

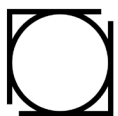
Interns Committee

Comprehensive Research Report

Investigating the landscape of architectural internship in Ontario

November 2021

This report was prepared by the OAA Interns Committee and was presented to Council in December 2021.



Ontario Association
of Architects

About the Ontario Association of Architects

The Ontario Association of Architects (OAA) is a self-regulating organization governed by the *Architects Act*, a statute of the Government of Ontario. Dedicated to serving and protecting the public interest, the OAA administers the Act while promoting and increasing the knowledge, skill, and proficiency of its members.

Vision

An Ontario in which architects are valued contributors to society, by creating a safe and healthy built environment that performs at the highest levels and elevates the human spirit.

Mission

To serve the public interest through the regulation, support, and promotion of the profession of architecture in Ontario.

Mandate

To regulate and govern the practice of architecture in Ontario in the service and protection of the public interest in accordance with the Architects Act, its Regulations and By-laws; to develop and uphold standards of skill, knowledge, qualification, practice, and professional ethics among architects; and to promote the appreciation of architecture within the broader society.

OAA Composition

OAA membership comprises the Architects and Licensed Technologists OAA able to practise in Ontario. Other groups holding status with the Association include those on the path to licensure such as Intern Architects and Student Associates, and those retired from the profession.

OAA community as of September 8, 2021:

4468	Architect
46	Architect Non Practising
49	Architect on Leave
31	Architect Long Standing
278	Retired Member Status
336	Life Member Status
146	Licensed Technologist OAA
69	Temporary Licence
1890	Intern Architect
6	Intern Architect on Leave
565	Student Associate
192	Technologist OAAAS

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Current Initiatives

Interns Committee

During the course of this research and assembly of this report, the Interns Committee was undertaking a number of initiatives and projects intended to address challenges specific to Intern Architects. These include both data- and knowledge-gathering projects to help learn more about the current issues facing Interns, as well as internally facing projects as responses.

- **2021 Mentorship Survey:** In late 2021 a survey was undertaken to collect feedback from mentees and mentors on their experiences and suggestions for improving the mentorship portion of the Internship in Architecture Program (IAP). This will inform best practices and systemic changes moving forward, including connecting mentees and mentors, and investigating the creation of a platform for communication between members.
- **Mentorship Guide:** In 2021 the OAA published a digital publication for mentees and mentors containing best practices for the mentor-mentee relationship, as well as detailed information on this component of the IAP.
- **Mentorship panel in the 2021 OAA conference:** Moderated by the Intern Architect Representative for the 2021 Council, the panel was composed of two mentees and two mentors reflecting on their experiences, and offering advice for those looking to get involved as mentors, or mentees looking to connect with a mentor. It is now available at <https://www.youtube.com/watch?v=jNJOCBLhOFg>.

In addition to these initiatives, members of the committee are also responsible for this report, which was compiled in such a way to reflect the working model of the OAA's data collection and resource response. It both acknowledges the positive work completed in the past and currently underway, while also highlighting the gaps that still exist.

Professional Resources

In addition to Interns Committee initiatives currently underway, there is other work undertaken by other OAA Committees and staff beneficial for Intern Architects. For instance, the OAA recognizes that connection to employment resources and opportunities is one of the first and most common challenges an Intern Architect will face, and has built up a network of resources to help support Interns on their path to licensure. Below is a brief overview of the programs the OAA currently provides to support job seeking across Ontario.

- There is a Career & Opportunities section on the OAA Website, which is focused on architectural positions. It is free for members and firms to use.
- The OAA also participates and supports the IPLAN program offered through JVS settlement programs.
- The OAA supports job search and professional practice networking programs offered by University of Toronto and University of Waterloo.
- Two Intern Architects each year are given the opportunity to attend the RAIC Festival of Architecture and the OAA Conference for free. While these platforms are not necessarily job search focused, they often provide great professional networking opportunities.
- [Local Societies](#) are another resource allowing Intern Architects and Student Associates to network with architects and find out about jobs. Located in 14 communities across Ontario, the Societies are the regional chapters of the OAA, providing opportunities for dialogue between local architects and the wider architectural community. The Societies work to raise the awareness, appreciation, and understanding of architecture within their communities.

It is noteworthy to mention that the OAA recently made two significant changes to the licensure process, both of which were well received by a majority of the Intern Architects:

1. **Online CERB hours:** The introduction of online forms to fill in the Canadian Experience Record Book (CERB) hours had garnered positive feedback. It has saved time and made the task less exhaustive than what it was before.
2. **Online ExAC:** The pandemic necessitated an online version of the Examination for Architects in Canada (ExAC) in 2021. This adaptation was well received and many test users found the online interface to be much more user-friendly and accessible than the original paper and pen method. A survey conducted following the exam suggests that the online exam has great potential moving forward in the future.

These changes came after extensive engagement and policy work done by the OAA. They serve as positive examples of increased efficiency within the IAP.

Research Methodology

Introduction

The IAP is one of the paths to licensure to becoming an architect in Canada. There have been many revisions made to the program over the years to accommodate the changing conditions of the profession. To continue that ongoing process, the Interns Committee wanted to look deeper into the various opportunities and challenges faced by individuals enrolled in the Internship in Architecture Program.

On June 24, 2021, the Interns Committee put forth a Council motion to conduct research on the many aspects around the Internship in Architecture Program (IAP). Quoted below is an excerpt from the original motion:

'It was moved by Abu-Bakare and seconded by Schuhmann that Council approve the engagement of an architectural graduate research assistant whose scope of work will include administration and organization of research for the Interns Committee over the course of the next three months, with a maximum budget of up to \$10,000 to be drawn from policy contingency; that Councillor Abu-Bakare provide oversight and supervision of the individual; and, that Abu-Bakare will work with staff to finalize the scope of work.' - CARRIED

The Interns Committee created a team to consolidate a research report to identify more specific challenges perceived to being an Intern Architect in the province of Ontario:

Farida Abu-Bakare, Councillor & Chair of Interns Committee

Heather Breeze, Intern Representative on Council

Lashmi Ollivierre, Administrator IAP

Natasha Krickhan, Councillor & VP Education

Vani Gopalkrishna, Architectural Graduate Research Assistant

Historical Data

The first exercise was to understand the body of work that been done previously. Below is the list of research reports and surveys done specifically to address the challenges faced by the Intern Architects.

- 1994** Report on issues affecting Graduate Associates
- 1997** OAA 1997 Review
- 2004** Survey for Internationally Trained Professionals (ITPs)
- 2005** Report to the Intern Architect Task Group
- 2008** Intern Initiative Survey
- 2011** Member and Practice Survey
- 2014** BEcoming an Architect: Sustaining Our Future
- 2018** Intern Title Survey
- 2019** OAA Membership Survey
- 2020** Intern Title Survey
 - OAA Practice Survey
 - OAA Membership Survey
 - Roundtable on Equity, Diversity, and Inclusion

Three key documents, with data relevant to the present context and aimed to address some of the key questions of the time, were further studied and analyzed in the following sections of this research.

- 2019 OAA Membership Survey
- 2020 Roundtable on Equity, Diversity, and Inclusion
- 2020 Intern Title Survey

Within each of these three documents, the key issues as collated by the survey organizers and previous document authors are pulled out. These key issues, along with the overall summary of each document, are the basis for the Comparative Analysis section at the end of this report, which in turn forms the Recommendations.

Research Objectives

The research catalogues relevant findings and analysis materials that will eventually be submitted to the OAA Council for review. The team met weekly to check in on the progress and identify key themes and relevant topics of discussion. The first step was to identify the previous surveys and extract the key themes that require more attention.

The three documents chosen assisted the team in better understanding the various barriers currently being faced.

- 2019 OAA Membership Survey by Interns provides extensive data about the various aspects of the architecture profession in general.
- 2020 Intern Title survey specifically discusses about the 'Intern Architect' title, and its social and professional implications.
- 2020 EDI Roundtable sheds light on the profession from a different perspective in regards to equity, diversity, and inclusion.

Many overlapping themes that are found in these major surveys demands a calls to action in order to maintain a healthy balance between the architecture profession and its surrounding socio-economic situations.

Research Structure

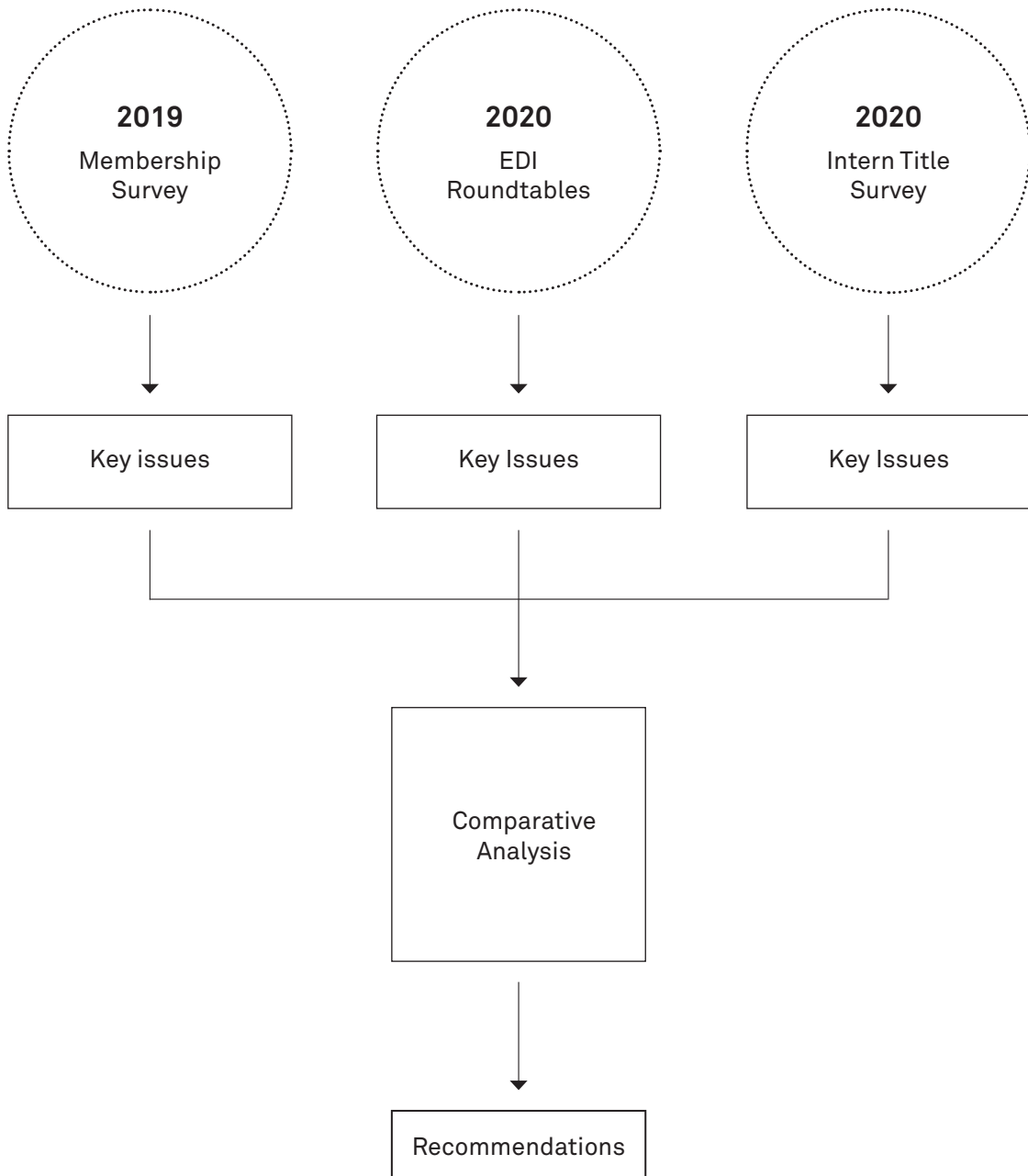


Fig. 1.1 All diagrams, unless noted otherwise, are drawn by Vani Gopalkrishna

Executive Summary

This research report is situated around the issues young professionals face as Intern Architects working towards their licensure process. The findings trace several challenges around social, psychological, economic, and work-place settings. The three most recent documents related to data and feedback collection from Intern Architects were selected to analyze:

1. 2019 Membership Survey;
2. 2020 Roundtable on Equity, Diversity, and Inclusion; and
3. 2020 Intern Title Survey.

Through comparative analysis, three distinct major themes arose from the feedback analyzed in the three documents:

- Professional challenges;
- IAP challenges; and
- Job opportunities and networking.

As of September 2021 the OAA had 1890 Intern Architects, making up 23% of the OAA membership. The Interns Committee, supported by OAA Council, finds it crucial to further analyze the challenges and opportunities specifically related to Intern Architects, culminating in a series of recommendations to address these challenges.

