Canadian Architectural Certification Board

REPORT

CACB CONFERENCE 2022
Architecture Continuum: Collaborate, Educate, Integrate.
OCTOBER 27 to 30, 2022, OTTAWA, ONTARIO

PREPARED BY:

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Table of Contents

Introduction

Building upon its successful 2014 Conference, held in Saint-Sauveur, QC, in September 2014, the Canadian Architectural Certification Board (CACB) organized a conference in Ottawa on October 27-30, 2022, to review the Architecture Continuum – from formal education to internship, examination, licensure, and lifelong learning through practice and continuing education.

In preparation for the 2022 conference, a call for Issue papers was circulated inviting participants to identify topics and provide documentation that supports diverse perspectives for specific issues in relation to the Conference Theme. Thirty-four issue papers were received; they can be viewed using the following link: https://cacb.ca/cacb-conference/.

The 2022 Conference Program was organized along 5 sub-themes, with working sessions designed to engage participants in reflections on key questions.

- Theme 1: The Future of Architecture
- Theme 2: Social Justice and Wellness
- Theme 3: Climate Action and Sustainable Development
- Theme 4: The Architecture Continuum: Education, Experience, Engagement
- Theme 5: Changes to the Conditions and Terms for Accreditation

Approximately 130 participants took part in the conference, representing the CACB and its two constituencies: the Canadian Council of University Schools of Architecture (CCUSA); and the Regulatory Organizations of Architecture in Canada (ROAC). Participants were selected to represent the organization that nominated them either as an educator, a regulator, a practitioner, an intern or a student in the field of architecture. Table group seating arrangements were designed to favour interactions and exchanges between the various groups represented. The Conference Program and the list of attendees are respectively included in Appendices A and B of this report.

Conference Objectives

The conference theme, Architecture Continuum: Collaborate, Educate, Integrate brought together the CACB and its collateral organizations - in Canadian architectural education, research, professional development and practice - to examine "how to make the architecture education continuum better integrated for students, educators, interns, and practitioners."

The Conference examined the future of architecture in Canada to contribute to:

- Increasing the degree of integration and collaboration between architectural education and practice, and;
- Modifying the Conditions and Procedures for accreditation.

The Conference results will be transmitted to the CACB, ROAC and CCUSA for consideration in strategic planning and decisions.

The conclusions and recommendations emerging from the conference will be translated into advisory proposals for alterations to the CACB Conditions and Terms for Accreditation to be considered by the CACB, and ways to address critical issues regarding the Architecture Continuum.

What follows here is a report from this conference. The report includes a synthesis of key points of discussion as well as recommendations.

Acronyms

CACB   Canadian Architectural Certification Board
CCUSA   Canadian Council of University Schools of Architecture
ROAC   Regulatory Organizations of Architecture in Canada
CAFÉ   the Canadian Architecture Forums on Education
PPC   Program Performance Criteria
SPC   Student Performance Criteria
IAP   Internship in Architecture Program

Key Reference Documents

Each of the following documents were distributed to delegates in advance of the conference and remain available under the "Delegates Package" of the 2022 Conference Website: https://cacb.ca/cacb-conference / or **by clicking on the thumbnail**.
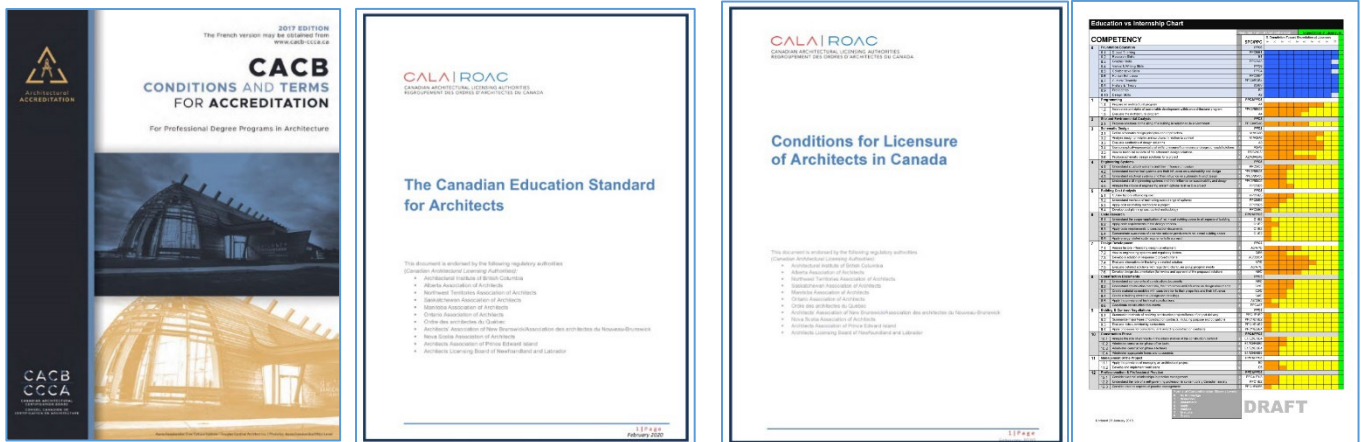
Conference Opening

On the evening of October 27, 2022, the conference began with a welcome reception, an opening plenary and a conference dinner.

Welcome and Opening Remarks

Lisa Landrum, Vice President of the CACB Board welcomed everyone to the conference and acknowledged that the land on which participants gathered is the traditional unceded and unsurrendered territory of the Anishnaabe Algonquin people. She noted that the world is facing important challenges (such as climate change, social injustice, housing crisis and other issues) that interface with the built environment, and there are also smaller problems the architecture profession must take on. This conference gathers competent and passionate people who can find ways to bring on positive changes. As the group explores a shared vision for architecture in the future over the next few days, everyone was encouraged to bring their critical thinking, active listening and an open heart to the conversation.

Keynote Address

Darryl Condon, Managing Principal, HCMA, presented HCMA's architectural practice as a social art and provided an overview of the challenges facing society, and the transformation of architecture that's needed to address these challenges. Synopsis:

While HCMA's work comes from a place of traditional architecture, the firm's work is becoming increasingly multidisciplinary, driven by the purpose of maximizing positive impact in communities and the belief that human connections are at the core of helping to solve the fundamental problems of our time. Through the history of architecture – a social art – there has been an evolution from creating spaces where people could gather as communities to an emphasis on other aspects that detract from its social core.

It is time to re-assert the profession and its contribution. Is architecture broken? Questions to ponder include whether and how architects should assume social responsibility, and to know how to make needed change.

There has been an increase in the commoditization of our business. In order to break that commoditization, being creative and embracing our potential is key – the unique skill set architecture brings value to society. Architecture has great potential to create good social outcomes.

As an example, the West Vancouver Community Center's high level of social performance was unexpected and led HCMA to reflect on how to be more intentional about creating those outcomes. Three elements contribute to maximizing impact: 1) what we do; 2) how we do it; and 3) asking what else is possible. In a commoditized world, projects are compressed in time. In any project management cycle, the earlier changes are made to a project, the greater the impact can be with the least amount of cost. HCMA is changing the game in this area by extending the curve: getting involved in policy development (i.e. the context for projects); taking time during the initiation and design phase to engage with the community (for example for a project involving Indigenous communities in Vancouver, one year was spent engaging the

community – listening, bringing in story tellers to talk about the land etc.); and learning from projects (i.e. post-evaluation). Applying these learnings becomes the impact cycle that drives the firm's work. Asking "what else is possible" challenges us to open creative thinking to a wider range of inputs.

Redefining practices begins with the notion that the big challenges of today are fundamentally interdisciplinary. To answer the question regarding whether architecture is broken, it's important to acknowledge that architecture is "violent" (i.e. extraction of materials from the earth, stripping away of natural features of the land are inherently violent). In addition, there is a lack of criticality regarding what is being evaluated and celebrated in architecture. While architecture is a collaborative process (i.e. hundreds of people are needed to design and build a building), only "one designer" is typically celebrated, rather than the team. The recognition that failure is needed in order to grow (i.e. learning from failures) also contributes to redefining practices.

Environmental, social and economic aspects need to be in balance, however as the focus on environmental sustainability has increased, the other two aspects have been neglected. Kate Raworth's concept of Doughnut Economics (a visual framework for sustainable development incorporating environmental sustainability and social components) can provide a useful framework. In order to create safe and just spaces for humanity, both the ecological capacity and the social foundation need to be considered.

Building codes provide a bare minimum; while they are important, it is imperative to push beyond them for better outcomes. By starting early enough, greater inclusion can result without incurring additional costs, as shown by a study conducted by the Rick Hansen Foundation. New solutions require perseverance: along the path many barriers or challenges can be encountered and without perseverance, the desired innovation could be lost. High end architecture projects will continue to exist, however it's important to recognize that architecture is not a luxury product. The practice of inclusive design requires thinking beyond traditional architecture, listening to more voices, acknowledging different ways of knowing, and including people's lived experiences in greater ways than has been done in the past.

In conclusion, architecture is not broken, however change is needed. There is a way forward that pushes the boundaries of today to innovate within the traditional practice and move into non-traditional areas. "We need to move from a conventional practice to a transformed practice." A transformed practice is one where architecture professionals are teaching others and facilitating as collaborators. It recognizes that we are dealing with complex systems, rather than linear solutions. A transformed practice requires more listening, understanding social constructs and valuing lived experiences. A transformed practice is interdisciplinary and focuses on building impact rather than focusing simply on the building's function. A transformed practice is always curious, as this is where innovation occurs.

Architecture is a beautiful compromise. It is made by thousands of hands. Architecture at its best embraces that compromise.

Opening Session of the CACB Conference

CACB, ROAC and CCUSA provided opening remarks. "Exploring a broad set of themes influencing the education and practice of architecture."

CACB Opening Remarks

Simon Di Vincenzo, Conference Chair, introduced the conference planning team, welcomed participants and acknowledged the traditional land on which the conference was taking place. The conference title – Collaborate, Educate, Integrate – reflects the spirit of interconnection and efforts in those three areas. The issues discussed during the conference will serve to prepare a report and eventually lead to the implementation of real changes in the architecture profession.

ROAC Opening Remarks

Ian McDonald, ROAC Chair, thanked those colleagues in the profession and noted the importance of collaboration in order for the architecture profession to have a greater positive impact on public interest.

CCUSA Opening Remarks

Izabel Amaral, CCUSA Chair, spoke of the importance of a space for dialogue between CACB, CCUSA and ROAC, regarding various aspects of the architecture practice. She extended a special welcome to students – the future of architecture. The 12 Canadian schools of architecture are currently going through a process of renewal for faculty members, resulting in an incredible opportunity to change architecture education of the future. Schools of architecture represents the best ally to the profession, in providing the best education to students and promoting ethical values that are important to architecture practitioners.

Theme 1: The Future of Architecture

Since 2016 a ROAC-supported task force has been mobilizing conversations on the future of architecture and developing a framework for an architecture policy for Canada. Convinced that the profession can do better and society can be better served with a vision of value, the group met with over 2000 architects and heard from 2000 Canadians through workshops, surveys and an Angus Reid poll. The results show that Canadians want more inclusive, sustainable and inspiring communities, and that architects have key roles to play in reaching these goals.

To involve the next generation of architects in these conversations, CCUSA launched the Canadian Architecture Forums on Education (CAFÉ) in 2019. Between October 2019 and March 2020, five in-person forums were held at five schools, as well as an online survey and manifesto competition. Nearly 1000 students and researchers joined these CAFÉ events, shaping clear priorities to engage architecture as a tool for climate action and social justice. A 2022 CAFÉ Capital series focused on equity in architecture. (See the 2020 CAFÉ Report and related news and schedule).

This theme engaged participants in further forming a shared vision for the future of architecture.

Rise for Architecture

Darryl Condon presented an overview of the Rise for Architecture initiative, a national, volunteer-led movement, bringing people who are passionate about designing healthy environments for all Canadians. The initiative began in 2014 and was formalized in 2016. The process and emerging recommendations were presented.

The initiative includes three phases: 1) development of a consultations materials and process; 2) professional and public consultation phase; and 3) implementation of recommendations. Phase 2 is currently being completed and the report is forthcoming.

The results of the Angus Reid poll carried out as part of the initiative showed that Canadians want more inclusive, sustainable and inspiring communities and that architects can play an important role in reaching these goals. This work provides evidence that having stronger public policy will be beneficial to Canadians. The findings from the Angus Reid poll served to develop another survey to obtain data about how Canadians feel about the built environment. Over half of survey respondents indicated being either unsatisfied or very unsatisfied with the way the people who design and plan their community are performing. Canadian communities are facing several important issues, such as the climate crisis, affordability, environmental stewardship and other issues. Overall, there is broad support from the general public for the need for better policies to guide the planning and design of their communities. Another finding is that while there are pan-Canadian issues, there are also regional distinctions; a policy that serves all of Canada needs to take both into account.

Moving forward, actions are needed by all stakeholders: governments; the profession; regulators; schools of architecture; advocacy organizations; and individual architects, technologists and architecture firms. Six most urgent priorities were identified:

1. Renew the governance partnership between regulators, schools, advocacy organizations, and governments.

2. Collaborate to achieve the goal of an Architecture Policy for Canada.

3. Expand the definition of public interest.

4. Commit to dramatically improving equity in design and planning fields.

5. Involve the public in the processes that shape their communities.

6. Contribute to addressing the big social and planetary challenges of our time through individual everyday actions.

In addition to priority actions, listed above, key actions most relevant to the conference conversations were highlighted regarding actions by: governments; the profession; regulators; schools of architecture; advocacy organizations; and individual architects, technologists and architecture firms.

The report from the RISE initiative: "A vision for the future" will soon be available. The report outlines what was heard as well as the actions needed.

Canadian Architecture Forums on Education (CAFÉ)

Lisa Landrum provided an overview of the Canadian Architecture Education Forum CAFÉ initiative. The Canadian Architecture Forums on Education (CAFÉs) are part of an ongoing outreach project launched in 2019 to discuss and debate the role of architectural education and research in shaping Canada's future. The initiative involves all 12 Canadian schools of architecture and their extended communities. Five in-person forums took place in 2019 and 2020; this was complemented by an online survey and call for manifestos (open until June 2020), a website and social media. Research mobilizing knowledge and building up a shared capital of resources is also part of the project. 2022 events include: CAFÉ Capital: Towards Equity in Architecture.

By facilitating exchange between all Canadian architecture schools and regional partners, the initiative mobilized knowledge while building mutual understanding of how diverse pedagogies and research impact communities, reimagine the role of architects and architecture and enable students to thrive in a changing world. As one participating student indicated: "CAFÉ helped us meet each other as one united Canadian student body and sit down together to work toward a more inclusive and accessible architecture for everyone."

Key take-aways of CAFÉ are to engage architecture as a tool toward: climate action; social justice; radical diversity in the profession and accessibility in built environments; public health and personal well-being; community engaged processes and Indigenous empowerment. Short video montages were presented in three areas: 1) teaching and learning; 2) architecture in practice; and 3) service and engagement.

In conclusion, the "urgency of now" is to listen in trans-generational ways, and act on big aspirations with long term views. The report is available at https://architecturecanada.ca/

Collective Narrative about the Future of Architecture

Reflecting on the Future of Architecture presentations, participants engaged in personal reflection and group conversation to form a desired vision for the future of architecture. Each table group created a collective narrative to express their view of the future of architecture. Key points were reported back in plenary.

Emerging themes from participant's reflections on the future of architecture are summarized here. **Appendix C** includes more details.

Public interest, communities, people, places and environmental stewardship

- Taking responsibility, working towards the common good and public interest.
- Building communities – building for people. Contributing to social performance, public space/democratic space; preserving history and connecting with culture. Multiple voices inform design decisions.
- Respect and affirmation of differences in people and places. Respect and care for people, community, practice. Economical, inter-generational and societal equity.
- Architecture that rests lightly upon the land - stewardship, resilience and sustainability. Regenerative design and reuse.

Architecture as a multi-faceted discipline

- Forward thinking, multi-faceted, dynamic, inter-disciplinary, collaborative, innovative, integrative/holistic, empathetic, open and diverse.

Diversity, adaptability, leadership, optimism

- Diversity across all aspects of architecture: practice, education, governance.
- Adaptability and resilience of individuals and the profession. Agility, adaptability and acceptance of uncertainty. Experimentation and risk taking. A culture of continuous improvement.
- Inspirational leadership and political will to push for the changes needed (e.g. social infrastructure).
- Optimism and hope to the future. Wonder, creativity and openness. Design with joy.

Slower, transformational

- Slow-chitecture": a future where we can slow down, be more present, build less with more intention.
- Beyond commodity. From transactional to transformational.

Broader role

- A broader role for architects and more nuanced understanding of what practice is and what it could be.

Theme 2: Social Justice and Wellness

This far-reaching topic focusses on how and who we teach, how and who we mentor, train and hire in the practice of architecture. Social justice is an all-encompassing term that includes: diversity, inclusion, equity, accessibility and anti-racism. Furthermore, the idea of wellness is also considered as an element of inclusion and is a fundamental part of this theme. Some issues papers highlighted the need to evolve the "culture of architecture" to demonstrate support for social justice and wellness.

Tammy Gaber (Laurentian, Educator, CACB Board) and **Kevin Kunnappilly** (Student, McGill, issue paper author) provided an overview of the issue papers related to this topic, in order to frame the discussion.

Issue papers: #6-#11-#12-#18-#27-#28-#30-#31-#32.

Participants engaged in table discussions oriented by 5 questions; key points were then shared in plenary.

Questions

2.1   Social Justice

How can the academic and professional sectors champion social justice in their practices, processes and strategic priorities? Can architectural education and practice embrace a broader socioeconomic range in the projects that we assign, the student that we welcome and the public that we serve? How might we promote interdisciplinary and community collaboration as well as opportunities to learn from community engagement?

2.2   Accessibility

How do we make our discipline more open to people with visible and/or invisible disabilities? What can we do to identify and remove the barriers that exist in our schools and workspaces? What other barriers exist within our typical schedules and workload?

2.3   Indigenous History and Culture

How can Indigenous history and culture be incorporated into school curriculum and architectural practices? How can our teaching spaces and curriculum be changed or expanded to be more meaningfully inclusive of Indigenous design, history, practices and methodologies?

