A Guide for Foreign Trained Newcomer Architects:

Identifying barriers to re-licensure in Canada

by

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Examining Committee Membership

The following served on the Examining Committee for this thesis. The decision of the Examining Committee is by majority vote.

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Author's Declaration

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

Abstract

Canada has a reputation of maintaining a positive outlook on immigration and prides itself on the belief that its doors are open to individuals all around the world. Canada's government welcomes a diverse number of immigrants who have come for reasons including economic pursuit, family reunification, or to seek protection as refugees. According to 2017-2018 Canadian statistics, 80% of the nation's population growth was due to the international migration of newcomer Canadians. Of those permanent residents admitted into Canada, 58% were of the Economic Class category (Hussen, 2018); who significantly contribute to the Canadian economy. As it pertains to this thesis, newcomers are defined as immigrants belonging to the Economic Class. Although it appears that migration might be open to all cultures, there is a hidden barrier that might prevent some immigrant professionals from migrating to Canada. Self-governing professional bodies, of disciplines such as architecture, engineering, law, nursing, and others, have systemic implicit biases that establish barriers and bar newcomer professionals from practice. This thesis investigates and unpacks the practices of these professional bodies, with a focus on architecture. While rules and regulations ensure the safety of both the public and the client, can self-governing bodies in Canada offer opportunities to professional newcomer architects to encourage, instead of deterring them from practice? Practicing architecture in Canada is mandated by the provincial self-governing body, the Ontario Association of Architects (OAA). This thesis investigates and compares the history, organizational processes, and public interface of the OAA to other self-governing professional organizations and recommends options that can be integrated into the practice.

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List of Abbreviations

BEAT (Building Equality in Architecture Toronto)
A volunteer-run organization that promotes equality in architecture through advocacy, mentorship, and networking. BEAT particularly aims to advance the achievements and visibility of women, minorities, and other underrepresented groups.

BEFA (Broadly Experienced Foreign Architects)
An alternative pathway to licensure for foreign licensed architects in Canada. It was developed by the Canadian Architectural Licensing Authorities (CALA) and is administered by the Canadian Architectural Certification Board (CACB).

CAA (Consulting Architects of Alberta)
Serves as the business voice for consulting architectural firms in Alberta, by helping to develop a positive business environment benefiting clients and the profession of architecture. The CAA focuses on advocacy, communication and networking on behalf of its member firms.

CACB (Canadian Architectural Certification Board)
A national organization founded by two organizations, CALA and CCSA. The CACB is made up of third party assessors who conduct assessments on the behalf of CALA and CCSA. Graduates from accredited Canadian and American schools are automatically given a certification number to enroll in the IAP program. Others achieve the certification through the CACB assessment.

CALA (Canadian Architectural Licensing Authorities)
Represents the eleven provincial and territorial regulators of the profession of architecture in Canada. These regulatory bodies are responsible for setting the standards for entry into the profession and for issuing registration/licenses to those who meet established standards of qualifications and practice.

CASA (Canadian Architecture Student's Association)
Represents architecture students across Canada. Provides students with appropriate resources. Collaborates with organizations including the CACB and RAIC.

CCUSA (Canadian Council of University Schools of Architecture)

CCUSA advocates for architectural education to universities, the architectural associations and society in general. They share knowledge and expertise, develop positions on issues of concern in architectural education, represent the schools of architecture on the boards of collateral associations and advanced topics pertinent to architectural education. The Council is critical in national promotion and international collaboration to further the goals of architectural education in Canada.

CEC (Canadian Experience Class)

First economic category of skilled workers immigrating to Canada to become permanent residents. These immigrants have previously acquired Canadian work experience.

CES (Comparative Education Service)

Provides educational credential assessments through the University of Toronto School of Continuing Studies.

CICIC (Canadian Information Centre for International Credentials)

Provides information and referral services to assessors and individuals of Canada's education systems. Contributes to policy dialogues for academic credential assessments and provides tools to improve consistence and capacity of academic credential assessments and manages labor-mobility projects.

ECA (Educational Credential Assessment)

Assessment of credentials administered by third-party assessors. Valid for up to 5 years.

Express Entry Programs

Skilled workers immigrating to Canada through one of three economic programs looking to become permanent residents: (1.) Federal Skilled Worker Program, (2.) Federal Skilled Trades Program, (3.) Canadian Experience Class

Federal Skilled Worker

Second economic category of skilled workers immigrating to Canada. These immigrants have acquired foreign work experience.

IRCC (Immigration, Refugees and Citizenship Canada)
Facilitates the arrival of immigrants, provides protection to refugees, and offers programming to help newcomers settle in Canada.

ICAS (International Credential Assessment Service)
Provides educational credential assessment services to individuals applying for immigration to Canada. This assessment helps the applicant understand how education completed abroad is compared to the education system in Canada. The report can be used when looking for employment or applying for admission to education programs.

IPLAN (Immigrant Professionals Leveraging Architecture knowledge for New Opportunities)
Bridge Training Program for International Architectural Professionals; allows opportunities to build on international education and work experience by gaining the knowledge and skills necessary to successfully integrate into the architectural workplace in Canada.

JVS (Jewish Vocational Services Toronto)
An organization, founded in 1947, that provides employment and vocational services to the broader community of Toronto, Ontario.

NOC (National Occupation Classification code)
Canadian system used to classify jobs (occupations). There are 5 job groups for immigration purposes: (1.) Skill Type 0 (zero) (ex. restaurant managers), (2.) Skill level A (ex. architects), (3.) Skill level B (ex. plumbers), (4.) Skill level C (ex. food and beverage servers), (5.) Skill level D (ex. cleaning staff)

OAA (Ontario Association of Architects)
A self-regulating organization, founded in 1889, governed by the Architects Act, which is a statute of the Government of Ontario. The Association is dedicated to promoting and increasing the knowledge, skills and proficiency of its members, and administering the Architects Act to serve and protect the public interest.

PNP (Provincial Nominee Program)
Immigration to Canada through the nomination of a Canadian province or territory.

RAIC (Royal Architecture Institute of Canada)

A not-for-profit, national organization that has represented architects and architecture for over 100 years. They maintain the Canadian handbook of practice. The RAIC is the leading voice for excellence in Canada, demonstrating how design enhances quality of life, while addressing important societal issues through responsible architecture. The RAIC's mission is to promote excellence in the built environment and to advocate for responsible architecture. The organization's national office is based in Ottawa with a growing federated chapter model. Current chapters and networks are based in British Columbia, Alberta, and Nova Scotia.

Regulated body

An organization that sets the standards and practices of a regulated occupation. Each regulated occupation has its own regulatory body in every province and territory in Canada.

WES (World Education Services)

A non-profit organization advocating for credential assessment for immigrants.

Diagrams

A FOREIGN TRAINED ARCHITECT'S JOURNEY TO RE-LICENSURE IN CANADA

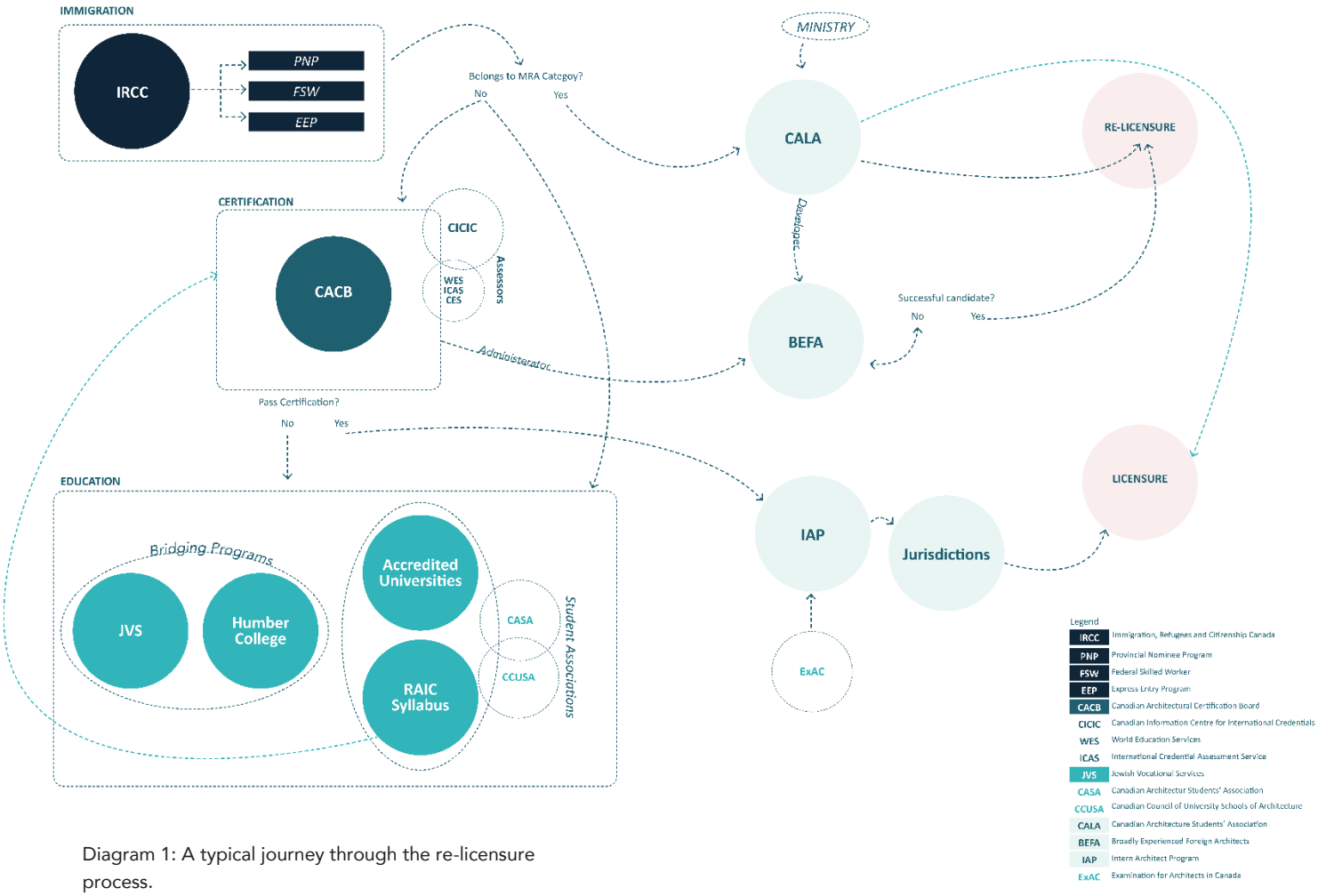


Diagram 1: A typical journey through the re-licensure process.

PATHWAYS TO LICENSURE (1/2)

	INTERN ARCHITECT PROGRAM (IAP)	BROADLY EXPERIENCED FOREIGN ARCHITECTS [BEFA]	MUTUAL RECOGNITION AGREEMENT [US-CAN]
Administered through	Provincial or Territorial regulatory bodies	CACB	11 architectural regulators and 41 U.S. member boards of National Council of Architectural Registration Boards (NCARB)
Geographic restrictions	Provincial/Territorial	International	North America
Previous work experience	Min 3720 hrs. (2 years) recorded work experience [Ontario]	Minimum 7 years post registration/licensure experience within last 12 years	2,000 hours (1 year) post licensure experience from home country
Cost ** Fees stated in Canadian Dollars and subject to change*	Approx $2,000	Eligibility: $1,222.10 Self-Assessment: $3,200.72 Interviews: $2,560.58 Total: $6,983.40	Application fee: 336.18 Jan-Jun Annual Fee: 1,020.96 Jul-Dec Annual fee: $510.48
Supervision	Through a licensed architect while enrolled in the IAP	6 months of Canadian experience supervised by registered licensed architect in Canada	NA
Examination	ExAc	NA	NA
Proof	-Needs to be certified through CACB - Experience exhibited in: 1- Design and construction documents 2- Construction administration 3- Management	- Certified/notarized/ translated true copies of architectural documents/ licensure/ registration from outside Canada must be mailed. - Demonstration of competencies in 12 categories - Interview session	- Letter of good standing - License history - Registered with and holds certification by NCARB - Letter of declaration - Proof of citizenship/PR -Maintain a certificate of practice in jurisdiction and
	https://oaa.on.ca/registration-licensing/becoming-an-architect/internship-in-architecture-program	https://befa-aeve.ca/overview/	https://cala-roac.ca/professional-mobility/united-states-and-canada-ncarb/

Diagram 2a: Paths to licensure.

PATHWAYS TO LICENSURE (2/2)

Academic (non-licensure)

MUTUAL RECOGNITION AGREEMENT [EU-CAN]	MUTUAL RECOGNITION AGREEMENT [APEC]	TRI-NATIONAL AGREEMENT [CAN-US-MEXICO]	ROYAL ARCHITECTURAL INSTITUTE OF CANADA-SYLLABUS
CALA and Architects Council of Europe (ACE)	Architects recognized as a Member of Asia-Pacific Economic Cooperation (APEC)	CALA-NCARB-Federacion de Colegios de Arquitectos de la Republica Mexicana	Athabasca University
Between EU through ACE France, Australia, China, UK, Republic of Korea, Mexico.	Canada, Australia, New Zealand	North America, Mexico	National
2,000 hours post licensure exp. from home country	2,000 hours (1 year) post licensure experience from home country	Minimum 10 year post licensure experience from home jurisdiction	Foreign International professionals may have to demonstrate proficiency in the English language
To be decided	Application fee: $500 Interview fee: $2000	Application fee: $500 Dossier Review fee: $2,000 Interview fee: $5,000	Annual re-enrollment fee: $325 Application fee: $350 Credit Assessment fee: $450 Equivalency fee: $250 Arch. experience fee: $100 Part I:$6,500 Part II: $8,000 Part III: $12,000 Approximate total: $28,000
NA	NA	NA	
NA	NA	NA	Yes, curriculum based (see page 66-67)
- Proof of good standing - 10-hour on-line course - Completed minimum 12 years of education, training and practice in their home jurisdiction (of which minimum 4 years shall be post-registration/ licensure experience)	- A letter of good standing and registration certificate from the regulatory authority of the individual's principal place of practice. - Work history/resume - APEC Architect certificate from home country. - At least 7 years of professional experience as a registered/licensed architect in specified categories of practice. - Domain specific interview	- Citizenship or PR status in Canad, US or Mexico. - Completion of accredited professional degree (or a recognized equivalent) in architecutre - Be in good standing in home jurisdiction - knowledge of Canadian architecture, building science and code - Submission of dossier - Completion of an interview	- TOEFL or CAEL certificate - Sufficient drawing skills, rendering abilities in a variety of methods.
https://cala-roac.ca/professional-mobility/europe-ace/	https://www.aaca.org.au/apec-architect-international-issues/apec-architect/apec-architect-criteria/	https://oaa.on.ca/registration-licensing/becoming-an-architect/	https://raic-syllabus.ca/raic-syllabus-program-entry-requirements

** To be implemented in 2021*

Diagram 2b: Paths to licensure.

REGULATORY BODIES OF CANADA

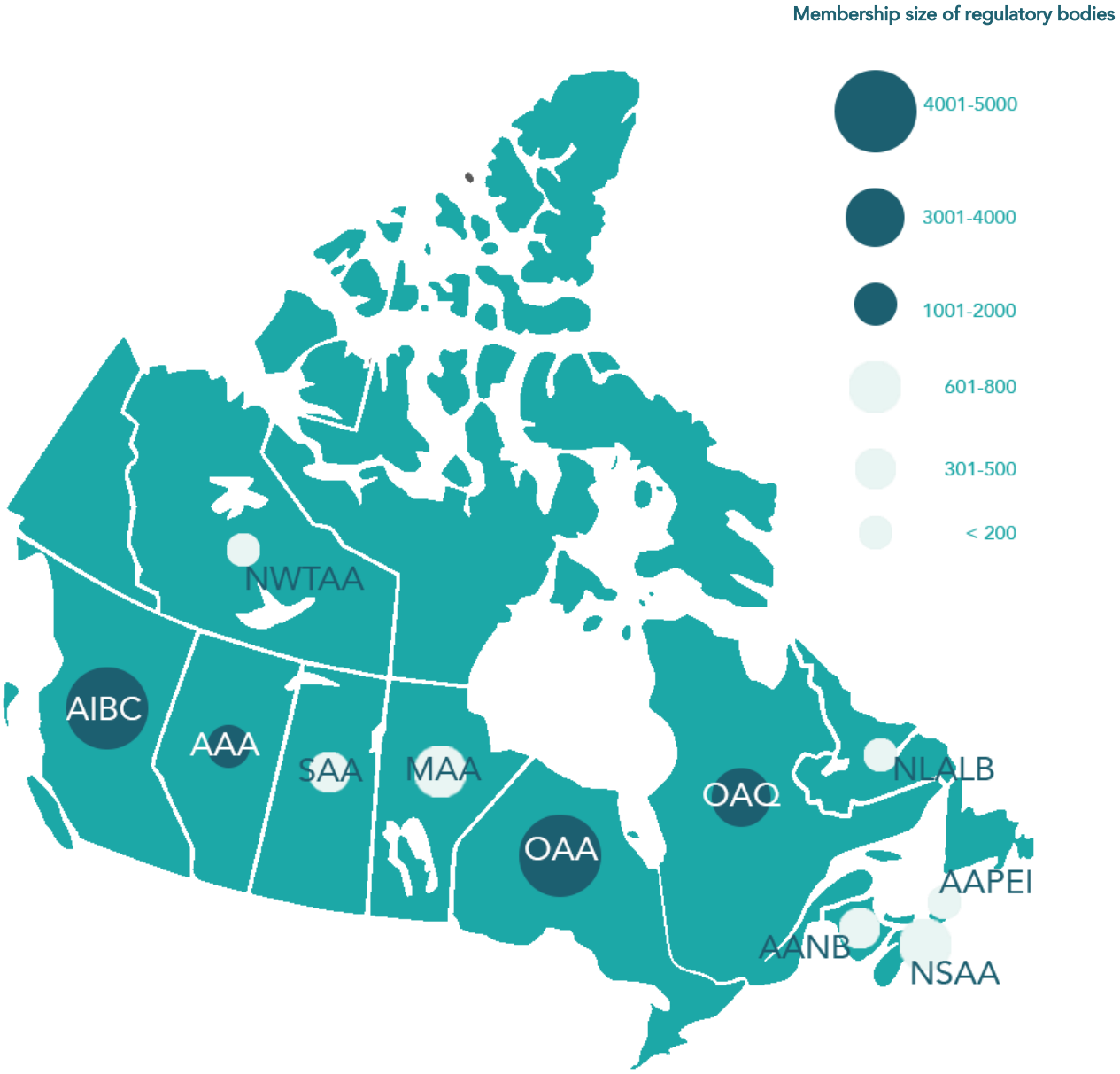


Diagram 3a: Canadian Architectural regulatory bodies and their membership.

