

**ROYAL ARCHITECTURAL
INSTITUTE OF CANADA**

**Consultations &
Roundtables on
Women in Architecture
in Canada**

**Submitted
December 19, 2003**

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assembled by
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PREAMBLE

In the five years that have passed since this project was first envisioned, there has been considerable investigation and written material on the status of women in professions. For example - Engineering News Record asked if the 'glass ceiling' is still there (Oct.6, 2003); June 2003 RIBA commissioned research to ask why women are leaving architecture (web site: www.architecture.com/go/RIBA/News/Press_2299.html); and the New York Times wrote that women professionals are choosing a less stressful life (Oct.24, 2003). In Canada Annmarie Adams and Peta Tancred's book 'Designing Women', Gender and the Architectural Profession (University of Toronto Press, 2000) was published; Globe and Mail's article "Female architects seen running for exits" (May 6, 2002) raised many questions. Clearly, there is more general awareness that women are a valuable asset to a profession like architecture and that an organization must be pro-active to recruit and maintain women in its folds.

This report is the outcome of workshops held in numerous Canadian cities, usually in conjunction with RAIC architectural conferences. In addition, under the umbrella of the Architectural Institute of British Columbia, there were workshops held in various locations in B.C. on the topic of 'Human Equity'. Each of these workshops was facilitated by one of the authors of this report.

A missing component to this report is the input from the provinces of Quebec and Alberta. It is our intention to hold a workshop in Quebec City in June 2004 and subsequently to add information to this report as an addendum. A similar opportunity may exist in Alberta in the spring of 2004.

ACKNOWLEDGEMENTS

The RAIC, as the sponsoring body of this report, would like to thank all the participants in the consultations/workshops. It has been their willingness to share of their time and experiences that has informed this report and guided the process. The staff of the RAIC and the participating provincial institutes (AIBC, OAA, NSAA, MAA) have been most generous in accommodating the workshops within their festivals and annual conferences. We extend a special thank you to Public Works and Government Services Canada for their financial support and encouragement.

EXECUTIVE SUMMARY Spread over five years and set in a series of consultations and roundtables across the country, we asked a broad spectrum of women to tell us their stories, and then, to make suggestions how to make the profession more attractive to women - to enter and to stay. This is not a statistical survey; it is a compilation of responses from workshop settings. Reference statistics are found in Appendix B.

There was strong consistency in the messages we heard in each locale. For those that think all is well, that gender-based inequality issues are a thing of the past, that is not what we heard. Yes, there are some employers, some aspects of schools of architecture, some aspects of provincial associations that recognize those characteristics that will attract women to enter and stay in the profession, but there are also many that do not.

We also heard many success stories and examples of women who have been very creative in finding ways to integrate their values and life-style choices into a broadened definition of architecture, or have left completely. They do not find it necessary to join the existing establishments and are choosing their own path. The question remains whether the schools and institutions of architecture are interested in re-engaging these talented women.

Recommendations to **educational institutions** included these key points:

- provide more women as visible leaders and role models - faculty and administrators, visiting lecturers and critics, mentors;
- include the history and achievements of women in curriculum material;

- educate students about alternative career paths;
- include more course material on business skills;
- encourage team projects with men and women working together;
- provide flexibility for faculty and students - parental leave, part-time studies or employment;
- enforce a zero tolerance policy for harassment and discrimination.

Recommendations to **professional organizations** (national and provincial) include these key points:

- celebrate the achievements of women through exhibitions, books, lectures, etc.;
- establish a national equity policy to create a profession-wide zero tolerance for harassment and discrimination;
- provide an independent ombudsperson;
- create sub-organizations that deal with women's issues;
- publish salary grids to help achieve pay equity;
- provide more flexibility for institutional requirements, including reduced fees, recognizing parental leave, part-time employment, etc.
- encourage women to chair and be members of boards and committees.
- examine a broader definition of 'architect' to recognize those who are active in 'non-traditional' roles.

Recommendations to **practices/employers** include these key points: (Professionals are not governed by Employment Standards; only interns are.)

- provide more access to all phases of work, especially site visits and management, and more involvement in the business

decisions of the firm;

- provide more flexible employment options, including job sharing, regular hours, part-time options, telecommuting, etc.;
- publicize and enforce a zero-tolerance policy for harassment and discrimination;
- ensure an objective process for promotion and salary decisions.

The workshops also put forward **recommendations to women in architecture**. Some of the key points were:

- be leaders in environmentally and socially responsible architecture;
- be more involved in your community affairs, boards;
- argue for respect of alternate choices in life-styles;
- organize support groups for mentoring, networking, business advice;
- define success in your own terms.

I. BACKGROUND

The concept of a series of consultations and roundtables was an initiative of the RAIC Board of Directors. The project is rooted in the *RAIC Strategic Plan 1999-2000*, which was developed in the fall and winter of 1998-99. This Strategic Plan is a framework to guide the Board's on-going work.

One of the three primary goals articulated for the three-to-five year phase was: "RAIC seeks full integration into the profession of all persons regardless of race, colour, gender, language, and culture." Specific to this proposal and located within the Action Plan, the RAIC wished to explore the possibility of establishing a national organization for Women in Architecture, to test if there was adequate interest and support in numerous regions of the country.

It was noted that the American Institute of Architects' experience has been to incorporate the Women in Architecture Committee into The Diversity Program, which has a broader mandate beyond gender issues.

The RAIC position was based on the premise that change is needed for women in the profession and that a national voice can provide the strongest vehicle for a diversity of needs.

The RAIC has already achieved some of its recommended actions under this goal category:

- Establish a zero tolerance harassment policy.
- Formally adopt a gender-neutral language policy in all RAIC documents.
- Give full credits for Governor General's Medals for Architecture at awards ceremony.

Some other recommended actions that still remain to be addressed are (which may be coordinated by a national Women in Architecture):

- Feature the work of women architects, as well as other diverse groups in newsletter, festivals, etc.
- Establish a hot-line number, or chat-line, with access to ombudsperson.
- Conduct research to collect data on women architects and other groups under the umbrella of 'diversity'.

II. OBJECTIVES

The RAIC began to organize National Consultations and Roundtables on Women in Architecture in Canada as a response to a need to show leadership at the national level. It was also evident that there was a need to build an information base and a need to identify the key issues facing women in the profession of architecture over next few years.

The project will enable key players in practice, universities and research agencies, as well as other design professionals and related agencies from the design and construction industry, in each region to meet and to

- share resources,
- develop a national agenda and network,
- recommend a structure for a national organization,
- create a forum for advocacy by architects on issues related to women in architecture.

Resource-sharing

One cannot underestimate the important tasks of exchanging information, collecting information, or creating an inventory of

research and development, design tools, training, and events of interest. As the national consultations and roundtables occur, the resource base will expand and it is anticipated that at the end of the collection and exchange of information the data will be a major outcome of the project for all concerned.

National Agenda & Network

A national framework is best suited to facilitate the undertaking of research and development of gender issues in a coordinated and complementary way, between the variety of interested parties. The connections/coordination aspect of the national agenda will seek to bring people and organizations together. There are research, skills and tools residing in all the various centres across Canada. Initiatives undertaken by provincial associations, private practitioners, and regional offices of national associations, can be more effectively brought together and shared.