2.4   Cultural sensitivities/Diversity

How can we ensure that our processes (e.g. hiring, admissions, evaluations etc.) address the existing biases to be truly open and inclusive to better reflect Canadian society? How can we develop a pedagogy, faculty complement, architectural mentors and leadership that embraces the diversity of background and culture of students and meets them where they are? How can architectural education and practice evolve to welcome international students and architects so that they feel they really do belong?

2.5   Well-being

What strategies for critical self-reflection and transformative change are in progress as it pertains to studio and firm work culture? What can be done to rethink the culture of architecture to be one that better supports wellness? How can educators and practitioners model the way towards wellness?

Emerging themes from the conversation are summarized here; more details can be found in **Appendix D**.

Social justice

- Mandating Equity, Diversity and Inclusion (EDI) training and unconscious bias training.
- Broadening the definition of public interest.
- Engaging in interdisciplinary work, collaboration and learning through community engagements.

Accessibility

- Allowing greater flexibility in the curriculum (timeline, licensure, accessible paths).
- Teaching and considering accessibility in design and architecture practice.
- Recognizing, honouring excellent architectural works that have a positive impact on accessibility.

Indigenous history and culture

- Bringing Indigenous persons and groups into the programs.
- Working in collaboration with Indigenous communities (e.g. design projects).
- Integrating Indigenous culture/knowledge and principles in curriculum.

Cultural sensitivities, diversity

- Providing training about cultural diversity, EDI, unconscious bias.
- Integrate concepts of social justice and diversity holistically into the education.
- Reviewing existing processes (e.g. application process, hiring guidelines, etc.) to address existing biases and remove barriers in both academia and the profession.
- Providing multiple and flexible paths to licensure.

Well-being

- Ensuring fair remuneration; paying interns.
- Fostering a culture that supports wellbeing (e.g. considering how competencies are assessed, not valuing "being a studio rat", etc.).
- Providing mentorship as well as support programs.

Theme 3: Climate Action and Sustainable Development

Climate change is a cross-cutting development issue that affects every aspect of sustainable development and the entire 2030 Agenda. Scaling up climate action is essential for achievement of the Sustainable Development Goals.

Hajara Nida Hameed (Student – TMU) and Jessie Andjelic (CACB Board, Practitioner, Calgary) provided an overview of the issue papers related to this topic, in order to frame the discussion.

Issue papers: #3-#6-#9-#10-#16-#17-#19-#20-#26.

Participants engaged in table discussions oriented by 6 questions; key points were then shared in plenary.

Questions

3.1   Competencies for climate action

What competencies do students, educators and architects need to empower the profession and to lead climate action regarding our built-environment?

3.2   Climate leadership

How can architectural students, educators, and practitioners champion responsible planning and management of natural and environmental resources?

3.3   Indigenous

How can we change the existing colonial narrative biases within our schools and practices to better address the climate crisis?

3.4   Curriculum and Sustainable Development Goals (SDGs)

How could we establish sustainable development as a core principle/mandate/value of architecture education across the curriculum, mandating the importance of adaptive reuse, and understanding the economic and environmental challenges needed in a rapidly-changing world, framed in the context of the SDGs?

3.5   Equity, Climate and Student Performance Criteria (SPCs)

How can we establish, support and mandate community initiatives, curricular objectives and architectural practices that respond to the climate emergency? Do the student performance criteria go far enough in addressing equitable climate action?

3.6   Proactivity in Education and Profession

How can we leverage emerging technologies and lessons learned from the pandemic to ensure that the curriculum and construction techniques sufficiently prepare for future disruptions? What needs to change? How?

Emerging themes are summarized here. Appendix E includes more details.

Competencies for climate action and climate leadership

- Developing new skill sets: building for resilience, measuring performance, co-designing for all species, life-centered design, scientific principles behind sustainability, lifecycle, etc.
- Adopting a holistic approach to design; incorporating notions of ecological thinking, systems thinking and complexity.
- Collaborating and working in cross-disciplinary ways.
- Educating clients; communicating the value of sustainable design (longevity, net zero, etc.)
- Reinforcing legislation towards sustainable design.
- Incorporating sustainability principles in teachings and in practice; embedding in the curriculum as a whole, including in studio.

Indigenous lens – changing the narrative and practices to address the climate crisis

- Using local materials; working with local communities on projects and buildings.
- Treating the land as a client, stewardship.

Curriculum and Sustainable Development Goals

- Ensuring awards in architecture value and recognize sustainability.
- Embed notions of climate action and sustainability throughout the curriculum as a whole.

Equity, Climate and Student Performance Criteria (SPCs)

- Integrating principles of stewardships from Indigenous People – being "part of the land" vs. "on the land".
- Incorporating the sustainable practices and design as a mandatory element in studio.
- Working with existing buildings (adaptive reuse projects, infill design, etc.).

Proactivity in Education and Profession

- Focusing on educating architects who are flexible and adaptable to an unforeseen future.
- Embracing and teaching emerging technologies; looking at technologies from other disciplines and expertise.
- Working together, collaborating and maintaining connection and a sense of community (in person collaboration and finding ways to maintain the community when apart).

Theme 4: The Architecture Continuum: Education, Experience, Engagement

The architecture continuum is a broad description of the career trajectory of the architect from early discovery to formal education, internship, examination, licensure, and lifelong learning through practice and continuing education.

To set the stage for the conversation, presentations were made on foundational documents regarding the architecture continuum.

The ROAC has developed foundational documents which set out standards for practicing the profession of Architecture in Canada. The documents include the *Conditions for Licensure of Architects in Canada*. The ROAC is submitting a draft chart for discussion that shows the competency required and where it is obtained, Education or Experience, prior to Examination.

Conditions and Terms for Accreditation

Peter Osborne, CACB Treasurer provided an overview of the Conditions and Terms for Accreditation in Canada.

There are 12 accredited architecture schools in Canada. 11 conditions must be met in order for a program to be accredited, ranging from a self-assessment to program performance criteria. The Conditions were last updated in 2017. Condition 11 specifies Program Performance Criteria and Student Performance Criteria. An outcome-based assessment process is undertaken to verify that the architecture program meets the standards. The sequence of events includes: a self-evaluation, a site visit, a report from the visiting team, leading to an accreditation decision. Initial accreditation is for a three-year term; terms of continuing accreditation vary depending on deficiencies observed – the maximum is a six-year term.

The CACB Conditions and Terms for Accreditation and the Procedures for Accreditation are cyclically reviewed and updated to ensure that architectural education is adapting and anticipating changes in the discipline and in the profession.

Conditions for Licensure in Canada

David Edwards, Therese LeBlanc and Gordon Richards provided an overview of the conditions for licensure in Canada.

The Regulatory Organizations for Architecture in Canada (ROAC) has developed foundational documents which set out the standards for practicing the profession of architecture in Canada; these documents include the Conditions for Licensure of Architects in Canada. The ROAC is submitting a draft chart for discussion illustrating

where each of the required competencies are obtained, through education or experience. The three speakers provided a brief overview of these documents.

The Canadian Education Standard for Architects sets the standard for education across the country, from the perspective of the regulators (11 jurisdictions across Canada). Copies are in the delegates package. A diagram showing the hierarchy of documents was shown, as well as the different pathways to licensure from domestic professional education, syllabus work/study program or foreign professional education (roadmap to licensure).

The Canadian Standard of Competency for Architects includes 12 main competency categories, and each category is broken down further into sub-categories. The full version of the document provides a series of indicators (i.e. activities that can be used to demonstrate each of the competencies.) The document is reviewed on a regular basis; an updated version is forthcoming.

A draft Education and Internship Framework was developed by ROAC; this is an informal document which illustrates the continuum as a visual chart, with the 12 categories of competencies. A small group of architecture educators were invited to contribute to the process of visually mapping out what is learned in school, during the internship and what each new practicing architect should know. The colour scheme and lines each represent various elements on the framework (e.g. orange boxes represent what is learned in school, yellow ones represent what is learned through internship, etc.). In some instances, work experience obtained prior to graduation has begun to be recognized. Ultimately, the question is about how to better integrate and bridge the process between education and licensure.

Following these presentations, Vincent Hui (Educator TMU), Fiona Hamilton (CASA Past President, Intern, CACB Director), and Patrick Littée (OAQ Directeur de la pratique professionnelle, Educator) provided an overview of the issue papers related to this topic, in order to frame the discussion.

Issue papers: #1-#5-#6-#8-#13-#14-#15-#21-#22-#24-#25-#29-#33-#34.

Participants engaged in table group discussions; key points were then shared in plenary.

Questions

4.1   The transition

How should we prepare students for the transition from education to practice? Are students sufficiently exposed to practice while in school to support the transition to internship and licensure?

4.2   The curriculum

Should Professional Practice SPCs (E) be addressed earlier in the curriculum? Can we imagine a curriculum in which students interact with practitioners at every level of their education?

4.3   Academic appointments

Is the part-time adjunct position/teacher-practitioner the most effective way to connect the academy and the profession? Should the professor-in-practice position be defined according to standards recognized by both the university and the regulators?

4.4   Internship

How can we make internship a shared responsibility of educators and practitioners? How open, inclusive and supportive is the discipline towards the new generation of architects, their aspirations and their skills? Does the profession meet the expectations of interns in terms of mentorship, salary and working conditions (e.g.: maternity/paternity leave), professional development, personal well-being, sense of fulfilment? If not, what expectations are not met? Does responsible mentorship require training?

4.5   Internship in Architecture Program (IAP)

Should the IAP (Internship in Architecture Program) broaden the definition/interpretation of 'architectural experience' to include a wider list of eligible workplaces and activities? If so, what kind?

4.6   Other models

Should students graduate with the license to practice? What changes to the architecture continuum would be necessary to enable licensure with the degree? Longer program, 2 streams?

Emerging themes are summarized below; for more details, refer to **Appendix F**.

The transition from education to practice

- Exposing students to the profession and to other professionals early on and in a variety of ways.
- Considering different ways of gaining experience.

The curriculum

- Introducing Professional Practice SPCs earlier in the curriculum, progressively (i.e. basics first, then building on that, such that education and experience inform each other).
- Layering education and experience and finding ways to increase exposure to the profession within and outside the curriculum.
- Providing more overlap and touch points between education and practice.

Academic appointments

- Recognizing the importance of teaching qualifications and abilities.
- Finding ways to accommodate a greater number of people (e.g. those who have a family, etc.).

Internship and IAP

- Increasing the robustness of mentorship being offered and enabling membership earlier.
- Broadening the definition of experience, within limits. Broadening the interpretation to include a wider list of workplace and activities.
- Incorporating definitions of internship with greater flexibility regarding the timelines.
- Expanding the scope of practice of architecture.

Other models

- Integrating working environments with architectural education; finding ways to fill gaps in experience.

- Reorganizing the program so that licensing can be granted at the end of the process. Considering how to assess experience (flexibility will require a different model for assessing experience).

- Developing guidelines for supervising Architects and mentors, to make internship more consistent and thorough.

- Considering options such as co-op and multiple streams.

- Conducting a feasibility study to determine how to improve the system and develop a direct path to licensure.

Theme 5: Changes to the Conditions and Terms for Accreditation

The central purpose of the conference is to focus participant's attention on the integration of the architecture continuum in particular on setting a direction with respect to the *CACB Conditions and Terms for Accreditation*. In light of discussions held the previous day, participants were asked to consider how to go forward with a more robust process for accreditation that reflects the needs of the profession in the coming years.

Anne Bordeleau and **Therese LeBlanc** (Practitioner, NS) provided an overview of the issue papers to frame this discussion. Several issues papers and issue identification forms proposed changes to the *CACB Conditions and Terms for Accreditation*, particularly (but not limited to) the papers from the OAQ and the OAA.

Participants were encouraged to consider these recommendations and formulate their own based on the discussions from all the themes. They engaged in an exercise to develop recommendations to improve the architecture continuum and change the *CACB Conditions and Terms for Accreditation*.

Questions

5.1 What are your recommendations to improve the architecture continuum?

5.2 What are your recommendations for changes to the *CACB Conditions and Terms for Accreditation*?

Over 90 recommendations were proposed by participants. **Appendix G** provides details regarding the issues and recommendations, grouped along similar ideas. The following summary simply attempts to provide a sense of the type of recommendations that emerged.

The continuum and curriculum

- Communicating the continuum more broadly and reinforcing the SPC process to students.
- Improving and strengthening mentorship throughout the continuum.
- Reducing and streamlining entry requirements for architecture schools. Reducing barriers and applying principles of social justice, equity, diversity and inclusion towards greater inclusion and accessibility to studies and to the profession.
- Improving the experience component of the IAP; providing better support to interns and offering remuneration.
- Embedding traditional Indigenous knowledge in education.
- Integrating sustainable development and accessibility in all aspects of the curriculum.
- Incorporating environmental and social performance in education.
- Building skills in areas such as advocacy, facilitation, time management.

Collaboration, flexibility, broadening definitions and scope

- Increasing collaboration between practice, education and academic research and opening access to research.

- Providing flexibility to allow schools to specialize and to allow various career paths.

- Broadening the definition of public interest.

- Expanding the scope of the architecture discipline and profession.

Please refer to the complete list of proposed recommendations in **Appendix G**.

CACB Conference Keynote

Laura Lee, architect, professor and strategy consultant, provided a keynote address on the role architecture in strategic systems transformation, creative collaborations across sectors, and innovative representations of large-scale complex global challenges. Synopsis:

Much is at stake: humans are at a crucial moment in history, and the people gathered here have an opportunity to make a difference. How to converge this wealth of perspectives to one goal, as each of the organizations represented here have their own reality? Together we can elevate ambition to create and expand our vision and come up with a new culture. Diversity is a strength in creating a regenerative culture.

Considering justice and responsibility for future generations, a 100-year span from 1950 to 2050 was presented. As the average life span of a building is 50 years, it's important to consider that decisions made today have a long term impact. In 2050, people will inherit the outcomes of today's decisions.

Power on the planet is currently in the hands of 1 %: we live in a 1 % world. Architects have the capacity to change that – to go from a socially inequitable world to 100 % in 10 billion. To achieve this, there is a need to think not only about ourselves as individuals, but also to consider the environment, society and social networks, towards a goal of a thriving life for everyone. The CAFÉ initiatives presented during the conference provide opportunities to create new spaces of opportunity and new movements of change.

Innovation is key to get to a future which is entirely re-generative. On the meta continuum of building worlds, and in light of the three elements that form the basis of the conference – Educate, Collaborate, Integrate –lifelong learning, innovation and public purpose are three themes. This meta continuum can be illustrated by the following relationships:

- *Educate: Competencies, capabilities and capacities; VISION; lifelong learning.*
- *Collaborate: Challenge, choice and change; MISSION; innovation.*
- *Integrate: Common ground, goals, good; VALUES; public purpose.*

Regarding the competencies that architecture education aims to develop in future professionals, a key question is how to look at competencies in ways that create agency, common ground and common goals – a regenerative culture for the new generation – built on lifelong learning, innovation and collaboration and common goals and public purpose. Competencies are at individual scale and capabilities are at a collective level. Those capacities represent what can be built and integrated into education. In addition to the profession, it's also important to also consider the industry as a whole.

On the global scale, complex system challenges need to be tackled. Climate change, inequality, resources are three important world issues that are inter-connected. For greater impact, in addition to understanding the facts about a place, understanding underlying elements is key: how do people make decisions, what is the structure of power, how do people relate to each other, use language and negotiate.

In context of the future and the profession, here are a few questions to explore:

- *Where does the profession stand on the innovation curve?*
- *In context of climate change, sustainability is not enough: there is a need to become restorative; how to do this?*
- *How does architecture compare to other professions in terms of its knowledge base?*
- *Is the value brought by architecture professionals understood and respected?*
- *How can art, design, engineering and science which are at the core of the discipline of architecture become a regenerative spin off for research? How can research lead to participatory and holistic outcomes that are ethical as well as human and future focused?*
- *How to create learning loops with others, through collaboration?*
- *How to maintain the stable quality provided by accreditation while building greater flexibility?*
- *How to expose potential students to architecture earlier in life?*

To go from 1 % now to 10 billion in 2050, the help of everyone in this room and in the architecture profession is needed. There is a need to move from ego to eco; from silo to system; from reducing problems to their simplest expression to considering whole or system issues; and finally to move from a world of "OR" to a world of "AND".

The Way Forward

Insights on Recommendations

Theme 5 highlighted recommendations with respect to improving the architecture education continuum and provided participants with an opportunity to formulate recommendations with respect to the *CACB Conditions and Terms for Accreditation*. This session allowed for further discussion of the recommendations and map out a path forward.

Simon Di Vincenzo and Lisa Landrum opened the final day of the conference by sharing their insights on the recommendations.

Remarks from Simon Di Vincenzo, Conference Chair

The human centric conversation heard throughout the conference is inspiring. There is clearly a shift.

- Designing for impact, people, places, prosperity, equity, diversity, inclusion and wellness.
- Looking back to move forward.
- Treading lightly on the earth – restorative, regenerative.
- Going from individual to community. Genuine communication and engagement, listening with open hearts.
- Understanding the structure and power patterns and what makes things work in order to know where and how to influence change. Creating an infrastructure to support public purpose, with the goal of thriving for all human beings.
- Truth and Reconciliation.
- Slowing down processes in order to take time to listen – "slow-chitecture".
- Agile and research-based innovation.
- Suggestions were brought up in several areas: creating flexibility in the architecture programs for students to have greater choice; integrating sustainability in all programs; creating more equity by paying for positions; strengthening mentorship; introducing the continuum earlier so that students understand the terms for certification and licensure better and to enable that dialogue to begin earlier.

Remarks from Lisa Landrum, CACB Vice-President

Lisa Landrum thanked participants for engaging on the issues and taking this seriously; there are daunting challenges ahead and it's reassuring to have the best architecture minds across the country considering these questions. Depending on their respective role, conference participants face different challenges in their work, however all share similar values: "we need to keep this in mind, as we work through our differences".

She then asked everyone to consider these questions and issues:

- Have we done enough? Have we put the most difficult questions on the table?

- Have we done enough? Can we do more?

- Have we centered issues of social and environmental justice? How can decolonization be embedded in many of the recommendations put forth during the conference. Students and others have experienced unconscious bias and racism. Currently, Canada is not at the forefront of some of the most important global issues of today, including climate action. We can do better. The people gathered at this conference can make transformative action possible in their organizations and provinces.

- What is architecture? What is an architect? How many different kinds of architects can there be? How can we make the profession more poly-vocal, more intersectional, more diverse?