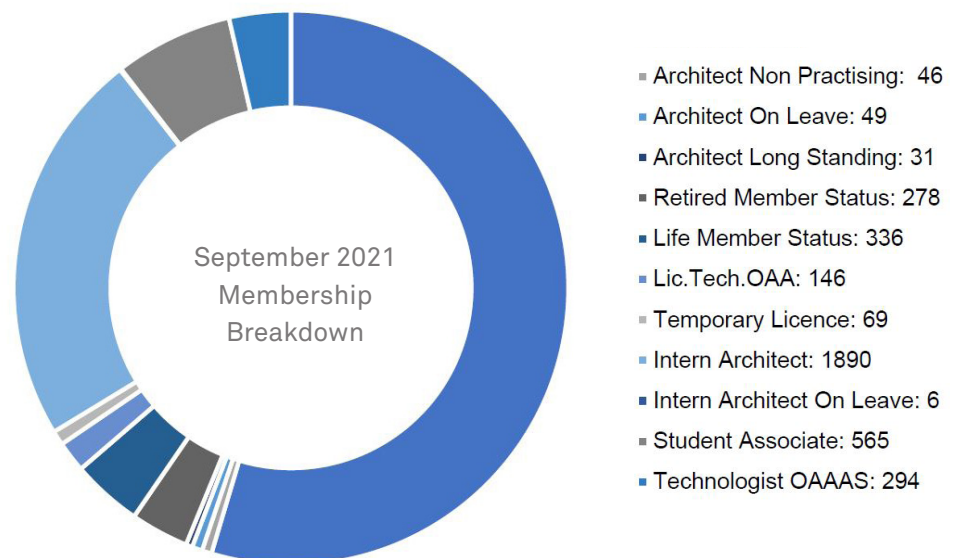


Fig. 1.2 Graph taken from September, 2021 Council Report

The Interns' Forum (TIF)

The Interns' Forum (TIF) was established in 2012 by the OAA Council and charged with conducting a review and evaluation of the process to become an architect, with a particular focus on the internship period. In exploring ways to make the journey from Student Associate to Intern Architect to Architect a more holistic and meaningful experience, the committee reviewed the needs and mandates of four constituencies: Interns, Practices, The Profession, and The Schools, as well as past and current trends in the profession. TIF was established to examine the situation of Intern Architects in Ontario, review the established process for licensure, and make recommendations for improvement.

TIF comprised OAA Councillors, practising architects, and intern architects of various ages, experience levels, firm sizes, and geographic locations. In addition, senior representatives from the Schools of Architecture at University of Toronto, Ryerson University, and Waterloo University joined the working group and acted as resources, along with the OAA Executive Director and the OAA Administrator Licence.

The mandate of TIF was in part to:

- Work with Regulatory Organizations of Architecture in Canada (ROAC)—formerly known as CALA—and the Canadian Architectural Certification Board (CACB) through the Executive Director and Council to ensure that appropriate architectural training/education is being offered by the schools.
- Liaise with employers/firms in the province to elicit their support in the internship process.
- Consider if and how the coordination of ExAC study groups (within restrictions that apply as the administrator of the exam) might be facilitated by the OAA and/or available study material for the ExAC in conjunction with CALA.
- Establish an annual presentation to the individual Schools of Architecture that focuses on the regulation of the profession of architecture in Ontario, the process to licensure, and the role of the OAA.
- Facilitate the integration of its activities and initiatives into the Societies as a way of networking between Intern Architects and the profession.
- Facilitate a survey of students, interns, supervising architects, mentors, and practices that looked at whether students were satisfied with the subject matter they were learning, were being properly prepared to participate in the building design and construction process, and whether supervising architects felt interns have the knowledge necessary to constructively participate in the building design and construction process.

- Consider ways to integrate students into the OAA earlier in the process.
- Produce a report to CALA for its 2014 validation conference on issues to be addressed.

BEcoming an Architect: Sustaining Our Future

In 2014, the Interns' Forum published a White Paper titled "BEcoming an Architect: Sustaining Our Future" on behalf of the OAA to CALA. It extensively outlined the many areas for improvement in the lengthy and challenging licensure process. The research addresses key concerns in each phase of the career from the beginning of school through to licensed architect. This extensive report marked a significant moment in creating awareness and advocating to make the licensure path more inclusive and encouraging for everyone. The experiences of students in the schools of architecture was also to be included as part of the overall process. For further details please refer to the Appendix section.

The work of TIF served as a basis for this report, with research and analysis building upon "BEcoming an Architect." The recommendations from that paper are in various states of progress and completion, and the recommendations that arise out of this paper were carefully considered in that context to avoid repetition or redundancy. Please refer to Appendix II for the recommendations from "BEcoming an Architect: Sustaining our Future (2014)."

2019 Membership Survey

Introduction

This membership survey was conducted by the OAA in the winter of 2019 to gather and interpret member perceptions in the architecture profession. The major areas of engagement can be classified as follows:

- Continuing Education and Conferences;
- Communication Efforts and Mediums;
- Practice Advisory Services;
- Government Relations and Policy; and
- Intern Architects.

For the purpose of this research, the Intern Architects section is taken into consideration for further study and analysis. The following findings from the Intern Architects section are compiled from the [2019 survey report](#). The report helps us understand the current trends in the architecture profession, especially during the internship process towards licensure across Ontario.

Demographics

The survey was open to the entire membership of the OAA. As per the graph below, only around 20% of the respondents were Intern Architects and the remaining 80% were other members of the profession. Most of the themes discussed around the process of licensure is based on the comments from the minor group of participants. However, it is also interesting to see that some of the issues faced during the internship process still continues to exist for those who have completed the process and are now licensed architects or other professionals.

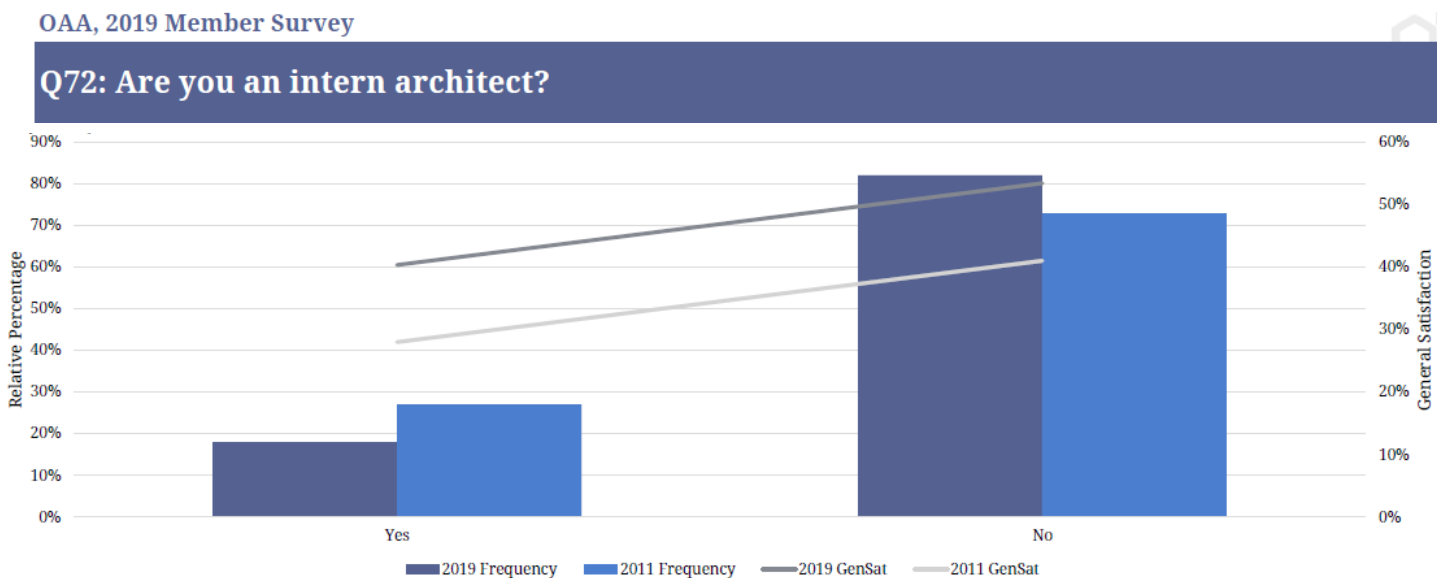


Fig. 1.3 Graph extracted from 2019 Membership Survey Pg.567

Note:

The previous graph is the result of the survey conducted by Framework Analytics.

Analysis

The responses reviewed from the 2019 Membership Survey were within the section relating directly to Intern Architects, from pages 567 to 670. There were a total of 1306 responses received highlighting several themes in the profession, with the most common answers highlighted in the next two graphs.

Major discussions in this survey revolve around the themes of finance, education, work-life balance, job satisfaction, benefits of becoming licensed vs non-licensed, need for more legal support, and insurance benefits. There is also extensive feedback on the many challenges faced during the IAP process, including difficulty in arranging work in the required areas, and the length of its duration. Lastly, there was also feedback around making networking platforms more inclusive and accessible for all members that would help improve job searching and career growth.

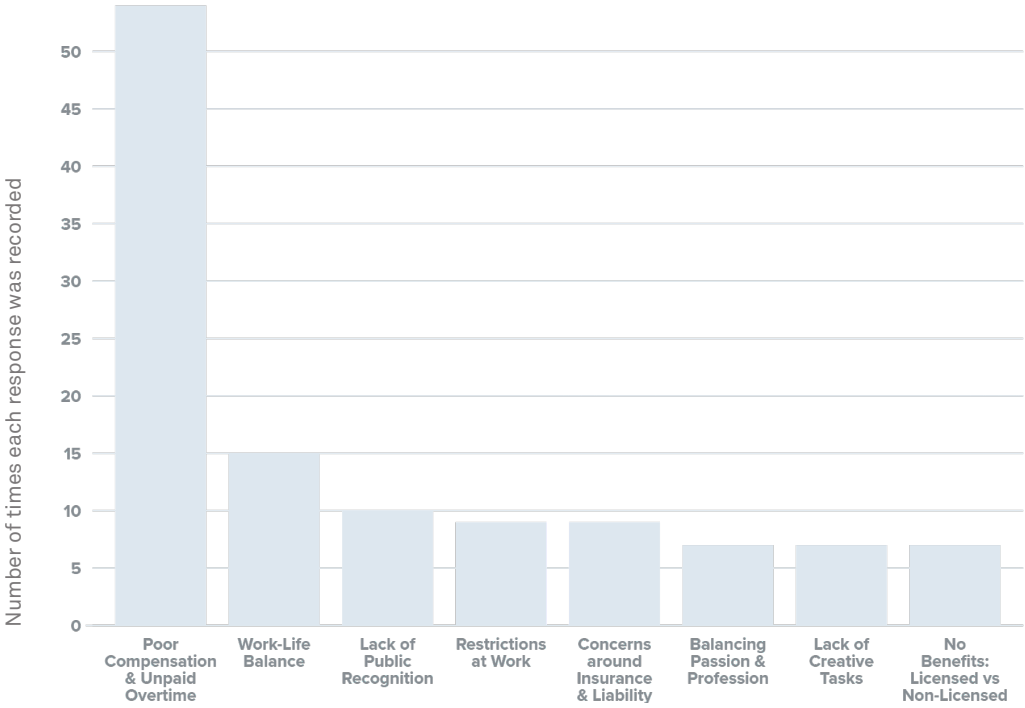


Fig. 1.4

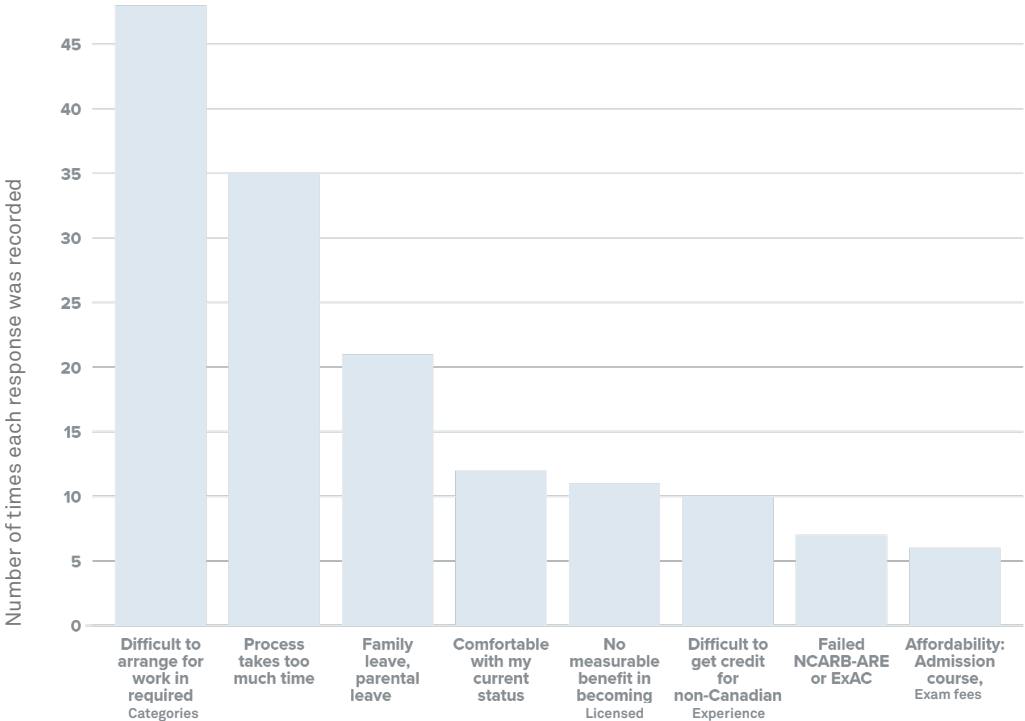


Fig. 1.5

*Key Issues***The key issues include:**

- Poor compensation and unpaid overtime;
- Work-life balance;
- Lack of public recognition;
- Restrictions at work;
- Concerns around insurance and liability;
- Balancing passion and profession;
- Lack of creative tasks;
- Difficult to arrange for work in required categories;
- Process takes too much time;
- Family and parental leave;
- No measurable benefit in becoming licensed;
- Difficult to get credit for non-Canadian experience;
- Failed exams; and
- Affordability of OAA Admissions Course and exams.