A second aspect of this framework lies in the policy and regulations that are occurring at all levels of government. A national forum operating through the course of 1999 to 2003 offers the potential for making connections between practitioners, researchers and policy formulating bodies.

Advocacy

Representing the interests of women in architecture is a very important aspect of the work of the national consultations and roundtables. Each roundtable represents a forum for architects to express their views regarding an advocacy role for architects to play in regard to gender issues. Advocacy will address areas of practice, public action and representation of the profession in a variety of settings including other agencies. There is indication at this time, that most architects feel that an advocacy role is important; however, there has been no central vehicle for this to take place.

III. CONTEXT

What has been the status of women in Canada and in the profession of architecture? This is a complex question, but we have attempted to put a brief historical perspective on the advancements in the last century.

(More detail is provided in Appendix B)

In 1929 the British Privy Council reversed the 1928 decision of the Supreme Court of Canada and declared women to be "persons" with respect to the British North American Act, thereby clearing the way for women to be nominated to the Senate.

Women in Architecture

In 1878 Margaret Hicks, upon graduation from Cornell University's School of Architecture, was the first woman in the U.S.A. to receive a degree in a recognized university architectural program.

In 1929 Ethel Marjorie Hill, when she received the degree of Bachelor of Applied Science in Architecture from the University of Toronto, was the first woman to graduate from an architectural program in Canada.

In 1939 five women were registered as architects in Canada: two of whom had been educated in Canada, two in Europe and one who had qualified via apprenticeship.

In 1960 of the 2,400 architects registered in Canada, 30 were women, a total of 1.25%.

In 1973 Blanche Lemko Van Ginkel was the first woman to be inducted into the College of Fellows of the R.A.I.C.

By 1995 in Canada the percentage of female students had increased to: at TUNS 34%, at McGill University 44%, at University of Toronto 34%. At the same time the number of women member in the architectural associations ranged from 2% in Saskatchewan and 3% in Newfoundland, to 11% in Ontario and 19% in Quebec.

Women in Other Professions

In 1995 women represented 19% of undergraduate students in Engineering, Science and Technology. The national average of women faculty members was 5.5%.

In Law, in 1971 women represented only 5.2% of lawyers in Canada. By 1990 women represented 32% of the legal profession.

References for these statistics and others (including such topics as Average Income) can be found in Appendix B.

Public Works & Government Services, Canada (PWGSC)

PWGSC can serve as an example of a government department that has been aware of its hiring and employment opportunities for women architects. See Appendix C for current data.

IV. Participants in the RAIC Consultations & Roundtables

All women interested in architecture, and men who demonstrated an interest in the issues facing women in the profession, were invited to participate in:

- Identifying challenges facing women in the profession
- Generating pragmatic solutions to those challenges
- Clarifying direction on which to base changes for the benefit of women in architecture

The target audience included architecture students, graduates, interns, practicing and non-practicing architects, and adjuncts across Canada.

Participants in the six sessions held to date were drawn from attendees at:

- The RAIC Annual Conference in Vancouver, B.C. in May, 1999
- The AIBC Annual Conference in Vancouver, B.C. in April, 2000
- The RAIC/OAA Annual Conference in Ottawa, Ont. in May, 2000
- The RAIC/NSAA Annual Conference in Halifax, N.S. in June, 2001
- The RAIC/MAA Annual Conference in Winnipeg, Man. in June, 2002
- The RAIC/OAA Annual Conference in Toronto, Ont. in May, 2003.

Vancouver 1999

In Vancouver, a panel discussion was organized during the RAIC Festival in May 1999. Approx. 80 people attended to hear the following panelists describe their personal experiences and then responded to questions from the floor:

- Laura Arpiainen, MAIBC, foreign trained architect;
- Joan Hendricks, AIBC Intern;
- Marianne McKenna, MOAA, FRAIC, principal of a large Toronto design firm;
- Brigitte Shim, MOAA, MRAIC, principal of a small Toronto design firm;
- Billie Tsien, AIA, principal of a New York City firm;
- Lynn Webster, AAA, MRAIC, principal of a large Calgary firm.

Process

The following year, at the AIBC's Annual Conference 2000 in Vancouver, an interactive workshop was organized. Prior to this workshop, input was sought from all women interested in architecture across British Columbia in order to identify the key themes to be discussed in the sessions.

In order to provide a forum for maximum participation within the time limits of a conference workshop, a decision was made to use an external facilitator practiced in facilitating large groups and bring them to consensus. The sessions took the form of a *FutureSearch*, a facilitation method designed to gather input from a large number of participants in a relatively short period of time, and synthesize their ideas down to practical solutions to the challenges identified prior to the session.

These challenges and issues were grouped into themes prior to the session and formed up to four major “theme” questions. Each participant had the opportunity to respond to each question through a round-robin form of “interviewing”. The responses were then reviewed in groups, each of which “owned” a particular theme question, with similar responses and ideas forming the consensus recommendations, which were then relayed back to the whole group.

(More detail is provided in Appendix A.1)

Ottawa 2000

At the Ottawa session, the *FutureSearch* was preceded by a panel discussion with a representative cross-section of women in architecture. The panel consisted of:

- Eva Vecsei, OAQ, FRAIC, practicing architect from Montreal;
- Nan Griffiths, RIBA, MRAIC, Adjunct Professor from

Carleton Univ., Ottawa;

- Carol Rogers, NSAA, MRAIC, project manager for PWGSC from Halifax;
- Emmanuelle van Rutten, intern architect from Ottawa;
- Jana Macalik, exhibition designer from Toronto.

There was no prior agenda for the panel discussion, other than to ask the members to relate their own personal experiences in the profession. It was interesting to note the comments and realities that mirrored the themes already being developed through the *FutureSearch* sessions.

(More detail is provided in Appendix A.2)

Halifax 2001

In Halifax, the same format was used for the panel discussion.

The panel consisted of:

- Annmarie Adams, Ph.D., MRAIC, Professor from McGill Univ., Montreal;
- Harriet Burdett-Moulton, NSAA, MRAIC, practicing architect and jewelry designer from Halifax;
- Jennifer Corson, president of design and renovation company and a television host;
- Sharon Fogo, NSAA, FRAIC, practicing architect and interior designer;
- Kerry Lynn Gosse, PP/NAA, MRAIC, practicing architect and past president of provincial association;
- Barbara Nicholson, AANB, executive director of large department of provincial government's Supply and Services.

(More detail is provided in Appendix A.3)

Winnipeg 2002

In Winnipeg, the same format was used for the panel discussion.

The panel consisted of:

- Clarice Kramer; M.Arch., teacher and practicing intern.
- Linda Olson Lipinski, AAA, MRAIC, practicing architect working for PWGSC in Edmonton, Alberta;
- Ann March, M.Arch., MRAIC, SAA, practicing architect. Only registered female architect in the province of Saskatchewan.
- Sheila Penny, M.Arch., OAA, MRAIC, school board administrator.
- Susan Turner, M.Arch., MAA, MRAIC, practicing architect in a large Winnipeg firm.
- Carolynn Wilson, M.Arch., intern active in 'alternative paths'.