Chapter 1: Introduction

Ranked #2 by USnews.com in 2020 as the best country for immigrants (U.S. News, 2020), Canada is a welcoming place for people of diverse ethnic and cultural backgrounds. Based on recent immigration trends and the policies created by the Canadian government, it is evident Canada favors the immigration of highly skilled newcomers who will positively contribute to the economy. Their knowledge, skills, and expertise can be utilized to positively impact both Canadian businesses and Canada in general. When compared to previous years, 2018 had the highest recorded immigration for Economy Class migrants (Fig. 3). The Immigration, Refugee, and Citizenship Canada (IRCC) trends show these numbers are projected to rise in the future (Mendicino, 2019). Most immigrants are highly skilled with a professional background in STEM (science, technology, engineering, and math) related sectors.

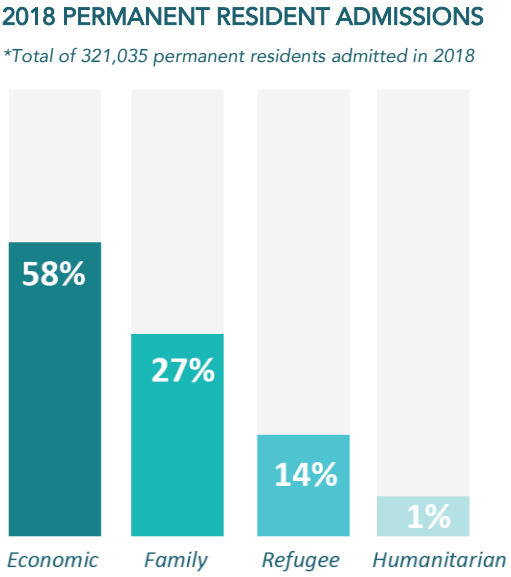


Figure 1: Total number of Permanent Resident Admissions as per the 2019 Annual Report to Parliament on Immigration.

**The top five source countries make up 49% (157,695/321,035) of the total of permanent residents admitted to Canada in 2018*
***USA was 6th on the list (with 10,907 permanent residents admitted)*

Figure 2: Permanent Resident Admissions by top 5 countries as per the 2019 Annual Report to Parliament on Immigration.

A 2016 census study reported approximately 42% of the immigrants in Canada were STEM graduates between the ages of 25-34 (Duffin, 2020). According to the 2019 Global Competitiveness Report by the World Economic Forum, which measures economic wealth among other facets of a nation's prosperity, Canada has dropped to 14th place in the world in 2019. This was because Canada performed poorly in two categories (1) competition in services and (2) internal labor mobility (the extent in which people move to other parts of the country for professional reasons) (Schwab, 2019).

This challenges Canada's hopes of maintaining its highly skilled immigrants in the market. Fundamentally, leveraging the strengths of highly skilled newcomers is what will expand not only Canada's cultural diversity, but also Canada's competitiveness. However, the integration of these workers into the Canadian job market often comes with barriers. Although the growth of the Canadian population is due to immigration, retaining highly skilled immigrants in the labor force is just one of the challenges confronting Canadian policy makers.

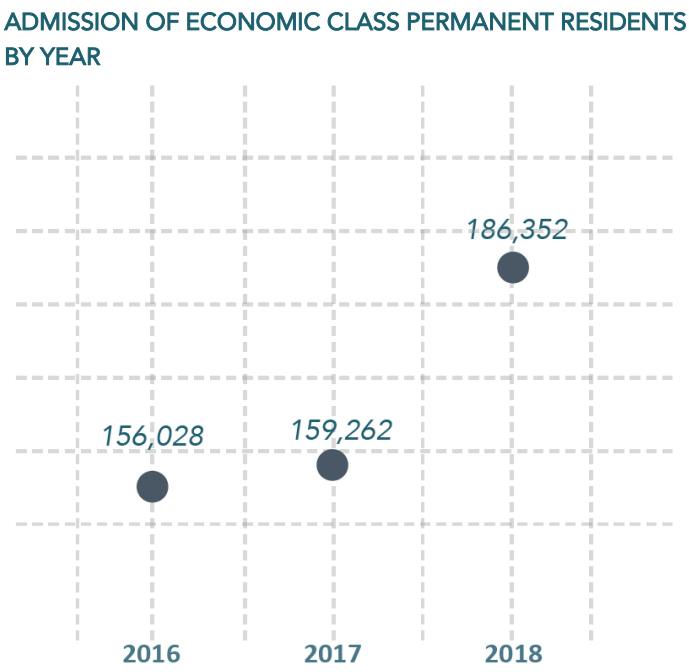


Figure 3: Yearly admissions of Economic Class Permanent Residents as per the 2019 Annual Report to Parliament on Immigration.

Why it matters

Architects build homes that give people a sense of belonging and build bridges that connect individuals to one another, but, historically, the licensure process to practice architecture is a difficult barrier for Canadian immigrants to overcome. The identification of these barriers (e.g. culture and language) and the efforts to eliminate them are essential. A path to licensure that reflects the realities of the influx of foreign trained professionals and diversifying architecture in Canada should be a priority. Why does this matter? In truth, diversity in architecture is important. The community architects serve is diverse, and as such, the profession should reflect the population. Most importantly, it is vital to, not only promote healthy business competitiveness and innovation, but to eliminate stereotypes and biases present within the practice. These barriers have the potential to place newcomers in a lower earning category, limit their exposure to experiences in their field and potentially

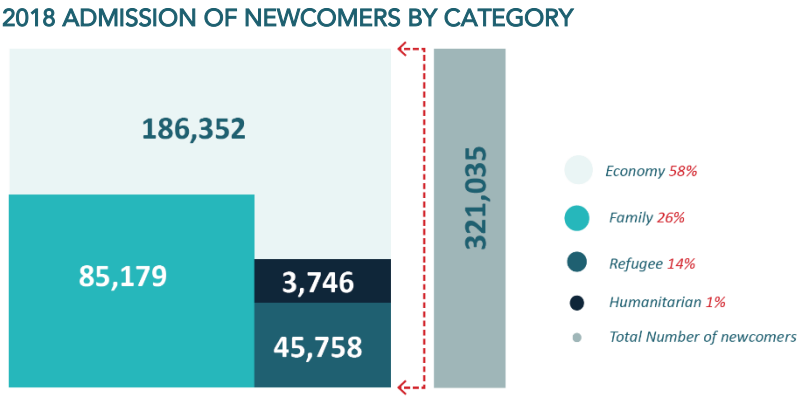


Figure 4: Admission of newcomers by Immigration category as of 2019.

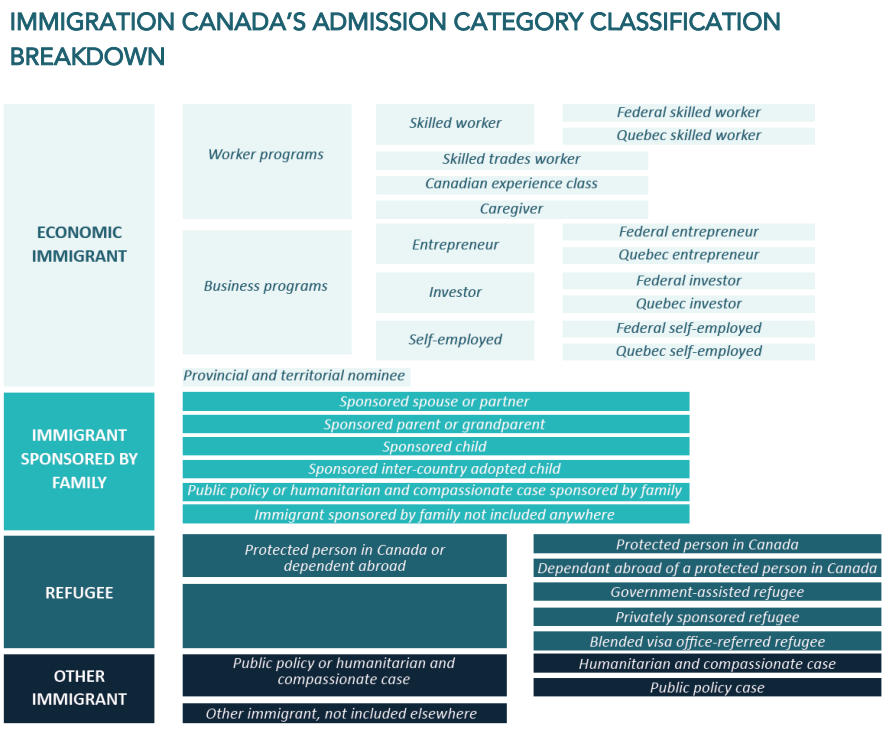


Figure 5: Classification of immigration categories as per Immigration, Refugee and Citizenship Canada.

isolate them from peers and community members. As such, removing barriers that are part of the re-licensing process would positively contribute to newcomers' successes financially, elevate their workplace experience, and provide them with the opportunity to network and be engaged within their practice. Furthermore, architectural practices would gain from the value that foreign skilled immigrants could contribute through their previously gained knowledge and expertise. An architectural office with diverse perspectives and cultures has a better chance of thriving as it represents multiculturalism, respect, and a sense of belonging thus exemplifying the essence of being Canadian.

Formal organizations recognize the need to increase diversity and recognize the impact of newcomers to Canada; however, the implicit barriers that bar newcomers from practicing architecture have detrimental effects on the Canadian economy. New processes must be introduced to ensure the success of newcomer individuals for this reason. The Minister of Employment, Workforce Development Labor, Patty Hadju, begins the Employment Equity report with the following statement: "When Canadian workplaces are diverse and equitable, our middle class is stronger, and our economy thrives. Workplaces that make diversity and equity a priority know that it is not only the right thing to do, it is also the smart thing to do" (Hadju, 2017). The support from the federal and provincial governments is vital, and there have been numerous strides to address the integration of newcomers into the labor force. It must also be acknowledged that there have been great efforts made by professional associations such as the OAA to try to improve the integration of foreign trained architects into the profession. They offer 'unstructured learning activities' through their Continuing Education programs in addition to live webinar series which are open for registration

to all their members. However, there are still significant barriers to overcome, such as how to deter offices from undervaluing and dismissing experiences that have been gained elsewhere.

IMMIGRATION CANADA ADMISSION PROJECTIONS (2019)

	2020		2021		2022	
Projected Admissions - Targets	***341,000***		***351,000***		***361,000***	
Projected Admissions - Rangers	***LOW***	***HIGH***	***LOW***	***HIGH***	***LOW***	***HIGH***
Federal economic, provincial/ territorial nominees	*161,600*	*187,400*	*165,600*	*191,500*	*169,600*	*195,900*
Quebec-selected skilled workers and business	*24,900*	*25,600*	*To be determined*	*To be determined*	*To be determined*	*To be determined*
Family reunification	*84,000*	*96,000*	*87,000*	*98,000*	*87,000*	*98,000*
Refugees, protected persons, humanitarian and compassionate and other	*49,000*	*61,000*	*50,500*	*62,000*	*52,000*	*63,000*
TOTAL	**320,000**	**370,000**	**330,000**	**380,000**	**340,000**	**390,000**

Table 1: Immigration levels plan set by Immigration Canada as per the 2019 report to the Parliament of Canada.

The 2019 Annual Report to Parliament of Immigration reported the highest entry of newcomers into Canada (over 321,000) in 2019. Canada's goal within the immigration sector is to ensure that "[the] economy continues to grow and can rely on a diverse and skilled supply of labor to compete globally" (Mendicino, 2019). The report also includes the government's future permanent resident immigration plans that indicate an increased intake of the Economic Class immigrants over others that fall into the Family, Refugee and Humanitarian categories (Mendicino, 2019).

	CANADA UNEMPLOYMENT RATE 15 YEARS AND OVER				
IMMIGRATION STATUS	***2015***	***2016***	***2017***	***2018***	***2019***
Total Population	*6.9*	*7.0*	*6.3*	*5.8*	*5.7*
Land Immigrants	*7.3*	*7.5*	*6.7*	*6.1*	*5.9*
Immigrants, landed 5 or less years earlier	*12.1*	*11.3*	*10.4*	*9.4*	*9.5*
Immigrants, landed more than 5 to 10 years earlier	*9.0*	*8.8*	*7.2*	*6.4*	*6.5*
Immigrants, landed more than 5 to 10 years earlier	*6.0*	*6.4*	*5.9*	*5.3*	*5.0*
Born in Canada	*6.8*	*6.8*	*6.2*	*5.7*	*5.5*

Table 2: Labour force characteristics by immigrant status, annual.

	PERMANENT RESIDENTS ADMITTED IN 2018				
IMMIGRATION CATEGORY	*LOW*	*HIGH*	*FEMALE*	*MALE*	*TOTAL*
Federal Economic - Skilled	*72,700*	*78,200*	*35,331*	*40,275*	*75,606*
Federal Economic - Caregivers	*15,000*	*20,000*	*10,446*	*7,375*	*17,821*
Federal Economic - Business	*500*	*1,000*	*348*	*409*	*757*
Atlantic Immigration Pilot Program	*500*	*2,000*	*642*	*767*	*1,409*
Provincial Nominee Program	*53,00*	*57,400*	*29,246*	*33,181*	*62,427*
Quebec skilled worker and business immigrants	*27,900*	*29,900*	*13,548*	*14,784*	*28,332*
	169,600	**188,500**	**89,561**	**96,791**	**186,352**

Table 3: Permanent residents admitted by Immigration Category in 2018 as per the 2019 Annual Report to Parliament on Immigration.

This implies that the Canadian government is aware of the benefits that highly skilled newcomers provide to the Canadian economy. However, recent statistics show that Canadian immigrants classified in the Economy Class who have spent less than five years in Canada have higher rates of unemployment in comparison to their Canadian-born counterparts. Though this unemployment gap decreases over time with accumulated work experience, it is evident that newly immigrated skilled workers are at a disadvantage in the labor market (Statistics Canada, 2020). From 2006 to 2017, the proportion of landed immigrants of core working age (25–54 years old) in Canada's workforce increased from 21% to 26% (Statistics Canada, 2020). Immigrants selected through Federal Economic Programs have consistently excelled in areas such as employment and earnings. Employment rates for principal applicants within the Economic Class between 2012 and 2016 surpassed the Canadian average by 13% by the fifth year living in Canada. At least 53% of this cohort of immigrants reported employment earnings at or above the Canadian average (Mendicino, 2019).

PERMANENT RESIDENTS ADMITTED IN 2018 IN ONTARIO	
IMMIGRATION CATEGORY	*ON*
Federal Economic - Skilled	*52,864*
Federal Economic - Caregivers	*9,123*
Federal Economic - Business	*310*
Atlantic Immigration Pilot Program	*0*
Provincial Nominee Program	*11,369*
Quebec skilled worker and business immigrants	*0*
ECONOMIC TOTAL	73,666

Table 4: Permanent resident admitted in Ontario by Immigration Category in 2018 as per the 2019 Annual Report to Parliament on Immigration.

According to a recent 2019 report conducted by Steven Globerman from the Fraser Institute, data from the United Nations regarding the percentage of immigrants from five sample countries (Canada, United States, Australia, United Kingdom and New Zealand) concluded that Australia is slightly ahead of Canada in terms of immigration makeup (Table 5). However, the data also shows the population of immigrants with "First Stage Tertiary Degrees" (a category that includes all undergraduate, college and university degrees, professional degrees and master's degrees) is higher in Canada than Australia by 11%. Globerman recognizes that Canada prioritizes highly skilled immigrants and its "stock of immigrants [are] more "education-intensive" than those of Australia" (Globerman, 2019). Alternatively, there are less STEM-PhD candidates in Canada in comparison to the United States. A generalized determinant is the higher income taxes Canadian PhD professionals have to pay in comparison to their American counterparts. However, with regard to Doctorates of Architecture, these statistics could also be a result of the limited number of architectural institutions in Canada (9 Canadian accredited schools) (RAIC, 2020) compared to the many in the United States (103 accredited masters/doctoral institutions) (ACSA, 2020).

	TOTAL STOCK OF IMMIGRANTS AS A PERCENTAGE OF TOTAL POPULATION				
	CANADA	*UNITED STATES*	*AUSTRALIA*	*UNITED KINGDOM*	*NEW ZEALAND*
2006	*17.9*	*9.8*	*20.2*		*18.7*
2011	*19.7*	*10.4*	*22.2*	*11.6*	
2013		*10.9*			
2016	*21.6*		*23.9*		*20.6*

Table 5: Comparison of the immigrant populations of Canada, America, Australia, United Kingdom, and New Zealand.