2020 Roundtable on Equity, Diversity, and Inclusion

Introduction

On June 9, 2020, OAA President Kathleen Kurtin shared a message with the membership stating that “accessibility, equity, diversity, and inclusivity are critical issues for the architecture profession” and that the OAA must “work to remove systemic obstacles faced by both those who practise architecture and those on the path toward licensure.” Following direction from Council, a series of roundtables were conducted across the OAA membership by a third-party consultant, focused on equity, diversity, and inclusion. This section provides a summary of the roundtables that took place in the fall of 2020 held for Student Associates, Intern Architects, and Licensed members.

Demographics

The OAA issued an invitation to members to participate in a roundtable on Equity, Diversity, and Inclusion. The roundtables were held virtually over Zoom and were divided into two events in order to enable greater participation within the confines of the virtual format.

- The session for architects was held on October 29; and
- the session for Intern Architects and Student Associates was held on November 25.

The insights and reflections provided within this report are based on the thoughtful contributions of the **43** roundtable participants.

Analysis

The Roundtables were organized around a series of themes. The participants were asked to explore the themes but were allowed the opportunity to delve deeper into topic areas that were of most importance and interest to them. These themes are found on page 5 of the Roundtable Report and include the following:

01. Naming the Problem

Example questions include: *What is the nature of the equity challenges facing architecture as a profession?*

02. Educating for Change

Example questions include: *How do we enhance equity within the profession?*

03. Recruitment, retention, and advancement of diverse talent

Example questions include: *How do we create greater accountability at the leadership level for advancing diversity within the profession and attracting equity-seeking/historically marginalized groups?*

04. Building Communities of Support/Practise

Example questions include: *How do we build and enhance communities of support for historically marginalized groups within the profession?*

Of the two roundtables, Roundtable #2, which consisted of Intern Architects and Student Associates, felt more strongly that the themes covered by the Roundtables were important to them (68.4% for Interns and Students vs. 50% for architects). With a total of 43 OAA Intern Architects and Student Associates who participated in the roundtables, there were 132 notable responses.

Roundtable #1 & #2 Results:

Prompt: The topics that were covered were important to me

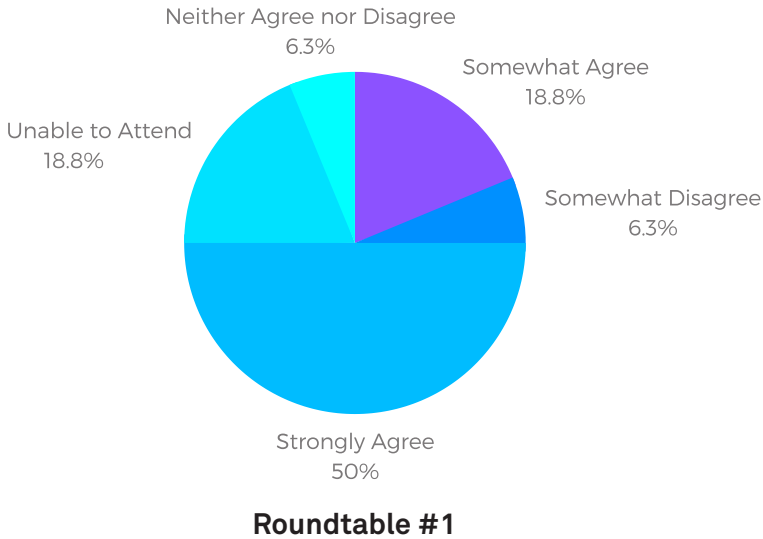


Fig. 1.6 Graph extracted from 2020 EDI Roundtable Report Pg. 31

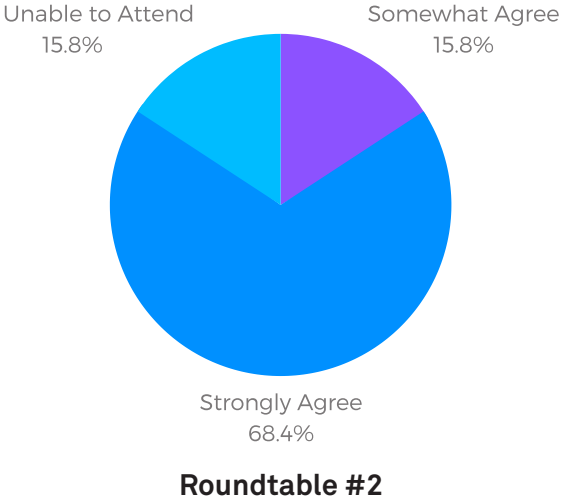


Fig. 1.7 Graph extracted from 2020 EDI Roundtable Report Pg. 31

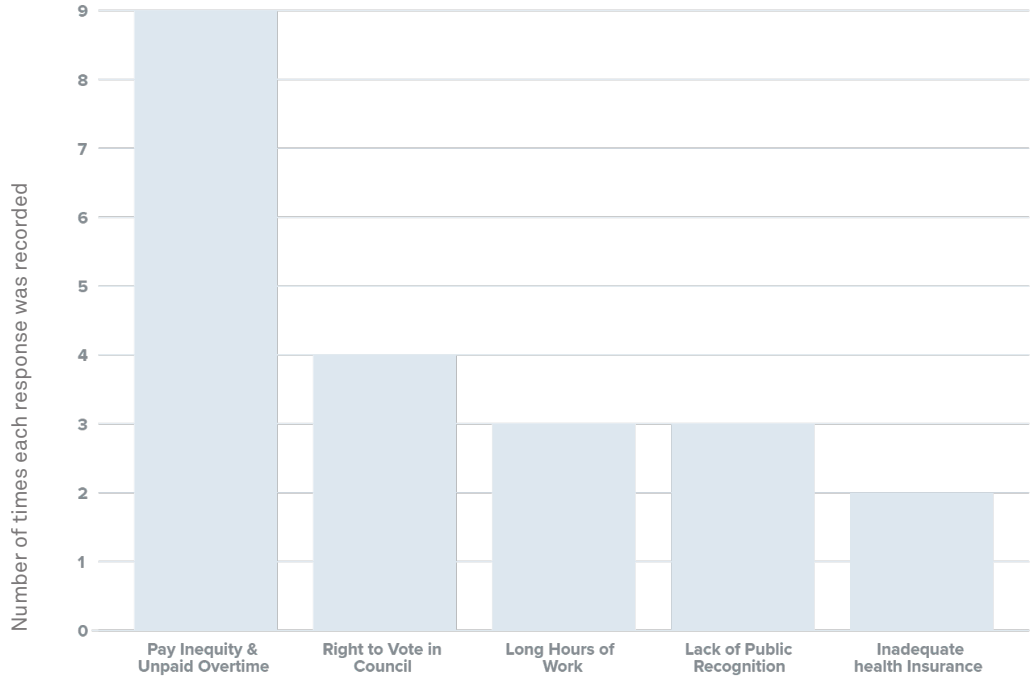


Fig. 1.8

Note: The figures are indicative of the number of times each response was recorded.

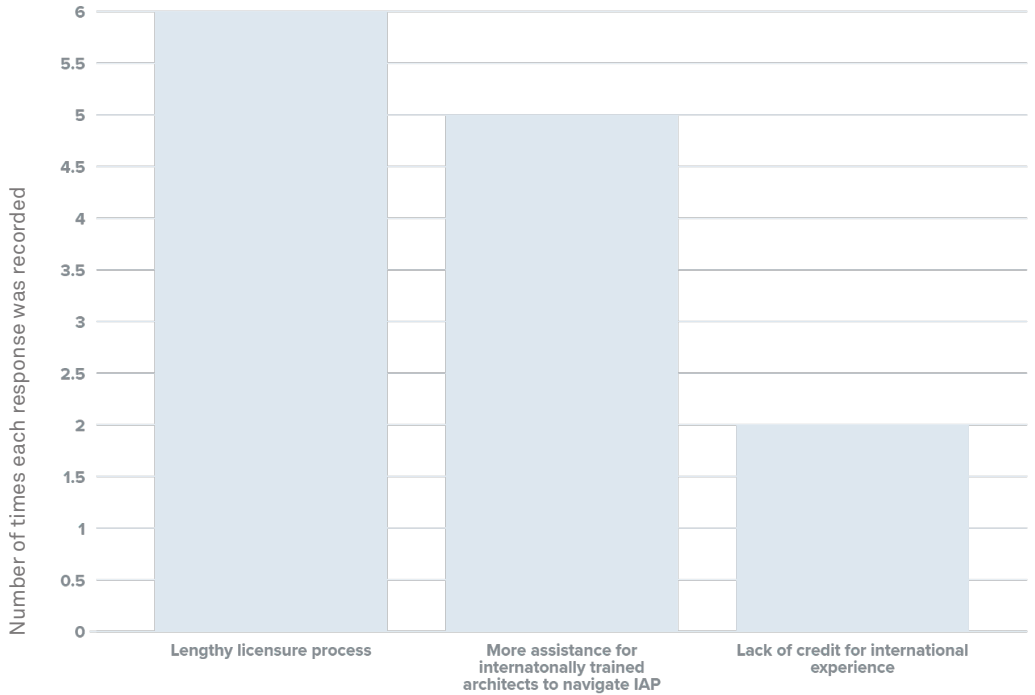


Fig. 1.9

*Key Issues***The key issues include:**

- Poor compensation and unpaid overtime;
- Pay inequity and unpaid overtime;
- Right to vote in Council;
- Long hours of work;
- Lack of public recognition;
- Inadequate health insurance;
- Lengthy licensure process;
- Need more assistance for internationally trained architects to navigate the IAP; and
- Lack of credit for international experience.

2020 Intern Title Survey

History of the 'Intern Architect' Title

Apprenticeship has always been a crucial part of the architecture profession. In 1994, OAA Council changed the title for those in the apprentice process from 'Graduate Associate' to 'Intern Architect.' This change was one of the recommendations made by the Graduate Associate Task Force assembled to improve the relationship between Graduate Associates and the OAA, after completing a consultation process titled 'The Questionnaire.'

Below is the recommendation regarding the title:

The misleading nature of the title 'Graduate Associate' was commented on by 80% of respondents to the Questionnaire; they felt the name had no meaning to the public. After years of post-secondary education they are not allowed to call themselves Architects in any form. [...]

The Task Force recommends the name change from 'Graduate Associate' to that of 'Intern Architect,' for the following reasons; it communicates to the public that an Intern Architect has obtained certain professional qualifications and is now in the process of putting the 'theory' into 'practice;' it allows the Intern to have pride in their academic accomplishments and profession, and thirdly, there is an acceptance of the title 'Intern Architect' in the other Architectural Associations throughout North America.

Recommendation 6:

change the name from 'Graduate Associate' to 'Intern Architect'.

It was considered a success to have the word "architect" within the name as it accomplished the wish for Graduate Associates to be recognized as part of the architectural profession from the name alone. Since the change within the OAA, the title 'Intern Architect' has been used widely in Canada. Despite its success, it is being noted that the title has also garnered mixed connotations over the years. Ongoing review of the internship path to architectural licensure has included considering another title change to more accurately reflect the public's understanding of the role of the Intern Architect. This research aims to identify the most appropriate title and its connotations, provide research and background to any recommendations for a title change to more accurately reflect, and communicate to the public the experience and responsibilities of those pursuing architectural licensure.