Participants then reflected on their insights on the recommendations and added new recommendations. Detailed input (insights) can be found in **Appendix H**; new recommendations that emerged are included under Theme 5 in **Appendix G** in a section titled "Additional Recommendations."

A summary of the conversation is included here.

Entry requirement, exposure to practice and research

- Reducing entry requirements to make studying and entering the profession more accessible (entry points, internship requirements, etc.).

- Encouraging and facilitating the exposure of students to professional practice by doing research and by undertaking projects within their communities. Streamlining ways for students and practitioners to access research data.

Social and environmental aspects

- Including Truth and Reconciliation and the Indigenous ways of knowing in the curriculum.

- Putting climate change at center of the profession, both as a thread throughout programs and at the forefront of education and practice – cultural and environmental sustainability.

- Incorporating social, environmental and economic justice in all decision making.

Broadening scope, mandate and influence

- Expanding the scope and reach of the profession by providing the public an opportunity to be exposed to architecture.

- Finding more, better and different ways to accommodate various forms of practice, as other professions have done – to the benefit of the profession and society.

- Expanding the definition of public interest and public good; focusing on a broader mandate (e.g. social performance, environmental performance).

- Increasing our influence by positioning ourselves together (CCUSA, ROAC, RAIC, CASA, etc.) to create opportunities to collaborate and find the path to influence government; bringing the public and the government into the conversation.

Sustaining the Conversation

The CACB conference is a unique event that periodically brings together students, educators and practitioners to collaborate on issues that affect everyone in the architecture continuum.

Participants engaged in a conversation focusing on this question:

How do we, as a community of students, educators, interns and practitioners sustain ongoing dialogue and collaboration to advance the future of architecture?

Appendix I provides details regarding participants' ideas on sustaining the conversation to advance the future of architecture. A summary is included below.

Sustaining the conversation, advancing the future of architecture

- Renewing composition of board membership to improve representation.
- Continuing the conversation, hold dialogue through this conference as well as interim events (e.g. virtual conferences between the in-person conference; regional symposia; expanding the CAFÉ model beyond students; pre-meetings in each province/territory before the conference, etc.).
- Connecting various stakeholders (academia, practitioners, students, regulators, other stakeholders, and the general public, etc.) and broadening the conversation.
- Developing a platform for students to engage with the accreditation process, a platform to stay connected.
- Forming task forces to focus on specific issues – for example on how to broaden the role of the architect, how to support diverse pathways to registration, etc.
- Increasing communication, strengthening relationships and collaboration between the various parties involved.

CACB Conference Closing Remarks

CCUSA Closing Remarks

Izabel Amaral extended thanks to professors, architects and practicing members of the profession, students, regulators and organizers for putting aside their day to day work or studies to participate in the conference. She encouraged everyone to continue to work hand in hand with the sister institutions that are all part of the discipline of architecture.

ROAC Closing Remarks

Ian McDonald emphasized that architecture is the study and practice of empathy; being gathered here and seeing each other in person makes these practices easier. He thanked the meeting organizers for making this possible. He noted that the subjects discussed over the course of the conference have been challenging. Moving forward, it's important to continue to listen to each other with empathy and openness.

CACB Closing Remarks

Simon Di Vincenzo acknowledged the journey conference participants experienced over the last few days. He expressed his thanks for participants' contributions and invited everyone to continue these conversations and move forward together to inspire the change we want to see.

Appendix A – Conference Program

CACB CONFERENCE
Architecture Continuum: Collaborate, Educate, Integrate.
Location: Ottawa Marriott Hotel, 100 Kent Street, Ottawa, ON, K1P 5R7
Dates: October 27-30, 2022

Conference Objective
The objective of the Canadian Architectural Certification Board (CACB) Conference is to engage the key partners involved in Canadian architectural education, research, professional development and practice with the aim of making the 'architecture continuum' better integrated and more collaborative for students, educators, interns, practitioners and regulators.

The conclusions and recommendations emerging from the Conference will be translated into advisory proposals for alterations to the accreditation and certification processes to be considered by CACB.
The Conference results will be submitted to the CACB, the Regulatory Organizations of Architecture in Canada (ROAC) and the Canadian Council of University Schools of Architecture (CCUSA) for consideration in strategic planning and decisions.

The Conference will examine the future of architecture in Canada and around the world and contribute to:
- Increasing the degree of integration and collaboration between architectural education and practice, and;
- Modifying the Conditions and Terms for accreditation.

THURSDAY, October 27th, 2022

14:00   Registration Opens

17:30   Welcome Reception .... Location: Victoria Ballroom

18:30   CACB Conference Opening Plenary .... Location: Victoria Ballroom
- Welcome and Opening Remarks .... Lisa Landrum, CACB Vice-President
- Keynote Speaker .... Darryl Condon, Managing Principal, HCMA
19:30   CACB Conference Dinner .... Location: Summit

FRIDAY, October 28th, 2022

"Exploring a broad set of themes influencing the education and practice of architecture"

7:30   Breakfast ....Location: Summit

8:30   CACB CONFERENCE - OPENING REMARKS...............................Location: Victoria Ballroom
- CACB Conference Chair .... Simon Di Vincenzo
- ROAC Welcome ....Ian MacDonald
- CCUSA Welcome ....Izabel Amaral
- Review of Agenda, Approach and Introductions ....Alain Rabeau, Moderator

9:30   Working Session ....Location: Victoria Ballroom

THEME 1: THE FUTURE OF ARCHITECTURE – RISE FOR ARCHITECTURE and CANADIAN ARCHITECTURE FORUMS ON EDUCATION (CAFÉ)

Theme description

Since 2016 a ROAC-supported task force has been mobilizing conversations on the future of architecture and developing a framework for an architecture policy for Canada. Convinced that the profession can do better and society can be better served with a vision of value, the group has met with over 2000 architects and heard from 2000 Canadians through workshops, surveys and an Angus Reid poll. The results show that Canadians want more inclusive, sustainable and inspiring communities and that architects have key roles to play in reaching these goals.

To involve the next generation of architects in these conversations, CCUSA launched the Canadian Architecture Forums on Education (CAFÉ) in 2019. Between October 2019 and March 2020, five in-person forums were held at five schools, as well as an online survey and manifesto competition. Nearly 1000 students and researchers joined these CAFÉ events, shaping clear priorities to engage architecture as a tool for climate action and social justice. The current 2022 CAFÉ Capital series is focused on equity in architecture. (See the 2020 CAFÉ Report and related news and schedule).
This session will share overviews and takeaways from the Rise for Architecture and CAFÉ initiatives and involve CACB Conference participants in further forming a shared vision for the future of architecture.

Presentation on Rise for Architecture.. Darryl Condon
Canadian Architecture Forums on Education (CAFÉ)......................................Lisa Landrum

10:30   Break .... Location: Victoria Foyer

10:45   Working Session .... Location: Victoria Ballroom
Theme 1 Working Session .... All
Through dialogue, conference participants will be invited to develop a vision of the future
of architecture, focusing on the integration of education experience and engagement.

11:45   Report on Theme 1 Discussions .... Spokespersons / all

12:30   Lunch .... Location: Summit
13:30   Working Session .... Location: Victoria Ballroom

THEME 2: SOCIAL JUSTICE AND WELLNESS

Theme description
This far-reaching topic focuses on how and who we teach, how and who we mentor, train
and hire in the practice of architecture. Social justice is an all-encompassing term that
includes: diversity, inclusion, equity, accessibility and anti-racism. Furthermore, the idea of
wellness is also considered as an element of inclusion and is a fundamental part of this
theme. Some issues papers highlighted the need to evolve the "culture of architecture"
to demonstrate support for social justice and wellness.

Overview of Issue Papers .... Tammy Gaber
.... Kevin Kunnappilly
To access issue papers: https://cacb.ca/cacb-conference/

Theme 2 Working Session .... All

Discussion Questions:

2.1 (Social Justice) How can the academic and professional sectors champion social
justice in their practices, processes and strategic priorities? Can architectural
education and practice embrace a broader socioeconomic range in the projects that
we assign, the students that we welcome and the public that we serve? How might we
promote interdisciplinary and community collaboration as well as opportunities to
learn from community engagement?

2.2 (Accessibility) How do we make our discipline more open to people with visible and/or
invisible disabilities? What can we do to identify and remove the barriers that exist in

our schools and workspaces? What other barriers exist within our typical schedules and workload?

2.3 (Indigenous History and Culture) How can Indigenous history and culture be incorporated into school curriculum and architectural practices? How can our teaching spaces and curriculum be changed or expanded to be more meaningfully inclusive of Indigenous design, history, practices and methodologies?

2.4 (Cultural sensitivity/Diversity) How can we ensure that our processes (e.g. hiring, admissions, evaluations etc.) address the existing biases and are truly open and inclusive to better reflect Canadian society? How can we develop a pedagogy, faculty compliment, architectural mentors and leadership that embraces the diversity of background and culture of students and meets them where they are? How can architectural education and practice evolve to welcome international students and architects so that they feel they really do belong?

2.5 (Wellbeing) What strategies for critical self-reflection and transformative change are in progress as it pertains to studio and firm work culture? What can be done to rethink the culture of architecture to be one that better supports wellness? How can educators and practitioners model the way towards wellness?

14:30   Report on Theme 2 Discussions ....Spokespersons / all

15:00   Break... Location: Victoria Foyer

15:30   Working Session ....Location: Victoria Ballroom

THEME 3: CLIMATE ACTION AND SUSTAINABLE DEVELOPMENT

Theme Description
Climate change is a cross-cutting development issue that affects every aspect of sustainable development and the entire 2030 Agenda Scaling up climate action is essential for the achievement of the Sustainable Development Goals.

Overview of Issue Papers .... Nida Hameed
....Jessie Andjelic
To access issue papers: https://cacb.ca/cacb-conference/

Theme 3 Working Session .... All

Discussion Questions:

3.1 (Competencies for climate action) What competencies do students, educators and architects need to empower the profession and to lead climate action regarding our built-environment?

3.2 (Climate leadership) How can architectural students, educators, and practitioners champion responsible planning and management of natural and environmental resources?

3.3 (Indigenous) How can we change the existing colonial narrative biases within our schools and practices to better address the climate crisis?

3.4 (Curriculum and SDGs) How could we establish sustainable development as a core principle/mandate/value of architecture education across the curriculum, mandating the importance of adaptive reuse, and understanding the economic and environmental challenges needed in a rapidly-changing world, framed in the context of the SDGs?

3.5 (Equity, Climate and SPCs) How can we establish, support and mandate community initiatives, curricular objectives and architectural practices that respond to the climate emergency? Do the student performance criteria go far enough in addressing equitable climate action?

3.6 (Proactivity in Education and Profession) How can we leverage emerging technologies and lessons learned from the pandemic to ensure that the curriculum and construction techniques sufficiently prepare for future disruptions? What needs to change? How?

16:45   Report on Theme 3 Discussions ....Spokespersons / all

17:30   Closing Remarks for Day 1

Evening: Open – Dinner is on your own

SATURDAY, October 29th, 2022

"Integration of Architecture Education and Practice"

7:30   Breakfast ....Location: Summit

8:30   Opening Remarks and Announcements ....Location: Victoria Ballroom

8:35   FOUNDATIONAL DOCUMENTS REGARDING THE ARCHITECTURE CONTINUUM

Defining the Continuum Part 1:
Conditions and Terms for Accreditation.. Peter Osborne, CACB
The CACB administers the Accreditation Program on behalf of the Regulatory
Organizations for Architecture in Canada (ROAC) and the Canadian Council of University
Schools of Architecture (CCUSA). The Conditions and Terms for Accreditation is a guiding
document for the accreditation of programs willing to offer a professional degree in
architecture that leads to licensure. It outlines the professional qualifications and the
educational standards required, as approved by both the ROAC and the CCUSA, to be
accredited.

Defining the Continuum Part 2:
Conditions for Licensure in Canada .... Dave Edwards, ROAC
.... Gordon Richards, ROAC
.... Therese LeBlanc, ROAC
The Regulatory Organizations for Architecture in Canada (ROAC) has developed
foundational documents which set out standards for practicing the profession of
Architecture in Canada. The documents include the Canadian Education Standard for
Architects and The Conditions for Licensure of Architects in Canada. The ROAC is
submitting a draft "Continuum Chart" for discussion that shows the competency
required and where it is obtained Education or Experience prior to Examination.

9:30   Working Session ....Location: Victoria Ballroom

THEME 4: THE ARCHITECTURE CONTINUUM: EDUCATION, EXPERIENCE,
ENGAGEMENT

Theme Description
The architecture continuum is a broad description of the career trajectory of the architect
from early discovery to formal education, internship, examination, licensure, and lifelong
learning through practice and continuing education.

Discussion Questions:

4.1 (The transition) How should we prepare students for the transition from education to practice? Are students sufficiently exposed to practice while in school to support the transition to internship and licensure?

4.2 (The curriculum) Should Professional Practice SPCs (E) be addressed earlier in the curriculum? Can we imagine a curriculum in which students interact with practitioners at every level of their education?

4.3 (Academic appointments) Is the part-time adjunct position/teacher-practitioner the most effective way to connect the academy and the profession? Should the professor-in-practice position be defined according to standards recognized by both the university and the regulators?

4.4 (Internship) How can we make the internship a shared responsibility between educators and practitioners? How open, inclusive and supportive is the discipline towards the new generation of architects, their aspirations and their skills? Does the profession meet the expectations of interns in terms of mentorship, salary and working conditions (e.g.: maternity/paternity leave), professional development, personal well-being, and sense of fulfilment? If not, what expectations are not met? Does responsible mentorship require training?

4.5 (IAP) Should the IAP (internship in Architecture Program) broaden its definition/interpretation of 'architectural experience' to include a wider list of eligible workplaces and activities? If so, what kind?

4.6 (Other models) Should students graduate with the license to practice? What changes to the architecture continuum would be necessary to enable licensure with the degree? Longer program, 2 streams?

Break .... Location: Victoria Foyer

11:00   Report on the Theme 4 Discussions ....Spokespersons / all

12:00   Lunch ....Location: Summit

13:00   Working Session...Location: Victoria Ballroom

THEME 5: CHANGES TO THE CONDITIONS AND TERMS FOR ACCREDITATION

Theme Description:

The central purpose of the conference is to focus participants' attention on the integration of the architecture continuum in particular on setting a direction with respect to the Conditions and Terms for accreditation. In light of our discussions yesterday, how would we go forward with a more robust process for accreditation that reflects the needs of the profession in the coming years?

Overview of Issue Papers ....Anne Bordeleau
....Therese LeBlanc
To access issue papers: https://cacb.ca/cacb-conference/

Theme 5 Working Session Discussion Questions .... All
5.1 Recommendations to improve the architecture continuum.
5.2 Recommendations for changes to the Conditions and Terms for accreditation.

14:30   Break.. Location: Victoria Foyer

15:00   Reporting on Discussion Regarding Theme 5 ....Spokespersons / all
Plenary presentation of recommendations .... All

16:50   Closing Remarks for Day 2

17:00   Cocktail Reception .... Location: Victoria Foyer

18:30   CACB Conference Keynote...Location: Victoria Ballroom
   •   Keynote Speaker .... Laura Lee, Professor, Architect

19:30   CACB Conference Dinner ....Location: Summit

SUNDAY, October 30th, 2022

The way forward, Next Steps

7:30   Breakfast..Location: Summit

8:30   Opening Remarks and Announcements ....Location: Victoria Ballroom

9:00   Working Session...Location: Victoria Ballroom

THE WAY FORWARD - INSIGHTS ON RECOMMENDATIONS

Description: Theme 5 highlighted recommendations with respect to improving the architecture education continuum and provided participants with an opportunity to formulate recommendations with respect to the CACB's Conditions and Terms for Accreditation. This session allows for further discussion of the recommendations and maps out a path forward.
- Remarks from the CACB
- Plenary discussion on recommendations

10:15   Break ……………………………………………. …………………………………… Location: Victoria Foyer

10:30   Working Session...Location: Victoria Ballroom

THE WAY FORWARD: SUSTAINING THE CONVERSATION
Description: The CACB conference is a unique event that periodically brings together students, educators, and practitioners to collaborate on issues that affect everyone in the architecture continuum.

11:30   CACB CONFERENCE – CLOSING REMARKS

12:00   Lunch boxes are offered by CACB ………………………………………….. Location: Victoria Foyer

Appendix B – Attendee List

CANADIAN ARCHITECTURAL CERTIFICATION BOARD AND CONFERENCE COMMITTEE (CACB)

Jessie Andjelic	Dave Edwards	Lisa Landrum
Rob Bateman	Tammy Gaber	Patrick Lefebvre
Anne Bordeleau	Fiona Hamilton	Peter Osborne
David Covo	Scott Kemp	Anna Richter
Simon Di Vincenzo	Erin Kirkland	

REGULATORY ORGANIZATIONS OF ARCHITECTURE IN CANADA (ROAC)

Wessam Bou-Saleh	Sylvain Lagacé	Sean Rodrigues
Barbara Bruce	Marguerite Laquinte Francis	Bill Saul
Jeremy Bryant	Patrick Littée	Ellen Savitsky
Karen Chantler	Therese LeBlanc	Valerie Sensinger
Marie Chenard	Celeste MacKay	Greg Snow
Pierre Corriveau	Douglas MacLeod	Don Sterritt
George Cotaras	Lee McCormick	Scott Stewart
Margo Dauphinee	Ian McDonald	Jocelyn Tanner
Sébastien-Paul Desparois	Rob Menchenton	Stephen Terauds
Karine Faucher-Lamontagne	Christie Mills	Jenelyn Torres
Douglas Hanna	Greg Munn	Jon Trenholm
Baldwin Hum	Judy Pestrak	Mark Vernon
Melani Korver	Daryl Procinsky	Andrew Wallace
Gordon Kraushaar	Martin Richard	Ted Wilson
Natasha Krickhan	Gordon Richards	James Youck
Jan Kroman	Whitney Robson	

CANADIAN COUNCIL OF UNIVERSITY SCHOOLS OF ARCHITECTURE (CCUSA)

Izabel Amaral	Alice Covatta	Jerry Hacker
Mark Baechler	Alberto de Salvatierra	Vincent Hui
Vedanta Balbahadur	James Forren	Jason Johnson

John Bass	Luis Casillas Gamboa	Yew-Thong Leong
Ted Cavanagh	Federica Goffi	Fiona Lim Tung
Mira (Mimi) Locher	Adrian Phiffer	Talbot Sweetapple
Tania Martin	Maya Przybylski	Szende Szentesi-Nejur
Lisa Moffitt	Brian Rex	David Theodore
Andrei Nejur	Blair Satterfield	Johan Voordouw
Carlo Parente	Thomas Strickland	Bruce Wrightsman

INTERNS

Margaret Burt	Liane Lanzar	Jessica Westervelt
Mariam Djalili	Kathy Oke	Zahra Williams
Ryan Dinh	Charline Ouellet	Pearl Chan Yan Ming
Liam Guitard		

STUDENTS

Ishaan Anand	Nitya Gupta	Carrie Richardson
James K. Bird	Hajara Nida Hameed	Brook-Lynn Roy
Pierre-Luc Boucher	Erin Jeong	Edyta Suska
Nicole Cao	Kevin Kunnappilly	Marcus Van Vliet
Sarah El Debs	Teresa Lyons	

ROYAL ARCHITECTURAL INSTITUTE OF CANADA (RAIC)

Jonathan Bisson

Mike Brennan

Jason Robbins

COMMITTEE OF THE EXAMINATION FOR ARCHITECTS IN CANADA (CExAC)

Isabelle Beauchamp

NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS (NCARB)

Ellen Cathey

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE (ACSA)

Sharon Haar

KEYNOTE SPEAKERS

Darryl Condon

Laura Lee

OBSERVERS

Gina Page

Eva Rodriguez

CONFERENCE MODERATORS

Julie Fillion

Alain Rabeau

Ezanne Swanepoel

CANADIAN ARCHITECTURAL CERTIFICATION BOARD (CACB) STAFF

Adélaïde Caillet

Mourad Mohand-Saïd

Joyce Nyamu

Charlene Pineda

Mia Tremblay

CARLETON STUDENT VOLUNTEERS

Peter Bao

Emilio Hechanova

Hugo Jacques

Jessica Maestre

Appendix C – Theme 1: The Future of Architecture

The following represents the detailed input provided by participants – the collective narrative about the future of architecture each table group created.

