



## 4 THE SCHOOLS AND THE PROFESSION

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That really is the point of this piece - a plea for better communication between academia and practice throughout the country. The transition from learning to doing has always and probably will always create an inherent conflict between the long-term objectives of academia and the immediate, shorter term needs of practice. In a sense, that conflict defines our relationship, although ultimately, our long-term goals (the continued assurance that first-class practitioners will create a better physical environment) are the same.

‘Bridging the Practitioner — Educator Divide Revisited’ Robert Greenstreet *AIA Architect*, June 1997

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# 4

## THE SCHOOLS / THE PROFESSION

The relationship between the Association and the Schools of Architecture in Ontario has been characterized by mutual neglect and, at times, hostility. This situation has been detrimental to both education and practice.

Connections between practice and education can be strengthened by increasing cross representation. Although some such activity currently occurs, there is no consistent structure to establish representation and no methods for reporting between the groups. Within the OAA Annual reports there are 200 word summaries of the year's activities of all of the Committees and Task forces of Council. As one of the only communicative tools between the schools and the profession, these are inadequate.

"As Building Community emphasizes, educators and practitioners must assume shared responsibility for the common good of architectural education and practice. The task force also determined shared responsibility to be the underlying premise for its discussions."

1997 NCARB Annual Meeting - Report of the Carnegie /Boyer Review Task Force.

### 4.1

#### SCHOOL REPRESENTATION ON COUNCIL

With the sunseting of the Professional Education Committee (PEC), other means to establish effective communication between the schools and the profession were to be investigated. Last year a recommendation was put forward by the Regulatory Affairs Committee that the Schools be represented on Council. At that time Council elected to defer the recommendation until it could be properly woven within the framework of the 1997 Review. The Pathway to the Profession Task Group concluded that a logical first step in recreating a connection between the OAA and the Schools was to recommend to Council that:

"Council proceed immediately to implement the necessary measures to allow the Schools to be represented on Council as soon as possible."

Although Council was receptive to the idea, investigations into how this could be accomplished needed to be done. One approach that will allow this to occur without amending the Architects Act is to reserve one of the four LG appointees' positions for a School representative. The proposed method of selection is that the three Schools would select a head of a School as a representative. This representative would sit on Council for a three-year term. Normally this representation would rotate through the three schools on a regular basis.

At present British Columbia, Alberta and Manitoba have representation from a School on the Council with full voting powers

#### R e c o m m e n d a t i o n 4 . 1

- a) That the OAA implement the necessary measures to allow the Schools to be represented on Council.
- b) Council should create the opportunity for an annual presentation by representatives of all Schools and the Syllabus program in Toronto to discuss the status of their programs.

#### R e q u i r e d A c t i o n

Forward to the Lieutenant Governor's office the name of the selected representative and recommend appointment as Lieutenant Governor in Council appointee to the Council of the OAA.

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### 4.1

In the longer term, the Architects Act should be amended to make the school representative's appointment possible by the OAA as a statutory part of the Council.

R a t i o n a l e

The basis for this recommendation is the belief that the Schools are the foundation of the profession as they create our future members. If the profession is to continue to re-invent and re-juvenate itself, the process must begin in the Schools.

The heads of the Schools are key members in the process of re-establishing a meaningful connection with the profession. There is value and an undeniable logic in having those, who have a significant influence on the future of the profession, in constant and direct contact with the OAA.

P r o s

- Secured dialogue with the Schools
- Issues of curricula and the needs of the profession can be vetted
- The heads of the Schools will have direct contact with and knowledge of the critical issues facing the profession
- Assures that at least one of the LGIC appointments is related to the profession
- Diversity viewpoint in Council deliberations

C o n s

- Non-practitioners appointed as LGIC appointees (Although Council can now have up to five individuals who are not licensed under the existing Architects Act.) and the appearance that non-practitioners are influencing Council decisions

# 4.2

## INTERN ARCHITECT REPRESENTATION ON COUNCIL

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# 4.2

There are currently 700 interns enrolled in the IAP. There will likely be even more when the new program gets under way. Compared with only 2500 architects in the OAA, they represent a significant proportion of our broader population and they have a vested interest in the future of the profession

R e c o m m e n d a t i o n 4 . 2

That the OAA implement the necessary measures to allow Intern Architects to be represented on Council.