	IMMIGRANTS WITH FIRST STAGE TERTIARY DEGREE AS A PERCENTAGE OF TOTAL IMMIGRANTS				
	CANADA	*UNITED STATES*	*AUSTRALIA*	*UNITED KINGDOM*	*NEW ZEALAND*
2006	*45.5*	*41.1*	*29.7*		*23.1*
2011	*50.4*	*42.6*	*36.0*	*46.1*	
2013		*44.3*			*25.5*
2016	*51.2*		*40.2*		

Table 6: Comparison of Immigrants possessing "First Stage Tertiary Degrees" as defined by the World Bank.

	IMMIGRANTS WITH SECOND STAGE TERTIARY DEGREE AS A PERCENTAGE OF TOTAL IMMIGRANTS				
	CANADA	*UNITED STATES*	*AUSTRALIA*	*UNITED KINGDOM*	*NEW ZEALAND*
2006	*1.4*	*2.0*			*7.7*
2011	*1.5*	*1.9*		*0.9*	
2013		*2.3*			*1.3*
2016	*1.7*		*1.4*		

Table 7: Comparison of Immigrants possessing "Second Stage Tertiary Degrees" as defined by the World Bank.

The National Occupational Classification data table pools the information of newcomers from the years 2011 to 2016 and reports the arrival of 380 architects (Statistics Canada, 2019). The data does not clarify how many of those immigrants were previously licensed architects and it bases their admission on highest degree acquired from abroad. Moreover, the Canadian census data on demographics of newcomer architects is problematic as it repots a lump sum figure of immigrants over a five-year period.

Chapter 2: Self-governance and self-regulation of professions

Many Canadian immigrants are qualified in their respective professions within their home countries. This section of the thesis focuses on the impact of these individuals who are licensed and come to Canada. There have been constant debates among public policy experts as to whether self-regulation and self-governance serves the public interest. Some argue for its continual governance over the profession and others against the inherently flawed, socially constructed term, which is bound to have its own meaning depending on the professional organization. The process of gaining self-regulation within any profession comes with resistance from legislatures, the public, professionals that neighbor the field of practice, and often from members of their own profession (Adams, 2009).

Historically, professional organizations belonged to communities who enjoyed a privileged position in society. Members of these professions were white-, middle- and upper-class men. This was largely due to their access to education, training, and licenses to practice. Tracey Adams, in her study of sociological theories, illustrates the origins of professionalization. One theory is the Neo-Weberian Social Closure Theory, which is when a dominant group of people actively restrict resources and opportunities of inclusion from a subordinate group through systematic, exclusionary practices (Adams, 2018). In this case, participation of minorities, women and working-class men were limited due to formal restrictions that perpetuated "social closure" (Adams, 2018). The second applicable theory is the Social Movement Theory, specifically in the context of resource mobilization and political process models. This movement was typically formed "when social change disrupts existing societal power relations and expands political opportunities, providing a context favourable to collective action" (Adams, 2018). Moreover, Adams also described the theories of professions and state. In this realm, scholars argue that there is an interpenetration between some regulated professions. The role of the state in this case is to administer "social order or governance" (Adams, 2018). The final applicable theory stems from Andrew Abbott's Ecological Theory, where "there is a system of professions, in which professional groups fight for jurisdictions and dominance in their field of practice" (Adams, 2018). Here, it is presumed that the profession's regulations have risen through its main two influences – the state and the profession itself; however, they may also be linked to other ecologies that impact the professional regulation (Adams, 2018).

In Canada, there are several prominent professions that have been established by acts of provincial and territorial government. These include medicine, law, architecture, and various others. These professions are granted the right to self-regulate. Adams defined self-regulation as "a type of regulation in which the authority to govern a profession is granted to a body composed (predominantly) of professionals. The power to self-regulate is delegated to professions by the state through legislation" (Adams, 2018). This "Anglo-American" model of self-regulation fits the United States, United Kingdom, and Canadian typology.

Why self-regulate? Adams argues that there are two sociological explanations that give self-regulation agency. One is the Neo-Weberian approach, theorizing Weber's work of social activism, logic, and the state of the profession (Adams & Saks, 2018). The profession appeals for authority from the government that is approved after exhibiting proficiency. Other researchers argue that the government would benefit from the regulation of professions through "enhanced legitimacy, valued expertise or an extension of the state's capacity to govern" (Adams, 2018).

En route to professionalism

During the mid-18th century, The Constitution Act of Canada under section 92(13) granted provinces the right to legislate for property and civil rights to each province's mandate. In 1978, Professor Gilles Dussault identified five phases where self-regulation emerged in Canada, predominantly in Québec (Dussault, 1978).

Professions in Ontario	*Year of regulation*
Early Professions	
Lawyers	*1797*
Medical doctors	*1827*
Stenographic reporters	*1827*
Land surveyors	*1849*
Dentists	*1868*
Pharmacists	*1871*
Veterinary surgeons	*1885*
Chartered accountants	*1882*
Architects	*1890*
Optometrists	*1919*
Professional engineers	*1922*
Health professions between the world wars	
Nurses	*1922*
Drugless practitioners (DP)	*1925*
Osteopaths	*(DP Act)*
Chiropractors	*(DP Act)*
Chiropodists	*1944*
Professions from World War II to 1961	
Certified public accountants	*1926*
Agrologists	*1960*
Professional foresters	*1957*
Physiotherapists	*(DP Act)*
Dietitians	*1958*
Psychologists	*1960*
Dental Technicians	*1946*
Ophthalmic dispensers	*1961*

Figure 6: Timeline of Canadian professions acquiring regulatory rights in Ontario.

In 1973, Québec adopted the "Professional Code"; this changed the existing structure of professional regulatory bodies and renamed them as "orders" (Dussault, 1978). Through this restructuring process, the professional orders came under the supervision of and held liable by "a government-appointed inter-professional council" (Dussault, 1978). Through this arrangement, self-regulated professions remain as such but are controlled by the provincial government (Dussault, 1978).

Figure 7: The five phases of professionalism in Québec.

Chapter 3: Self-governance and self-regulation of Architecture

Self-governance and self-regulation in Canada have a major impact on the lack of participation of foreign trained professionals in the labor force. The earliest regulated profession in Canada was that of the lawyers of Ontario, established in 1797. Among the early professions, architects were regulated in 1890. Architects began with a restricted title of practice but, over the course of a few years, they also earned the right to self-regulate. "Restricted-title professions were typically charged with regulating their own associations, and with making rules governing entry to the restricted title conferred upon them. Some restricted title acts specified what education was required for entry; others did not, allowing the professional bodies themselves to establish rules" (Adams, 2018). Table 8 provides an overview of the content of the legislation that established self-regulating professions. Historically, there were significant oppositions to the self-regulation of professional practices; however, in Ontario, legislators encouraged architects to acquire self-regulation. Even though they initially had difficulty acquiring support from the public, they eventually gained self-regulation in a straightforward process (Adams, 2009). During the 19th century, the Canadian organization of the profession was modeled after trends similar in Europe.

REGULATED PROFESSIONS, 1900: PRIVILEGES AND MODES OF REGULATIONS

	Restricted title professions		
	Architects	Chartered accountants	Stenographic reporters
Incorporated body created (or recognized) All	QC**, ON	QC**, ON	ON**
Board of examiners or regulatory board	QC, ON	QC, ON	ON
Board is elected and not appointed by the state	QC, ON	QC, ON	ON
Board governs entry to practice	QC, ON Entry to title only	QC, ON Entry to title	ON Entry to title
Board governs entry to study		QC	
Penalties for illegal practice			
Penalties for illegal use of title	QC, ON		
Entry to practice determined by competence		ON	ON

Table 8: Regulating Professions in Canada (extracted from of Tracey Adams' research).

In the 1800's, membership of self-regulated Canadian professions was taken up by an overwhelming number of white men. Looking back at professional membership practices at the turn of the century, it is now evident that there was widespread racism at the time. Asians were both formally and informally excluded from many different professions within British Columbia (Adams, 2018). African Americans faced difficulties entering law; in 1900, there was only one black lawyer in Ontario and one in Nova Scotia (Adams, 2018). Most other ethnicities were either intentionally or unintentionally excluded from the practice. Women, in particular, were non-existent during that time since "the privilege of self-regulation was, then, only granted for men" (Adams, 2018). In Ontario, architects and stenographic reporters did not have citizenship requirements to practice, and participation on regulatory boards was restricted to British subjects who were twenty-one years old or older (Adams, 2018). This meant that the criteria for participating in professional governance was the same for participating in provincial governance. Only those who were male, British, and over the age of twenty-one could serve in the legislature.

Ontario Association of Architects (OAA)

The architectural societies that were established in the late 1800s, sought to respond to two needs of the profession (OAA, 2020);

- The regulation of the profession and
- The promotion, support, and professional fellowship

The first society, the Architectural Guild of Toronto, was established in 1887. In 1889, the Ontario Association of Architects (OAA) was founded and then incorporated in 1890. That same year, the Province of Québec Association founded what is now known as the Ordre des architects du Québec. In 1907, the Institute of Architects of Canada – a national organization – was founded to strengthen connections between the provincial groups. In 1908, the organization was incorporated as "The Architectural Institute of Canada" and formed a British alliance with the Royal Institute of British architects. In 1909, this Canadian organization received the permission to adopt the prefix "Royal" and became known as the Royal Architectural Institute of Canada (RAIC). In 1980, the RAIC became a voluntary national professional organization (RAIC, 2020).

The Architects Act, which was enacted by the provincial and territorial legislatures or parliaments, outlines who is given a membership and who can practice. The opportunity to practice is given to members that demonstrate competency in

their profession with the foremost consideration of safeguarding the public and client interest. In the United States, the state government agencies license and regulate professionals. However, in Canada, each province has its own governing body. During the 1880s, architecture was self-regulated under what is categorized as a 'restricted title', which is a third mode of regulation. The first mode of legislation established an incorporated body, and the second mode established a regulatory or examining board (Adams, 2009).

REGULATION OF ARCHITECTURE IN CANADIAN PROVINCES AND TERRITORIES

Architects are regulated everywhere in Canada expect Nunavut and Yukon. This means that you must be registered with one of the provincial or territorial regulatory authorities to be authorized to practice as an architect anywhere in Canada expect Nunavut and Yukon.

'Architect' or 'registered architect' are the titles used in the regulations governing this occupation.

	REGULATED		NON-REGULATED	
	Mandatory Certification, License, or Registration		Voluntary Certification, License or Registration	No Certification, License or Registration Exists
	Exclusive Right to Practice	Reserved Title	Available	None
Alberta	✓	✓	✗	✗
British Columbia	✓	✓	✗	✗
Manitoba	✓	✓	✗	✗
New Brunswick	✓	✓	✗	✗
Newfoundland and Labrador	✓	✓	✗	✗
Nova Scotia	✓	✓	✗	✗
Northwest Territories	✓	✓	✗	✗
Nunavut	✗	✗	✗	✗
Ontario	✓	✓	✓	✗
Prince Edward Island	✓	✓	✗	✗
Quebec	✓	✓	✗	✗
Saskatchewan	✓	✓	✗	✗
Yukon	✗	✗	✓	✗

Figure 8: Breakdown of Regulation of Architects (NOC 2151) by Canadian Province, reported by the Canadian Information Centre for International Credentials.

According to the work of architectural historian Kelly Crossman, Canadian architects at the time partly practiced in isolation and with great tension between one another due to competition for work and pre-established reputations. These behaviors reflected poorly on Canadian architects to anyone outside of the profession. Until the establishment of the Ontario Association, projects were constantly being commissioned to American architects (Crossman, 1987).

Figure 9: Members of the Toronto Architectural Guild, August 1888.

During the early 1880s, any carpenter or a man who built their own home could consider themselves an architect. This lowered the public's opinion of the Canadian architectural profession. By the mid-1880s, this reputation of architects, coupled with the dominating American competition, led to the formation of the Architectural Guild of Toronto in 1887 (Crossman, 1987). The Guild was mainly established to "improve building standards and conditions of architectural practice in Toronto" (Crossman, 1987). "The Architectural Guild was intended to be little more than a dining club where architects could meet and discuss topics of mutual interest. However, it soon emerged as the focus of architectural life in the city. Less than two years after its formation, the guild was a real influence, working to improve building standards and conditions of architectural practice in Toronto. Three separate committees had been formed, one advising city officials on a civic building code, another helping in the preparation of a plumbing by-law, and a third preparing a report on architectural fees" (Crossman, 1987). The guild was extremely successful and propelled the profession in Toronto forward.

Although successful, the Architectural Guild did not have any regulatory oversight over the profession, which necessitated the formation of the Ontario Association of Architects in 1889. The formation of the OAA was established rather quickly and efficiently for two reasons. First, the establishment of the Canadian Architectural Journal gave Architects in Ontario the opportunity to connect with other professionals throughout the province and "supported the ideal of organization, professionalism, registration and formalized architectural education" (Crossman, 1987). Second, both the Ontario government and architects within the province collaborated and establish an association rapidly. The support from the government was mainly attributed to the efforts of George Ross, the Ontario Minister of Education. During his time in government, Ross' goal was to improve the School of Practical Science, a technical school affiliated with the University of Toronto. He aimed to do this by reorganizing the school, building new labs, and introducing new courses such as architectural science (Crossman, 1987). In addition to approaching various stakeholders, he also approached the Architectural Guild "for help in establishing a course and examination in architecture" (Crossman, 1987) and recommended the establishment of a "province-wide association and seek legislation to establish criteria for entry to practice" (Adams, 2018). This led to the formation of the OAA. In 1889, on St. Valentine's day, the constitution was prepared and on the 21st of March, the society was formed at the meeting at Queen's Hotel, Toronto (Crossman, 1987). Thirty-six architects, all men who "received the training and practice necessary to qualify them to perform satisfactorily the duties of an architect" (Crossman, 1987), met to revise the constitution and vote on suggestions. The formation of the association gave Canadian architects an informal space where they were able to interact, collaborate, unite, and restore the profession's public reputation. The registration would allow them to maintain public safety and allow them to "distinguish unqualified builders from qualified architects and graduates of the School of Practical Science" (Crossman, 1987).

Today, the OAA identifies itself as a self-regulated body that manages and administers its own affairs under the supervision of the Ministry of the Attorney General. It is governed by "not fewer than twelve and not more than twenty" voting members of the associations, and "not fewer than three and not more than five" non-voting members (i.e. members of the public) who are "not members of the governing body or any other self-regulating licensing body under any other Act or licensed under this Act". The non-voting members are appointed by the Lieutenant Governor in Council. It is the OAA council that sets the policies, and the work is executed collaboratively between numerous committees made of volunteers, task groups, members of multiple Architectural Societies in Ontario, and the OAA's full time staff.

The mission of the OAA is to serve the public interest through regulation in addition to providing support and promoting the profession of architecture in Ontario. Here, support can be defined in a greater lens to include support for trained experience and support for cultural competency.

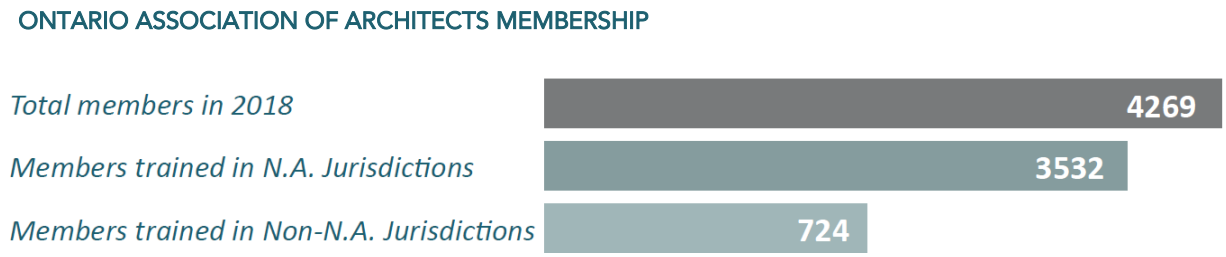


Figure 10: OAA's membership based on OFC's 2018 annual report.

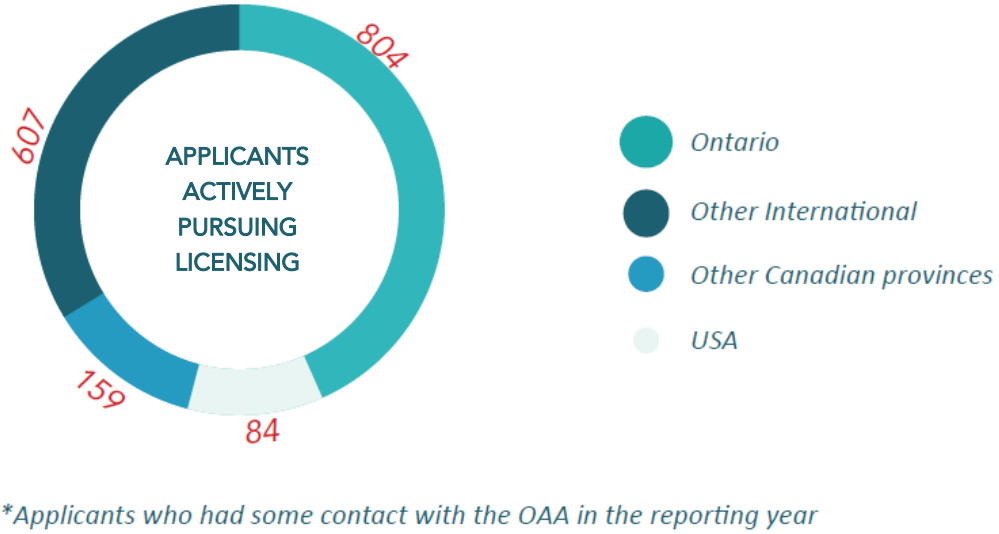


Figure 11: Number of applicants pursuing licensure based on figures extracted from the OFC 2018 report.

The Architect's Act is a legislative document, enabled by the government of Ontario, that governs the architectural profession with its main mandate to protect the public. A review of the Ontario's Architects Act identifies some problematic clauses that need to be revised to reflect the current times. These minor improvements are to ensure the elimination of systemic racism that has been embedded within historical contexts.