(More detail is provided in Appendix A.4)

Toronto 2003

In Toronto, the same format was used for the panel discussion.

The panel consisted of:

- Carol Kleinfeldt, B.Arch., OAA, AAA, MRAIC, practicing architect.
- Kristine Martin, M.Arch., OAA, MRAIC, consulting architect to a publishing firm.
- Catherine Nasmith, B.Arch., OAA, MRAIC, practicing architect.
- Kim Storey, M.Arch., OAA, MRAIC, teacher and practicing architect.
- Blanche Lemco Van Ginkel, B.Arch., M.City Pl., FRAIC, retired academic and practitioner.

Please note that due to time constraints the Toronto workshop focused on the panelists presentations, followed by questions and answers from the floor.

(More detail is provided in Appendix A.5.)

V. ISSUES

Retention of women in architecture

The impetus behind these consultations and roundtables stemmed from the fact that there was a substantial discrepancy between the numbers of female architecture students ($\pm 50\%$ of all architectural students) and females practicing architecture at the professional level ($\pm 13\%$).

Female architecture students typically do well at the university level, garnering more than 50% of awards and other forms of recognition. Somehow, between school and professional practice, they either “drop out of sight” or move into other opportunities or professions to the extent that there is a negatively disproportionate amount of females practicing architecture at the professional level.

A need to promote women’s issues and accomplishments

There appears to be a lack of awareness generally in the profession with regard to issues that pertain specifically to women in the work force and to female architects in particular.

Women’s accomplishments in the architectural field are not well known or well publicized through university curricula, awards, or other promotional materials and events.

Equal opportunities for remuneration and advancement

Women entering an architectural practice after completing their degree are not afforded the same opportunities as their male counterparts. They are typically given the more menial work and very often not included in site visits, client meetings or discussions in the same way or at the same level as their male peers. This results in an inequity in the experience gained by male and female architects at similar stages in their career,

limiting for women the opportunities and timeframe for advancement in the profession.

Balancing personal and professional demands

A need to balance the personal and professional demands placed on women has long been recognized by the majority of professions, industries and organizations. Apart from maternity and parental leaves, flexible work hours and other flex options such as job-sharing and meaningful part-time positions are some of the means by which employers recognize the needs of balancing career with child bearing, parenting and home management, the bulk of which typically falls on women.

Those we surveyed felt that the architectural profession fell far short of the norm in this area, systemically penalizing women and again, limiting their career prospects.

A need to develop even more expertise in business management

In part due to the lack of opportunity within architectural practices, and in part due to lack of emphasis placed on business management in the university curriculum, respondents felt that there was a strong need for women (and men) in architecture to develop more expertise in general business management.

Due to the frustrations felt by many female architects working in traditional practices, they are more likely to set up their own practice either as an independent, or in conjunction with a small number of like-minded colleagues. Many of these attempts struggle due to the lack of business acumen, including business development and management skills.

Information on/access to non-traditional roles

Many women have found positions that are more suitable to their values and life-styles in non-traditional roles. As Annmarie Adams points out in her book *'Designing Women'* (written with

Peta Tancred - University of Toronto Press, 2000), women have 'designed' their careers to provide broader options. The provincial associations, and the universities to a lesser degree, maintain a fairly narrow definition of architecture. Women need to have greater access to information about the non-traditional roles. This could lead to influence of changing the definition of architect.

VI.

RECOMMENDATIONS

The following are consensus recommendations from the six group sessions.

Recommendation to Educational Institutions

- Women need to be more visible as leaders and role models in architectural schools. Suggestions include:
 - Hiring more women into tenured positions
 - More women on faculty and in administrative roles
 - Women on selection committees
 - Promote female mentors
 - Invite more female guest lecturers and critics
 - Include the history and achievements of women in architecture, both past and current, in curriculum material

- Include more courses in business skills courses as part of architectural studies (e.g. the Business of Architecture); include a case study to demonstrate students' skills in design, project management and business management.

- Educate students in the different (non-traditional) career paths in architecture, not just the design path; include other areas of practice and careers related to architecture.

- Recognize the culture of women. Have courses that include

gender issues.

- Foster a more balanced culture by changing from individual projects to team projects where male and female students work together as equals.
- Reach young women earlier through high school programs to educate them about careers in architecture. This could be done through school counselors, career day visits, and job shadow opportunities.
- Recognize achievements through a scholarship specifically for female students and/or women in architecture.
- Provide flexibility for faculty and students, e.g. parental leave, part-time studies or employment options.
- Educate students, instructors and administrators about gender bias, discrimination, harassment and their repercussions. Actively promote a culture of zero tolerance for harassment and/or discrimination. Ensure disciplinary action is taken against those who do not adhere to policy.

**Recommendations to
Professional
Organizations**

- Promote the past and present achievements of women in architecture through special lectures, events, courses etc.
- Model a profession-wide respect for all. Develop a code of conduct for firms and individuals to prevent gender bias. Instigate a profession-wide policy of zero tolerance for harassment or discrimination. Make harassment and/or discrimination a “conduct” issue, with appropriate

disciplinary action. Establish a national equity policy.

- Provide an independent ombudsperson available to all members at no cost to the member.
- Link membership straight to school – encourage association as a student member with reduced fees; then an intern member; finally as a registered professional member (this applies to all architects).
- Discount fees while female architects are on maternity or parental leave. Allow female architects to take time off for child rearing and put license “on hold”, with some method of quickly restoring them to active status once they return to work.
- Publish salary grids by level on an open basis. Ensure professional standards for hourly rates, benefits etc.
- Act as a resource to universities to provide registered female architects as critics, mentors, and guest lecturers.
- Raise the image of architects, using women as examples in promotional materials on an equal basis with men.
- Provide more flexibility in times and locations for registration exams, taking into account family obligations and expenses.
- Take a proactive role in providing leadership opportunities; encourage women to chair and/or be members of institutional committees.

- Provide business courses (this applies to all architects), as well as courses in assertiveness, negotiations. Make business studies a requirement for registration. Create a specific MBA program with the architectural schools.
- Encourage all provincial associations to establish formal mentoring programs that extend beyond the intern stage.
- Provide HR services to smaller practices on a contract/consulting basis.
- Provide support and advice to practices wishing to establish more flexible work options (e.g. part-time, job share, flextime, telecommuting).
- Develop a way of 'counting' those women in the profession who are not registered. Provide a more welcoming association to those women who are not yet registered or have chosen non-traditional roles.

Recommendations to Practices / Employers

- Provide women with the opportunity to gain broad experience by giving them equal access to all phases of a project, including site visits and site management.
- Provide flexible employment options, e.g. job sharing, part-time, flextime, telecommuting, to help them cope with the challenges of balancing work and family commitments. These opportunities should be available to all – men and women.
- Ensure harassment and discrimination policies are in place to deal with discriminatory behavior.

- Ensure an unbiased, objective process for promotion and salary decisions.
- Foster a positive, open workplace climate so that employees feel comfortable bringing issues forward for discussion and resolution. Reduce the 'culture of stress'.
- Involve women in business decisions and business development. Encourage management development through further education.