Table 1

- Hope for architecture that rests lightly upon the land – we have responsibilities to the land.
- Acknowledge that we are at a moment in time, but our impact is not. Concept of "deep time".
- As designers, we have a responsibility to create spaces of openness that invite dialogue.
- This requires a culture of continuous improvement, in schools and practice, a culture of support.
- Moving away from transactional solutions and moving toward transformational relationship with clients and with the land; client and architect working together.

Table 2

- Recognizing and taking responsibility for our past harms and history and embracing where we are.
- Investment in learning and equality for the overall common good.
- Responsibility -> Investment in learning, economics, innovation, dignity, equity, accessibility -> common good <--> inspiration.
- Recognising the importance of places for community.

Table 3

- Architecture as a discipline (and less as a profession) reflecting the multi-faceted and dynamic nature the practice.
- Architecture as a puzzle – the processes are dynamic and ever changing.
- Architecture is forward thinking and considerate, and inclusive to future generations.
- Architecture is inter-disciplinary; the discipline continues to grow to develop excellence in different areas which would improve collaboration.
- Architecture is community – mindful of and being created by and for communities.
- Architecture is temporal.
- Architecture is collective; the collective should push the boundaries of collective consciousness.

Table 4

- Diversity plays out across all aspects of architecture: practice, education, governance.

    o How is diversity promoted: who is studying, teaching, what are we celebrating?

- Listening and collaboration. Listening, leading to informed action and consideration.

- Architecture is aware.

Table 5

- We are the community of integration.

- Achieve a greater level of collaboration without incurring public stress, using global technologies to create local benefits.

- Diversity: more voices inform design decisions.

- Advocate for nature and biodiversity.

- Different ways of working.

- Communicating with each other, towards a greater level of integration.

Table 6

- We work best when we work together.

- Making technology work through its high and low possibilities.

- Respect and affirm differences in people and places; care of ourselves in the profession and of others.

- We are doing more work to repair things already made.

- What does it mean to have ideals, when we are acting in the public interest and professionally?

- Recognize the importance of beauty, sacred places and landscape, the beauty of justice.

Table 7

- Find ways to understand issues such as climate change or accessibility, which are different in various locations.

    o Legislation needs to be flexible to different (climate or other) conditions.

- Valuing the knowledge of the place – preserve the history of the places in which we build.

- Holistic approach.

- Building for people. Ecosystems – cultures – history. Finding ways to value the knowledge.

Table 8

- Self-determination.

- More cooperative, empathetic process of working together.

- Nuanced understanding of inclusivity.

- Thinking about the world of humanity and not products -> processes over products.

- More human; the human experience – diversity of thought.

- Slower is better. It's important to find a way to slow down process, so there is time to digest and make those things come to life. Slowing things down became the most important destination so people can come to conclusions that are more equitable.

- A much more nuanced understanding of what practice is and could be.

- Equitable processes of working together.

- Innovation in re-thinking waste, materials and extractive processes; innovation beyond materials also.

- Adaptive re-use may be the future.

- Critical thinking and criticality as essential to all of the above.

Table 9

- What we currently see: interconnectivity of architecture and society, but also dissociation (i.e. not connected to surroundings). Analogy – different textures, colours, etc. -> this is what community is (fruit loop bowl analogy where the milk connects the fruit with the bowl).

- What we need to emphasis in the future: interconnected, collaboration, open systems, sharing, leap of faith, technology, experimentation, equity, expert improvisation.

  o Collaboration: working with a team in an environment and with the community who uses the space.

  o We need to see architecture as an open system, where new elements are constantly added.

  o When failure comes along the way need expert improvisation.

  o Interconnectivity – impact – community.

Table 10

- Elevate the profession and embrace the collaborative nature of the profession.

- Regenerative design: resilience, adaptive reuse, social justice, culturally rich, ecologically restorative and financially equitable. Architecture which is spiritually, mentally and physically healthy.

- The future of the profession will not be the same as the past. The future is more diverse; demographics need to change.

- Barriers are removed, to attract more diverse students.

- We need to understand what we can be, be open and not "stuck in our ways". "Skate to where the puck is going to be".

- Getting everybody involved. More experimentation, risk taking and leadership.

- Proliferate education to have people in positions to make sure change will happen.

- Influencing the very young to what architecture is and what it does.

Table 11

- Change is a constant. Being agile in responding to change, as we go towards the future will be critical.
- In order to remain agile, balance needs to be maintained.
  - o   Balancing education, work-life balance, etc.
- Providing inspirational leadership is critical.
- Maintaining optimism and hope to the future.
- Collaboration – listening and creating connections within the community.
- Belonging/connection.
- Stewardship of the planet.
- Making sense of place.
- Relevance – broader role for architects.
- Respect and care is important: respecting everyone around us, in our community; care for people in practice and community.
- Stewardship to provide resilience and sustainability.
- Health of the planet. Health of the profession.
- Optimism. Have a positive attitude as we look forward.

Table 12

- Future of architecture – portal.
- Reuse, resiliency, courage: reuse as a point through which we need to build resiliency in architecture.
- Equity: economical, inter-generational and societal meaning to equity.
- Courageous effort to embrace the complexity of the multitude of voices coming together.
- Political will, leadership and social infrastructure. Political will to show leadership and push for the social infrastructure we want to see within our neighbourhoods.
- Go beyond commodity of our spaces and our jobs.
- Encourage imagination to envision the future, beyond the practicality that this industry demands of us.

Table 13

- Public space is incumbent on architects, i.e. our contribution is not only to the built environment, but also to public space; modified public space, democratic space.
- Affordable housing.
- Connectivity of nature with infrastructure as a concept linked to the notion of public space.
- Connectivity of nature and a parallel to the built infrastructure.

- Adaptability for architecture.
- Uncertainty – acceptance of uncertainty.
- Wonder, creativity and openness.

Table 14

- "Slow-chitecture": a future where we can slow down, be more present in practice, build less with more intention.
- Emotional intelligence, to talk to the communities and understand what they want.
- Well-being and resilience of individuals and practicing architecture; adapting to changes.
- People living in the space, building memories in that space. Performance of the building and of the collective.
- What if we were taught to consider the future as a stakeholder, when we are designing?

Table 15

- How to break down the "us vs. them" dichotomy between architects and the community we serve.
- More inclusive, more whole. Stop, listen, step back and put the community first.
- Interaction: the community builds the building <-> the building builds the community.
- Different ways of talking about space, listening to people, listening to local practitioners.
- Search the public perception of what public perceives an architect to be, and depersonalize the role. De-glorify.
- Make spatial thinking more accessible; introduce architecture concepts at a younger age.
- Put attention to land, resources and history. Working with (listening, nature).
- Small actions -> big impact.
- Building capacity for people to participate, critical thinking.

Table 16

- What are architect's roles and responsibilities in the future?
    o Where do architects sit in the profit cycle, in the economic cycles of the industry? Can some aspects of construction and design be shifted – should/can life, safety and building code be shifted to those that profit from building?
- What is the future of architecture in light of artificial intelligence tools, algorithms, climate, bioweapons? How do we reflect on the value of architecture in context of forces (such as climate change an international conflicts) which have no regard for the culture we are trying to build?
- How do we think about reuse and heritage and building stock through the lens of Truth and Reconciliation?

- o There is a lot of focus on heritage preservation; it is worthwhile to ask whether or not that is the heritage we want to preserve.
- How to design with joy and provide joy (and escape the negative pressures associated with much of what we do).
- How will the world's accreditation processes keep up with these changes?

Appendix D – Theme 2: Social Justice and Wellness

The following represents the detailed input provided by participants. Each table group was asked to begin with a particular question, so that as a collective, all questions would be covered. In instances where other table groups also considered a question, their input is also included here.

2.1   Social Justice

How can the academic and professional sectors champion social justice in their practices, processes and strategic priorities? Can architectural education and practice embrace a broader socioeconomic range in the projects that we assign, the student that we welcome and the public that we serve? How might we promote interdisciplinary and community collaboration as well as opportunities to learn from community engagement?

Table 1

- Mandatory Equity, Diversity, Inclusion (EDI) training.

- Broadening the definition of public interest. We want to be ahead of that curve (vs. being forced into it by others).

- Embracing a broader socio-economic range – yes we can do it. Some examples where this is done is through studios, where work is done in collaboration with the community. Indigenous knowledge transferred over time is formalized in the program.

- Community engagement requires dialogue; communities need champions. It's difficult to design in silos, thus it's important to engage in the conversation in a participatory way.

- Wellness in practice.

Table 2

To champion social justice by the academic profession:

- We need to include implicit biases training for faculty, staff and firms.

    o Biases are of many types: racial, gender, social and economic conditions, origins of people, physical abilities and disabilities.

    o By being aware of our biases (for example in education), we can give a chance to all students to speak, learn and give equal opportunity to everyone.

- Decolonization can be seen as a lens to talk about social justice.

- There is a system that undervalues the individual person (work late hours, not take care of themselves). This system continues into internship and in the profession.

- o   Adams, Annmarie. Designing women: gender and the architectural profession – the first chapters of the book offer a good overview on the systemic conditions that shape the profession and prevent women from evolving in their careers.
- Student success should not be based in the number of hours worked but on pedagogical objectives.
- Working overnight must be discouraged, both in schools and in practice, because that system causes exclusion.
- Awareness: we need to know more about student well-being (CASA data issue paper) in order to make things change.

To promote interdisciplinary and community collaboration and learning through community engagement:

- We need to encourage mentorship during architectural education.
- How do we include curriculum changes in this discussion? Require professors to have a diversified set of references (not only Le Corbusier...).

Table 3

To promote interdisciplinary and community collaboration and learning through community engagement:

- Student projects that foster community engagement in underrepresented communities (e.g. Dalhousie Design Labs offer opportunities to engage with wider range of underrepresented voices).
- Designing and learning taking a multidisciplinary support.
- Design build opportunities offer opportunities for immersion.
- Practice-based engagement self-initiated – pro bono community service.
- Licensure does not incorporate volunteering as an option.
- Volunteering can be inequitable in that it implies that people have time and financial resources to volunteer their time.
- Important to consider levels of complexity at different stages in a student's academic trajectories. How to build a knowledge base that enables the accrual of expertise over time.
- Careful selection of sites and stakeholders.

To champion social justice by the academic profession:

- Faculty and practitioners need educating – need language and framework to engage more meaningfully and widely on social justice concerns—often people have the right values, but they don't have the means to communicate it yet.
- What resources are available to facilitate this? Design Justice Network / Carleton's Indigenous Learning Bundles / are there continuing education opportunities. Creative Action Lab's Equity centred community design field guide. IDEO The human centred design tool kit.
- Education does not stop in the profession. Are there ways of embedding training requirements into the process of maintaining licensure as processes of continuing education?
- Tempering 'problem-solving' mentality.

- Block week learning can be a nice opportunity to gather as a larger group and collectively learn foundational knowledge.
- Ask bigger questions: who are your stakeholders?
- Ethics and research methods need to be considered.

    o Critique the methods of your research? Web-based resources are increasingly accessible across local, regional and global populations.

    o Sometimes there are tensions between university-level ethics approval processes and timelines and the timelines and intentions of community-based research by design students.

    o Interdisciplinary collaboration can help strengthen these research protocols.

    o Is it ok that architects can be superficial in their research/data acquisition; is the looseness of architectural research part of the problem? Expose students to more evidence-based learning methods.

To promote interdisciplinary and community collaboration and learning through community engagement:

- Interdisciplinary collaboration can help strengthen these research protocols.
- Is ok that architects can be superficial in their research/data acquisition. Is the looseness of architectural research part of the problem? Expose students to more evidence-based learning methods
- Explain without pen and without paper to remove intimidation of using modes of communication that are not accessible to non-design audience.

2.2   Accessibility

How do we make our discipline more open to people with visible and/or invisible disabilities? What can we do to identify and remove the barriers that exist in our schools and workspaces? What other barriers exist within our typical schedules and workload?

Table 4

- There is no flexibility in academia or in licensure: there is not a set slower or accessible path.
- Physical accessibility to the facilities should be audited within the schools to find areas where they could be bettered. When issues are identified, there is a lack of support to accommodate and renovate these schools.
- Accessibility within the current curriculum: how to better allow flexibility for students.

    o Elements to consider include: format (language, sit-in lecture), timeline, flexibility to work from home, option for extending the program, physical accessibility, deadline/grade system, facility, technology, etc.

    o Identifying accessibility issues and partnering with the person to support.

- And how is accessibility itself found in the curriculum; how are we teaching students about accessibility and about the need to consider accessibility in their designs.
- Practice is there a way to look at licensure to improve accessibility; can we look at generalized and specialized licensure?

Table 5

- Academia: emphasis on connecting people with lived experiences in context of accessibility; inserting this in education and in practices.

  o Note: accessibility is not only about physical constraints; consider accessibility broadly (e.g. physical, cognitive, etc.).

  o "Nothing for us without us": ask communities and groups what they need; listen.

- Opportunity to include accessibility in the curriculum; notion of lived experiences, integrating this into education and practice.

- When we use the word accessibility there is also the notion of accessibility of programs for people who need flexibility in terms of finances, time management, etc. so they can become architects. Allow a broader swath of society to enter into architecture / design.

- Good design is accessible design. Design so that more people have access to accessible spaces.

- Co-designing of space. Co-creation has to be visible in the product.

Table 6

- Provide flexibility and ensure that there is more than one pathway both for education or licensure.

- Mandatory education to look at the question of accessibility as a discipline-wide issue that needs to be addressed.

- There is existing structure in academia to provide accommodation; the question is how to translate this into practice (no standards for accessibility in private practice).

- Mandatory continuing education is one solution to provide practitioners with ways to manage this in their practice.

- Intern Architect AIBC and Broadly Experienced Applicant as examples that could be applied elsewhere.

Table 9

- Start a cultural shift to recognize that we should be removing barriers, not accommodating disabilities.

- Exemplify and honour excellent works of accessibility – ones that have made impact, not just 'popular' architectural works.

- Understanding that creating universal space instead of 'accessible' spaces, which single those out.

- Extend to gender-neutral or non-gendered facilities.

- Lived experience is valuable teacher to show the diversity of abilities and challenges to be inclusive.

- Have those with lived experience provide input on existing building environments – how can it be improved.

- This not just an issue of equality, but also of dignity and respect.

- Engage in collective groups to find creating solutions, encourage sensitivity.

- It requires some humility to accept that architects don't know everything and don't assume they know best – always have room to learn and be spokespersons and leaders to effect this change. Develop sensibilities.

Table 13

- Being a woman in architecture: how can we bring more awareness.
- Barriers still exist within the system (e.g. for women) who want to advance careers and start a family).
- Accessibility must apply everywhere.

2.3   Indigenous

How can Indigenous history and culture be incorporated into school curriculum and architectural practices? How can our teaching spaces and curriculum be changed or expanded to be more meaningfully inclusive of Indigenous design, history, practices and methodologies?

Table 7

- Scholarships or funding to Indigenous communities in order to encourage them to apply and get the funding necessary to pursue the curriculum in architecture.
- We have to recognize the challenge: the speed of the program is not necessarily for everyone; it's important to adapt to other ways and provide the opportunity for people to do other things (schedule of classes: some people may need time to do other things than architecture).
- Integrate Indigenous culture in the curriculum and courses (e.g. construction, structures, history) and in studio.
- Do research work in collaboration with Indigenous people to get the most out of research and integrate the results of that research into design projects.
- Think about the spaces where we teach; we need to provide spaces where people can share and embrace their culture.

Table 8

- Indigenous architecture is more than the built form (not a literal or physical typology such as a tepee, wigwam or other); the outcome of the building; the concepts behind the culture.
- In order to incorporate Indigenous history and culture in the curriculum and pedagogy and becoming more inclusive, willingness and leadership from the Dean is important.
- A design project can accelerate the learning process (i.e. learning about Indigenous history, traditions and values).
- Education on the Indian Act and understanding the Indigenous views/trauma.
- Understanding the "land" as a client; "she is alive". Indigenous principles are solutions to the climate crisis.

- Look to John H. Daniels Faculty of Architecture (University of Toronto) for examples. A course was created and a book on findings and research is about to be published.
- Friendship centers located in many cities can provide a starting point and resources.