2020 Intern Title Survey Results

Introduction

As a part of the OAA's continual efforts to address some of the ongoing issues in the profession, the 2020 Intern Title Survey was charted out with a special attention towards understanding the implications around the title 'Intern Architect.'

Demographics

The OAA, in collaboration with Stratcom, sent this survey to the members through an open link that was active from October 21 to November 11, 2020. There were a total of 1174 respondents. The membership breakdown below helps understand the audience diaspora. It is beneficial to note that a significant number of participants are either Intern Architects or Architects, who are very relevant to the core theme of the survey.

Membership Details

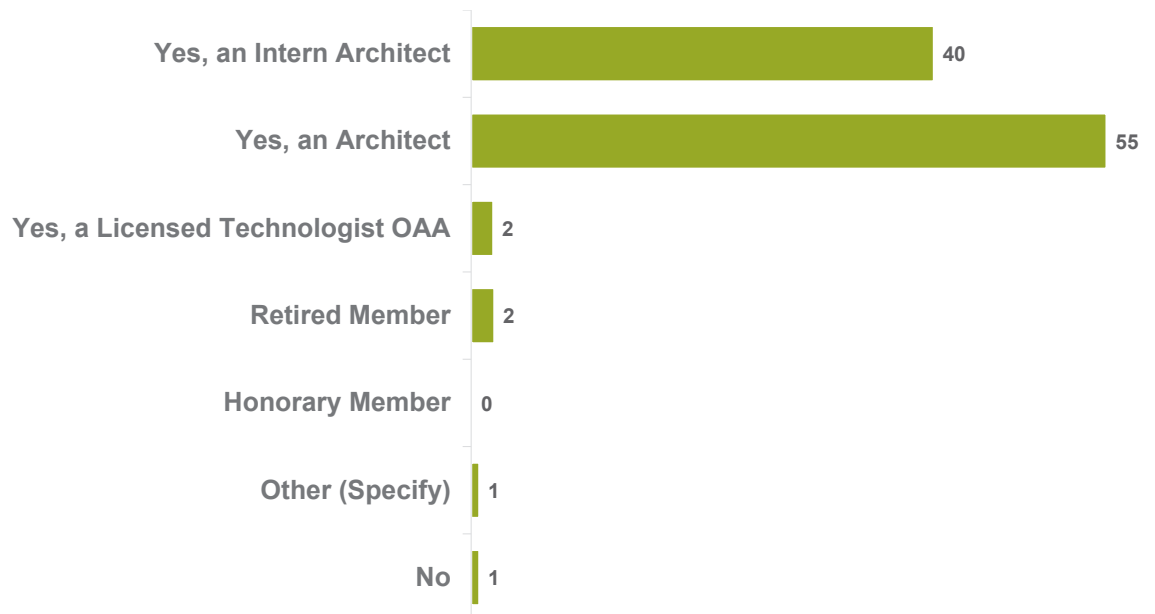


Fig. 1.10 Graph extracted from 2020 Membership Survey Pg.4

Note:

The previous graph is the result of the survey conducted by Stratcom. **Below are the terms specified in the original document:**

- The final survey data has been statistically weighted to ensure the proportions of Architects, Intern Architects, and Licensed Technologists OAA match their proportions of the membership database.
- Margin of error for a sample of this size is +/-2.4, 19 times out of 20. The margin of error increases when analyzing sub-samples of the data.
- Some charts and tables might not total 100 due to rounding.
- All figures are percent (%) unless indicated otherwise.

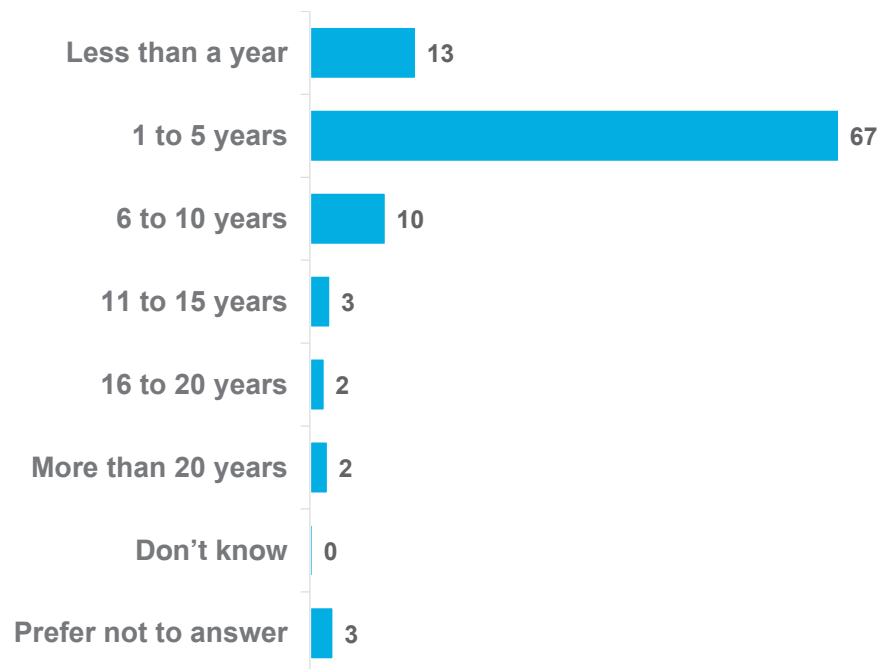
How long have you been an Intern Architect?

Fig. 1.11 Graph extracted from 2020 Membership Survey Pg.51

Analysis

Approximately 61% of Intern Architects feel that the title Intern Architect does not accurately reflect the roles and responsibilities of the title. A majority of all members surveyed (54%) agree that the title should be changed to reflect the higher level of education as required in the IAP.

The following graphs show the major areas of discussion identified in the survey. This gives an overall idea of being an Intern Architect, the emotions and psychological implications the title evokes, and possible alternatives.

Do you feel the title 'Intern Architect' has a negative, positive or neutral connotation?

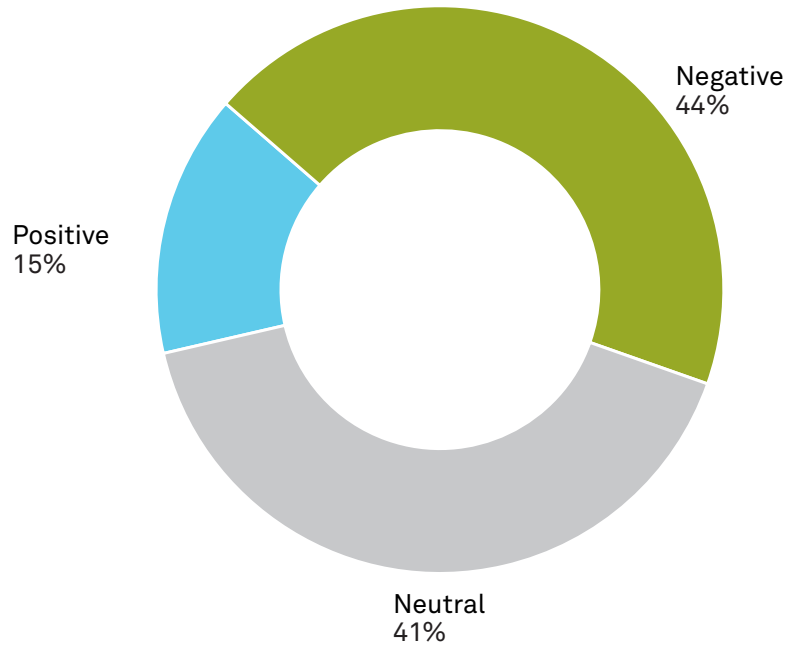


Fig. 1.12 Graph extracted from 2020 Membership Survey Pg.34

Awareness about discussions to change the 'Intern Architect' title

Almost one-third (31%) are somewhat aware of the discussion to consider changing the title "Intern Architect", with a further 13% very aware. The majority (57%) are not very aware or not at all aware.