**Recommendations to
Women in
Architecture**

- Lead the drive to raise public awareness with regard to environmentally and socially responsible architecture.
- Get involved in the general business community and increase network of contacts through volunteer activities, participation on boards and committees, membership of business association, attendance at special events.
- Take the initiative to self-educate on business issues by seeking out publications, attending conferences, taking courses.
- Start your own firm and be a positive role model for other women in architecture.
- Be more comfortable with your talents/strengths; seek out mentors amongst other women in architecture or other women in professional roles – learn from their experience.

- Lobby architectural schools to have more women as faculty, presenters and critics.
- Lobby governments to recruit more women architects for internal architectural services and other roles like project management.
- Encourage governments to include more women architects in client roles, for example, on boards or building committees of all publicly funded buildings.

VII. FOLLOW-UP AND ACTIONS

As stated in the Preamble, two more workshops are anticipated in conjunction with provincial annual meetings in Quebec and Alberta in 2004. If they do occur, the outcomes will be added to this report.

This document will be made available to all schools of architecture in Canada, all provincial associations and the RAIC, and to the general architectural community via the RAIC web-site. They will be encouraged to respond, and any responses will hopefully be posted on the same web-site. Stay tuned!

National Organization Consideration

In the workshops to date, there was enthusiastic support for the concept of a national organization for Women in Architecture. In none of the sessions was there adequate time to develop any details.

Most participants agreed that the RAIC is a logical umbrella for such an organization, but there was concern expressed that many women might not be able to participate if full membership in the RAIC were a requirement. The current cost of \$225 per year was

seen as too expensive for many. Suggestions were raised to consider less than full memberships at a reduced fee.

Financial Implications

Almost no work has been done to date to establish financial implications for a national organization. Almost all costs to date have been covered by the RAIC with support from the partnering provincial associations, and with assistance from PWGSC. There have also been endless volunteer hours contributed by women in every region.

If the Final Report does specifically include a recommendation for the RAIC to establish a national organization for women (or an organization to support diversity, as the American Institute of Architects has done), then that report will establish more financial implications of such an organization.

Feedback Mechanism

Any reader of this document is invited to provide comments and suggestions. Please address your notes to:

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SECTION VIII

APPENDICES

APPENDIX A.1

Outcome Notes from Working Session - April 13th, 2000 - Vancouver, B.C.

Question 1

There is a discrepancy between the percentage of women in architectural schools and the low percentage of female registered architects in B.C. What changes can professional organizations make to create a more conducive atmosphere for women to thrive?

Group's Consensus:

Three key areas: education, internship and professional practice.

Education:

- UBC needs more female professors, opportunities to critique, increased tenure opportunities.
- UBC needs to provide a course for architecture students to set career goals.
- Architectural schools need;
 - ✓ An independent Ombudsperson at the school level, paid for by the AIBC;
 - ✓ A clear harassment policy which is distributed and discussed (education) at the 1st year level;
 - ✓ Male students should be included in the above.

Internship:

- Diverse talents need to be recognized and encouraged both at the internship and professional levels, rather than just "pure" architecture.
- Need to increase mentoring for interns; educate the mentor as to his/her role in order for the mentoring experience to be rewarding and useful.
- Finances are an issue at the intern level and drive many away from staying in architecture - reduce fees?
- Need a predictable fee structure in order to cope with the expenses (dues, NCARBs, professional development courses, oral examination).

Professional practice:

- Women architects need business courses and increased access to all information.
- Increase the number of women principals.
- Make room for different talents and unique contributions.
- Increase media recognition and publicity for female architects.
- Educate partners and practice leaders in flex time (the AIBC has information and material available).
- Increase awareness regarding the demands of child care.
- Enforce the fee structure so that it is equally applied to all (AIBC can help here too).
- Use a percentage of the fees to allow architects to use their

time to volunteer as mentors rather than being "stuck" on billable time.

- Provide assertiveness training for architects.
- Reduce overtime, or at least pay for it.
- Encourage firms to pay some or all of the expenses facing interns (internal "education" policy).

Professional Association (AIBC):

- AIBC needs to make harassment a "conduct" issue.
- AIBC needs to link membership straight to school; encourage association as a student member with reduced fees, then as an intern member and finally as a registered professional member. This will help raise the profile of the architectural profession and its professional associations.

Keepers:

- Get rid of oral exam!

**Recommendations/
Action Items:**

- Recognize diverse talents, both within schools and at the professional level.
- Increase mentoring opportunities, both within schools and at the professional level.
- Institute an independent Ombudsperson at the school level, paid for by the AIBC.
- Enforce fee schedule (professional practices and AIBC).
- Link AIBC membership with school and intern levels.

Question 2

In addition to the usual professional expertise, what do women bring to the practice of architecture that is unique and how can architecture benefit from these qualities?

Group's Consensus:

- In many cases, women are more honest (open), less confrontational, and perceived to have no agenda (ego).
- They are often good listeners, intuitive, and tend to use win-win, collaborative negotiation skills.
- Women are team/consensus builders, co-operative in nature, and allow team players to "grow".
- Women tend to be more flexible and tolerant.
- Women are more nurturing, fostering, mentoring by nature.
- Women are multi-taskers (often forced to be through dual career/family roles), think laterally and have good time-management skills.
- Women are process-oriented and hence accountable for the outcome.

Keepers:

Women will fight for the "right thing" in the design process.

**Recommendations/
Action Items:**

- ***Core Education:*** Develop a "professional development course" starting in elementary school, nurtured in high school, and encapsulated in architecture school, which recognizes,

celebrates and reinforces these "truths" about women.

- **Communication/Marketing:** Communicate the value of these skills through a special marketing program.
- **Advocacy/Recognition:** Promote women in decision making **in many fields**. Recognize and reward women role models.
- More women in external roles, e.g. on Council
- More women planners, developers, journalists, clients
- Double degrees: twin professionals, e.g. Architect/lawyer, Architect/journalist, Architect/planner

Question 3

Gender bias continues in architectural education. What can we do to address this issue for students, instructors and administrators?

Group's Consensus:

Women's participation:

- Increase participation of women as mentors, role models and visiting critics in the schools.
- Increase numbers of women in administration and on faculty.
- Have a scholarship for female students.
- Include women's history and achievements in education curriculum.

Safe Forum:

- Have an independent ombudsperson.
- Educate students, instructors and administrators about gender bias, discrimination, harassment and their repercussions.
- Ensure disciplinary action is taken against those who demonstrate gender bias and/or harassment.

Educational Environment & Curriculum:

- Celebrate diversity.
- Create a teamwork atmosphere.
- Accommodate a balanced life; accept students with families and the fact that students don't need to work all night.
- Improve child care facilities for students and staff.
- Schools need to react to the need for community responsibility and environmentalism.
- Schools need to provide a safe work environment, both physically and mentally.
- Look at how schools are preparing women to change the existing non-supportive working environment.

Keepers:

- Invite cross-disciplinary women professors to participate in the educational process.

Recommendations/ Action Items:

- Increase the participation of women across the board in education.
- Create a "safe forum" for disclosure - an independent

Ombudsperson.