Table 9

- Start by bringing in Indigenous persons and groups into the programs; ask how to engage them, what information would they like to share, what are their lessons.
- Set themes of land-based learning, e.g. how can we bring this into the city/campus.
- Establish dialog and bring the experience into the studio by establishing an Indigenous liaison, relationship/link.
- Establish grants to facilitate outreach.
- Identify resources for Indigenous persons from the community as liaison, stay as active members in the program.
- Create outreach to the Indigenous community to provide what architecture means, how it's applied, that it is an opportunity for them to be engaged and as a profession.
- Establish safe space within the school where they can express their ideas, share with other groups that also can rely on the safe space.
- Take 'free-lab' activities out into the community, working together to learn materials, methods and traditions.
- Building relationships and trust – this takes time.
- Building on consistent consultation.
- Engage Indigenous leaders as spokesperson, bridging.
- Set a base of Indigenous history, to all students.
- Decolonizing our curriculum, bring history out.
- Take 'space' and curriculum to the Indigenous community itself, where they can be comfortable, build trust.
- Engage multiple Indigenous groups of a region, e.g. distinct first nation communities in collaborative sharing or curriculum programs, in person or online.
- Add Indigenous history and culture to provide exposure in the classroom.
- Start the program to have an option to start in the community (e.g. have the program run in the community for a year or two, gain acceptance and help facilitate opportunity to finish at the school).

Table 15

- Empowering Indigenous persons to become architects: give capacity and access to the profession, bring the schools to the community.
- Create more occasions to meet the communities.

- Teaching about "sensitivity".
- Design other pathways to access the profession; streamline and facilitate access to the profession (i.e. make it more easy).

2.4 Cultural sensitivities/Diversity

How can we ensure that our processes (e.g. hiring, admissions, evaluations etc.) address the existing biases to be truly open and inclusive to better reflect Canadian society? How can we develop a pedagogy, faculty complement, architectural mentors and leadership that embraces the diversity of background and culture of students and meets them where they are? How can architectural education and practice evolve to welcome international students and architects so that they feel they really do belong?

Table 5

- Mandatory continuing education about cultural diversity, EDI.
- Working with Indigenous communities – how can this be integrated seamlessly into practice and education – inclusion, interdisciplinarity.
- Consider what content we may have missed and that needs to be brought to the forefront of design education – co-creation.
- How do we impact colonialism.

Table 7

- Unconscious bias training.
- Leaders amongst the community within the firm to negotiate the obscure subjects; redefine our mentors to ensure we have the right people.
- Show support within the profession and academia.
- Professional ethics.
- Intern-friendly firms.
- Mentors and tutors between students to connect students and professors; building networks.
- Culture that adapts to the employees vs. employees having to adapt to the firm's "usual" culture.
- Allowing people to work remotely.
- Hire without seeing the person: the symphony metaphor.

Table 10

- Review existing processes in Academic institutions (hiring guidelines and processes to understand where biases and barriers are and what systemic barriers are perpetuating the norm.
- Provide unconscious bias training; this would be a good starting point.

- The curriculum needs to address social justice and diversity into all courses (i.e. not just in one course); these concepts need to be holistically integrated into education.
- Need multiple and flexible paths to licensure. Current barriers: BEFA program takes no less than 2 years; the internship process is arduous. Perhaps micro credentials could help carve out different paths for people to participate meaningfully in this profession.

Table 11

To ensure our processes address existing biases and are truly open and inclusive to better reflect Canadian society:

- This is a regulatory question.
- Train the reviewers and examiners in EDI.
- Make the process transparent.
- Remove all opportunities for bias in the application process (e.g. remove some requirements or determine how to assess differently).

To embrace the diversity of background and culture of students and meet them where they are:

- Train EDI of the reviewers/admissions personnel.
- Develop both the entry points and the career path as unbiased and transparent.

To welcome international students and architects so they feel like they really do belong:

- A safe and supportive environment requires that all members of the community understand the issues and the traps. A robust EDI training program is essential, one that both covers the basic principles and "refreshes" at appropriate intervals.
- All employees deserve a fair wage and a transparent review process.

Table 12

- Ensure that hiring processes are creating spaces within university and workplaces to encourage people from different backgrounds to share their experiences.
- Schools could look at recruiting more broadly.
- International students: recognize that they bring more than money into the system; they are also a valuable resource that can be used e.g. share their experiences, support them and help them stay in the program.
- Mentorship program.
- Training to recognize hidden biases.

2.5   Well-being

What strategies for critical self-reflection and transformative change are in progress as it pertains to studio and firm work culture? What can be done to rethink the culture of architecture to be one that better supports wellness? How can educators and practitioners model the way towards wellness?

Table 13

- How to bridge the gap between internship and student work versus when you become a practitioner.
- Allowing interns to attend meetings.
- Mentorship. Everyone is responsible for success.
- Mentorship in school and how the buildings are set up to showcase work for other architects.
- Seeing people who are new as future competition versus seeing you as a future worker.
- Exposure to other aspects of architecture, such as the business side of practice.
- Things to improve - Burnout culture, low pay,
- Giving awards – good.
- How to make things more affordable – materials.
- Take courses outside architecture.
- Giving more time, viewing it as a journey.
- Focusing on mental health.
- Constructive criticism and positive reinforcement.
- Schools are an incubator of culture and this gets passed on.
- Lack of fess a major contributor to stress.

Table 14

Things Schools Can Do:

- Build a culture in school that doesn't prioritize being a studio rat or killing yourself for the work.
- Re-evaluate grading approaches. There is a pass/fail approach to professional accreditation. Consider this for schools. It may reduce unhealthy competition (in favour of collegial competition).
- Provide professional development for instructors (who typically have no formal training on how to teach) to be better and more mindful instructors.
- It is important to be aware of individual student circumstances:
  o Greater attention to the balance of merit and performance scholarships.
  o Continued attention to cultural backgrounds and personal backgrounds.
- Support programs: sponsored yoga, counselors; classes on health living.
- There are many pathways in architecture as your career progresses: you may find yourself working on details, or reviewing contracts with Lawyers. Schools do not adequately describe the full breadth of traditional practice. Improve professional practice courses - which should be at minimum co-taught by practicing architects.
- More practitioners teaching in schools.

- Provide more context for how 'design thinking' is situated within (traditional) practice; this would help students and interns understand a broader context.

Things Firms can do:

- Remuneration:
  o Pay living wages, and pay overtime.
  o Encourage a culture of reasonableness (going home on time for dinner is more common in firms where overtime is paid since it is a marginal cost).
- Decline projects for toxic clients.
  o Establish a start-of-project values guideline for interaction.
- Observation: wellness is an issue outside of architecture - IE is about health and personal fitness and wellness. The people in this room are unqualified to directly answer this question. Schools and firms should engage outside experts.
- Public shaming as a strategy for keeping firms honest about how they treat staff: Voluntary reporting to regulators (pay, benefits, hours), followed by anonymized publication – to help keep firms honest.
- Support Intern group programs and events.

Table 15

To create a culture of well-being:

- Consider how competency is assessed, what has to be measured. Does it have to be tied to a number of hours or lectures; the skill set should be shat is measured.
- Actively teaching efficiency; teach how to learn and help people increase their efficiency.
- Access to resources and funding for materials, machinery, software (for example, having to purchase software to study architecture makes it more difficult or less accessible to people with lesser financial means).
- Making people in position of power responsible to make the change; e.g. we could have a policy for working only with firms that pay their people fairly.
- Put away culture of silence about this; we need to talk openly. We need leaders to champion this conversation, talk about this honestly and "live" the changes.

Table 16

- Wellness as a moving target (i.e. wellness today vs. wellness 5 years from now may be different).
- Put limits on the number of work hours per week.
- Prescriptive schedule and number of hours in studio may not be necessary or may be too much.
- Increase pay; more money and more time for everyone would create more wealth.
- Ask for support from government.
- Focusing on the most important to avoid overwhelm.

Appendix E – Theme 3: Climate Action and Sustainable Development

The following represents the detailed input provided by participants. Each table group was asked to begin with a particular question, so that as a collective, all questions would be covered. Again, if other table groups also considered a question, their input is included.

3.1   Competencies for climate action

What competencies do students, educators and architects need to empower the profession and to lead climate action regarding our built-environment?

Table 1

- Qualitative/measure of performance. More people are trained after implementation of the project; then it may be becoming a specialty, i.e. an architect would know the basic and bring in a specialist or engineer (similar to mechanical, structural) for specifics.
- Build buildings new skill set is going to be required. Resilience is the new requirement: new skill set.
- How do we educate the owners, the client? The client does not need the certificate, but wants a building that lasts 100 years. Rather than pay for a certificate, put money into the actual product. Educate clients on the effects.
- And interesting route in "deep" sustainability, beyond LEED points.
- In the early 2000s the practice outpaced the students, now students ask what is "life centered design"; co-designing for all species -> habitat loss: incorporating in site analysis of species that live on the place we are building and considering whether we need to replace their loss. It becomes a bigger systemic question and social question.

Table 2

- Implement learning notions of ecological thinking (reference: "Ecological thought" book by Timothy Morton) as well as Systems thinking and complexity: thinking about a holistic approach to design.
- Understand and deal with certification (LEED, etc.).
- Understand scientific principles behind sustainability.
- Both practice and education need to learn collaboration skills and work in cross-disciplinary ways in order to deal with various items, such as:
    o   Understanding the environmental implications of materials
    o   Design with UN sustainable design goals
    o   Understand Carbon footprint

- o Energy efficiency / Embedded energy /
- o Life cycle analysis
- o Human behavior
- o Circular economy
- o Material reuse, rehabilitation, adaptive reuse, deep energy retrofit.
- o Etc.
- Work with RAIC and others to promote sustainable design, as a solution should not only come through regulations.
- Legislation; much can be done through reinforcing legislation towards sustainable design by regulators.
- Enact change through legislation.
- Mandatory content is easy to improve in architectural education.
- It is difficult to architects to say no to a client, so a broader education needs to be done.
- The national policy of architecture is very important to achieve sustainable design.

Table 3

- Lifecycle understanding for design; life cycle, repair, durability of all the materials.
- Sustainability needs to be a fundamental, basic learning.
- Climate change will be more prevalent, can we learn from patterns of events, locally and globally?
- Future proof: fix buildings, need to learn, costs, and better materials to respond to specific environments.
- Sustainable design has proliferated across the study spectrum; we need to develop more tools and critical thinking for where this needs to be addressed -> a shorter list of guidelines.
- Insurance as leverage.
- Site assessment in particular sets of circumstances.
- Give more value and emphasis to adaptive reuse both in practice and in academic; provide incentives.
- Design awards that emphasise other measures.
- Studio – comprehensive.
- Add or shift competencies; paradigm shift in the way design is taught. Images need to be challenged with more sustainable measurable substance and recognition / academic incentive.

3.2   Climate leadership

How can architectural students, educators, and practitioners champion responsible planning and management of natural and environmental resources?

Table 4

- Practitioners use monetary arguments with clients to build less or to use technology to build smaller buildings. Challenge the client's set, the environmental impact. Proper specification of resources, materials, educate clients to reduce, reuse.

- Encourage consultants and engineers to think through more sustainably.

- Architecture umbrella with specialties in sustainable practice. Sustainable focus, design, community engagement.

- When a particular strength is recognized in a student, we can lead them to sustainable practice; micro credits or part of the core curriculum.

Table 5

- Need to elevate code; how to get clients to do more than is required is a challenge; the solution is to put this in the code.

- Communicate value (for longevity of lifestyle, regenerative, net zero, etc.).

- Going back to basic design principles in how we approach sustainability in studio; focusing on projects that are not new builds but renovations and interesting renovations that may involve buildings that are problematic.

- Multi-discipline design studio – how to reduce carbon without jeopardizing design; renovation needs to be addressed in curriculum and studio. Elevate preservation (not just about new builds).

- Concept of walkable cities (options close to home, etc.) and how we bring that in studio. First principles – go back to integration of spaces – work and live in the same community. Multi-disciplinary – plan communities.

- Visualization or graphic way of representing carbon footprint, how we can bring that to education.

Table 6

- Address this question through a national architecture policy -> emphasise how big this issue is.

- The three groups should be engaged more politically to effect change.

- Student level can do more research in this topic.

- Practitioners need to involve clients in conversation in this topic.

- As practitioners, we need to argue for the cost of a project which is just, according to construction cost but not life cycle assessment.

- Collect more data, stories, evidence to support – evidence-based arguments.

- Technology and environmental performance simulation can be used to support our arguments and sell the ideas to the client.

3.3   Indigenous

How can we change the existing colonial narrative biases within our schools and practices to better address the climate crisis?

Table 7

- Acknowledge the technological history and capacity that can be used in architecture.
- Using local materials, which means designing in ways that the local materials work (smaller trees in some cases), less carbon footprint.
- When working with local community on projects and buildings, role to bring out the ideas that emerge from that community (i.e. drawing out from their view). Integrate the communities' solutions into the problems they are encountering.
- Opportunities for apprenticeship, training, getting local community involved in learning.

Table 8

- Treating the land as a client.
- Consider standards in accreditation (e.g. green standards) and whether they are demonstrating what is needed (example of an igloo vs. glass LEED certified building).
- Education of clients requires changes in belief systems.
- Embracing the conditions we have to work with.
- Realizing that a newer technology is not always better (for example wood window frame offers the advantage of replacing pieces vs. a vinyl window frame requires replacing the entire frame: microplastics and pollution, etc.). Care is needed in selecting materials.
- Look back and find alternatives for now and the future.

Table 9

- Recognition of existing (colonial) narrative; schools are colonial organizations.
- Complex question: colonial and Indigenous are not monolithic categories; how do we teach that and recognize it?
- Indigeneity, land back, treaty recognition as a wedge; what would that look like? Watersheds don't recognize settler land divisions; neither do Indigenous nations; how would stewardship change?
- Communities (e.g. Newfoundland) settled on coast for navigation and food, as they experience the impacts of climate change (e.g. Newfoundland, recent hurricane), how will that affect what they do?
- Hybrid condition / balance … Indigenous values are not universal … very specific condition occupy today; recognize this and teach.
- If we assume colonial as linear and extractive:
- Bi-directional stewardship, circularity, Growth v non-growth, living within means.

3.4   Curriculum and Sustainable Development Goals (SDGs)

How could we establish sustainable development as a core principle/mandate/value of architecture education across the curriculum, mandating the importance of adaptive reuse, and understanding the economic and environmental challenges needed in a rapidly-changing world, framed in the context of the SDGs?

Table 10

- Competitions – unsustainable "off the table".
- We should stop celebrating and giving awards to buildings that are not sustainable.
- Whole curriculum; educate the educators.
  - o   Major part of school projects should be adaptive reuse.
- Need to take an evidenced based and collaborative approach.

Table 11

- Do not isolate climate action/sustainability into a single course, but embed it into the curriculum as a whole. Progressive from undergrad to graduate program.
- Speak to the United Nations' sustainable development goals (includes community, environmental and social issues) as a whole, vs. individual sustainable design strategies. Embed these UN SDGs into the SPCs (17 goals – refer to position paper no. 9).
- Emphasize/re-inforce focus on impact of "adding"/impacting an existing ecosystem – speak to adaptive re-use etc.
- Embed sustainable design within the curriculum as a whole (i.e. not isolating this to a single course).
- Embed Indigenous teachings – notions of "caretaking" of the land. Extend this Indigenous teaching into all other disciplines taught at the university – like philosophy, engineering etc. not only architecture.
- Schools have a place to educate the profession; education across the curriculum, the regulators.
- Make architecture more accessible to the public.
- Cross into other disciplines – it is being taught in philosophy, engineering, etc. in addition to architecture.
- Consider sustainable community development as a whole rather than just sustainable design strategies.

3.5   Equity, Climate and Student Performance Criteria (SPCs)

How can we establish, support and mandate community initiatives, curricular objectives and architectural practices that respond to the climate emergency? Do the student performance criteria go far enough in addressing equitable climate action?

Table 12

- The discourse on sustainable design is about reducing impact on the land; perhaps we need to think about engaging principles of stewardships from Indigenous People – being "part of the land", not "on the land". Symbiotic – stewardship rather than exploitation.
- Integrative design.
- SPCs – a broader mindset, so students graduate with a fluency in concepts they can integrate more readily in practice.
    o Energy modelling for designing vs. auditing; thought process vs. technologist, fluency, life cycle, embodied energy, integrated design process – having engineers involved from the get go, climate impact of design decision and communicate it.
- Embedded or holistic knowledge. Embed within curriculum.

Table 13

- Incorporating the sustainable practices and design into studios as a mandatory, not as an add-on or after thought.
- Making it a standard so it becomes a normal.
- Doing it without talking about it.
- Getting policies on our side.
- Thinking of things as a system rather than an individual component – thinking about the bigger picture.
- Shift from existing thinking and making it into learning about thinking about existing buildings – adaptive reuse projects, infill design, etc.
- Critical thinking – using the SPCs into education.
- LEED is based on new buildings.
- Context around what is appropriate for sustainability.
- Ensure all SPCs schools are responsible for include a sustainability lens (i.e. not single course but embed throughout).

3.6   Proactivity in Education and Profession

How can we leverage emerging technologies and lessons learned from the pandemic to ensure that the curriculum and construction techniques sufficiently prepare for future disruptions? What needs to change? How?

Table 14

- The question covered a lot: emerging technology, pandemic, construction, future disruptions.
- How does this all fit with sustainability the profession and education? This is a complex question. We discussed: resiliency, zoom meeting, VR, lifecycle costing, construction technologies, contract documents – bill of materials.
- The key is that the schools and profession have to focus on creating architects that are flexible and adaptable. We do not have a crystal ball for the future.
- Our ability to prepare for future is dependent upon our ability to adapt to an unknown future while keeping our focus on the things that truly matter for the long term, such as sustainability.

Table 15

- Take advantage of emerging technologies. Embrace emerging technologies; teach/learn them in school.
- Existing strategies developed from other disciplines and expertise (e.g. landscape, town planning, etc.).
- Flexibility of attitude.
    - NCARB as fully online accredited (but we are not); hybridization (other avenues, pathways), zoom more accessible, more sustainable, opens whole new frontiers).
- Questioning existing standards, avoid sensationalism and look for design strategies that are more than about checking boxes on a form -> towards realistic standards and design strategies.
- Consider studio projects that focus on adaptive reuse.
- Expose weaknesses. (Simple is better -> more sustainable).
- Sustainability is a shared responsibility: architect, client, engineer, authorities.