Human Rights Violation

The clause in section 3.3 of the Architects Act states that "no person shall be elected or appointed to the Council unless he or she is a Canadian citizen resident in Ontario". This poses a human rights challenge, and it must be addressed as it only includes permanent residents, and excludes anyone that is a "citizen resident".
The problem with this can be seen in the case of Andrews V. In 1989, Andrews V., a British man who was a permanent resident in Canada, met all the requirements to receive the Bar from the Law Society of Ontario. Despite this, he was denied certifications for not having Canadian Citizen status. He challenged the society on the grounds of infringement of S.15 of the Charter of Rights and Freedoms where "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability" (Government of Canada, 2020). The case was taken to the Supreme Court and a decision was made in favor of Andrew V. on the basis that his equality rights were violated (Barrett, 1989). The significance of this case draws a parallel to the barriers that permanent residents currently face within the architectural profession. For example, if a foreign trained immigrant to Canada is in the process of acquiring their citizenship, meaning they have permanent resident status, typically they will not be allowed to have a seat on the council. Instead, the OAA should consider the fact that it takes a permanent resident approximately three years, contingent on passing the citizenship test and taking the oath, to gain citizenship status. Thus, the OAA should amend their existing policies to allow foreign trained permanent residents to have a seat on the council.

Visibility for foreign trained architects

To address the lack of representation, a good inclusionary measure is to include a seat on the council to represent foreign trained architects. The seat would be filled by a foreign trained architect liaison whose main responsibility would be to improve visibility and strengthen the relationship between the association and foreign trained members.

Figure 12: Number of applicants pursuing licensure based on figures extracted from the OFC 2018 report.

Lack of representation

Currently, there are two routes for a member of the public to propose a change to the legislation. One route is to go to the government directly and propose the changes to the Act. The other is to approach the regulatory body and request for the proposal to be considered and lobbied by the government on their behalf. The assumption here is that the government might consider a proposal from an official representative from the association to hold more merit than from a member of the public. Advocacy for architects in Ontario is relegated to the local societies while regulation of the profession is mandated through the OAA, which is province wide and has the capacity to reach more architects in Ontario. While the OAA acts as a regulatory body for the industry, in certain instances it selectively advocates on certain issues. Governance is not advocacy, and this confuses some of the members, particularly foreign trained architects. In the past, the OAA engaged in some advocacy issues regarding member concerns since there is no presence of a singular, prominent representative organization that advocates for all architects in Ontario. In 2013, the OAA published a report outlining five "strategic objectives" to guide their future initiatives and priorities. The fourth objective, "foster excellence in design, education and business" explains that "To elevate architectural culture in Ontario, the OAA needs to encourage architects to pursue excellence in all they do. This means accommodating, recognizing, and promoting excellence in the profession and in practitioners, at all stages of an architect's career" (OAA, 2013). As noted previously, the OAA aims to advocate in the interest of the public and not for the self-interest of

the profession, however, the tension between whether they are to 'only regulate' or 'regulate and advocate' on behalf of the public results in an unsatisfactory representation for its members. To improve relations between the OAA and its members, the OAA must clearly take a stance on what they are willing to partake in. What exactly falls within the confines of the provincially defined mandate of the OAA must be clearly defined. The interviews in Chapter 6 show that the back and forth between advocating or not advocating has propagated false expectations and has misguided individuals. Some suggestions moving forward are for the OAA to allocate resources and commit to advocacy. However, this might place the association in a conflict of interest as they may be pressured to side with the industry over the interest of the public or the interest of its own self-regulation. Another route is for the OAA to focus only on regulation and reach out to other organizations to take care of the advocacy portion. The major concern is that by losing public trust, there is the risk of rescinding the privilege of self-regulation. These concerns are far from being extreme. An example would be the realtor's guild in Alberta (Bennett, 2020), British Columbia (Kane, 2016) and the regulatory body of professionals of Engineers in Québec (OIQ) where the power to self-regulate was annulled and placed under the provincial government due to the inability to fulfill its primary goal, protecting the public (EGBC, 2016).

In fact, the separation of advocacy and regulation of architecture exists in parts of Canada. The separation is clear in Alberta, Québec, Newfoundland and Labrador. In a meeting with Dale Taylor, Regional Director of Alberta and Northwest Territories at the RAIC, Dale recounts that the separation of regulation and advocacy happened because the government of Alberta was concerned that the consistent lobbying by the Alberta Association of Architects might be seen as a conflict between the public interest and the interests of the Association, who also administer the Act. The government asked that the association therefore limit its role to administering the Architects Act, which included registering members, assuring continued competence, disciplining members, and policing illegal practice, etc. There is no record showing the government asking the AAA to stop their direct lobbying. The exchanges between government officials and association representatives continued as private discussions. The void of recognized and documented advocacy on behalf of the profession and its interests resulted in the establishment of The Consulting Architects of Alberta, a registered organization under the Alberta Societies Act. Founded in 2009 by eighteen predominantly large architectural firms, the CAA is responsible for advocating for its members and stakeholders, largely with respect to business matters. The CAA also works in close cooperation with the Consulting Engineers of Alberta (CEA), a larger but similar group, on common issues with the provincial and local governments. Its

Board has representatives from the AAA, CEA, RAIC and Licensed Interior Designers. The CAA focuses mostly on tackling the issues related to the "politics of business" such as procurement practices. The CAA advocates on behalf of the member firms in its organizations and not for individual member issues, however, this has recently started to change. In other jurisdictions, it is possible that advocacy of members is more manageable due to their smaller scale or having access to large financial and organizational support. Currently, Newfoundland and Labrador memberships are below 200 members. In comparison, Order Des Architectes Du Québec's 2018-2019 annual report has recorded approximately 4000 members (OAQ, 2018).

FORMATION OF NATIONAL AND PROVINCIAL ARCHITECTURAL ORGANIZATIONS

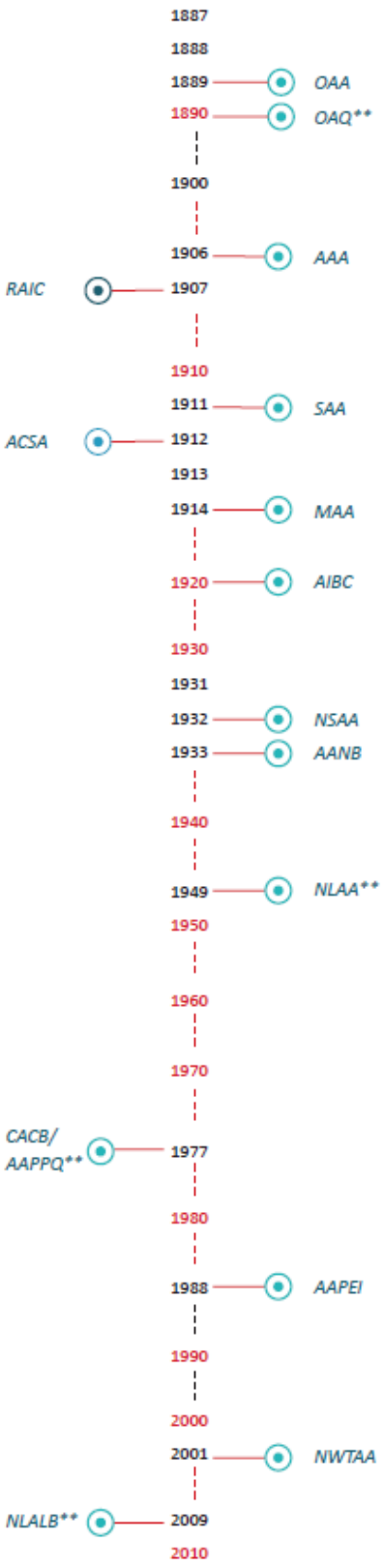


Figure 13: Timeline of Canadian Architectural Regulatory bodies. Associations and Advocacy groups.

Chapter 4: Comparison of Memberships and Licensure of Architecture, Engineering, Law, and Nursing in Ontario, Canada

The OAA's 2018 report shows (Fig. 15) that there are 608 internationally trained architects (excluding the architects from the United States). A trend analysis report by the Government of Canada reports approximately 7,950 people working in architecture in Ontario – 4,045 of them are licensed architects and 1,584 are architect interns (Statistics Canada, 2020). The low numbers of internationally trained architects reported by the OAA and the Office of Fairness of Commissioner further highlight the need to overcome barriers involved with foreign architect licensure. The demographic data for the Ontario Association of Architects shows that, although there are more internationally trained architects joining the OAA as members (720 new members), the rate of those members achieving licensure is significantly lower (65 licensees) than the individuals pursuing licensure in law through the Law Society of Ontario. In the profession of law, the proportion of licensure for its "racialized community" of members is significantly higher as well (587 members identifying as a racialized community (22.94%) (Law Society of Ontario, 2016).

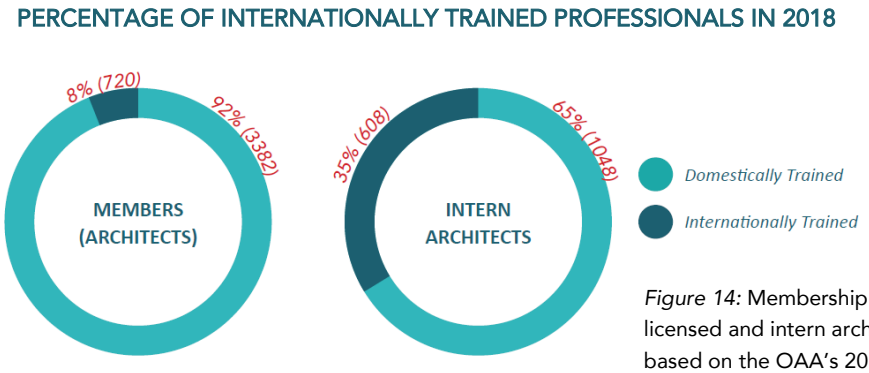


Figure 14: Membership of licensed and intern architects based on the OAA's 2018 annual report.

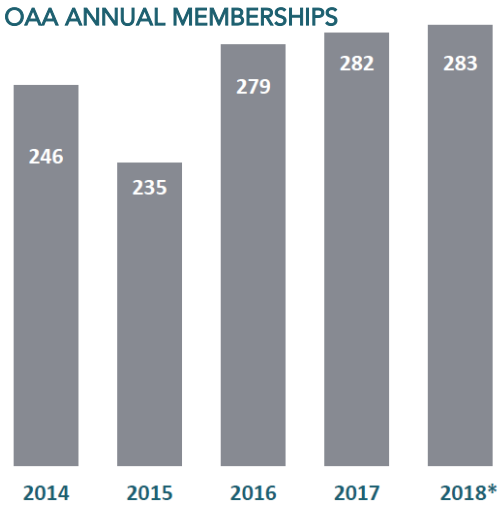


Figure 15: *Membership rates based on the OAA's 2018 annual report.*

**65 OUT OF 283 MAKE UP INTERNATIONALLY TRAINED PROFESSIONALS*

PROFESSION AND TOTAL NUMBER OF PROFESSIONALS	TOTAL NUMBER OF INTERNATIONALLY TRAINED PROFESSIONALS	PROPORTION OF INTERNATIONAL TRAINED MEMBERS (INCLUDES USA)
ARCHITECTS 4,481	*1,401 (as per OFC's data, however, this data is mirepresentative as it includes international students).* *The OAA's 2018 Annual Report shows 720 new members who do not belong to the student category.* *The table "new members" in the OAA's 2018 report outlines 65 individuals who have acquired membership which as per their definition, means they have been granted licensure.*	*31% = (1,401/4,481) according to OFC's report* *However, data should be reported as 65/4,269 (as per OAA's 2018 report) which means 1.4% of the members are internationally trained license holders.* *Since acquiring licensure takes approximately one to two years, below is a calculation of a more accurate representation of internationally trained membership per year. The numbers are calculated from the most current and previous OAA annual reports (The calculation excludes international students).* *2018 (Tot. mem. 4,269) 65/720 = 9%* *2017 (Tot. mem.4,135) - 44/629 = 7%* *2016 (Tot. mem. 3,942) - 38/629 = 6%* *2015 (Tot. mem. 3,791)- 43/613 = 7%*
ENGINEERING 85,649	*24,258*	*28%*
LAWYERS* 47,325	*5,189*	*8%*
NURSES 182,346	*22,082*	*12%*

Table 9: Comparison and proportional chart of internationally trained professionals in Ontario based on the Office of Fairness Commissioner 2018 Reports and the OAA's Annual Reports.

To improve future OAA reports, it is recommended that demographic data be represented in greater detail and accuracy. For example, how many members are licensed, how many members are in the process of acquiring licensure, and how many members are choosing not to pursue licensure are important numbers to include. Equity, diversity, and inclusion should also be transparently reported by the OAA to give members of the profession a clearer view on how many foreign trained architects are employed in firms, continuing education, and pursuing licensure.

TABLE COMPARING ARCHITECTURE, ENGINEERING, LAW AND

ESTABLISHMENT	TOTAL EMPLOYERS IN CANADA
ARCHITECTURAL SERVICES 54131	*7,094*
ENGINEERING SERVICES 54133	*30,607*
OFFICE OF LAWYERS 54111	*34,749*
NURSING - SPECIALTY (EXCEPT PSYCHIATRIC AND SUBSTANCE ABUSE) HOSPITALS 6223	*254*

Employer (Type of establishment)

Defined as an establishment where the total employed equals one or more regular worker(s).

Non-employer or indeterminate

An employment size category defined as establishments with no or an indeterminate quantity of employees.

Table 10: Comparative chart of the total number of employers per Canadian industry.

TABLE COMPARING ARCHITECTURE, ENGINEERING, LAW AND NURSING CONTINUED

ESTABLISHMENT	MICRO (1-4)	SMALL (5-99)	MEDIUM (100-499)	LARGE (500+)
ARCHITECTURAL SERVICES 54131	*683*	*400*	*12*	*1*
ENGINEERING SERVICES 54133	*2,551*	*1,277*	*86*	*9*
OFFICE OF LAWYERS 54111	*5,112*	*1,875*	*29*	*5*
NURSING - SPECIALTY (EXCEPT PSYCHIATRIC AND SUBSTANCE ABUSE) HOSPITALS 6223	*7*	*9*	*11*	*5*

Table 11: Scale of employers per industry.

Responsibilities and Representation

In the interviews, most foreign trained professional architects were confused about the role of the OAA, as seen in the interview section below (refer to Chapter 6). The OAA's responsibilities to its members seem to be hindered due to some of the advocacy it has chosen to partake in, a role that is not accurately defined in its act. The efficacy of governance solely on regulatory issues will be improved when the regulatory body clearly defines what their roles are in relation to the stakeholders they represent and possibly a separate, present and active group can be allocated to ensure the advocacy of members.

The College of Nurses of Ontario assembled a Governance Task Force investigating trends in regulatory governance. They write "There is an important shift in [the] thinking required in the governance of regulatory bodies in moving away from the concept of representativeness in membership. Small boards cannot "represent" all relevant constituencies or stakeholders nor should they attempt to do so... some Council members of regulators still see themselves as bringing the perspective of a particular interest group to the board rather than being solely focused on effective governance in the interests of patients and the public" (CNO, 2016). Regulation is directly related to its members, while advocacy is in direct relation to its community. The following pages include suggestions to help the Architects Association improve its representation.

Recommended Proposals: The Four Scenarios

PROPOSED SCENARIO 1

Restructure the objectives of the OAA to commit to advocacy while simultaneously acting as a regulatory body. In this scenario, membership will increase; however, this might perpetuate biased decisions and create a conflict of interest.

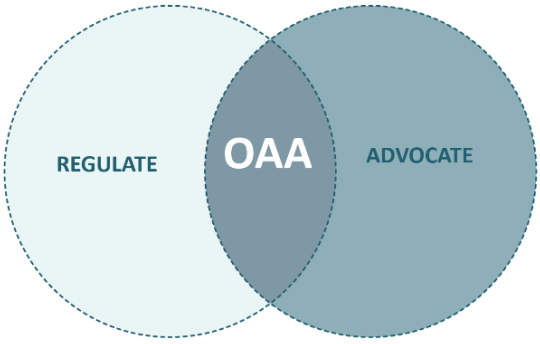


Figure 16: Scenario 1

PROPOSED SCENARIO 2

Restrict the functions of the OAA to only a regulatory scope. Rename the organization to 'Architect Registration Board of Ontario' (ARBO). Establish a separate provincial advocacy group and name it as 'Architects Society of Ontario' (ASO). In this scenario, the regulator's membership might be lower than the advocacy group. The advocacy group would most likely be in competition with the RAIC-Ontario chapter as well as the existing architectural societies in Ontario. A solution is to keep the chapters of society separate but create a group that encompasses all under a single group.

Figure 17: Scenario 2

PROPOSED SCENARIO 3

Establish the two groups (ARBO and ASO) to work in tandem to co-regulate and co-advocate. In this scenario, both groups would share resources and hold each other accountable in regulating the profession and advocating for its members.

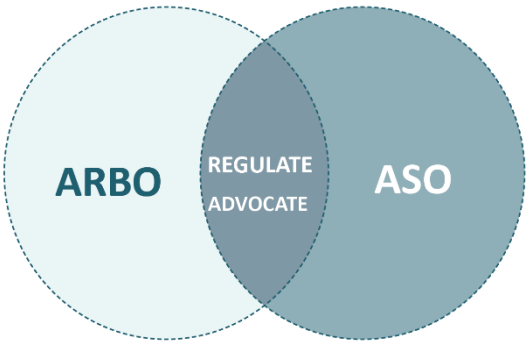


Figure 18: Scenario 3

PROPOSED SCENARIO 4

The OAA remains but fully disengages from all advocacy work. The RAIC commits to advocating for the profession more thoroughly. This would increase the representation and visibility in Ontario that is currently lacking.