- Re-shape the educational environment and the curriculum, involving women in all aspects.

Question 4

What can women do to gain more expertise in the business management and business development aspects of architecture?

Group's Consensus:

Education:

- Seek out business courses during school and after when working.
- Get employers to be more open towards their employees taking business courses.
- Publicize opportunities that are out there.
- Sources of business education include: Real Estate Board, Women Entrepreneurs of Canada, Project Management Institute, Banks
- Improve business networking - skills and opportunities.
- Improve mentoring opportunities - especially with other women.

Networking:

- Participate in "broad" networking. Join boards, business groups, communities outside the architectural field and contribute thinking, working (committees) etc.
- Develop an open attitude to opportunities for increasing exposure.

Risk Taking:

- "Breathe deep and do it!"
- Stick your neck out.
- Celebrate achievement.
- Sell the benefits of architecture and good design.
- Ask to be involved in business management - be assertive.
- Ask that the firm be more open in allowing its staff to understand the business aspects.
- Get the experience of a project manager - ask to be mentored.
- Improve access to lawyers, bankers, construction industry.
- Be informed in business matters, i.e. read newspapers, journals, attend seminars.
- Mentor - establish people (role models) to ask questions about business management.
- Start your own firm.
- Create our own professional, fair-minded culture in business management and business development.
- Be aware of our own (women's) cautiousness.

Keepers:

- Find your niche. "Look for a need, plant it, let it grow. Shed a few tears but don't overwater."

**Recommendations/
Action Items:**

- Personal development is a continuing process. Teach others in your office how things are done - every office is a teaching office.
- Create a broad network and get exposure outside your immediate profession of architecture.
- Educate and encourage current practitioners to share the business aspects of architecture with women.

Panel Discussion

In May, 1999 the RAIC Festival in Vancouver included a panel discussion on Women in Architecture. Over 80 people attended.

The panelists were asked to give a brief description of their backgrounds, career choices, notable hurdles and successes.

Panel

Laura Arpiainen, MAIBC, graduate of architecture program in Helsinki, Finland.

Joan Hendricks, Intern Architect in B.C.

Marianne McKenna, OAA, MRAIC, principal of KPMB Architects in Toronto, Ontario.

Brigitte Shim, OAA, MRAIC, principal of Shim & Sutcliffe Architects in Toronto, Ontario.

Billie Tsien, principal of Williams & Tsien, New York City firm. Billie was the introductory keynote speaker at the conference.

Lynn Webster, AAA, MRAIC, principal of Cohos Evamy Architects in Calgary, Alberta.

APPENDIX A.2

Outcome Notes from Working Session May 11th, 2000 - Ottawa, Ontario

Question 1

What changes can educational institutions, professional organizations, and practices (employers) make to create a more conducive atmosphere for retaining women in architecture?

Consensus Recommendations:

Educational institutions:

- Bring in more female role models that have practice experience, e.g. as tenured professors, visiting guest speakers, critics.
- Educate students in the different (non-traditional) career paths in architecture - not just the design path. Include other areas of practice and careers related to architecture, and reduce the emphasis on design as **the** career for architects.
- Include, as part of every architectural student's curriculum, a course in the history of women in architecture, highlighting past achievements as well as those of current women in the profession.
- Conduct a survey of why women are actually leaving; co-ordinate with employers who should conduct exit interviews; develop case studies to generate solutions. This may help to answer the question: Are traditional architectural practices worse at providing a conducive atmosphere for women to thrive than non-traditional employers?
- The current educational culture is one of individual projects. Foster a different culture through team projects to create a more conducive atmosphere and encourage male and female students to work together as equals.

Professional organizations:

- Promote the achievements of current women in the profession through special lectures, courses etc.
- Provide HR support on a consulting/contract basis, particularly for smaller firms.
- Professional associations should develop a code of conduct for both firms and individuals to prevent gender bias.
- All publications should be gender neutral (not by using he/she!).
- Discount fees while female architects are on maternity and parental leave.
- Allow women to take time off for child rearing and put license on hold, with some method of quickly restoring them to "active" status once they return to work.
- Publish salary grids by level so that the information is openly available to all. Ensure professional standards for hourly rates, benefits etc.
- Set standards for terms of employment, payment, career path

from junior to project manager to associate to principal, i.e. provide the information on which architects can negotiate their terms of employment.

- Women should be especially encouraged to join committees.
- Form an association of women in architecture.
- Provide a mentoring system that continues past the intern stage. Some provincial associations have a formal mentoring program in place - this should be opened up to all associations.
- Provide more business skills training, e.g. human resources, financial.
- Present awards for achievements based on wider criteria than just design images, e.g. based on client satisfaction. Change the terms by which "excellence" is defined.

Practices (employers):

- Provide an (independent?) ombudsperson for women to speak to in the firm/organization.
- Encourage open dialogue in the workplace; foster a positive communications climate so that employees feel comfortable bringing issues forward for discussion and resolution.
- Encourage women in teamwork, both in the office and in social events.
- Offices/employers should take responsibility to ensure that the salaries between men and women are balanced (equal?).
- Promote staff development through further education courses and "job shadowing" opportunities, e.g. for project management and site work.
- Provide women with the opportunity to gain broader experience by participating in all phases of a project, including on site management. This includes improved support for women in their internship opportunities.
- Provide flexible employment opportunities, e.g. job-sharing, part-time, "telecommuting", to help women (and men) cope with the challenges of balancing work and family commitments.
- Ensure policies are in place to deal with discriminatory behavior.

Question 2

What can women (and men) do to gain more expertise in business management and development in both traditional and non-traditional architecture?

Consensus Recommendations:

- Teach economics, marketing and other business skills courses as part of architectural studies, e.g. Mastering the Business of Architecture. Include a case study for students, which demonstrates their skills in good design, good management and profitability.
- Place more emphasis on business/management courses and to promoting alternative career tracks at both the school and association levels.

- Make business studies and business knowledge a requirement for registration.
- Provide and encourage a culture of continuous learning through continuing education, e.g. marketing, estimating, project management, including how to run your own business. This could be done either at the university level or through professional associations and should be supported by employers' policies that encourage management development for all employees.
- Architectural schools should promote an awareness, through course curriculum, of the macro perspective of the world of opportunities versus the current micro perspective of practice only.
- Change the "starving artist" myth - architects can be successful, wealthy business people and still be good designers. This should start at the school level and continue through association material and employer marketing.
- Associations and schools to recognize and actively promote non-traditional management options through course work and work experience opportunities.
- Ensure that internship requirements include project costing, how to determine fees, inter-disciplinary education, and project management.
- Promote flexible MBA programs, e.g. on-line program, "executive" MBA, which could be created through the associations in conjunctions with the schools.
- Encourage self-initiated work and study in business areas. Improve contacts, networking associations, consult experts for marketing tips and information.
- Promote interest and involvement in related associations such as the Society of Design Administrators.
- Study other professions/industries within non-traditional organizations.
- Actively promote and develop mentor relationships both within the profession and with other experts, e.g. working within a marketing firm ("executive exchange" type programs).
- Volunteer with other businesses and associations - not just within the architectural field.
- Start "breakfast clubs" within the profession and between professions for informal, ongoing dialogue.
- Practices should become more transparent about how they operate, sharing information and encouraging participation in business matters.
- Ensure that firms have objective criteria for promotions, based on a wide variety of disciplines, not just design skills.
- Principals of firms should take human resources/relationship training, which could be provided through provincial

associations.