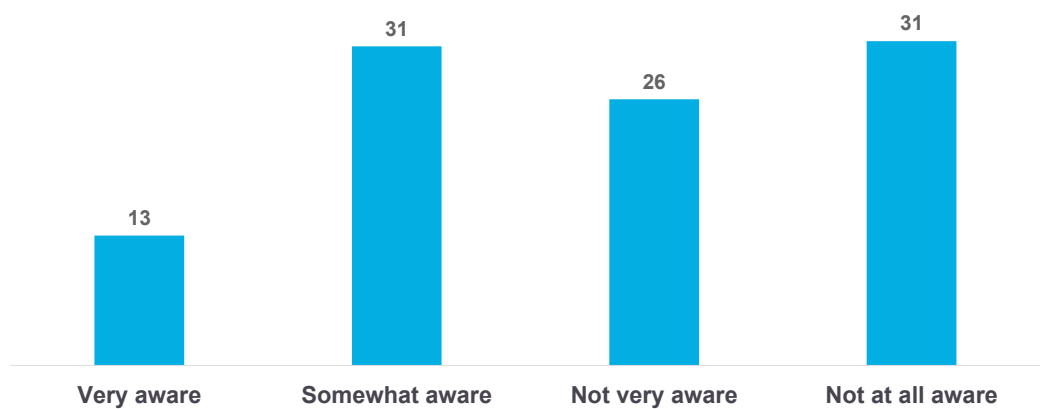


Fig. 1.13 Graph extracted from 2020 Membership Survey Pg.8

Reasons for Positive Connotation of the title n=180 responses

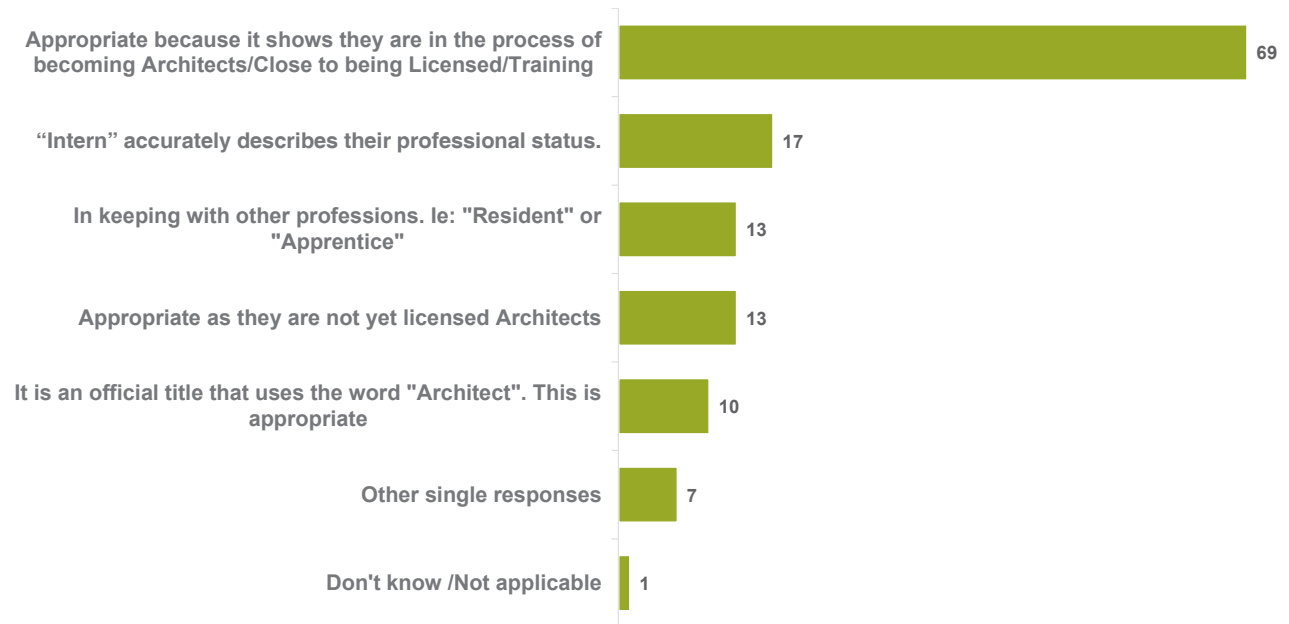


Fig. 1.14 Graph extracted from 2020 Membership Survey Pg. 36

Reasons for Negative Connotation of the title n=513 responses

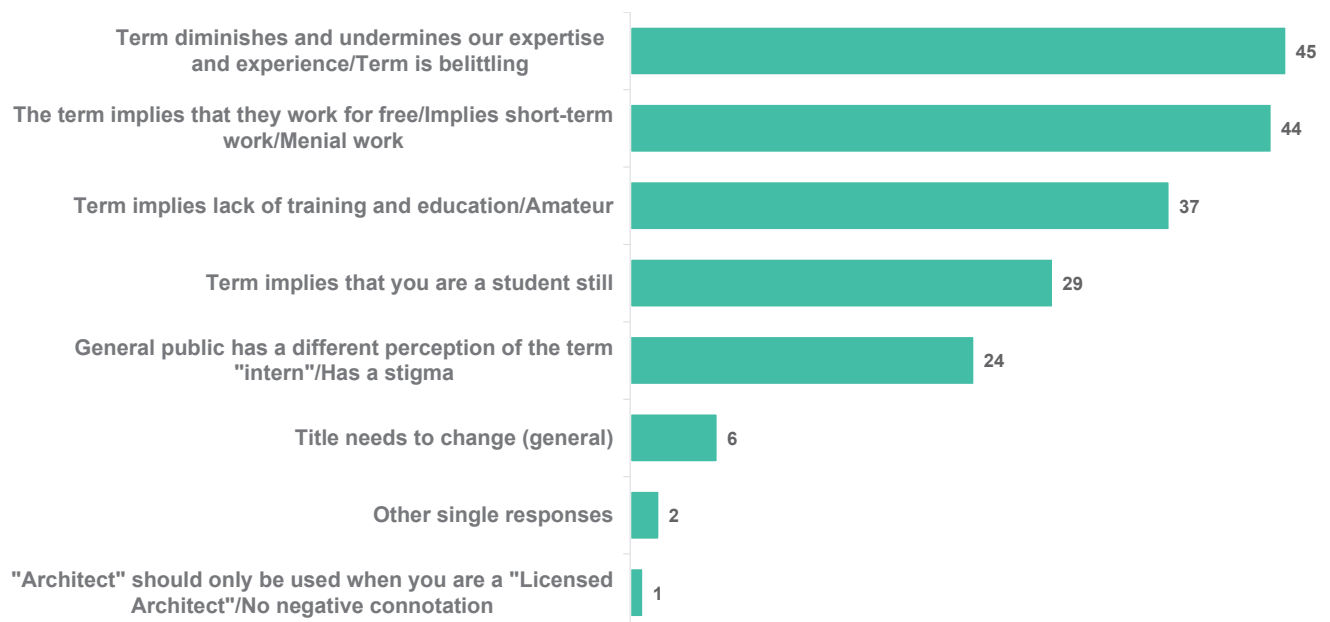


Fig. 1.15 Graph extracted from 2020 Membership Survey Pg. 37

The following graphs show the possible suggestions for the title 'Intern Architect.' The responses are categorized into three, based on the type of audience.

Graph 1.13 shows the responses from all the participants in the survey.

Graph 1.14 shows the responses from the Intern Architect members who are advocating for a title change.

Graph 1.15 shows the responses from all the members who are in support of the title change.

It can be noted that the top two suggestions from the majority of responses are:

- Graduate Architect
- Apprentice Architect

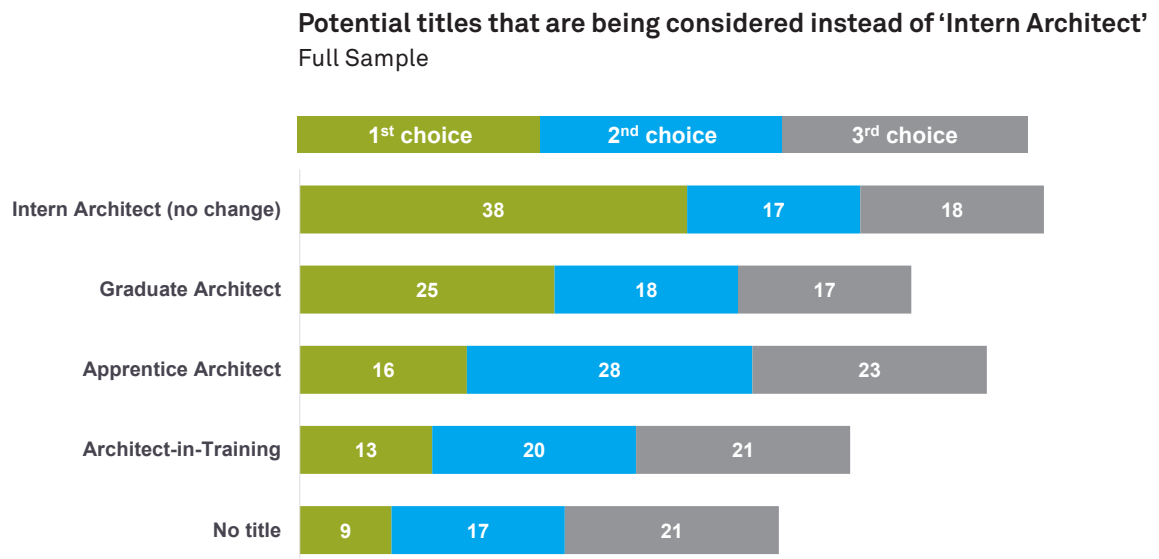


Fig. 1.16 Graph extracted from 2020 Membership Survey Pg. 44

Potential titles that are being considered instead of 'Intern Architect'
Intern Architects

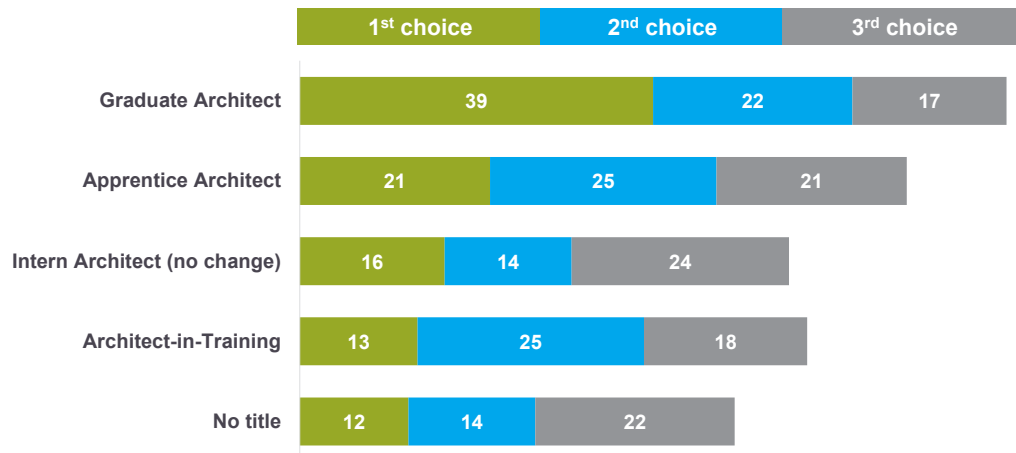


Fig. 1.17 Graph extracted from 2020 Membership Survey Pg. 45

Potential titles that are being considered instead of 'Intern Architect'
Members who support changing the title

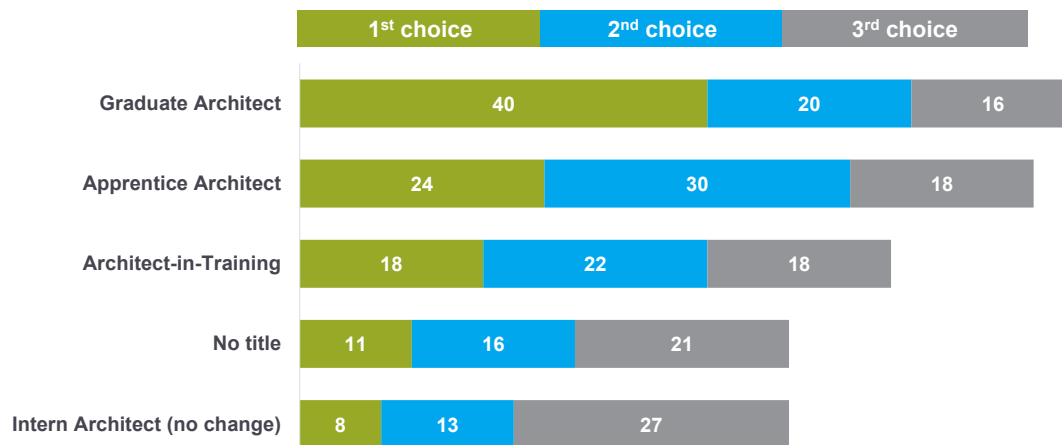


Fig. 1.18 Graph extracted from 2020 Membership Survey Pg. 46

*Key Issues***The key issues include:**

- Title doesn't accurately reflect experience;
- Majority of OAA members unaware of discussions surrounding change to the title of "Intern Architect";
- Term diminishes and undermines the Intern's expertise;
- Term implies that the Intern works for free or is confined to short-term work; and
- Term implies a lack of training and education.

Environmental Scan

To best address the concerns around the having the word 'intern' in the title given to individuals pursuing architecture licensure, an environmental scan was conducted to understand the different titles used in other regulated professions across Ontario. The table below extracts the two key components in each profession that are important to the members in their licensure process:

- The title used to represent members who have completed their educational requirements and are on their professional training period.
- The average duration of their training period after which they become fully eligible to apply for licensure.

PROFESSION	TITLE	TRAINING DURATION
Accountant	Legacy Student	2 years
Dentist	Dentistry Intern/ Graduate	6 - 18 months
Dietitian	Dietetic Intern	8 months - 2 years
Doctor/ Physician	Resident Doctor/ Physician	5 years
Engineer	Engineering Intern (EIT)	4 years
Interior Designer	Intern Member	2 years
Landscape Architect	Associate	2 years
Lawyer	Articling Candidate	8 - 10 months
Pharmacist	Pharmacist Intern	600 hours
Planner	Candidate Member	3 (avg.) - 7 years

Key Findings

In the architecture profession, as laid out on page 4 of the IAP Manual 4th edition, 'a minimum of 3720 hours (two years) of recorded architectural experience must be gained in the specified areas of architectural practice' to become eligible to apply for a licensure. There is no time limit for the duration of the training period.

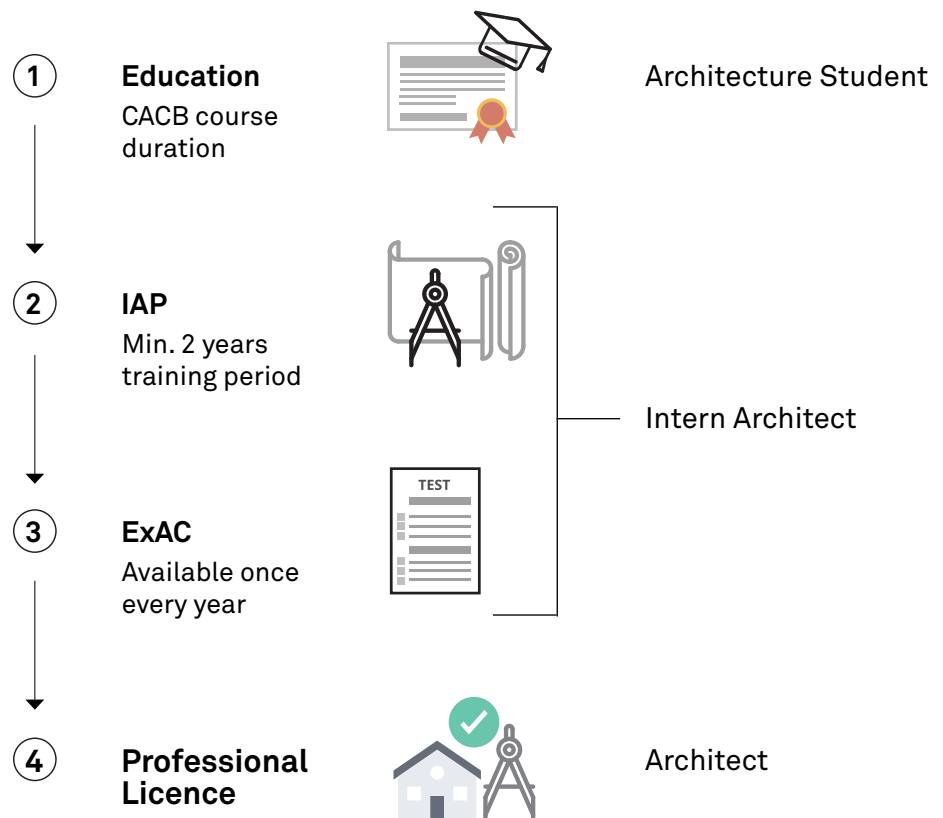
Similarly, the Engineering Intern and the Intern Member (Interior Designer) also have no maximum limit when completing internship experience requirements. Unlike other professions listed in the chart above that have a limited time

to complete experience requirements, this can result in an Intern Architect retaining the title for an extended duration due to unforeseen circumstances (e.g. the pandemic closures, health issues) that prolong the experience period beyond the control of the candidate. The title can then become an inadequate and misleading representation of the level of skill and experience of the candidate.