Figure 19: Scenario 4

Case Study: Law Society of Ontario

In their 2016 report, Working Together for Change: Strategies to Address Issues of Systemic Racism in the Legal Professions, the Law society of Ontario recommended implementing 13 strategies that aimed to break down barriers faced by racialized licensees (Law Society of Ontario, 2016).

The 5 meta topics they focused on were: accelerating diversity, measuring progress, educating for change, implementing supports, and leading by example. Below are 5 of the 13 recommendations that would significantly impact the architectural profession:

The adoption of equality, diversity, and inclusion principles in practice
- This is done by conducting an equality, diversity, and inclusion self-assessment.

Measuring progress through quantitative analysis
- Gathering data from legal workplaces and comparing it to the annual report to protect licenses vulnerable to harm that might come from this disclosure.

The Licensing processes
- The law society will consider cultural competency, equality and inclusion as competencies to be acquired in the licensing process.

Building communities of support
- Provide support to racialized licensees in need of direction and assistance through mentoring and networking initiatives.

Operations at the law society
- Conduct an internal diversity assessment of the bencher compositions (the board of directors that govern the Law Society of Ontario) and publicize the results.
- Provide educations programs focused on equality and inclusion for Convocation on a regular basis.

Chapter 5: Architectural Licensure Paths and Processes

The Canadian Architectural Licensing Authorities (CALA) is the main federation responsible for setting standards for entry into the profession and issuing registration and licenses. However, it has no formal governing authority; instead, it relies on decisions made by each jurisdiction (the OAA in Ontario, the AAA in Alberta, etc.). The Canadian Architectural Certification Board (CACB) is the national organization that develops and maintains standards and certifications that are required within the architectural practice in Canada. They also assess the academic qualifications of internationally educated professional architects who want to become licensed. Only the CACB assesses education for all architectural licensing authorities in Canada. Applicants need to have their academic credentials assessed by the CACB before they can apply for licensure with the OAA. The CACB is also responsible for the Broadly Experienced Foreign Architect (BEFA) program. This program is a path for newcomer architects who have held a professional license in a foreign jurisdiction (for more than seven years with post-licensure experience within the last ten years). It is an independent process that assesses education and experience. If successfully completed, it is an exemption from the standard requirements required for licensure with the OAA.

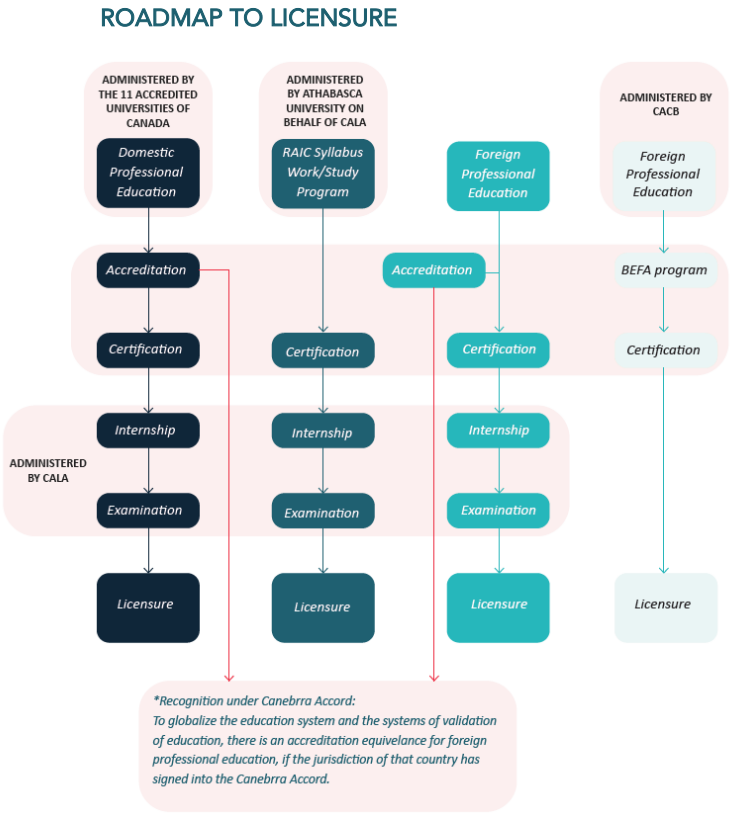


Figure 20: Roadmap to licensure extracted from CALA.

The CACB is also a member of the Canberra Accord, which recognizes degrees of graduates from Canberra accord signatories. Due to this reciprocity agreement, the process of assessment is streamlined and its cost is lower for graduate members of the Canberra Accord than for those graduates from other signatories. Licensing authorities and regulatory bodies should consider establishing a pan-national equivalency to this Accord to help create opportunities for work exchanges between jurisdictions. This would also reduce the cost of assessments and increase efficiencies of the process.

The RAIC Syllabus Program

"A two-term academic program administered by the RAIC in conjunction with Athabasca University.
The Syllabus Students fall under one of these categories:

1. Diploma Program Candidates: Individuals seeking professional licensure must complete the full Diploma Program of Studies to obtain the RAIC Professional Diploma in Architecture.
2. Canadian Architectural Certification Board (CACB) Referral Students: Individuals seeking academic certification must complete courses as instructed by the CACB".

Upon graduation, RAIC Syllabus students must apply for certification through CACB and once approved, register as part of the IAP program and belong to one of the jurisdictions in Canada (RAIC, 2020).

RAIC CURRICULUM

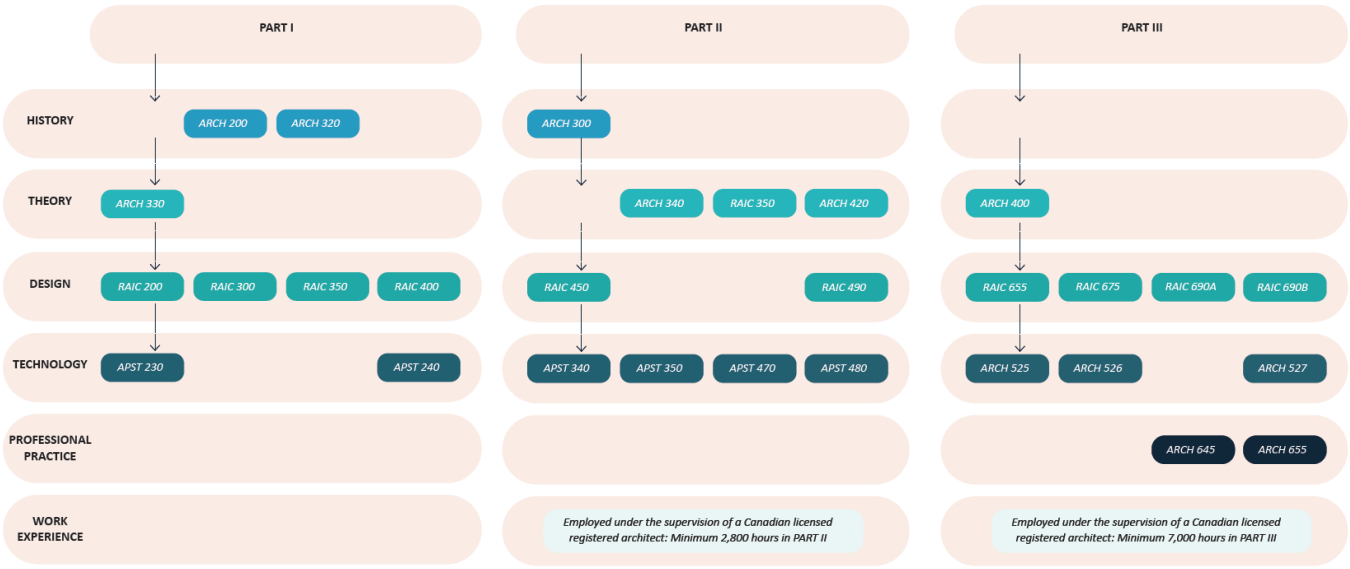


Figure 21: RAIC Syllabus Chart 2020

Intern Architect Program

"The Internship in Architecture Program (IAP) was established by the Canadian Architectural Licensing Authorities (CALA) to maintain a program of architectural registration/licensing in Canada that is both meaningful and effective. The IAP is also intended to help improve the profession by increasing effective communication between architects and prospective members of the profession. To become registered/licensed in Canada, a person must demonstrate competency and qualifications to provide architectural services to the public" (CALA, 2012).

Broadly Experienced Foreign Architect

This program is an alternative pathway to licensure for foreign licensed architects. It was developed by the Canadian Architectural Licensing Authorities (CALA) and is administered by the Canadian Architectural Certification Board (CACB). The program assesses the broadly based experiences of foreign architects against the Canadian Standard of Competency for Architects" (CACB, 2020).

Tri-National Mutual Recognition Agreement

"The path to the Tri-National Agreement has its origins in the passage of NAFTA in 1994, which spurred a decade of discussions between leaders and regulators of the architecture profession in the United States, Canada, and Mexico regarding ways to facilitate the mutual recognition of licensure credentials among all three countries. The initial agreement, signed in 2005 by the leaders of the profession in all three countries, marked what many considered to be one of the first professional services recognition programs under NAFTA. The study of the path to licensure in each country, the subsequent negotiations, the pilot program, and the final mechanisms for implementation continued over the following years, with support from volunteer leaders and staff from all three countries' licensing authorities. The Tri-National Mutual Recognition Agreement for International Practice of Architecture was jointly developed by the Canadian Architectural Licensing Authorities (CALA), the National Council of Architectural Registration Boards (NCARB), and the Federacion de Colegios de Arquitectos de la Republica Mexicana (FCARM) in order to remove barriers and provide qualified architects the opportunity to offer professional services across borders while ensuring the protection of public health, safety, and welfare" (CALA, 2020).

Chapter 6: Interviews

It is important to note that native Canadians as well as immigrants in Canada can be employed in an architecture firm without acquiring a license. If a candidate can demonstrate architectural competency, they can work in the profession. However, these individuals cannot be recognized formally as "architects" until they write the ExACS and gain licensure and registration through their regulatory body. For immigrants specifically, there is a significant chance that they will not have access to all areas of experience required by the regulatory body as they may be isolated in niche projects and not have many opportunities to grow. Allowing foreign trained architects to achieve licensure is a bridging effort, as the success of these foreign trained professionals will ensure their retention in Canada. Moreover, there is value to be gained in the profession beyond their knowledge and expertise. They can use their expertise within a firm's acquisition team to help international collaborations run successfully. By defining a pathway to learn and integrate into the Canadian context, the immigrants will not only gain back their status, but also increase their competence. Many practices hire newcomer architects, so it is important to understand the experiences of both Canadian and foreign trained architects. The stories in the following pages offer constructive viewpoints to help give the profession a well-rounded idea of what these shared experiences are. The meta-themes in the qualitative interview are focused on the work, education, and life of Canadian and foreign professionals. Through these themes, these interviews aim to investigate underlying biases or hardships faced by these architects.

Questionnaire A: Questions Pertaining to Foreign Trained Newcomer Architects

1. Are you a Canadian trained architect? Y/N (if Yes then follow Canadian trained architect questionnaire) if No, refer to "Questionnaire B"

Before Arrival

1. Where did you immigrate from?
2. At what age did you immigrate to Canada?
3. Please indicate if you immigrated to Canada as a skilled worker or a refugee.
4. Please list and date all the levels of higher education you have received from abroad.
Name of Institution Date of graduation
5. What was your income before arriving to Canada?
<$20,000 $20,000-$60,000 $60,000-$80,000 $80,000-$100,000 >$100,000
6. Prior to moving to Canada, were you licensed to practice architecture in the country where you received your education? If no, explain why?

7. *How many years have you been practicing architecture before arrival?*
8. *Did you research the paths to re-licensure while you abroad?*
   a. If yes, was the information helpful? Y?
   b. List how and where you found the information.
9. *Did you secure employment in Canada while abroad?*
   a. If yes, how and where did you find your employment?
   b. If no, how long did it take for you to find employment after arriving to Canada?
10. *Are you licensed to practice in Ontario?*
11. *When did you start your re-licensure?*
12. *When did you receive your Canadian licensure?*
13. *Which path to re-licensure did you pursue?*
14. *Did you experience any circumstances that delayed your process of re-licensure? If yes, please list and explain what those were.*
    14. a. How did you overcome those circumstances?
15. *What were the challenges you faced during the re-licensure process?*
    15.a. How did you overcome these challenges?
16. *Which program/organization did you approach before starting re-licensure in Canada?*
17. *Did you work while pursuing your re-licensure? If so, indicate the type of work you did.*
18. *Did the firm your employed for subsidize your re-licensure?*
19. *Did you receive any financial assistance such as scholarships or bursaries to pursue your re-licensure?*
20. *Describe personal circumstances that might have affected your re-licensure journey negatively or positively.*
21. *What do you wish you knew before starting the re-licensure process?*
22. *How could the re-licensure information be improved to help candidates in the future?*
23. *After settling in Canada, did you approach or join to become a member of any Canadian architectural associations/groups? If so please list.*

Work in Canada

1. *Was your employment during the re-licensure process within the scope of architecture and design?*
2. *Did you experience any challenges when looking for employment? If so, please list what they were and explain.*
3. *Roughly, how large was the company/firm?*
   Micro (2-4) *Small (10-30)* *Mid (40-70)* *Large (100+)*
4. *What was your role when you were first hired?*
5. *What was your yearly income in that role?*
   <$20,000 *$20,000-$60,000* *$60,000-$80,000* *$80,000-$100,000* *>$100,000*
6. *Were your previously gained work experiences from abroad considered in this role?*
7. *When did you receive your first promotion?*
   a. Did you receive a pay raise? Y/N
   b. How much was your pay raise?
   <$1000 *$1001-$2000* *$2001-3000* *$3001-$4000* *>$4001*

8. *How would you describe you experience in your work environment?*
9. *Did you work anywhere else while employed at the firm?*
10. *Did you have a reliable network of architects you can refer to for assistance with work?*
11. *Did you enjoy your time at work? Why and why not?*
12. *How comfortable to you feel to participate in conversation with colleagues about work related matters?*
    Very uncomfortable slightly comfortable neutral slightly comfortable Very comfortable
13. *Do you feel like you were at risk of losing your job? If yes explain why?*
14. *In your workplace, did you find adequate resources you could refer to for assistance directed for newcomers?*
    a. if yes, what were they?
15. *Describe personal circumstances that might have affected your professional journey negatively or positively.*

During re-licensure

16. *What was the hardest part of going through the re-licensure program?*
17. *What are some negative experiences you encountered during your re-licensure?*
18. *What are some positive experiences you encountered during your re-licensure?*
19. *Were you able to prepare for the Exac Exams adequately? Y/N*
20. *What are your thoughts about the mentorship program?*
21. *What are your thoughts about accumulation of work hours?*
22. *Were you able to accumulate hours for the licensure program appropriately? Y/N*
23. *What are your thoughts about the Exac exam?*
24. *Was your firm able to prepare you for the exam adequately? Y/N*
25. *Did you enroll in additional courses on your own time to prepare for the exams? Y/N*
    a. If yes, describe which programs you took
26. *How satisfied are you with the representation of the Ontario Architect's Association (OAA) to its members?*
    Not well somewhat well Neutral very well excellent
27. *Did you know the OAA's role is only to regulate the practice and not advocate for its members? Y/N*
28. *Do you think the OAA should commit to advocacy for its members? Y/N*
29. *How satisfied are you with the Royal Architect's Institute of Canada's role as an advocacy group?*
    Not well somewhat well neutral very well excellent
30. *Do you feel your association or advocacy group address your needs? Y/N*
31. *How do you think they can better address your needs?*

The following general questions are asked to collect a more accurate idea of the participant's demographic. You make choose to not answer at any time.

2. *Indicate your ethnicity.*
3. *How old are you?*
4. *Indicate the gender you identify as.*

5. *What is your highest level of education?*
6. *Were you licensed architect in your home country before arriving to Canada?*
7. *How long were you licensed for?*

Questionnaire B: Questions for Canadian Trained Architects in Ontario

32. *Roughly, how large is the company/firm you work for?*
    Micro (2-4) Small (10-30) Mid (40-70) Large (100+)
33. *What is your yearly salary in your current role?*
    < $20,000 $20,001-$60,000 $60,001-$80,000 $80,001-$100,00 > 100,000
34. *How many years have you been practicing architecture?*
35. *How do you feel newcomer architects can be better represented in your firm?*
36. *How satisfied are you with a newcomer employee's competence in their work?*
    Very unsatisfied slightly unsatisfied neutral slightly satisfied Very satisfied
37. *Do you offer your employees possibilities to professional development through the firm? Y/N*
38. *Do you find newcomers to be important and contributing hires in your firm? Y*
39. *How are newcomers recruited in your firm?*
    Career portal Emp. Agency Word of mouth Social Media Bridging Prg. Prof. Assoc.
40. *What were the major issues you faced at work with the newcomer employee?*
41. *Did you feel the newcomer employee was given adequate support? Y/N*
42. *What do you feel the newcomer employee lacked in comparison to Canadian hires?*
43. *What do you feel newcomer employee bring forth in comparison to Canadian hires?*
44. *What was the reason for hiring newcomers?*
45. *Was your firm given the appropriate training to on-board newcomers? Y/N*
    a. If yes, what was the training?
46. *Did you firm provide mentoring opportunities for the newcomers? Y/N*
47. *Did you firm provide additional training for newcomer hires? Y/N*
    a. If yes, what were they?
48. *How comfortable to you feel to participate in conversation with newcomer colleagues about work related matters?*
    Very uncomfortable slightly comfortable neutral slightly comfortable Very comfortable
49. *How well do you feel your newcomer colleagues fit in your work environment?*
    Not well somewhat well neutral very well excellent
50. *How satisfied are you with the representation of the Ontario Architect's Association (OAA) to its members?*
    Not well somewhat well neutral very well excellent
51. *Did you know the OAA's role is only to regulate the practice and not advocate for its members? Y/N*
52. *Do you think the OAA should commit to advocacy for its members? Y/N*
53. *How satisfied are you with the Royal Architect's Institute of Canada's role as an advocacy group?*
    Not well somewhat well neutral very well excellent

54. *Do you feel your association or advocacy group address your needs? Y/N*
55. *How do you think they can better address your needs?*

The Following general questions are asked to collect a more accurate idea of the participant's demographic, you may choose to not answer at any time.