- Promote co-op student hiring, since these individuals usually have a more practical sense of business.
- Provincial associations should give continuing education credits for firms and individuals who work with colleges and universities.

APPENDIX A.3

Outcome Notes from Working Session June 2nd, 2001 - Halifax, Nova Scotia

Question 1

What changes can educational institutions, professional organizations, and practices (employers) make to create a more conducive atmosphere for retaining women in architecture?

Consensus recommendations:

Educational institutions:

- Hire more women for tenured positions; have women on selection committees. Invite more women critics, guest lecturers. Promote female mentors. These all provide role models.
- Provide flexibility for faculty and students - for example: parental leave, part-time studies.
- Review method of critiques that are too often adversarial, not nurturing. The atmosphere is 'grueling'.
- Recognize the culture of women. Have courses that include gender issues.
- Promote reaching high school students via counselors, career day visits. Reach young people, especially women, earlier.
- Have zero tolerance of harassment and discrimination.

Practices (Employers):

- Provide options for flexible hours to take care of family needs.
- Understand that co-op program students have unique needs. (general comment)
- Support employee activities in national or provincial associations. (general comment)
- Provide more opportunities for women to get a variety of experiences, especially on construction sites.
- Involve women in the business decisions of the firm.
- Encourage female employees to become registered.

General suggestion for all of the above groups:

- Women can lead the drive in the field of architecture to raise public awareness on the value of environmentally responsible architecture and socially responsible architecture.

Question 2

What can women do to gain *even more expertise in business management and development in both traditional and non-**

Consensus recommendations:

- Take courses on business issues. Go for a MBA. Note - general business programs often focus on selling things. The challenge for architects is to sell ideas.
- Attend business development conferences.
- Read books, magazines - like Harvard Business Review.
- Get involved in volunteer organizations and their business

traditional architecture?

N.B. It was noted that this is not only an issue for women, but also for many men in architecture - the following recommendations can be applied across the profession.

***the word *even* was added at this workshop**

plans. For example, be active on City boards and committees - Adjustment committees, Appeal Boards.

- Start your own firm. Dive in. When you need, associate with a more experienced firm.
- As an employee, get involved in the business of the firm. Ask for admin assignments.
- Draw on expertise of clients and contractors, using a partnering approach.
- Seek out networking organizations such as women executives and entrepreneurs.
- Use mentoring programs to learn from senior women's experience. Consider getting a mentor from another business.
- Start an informal support group of peers.
- Urge schools of architecture to have women present professional practice courses, to include business management courses as electives, to integrate project management into courses.
- Dispel the myth of the Wealthy Architect.
- Find ways to be more assertive and confident - on a construction site, negotiating employment, getting your point across.
- Question the definition of success. Is it a successful business? There are many other ways to be successful; you don't have to buy into the business model.
- Argue for respect of the 'Baby Track' - women who choose to have families and wish options re hours, wages, and part-time employment.
- Stretch the definition of architecture. Follow your convictions about social values and cultural values.
- Request courses from your provincial association.
- Practice your hockey talk and improve your golf swing. (Play into the male model.)
- Be famous. (the most obvious way to get more work)

Panel Discussion

Panel moderator Eva Matsuzaki recognized Yves Gosselin, representing Public Works General Services Canada, and thanked PWGSC for their on-going support.

Panelists were asked to give a brief description of their backgrounds, career choices, and notable hurdles and successes.

Panelists.

Annmarie Adams, M.Arch., Ph.D., MRAIC is the first tenured woman on the faculty of the School of Architecture at McGill University which was founded in 1896. She is co-author of *Designing Women: Gender and the Architectural Profession* (2000 - Univ. of Toronto Press) and has published numerous scholarly articles on gender and space.

Harriet Burdett-Moulton, B.Arch., NSAA, MRAIC established her architectural practice in Iqaluit in 1984 and is now principal of H. Burdett-Moulton Architect in Halifax. In addition to her expertise in design for northern climates, Harriet has been recognised for her award winning jewellery.

Jennifer Corson, M.Arch., is president of Solterre Design, Renovators Resource Inc., vice-president of Pick and Shovel Productions, a Director of the Business Development Bank of Canada, an author, and host and creator of the nationally aired television program *The Resourceful Renovator*.

Sharon Fogo, B.Arch., NSAA, FRAIC, is president of Anwyll Fogo Architects & Interiors Ltd. She also works in the capacity of senior architect, interior designer, facilities planner and programmer. Sharon is the only female member of the College of Fellows residing in the Atlantic Region.

Kerry Lynn Gosse, B.Arch., PP/NAA, MRAIC, is a partner in PHB Group Architects. She was the first woman to be registered with the Newfoundland Association of Architects and has served as their only female president.

Barbara Nicholson, B.Arch., AANB, is Executive Director of the Design and Construction Division of the Department of Supply and Services for the Province of New Brunswick. She is currently responsible for the supervision of 40 professional, technical and administrative staff and an annual capital budget of \$53 million.

APPENDIX A.4

Outcome Notes from Working Session June 7th, 2002 - Winnipeg, Manitoba

Question 1

What changes can educational institutions, professional organizations, and practices (employers) make to create a more conducive atmosphere for retaining women in architecture?

Consensus recommendations:

Educational institutions:

- Hire more women on tenure tracks. Encourage women to become professors.
- Invite more women as studio visitors, for reviews, for lunch-time presentations.
- Provide more counseling services for students in general.
- Encourage teamwork with men and women working together on projects.
- Connect students with female mentors.

Professional organizations:

- Give continuing education credits for Women in Architecture workshops. (Not done this time by MAA)
- Recognize achievements of women. Sponsor a book/exhibition on 'The Legacy of Women Architects', including women architects of all ages.
- Create a national board of young men and women to seek new directions for the profession and to re-affirm the role of architects to the public.
- Each professional organization should have an equity committee.
- Encourage women to sit on boards and committees.
- Expand the definition of architecture. See architecture as integral to culture and society.
- Establish a national equity committee. Marginalization is a real problem; we need to go beyond gender issues.

Practices (Employers):

- Provide 'child-friendly/family-friendly' work options.
- Publicize your firm's equity policy.
- Reduce the 'culture of stress'. Well organized working conditions allow for more balanced life styles which women seek.
- Provide more opportunities for young women on construction sites.
- Recognize that the world of clients is changing. There are more women as clients or as part of the client team.

General comment:

- The profession itself needs on-going support and renewal. Women can take a strong role in this effort.

Question 2

What can women do to gain even more expertise in business management and development in both traditional and non-traditional architecture?

Consensus recommendations:

- Network!
- Get involved with your community - boards, Rotary Club, non-profit societies, church groups, etc.
- Get involved with the RAIC, provincial associations.
- Work with other women. Support and encourage each other.
- Increase your visibility - write, publish, volunteer.
- Raise awareness in children the importance of architecture and the environment.
- Make time for continuing education.