The specified areas of experience are classified into three major categories consisting of 17 required activities to be fulfilled during the training process. A comparative analysis of the feedback received from the 2019 Membership Survey & 2020 EDI Roundtable Report highlights the major challenges faced in completing the IAP program. More details about the comparative analysis can be found on page 26.

These challenges can extend the IAP the length of the training period for Intern Architects beyond the periods for many other professionals who are designated “interns.”

Path to Licensure : IAP process



To encourage intern members to fast-track their training period within a span of five years, the OAA revised its membership fees structure. An Intern Architect within the initial five-year training period has a reduced member fee. After that, they pay the full membership fees of that as an architect.

With this in place, OAA Intern Architects carry their title for an average duration of two to five years. In most cases (as highlighted in the feedback from the 2019 Membership Survey & 2020 EDI Roundtable Report) completing the IAP extends longer due to other factors like starting a family, childbirth, economic conditions, job opportunities, and so on. It could be inferred from the feedback below, taken from the surveys analyzed in this report, that prolonged use of the title 'Intern Architect' in ones career, psychologically undermines the value of the professional.

'...voting and representation for rights of interns within OAA, change "intern" demeaning terminology, modernize traditional methods and ideology of OAA to look towards a more progressive self-governing strategy rather than the traditionalist approach,...' (EDI Pg.38)

'...Eliminate/replace the word "intern" in our professional title - the word intern is associated with students currently enrolled in universities/colleges.' (MS Pg.606)

'Greater understanding of issues which make licensing impractical on a 5 year timeline...' (MS Pg.613)

Intern Title in Other Jurisdictions

The American Institute of Architects (AIA) recently issued a position statement redefining the title "intern." Below is an excerpt taken from AIA's 'Directory of Public Policies and Position Statements' as amended by the Board of Directors as of May 2019:

I.D.4. Pre-licensure Titling:

The AIA supports the title of "intern" for students who are working in an architectural office while actively pursuing architecture degrees in programs accredited by the National Architectural Accrediting Board (NAAB), or studying in pre-professional programs.

AIA supports the title of "Architectural Associate" or "Design Professional" for those who 1) have earned a degree from a program accredited by NAAB, or who have met education/experience requirements in their jurisdiction AND 2) are participating in the National Council of Architectural Registration Boards' Architectural Experience Program or are meeting their jurisdictions' experience requirements.

Comparative Analysis

Though the three documents studied at length in this report were intended to gather information and feedback from the OAA membership through different lens and for different purposes, overlaps in reported challenges, issues, and opportunities were apparent throughout. Additionally, throughout the three documents surveyed, issues about marginalized communities and the specific and additional difficulties facing Intern Architects identifying in minority groups were discussed. Rather than standing alone as a key theme, all of the issues raised and the three key themes outlined above were considered and analyzed through the lens of equity, diversity, and inclusion.

The key issues identified from the three documents studied can be categorized under three Major Themes:

- **Professional Challenges:** feedback related to difficulties in the workplace or the profession at large;
- **IAP Challenges:** feedback related specially to the Internship process; and
- **Job Opportunities & Networking:** feedback related to finding and retaining employment, and making connections with others in the industry.

The overlaps between the 2019 Membership Survey and the 2020 Roundtables were especially numerous. The importance of this repetition of feedback is especially striking considering the difference in format and intention of both of initiatives as undertaken by the OAA: the 2019 Membership Survey was a scripted survey to all memberships, while the 2020 Roundtable (as included here) was an open conversation specifically targeted at Intern Architects and Student Associates. These overlaps were reflected in the results of the 2020 Intern Title Survey, with Intern Architect respondents voicing concerns and challenges that were linked back to misunderstandings or misuse of the title “Intern Architect.”

Within this analysis the following recommendations, it is noted that the range of challenges and issued voiced by Intern Architects is wide, and portions may fall outside the scope and mandate of the OAA. Great effort has been made to strike a balance between acknowledging all feedback Intern Architects, while addressing possible solutions and recommendations through the practical lens of the resources that can be offered by the OAA within their mandate.

Equity, Diversity, and Inclusion

Understanding cultural diversity was a major component of the EDI Roundtable. There were many voices advocating for the architectural practices to embrace and give equal opportunity to the Black, Indigenous, and Person of Colour (BIPOC) community. Comments received from the participants signify the following:

1. A need for more awareness about cultural diversity through conferences, Continuing Education sessions, and training to encourage more conversations.
2. There is a need for more demographic data to better understand and address specific concerns related to BIPOC and other minorities in the profession.
3. Need for incentives or legislative changes to better represent and encourage architecture by and for marginalized communities.

The graph below outlines the main categories of discussion within the 2020 EDI Roundtable:

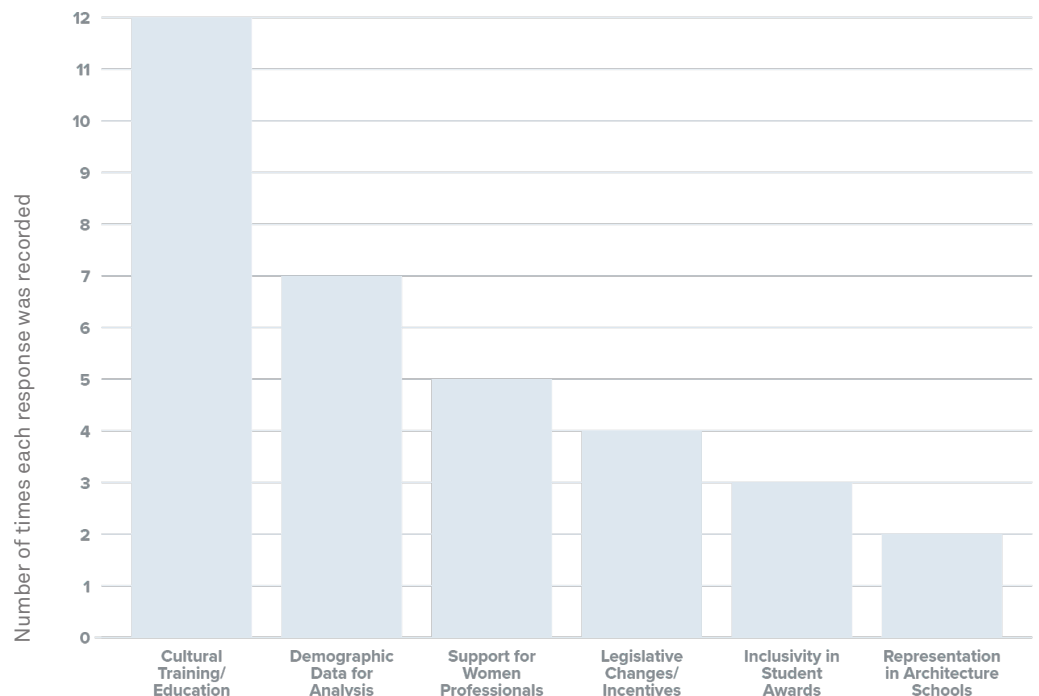


Fig. 1.19

The 2020 Roundtable document not only informed the OAA of the issues facing Interns overall, but also added the lens that showed the outdated and inequitable standards of the profession. As part of the analysis of the roundtable responses, the “Notable Responses” pages 34- 36 of section 7.1 titled “Appendix A - Survey Roll-Up, Survey Results” and pages 38- 44 of section 7.2 titled “Appendix B – Survey Roll-Up, Action Items and Priorities” were reviewed.

Though the EDI Roundtable did not touch upon the subject of IAP and the OAA-Intern relationship exclusively, concerns and comments around the internship process were continually raised and were tied into more broad comments and discussions that overlapped strongly with the issues seen in the 2019 Membership Survey, and which helped inform the key themes. The top concerns are about the topics of:




- Pay inequity and unpaid overtime;
- Right to vote in Council;
- Long hours of work; and
- Lack of public recognition.

The survey results included a desire for Intern Architects to be able to participate at the Council level. Being able to vote opens up a major opportunity to slowly implement changes for the betterment of the profession. It is also crucial to note that each of the concerns are inter-related to one another.

The 2020 Roundtable document analyzed in this report was a culmination of two roundtables: one that included Intern Architects and Student Associates, and one that included Architects and Licensed Technologists OAA. Of the 14 recommendations received from the roundtables, there were few that specifically focused on the interns. This suggests that the need to review all issues within the OAA through an EDI lens goes beyond issues related to Interns. Two recommendations related to Interns were a result of conversational topics considered the most pressing and common:

- Recommendation 9 suggested the OAA conduct a consultative review of the internship program by current and past interns and focused attention to equity; and
- There was a desire to create more support groups that will inform internationally trained architects to transition into the IAP.

The chart on the following page groups the key issues found in all three analyzed documents under the three Major Themes, showing overlap between the themes:

-  **Professional Challenges**
-  **IAP Challenges**
-  **Job Opportunities & Networking**

2019 MEMBERSHIP SURVEY	2020 EDI ROUNDTABLE	2020 INTERN TITLE SURVEY
<ul style="list-style-type: none"> • Poor compensation & unpaid overtime • Work-life balance • Lack of public recognition • Restrictions at work • Concerns around insurance & liability • Balancing passion & profession • Lack of creative tasks • No measurable benefit in becoming licensed 	<ul style="list-style-type: none"> • Pay inequity & unpaid overtime • Right to vote in Council • Long hours of work • Lack of public recognition • Inadequate health insurance 	<ul style="list-style-type: none"> • Term diminishes and undermines the Intern's experience • Term implies that the Intern works for free or is confined to short-term work • Term implies a lack of training and education
<ul style="list-style-type: none"> • Difficult to arrange for work in required categories • Process takes too much time • Family & parental leave • No measurable benefit in becoming licensed • Difficult to get credit for non-Canadian experience • Failed exams • Affordability of admissions course & exams 	<ul style="list-style-type: none"> • Lengthy licensure process • Need more assistance for internationally trained architects to navigate the IAP • Lack of credit for international experience 	<ul style="list-style-type: none"> • Majority of members unaware of discussions surrounding potential title change
<ul style="list-style-type: none"> • Difficult to arrange for work in required categories • Family & parental leave • No measurable benefit in being licensed • Difficult to get credit for non-Canadian experience 	<ul style="list-style-type: none"> • Need more assistance for internationally trained architects to navigate the IAP • Lack of credit for international experience 	<ul style="list-style-type: none"> • Title doesn't accurately reflect experience

2019 MEMBERSHIP SURVEY

Breakdown of major themes addressed

No. of instances where a response under the correlating theme was recorded

No. of Responses	Themes
112	PROFESSIONAL CHALLENGES
56	IAP CHALLENGES
22	JOB OPPORTUNITIES & NETWORKING

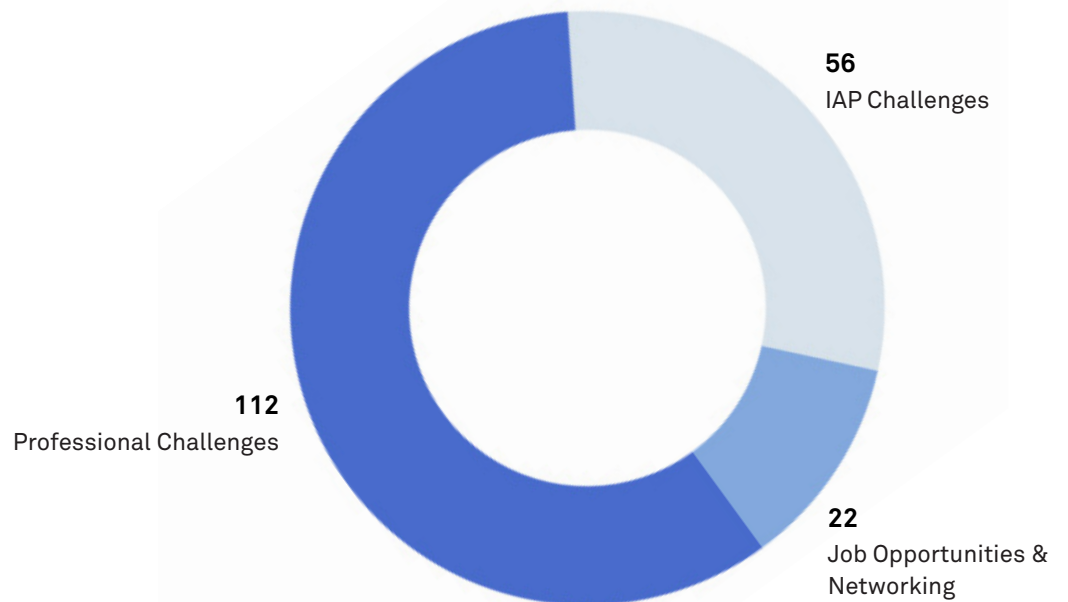


Fig. 1.20

2020 EDI ROUNDTABLE

Breakdown of major themes addressed

No. of instances where a response under the correlating theme was recorded

No. of Responses	Themes
28	EQUITY, DIVERSITY, & INCLUSION
26	PROFESSIONAL CHALLENGES
5	IAP CHALLENGES
5	JOB OPPORTUNITIES & NETWORKING