1. *Indicate your ethnicity*
2. *How old are you?*
3. *Indicate the gender you identify as*
4. *What is your highest level of education?*
5. *Are you a licensed architect in Ontario?*

Age: 40-50
Ethnicity: Iranian
Gender: Female
Education: Master of Architecture

- Senior Architect in Iran before immigrating to Canada in 2018
- Acquired information about Canadian re-licensure from personal connections and the internet
- Many inconsistencies about applicant expectations from the CACB

"The CACB asked me and some Iranian applicants to pass a course about architectural practice in Canada but many other Iranian applicants I know of were exempt."

- Cost of sending documents of CACB and online architectural practice course was extremely high, especially for a new immigrant without a stable income
- Canadian offices were unfamiliar with terminology in resume – had mentor to help translate terms
- Did not receive any subsidies, bursaries or scholarships from any firms they worked for during re-licensure process

"I wish there was a way to finance the process of becoming an intern architect. I had to pay approximately $3,000 dollars which was a lot of money."

- Was informed by architectural group in Iran that the BEFA program was very expensive and not as widely known as the IAP

"With the IAP, you are more likely to get a job since people are more familiar and comfortable with the program."

- Experienced many challenges while searching for a job despite knowing English and having a portfolio ready
- Felt that age made it more difficult to secure a job

"They assume we do not know the rules because most of us who work there are foreigners. They do not pay for overtime and do not allow us to have additional days off either. They take advantage of our situation."

"I see many young graduates are good with many software programs, so I took extra courses to learn Revit in Iran and Canada; that was still not enough for them."

"My previous experiences from Iran were not considered, they only relied on my Canadian experience from the 2 years when I was living and working in Canada."

- Although the work is enjoyable, there is unfair treatment in work offices towards foreign workers
- As an employee, none of the firms had any resources for newcomer architects in the office
- Hardest part of the re-licensure process is trying to pass the course – used up a lot of time and money

"The mentorship program is very good, but it is not easy for me to contact my mentor because I feel like I bother her."

Age: 50-60
Ethnicity: Caucasian
Gender: Male
Education: Bachelor of Architecture

- As a dual American and Canadian Citizen, had a simple and privileged approach to coming to Canada
- Became registered in 1993 and worked as an architect in the US until Canadian immigration in 2002
- Went to Quebec as a visitor but was able stay through the process of NAFTA by having an architect offer work

"That same firm had a huge project in Ontario which I ran for 15 years as a senior architect, and that's how I moved here. I approached the OAA and they limited me to doing 6 months of internship and swapped the exams for an interview. They made it a little easier for me, but it still was not a clear, easy process."

- US program called NCARB, where if you passed the exam and were NCARB certified then there is reciprocity and be recognized as an Architect around the world
- At that time, was in one of the last classes where that was not a requirement, only an option
- Decided to opt out and as a result, started to go through the internship process and go through the interview process since
- In Ontario, delay of re-licensure was due to the fact that the person in charge of the IAP program at the time would not consider or at least discuss an architect with 30 years of experience and who's been working in Ontario.

"Their response was for me to go through the internship program again. When I physically went there and was told the same thing, I refused to agree to their terms as a senior architect of 30 years of experience. They finally got in the executive director at the time into the meeting who said I was absolutely right. The front-line personnel and the phone communications was not getting me anywhere."

- Find personally filling in the internship paperwork extremely daunting – time is a limiting factor

"I wish I knew about BEFA and I wish the OAA was clearer about what was involved instead of me having to force them to create something for me. They need to have a clear-cut program based on facts."

- I made the mistake of opting out and I suffered ever since then. If I did it then I would have been certified in Ontario. But since I did not do it, I have to go through the internship process and go through the interview process. I started the re-licensure process in Ontario in 2017.

"When I started architecture, it was about design and I miss that. now its all about fighting battles and managing people."

"I am white upper middle class privileged American and my process of coming into Canada and working was probably the absolute simplest, best, easiest way and I know that comes because I am a male white upper class American and that made it smooth as silk, never trouble and every issue was very minor. I imagine if any of those qualifications changed, like I did not have money, or I did not come from America or I was not white then the process was probably a lot harder. I know I am privileged because I know how easy it was for me."

Age: 30-40
Ethnicity: Australian
Gender: Female
Education: Postgraduate with Part III

• Foreign trained architect, registered and licensed in Australia, immigrated to Canada in 2014 with a working holiday visa
• Took three months to find employment after arrival to Canada
• Started re-licensure process in 2020 through BEFA program
• Delays in re-licensure as graduation fell through a loophole in 2006 which predated the Canberra accord qualifications were not met
• Attempted BEFA route but being only 5 years of registration, was not qualified

"I tried to talk to CACB, but I didn't not get anywhere with the discussions. I suggested that the Commonwealth Architects Association recognize my equivalency and that was not something CACB wanted to take on."

• Told by CACB to go through IAP and go back to school
• Saved up money to start looking into the equivalency program and by the time that was done, was eligible for the BEFA program

"Everyone wanted digital records of every course outlines and deliverables I did at university – some of these files were digital and some I did not have the records at all."

"The outlines did not align with what they were looking for, so it was hard to make determination of courses if they matched."

• Time and financial resources were some of the barriers, the pandemic delayed a lot of things but the BEFA application process was quicker and straight forward.

"I think a person you can contact who can give you some tangible advice or acceptable alternative options while you're going through the licensure process would be beneficial."

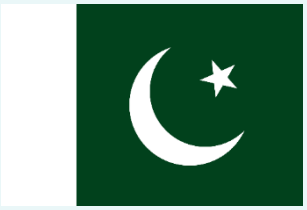
"I was happy to take on any position to get my foot in the door to understand what the practice is like here."

"I am constantly learning in all my roles and that's been awesome…I think it's been rewarding for me so far"

"I felt pressure to perform very highly because I had to show myself every time because no one knew me."

"I am a person of color, I have a very different accent, female…I have definitely experienced discrimination from certain client groups."

"They assume they are reliable and foreword, but their idea of reliability is the male, white and local architect."



Age: 50-60
Ethnicity: Pakistani
Gender: Female
Education: Bachelor of Architecture

- Registered Architect from Pakistan and immigrated in 2015 to Canada as a skilled worker
- Previously a director and the principal of own consulting company in Pakistan
- First priority was to start IPLAN to build confidence through the program offered by JVS and started my BEFA process at same time

"Coming from a country with your own office practicing as a licensed architect for so many years the first thing they tell you here is you are not an architect."

- Although the IAP was more affordable than BEFA, it required to get all projects from past which were not digital
- More interested in BEFA because its specifically for foreign architects with a focus on foreign projects and experiences
- Employer really pushed to get my licensure, they set up all the volunteer times to get those hours
- Also took some Revit courses, renovation courses outside of work hours in the evening and weekends

"I experienced some negative times. When you come here for the first time in your life you are insecure of your finances, work, and for your children."

"There is no feedback if my skills are good or not. No feedback on progression and no transparency."

"My biggest issue was getting the Canadian experience and the second issue was getting exposed to all the aspects of work that BEFA required. I had to go outside of my work hours to volunteer at a different firm to acquire those hours."

"I wish the BEFA process could have started before I came to Canada, but the process was not very clear...BEFA is a good pathway but they have to clarify it further and advertise it more. "

"There is no guidance, there is no one person responsible who can guide newcomer architects towards the appropriate path. There is no adequate resources for us."

- Architects who have been practicing for 15 years coming into Canada are generally immigrating with some money and they should be given incentives to use their resources in Canada
- There is no real good network between architects – during seminars, everyone had their own agenda, especially during a BEFA seminar where immigrants are trying to figure out how to survive.
- The OAA has good learning and continuing education programs – but not satisfied with their foresight as there seems to be a gap in forward thinking

"It is in the OAA's interest to be more inclusive and sensitive towards foreign trained architects."

Age: 50-60
Ethnicity: Serbian
Gender: Female
Education: Master of Architecture

- Immigrated as a registered architect with five years of experience from former Yugoslavia due to war in home country
- Did not look into paths of licensure in detail – was more interested in having work opportunities rather than registration
- Took about 5-6 months to find employment after immigration – mainly due to the lack of network
- What was most useful was connecting with people in the industry
- Sent resumes and followed up with phone calls which was not pleasant due to lack of comfortability in spoken English

"Phoning people and asking for advice was very uncomfortable. I could imagine a lot of people would not want to do it."

"Reaching out to people and asking to meet with them was very useful. My advice to anyone I mentor is to meet people in person, share your story and connect, most Canadians want."

- Considered getting license after feeling more comfortable understanding local, legal and financial frameworks

"I paused my registration until I felt comfortable learning about local bylaws and processes."

- Enrolled in the IAP; was denied recognition as alternative broadly experienced architects in Architects Act because they had no experience in this type of a case before
- Contacted back by the association to start in the pilot program for broadly experienced architects (BEFA)
- Not knowing legal system or financial framework carries significant risk in our profession
- The expectation for people to get licensure right away is not realistic, they need to feel comfortable with the profession before starting the process of licensure
- The mentorship program is much needed and its be best way to get foreign trained architects some advice, give direction and guidance the more mentorship programs we create the better off everyone is

"I think the RAIC is struggling and need to do better. Our members are struggling in having and there is a large gap in advocacy of architect in Canada."

- The profession of architecture within Canada is governed by the provinces and there is a lack of alignment on which province has what act
- Acts are different from province to province and the alignment of the architect's act can be step forward towards a more cohesive and collective voice for the profession

"I was thankful and happy that I found work in my field which drove me to my re-licensure. I did not have to wash dishes or drive taxis which was good. My advice is work on yourself and learn as much as you can about the business of architecture. Be persistent and you will get there. Reaching out to people is important."

Age: 40-50
Ethnicity: Iranian
Gender: Female
Education: PhD in Sustainability and Energy Efficiency

- Immigrated to Canada from Iran in 2017 as a skilled worker
- Worked as a licensed architect for 15 years and I was teaching for around 22 years in Iran

"It felt terrible being employed as a drafter without my previous qualifications being considered for the role."

- The experience from colleagues regarding BEFA have been overwhelmingly negative and some other friends advised to take time and not rush through the process
- As a result, not currently pursuing BEFA but might in the future
- Joined a bridging program that taught Canadian teaching style and the teaching system
- Eventually able receive employment as a university instructor after volunteer experience

"My knowledge of architecture and design superseded some of the professors who were teaching me."

"I should not be struggling to find information online, there is no specific or reliable reference to reach to ask for clarifications for foreign trained architects."

Age: 40-50
Ethnicity: Chinese
Gender: Female
Education: Master of Architecture

• Immigrated to Canada as a skilled worker from Beijing, with a Master degree from Australia
• Found licensure information through the CACB – collected all the necessary transcripts and curriculum descriptions before coming to Canada
• Upon arrival in Canada, enrolled in a free government sponsored school for 24 weeks that helped newcomers with preparing resumes, learn about Canadian culture, basic workplace behavior

"The in-class course was very discouraging and traumatic. They would say things like "you are zero", put you down and they were extremely assertive and hierarchical."

• Finding opportunities to fill up the hours in the IAP categories are extremely difficult, especially for immigrants
• Had to change jobs five times to fulfill adequate hours in all categories

"Immigrants, in many cases, are put into supportive roles where the employer gives us tasks that we will know how to do and not give us as many opportunities as they would to the Canadian trained architects."

"I think I was treated differently because I was foreign trained. I didn't ask for help from my employer because I didn't know how to communicate with people."

• What helped was building connections with a colleague within the working firm to get guidance about issues and how to proceed
• The OAA's goal is to protect the public interest and not the architect's interest so as it stands, expecting advocacy from them might not be warranted
• However, OAA advocacy would be beneficial because architects are facing a lot of challenges

"I feel like I was at risk of losing my job because I didn't get experience to be better. But I didn't get opportunities to have those experiences even though I kept asking for more opportunities."

"It is not that we are short of foreign architects in Canada, its just that foreign trained architects do not have a voice."

Age: 20-30
Ethnicity: Serbian
Gender: Female
Education: Master of Architecture (Canadian Trained)

"As a Canadian trained architect, I noticed foreign trained architects seemed like they were sacrificing a higher pay to try to get Canadian experience to be able to eventually move on to a better job."

• For firms that are focused on local work, the perception seems to be that because you have been through Canadian schooling, you have Canadian building code experience, hiring would be simple
• As Canadian students, there is professional practice building code experience for two weeks during school but it is not enough
• Noticed that most foreign trained architects in the firm were hired through word of mouth, and some were hired as placements through a bridging program

"Although there was sometimes language barrier, because of the visual representation of our work we could easily overcome that. The biggest issue they faced was the different building construction methods."
"Based on the struggle most of my foreign trained architect friends experienced, I do not think they received adequate support."

• For foreign trained architects there is that frustration of having a lot of years of experience that goes to zero in Canada – there is a disconnect of having the experience that does not transition easily

"Foreign trained architects have to be very self-reliant. They were always willing to learn and it made me realize I could improve my own skills. I think they had the competency and willingness to learn but there was no support to match their competency."

Age: 40-50
Ethnicity: Irish
Gender: Male
Education: Post Grad Architecture Part II qualified

- Immigrated to Canada after working as an architect for 22 years in home country
- Researched information online for re-licensure, through the CACB and started re-licensure in 2019 through IAP program

"When I arrived, I did not have anyone in the firm to be able to mentor me as part of the IAP requirements. I had to change employment and work in an architecture firm to be able to overcome that."

- Did not find any adequate resources for foreign trained architects
- Different provinces are not consistent about providing newcomer support and resources

"In Regina, the firm that hired me from abroad had more support and were better prepared such as giving me a 10k moving fee, setting up bank accounts. I do not think my firm in Ontario considers me a newcomer, so I assume they think they do not need to have a lot of preparations."

- The hardest part about going through the re-licensure process is getting the discipline and time to fill out time sheets
- Seems that the OAA's representation to its members is very good but they should also consider advocacy as part of their role – did not know they were only a regulatory body

"The one thing I have difficulty with is terminology within the field, it may seem trivial but Canadian terminologies and their foreign equivalence are not easy to find."

Age: 50-60
Ethnicity: Filipina
Gender: Female
Education: Master of Urban Design

- Immigrated to Canada from Hong Kong as a skilled worker in 2002
- Before immigrating, practiced as a registered Architect in Hong Kong and the Philippines
- An Intern Architect with the OAA for 5 years but work experience with city did not qualify me to sit for the CACB exam
- Felt fortunate to have the information about re-licensure from other resources and the information from CACB
- Other foreign trained architects do not seem to have enough information about how to get licensed

"I decided to leave the profession when the OAA sent me an email stating that they will be charging me full membership fees."

- At the time the, CACB did not have enough information about architectural programs from different countries

"After almost two hours of interviewing they said since my thesis was a group thesis. I was not qualified to pass. This was something they could have said to me before I had to travel here."

"There is a big gap in the information package that the OAA offers on their website and a lot of foreign trained professionals do not know the alternative routes"

- If the OAA is to encourage foreign professionals better integrate into the profession in Canada, they should develop an information package of the different paths, including the development industry in general such a construction and design
- Financial circumstances, language barriers, lack of family support and lack of Canadian experience is a constraint to re-licensure

"A lot of my mentees are refugees and they do not have income to support their document or thesis translation which costs upwards of thousands of dollars."

Age 30-40
Ethnicity: Mari-Russian
Gender: Male
Education: Master of Architecture

- Immigrated from Russa in 2012 on a work-study program – did not have enough points to qualify as a skilled worked but decided to move to Canada regardless
- Enrolled in ESL school and worked part-time jobs during the search for professional work
- Completed the professional practice course with RAIC syllabus program and was issued the CACB letter to be officially an Intern in 2018
- After WES evaluation was completed, was told that was only qualified as a bachelor and to receive further evaluation through the CACB

"The process of accreditation of my papers took two years."

"I know I was being undervalued but after so many years of not having a professional job in my field I did not want to argue so I accepted anything I got."

- There were a lot obstacles from university back home – kept missing documents and had to get help to translate and notarize the documents, which was extremely expensive and time consuming
- The professional practice course was very expensive – under a lot of financial pressure

"I received the response from CACB immediately. They were very helpful, easy to reach and willing to help"

"I wish there were more information about CACB and all the paths available to go through to get licensed... I could not find the information and that might be because of my language barrier."

Age: 30-40
Ethnicity: Slavic
Gender: Female
Education: Master of Architecture (Foreign and Canadian)

- Immigrated from Russia on a study permit in 2012
- Practicing architect in home country
- After unsuccessful attempts to find work opportunities, completed a Masters in Canada and currently enrolled in the IAP program

"I worked for freelance companies to make some type of income. They mostly took advantage of my skills and the fact that I could not choose other employment opportunities because I was desperate."

- Volunteered at the OAA as a way to get information – felt the website was not clear to follow
- Through word of mouth, was able to understand what was required for re-licensure and a professional practice course during school also helped make more things clear

"I did not receive subsidies from [my firm] to continue my education."