Table 16

- Agree flexibility and agility are key to deal with emerging disruptions in the future (unknown future disruptions). What needs to change?
- The practice of working together is key. In person collaboration is important to main connection; or better ways to maintain community when we're apart. Whether through VR or other technologies, we need to feel that we are working together.
- This is not business as usual: we have to adapt how we work.

Appendix F – Theme 4: The Architecture Continuum: Education, Experience, Engagement

The following represents the detailed input provided by participants. Each table group was asked to begin with a particular question, so that as a collective, all questions would be covered. In instances where other table groups also considered a question, their input is included.

4.1   The transition

How should we prepare students for the transition from education to practice? Are students sufficiently exposed to practice while in school to support the transition to internship and licensure?

Table 1

- Students are not sufficiently exposed to practice to support that transition.

- How can we maintain the diversity of Canada architecture programs but develop metrics so that the exposure to the profession is measured? Data is needed to determine whether there are sufficient numbers of interns in the pipeline to compensate for expected retirements.

- Should co-op be mandatory, there are implications to consider (e.g. managing this in the profession, paying them, etc.)

- Exposing students to the profession and to other professionals early on and in a variety of ways is beneficial. More exposure to project management tools and to the entrepreneurial aspects of practice are needed.

Table 2

- Students need to know they have a lot more to learn; this needs to be made more explicit.

- Interns need to take active participation in their education; they need to know their rights and their responsibilities (e.g. what can they ask for in terms of support).

- Transition is currently reliant on economic circumstances and networking.

- There can be different ways of gaining that experience (e.g. one week placements, job shadowing), and making that part of the accreditation process itself, so that it is mandatory.

Table 3

- Not sure that co-op would be an efficient solution. If co-op, could the terms be longer? Need more robust experience, more effective for practices.

- Students are not prepared enough for practice, and neither are practices prepared enough to work with them.
- Lack of accountability in terms of the internship. Not everything needs to be shifted to school; would not want to compromise the design integrity.
- At least one of the studio projects should be a comprehensive project that includes consultation, budget reality, etc.
- A better feedback loop between regulators, schools and the profession would help, so there can be a better gap analysis of what could be addressed at every level. For example, could industry help with establishing milestones for student competency at different points in education? Better communication between groups, ownership by all parties.

Table 16

- Students feel that the course Professional practice only comes very late, at the Master level.
- Studio courses are not seen as professional practice courses; maybe different aspects could be included in studio, such as project management for example. There is room for professional practice to be better taught in schools (e.g. project management).
- Educators' perspective: students will never feel sufficiently prepared to practice. Student's perspective: students are sufficiently prepared to start internship at the end of their architectural education.
- There are many examples of exposure to professional practice in schools: design-build, competitions, etc. However, there are different levels of preparation to practice in architecture schools. We need to make consistent across the board.
- If regulators put forward a new requirement for co-op in education, this will leverage schools to hire a co-op coordinator to implement co-op in their programs.
- Things like managing a business take a lot of time and cannot be part of architectural education.
- Transition to practice can be better supported and co-op is a good path, as well as continuous education. We need to critically support that transition.
- It would also be helpful to expose students during internship to continuous education (example of following short financial management courses on line).
- Interns are not necessarily sufficiently exposed to practice. One of the most frequents complaints received by RAIC from interns is that they are not exposed to designing.

4.2   The curriculum

Should Professional Practice SPCs (E) be addressed earlier in the curriculum? Can we imagine a curriculum in which students interact with practitioners at every level of their education?

Table 1

- Professional Practice SPCs could be introduced earlier in the curriculum, however only after students have developed basic understanding/opinion of the discipline/profession.
- It's beneficial to have exchanges with practitioners early on; over time, these accumulate and give students a grounding in practice.

Table 4

- Professional Practice SPCs (E) should be addressed earlier in the curriculum; more exposure earlier would be good, in measured amounts. Some programs (e.g. co-op) introduce this earlier, while other programs may introduce this exposure later; there are pros and cons to both.
- A curriculum in which students interact with practitioners at every level of their education can be imagined.
- How practices employ students is a consideration (e.g. sometimes they are unprepared, or it can detract students from their schoolwork).
- The layering of education and experience should occur and exposure could start earlier, as each element (formal education and experience) informs the other and enriches the understanding of what and why things are being done. Interaction with the profession can be beneficial to students who don't want to pursue a practice of architecture also (i.e. create more awareness of what they want vs. do not want to do).
- It's important to be conscious and aware of the audience and ensuring that exposure to practice exposes students to concepts at the right time along their progression and do not discourage them (e.g. complex questions about liabilities may best be covered later in a student's progression). It's also important to not steer students to practice if this is not their intended goal.

Table 5

- This group discussed the function of education and whether we are meeting the goals of society, as well as how the schools can contribute to changing the profession.
- Our dream education includes more exposure to the profession, though not necessarily as part of the education. Relationships (for example the CAFÉ style interactions) are important.
- Students and interns are hungry for information and welcome more information.
- There are other ways in which professional practice could be incorporated in the curriculum; for example: interviewing architects, site visits, guest speakers, etc.).
- It's best to integrate these notions within different courses (vs. having a single course on the business) and to find ways to integrate some notions of the professions in courses (e.g. questions, discussions, workshops, site visits, etc.).

- Broadening what architectural practice could be can create a more equitable environment.

Table 6

- Some of the Professional Practice SPCs (E) be addressed earlier in the curriculum, but some cannot.
- A curriculum in which students interact with practitioners at every level of their education is possible, however information needs to be layered with basic information first, and then building upon that.
- Having professionals involved in schools helps to connect students to a professional network.
- Professionals bring value to universities in different ways (e.g. through community partnerships); need different metrics to measure (not just dollars).
- It's important to provide and promote more overlap and touch points between education and practice.
  - Some US schools have programs that integrate co-ops allowing students to complete internship by graduation. Could allow some pre-practice SPCs to be taught earlier in the curriculum. Current SPCs for pre-practice require knowledge of how offices work (contracts, etc.) some could be introduced earlier than others. It can be good to ensure a progression of learning so that students get information at different times and hear it more than once.
- Students need to know what they can learn at schools, as interns and as full time employees (Education vs. Internship Chart).

Table 9

- There could be greater transparency about what the SPCs are, to ensure that students understand the context and framework of how their education links to the practice and the role of regulatory bodies.

Table 11

- Professional practice SPCs should be addressed earlier in the curriculum.
- Tax breaks for firms could be helpful.
- Educate practitioners in a more complete manner about their roles in the IAP.
- Could this be a component of moving from B.Arch. to M.Arch.?

4.3   Academic appointments

Is the part-time adjunct position/teacher-practitioner the most effective way to connect the academy and the profession? Should the professor-in-practice position be defined according to standards recognized by both the university and the regulators?

Table 1

- Practice should be better defined and integrated.
- More research-oriented faculty want reduced teaching loads, increasing splits in faculty culture.

- How to quantify "exposure" to the profession: is there a map or diagram of the different professional degrees' structure?

Table 7

- Adjunct positions, having practitioners teach is a good way to bridge gaps, however the process can be improved.
- Regulators should not set the standards for academic appointments.
- Each university has a different definition for adjunct (some part-time are tenured, sessionals teach throughout the curriculum but too many sessionals impact teaching continuity).
- Teaching qualifications and abilities are important; what are the teaching standards, what is required in order to be able to teach?
- Fair composition, make career accessible and attract talent.
- The possibility of micro-credentials offered across Canada (e.g. building envelope or building-cost accounting).

Table 8

- The presence of the profession in the school is valuable and important.
- Students could be provided with more practical and realistic aspects of the profession, rather than theoretical ones (e.g. structure).
- Do regulators have a say in who universities and firms hire? Accreditation.
- Is there a preference for PhD vs. other qualifications?
- The wealth and geographic location of the schools is also a factor.
- Some students may seek to study with a particular professor or practice as an opportunity for future work.
- The length and duration of academic cycle does not always match the reality of the practice (i.e. the pulse of proposals in the practice); initially, a firm may be eager to work, but by December, it has so much work that it is not possible to do what they initially wanted to do.

Table 9

- Overall, this is a good thing, however this is a two-way process: inserting practice in school, as well as putting students into practice.
    o For example, provide studio space in office settings for short periods to gain insight into different scales of office, visiting offices, inviting practitioners in for CRITS, guest lecturers, social events with professionals and students, etc.
- Deans and faculties need to be convinced that design is research; buildings are the most peer-reviewed aspect of architecture.
- There is a need to accommodate a greater number of people (e.g. people with a family, etc.).

- The way each school does this (academic appointments, part time, adjunct, teacher/practitioner, etc.) has to be very flexible; it will vary from one school to another, based on the style and environment of that particular school. Employment requirements would vary by university; number of positions depends on the scale of the schools.

Table 15

- Practitioner experience is very important, but very difficult to get.
- Practitioners' lectures / professor-in-practice -> teaching skills are lacking.

4.4 Internship

How can we make internship a shared responsibility of educators and practitioners? How open, inclusive and supportive is the discipline towards the new generation of architects, their aspirations and their skills? Does the profession meet the expectations of interns in terms of mentorship, salary and working conditions (e.g.: maternity/paternity leave), professional development, personal well-being, sense of fulfilment? If not, what expectations are not met? Does responsible mentorship require training?

Table 7

- How does the profession promote innovation and change?
- How does it get molded in internship?
- How does the continuum support innovation and change?

Table 10

- Increase the robustness of mentorship being offered and introduce membership earlier.
- Lifeline and advocacy through schools, internship and practice – perspectives within the world of architecture.
- Ability for a one to one relationship and pooling of mentorship resources from across the country to align people with like-minded aspirations.
- Align and consider the possibility of an MPC, i.e. what should mentors aspire to; mentoring is an example of practitioners having to listen to what the students want and need, being open and inclusive; mentoring benefits the practitioner.

Table 11

- Schools and practice to align to shared goals.
- Schools to develop programs to introduce students to mentors early on, mentoring could continue as the student moves to practice.
- Provide con-ed points for being a mentor.

- Recognize the importance of improving the workplace through legislation related to employment such as salary, maternity leave, etc. (Questions around provincial/territorial employment standards where unionization could be implemented taking the onus off employers to implement salary caps).

- Responsible mentorship could be from con-ed: potential mentors need to understand their responsibilities to their interns, and the interns should also know what they can expect from their mentor.

4.5   Internship in Architecture Program (IAP)

Should the IAP (internship in Architecture Program) broaden the definition/interpretation of 'architectural experience' to include a wider list of eligible workplaces and activities? If so, what kind?

Table 8

- The hours were stripped down to make sure interns get experience in core activities.

- Students can now log hours towards CERB.

- Students should be exposed to CACB during the curriculum.

Table 12

- The interpretation of "architectural experience" should be broadened to include a wider list of workplaces and activities. As a result, awareness of other practices and roles will be enhanced.

- A question to ask is whether we are educating to create future architects, or to create potential future architects.

- Gate keeping: architecture is too broad to limit the scope of practice. Removing barriers will result in more architects and a stronger profession.

- Wellness of interns needs to be considered.

- Regarding the timelines and continuum, why is the magic line after 60 credits? Should the possibility to log hours begin at zero credits?

- Incorporate definitions of internship with flexibility regarding the timelines and what a student needs to get in order to succeed; greater flexibility on timelines.

Table 13

- The Education vs. Internship Chart is very valuable and worth circulating around more widely – a legend would help. From a student perspective, it makes evident that the education of the architect doesn't end with their terminal degree, but is deeply integrated into the IAP process (this helps manage expectations about what is supposed to be learned in the academic context).

- Currently, "architectural experience" is largely obtained as working for a licensed architect. We should enlarge internship experience in school to open up a wider range of future opportunities for interns, which may not lead to professional licensure. Ensure that interns have wider range of experiences and perspectives.

- Broadening the definition of experience is valuable, but within limits. Within each criteria IAP areas of competency, we suggest that we might list sectors of experience that could meet criteria. Lateral disciplines could be considered. For example: site planning- landscape architect, engineer, urban planner, community activism groups, etc. There might need to be limits on how much of the hours might be achieved in this way and how this might be regulated. Some criteria lend themselves to this crossover more so than others.

- The mandate of the IAP may not have to be about leading solely to the path of licensure. It could be a time to introduce students in a structured way to a variety of professional pathways. Interns enrich the practice in terms of skills and expectations. Interns need to be taught: how to make construction documents, how to talk to clients, etc.

- Important not to conflate the role of IAP, which is to facilitate licensure; the importance of enabling a wider range of lateral experiences to enrich the individual (which might be provided by co-op opportunities); and interdisciplinary more widely. With the role of co-op or just getting industry experience.

- IAP is not the only vehicle to facilitate this broadening out of diversity of experiences and – coop, experience for students who have the opportunity to work with academics and possibly pursue academic research; choose to follow other disciplinary paths. There is value in communicating this early on to students. Laying out alternate trajectories could be helpful to students.

4.6   Other models

Should students graduate with the license to practice? What changes to the architecture continuum would be necessary to enable licensure with the degree? Longer program, 2 streams?

Table 13

- Should co-op by mandatory?
- There are equity issues because students pay tuition fees during co-op, so it extends there total time as a student.
- It's important to have options.

Table 14

- Working environments should be integrated with architectural education.
- Co-op should be mandatory, however education programs would need to be longer if integrating the co-op program. Co-op could help reduce internship needs and that experience (co-op) could be recognized. All the schools wouldn't need to go with this process. Ease the transition from academia to practice with the co-op program.
- The Goal is not only Licensure – maintaining programs that allows for different takes on architecture.
- Reorganize the program so that the end process would give the licensing. Part of the licensing, requires exams with categories requiring in-practice experience.
- The internship process would benefit from the education environment.

- School personnel to help out with co-op and internship at the same time.

- Work terms have impact on staffing in the Schools; 4-months then 8-months work terms. Co-op program at Laurentian is encouraged to be in some related year (3-months over summer months), then the 8-months.

- Students seem to have the education coming out schools.

- There is no way to prepare or teach in a proper way, to simulate an actual practice; licensing should not happen in school, the experience in a practice is mandatory, to expose to all conditions and reality of the practice.

- Become an architect earlier, continue to gain experience, then get experience to get your COP… Why could you be called an architect earlier? Is the goal to have more people towards Registration? Licensure should not be obtained upon graduation, because there is much to learn from experience.

- Does the « intern » architect term slow the momentum, coming out of school?

- Can Regulators mandate the larger practices to hire interns?

- It takes a while to train the architects to welcome the Interns in their practices.

- Invite practicing architects into the schools to show them what they are learning, and help them down the road… enables the process to adjust the curriculum.

- Guideline for supervising Architects and Mentors to help make internship more consistent and thorough to ensure teaching is happening.

- Communicate better to students what is left to learn going into the practices, it's okay to not know everything; show them what is left to learn.

- Supervisors and Mentors might need help, from the Association or on a National Level.

- Should there be more Licensed-Practicing architects' part of the Schools?

- How to attract Architects without compromising their practice? Need funding; how do we remunerate those practitioners who spend a lot of time away from their practice when they go teaching into schools? Could the regulators provide funding for practicing architects to be more involved in the universities?

- Universities are requiring more and more research from Teachers which will push away the Practitioner to come in the Schools.

- Using certificate of Practice for the threshold of internship completion so that graduates could call themselves an architect as they graduate.

Table 15

- It could be possible to graduate with a license, though with some caveats and not in the current way in which degrees are granted. Experience and exams would need to be folded in -> which means a longer education, which would not suit everyone. Flexibility would be needed.

- Flexibility will require a different model for assessing experience; candidates are not studying, they are acquiring experience.

- Better ways to fill gaps in experience are needed (e.g. find work outside pf an intern's typical situation in order to fill those experience gaps).
- Imposing a mandatory co-op for all students has the potential to dilute the market; it should not be only co-op, multiple streams are needed.
- Not everyone who goes to architecture school will become an architect and that is good. Students can explore other streams.

Table 16

Some of the opportunities and issues:

- Opportunity that a direct path through graduation would not be an overload to universities. There is a need to do a feasibility study.
- Limited resources at universities would not be able to take on more workload. Unless supplementing comes from Architecture associations, but those only regulate the profession, and do not have resources to get involved in education.

Summary conclusions of this group:

- The current system can be improved because interns stay too long in internship, and women frequently do not complete internship.
- A direct path to licensure would help more women become licensed architects and would be a path to equity.

Steps:

- Schools should consult about student's desire for a longer program with a path to licensure.
- Conduct a feasibility study involving educators, regulators and CACB.
    - No change to the number of hours required for internship.
    - Using educator's experience to evaluate internship, instead of only logging hours.
    - Maybe reducing the number of exams and increasing hours because these would be better supervised and evaluated.

Appendix G – Theme 5: Changes to the Conditions and Terms for Accreditation – Participant's Recommendations

Participants engaged in an exercise to develop recommendations to improve the architecture continuum and change the *CACB Conditions and Terms for Accreditation*.

Questions

5.1   What are your recommendations to improve the architecture continuum?

5.2   What are your recommendations for changes to the *CACB Conditions and Terms for Accreditation*?

Conference participants developed their proposed recommendations in small group discussions. This was followed by plenary sharing as the recommendations were grouped into related theme at the front of the conference room. Participants were then invited to circulate and identify the recommendations they support or oppose by placing green (support) or red (oppose) dots beside the recommendations.

It is important to note that the "green vs. red dot exercise" should <u>not</u> be interpreted as a prioritization exercise. It was simply meant to get a quick sense for the overall level of support or opposition to various proposed recommendations on the part of participants.

The recommendations provided by participants are organized along the continuum and suggestions to improve the terms and conditions for accreditation; additional recommendations provided on the final day of the event are then listed.