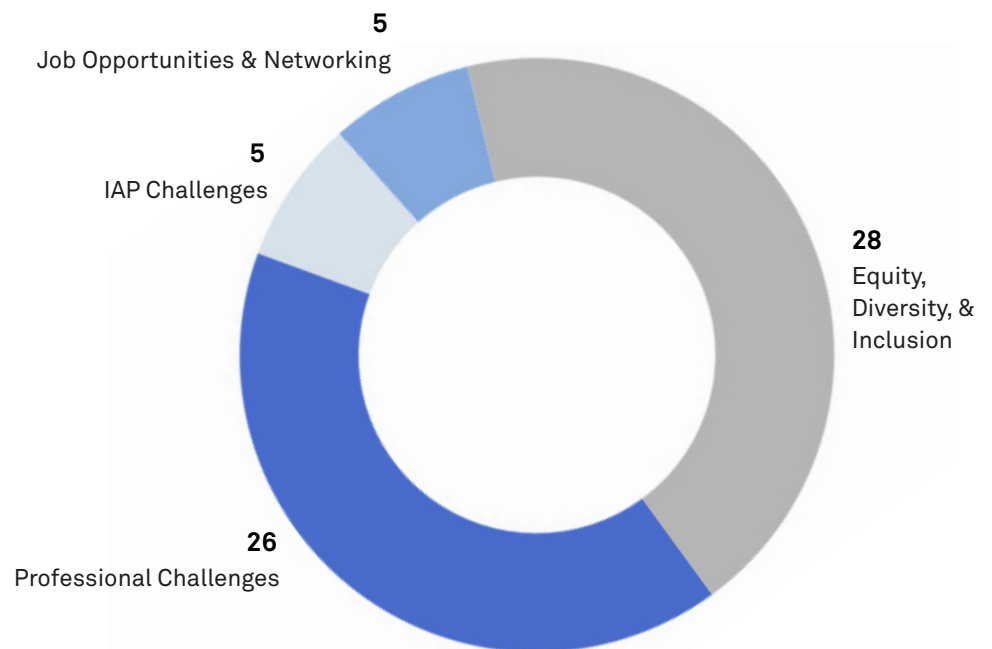


Fig. 1.21

2020 INTERN TITLE SURVEY

Breakdown of major themes addressed

No. of instances where a response under the correlating theme was recorded

No. of Responses	Themes
603	PROFESSIONAL CHALLENGES
176	IAP CHALLENGES
274	JOB OPPORTUNITIES & NETWORKING

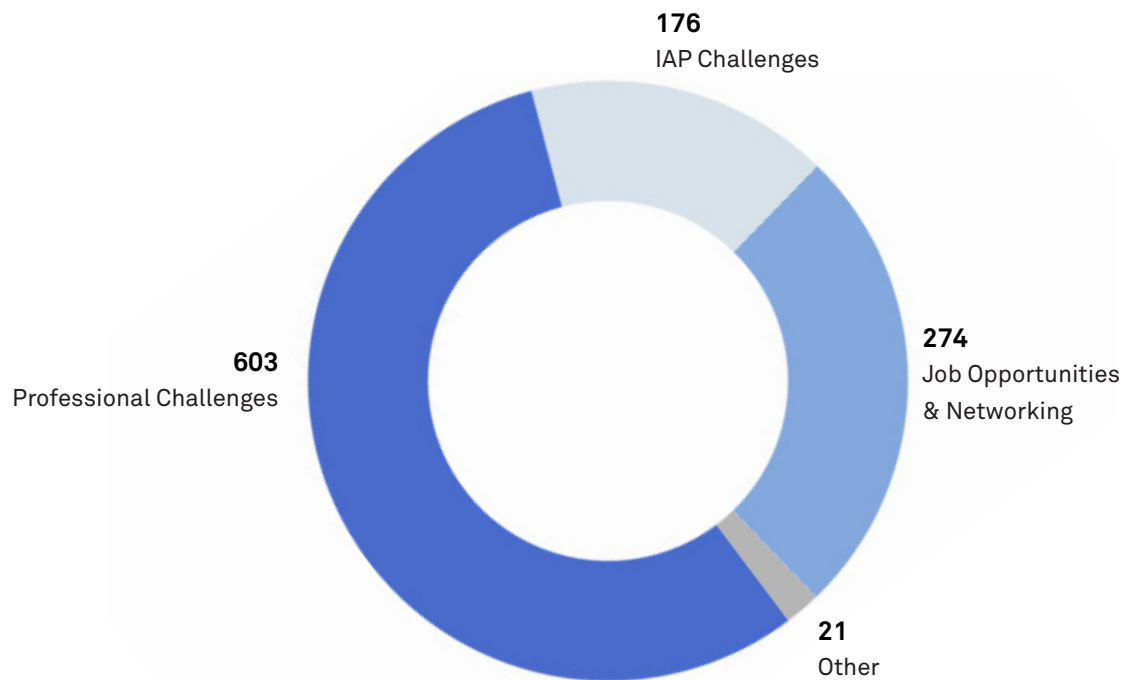


Fig. 1.22

Overlap in Theme: Professional Challenges

The graph of the 2019 survey shows the different types of challenges faced by the Intern Architects and the other members in the profession alike. The top three pressing concerns centre around the themes of:

1. Poor compensation and unpaid overtime;
2. Need for more healthy work-life balance; and
3. Lack of public recognition.

The 2020 EDI roundtables shed new light on many of the same concerns that were discussed in the 2019 survey, through the lens of Equity, Diversity, and Inclusion. The top concerns are around the topics of:

1. Pay inequity and unpaid overtime;
2. Right to vote in Council;
3. Long hours of work; and
4. Lack of public recognition.

Addressing the professional challenges for Intern Architects as stated within this report presents a challenge in itself. Ontario's practices have a wide range with respect to design specialty, firm size, location, and a myriad of other factors. This is a natural result of the creative nature of the profession, and the mandate of the OAA is to regulate, rather than advocate.

However, as the provincial regulatory body, firms and practitioners will follow the lead of the OAA in terms of cultural moves and statements. Past and current presidents, staff, and other leaders have taken public positions numerous times on behalf of its members, and the benefit of this collective voice cannot be understated.

For instance, it is interesting to note the aforementioned expressed need for participation for Intern Architects at the Council level. Enabling the Intern Architect seat to have a vote on Council is one potential way to directly acknowledge and incorporate the experience of Interns.

Overlap in Theme: IAP Challenges

A vast majority of the responses discussed the many challenges faced in pursuing the Internship in Architecture Program. The top three responses recorded were:

1. Difficult to arrange for work in the required category;
2. Lengthy process; and
3. Break from profession due to paternal leave, maternity leave or any other personal leave.

Another notable concern revolves around the lack of recognition in being an architect both in the practice and public side of the profession. This affects the outlook of the profession overall, which might potentially cause a gradual decline of people entering the field of architecture in the future.

The IAP is directly overseen and regulated by the OAA. Understandably, the process to make alterations to the IAP is not only a lengthy provincial legal process, but also one that must be undertaken in tandem with other jurisdictions under ROAC (formerly CALA). If changes are made to the IAP under the OAA that are confined to the province of Ontario, there is the risk of discrepancy and lack of mobility for the OAA's members throughout Canada.

Without making direct legislative changes to the IAP, there is the opportunity to address concerns of Intern Architects through more minor interventions.

Overlap in Theme: Job Opportunities & Networking

Declining job opportunities combined with inadequate networking platforms have been a major theme in both surveys alike. The architecture industry has always seen fluctuations in the job market and the current trends post pandemic has only amplified this condition. Feedback within the three documents does not clearly specify what aspects seem to be the root cause for this issue.

In the 2020 Intern Title Survey in particular, many responses were around the issue of finding steady employment. The Intern Architect title is a multifaceted one within the profession: while the vast majority of practitioners within the profession (individuals and companies that hold an OAA certificate of practice) are aware of the educational requirements for an Intern Architect and thus have an understanding of their knowledge and experience, from a public perspective this connotation is severely misunderstood. This results in a skewed perception of the work of not only the Intern Architect but the profession at large, presenting a very real potential barrier to employment.

Both the 2019 Membership Survey and the 2020 Roundtable Report a wide range of difficulties in finding secure employment. This can be broken down into two main points:

1. Challenges to remaining within a workplace due limitations in flexibility (i.e. parental or health leave, precarity of the market); and
2. Difficulty for foreign-trained architects to enter into the Canadian job market.

While directly assisting those within the profession with finding employment is not within the mandate of the OAA and would understandably be a severe violation of impartiality, there are further resources and networking opportunities that are within the power of the OAA to provide and could fall under their scope.

Conclusion

The authors of this report, and the larger OAA Interns Committee, hope the information contained here not only provides a snapshot of the current environment for Intern Architects in Ontario, but also serves as a foundational document moving forward. The goal is to both inform the OAA membership, as well as the wider public, about the issues Intern Architects face right now, as well as to collect and document the various concerns being voiced.

While the scope of this report may have initially grown out of a single issue, it has since evolved to include other items. It has become a collective effort among those who feel strongly about improving equity within the Internship in Architecture Program, along with the place of the IAP and Interns within the profession at large.

Through comparative analysis, the key issues and major themes in this report have been found to contain much overlap. Therefore, following this report's recommendations could potentially address numerous challenges simultaneously. The list of recommendations in Appendix I can be used as a resource and directive tool for the Interns Committee to determine how to organize and prioritize work and goals.

These recommendations are borne out of careful analysis of the documents studied and brought forth by the research working group that work to address the major themes highlighted in the research. They range from broad or systemic opportunities for change to specific action items. These recommendations require varying levels of staff resources and Council approval, but are intended to direct the work of the Interns Committee in the following year.

The recommendations chart is broken down into the following headings:

Recommendation - outlines the action item in question, as well as supporting explanation.

Key Theme - indicates the major theme to which the recommendation is tied as well as individual issues identified across the three selected and reviewed documents.

Discussion - explains the relevance of the recommendation to the research report

Additional Information - collates any other ongoing work or information relevant to the recommendation

Timeline - indicates the intention of when the recommendation will be enacted and approximate scheduling

Appendices

Appendix I: Recommendations (2021)

Appendix II: BEcoming an Architect Recommendations (2014)

Appendix I

Recommendations (2021)

Item	Recommendation	Key Theme	Discussion	Additional Information & Resources	Timeline
1	<p>Publish the report to the entire OAA membership.</p> <p>This includes the 3 main documents reviewed (2019 Membership Survey; 2020 Roundtable on Equity, Diversity, and Inclusion; 2020 Intern Title Survey), along with links to the other available documents.</p>	Overall	Transparency of research and discussion is the utmost priority to the Interns Committee. It is our duty to keep our members informed of the status and completion of work being done on their behalf. This would include the report in full, the list of recommendations, the three appendices, along with a note regarding the status of those past initiatives taken and how they've been included within this report.	<ul style="list-style-type: none"> Interns Committee would work with the Executive Director and the Communications Committee to strategize the publication of this material. 	Immediate
2	<p>Devise a system of tracking all recommendations and action items carried.</p> <p>This would include the recommendations of this report, as well as those made in previous reports or papers such as the 2014 BEcoming an Architectpaper. All recommendations and action items must be combined in one central document with a consistent system of tracking progress and status.</p>	Overall	With this foundational report outing and collating challenges, issues, and opportunities related to Intern Architects, the next step is creating an accompanying system whereby all recommendations, discussions, and conclusions can be organized into one space for tracking. The intention is that there be regular and transparent review of recommendations, plans for inaction, and follow-up to check in on status and ensure success. This regular updating should comprise an ongoing portion of dedicated time from the OAA's hired architectural graduate, or other staff.	<ul style="list-style-type: none"> The exact model to be devised by the Interns Committee in conjunction with OAA staff. Look at similar initiatives and projects within the OAA, i.e. EDI working group or the operational review, and software precedents. 	Immediate & Ongoing
3	<p>Develop a calendar and list of priorities that include events and other resources specifically pertaining to Intern Architects.</p> <p>This would include unique news items for Interns as well as regular and standard updates on any and all Interns-related issues.</p>	Overall	Not only does this provide an update for Interns, but encourages communication between departments in the OAA about issues related to Interns, i.e. updates from CALA meetings, reports from the Executive Director, status updates from the IAP administrator, etc.	<ul style="list-style-type: none"> Work with the Communications Committee to develop internal calendars and tracking of Intern-related events, and inclusion wherever necessary or possible on e-bulletins, special news blasts, updating of website, etc. 	Immediate & Ongoing
4	<p>Develop a series of Continuing Education webinars that provide Architects with more information and perspective regarding the Internship program, and the experience of Intern Architects.</p> <p>a) Develop a Continuing Education webinar with the Communications Committee to educate Architects about the IAP. Education to the membership about Interns-specific issues and challenges should happen at two levels. Secondly, a comprehensive overview of the Internship Architecture Program should be offered to members, with focus on the changes implemented in September 2020. This could be done as a stand-alone or series of webinars targeted to Architects, as well as the membership at large (for Intern Architects or Student Associates to participate in as a refresher).</p> <p>b) Develop a Continuing Education webinar on work-life balance and organizational strategies for architects. This would be part of the Continuing Education Committee on work-life balance for Architects to help them understand new generations of designers and the changing landscape, and specific issues faced by Intern Architects. This webinar can be a workshop focusing on multi-generational, collaborative feedback: hire an expert on organizational change to help interns and employers to understand each other, their generation.</p>	<p>Theme: Professional Challenges Key Issues:</p> <ul style="list-style-type: none"> Poor compensation & unpaid overtime Work-life balance Restrictions at work Pay inequity & unpaid overtime Title doesn't accurately reflect experience Majority of OAA members unaware of discussions surrounding change to the title of "Intern Architect" <p>Theme: Professional Challenges Key Issues:</p> <ul style="list-style-type: none"> Poor compensation & unpaid overtime Work-life balance Balancing passion & profession Lack of creative tasks Process takes too much time Family & parental leave Inadequate health insurance 		<ul style="list-style-type: none"> Working with the CC and CEC to determine best place for a webinar: as a Con Ed, conference addition, etc. 	