- Language barriers and the absence of networks were the biggest impediments
- This barrier was overcome after gaining a network during a Masters

"It is a traumatic process re-settling to a new place and navigating a new country with a different language – you lose your dignity along the way"

"The cultural challenge is true for all newcomers but for architects specifically, it would have been very beneficial for the OAA to have a person who can work as a counselor and council newcomers on how to navigate through these issues."

"I wish there was an internship opportunity for people like me who are foreign trained architects to be given an opportunity to show their skills and have some experience in the field here"

- Newcomers are not given the right opportunities or tools to on-board into their roles successfully
- Newcomer perspective is important because they come from diverse backgrounds can help us make better projects

"I did not know what my worth was and I felt like I had to take any opportunity that came to me."

"In the beginning of re-licensure, understanding how to log hours was confusing. I had to ask friends, two to three times, how to accurately describe and log the hours. The book does not help. There is no consistency in logging hours."

"It would be nice if the OAA advocates for us but then there will be a conflict of interest when it comes to protecting us and protecting the public."

Age: 40-50
Ethnicity: Filipino
Gender: Male
Education: Master of Tropical Landscape Architecture

- Worked in project development as a project manager
- Information for re-licensure was found on the Canadian Immigration website for the federal skilled visa and the CACB website
- Secured all certified documents with legal copies before coming to Canada just in case

- Hired as a draftsman after 5 months of arriving to Canada
- Enrolled in the IAP program to be re-licensed. Process took 6 years to complete
- Attended a free college program for 3 months specific to foreign trained professionals to improve language and software skills

"I wish I read the building code or knew more about construction in north America. It's a different technology, coming from a tropical country, learning to design for a winter climate would have been an advantage"

- Finds the criteria to find a job by firms needs clarification
- Believes the membership fees professional architects are too high, especially when firms do not subsidize for it
- Conditioned himself to the demotion he was going to experience in his profession after immigrating to Canada

"I have heard of other people working in other jobs after immigration to Canada I was lucky to still be in my profession."

Age: 20-30
Ethnicity: Moroccan
Gender: Female
Education: Master of Architecture

• Target of immigration was not Canada, chose to come to Canada because she's visited it before and saw herself living here
• She was not aware of the possibility of transferring her license and she could not score high enough on her Provincial Nominee criteria because of her young age and short experience in the profession
• Went back to grad school but was not explained prior to her enrollment about having to take special courses for two terms directed specifically for foreign trained students
• I studied a year in Italy, the translating the documents is always a problem, but the rest of my document from morocco are French so they accept it

"I have been doing some informational interviewees with practicing architects to learn more about the licensing process. I reached some through LinkedIn and connections through crit days."

"I wish I knew about the five years period of time that new grads have to log hours completed all of their exams. I would have liked to know more about the process."

• After an informational interview, was told about the different pathways to licensure. Followed up by visiting the OAA website to have some more insights about the profession

"We could use some informational meetings directed to international students so they can learn more about the process. There is no one that follows up with you. It could be very confusing when you are not sure how the pathways to licensure are organized."

• Looked for volunteer opportunities in the profession. Joined the RAIC to become a member
• Found it stressful to adapt her portfolio to Canadian standards. It was not clear what firms in Canada were looking for. Attended a portfolio review session held at the term. It would have been more helpful to her it was held earlier
• Lost her co-op opportunity due to the pandemic, co-op had to be deferred to another term

"It is important for me to do a co-op or else I would not feel comfortable and have the confidence to walk into a workplace without the work experience."

• Enrolled in a free program that help participants build their professional skills. The program is offered through her school
• Enrolled in other courses outside of school such as time management, writing effective emails and project management

"Getting the visa to come and live in Canada was a priority for me. I chose to come as a student because I knew I was guaranteed a visa and it was a more secure as opposed to the Provincial Nominee pathway which might have rejected my application because of my age and minimal experience."

Thematic Summary of Interviews

Before Arrival

Newcomers expressed difficulty finding information on-line. Most sources were accessed through the Canadian Immigration website as well as the CACB. Rarely were newcomers able to collect, translate and notarize documents from universities in advance due to circumstances of their immigration. Most applicants had higher job titles but made lower income in their home countries. Not many applicants were prepared for the hardships they faced finding a job considering their education and experiences. On average, most newcomers spent 5-6 months unemployed. Newcomers felt their credentials were being assessed multiple times through various organizations, costing them time and considerable amounts of money. Some newcomers had difficulty navigating their new lives in Canada - family safety and making an income were two main priorities. Most tried to find any type of job to support themselves. Most newcomers did not feel adequately supported by their regulatory bodies. Most of them became members of their ethnic architectural groups. The majority of newcomer architects had established relationships with friends or acquaintances before their arrival. A few newcomers joined government programs to improve their skills. Due to various barriers, some lost hope in the profession altogether and ultimately decided to change careers.

Work in Canada

Most newcomers expressed a lack of support and resources in their workplace. In the beginning stages of their work, they felt uncomfortable approaching colleagues for fear of losing their jobs due to inadequate skills in English. Most newcomers were hired as drafts people even though their skills and expertise were beyond the scope of the role. Their starting salaries were significantly below what they would have made if their job title matched their experience. Most took any opportunity they could to remain in their profession. Most newcomers had difficulty comprehending the Building Code due to the terminology differences. Most gained knowledge of the building code while on the job. Many newcomers enrolled in courses outside of work hours to learn the Building Code and new software. Their work did not subsidize nor compensate for their new skills. Most received a significant pay raise after leaving their primary firms.

During re-licensure

Most newcomers expressed difficulty finding personalized information for re-licensure through their regulatory bodies. Responses towards their individual concerns were generalized by employers. Most approached their network of friends and peers in the workplace instead. Due to financial insecurities coupled with the high costs associated with re-licensure, most were unable to start the process immediately. In addition, because the requirements for translated university courses were not consistent from different regulatory bodies, retrieving documents from their home countries was extremely expensive and time-consuming. Some newcomers felt that their skills from previous work experiences in their home countries were invalidated, causing them to shift careers. Regarding the IAP, it was expressed that the timing of the ExAC exams was inconvenient. The exams are administered once a year and most did not have time to adequately prepare for them. Most newcomers had not written a standardized test in a long time and it made them feel anxious. Acquiring hours in specific areas needed for licensure was also difficult; some had to search for work in other firms, and some remained silent until they gained enough experience to ask for other projects. The BEFA program is successful but the three phases of its application process (eligibility, demonstration of competency and interview) are expensive to complete. The network for the BEFA program is considerably smaller in its graduated members in comparison to the IAP, which was established earlier. As a result, employers are more familiar with individuals in the IAP, potentially making them more likely to be hired.

Chapter 7: Key Insights and Future Strategies

Insight 1: Deconstructing Licensure

There is a lack of consideration for previously gained foreign experiences. Statistics show that there are 524,000 international credential holders in Canada (Conference Board of Canada, 2016). Many government programs have been established to leverage newcomer talent by placing them into the labor force (Statistics Canada, 2018). The non-recognition and devaluation of skilled newcomer credentials suggests a major economic backlash as newcomers succumb to the financial pressures they face in their undervalued and underpaid roles. Due to these hardships, a decision is made to return to their home countries (if possible), where they once were valued. The abandonment of skilled newcomers has a negative impact on the immigrant population and the Canadian economy in the long run. In 2009, the Forum of Labor Market Ministries (FLMM) launched a framework titled 'A Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications'. This framework is a joint commitment and a collaboration between the federal, provincial and territorial governments to improve the integration of immigrants and other internationally trained workers into the Canadian Labor Market (Forum of Labour Market Ministries, 2016). The efforts undertaken by the government of Canada show the importance and the potential of economic and creative value that is expected from skilled newcomers. Since the start of a new funding program in 2015, the ESDC (Employment and Social Development Canada) has contributed approximately 31.5 million dollars to 28 organizations – 19 of which are in Ontario – to help improve the foreign credential recognition process for internationally trained newcomers (Statistics Canada, 2018). The framework's goal is to recognize newcomer qualifications within one year or to direct individuals to occupations that match their skills and experience. Figure 22 depicts the path created by the FLMM to allow newcomers to prepare and participate in the workforce.

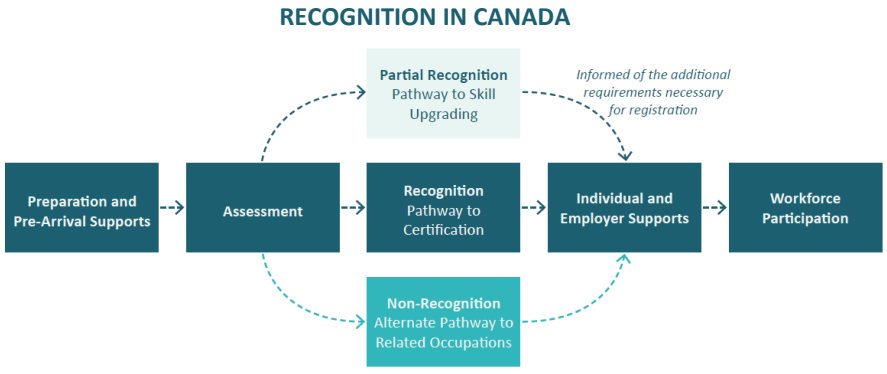


Figure 22: Foreign credential assessment pathway as per the Forum of Labor Market Ministers.

Although the path they have identified is a relatively linear one, key stakeholders that play a major role in credential recognition provide their input much further down the line. The path might vary between professions and it might be difficult to clearly identify a concise evaluation template for all professions to adopt. In this thesis, the actions proposed focus on, but are not exclusive to, newcomer architects.

Supporting foreign trained architects requires recognition of gaps in their "practical" knowledge to practice within a Canadian context. Examples include an architect trained in the Middle East who does not understand the nuances of designing and developing for markets with heavy snowfall (i.e. Ontario). The opposite is also true: for example, an Ontario-based architect may not know how to design and develop for markets prone to earthquakes and tsunamis (i.e. Japan). This gap in knowledge can be addressed during various instances along the journey of a foreign trained architect's path to re-licensure in Canada. One crucial moment could be the administration of learning to foreign trained applicants prior to their immigration to Canada. giving them access to showcase their knowledge and competencies before their immigration could prepare them with some of the realities of what it means to practice architecture in Canada. Another moment could be the implementation learning sessions during their time at work in Canadian firms. Firms could allocate time to administer certified learning sessions through their affiliations with their regulatory body or architectural schools in Canada. Moreover, regulatory bodies, in conjunction with educational institutions could offer validated introductory courses, offered during the school term, thus making learning accessible and by allowing individual learners to prove their competency and capabilities in formal settings. These introductory courses could be an incentive by firms in a foreign trained architect's employment package. These non-exhaustive solutions could be possible through the shared collaboration of various organizations. The implementation of such programs would encourage the formation of newly acquire skills and interpretations of designing within Canadian building standards while making the space for the foreign trained architect to maintain their identity.

I. Re-frame the concept of "Canadian experience" into "experience within a Canadian context"

In 2013, The Ontario Human Rights Commission (OHRC) advocated to prevent employers from requesting Canadian experience in newcomer job applications. Recognizing the hardships that newcomers face when they attempt to enter the job market, they launched a guide titled "Removing the Canadian Experience Barrier'' which highlights key best practices to help employers, regulatory bodies and newcomer agencies and newcomers in their applicant and job searches respectively. The OHRC advises that agencies base the hiring process and candidate assessment on qualification of skills and prior experiences, and not on the original location of the experiences. The OHRC believes asking people for Canadian work experience may indirectly discriminate based on elements such as race, ancestry, color, place of origin and ethnic origin (OHRC, 2013).

The first step is for the architectural profession to re-frame the idea of the Canadian experience. The Canadian architectural community should evaluate individuals who have accumulated experience working on projects located in Canada from abroad in the same way they evaluate individuals who have accumulated Canadian experience within Canada. If the foreign trained architect has collaborated with Canadian firms or has worked on completed Canadian projects, then the experience that the foreign professional possesses should be evaluated as being equivalent to their Canadian counterpart. Foreign professionals can demonstrate their competencies through first-hand experiences they have had with Canadian projects, and/or Canadian partnerships and collaborations abroad. This concept is not new; it has been adopted by the engineers in Canada, where there is a need to accumulate one year of work experience from anywhere in the world under the supervision of a Canadian professional engineer "while employed by a company whose head office is Canada" (Fig.23). There is an opportunity here for the architectural profession to adopt similar mandates to consider international work as part of Canadian experience.

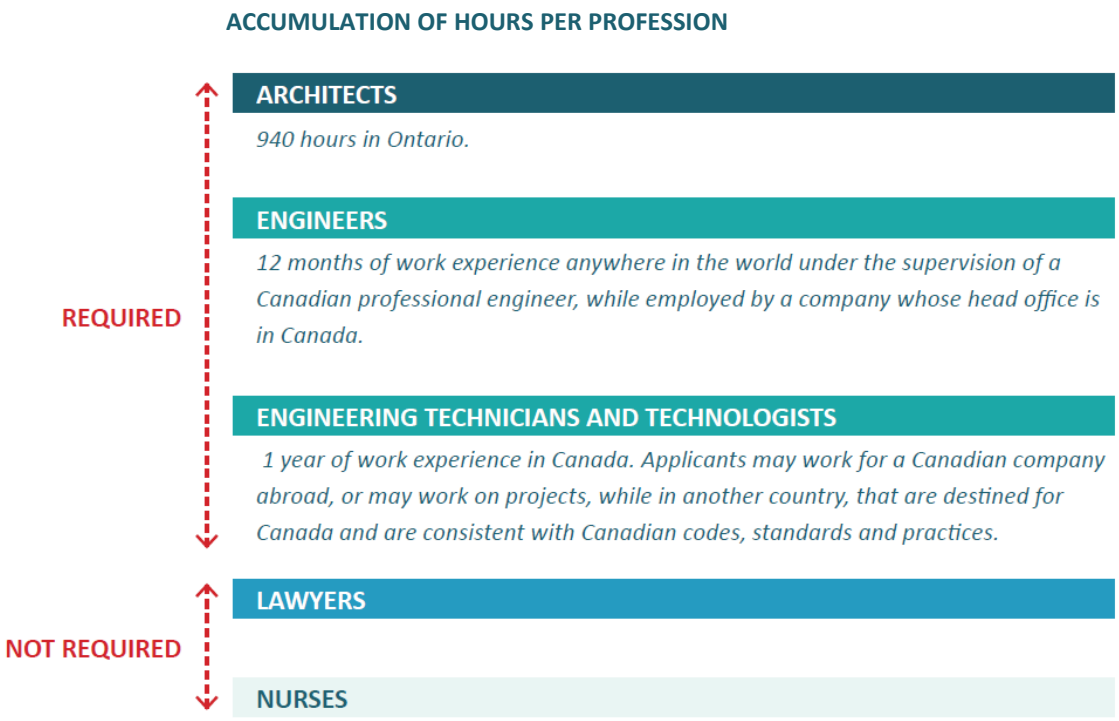


Figure 23: Comparison of the different hours required to pursue licensure per profession.

II. Develop a new method of quantifying the skills gained of a newcomer during their foreign practice vs the skills gained during their studies in their schools abroad

Theoretically, by giving newcomers the opportunity to demonstrate their familiarity in the Canadian context prior to their immigration to Canada, this would allow jurisdictions and assessment organizations to clearly quantify (1) the skills that are gained by newcomers during their foreign practice within the Canadian context, (2) the skills gained in their foreign practice within diverse contexts, and (3) the skills they gained during their foreign education. This would enhance the assessment process between the foreign skilled worker, the country they are processing documents from, and the Canadian organization responsible for assessing the credentials. The Canadian Information Centre for International Credentials (CICIC) provides clear guidelines for applicants and assessing parties to follow when processing applications.

A proposed recommendation is for the Canadian regulatory bodies to create international regulatory partnerships of practice. Professionals who belong in the international category membership would have to meet certain requirements (additional courses and examinations) to qualify to practice uninhibitedly in their

partnered jurisdiction. By creating a global hybrid, pan-governance, the process of collecting and matching foreign-based experience to Canadian credentials can be streamlined to benefit all individuals and groups involved. In 2017, the Office of the Manitoba Fairness Commissioner called upon expanding reciprocity agreements with jurisdictions from countries abroad for better licensure outcomes. They state "Reciprocity agreements and common international standards often mean less academic upgrading and fewer exams, resulting in shorter timelines and better licensure outcomes" (OMFC, 2017).

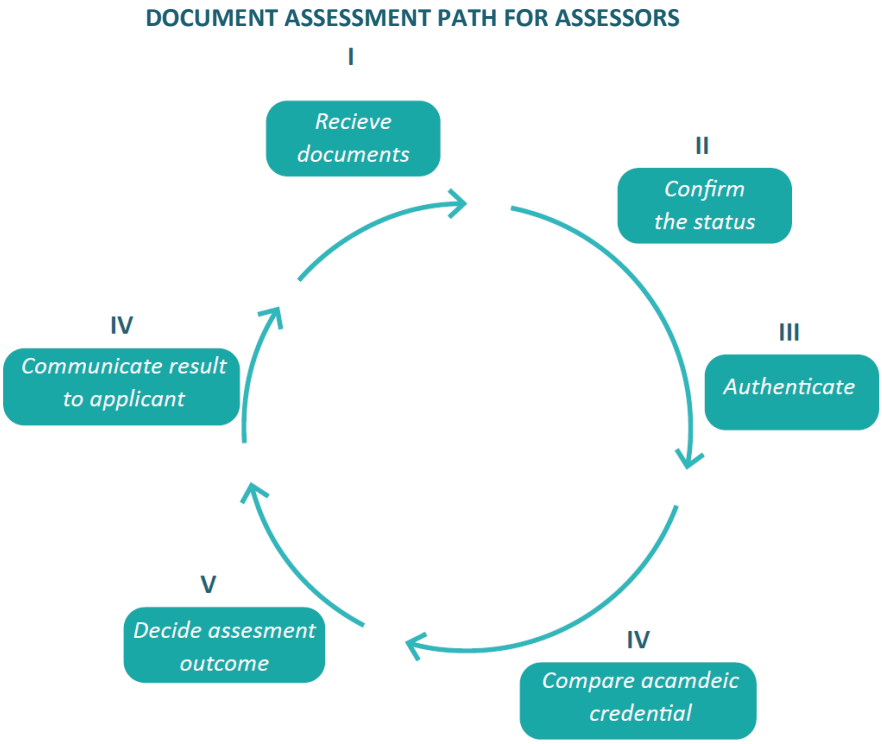


Figure 24: Overview of receiving and assessing documents by The Canadian Information for International Credentials.