R e q u i r e d A c t i o n

The short term solution would be to make the intern architect another of the LGIC appointees as with the school representative.

If the membership model is adopted, then interns would be members with a defined licence and would qualify for a position on the Council.

If the membership model is not adopted, then it would require an amendment to the Architects Act to produce a long-term solution.

R a t i o n a l e

Interns can contribute in a significant and constructive way. They bring the perspective of a future member which Council would benefit from. They are enrolled in a program that is a big part of the OAA activities and one that is reviewed and revised regularly. Many of the issues brought to council deal with internship - it would be worthwhile having an inside view.

Provinces that have School representation on Council with full voting privileges:

British Columbia  
Alberta  
Manitoba  
Nova Scotia

(Note that Prince Edward Island and Saskatchewan do not have Schools of Architecture)

Quebec has a statutory School Committee composed of 3 architects, 3 school directors and 3 interns with the mandate to make recommendations to the OAA.

#### P r o s

- If appointment is made as an LGIC, then it would assure that more of the LGIC appointments are related to the profession
- Diversity viewpoint in Council deliberations
- The future of the profession would be represented
- It would acquaint younger members with the complexities of the profession and build bridges within the OAA amongst the present and future practitioners

#### C o n s

- Non-practitioners appointed as LGIC appointees (Although Council can now have up to five individuals who are not licensed under the existing Architects Act.) and the appearance that non-practitioners are influencing Council decisions

## 4.3

### SCHOOL REPRESENTATION ON OAA COMMITTEES AND TASK FORCES

Opportunities to expand the connection to the Schools could be achieved if representatives from the Schools sit on a variety of OAA Committees and Task Forces such as Communications and Outreach, CAUSE, Intern Advisory Team, and a (new) Continuing Professional Development Committee.

#### R e c o m m e n d a t i o n 4.3

That representatives from the schools should sit on a variety of OAA non-statutory committees and Task Forces - Communications and Outreach, CAUSE, Intern Advisory Team, and a Continuing Professional Development Committee

#### R e q u i r e d A c t i o n

Change By-law Section 45  
By-law amendment

#### R a t i o n a l e

More diversity in the backgrounds of the committee and task group members would add demonstrably to breadth of experience, energy and viewpoint around the table. Resources could be shared by partnering in public events organized through Communications and outreach programs. The schools are logical partners in the development and maintenance of a Continuing Professional Development program.

#### P r o s

- Secured dialogue with the Schools
- The Schools will have direct contact with and knowledge of the critical issues facing the profession
- Diversity viewpoint in committee and task group deliberations
- Shared resources are in the interest of the profession and the schools

#### C o n s

- Non-practitioners appointed as committee and task group members may seem to change the focus away from pure practice issues.

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## 4.3

## 4.4

### OAA REPRESENTATION ON SCHOOL COUNCILS/ SCHOOL VISITS

Representatives from the OAA should sit on the councils of the other two schools and channel regular reports back to the OAA Council. For many years the profession has had four representatives on the University of Toronto School of Architecture Council which has proven to be very valuable to both the school and the profession.

A “user friendly” information package developed specifically for students should be given to every student. It would outline the pathway to the profession, advise when they can start recording experience, tell them how they can get involved and encourage them to join as Associates. The package should be augmented with a presentation at the Schools that would also deal with issues facing the profession and breed some excitement about their future careers - it should make them WANT to join.

#### R e c o m m e n d a t i o n 4 . 4

- a) That representatives from the OAA should sit on the Councils of the three schools and channel regular reports back to the OAA.
- b) That annual visits to the schools be inaugurated with each student receiving the “user-friendly” information package outlining the pathway to the profession.

#### R e q u i r e d A c t i o n

New policy of Council

## 4.5

### INTERN ARCHITECTS PROGRAM

The new Intern Architect Program has been vastly improved in its relevance and benefit to the intern architect. The new program must be monitored to assess its merits, its shortcomings and to implement any necessary adjustments.