Item	Recommendation	Key Theme	Discussion	Additional Information & Resources	Timeline
	<p>c) Develop a Continuing Education webinar that specifically addresses the collection of hours within IAP category #15, “Construction Phase - Site” within the perspective of a landscape permanently altered by COVID. This would have the dual benefit of assisting Intern Architects in understanding the variety of tasks and opportunities available to gain those hours, but would also provide Supervising Architects and employers new insight into how to provide that crucial experience.</p>				
5	<p>Further investigate and develop opportunities to encourage higher numbers of female-identifying and minority members of the OAA to engage in mentorship with the IAP.</p>	<p>Key Themes: Job Opportunities & Networking Key Issues:</p> <ul style="list-style-type: none"> • No measurable benefit in becoming licensed • Difficult to get credit for non-Canadian experience • Need more assistance for internationally trained architects to navigate the IAP • Lack of credit for international experience • Term implies that the Intern works for free or is confined to short-term work • Term implies a lack of training and education 	<p>There are several ongoing and recently completed initiatives within the OAA that could work in tandem to address this issue: the EDI working group has similar objectives, and the 2021 mentorship survey as undertaken by the Interns Committee should be reviewed when completed to look for opportunities to forward this recommendation.</p>	<ul style="list-style-type: none"> • Work on in conjunction with the Communications Committee and EDI working group. 	
6	<p>The OAA take stronger action on pushing for exemption under the Employment Standards Act (2000).</p> <p>Further review of the ESA could be undertaken by a lawyer to understand its implications for Intern Architects working in the profession. Any changes proposed under the regulatory portfolio, can work with the strategic portfolio, and ask for feedback from council on which portfolio takes the recommendation to the Government Committee.</p>	<p>Theme: Professional Challenges Key Issues:</p> <ul style="list-style-type: none"> • Family & parental leave • Poor compensation & unpaid overtime • Pay inequity & unpaid overtime • Long hours of work • Term diminishes and undermines the Intern’s expertise • Term implies that the Intern works for free or is confined to short-term work 	<p>This directly addresses many of the comments and issues raised by Interns over the years of workplace issues such as unfair compensation, poor working conditions, etc. The OAA has advocated for revisions to the ESA a number of times, most recently with a letter from Immediate Past President Kathleen Kurtin suggesting removing specific regulations that apply to architects and students. President Susan Spiegel released a bulletin to all members on October 26, 2021 reinforcing the OAA’s position of condemning “unfair compensation” for Intern Architects and Student Associates. There is opportunity for the OAA to take more concrete action in support of updates to this legislation.</p>	<ul style="list-style-type: none"> • The Interns Committee can work with OAA staff (Policy and Government Relations department) to confirm steps that have already been taken and committed to, and form a strategy for going forward. 	1-2 years
7	<p>Council commit to changing the title of “Intern Architect” and commit to funding and/or resources to further study appropriate alternatives.</p> <p>Begin this secondary review with further analysis of the intern title survey, the environmental scan as outlined in this report, and devise a timeline for proposing the final title change.</p>	<p>Theme: Professional Challenges Key Issues:</p> <ul style="list-style-type: none"> • Lack of public recognition • Pay inequity & unpaid overtime • Title doesn’t accurately reflect experience • Majority of OAA members unaware of discussions surrounding change to the title of “Intern Architect” • Term diminishes and undermines the Intern’s expertise • Term implies that the Intern works for free or is confined to short-term work • Term implies a lack of training and education 	<p>Much of the overlap in issues discovered within the Comparative Analysis portion of the report points to an underlying stigma attached to the Internship program within Ontario’s architectural profession, that can be addressed head-on by a title change.</p> <p>Excerpt from the analysis of the 2020 Intern Title Survey: <i>Positive connotation of the title can still be maintained while also addressing negative: i.e. “Appropriate because it shows they are in the process of becoming Architects/Close to being Licensed/Training” is a great reason, we can maintain this while also addressing “Term diminishes and undermines our expertise and experience/Term is belittling”</i></p>		1-2 years

Appendix II

BEcoming an Architect Recommendations (2014)

Immediate Action - means that action can be taken on this immediately within existing programs or by staff and is being done.

Ongoing - means that some action has already been undertaken to start addressing this however a more detailed action plan back to Council is anticipated

Hold for Consideration after National Validation Conference and in context of 2015 Council Priority Session

		Recommendation to Council re. Implementation of the White Paper Recommendations	Status Update
Recommendations: Focusing on Intern/Student			
1	The OAA Admission Course is one of the first instances in which interns deal directly with OAA representatives. This course can be used as a venue to welcome interns and provide them with support and contacts that they will need in their long journey to licensure.	Ongoing initiative as the ConEd Staff/ Registrar is currently preparing an Action Plan for the restructure the OAA Admission Course: format, media vehicle etc. Updated plan will be presented to Council to consider.	COMPLETE & ONGOING OAA Admission Course offered on-line, in-house or at Conference.
2	Better two-way communication and more inclusive attitude from the OAA. In general, there should be earlier communication with students regarding the IAP.	Immediate and Ongoing Action, communicate Engagement versus policing; focus on the Office of the Registrar; providing a clear structured framework for Interns. More presentations to schools being planned.	COMPLETE & ONGOING
3	Include a peer-elected intern on Council.	Immediate Action for Council to consider - a peer elected non-voting Intern Architect representative on Council, attending open Council only.	COMPLETE
4	Create more web-based communications to reach individuals, including tweets, and a Facebook page.	Immediate Action, Office of the Registrar and Communications increasing twitter for younger generation, and social media in an effort to engage the Interns and students.	COMPLETE & ONGOING

5	It is suggested that the OAA provide an introductory session through the schools to explain the nature of the profession and its commitments.	Immediate Action as the OAA is currently devising an introductory session to offer the schools.	COMPLETE & ONGOING
6	Students in schools should automatically be provided with student membership in the OAA and in their local Society, and should be encouraged to take part in the activities of both groups, particularly in the events arranged by the Societies.	Immediate Action -- Continue to strengthen communication to promote the availability of a free Student Associate membership with OAA. Hold for consideration: to incentivize the Societies to develop a student membership base (free of charge) with the OAA matching with funding of \$25.00 per individual.	COMPLETE (free Student Associate membership with the OAA) ON HOLD (free student membership with the Societies)
7	Upon graduation, schools should be responsible for submitting the students' credentials to CACB for accreditation and subsequently enroll students in the OAA as interns.	Immediate Action to reinforce communication. Perhaps through the CACB Certification Letter, a line could be added to encourage graduate to make application to the IAP in their jurisdiction. Staff to contact CACB to review the letter.	COMPLETE
8	A congratulatory membership application package included with each graduate's diploma to encourage early participation in the regulatory body.	Ongoing -- Upon CACB Certification, the OAA sends a congratulatory e-mail with a link to the IAP application. Staff to check on Privacy Issues.	COMPLETE Upon notification of CACB certification, the OAA sends an email to existing OAA Student Associates who are eligible to apply for intern architect status with the OAA.
9	Current Situation - Increase intern fees to incentivize licensure within 5 years. Proposal - Allow newly licensed Architects to pay the intern fee (less than 5 years in IAP) until the end of the 5-year period even if they have reached licensure before the end of the 5-year period. This will reward interns who move to licensure more quickly.	Hold the proposed formula for Consideration: to allow newly licensed Architects to pay the less than 5 year Intern Fee until the 5 year period is reached. Or, the following alternative: Reward the Firm; when you have an Intern that has been licensed within 5 years, the OAA will remove them from the CoFP Invoice. Incentivize both Interns and Practices	ON HOLD

10	Create the possibility of pairing interns with mentors who share areas of special interest in architecture through establishing a database with short profiles of mentors.	Hold for Consideration: the OAA currently has a database of Mentors, however the OAA must continue to promote Mentorship as the list is short.	WORK IN PROGRESS Interns Committee working on strengthening the mentor/mentee process
Summary of Recommendations 6.2 Collaboration Profession/Education			
1	Involve the schools in providing continuing education for architects and intern architects;	Hold for Consideration: continue to promote adult learning opportunities through night courses at the universities as a vehicle for acquiring Continuing Education hours. This is likely a much longer term objective. We need to focus on interns for this exercise, not necessarily the continued learning for architects once they are licensed.	ON HOLD
2	Expand the presence of the Regulators in the Schools through increased workshops and seminars addressing professional practice and ethics as well as other less formal interactions such as small discussion sessions or facilitated opportunities for one-on-one conversations;	Ongoing Initiative for Council to task this to either the VP Regulatory or VP Communications to develop a strategy for collaborating on initiatives with the schools.	COMPLETE & ONGOING
3	Provide automatic student membership in the respective provincial association for those enrolled in accredited architectural programmes	Immediate Action. The OAA has a free Student Membership albeit not automatic re: Privacy Issues. The immediate focus is that the OAA shall strengthen its promotion of the free Student Membership.	COMPLETE Student Associate membership is free with the OAA.
Summary of Recommendations 6.3 Strengthening the Mentorship Relationship			

1	Create programs to promote awareness among practitioners of their important role and responsibility as mentors and employers in the Intern Architect Program and encourage broader and more positive engagement of professionals in the IAP process	This is an opportunity for the OAA to take a leadership role on all 5 of these recommendations. Hold for Consideration after the National Validation Conference and in context of the 2015 Priority setting exercise. Possibly establish a successor Committee to TIF to deal with these items.	ON HOLD
2	Consider developing a structure and framework for the employment of interns that would provide a model for hiring, mentoring and working with interns. Such a structure might include model language for an employment agreement to be signed by both the practitioner and intern that would deal with mutual expectations related to IAP issues;		ON HOLD
3	Consider provision of ConEd hours for those who agree to participate with interns in a structure such as contemplated by recommendation above.		ON HOLD
4	Develop a means for interns to provide general and constructive feedback on the quality of mentoring they receive;		ON HOLD
5	Recognize practices that create positive mentoring cultures through the provision of awards or designations tied to evaluation and participation in the more structured relationships contemplated in 3b).		ON HOLD
Summary of Recommendations 6.5 Intern Support - Inclusiveness with Regulator			
1	Allocate staff and financial resources to Intern liaison and advocacy;	Immediate Action: OAA communication is currently focused on Members only. OAA to incorporate inclusive communication to Interns as well. An elected place at Council will be substantive toward this goal.	COMPLETE & ONGOING

2	Foster and require intern participation on relevant committees, working groups and task forces of the regulator;	Immediate Action for Promotion. Include an Intern spot on most OAA Committees and Task Groups, wherever possible.	COMPLETE
3	Improve communication with interns using all available tools, particularly electronic and social media;	Immediate Action for Promotion and Guidance on an ongoing basis.	COMPLETE & ONGOING
4	Establish an "Intern Advocacy Committee" within each Regulatory body with the mandate of strengthening communication with interns, between interns and practices, and advising the regulators on intern needs and concerns;	Hold for Consideration. The Committee felt that having Interns, Architects, seasoned Practitioners around the table together was greatly beneficial. Create a Task Group whose Terms of Reference are the specific deliverables that Council wishes to address. Engage Interns in rolling out the recommendations and ensuring it moves forward. Proposed duration of Task Group - 2 years.	ON HOLD (Intern Advocacy Committee) Interns Committee is a permanent Committee of the OAA focused on strengthening the pathway towards licensure for interns and students.