There have been many initiatives set by the Canadian Provincial Governments to support newcomer skill training and they have promoted newcomer employment through sector focused partnerships. The province of Ontario has established several specific projects to help newcomers attain the necessary skills to successfully integrate themselves into the labor market. The Global Experience Ontario (GEO) is an information and referral centre that offers webinars and workshops on topics such as licensure/registration, credential assessment, and language training among other topics (Ontario Ministry of Colleges and Universities, 2020) to newcomers. The Ontario Bridge Training Program (OBTP) is designed to give newcomers access to training and support to achieve re-licensure and re-certification through the various established

Ontario based bridging programs. Moreover, the government of Ontario has established a pilot program called SkillsAdvance Ontario (SAO), that is "intended to support workforce development" (Ontario Ministry of Colleges and Universities, 2020). They do so by funding partnerships that connect employers with employment and training services to help assess the value and efficacy of sector-specific collaborative programming (Ontario Ministry of Colleges and Universities, 2020). The SAO is a two-fold sector-focused strategic plan. First, it funds partnerships to connect employers with the necessary tools to recruit the appropriate workers. Secondly, it acts as a network, supports workers by providing them with sector-specific training services, and connects them to appropriate employers (Ontario Ministry of Colleges and Universities, 2020).

Insight 2: Lifelong Learning for Architects

There is a significant amount of time and financial commitment to initiate and pursue re-licensure. Data shows that the recognition of foreign experience is more prevalent than the recognition of foreign credentials (Houle & Yssaad, 2010). Consequently, many newcomers find the process of re-licensure too complicated, costly, and difficult without acquiring language skills first. The 2009 Pan-Canadian framework for the assessment and recognition of foreign qualifications states that "Immigrants often have difficulty obtaining reliable information on regulatory requirements, registration processes and workplace expectations prior to emigrating. Therefore, many immigrants needlessly lose valuable time navigating the system after their arrival" (Forum of Labour Market Ministries, 2016). One setback is the existence of numerous credential assessment programs and licensing paths that either parallel or contradict one another. These options overwhelm and/or confuse the newcomer. Additionally, there is a risk that the organization responsible for credential assessment might not offer newcomer candidates the most suitable path to re-licensure. The Canadian architectural profession makes a clear distinction between certification and licensure. While the licensure process, in some cases, requires interviews, examinations and work experience, the certification process requires certified education credentials to allow the candidate to enter the registration process in Canada.

In programs such as BEFA, certification leads directly to registration and licensure. BEFA requires that the foreign trained architect have an architectural degree and seven years of post-registration/licensure experience in an architectural firm in their home country. It also requires at least six months of experience in Canada. The program costs approximately $7,000 CAD, excluding personal expenses such as translation of documents, travel, and accommodation costs during the interview phase (refer to Diagram 2a on page xx). There are a few issues that arise in this case. As mentioned earlier in this report, the age of most highly skilled immigrants ranges between 25-34 years, and it is unlikely that they have acquired seven years of post-registration/licensure experience in architecture prior to their immigration. For reference, the average age of an architect acquiring licensure in England or India is 25. This means that the average foreign licensed architect would need to be at least 32 years old to qualify for the BEFA program. The average age of the BEFA applicant is 48 years old and most applicants hold a degree in Master's of Architecture. However, the program does allow an applicant, who was a licensed architect in their home country for one year and had to immigrate to Canada before accumulating seven years of experience, to continue to accumulate those when they arrive in Canada (or any other country). The BEFA program is designed for a 100% success rate. However, in

some of these cases, it might prove to be more cost-effective for these newcomer architects with previously gained experiences to certify their education through the CACB, enroll into the IAP, write the ExAC, and accumulate the required hours for the licensure (2 to 3 years).

Alternatively, since the IAP holds a more familiar status, its title might offer individuals higher opportunities of employment in comparison to a BEFA graduate. Other alternative learning options such as Bridging programs offer foreign trained architect courses and workshops to help prepare for licensure. Bridging programs such as Immigrant Professional Leveraging Architectural Knowledge for New Opportunities (IPLAN) is a program delivered over fourteen weeks at Ryerson University and some Jewish Vocational Service (JVS) locations. The program costs $500 CAD and is open to newcomers and refugees in the architectural profession with at least two years of work experience outside of Canada. Applicants are required to have a score of 7/8 on the Canadian Language Benchmark Test (at no cost to applicant) and minimal (or no) employment experience in Canada in architecture or a related field. The program components are divided into two categories: architectural courses (approximately 195 hours), and sector specific workshops (approximately 98 hours). The program starts in September and twenty-four students are enrolled per year. The 195 hours are broken down into building codes and regulations, material and methods of construction, building information modelling/Revit and lab time. In addition, the 98 hours of workshops are allocated to Canadian workplace essentials, employment preparations, contract administration, path to licensure (2 hours) and wood construction. This thesis suggests that the OAA partner with professional development departments of accredited universities to offer courses that could benefit more individuals. Courses could be for foreign trained architects seeking to learn about Canadian building methods and additionally offer specialized courses tailored to practicing architects who seek knowledge in a specific sector of architecture (JVS, 2020).

A key takeaway from this proposed framework is that integrating Canadian newcomers into the economy relies on the multivariate presence of pre-arrival support. The importance of early intervention and the ability to access reliable information is key to improve transparency and prepare newcomers for success through the dissemination of reliable information and accurate processes of assessment and credential recognition. This main takeaway can be actioned in the following ways:

I. Improve communication and collaboration tools

Connect with firms to promote initiatives to hire newcomer architects. Design a collaborative tool that connects regulatory bodies, HR representatives and employment agencies with each other to create a stronger network within the profession.

II. Develop and implement new personal development strategies for foreign architects in practice to help achieve required hours, language skills and other necessary credentials efficiently and at reasonable costs

There have been many efforts by the Canadian government to support the integration of newcomers into the economy. Through collaborative work that is coordinated by the OAA and architectural educational institutions, successful training programs can be designed to meet the needs of foreign trained architects seeking to enhance their skills. This also extends to Canadian architectural practices seeking to elevate their work. Offering these foreign trained architects language, cultural, and province-based classes as part of their employment packages could be a successful start.

III. Improve assessment process

This can be done by developing new strategies to assess newcomer credentials efficiently. Collaborations between Immigration Canada, CACB and regulatory bodies could make the process efficient. Special applications for immigrants who identify as architects could be made accessible while applicants are abroad. These applications could be reviewed in accordance with a joint evaluation criterion to further clarify the process of immigration and assessment.

Insight 3: Architecture as an Exemplary Profession

"…Highly educated immigrants in STEM occupations make significant positive contributions to the workplace productivity of the native-born by contributing to increases in technological knowledge."
-Steven Globerman, Fraser Institute 2019

The systemic problem of skill devaluation exists in many professions; in architecture, highly qualified architects are placed in low qualifying entry positions. The underutilization of foreign skilled workers in the Canadian economy is a missed opportunity. Using the 1996 Canadian census data, Jefferey Reitz, Professor and Director of the Ethnic, Immigration and Pluralism Studies Program at the Munk School of Global Affairs and Public Policy at the University of Toronto, compared the earnings of foreign educated immigrants to their Canadian born counterparts. His research showed that foreign-educated immigrants earned $2.4 Billion less than native-born Canadians with formally comparable skills and $1.6 Billion of those were transferable back to Canada (Reitz, 2005). This is due to foreign-trained immigrants being placed in jobs that they were over-qualified for. The Immigration, Refugee, Citizenship Canada (IRCC) has rolled out two methods of immigration for foreign trained professionals: The Express Entry and the Provincial Nominee.

Those who gain Express Entry into Canada with a National Occupational Classification (NOC) skill level A (which architects fall under) belong to 2 classes, either Canadian Experience Class (CEC) or Federal Skilled Worker program. Under the CEC, foreign trained architects can qualify for the Educational Credential Assessment (ECA), which is used for immigration purposes only. The assessment is administered by the Canadian Information Centre for International Credentials (CICIC). However, the CICIC does not interact with the assessment procedures of the regulatory body. The applicant must apply separately for assessment through the regulatory body for their licensing. There is an opportunity here to enhance the process by allowing the regulatory bodies to be introduced into the process earlier. Furthermore, there is a major difference in the earnings between Canadian born workers, internationally educated immigrants, and Canadian educated immigrant workers. A 2005 Canadian census highlighting earning differences between different professions demonstrated that Canadian born architects made 27% more than internationally educated immigrants, while Canadian educated immigrants made 18.5% more (Statistics Canada, 2015). Lower earnings for equivalent or surpassed years of practice is a major deterrent for re-licensure and pushes newcomers to find new career paths. Research

shows that newcomers tend to choose or are forced to take the 'alternative career' route (VanCity, 2019). The majority of these newcomers face more hardships in these 'alternative careers' where they take on junior positions and their earnings lag behind their peers.

I. Match newcomer architects with appropriate positions

The ambition by foreign trained immigrants to further develop their skills is necessary for success; that is, if the role they are in supports their ambition and simultaneously utilizes their previously gained foreign experiences, this can further enhance both personal and professional growth. The underutilization of their skills entices the 'brain waste' phenomena, ("non-recognition of immigrant qualifications by employers"), which in empirical studies, results in a significant loss to the economy and could potentially cause the high-skilled immigrant to migrate to another host country (Retiz, 2013). A way to stop the prevalence of this phenomena is to evaluate the highly skilled foreign trained architects' skills and match them with appropriate positions free from any unconscious bias. Employers need to demonstrate to their employees that they see value in them. Furthermore, providing work-shadow opportunities and weekly check-ins can build confidence and enhance workplace experience.

II. Reallocate existing funds for newcomers to mitigate the wage gap

There are numerous financial assistance programs that some foreign trained immigrants might have access to such as micro-lending opportunities, student loans, bank loans and government grants. Though these might be helpful, it also causes apprehension for most newcomers as they might not be willing to be responsible for taking out loans in a host country that they recently immigrated to. There is an opportunity to create incentivized work placements. Firms can work with government and employment agencies to receive tax credits for hiring foreign trained newcomers and thus mitigate their wage through tax benefits or skill development opportunities.

Insight 4: Building Community

A lack of social networks hinders newcomers from engaging in practice and knowledge sharing. The arrival of highly skilled immigrants brings forth a wealth of knowledge that encourages new innovations that can be leveraged to improve in the growth of the Canadian economy. The impact of these newcomers is not lost on the Canadian government, as they have invested in 824 projects nationwide to deliver high quality services for immigrants across Canada (Immigration.ca, 2019).

The Canadian economy is knowledge-based and thus, improving knowledge sharing between people through the integration of both formal and informal learning environments would help individuals develop new skills and ideate new schools of thought. In 2017, the Canadian government announced a pilot project valued close to $490,000 CAD that will develop mentorship initiatives to "help highly skilled newcomers successfully find jobs that match their skills and training (Statistics Canada, 2017). The Canadian work culture can be introduced in informal collaborative settings that allow the sharing of knowledge and skills to promote learning for both parties. Working together toward a shared goal encourages networking and builds trust and understanding between individuals. A notable example of this is the Alberta Association of Immigrant Serving Agencies (AAISA), an organization that helps newcomers by offering personal development opportunities in training and certification, as well as hosting networking events, engagement initiatives and collaborative projects that allow the sharing of information. Scaling these into the architectural profession can be impactful.

There are several organizations in Canada and around the world that assist newcomers' integration and networking within their communities. Each organization embodies unique perspectives and offers mandates and powerful methods that encourage inclusivity of newcomers into their programs. Building Equality in Architecture Toronto's (BEAT) is a volunteer-run organization that brings visibility to women in architecture. They advocate for equality and offer opportunities for mentorship and networking for women, minorities, and underrepresented groups (BEAT, 2020). Toronto Arts Council's programs for newcomers and refugees aims to support the integration and inclusion of newcomers and refugees to Toronto through the arts. Their mentorship programs provide grants to artists and the mentors (Toronto Arts Council, 2020). The Jump Start Refugee Talent agency helps working-age newcomers establish themselves with rewarding careers in Canada. They have an 'on the ground' approach of meeting with newcomers. This means they help develop newcomers' skills to better understand their work experience and their goals for their

new lives in Canada, and then connect them with opportunities (Jumpstart Refugee Talent Agency, 2020). It is imperative to develop formal and informal knowledge-sharing hubs like these for newcomers and Canadian trained architects to establish a connection and promote a culture of sharing and inclusivity.

I. Develop formal and informal knowledge-sharing hubs for newcomer and Canadian architects to meet and collaborate

Currently, there is no defined physical or virtual space for professional architects to come together and share knowledge. The OAA should consider hosting weekly gathering sessions where they deliver information as well as allow for professionals to meet and collaborate in informal settings. These spaces should also be virtual for accessibility purposes. Furthermore, the OAA should consider creating a yearly event where foreign trained newcomers are given a platform to share and discuss their previous works. In this manner, the present works of professionals in the community are celebrated, and healthy dialogues are encouraged.

II. Link career portals to the regulatory bodies

Furthermore, links should be developed through architecture career portals that act as a 'first point of contact' for newcomers to access before their arrival. These tools could simply be a hyperlink on every Canadian firm's career portal that would link newcomers to their regulatory body's page to chat with the foreign architect liaison to get more information. The visibility and transparency of accurate information is extremely important for newcomers to feel less anxious on their journey into a new role within a new culture. This should further aid in deterring newcomers from researching contradictory or redundant on-line information. By lowering the redundancy and increasing clarity, the process to find accurate information would be clear and less cumbersome for foreign highly skilled professionals immigrating to Canada.

Chapter 8: Conclusion

Over the last 50 years, significant changes have taken place in Canada due to immigration. Most recently, the government of Canada declared that a key driver of the future is to actively grow the Canadian economy through immigration. Immigration has fundamentally changed Canada and its communities, workforce, and the global relationships which have all benefitted from these changes. This thesis takes the position that the time has come for these changes to be reflected not only in the way that regulatory bodies operate but also in how their vision might influence the profession.

There are many challenges to face if regulatory bodies are to change in the future. Regulatory bodies need training to learn about implicit and racial biases that might be present with their membership and in their relationships with the community of new Canadian architects. Moreover, when hiring, architectural firms need to go through unconscious bias training to increase their sensitivity to these issues during the hiring processes. Beyond this, professional development classes, that focus on the Canadian building code and other necessary local building practice guides, need to be made available for candidates demonstrating good design work during the interview process. This would support the individuals and reduce the learning curve.

The professional practice of architecture can benefit from diversifying its members. Perhaps the regulatory body could consider creating events such as, *Pan-Architecture,* an event that encourages the participation of foreign trained architects through annual lectures and workshops. These would serve as a platform for newcomer architects to share their knowledge, especially regarding international projects and experiences, and offer an enriching forum for all architects to learn from one another. Learning about diversity can be enriched by understanding the practices and conditions faced by new architects coming to Canada.

The representation and visibility of minorities is important. The OAA has been active and has taken strides in supporting its members. Further efforts by them would encourage similar architectural organizations and other professions to follow suite and restructure the way the architectural profession is governed. The OAA (and other regulatory bodies) could increase support for foreign trained members by creating a foreign trained liaison office that serves new Canadians. Furthermore, the OAA might consider releasing a more thorough and detailed annual report to improve transparency of the profession and its members.

The lengthy and costly process of re-licensure and skill revalidation can quickly become a subtle form of racism. Typically, most newcomers are in a vulnerable state when they immigrate into a new country. Beyond experiencing cultural shock, most also experience barriers in the form of economic insecurities, language barriers, and lack of community support. Considering these challenges, the re-assessment and re-evaluation of the newcomer's qualifications should be designed to be more efficient and sensitive to the needs of new Canadians. Encouraging the integration of newcomer architects into professional society would help reduce discrimination, stereotyping, and prejudice that often confront new Canadians. By reframing how newcomers practice architecture and revisiting the definition of the 'Canadian experience', opportunities for new professionals to engage, think, and integrate more efficiently would be created. By moving away from the need to ask for "Canadian idealization", different ideas can be supported. This can create opportunities to implement an architecture that is more representative of the diversity in Canada than buildings today. Examples of tangible action include, redefining the concept of 'Canadian experience' into 'foreign experience with Canadian competency', looking at ways to actively engage newcomers into communities, and understanding the experiences that newcomers as well as local architects undergo. Addressing barriers and taking steps to ensure the advancement within the profession rests on the collective cooperation of jurisdictions, government agencies and architectural firms. Ultimately, support through resources and innovative solutions to re-licensure will encourage the retention of professional newcomer architects and benefit not only the Canadian economy but its architectural richness and design diversity.

The ultimate intention of this thesis is not just to help newcomers, but to give opportunity to recognize our humanity in these shared stories and lived experiences. bodies must take ownership of the past and be willing to be present in the moment to create spaces where people's differences are respected, acknowledged, and celebrated. With that intent in mind, the goal of this thesis is to bring to light the systemic inequity, injustice, and biases that have developed over the history of the profession. This thesis offers actionable insights that can be used to explore more inclusive practices and policies that align with the profession's purpose to connect, empower, and elevate. It is a framework that uses the collective vision of all its members to help build a supportive, empathetic environments, and empowered community.

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