There are many interns that have left the program because their job situation has left them in a position where they cannot fulfill the experience requirements (those working for municipalities where there is no certified architect, for instance). With the introduction of the new program there may be a number who wish to return and complete the new program. It has been suggested that the intern speak to an advisor (volunteer member) who would make an assessment and translate the experience into the new program. This would then be sent to the Intern Advisory Team for confirmation. At that point the intern could then decide whether or not he/she wanted to re-enter the program.

#### R e c o m m e n d a t i o n 4 . 5

- a) That the Intern Architects’ Program be reviewed on an annual basis in order to maintain its relevance and allow the program to adapt quickly to a changing profession and environment.
- b) That an advisory be set up for interns that have left the program and want to return as described in the report.

#### R e q u i r e d A c t i o n

Refer to the Intern Advisory Team

“NCARB and AIA write each student a personal letter at the beginning of the sophomore and senior years explaining IDP” (Intern Development Program)

1997 NCARB Annual Meeting - Report of the Carnegie /Boyer Review Task Force.

## 4.6

### ADMISSIONS COURSE

"It begs the question I think, 'what does the OAA believe is the purpose of the school of architecture?' and perhaps more importantly 'what are the requirements, perceived and actual, of the current architectural grad, and why is there this yawning gulf between them!'"

Excerpt from a letter from a Carleton University School of Architecture graduate.

Preliminary examination of the content of the Admission Course has revealed a substantial overlap with the Professional Practice courses offered by the schools. A representative from the Intern Advisory Team should assess the seminar material and attend the lectures to ensure both the quality and the relevance of the material being presented.

The material that is covered in the Admissions course does little to help the Interns who will be writing the ARE's.

The OAA should consider whether it is appropriate for a provincial governing body to offer resources to Interns who are preparing for the NCARB ARE. Consideration should be given to the perception of a process where the governing body's participation is needed in order for its Interns to pass the required examinations and how this might reflect upon the effectiveness of the University programs.

With the changing curricula and the advent of Masters degree programs in architecture, there may be an opportunity to further integrate the Admission Course material and offer students more advanced elective courses which could also form part of a mandatory Continuing Professional Education program. This could eliminate the OAA Admission Course as an independent entity.

#### R e c o m m e n d a t i o n 4 . 6

- a) That the OAA address the gap that exists between the Admissions Course and the Architectural registration examinations and devise a means to prepare Interns for these examinations.
- b) Syllabus students should be informed of the visits, so that they can attend the presentation. Written information and/or a video should be made available for those in remote areas.

#### R e q u i r e d A c t i o n

Refer to the Intern Advisory Team

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## 4.6

"The RAIC Syllabus underwent an extensive review and updating of curriculum between 1993 and 1995, resulting in an expansion of the delivery to include current members of the architectural professions, and members of the public with a personal interest in architecture. To increase the accessibility of architectural education the program has been split into three sections, with only Grade 12 matriculation pre-requisite to architectural studies."

Excerpt from RAIC Syllabus brochure

## 4.7

### ALTERNATIVE PATHWAYS TO THE PROFESSION

Although the accredited professional degree program/Intern Architect Program represents the prime pathway to the profession, a number of people approach registration along other pathways. Often, due to the particulars of experience and/or education, these people have special circumstances.

The Royal Architectural Institute of Canada (RAIC) Syllabus Program offers an alternative method for achieving the education requirements. In lieu of an accredited professional degree, the Syllabus student undertakes a curriculum of largely self-directed study and practical experience. Syllabus students may be those who have been unable to gain entry to a professional degree program, graduates of technical community colleges or Ryerson Polytechnic University, or they may be people with many years of prior experience who do not have the desire or resources to return to university.

Of the 180 students currently enrolled nationwide in the program, only 14 are in the thesis phase (which generally takes one to two years to complete). During the two decades from 1978 to 1996, the program has produced a total of 37 graduates, an average of 2-3 per year. The few who do emerge successfully are generally highly skilled and perform well in the licensing examinations. However, after graduating from the program and obtaining CACB certification, they are still required to record two more years of experience before applying for a license. In addition, Syllabus graduates are required to appear before the Experience Requirements Committee for an interview to assess their experience. As the Syllabus program combines academic experience in the context of an employment environment this implies that these candidates will have far more experience than the minimum required. The Experience Requirements Committee should only be involved if there is an anomaly in the experience gained.