Panel Discussion

Panelists were asked to give a brief description of their backgrounds, career choices, hurdles and successes.

Panelists.

Susan Turner, M.Arch., MRAIC, registered in Manitoba, project architect/manager at Smith Carter Architects in Winnipeg.

Sheila Penny, B.Arch., FRAIC, registered in Ontario, chief administrator for North York School District, is client for many architectural commissions.

Carolynn Wilson, M.Arch., intern architect, has worked with 'alternative paths', active in community building and sustainable architecture.

Linda Olson Lipinski, M.Arch., registered in Alberta, working for Public Works General Services Canada in Edmonton.

Clarice Kramer, M.Arch., taught at U of M Environmental Design Program, designer at Corbett Cibinel Architects

Ann March, M. Arch, SAA, MRAIC, principal of March Schaffel Architects Ltd. in Saskatoon, Saskatchewan. She is a past president of SAA and in 2002 the only registered female architect in Sask.

APPENDIX A.5

Panel Discussion at Women in Architecture Workshop May 9th, 2003 - Toronto, Ontario

Note 1: This workshop was restricted in time because the conference buses did not arrive as scheduled. Hence, the panel's presentation was followed by an open discussion. We did not address the Questions 1 & 2 directly, as in previous sessions.

Note 2: The session was well attended - to capacity of the room at 60, with a waiting list. The workshops in other cities had approximately 10% men in attendance. In Toronto there was one.

Panelists

Carol Kleinfeldt, B.Arch., MRAIC, registered in Ontario and Alberta, principal of Kleinfeldt Mychajiwycz Architects Inc. in Toronto, designer and curator of exhibitions, frequent architectural jury member, and activist on community boards.

Kristine Martin, M.Arch, OAA, MRAIC, consulting architect at Sweet's Group, a division of The McGraw-Hill Companies. Previously she worked in large architectural firms and as senior management in a private corporation.

Cathy Nasmith, B.Arch., MRAIC, OAA, principal of Catherine Nasmith Architect in Toronto, has focused on architecture and politics via urban advocacy.

Freda Pagani, Ph.D., FRAIC, MAIBC, Founding Director of the Sustainability Office at the University of British Columbia, is responsible for sustainability policy and programs on campus. She teaches at UBC and serves on numerous community and architectural boards/committees.

Kim Storey, B.Arch., MRAIC, OAA, founding partner of Brown and Storey Architects in Toronto and teacher of architecture and urban design at University of Toronto. Her firm's focus has been on open spaces and revitalization strategies.

Blanche Lemco van Ginkel, B.Arch, M.City Planning, FRAIC, hon.FAIA, RCA, Order of Canada, architect in Atelier Le Corbusier, Principal of van Genkel Associates in Montreal and Toronto, founding member to the Board of Advisors for the International Archive of Women in Architecture at Virginia Tech. Her many achievements in academia culminated with Dean of Faculty, Architecture and Landscape Architecture, University of Toronto, where she is Professor Emeritus.

APPENDIX B

Women in Architecture: Interactive Workshop

Reference Material

(originally compiled for)
13 April 2000
Vancouver, B.C.

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*(modified June 2001, noted with **
for Halifax, N.S. workshop
by Paula Costello
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1. WOMEN IN ARCHITECTURE: HISTORICAL OVERVIEW AND CONTEXT

- 1857 The American Institute of Architects was created to define professional standards and responsibilities in the U.S.A.
- 1875 Grace Ann Lockhart received a baccalaureate from Mount Allison College in Sackville, N.B. She was the first woman to do so in Canada and in the British Empire.
- 1878 Margaret Hicks, upon graduation from Cornell's architecture school, was the first woman in the U.S.A. to receive a degree in a recognized university architecture program. For her graduation project, she designed a socially conscious workman's cottage, which was the earliest known published work of an American woman architect.
- 1884 Women were first admitted to the University of Toronto. Esther Marjorie Hill's mother was one of the first nine women to enter that year.
- 1888 Louise Bethune was the first woman elected to membership in the American Institute of Architects.
- 1890 Sophia Hayden graduated from M.I.T.
- 1890 Signe Hornborg, the first Finnish woman architect, graduated as an "extra student" from the Polytechnic Institute of Helsinki.
- 1891 According to the British census of 1891 there were "twelve ladies practising architecture in London alone, besides others in large towns."
- 1893 Sophia Hayden designed the Woman's Building at the World's Columbian Exposition in Chicago.
- 1894 Julia Morgan graduated from the University of California in Berkeley in Engineering, the first woman to receive an engineering degree there.
- 1896 The architecture program at McGill University was initiated.
- 1898 Julia Morgan was the first woman to enter the architecture department of the Ecole des Beaux Arts in Paris.
- 1898 The Royal Institute of British Architects decided, after much deliberation concerning the value of women, to accept Ethel Charles as a member.

- 1902 Julia Morgan was the first woman to receive the certificate from the Ecole des Beaux Arts.
- 1905 Women were granted the vote in Finland.
- 1910 More than 50 women had been trained as architects in the U.S.A., although half of the existing architecture schools still denied admission to women.
- 1916 The Cambridge School of Architecture and Landscape Architecture was established to offer formal training in architecture and landscape architecture exclusively to women.
- 1916 Manitoba was the first province in Canada to grant women the right to vote provincially.
- 1916 The first women were admitted to architecture programs in Canada: Mary Anne Kentner at the University of Toronto, and Marjorie Hill at the University of Alberta.
- 1918 An Act to Confer the Electoral Franchise Upon Women granted most Canadian women the right to vote federally.
- 1920 Bill No. 51, An Act to Incorporate The Architectural Institute of British Columbia, was passed on 14 April 1920.
- 1920 The Dominion Elections Act was amended to give women the right to hold federal political office in Canada.
- 1920** Ethel Marjorie Hill, when she received the degree of Bachelor of Applied Science in Architecture from the University of Toronto, was the **first woman to graduate from an architecture program in Canada.**
- 1922** First American women's architecture organization was formed, originally as Alpha Alpha Gamma, and later known as the **Association of Women in Architecture.**
- 1923 Greta Gray, a graduate of M.I.T. in architecture, wrote *House and Home*, outlining progressive views on house design.
- 1925** Ethel Marjorie Hill, when she was accepted as a member of the Alberta Association of Architects, was the **first woman to qualify as a registered architect in Canada.**
- 1928 Leonora Nowak Markovich graduated from the Warsaw Polytechnical Institute with an Engineer/Architect degree.