Continuum

Transparency around the mechanics of the SPCs and the continuum / Communicate and explain continuum

Issue	Transparency
Recommendation	Share and communicate the continuum more broadly ("chicklet chart"). (47 green; 3 red)
Issue	Students do not "absorb" the continuum and are less aware of how SPCs relate to accreditation, IAP.
Recommendation	Explain and reinforce the SPC process to students throughout the academic spectrum. Any course outlines what the SPC is (i.e. use course outline to describe, draw connections between points on the continuum). (22 green; 3 red)
Issue	(PPC) How do the SPCs map onto the map onto the competencies framework.
Recommendation	Harmonize SPCs with competencies framework – identify correlations between two documents in order to determine who does what. (13 green; 3 red)

Rigorous and continuing evaluation of the effectiveness of the continuum; continue dialogue and collaboration

Issue	Collaboration between collateral organizations.
Recommendation	Improve collaboration and communication between CCUSA, ROAC, CASA, RAIC. Work to tackle issues. More touch point opportunities. (36 green; 0 red)
Issue	Continuum reinforcement.
Recommendation	Keep the dialogue going between CCUSA programs, regulators, ROAC and CACB. (27 green; 0 red)
Issue	Critiquing the continuum.
Recommendation	Effective editing of competency list with professionals and stakeholders before constructing the continuum (i.e. denoting education vs. internship). (11 green; 10 red)

Social justice, inclusivity, wellness for students and schools; reduce barriers to education

Issue	The future architecture – improve the continuum and lift barriers.
Recommendation	The future of architecture is inclusive, accessible and sustainable: lift barriers; ensure new barriers are not being created; reach out to marginalized groups/regions (universities in conjunction with the profession). (23 green; 0 red)
Issue	Equity issue for students in remote communities.
Recommendation	Decentralize Architecture schools (hubs in small cities where students can be in virtual class and physical studios). (16 green; 8 red)
Issue	Social justice and wellness.
Recommendation	Provide all (or at least more) materials and equipment free to students. (12 green; 8 red)
Issue	Social justice and wellness.
Recommendation	100 % tuition/scholarship/stipend guarantee for all Indigenous students. (6 green; 5 red)
Issue	Continuum resilience and awareness
Recommendation	Early information re: continuum – parts and time (memes, videos, charts, use popular media. (5 green; 5 red)
Issue	In recognition of the expressed need for multiple and flexible pathways we recognize the emergence of hybrid and online models that increate the openness, diversity of inclusive nature of the profession, to this end, we propose changes to the conditions and terms of accreditation to permit the eligibility of virtual or online alternatives. Re condition 3.6
Recommendation	Modify conditions 3.6 (physical resources) to recognize alternative virtual or online resources. This could be similar to the recent addition by NAAB of their conditions and procedures: "if the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site or hybrid formats have on digital and physical resources." (NAAB, 2020, p.8) (15 green; 91 red)

Improving the mentorship systems/programs in place both before and after graduation; define role and expectations of mentors

Issue	Facilitating the transition between profession and education.
Recommendation	Develop a more robust national mentorship program with ROAC leadership.

	-> Create a liaison earlier in student education.
	(45 green; 0 red)
Issue	Mentorship, not that the system is bad, however it could be improved/enhanced.
Recommendation	Mentorship should be present from the beginning of our architecture continuum in the form of a staggered system. This system would start with bachelor students mentor potential Arch students, who would themselves be mentored by Master's students (who will become interns during the process). After the Bachelor students would find his/her/their mentor who would be a professional. This embeds mentorship at the cores of what it means to be an architect.
	(9 green; 4 red)
Issue	Improve mentorship
Recommendation	Training for supervising professionals and mentors.
	(26 green; 0 red)
Issue	Students and interns need more support along the continuum – particularly after the hand-off from school to practice.
Recommendation	1. Training, resources and evaluation of mentors, supervisors and co-op participant.
	2. Incentive and recognition of the importance of this role (e.g. significant Con-Ed hours).
	(14 green; 0 red)
Issue	Formal training for supervising architects and mentors; inconsistencies in learning during internship.
Recommendation	Provide formal support/training to supervising architects and mentors to provide consistency to learning in internship.
	(24 green; 0 red)

Improve the experience component of the IAP; advocate for intern's rights; provide support to gain required hours

Issue	Improve continuum.
Recommendation	That Co-op be mandatory in all school curriculum.
	(27 green; 35 red)
Issue	All experience is valuable on your path to licensure.
Recommendation	Allow IAP to be more integrated with the syllabus program (do not require intern to complete additional hours AFTER completing syllabus, if all categories are addressed).
	(7 green; 12 red)
Issue	Wider list of eligible experience / work.

Recommendation	Widen the list of eligible experience / work under the supervision of other professionals (not necessarily licensed architect) as engineer, landscape architect, code specialist, etc. (13 green; 17 red)
Issue	Disconnect between education and professional environment.
Recommendation	Re-assess professional practice exposure / teaching / experience - Co-op placements. - Requirements for minimum hours of experience pre/during graduate studies. - Accessibility and flexibility with experience during education -> options for part time study/work. (4 green; 0 red)
Issue	Equity issue.
Recommendation	All interns and co-op must be paid positions. (23 green; 0 red)
Issue	Incorporate the notion of experiential forms of learning.
Recommendation	Revise PPC2 to add "experiential forms of learning" or add as PPC7. (3 green; 0 red)
Issue	Undergrads in co-op cannot count their work experience with CERB.
Recommendation	Programs must revert to the 60 credit hours as the criteria to allow students to count hours for experience before the last 2 years of Masters. (7 green; 0 red)
Issue	Social justice and wellness.
Recommendation	Enact a pan-Canadian pledge between all Canadian schools of architecture to NOT hire, invite, or otherwise engage with practitioners of offices that offer unpaid internship to students. (37 green; 0 red)
Issue	Advocacy for interns during and after co-op.
Recommendation	Schools should advocate for intern's rights during and after co-op -> ensure pay, fair treatment, etc. (4 green; 0 red)
Issue	Continuum recommendation to improve the continuum.
Recommendation	That IAP identifies EDI conditions and provide and EDI action plan – facilitate equitable access to hours. (6 green; 0 red)

Continuum – require hours with sustainable goals

Issue	Improve continuum
Recommendation	That IAP requires hours in the area of Sustainable Development Goals (SDG). (8 green; 6 red)

Professional continuing education and continuum

Issue	Critiquing the continuum.
Recommendation	Where does con-ed fit into the continuum? (24 green; 3 red)

Conditions and Terms for Accreditation

Review all SPCs

Issue	Clarify SPCs.
Recommendation	Clarify SPCs such that they reduce redundancy and embedded "sub-SPCs". (27 green; 1 red)
Issue	Flexibility within the architecture program framework.
Recommendation	PPC 6 - Breath of education. Students are to be able to have the opportunity to take more elective courses and expand body of knowledge. Reduce the number of SPC/PPCs (values) to create room, without extending the number of years required. Flexibility in course scheduling / course load (e.g. part time, reduced load). (21 green; 2 red)
Issue	Professional practice as a part of curriculum.
Recommendation	Review all Professional Practice SPCs and consider only essential SPCs. Delete E2, E3, E4, E5 or consolidate. E1 should be structured to be overview of process. The other items should be engaged by the practitioners. (5 green; 29 red)

Regulators and schools relationship

Issue	Preparation for practice. PPC1
Recommendation	Allowing regulators to be integrated into curriculum at all stages of architectural program(s) (and even before). (18 green; 33 red)
Issue	Theme 2, improve the continuum, conditions of agreement
Recommendation	Since universities are struggling to provide adequate financial resources that ROAC and regulators commit to collect a % of fees to universities with matching opportunities by offices to fund: PPC 1 to PPC6; stipends for Indigenous students for all years of their study and lodging. (16 green; 28 red)

Community-based design/build projects

Issue	Introduce the importance of volunteering and community responsibility.
Recommendation	Small student's built project could focus on contributing to community needs.
	Examples: shelter for homeless; small seating urban area "temporary, periodic installation".
	* Add to SPC -> related to SPCs but doesn't fit in one specifically.
	(14 green; 0 red)
Issue	Architectural continuum – social justice. Design builds.
	(Industry/practice/schools)
Recommendation	Have Canadian schools offer student-led, design-build experiences to every student over the course of their education.
	Design-build experiences:
	- mini architectural project, from start to end;
	- community consultants, design charrettes, construction documents, fabrication (actual build), documentation;
	- variety of roles and tasks and experiences; industry and professional partners -> improves understanding of architectural professional processes.
	(20 green; 0 red)
Issue	Strengthen the notion of collaboration, inclusion, community engagement.
	PPC4
Recommendation	Revise PPC4 to read:
	The program must demonstrate how it supports and fosters effective individual and team dynamics, <u>heavily grounded in</u> collaboration and inclusion, community engagement and diverse approaches to leadership.
	(21 green; 0 red)
Issue	Support community-based involvement.
	PPC #4
Recommendation	Ask for pro-bono commitment for practitioners.
	(4 green; 76 red)

Address unconscious bias and embed Indigenous knowledge

Issue	Embedding Indigenous knowledge into education.
Recommendation	Propose adding a 7th PPC about traditional knowledge and Indigenous sharing and learning. -> Use approach from Indigenous relations as a framework for thinking. (19 green; 0 red)
Issue	The importance of an emphasis on local context and a specific recognition/acknowledgment of the land we practice on and its story.
Recommendation	Split PPC3 into 3 distinct topics. New PPC 3: Diverse and inclusive perspectives. The program must demonstrate how it embraces diverse and inclusive local, national and global contexts, including Truth and Reconciliation in Canada. (14 green; 0 red)
Issue	Add reconciliation.
Recommendation	Expand SPC B.4 Cultural Responsibilities and Global Perspectives. The student must have an understanding of the diverse needs, values, behavioural norms and socio/spatial patterns that characterize different and cultures and individuals and the implications of diversity and reconciliation on the societal roles and responsibilities of architects. (4 green; 0 red)
Issue	Theme 2 Change conditions.
Recommendation	SPC B4 Cultural Responsibilities and Global Perspectives. Change from "understanding" to "ability". (4 green; 4 red)
Issue	Community Engagement.
Recommendation	PPC 4 Community engagement. Student experiences with community engagement and problem solving need to be meaningful. Graduates must be prepared to engage and work with the community, not just as stakeholders but as partners. (24 green; 0 red)
Issue	Meaningful incorporation of Indigenous knowledge across the continuum.
Recommendation	Provide resources for Indigenous community members to enter and be successful in the profession. Embed training related to United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Truth and Reconciliation into architectural program.

	Strengthen PPC 4 – incorporate collaboration and engagement with Indigenous communities.
	Support for (or requirement for) Indigenous faculty staff.
	[May require new SPC/PPC to be added.]
	(17 green; 2 red)
Issue	Embedded conscious and unconscious bias.
Recommendation	To assess each SPC and edit to remove biased perspective.
	(15 green; 0 red)

Providing flexibility to allow specialization and self-identity for schools

Issue	Curriculum is packed, delivering SPCs takes a lot of bandwidth/time and other resources -> tendency to "add" to account for new issues (justice, climate, etc.).
Recommendation	Reduce and clarify the "core" SPCs and allow students and schools to differentiate.
	Diversity IN → CORE + SPECIALTIES → Diversity OUT
	(32 green; 0 red)
Issue	Architectural education is focused on producing future practitioners.
Recommendation	Encourage schools to expose students to a broad range of aspects of architecture, so they can choose the path they want to take (guest lectures, study abroad, collaborations with practitioners, etc.).
	Encourage schools to diversify programs, offer streams and areas of expertise.
	(20 green; 0 red)
Issue	Mechanism of change.
Recommendation	Maintain the flexibility of the CACB by staying less prescriptive and more agile.
	(9 green; 5 red)
Issue	Self-determination and identity.
Recommendation	Allow schools to "write their own SPC" * that allow schools to define their identity and pedagogy (they are then measured against their own criterion).
	* This could be a % portion of required SPCs.
	(26 green; 34 red)
Issue	Consolidation of SPCs in curricula -> a statement included in paragraph preface for SPCs.
Recommendation	"Since design is a synthetic act, programs are encouraged to link multiple SPCs to student work in creative, stimulating ways. "
	(1 green; 0 red)
Issue	In licensure and accreditation, add flexibility.

Recommendation	Allow all supervised work experience to count.
	Remove time limits – allow expansion of years for accumulation.
	Allow for specialization and different emphasis (early career streaming choices).
	Criteria/measuring competency: allow schools and interns to opt for "understanding" vs. "ability" (i.e. level of expectation.
	Internship is responsible for level of comprehension (i.e. anything missed in school).
	(3 green; 10 red)

Agility for institutions to partially self-define outcomes of programs

Issue	Encourage and emphasise diversity of schools.
Recommendation	From the NAAB's Conditions for Accreditation 2020. "The criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international and professional contexts, while encouraging innovative approaches to architecture education and professional preparation."
	(35 green; 0 red)
Issue	PPC Confusion over what constitutes the "Program".
Recommendation	Clarify the definition of "accredited program" so that they can be compared.
	(1 green; 21 red)

Diverse paths

Issue	Early/continuous exposure of students to "practice(s)" study expectations.
	PPC #1 SPC #E3
Recommendation	Open minds to alternative opportunity for practice. "What are expectations of "traditional practice".
	Inspire, nurture and support practice specialization in both education and practice.
	Research as a career path.
	(18 green; 0 red)

Canadian university cross-over

Issue	SPC Continuum
Recommendation	Allow for a semester or a class to be taken at another Canadian university with ease and recognition and at no additional cost to the student.
	(26 green; 0 red)

Accessibility

Issue	Reinforce the importance of accessibility, diversity and social performance.
Recommendation	Add the following Design SPC: A9. Social Factors/Determinants of Design.
	Students must demonstrate an understanding of factors informing social performance, accessibility, inclusion, diversity, community building/public engagement.
	Revise category title "C. Building Performance Knowledge".
	(20 green; 0 red)
Issue	Accessibility.
	SPC C1 Regulatory Systems.
Recommendation	Integrate accessibility into all aspects of the architecture program:
	Requires a review of each course.
	Requires new course development.
	Build sensibility and empathy within designers.
	(19 green; 0 red)
Issue	Theme 2, change in conditions.
Recommendation	That program condition 3.3 equity, diversity and inclusion serve as inspiration to create an SPC condition.
	That accessible design be again and SPC, not under C1.
	(0 green; 0 red)
Issue	Social justice.
	SPC A7, B2, B4
Recommendation	Incorporating social justice framework into A7, B2, B4, +
	(0 green; 0 red)

Encourage experimentation at schools

Issue	Promote the experimental in schools and practice SPC C1 and E3
Recommendation	Allow for failure and innovation.
	(33 green; 1 red)

Student participation in program development

Issue	Greater student agency / engagement.
Recommendation	PPC demonstrating a mechanism for student's to actively participate in developing the program (wellness, topics). (7 green; 17 red)

Research

Issue	Research should be foregrounded in school and practices. PPC #2, PPC #4
Recommendation	Get up collaboration between schools and practices. Research experience should count towards IAP hours. Promote evidence-based design. (34 green; 0 red)
Issue	Increase collaboration between practice, education and academic research.
Recommendation	More exposure to funding options that link research and practice/industry and SSHRC. Partnership and SSHRC engage grants. Advertise these opportunities to practitioners. Internal newsletters, social media, etc. (10 green; 0 red)

Balance of research and practitioner faculty

Issue	Connect more education with the profession.
Recommendation	Improve the balance of practitioner-professors and researcher-professors. (43 green; 3 red)

Create core course requirements addressing social equity and community learning

Issue	Needed because designing with community creates more inclusive design and recognises different communities.
Recommendation	PPC4: collaboration, leadership and environmental stewardship, including "social equity and community learning" as a core course e.g. LEED recognized social equity as a new condition for certification recently. (14 green; 2 red)

Social performance

Issue	Add notion of social performance.
Recommendation	Add C6 Social Performance – the student must have an understanding of … (8 green; 0 red)

Climate change

Issue	Climate change. C2 and PPC3 – Environmental Stewardship. E2 Ethics and legal responsibilities.
Recommendation	Integrate sustainable development/design into all aspects of the architecture program. Requires a review of each course. Build sensibility. Build skillsets within designers. (41 green; 1 red)
Issue	Life-Centered design rather than human-centered.
Recommendation	Add the notion of life-centered design (vs. human-centered) design. Add to SPC A5. (20 green; 1 red)
Issue	The importance of an emphasis on climate education within the overarching program.
Recommendation	Split PPC 3 into 2 distinct topics. PPC 7 (new) – Environmental Stewardship and Climate Crisis. Design to respond to current and emerging climate conditions reactively and proactively. (20 green; 1 red)
Issue	Emphasize the importance of the climate crisis as an academic and professional imperative.
Recommendation	Introduce a preamble to the SPCs stating that the program must demonstrate how each stream of its curriculum addresses issues of the climate crisis through its course syllabi and student work. (17 green; 1 red)
Issue	Agility, sustainability. SPC A3 / A.
Recommendation	Incorporate concepts of circular economy and resiliency, futureproofing. (14 green; 2 red)

Design tools – technology and science, climate change, traditional hand drawing

Issue	Connect aspirational design with real world challenges to prepare students to connect design with climate change.
Recommendation	Use technology/science as a design tool. (32 green; 5 red)
Issue	Erosion of traditional design and drawing skills.
Recommendation	Revise SPC A3 to recognize the importance of drawing by hand as a strategy in observation, communication and design. (53 green; 23 red)
Issue	Sustainability, agility, resiliency.
Recommendation	Amend A3: design tools to paradigm changing technologies. (8 green; 10 red)

Comprehensive design

Issue	Being current and connecting practice and academic.
Recommendation	SPC – D Consider how comprehensive design could address the big questions of today. (7 green; 0 red)
Issue	There is a variable/inconsistent level of professional awareness in graduating architecture students.
Recommendation	D1 SPC Comprehensive studio work that demonstrates integration of professional dimensions including: consultant integration, project operations and execution, client criteria and responsibilities to the profession and general public. (34 green; 8 red)

Conflict resolution

Issue	Communication SPC B1
Recommendation	Conflict resolution and facilitating discussions. (23 green; 0 red)

Time management

Issue	Design skills, wellness
	SPC A2, A3, E5
Recommendation	Teach time management as a specific SPC.
	(14 green; 20 red)

Part time faculty resources

Issue	Physical resources for part-time faculty. Re Condition 3.6
Recommendation	Add to condition 3.6 space and technology resources new text underlined: "… office space for the exclusive use of each full-time faculty member, <u>office space for the use, on a shared basis, of part-time faculty</u>, and related instructional support space."
	(12 green; 0 red)

Visiting team composition

Issue	The visiting team should be inclusive of subject matter experts.
Recommendation	The composition of the CABC team includes/reflect expertise in the themes evaluated (e.g. diversity, sustainability).
	(26 green; 1 red)

Scheduling the ExAC

Issue	The ExAC is an experienced-based exam. The more experience an intern has, the better prepared they are for success.
Recommendation	Schedule the exam later in the process than the IAP currently allows.
	(6 green; 73 red)

Additional Recommendations

The following recommendations were added during the closing session the next day, therefore there is no count of the number of green or red dots associated with these. As participants were asked to reflect on additional insights at the close of the conference, the following proposed recommendations were put forth.