The current licensing system can be frustrating for registered architects transferring from other jurisdictions. It is difficult for the Canadian Architectural Certification Board (CACB) and the OAA to accurately and efficiently review education and experience credentials from countries whose standards and procedures differ from ours. In many cases the individuals applying are not able to even produce records because they have been lost or destroyed in war. The Universities are not set up to accommodate people with professional degrees or part degrees from other countries. In the past the Syllabus Program has been asked to deal with individuals who require additional design instruction. The Syllabus is working with CACB to find acceptable methods to deal with this issue and are working on the development of national procedures for testing or upgrading the design abilities of applicants.

R e c o m m e n d a t i o n 4 . 7

- a) All students contemplating entry into the Syllabus program should be provided with accurate statistical data with its prospectus showing the current program enrollment, the historically low number of graduates, and the average length of time to completion.
- b) Consideration should be given to reduction or elimination of the additional two years of experience beyond Syllabus graduation.
- c) The Experience Requirements Committee should only be involved if there is an anomaly in the experience gained, otherwise the candidate applying for registration with the Syllabus standing should be treated in the same manner as all other candidates.
- d) Further consideration must be given to procedures for review of applicants transferring from other jurisdictions.
- e) All the recommendations should be coordinated at the national level through the Committee of Canadian Architectural Councils

“Architectural practice has been evolving into new service areas. Among the opportunities noted by interviewees are: developing commission reports and operations manuals; helping clients structure proposals for financing; facilities planning and management; maintenance, project management, and building inspection; energy audits; retrofit; and community revitalization. Architectural students recognize that opportunities exist where professional accreditation is not necessary.”

Shaping Canada’s Future By Design  
Design Sector Strategy for the action to promote Design

"It was generally agreed that the breadth of an architectural education, its emphasis on addressing technical matters within social and cultural frameworks, its emphasis on addressing technical matters within social and cultural frameworks, its engagement with materiality and optimality and its development of both analytic and synthetic skills makes it an excellent base for a diverse range of careers, not only in the broad field of architectural practice, but also in other areas. These qualities of architectural education should be capitalized in Canada and expand the audience for architectural services by promoting architectural education as an excellent preparation for many non-architectural careers. This would be consistent with the role of legal education in Canada and architectural education in such European countries as Italy."

Documentation from "A Forum to Reconsider Architectural Practice and Education", extracted from [Plan 2000](#). University of Toronto, 1994

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## 4.8

## 4.8

### ACCREDITATION OF SCHOOLS / SCHOOL CURRICULA /

Although curriculum changes in recent years have brought about improvements in the technical and practical skills of graduates, there is still a sense that graduates should possess more diverse knowledge and skills in areas such as building science, urban design, environmental design, information technology. The strengthening of the curriculum in these areas must be continued, but there is a limit to which such applied material can be covered in the academic milieu.

Each of the three schools of architecture is in the process of instituting a professional masters degree program in architecture. This may provide opportunities for fuller development of the profession as a whole. The additional time should allow greater flexibility to broaden the elective components in professional education, and provide graduates with a more thorough base-level of knowledge and a greater diversity of related abilities. In addition, the CACB process of program accreditation insures the efficacy of the core courses within the program to enable all graduates of accredited programs to use the title "architect" under a revised licensure model.

Within the schools and among many graduates there is certain apathy towards membership in the OAA. There should be a concerted effort by the OAA to increase enrollment, of both intern architects and student associates in the Intern Architect Program. Many students are not aware that they can begin recording experience prior to graduation.

#### R e c o m m e n d a t i o n 4 . 8

- a) That the OAA, through Committee of Canadian Architectural Councils (CCAC), should play a consistently responsible role in the Canadian Architectural Certification Board's (CACB) process of accreditation, and that the CACB's Annual Reports be routinely distributed to Council.
- b) That the schools' curricula should continue to evolve and expand the practical skills and technical expertise of graduates.

#### R e q u i r e d A c t i o n

New Council policy