidelines

Questions/Discussion Points for Group Facilitators

Generally, we want the participants to look at how did you get to where you are, what issues did you face, what are the opportunities for improvement to address the issues. Your role is to keep the discussion moving while allowing the participants to be the focus and take ownership of the discussions and conclusions. Please take as many notes as you can during your group's discussions, and hand-off to one of us (Afsaneh or Ksenia).

Some questions to throw in if discussion is flagging or in need of direction:

- 1. As an EP, what resources do you think are most valuable to be made available to you?**
2. What would motivate you to join RAIC EP?
3. How can RAIC EP contribute to practice support and help to address intern shortcomings identified by practices?
4. How can RAIC EP contribute to the profession as a whole
5. How can we best communicate with regulators and our target membership?
6. What do you see as the top 5 priorities for EP?

CONCLUSIONS (not sure if we should include above - might be redundant)

1. Surveys

Our first conclusion, based on the scarcity of surveys in general and recent ones in particular is that we need more frequent surveys in order to maintain currency as to what the issues are, and to better understand successes and areas in need of improvement. Ideally, the regulators would perform annual surveys, with CALA surveys at three - year intervals.

To summarize the last few slides, the conclusions are the need for intern advocacy, especially in raising the standards on intern inclusiveness and support among regulators; the need for greater awareness of issues facing women and the resources necessary to retain women in architecture as well as enabling men to prioritize starting a family; most importantly the need for valorizing licensure throughout the profession.

These statistics indicate important workplace issues that need to be tackled provincially as well as nationally, and highlight the need for education campaigns, awards or incentives to encourage and recognize supportive places of employment, guideline documents, and increased communication

This indicates an opportunity to develop educational resources and continuing education aimed at specifically these areas for the benefit of interns.

- Bidding & Contract Negotiation
- Building Cost Analysis
- Construction Phase - office and site
- Project Management
- Office Management

This surprisingly large number is an indication that foreign-educated architects likely face a more challenging path to licensure, thus necessitating additional resources, support and advocacy to ensure that this significant pool of architects can be engaged.

Mentorship and ExAC support are key components of the path to licensure, requiring greater attention and resources.

2. Regulators

The indications are that we need to attract more students to the profession by early outreach to high schools, valorize licensure beginning in university or sooner, and provide greater support for students to become interns to become architects.

3. Universities

4. International Precedents

2012 - 25% interns, 75% architects. average age of architects over 50, average age of interns mid-30's Costello \$ Sharp)
2016 27% interns, 73% architects (4 regulators are below this percentage)

SUPPORT

Criteria:

This is an area of on-going research, in which we have so far looked at

Assessing interns needs and concerns through regular surveys

Holding ExAC information sessions, providing a library of study materials

Strengthening & facilitating mentorship (providing guidelines & resources, maintaining a current list of available mentors)

As you can see, the chart shows those areas we currently have information on, such as ExAC and mentorship support and surveys. Additional areas we will follow up on have to do with:

Providing IAP Support (resource for addressing questions/concerns, tips on/means of addressing hard to collect hours)

Facilitating communication with and among interns (through means such as an intern committee, a forum for feedback and discussion, providing networking opportunities, holding intern events)

Enhancing employee/employer relations

Ensuring fair treatment of interns by employers and mentors