Some of these are related to themes covered above, however they are grouped together below as they were added during the final day's reflections.

Scope of architecture and the profession

Issue	Scope of "architecture".
Recommendation	Extend/expand the definition of public interest (social, environmental, Truth and Reconciliation, etc.). Appropriate it – don't wait to be asked/forced/excluded. Expand "practice" to include non-"built" work. Value diversity of specialized expertise. Redefine "regulation" (other professions, countries, etc.).
Issue	Scope of architecture and the profession.
Recommendation	Redefine the roles of architects and the scope of what we recognize as "architecture". We need to insist on expanding our impact beyond the regulated scope.
Issue	Is the process of licensure and protection of the title limiting our influence?
Recommendation	We should recognize licensure is a narrow path within the architectural spectrum, but is necessary. Is the process of licensure and protection of title having the effect of limiting our ability to be influencers? The way forward may be to licence traditional practitioners to ensure traditional public safety, but title more broadly in the spectrum to allow for specialization. This serves to widen the narrow path and leverages more of the architect's skills. This becomes a larger path, a louder voice and more influence.

Engagement and understanding of the built environment on the part of the public

Issue	Public education and engagement with the built environment.
Recommendation	Expand the scope and reach of architecture programs to give more members of the public an opportunity to receive an architecturally-based education, thereby helping to improve their engagement and understanding of the built environment.

Unconscious bias and review of foundational documents, competency standard and definition of architect

Issue	Unconscious bias.
Recommendation	Insert unconscious bias review/audit into the process of changing foundational documents resulting out of this conference.
Issue	Competency standard and definition of architect.
Recommendation	Fundamentally dismantle and reconstruct the Canadian standard of competency for architects (which drives accreditation, IAP, etc.). Perform a bias and gap analysis of the chicklet chart to broaden and enrich and nourish the definition of the architect.

Building capabilities for advocacy and ability to influence decisions through student's education

Issue	Understanding that in practice, architects don't always have a strong say in decisions, they must advocate. How can we prepare students for this reality?
Recommendation	Advocacy should be integrated into student's capabilities. We propose its addition into SPC B1.

Sustainability and environmental impact

Issue	Environmental impact as addressed in schools. SPCs B4, B5, C5, and those with direct links to these.
Recommendation	Rigorous evaluation of project designs in school is essential. This can concretely be done by actively building and promoting a knowledge of the land through traditional and Indigenous techniques, but also through the implementation of specific metrics, tools, and technological techniques into design studios and the curriculum. Otherwise, words like "sustainability" and "ecology" in the SPCs/PPCs remain vague and not holistic. We need to ensure not only "understanding" but abilities with regards to performance-driven design. Moreover, sustainability, equity, social justice and accessibility are all inter-related. We already know many of the effects one has on the other, so we need to make these clear to our students early in their education; otherwise, these links can remain vague as well. We should seek methods of evaluating the outcomes of these inter-related issues. Look at SPC B4, B5 and C5, with respect to ABILITIES, not only understanding.

Internship supervision and education and well-being of interns

Issue	Internship: rights and responsibilities of interns, obligations re supervision, support, education and well-being of interns.
Recommendation	Embed the principles and obligations associated with internship in the regulatory association's governance documents, and specifically in the code of ethics.

Gate keeping: entry requirements and pay

Issue	Gate keeping: entry.
Recommendation	Reduce and streamlines entry requirements for architecture schools across Canada (in a commensurate way). Reduce and streamline entry requirements for the profession.
Issue	Gate keeping: pay.
Recommendation	Pay fairly, with transparent pay scales (share) for: "volunteers"/consulting; co-op; interns; professors and sessionals; architects. Make a RAIC pay guide.

Open access to research, academic work and relevant data and information on the environment

Issue	Access to research, work and data.
Recommendation	Open access to research/academic work and data on environment (GIS and other relevant information) to students, architects, interns and academics.

Appendix H – Insights on the Recommendations

Theme 5 highlighted recommendations with respect to improving the architecture education continuum and provided participants with an opportunity to formulate recommendations with respect to the *CACB Conditions and Terms for Accreditation*. On the last day of the conference, participants reflected and discussed the recommendations further.

After the plenary debrief (key points reported are included below), participants formulated additional recommendations; those are included in the "Additional Recommendations" section under Theme 5 above.

Table 1

- The public is looking to practice, practice is looking to the academy. We need to take tangible actions (the next 3 points describe how).
- Changing the curriculum to include Truth and Reconciliation and the Indigenous ways of knowing; we need to start by asking ourselves "what's the next best thing we can do?".
- How does colonialism apply to our environment today needs to be examined carefully through personal reflection.
- There is a feeling that we are forming an army, but all we have is a butter knife; how to be more effective comes down to listening better and working together: "If you want to fast go alone if you want to go far go together."

Table 2

- The definition and role of the architect needs to be broadened.
- Schools can broaden the scope, maintain flexibility and individuality in their curriculum in delivering education while preparing people for a broader role of what an architect is.
- To increase our influence, we need to position ourselves together (CCUSA, ROAC, RAIC, CASA, etc.), create opportunities to collaborate and find the path to influence government. RISE is a path. We also need to bring the public and the government in the conversation.
- There is a role for the regulator and for licensure; though there is so much more architects can do, including specializing in different areas.

Table 3

- Open access to research done by academics, firms, interns, student, data, GIS, etc. to students, interns, architects nationally, so that outcomes of research can be shared. Streamline ways for students and practitioners to access research data.

- The role of architect and the scope of architecture needs to be redefined.
- Expanding our impact beyond what the regulated scope is not about limiting ourselves to what we are limited to in the Act, but rather, expanding the fields that we intersect with architecture.

Table 4

- Climate change should be at center of profession; it's interesting to note that the design awards with the AIA have specific environmental criteria. Sustainability is not only an underlining thread throughout programs, it also needs to stand at the forefront of education and practice. Sustainability being cultural and environmental.
- Changes in schools are required to sustain practitioners in future. Change takes time and these students won't enter the practice right away. How can we educate and get current practicing architects on board to practice sustainably? Can con-ed play a role in this?
- We need to further the integration of unconscious bias training, Indigenous traditional knowledge and thought process through schools.
- Mentors and educators should receive EDI training and unconscious bias training.
- How to create conditions to learn and foster advocacy; integrated advocacy into SPC B1.

Table 5

- To enhance equity, diversity and inclusion, micro-aggressions need to be addressed. There is a lot of micro-aggressions, micro-bias, micro-gates – these lead to meta aggressions, biases and gates.
- There are many gates to go through over a long period of time to become an architect; at each gate, we lose people (analogy of a funnel with spikes in it). Entry points at school and requirements of internship are too onerous for an equitable profession.
- A pay guide for services should be developed – fair pay.
- We have created an elite profession, from how people are admitted in schools to how they become architects. How can entry requirements be reduced across the country to make it accessible? Listening to the voices of people in the room can provide very concrete information about equity issues being experienced.

Table 6

- Training and audit of unconscious bias for CACB Board members, CACB documents – at every level, provide unconscious bias training.
- The Education vs. Internship Chart represents a clear and simple diagram regarding where the profession is at currently and what's implied for all parties involved.
- A bias analysis of the paradigms and terms would be helpful – accreditation and competency standards (decolonization of these documents).
- Expand the definition of public interest and public good.

- Bring a wider view to the profession; facilitation and collaboration -> expand our ability to bring people together. Resilience can be built in the buildings, but we can also build resilience in the profession and create more space for the future.

Table 7

- Access to the profession and issues around the number and type of hours that are accepted in order to prove that someone is capable of being an architect and therefore registered is an issue.
- Find ways for different types of experiences to be considered in the application process.
  - o Look at what certain provinces have done, look at these precedents and see how this might work more broadly across the country.

Table 8

- Exposure to architecture much occur sooner (e.g. elementary school curriculum in Chicago includes architecture history of Chicago).
- Gate keepers: how to revisit the university admission process in light of different education backgrounds; rethinking how best to get people in and then nurturing them through the process.
- For licensure, what other countries do could be looked at; for example in parts of Europe, architects have accountability only for the design phase; construction is being done by contractors. We need to look at our licensure and look for options. Perhaps instead of micro or meta accreditation, licensure could allow people to practice at a various levels.

Table 9

- We can expand the conversation to other stakeholders (e.g. clients, public).
- The field of architecture after graduation; the number of architects seems to drop as people move into the profession; how can we address this to ensure longevity in the profession.
- Maintain integration of diversity in cultures, regionality, regulatory needs and humanities.
- Accept the diversity of possible architectural specialties; how can we provide opportunities at the education stage, as architectural focus. Learning in architecture never stops.
- How do we continue to develop the profession to ensure a successful future?

Table 10

- Concern about toxic culture and environment in schools; improve feedback -> ways to provide constructive feedback.
- Regarding accreditation and licensure, has the Education vs. Internship Chart been rethought sufficiently; would tweaking it get us where we need to go?
- Add flexibility mechanism to accreditation and licensure. Start with a basic "value statement" and add flexibility to the other criteria to enable different paths.

- Research: architects do a lot of research in practice. There are ways of sourcing Research and Development (R&D) money and grants with universities and practice; this would help break down barriers between academics and practice.

Table 11

- ROAC is made of regulators; we have the power to say yes instead of no, and be agents of the changes we want to see. Take advantage of the opportunity that exists through RAOC, on behalf of direction given by individual Councils and Presidents to do the following:

- Make EDI and Truth and Reconciliation training mandatory; commit funds to create a national mentorship/supervising architect strategy and training program; develop a national strategy and bring it to the federal government to increase codes and standards; work with banks to develop a strategy to fund the increase costs associated with building to net zero; ensure that any design award submissions include sustainability metrics.

- Encourage and facilitate the exposure of students to professional practice by doing research and by undertaking projects within their communities.

Table 12

- Greater transparency through accreditation; better awareness for students about the path.

- Create a mentoring relationship between students and the profession earlier during architecture education; greater overlap of students and professionals.

- More opportunities in school to connect architecture with other disciplines.

- Reconstruct the Education vs. Internship Chart by broadening what the profession needs to be. Opportunity for regulators to find ways allow architects to have a broader role. Rethinking the role of architects in society.

- Incorporate social, environmental and economic justice in all decision making.

- More inclusivity in discussion with other professions towards becoming more inter-disciplinary.

Table 13

- The public engagement piece is missing from the public discourse; our responsibility does not match our value and voice in society. Overarching theme: public engagement and awareness of architecture.

- Aspirational goal of embedding architecture within the Canadian culture. How to make this happen includes:

- generalist architecture education as well as for licence path; exposure to architecture at a younger age in schools and outreach; more public engagement and involvement (transparency of architecture); supporting school's involvement; schools as part of this outreach approach.

- Expand the scope and reach of the profession by opening the programs to give more members of the public an opportunity to receive an architecturally-based education.

Table 14

- There is a lack of support for the transitions in architecture (from school to internship, to registration to practitioner, instructor and eventually mentor).
- The provision of additional support to session's instructor to learn how to teach or to mentor as well as in pedagogical approaches would be beneficial (e.g. "teaching techniques" CON-ED).

Table 15

- Learning from Indigenous knowledge.
- Rigorous evaluation of designs based on environmental analysis; develop better knowledge of land but also implement metrics, tools and techniques.
- The sustainability SPCs are vague; need to ensure not only understanding, but also abilities (B4, B5, C5)
- Equity, accessibility and social justice all affect each other and are inter-related. As educators, we need to make that clear.

Table 16

- There is a need to challenge our own framework and terms of reference regarding "what is an architect", rather than waiting for society to push one way or another and define this for us.
- Redefine public interest and focus on a broader mandate (e.g. social performance, environmental performance).
- For the health and future of this profession as well as of society, we have to find more, better and different ways to accommodate various forms of practice; other professions have done it.

Appendix I – Sustaining the Conversation to Advance the Future of Architecture

Participants explored how to pursue the conversation and sustain ongoing dialogue and collaboration to advance the future of architecture. Their suggestions are included here.

Table 1

- Organized means of engagement; break down the silos.

  o Dalhousie example: regulators meet with students annually to provide information about the regulator; students ask great questions.

  o BC example: beginning of school and end of school meetings with regulators to provide information on regulators and pathways.

- Inventory of what is being done already across the country.

- Create allies, find overarching (RAIC or ROAC).

- Portfolio exercise between students and professionals.

- Engagement of universities and their research; bring that knowledge to local practices and engage with practice.

Table 2

- Review board membership inclusion.

- Renewing our board's membership to get better representation (representation on one another's boards – CASA, ROAC, regulator and considerations to adding members of the public or government).

- Cross-collaborate on issues: form a task force on the licensure of architecture; bring more voices to the table.

- The question of broadening the role of the architect falls with ROAC; this is an example where a cross-section of different groups could be brought together to focus on.

- Funding and structure: funds to create a stronger structure; administrative and funding sources.

Table 3

- Create a two-way connection between academics and practice.

Table 4

- These conferences should be more frequent, more representatives from the RAIC.

- Have governmental representation at the conference to see and understand the collaborative needs of the profession at a federal level.   This could renew governance relationships with government and allow the continuation of the conversation within legislations and outsider the conference.

  o   Is there a way to involve provincial levels?

- Continuing the conversation and maintaining momentum: yearly conference in a virtual setting to inform on progress and maintain momentum (minimizes use of resources for travel and preparation, makes attendance more accessible). Maintain a 5-6 year in person conference and conversation.

- Bettering communication with the practicing members; discussions and collaborations at the conference; promoting their more active participation in that conversation.

Table 5

- Thank you for including students; we heard many student voices at this conference and it was valuable.

- Have more CAFÉ meetings.

- Hold more frequent meetings between the various organizations involved (CCUSA, ROAC, etc.).

- Awards and scholarships for existing and prior work. Do not encourage new or unpaid work.

- Find a way to participate as architects and designers.

- Bring diverse voices from practice into the conversation; involve architecture firms.

- An accessible platform for students to engage with the accreditation processes (compile the regulations and processes, but also provide tools – for example for recording hours).

Table 6

- To continue the conversation, a conference such as this one is valuable, however it is a costly undertaking and it's difficult to do this frequently. Major benefits include cross-pollination of ideas.

- Expand the CAFÉ model beyond students to include people in this group.

- Task forces could be formed to tackle specific issues. Existing CACB structure could be used.

- Regional symposia could provide a structure that feeds into the next conference.

- Conduct a gap analysis of the terms and conditions and competencies; how responsibilities are shared and work distributed.

- Learn from other models such as municipalities models of participatory budgeting. Different organizations could set aside a percentage of their budget to deal with some of the issues; proposals could be sought and voted on to set priorities for use of that budget.

Table 7

- Similar events and conversations more frequently and/or at a regional scale.

- Closer relations across the 11 regulators to establish an initiative supporting diverse pathways to registration.

Tables 8 and 9

- Meeting more regularly.
- Pre-meetings / conferences in each province/territory before the conference (sider participations and issues added to the table).
- More communication between parties / major players (i.e. regulators and academics / ROAC, CCUSA). Also involvement of university administration.
- Bringing changes to the architecture continuum needs to stay on the agenda of all parties (regulators, educators, CACB). This is not only about the SPCs, but also: internship requirements, licencing exams, social justice, etc. in context of the barriers to access discussed here.
- Can there be multiple ways of accessing registration / licence?
- Regulators examining requirements for registration and licensure; power and privilege of self-regulation.

Table 10

- What is the continuity of participants (i.e. who was at the last meeting, who will be at the next one?).
- Who is not in the room? Work to be done locally and nationally.
- Could the CACB distribute contact information of participants to facilitate informal conversation?
- Meet virtually in 1-2 years to keep costs reasonable and allow for more participants to continue the conversation.
- Many of the recommendations could be explored through online tools, virtual workshops and smaller project initiatives.
- Could outcomes be shared through white papers?
- Who has the responsibility to set out how we can put these recommendations into action? Someone has to take the lead to create a structure and timeline and communicate salient messaging.

Table 11

- Hold meetings like this conference more frequently (e.g. every 4-5 years, online periodically).
- Have a series of conversations at provincial level (e.g. every 2 years).
- Share some of the information from the conference with practitioner members, students and interns.
- Start the conversation earlier (getting the information to the Grade 12 level).
- Advocate for quality of Canada's built environment in K12 curriculum.
- Pro-bono work can take many forms; one example can be to get involved to inform people of the importance of the built environment in our lives.
- Strengthen the relationship of universities and regulators.

Table 12

- More diffusion of the information to provincial associations / regulators on what is happening.
- Mini-conference for students; CAFÉ format as template (schools, local societies, virtual too); sustaining conversation from the ground up.
- Encourage listening and dialogue.
- Create an intern association, create mandate with RAIC to organize interns and share dialogue.
- Identify other venues to discuss best practices within firms (e.g. EDI).

Table 13

- Expanding mentorship to students earlier and embedding this within all levels of the continuum; there are currently many missed opportunities to learn from each other.
- Conversations during this conference benefited from the voices of students and interns. There are existing organizations that aspire to be the voices of the future of the profession. The CASA and CAC-DAC are working hard to fill the gaps in the national conversation; these organizations would benefit from your support (e.g. through financial mechanisms, mentorship of the groups).
- Should there be specific engagement of architects working in the public sector?

Table 14

- Create a regional committee, similar to what was just done for each province.
- Hold this conference more frequently (e.g. every 2-3 years).
- Educate students, interns and practitioners about the structure of CCUSA, CACB and ROAC, their respective mandates and authority.

Table 15

- Students need to be informed (associations, designation, internship) early on in their careers (e.g. presentation, package to demystify the information).
- Hold a meeting (within a student cohort cycle); have a delegation of students from all schools (and other groups as well). Get more students involved.
- Local gatherings (e.g. Atlantic, Pacific, Prairies, North, etc.).
- Provide a platform to stay connected.

Table 16

- To sustain the conversation, hold dialogue beyond and outside the forum of this large conference; CAFÉ conversations can be convened regionally, virtually to connect various stakeholders (academia, practitioners, students, regulators, other stakeholders, and the general public). Broaden the conversation.