- 1929** The British Privy Council reversed the 1928 decision of the Supreme Court of Canada and **declared women to be "persons"** with respect to the British North America Act, thereby clearing the way for women to be nominated to the Senate.
- 1929-34 Jane Drew studied at the Architectural Association School of Architecture in London. In the 1950s Drew worked with Le Corbusier at Chandigarh, as well as designing the Government College for Women and the Government Higher Secondary School on her own.
- 1930s** In the 1930s **there were 16 female graduates from architecture schools in Canada, accounting for 5.7% of the 282 graduates in architecture.** The head of the architecture school at McGill from 1913-39 actively opposed the admission of women.
- 1930s During the Depression, a number of cities passed injunctions prohibiting married women from competing for work.
- 1933** **Sylvia Grace Holland was the first woman and 141st member to be registered with the A.I.B.C.**
- 1933 The Historic American Buildings Survey in the U.S.A. provided work for many women architects.
- 1939** **Five women were registered as architects in Canada,** two of whom had been educated in Canada, two in Europe and one who had qualified via apprenticeship.
- 1939** **McGill's School of Architecture accepted its first woman students,** Catherine Chard Wisnicki and Arlene Scott Holland - both of whom graduate at the top of their classes in 1943 and 1944 respectively.
- 1940 Quebec was the last province in Canada to grant women the right to vote provincially.
- 1942 The Cambridge School of Architecture and Landscape Architecture was taken over by Harvard's Graduate School of Design as there were so few men students during the war.
- 1942** Pauline Roy-Rouillard, a graduate of the Ecole des Beaux Arts, was the **first woman to be registered with the Order of Architects of Quebec.**
- 1942 Finnish women architects founded Architecta, the Finnish Association of Women Architects.

- W.W.II During World War II women were actively sought in architecture, engineering and other male-dominated occupations because of the shortage of men.
- Post War After World War II, architecture schools reduced the numbers of places allotted for women, and women in all fields were urged to give up their jobs to returning servicemen.
- 1946** Catherine Chard Wisnicki was the **second woman and 184th member to be registered with the A.I.B.C.**, thirteen years after the registration of the first woman.
- 1946 Establishment of the school of architecture at U.B.C.
- 1948** **Only one woman in four trained in the U.S.A. to practice architecture succeeded in doing so.** "The vast majority are busy raising little architects."
- 1948 Ilsa Julie Clara Williams was the third woman and 195th member to be registered with the A.I.B.C.
- 1949** Pauline Pearce Clarke and Leonora L. Markovich were the **fourth and fifth women, and 200th and 201st members respectively, to be registered with the A.I.B.C.**, women then becoming 2.5% of the members in B.C.
- 1951 The 1951 census revealed that there were 43 female architects in Canada, 2.5% of the total.
- 1951 Jean Wallbridge and Mary Imrie founded the first Canadian architectural partnership of two women.
- 1952** Jane Best and Pamela Charlesworth were the **first two women to graduate from the U.B.C. School of Architecture.**
- 1953 Esther Marjorie Hill was the sixth woman and 288th member to be registered with the A.I.B.C.
- 1955 "I cannot, in whole conscience, recommend architecture as a profession for girls. I know some women who have done well at it, but the obstacles are so great that it takes an exceptional girl to make a go of it. If she insisted on becoming an architect, I would try to dissuade her. If then, she was still determined, I would give her my blessing - she could be that exceptional one."
Pietro Belluschi

- 1956 Canadian universities trained 53 female doctors, 24 female lawyers and only 1 female architect.**
- 1957 Pamela Charlesworth was the seventh woman and 393rd member to be registered with the A.I.B.C.
- 1958 Women were approximately 1% of the total number of architects in Canada and the United States, 4% in Britain, 5.5% in Italy, 7% in Austria and 25% in the U.S.S.R.**
- 1958 In the U.S.A., of the women trained as architects, still only one in four was practising architecture.**
- 1959 Margaret Letters Whitton was the eighth woman and 438th member to be registered with the A.I.B.C.
- 1960 Danka Mieke was the third woman to graduate from the U.B.C. School of Architecture.**
- 1960 Of the 2,400 architects registered in Canada, 30 are women, a total of 1.25%**
- 1963 Danka Chramostrova was the ninth woman and 504th member to be registered with the A.I.B.C. The percentage of women in the A.I.B.C. has now fallen to 1.8% from 2.5% in 1949.**
- 1963 Karin Mannchen was the fourth woman to graduate from the U.B.C. School of Architecture.
- 1968 First female student admitted to the Technical University of Nova Scotia.
- 1968 Helen Murphy was the tenth woman and 641st member to be registered with the A.I.B.C. The percentage of women is now even lower at 1.6%.
- 1968 In the 15 year period between 1953 and 1968 only 3 women graduated from U.B.C. in architecture.
- 1968 "The Past Presidents Dinner, an annual event usually held at the time of the Annual General Meeting, has in the past been restricted to men only. Council at its last meeting has decided that this restriction can no longer be tolerated. Members of the Institute of the so-called weaker sex may now attend."
Executive Director, A.I.B.C.**

- 1969 Two women graduated from the U.B.C School of Architecture.
- 1969 In the U.S.A., women constituted less than 1% of the total number of registered architects, and fewer than 5% of all architecture students.**
- 1970 By 1970, only 7 women had graduated from the U.B.C. School of Architecture.
- 1970 By 1970, 13 women and about 700 men have been registered with the A.I.B.C. The percentage of women, at 1.8% is now back up to the level reached in 1963, but not yet at the level reached in 1949.
- 1970 The Report of the Canadian Royal Commission on the Status of Women was tabled in the House of Commons.
- 1970 Jane Drew was elected president of the Architectural Association, London.
- 1971 Victoria Fraser is the first woman to graduate from the School of Architecture at Nova Scotia Technical College.***
- 1971 At U.B.C., seven women were registered in the School of Architecture.
- 1971 In Greece, over half the students registered in architecture were women.
- 1971 For architects, the Statistics Canada census lists 115 women, 3,925 men, with 2.8% female.
- 1973 Blanche Van Ginkel was the first woman to be inducted into the College of Fellows of the Royal Architectural Institute of Canada.**
- 1974 Nova Scotia Technical College, founded in 1907, admitted the first 2 women, Paula Costello and Louise Poulin, into the student residence.***
- 1975 In Finland, women represented 25% of the practising architects.
- 1977 The first major exhibition on "Women in American Architecture" was organized at the Brooklyn Museum.
- 1979 In Finland, 43% of the students in architecture were female.
- 1979 32 of about 1120 architects registered with the A.I.B.C. are women, or 2.9%, just surpassing the figure of 2.5% in 1949.

- 1980 Women constituted 6.7% of American architects.
- 1981 For architects, the Statistics Canada census lists 645 women, 6,965 men, for a female participation rate of 8.5%
- 1983 Helga Plumb was awarded a Governor General's Medal for Architecture for the design of the Oaklands Apartments in Toronto.
- 1983 500 of Finland's 1500 architects were women, or over 33%.
- 1985 6.6% of all registered architects in Canada were women.
- 1985 The 103 year old Columbia Graduate School of Architecture and Planning for the first time enrolled more women than men in its architecture program.
- 1986 "It's not that women are more accepted, but it's become trendier to accept women."
Helga Plumb
- 1987 Barbara Nicholson is the first woman to register with the Architects Association of New Brunswick.***
- 1987 First woman graduated in architecture in Saudi Arabia.
- 1988 In Norway, 55% of the students in architecture schools are women.
- 1989 McGill's School of Architecture hired Annmarie Adams as its first female full-time member of faculty.**
- 1989 In the American Institute of Architects, 5% of the members were women.
- 1989 The provincial competition to design a new headquarters building for the Ontario Association of Architects was won by architect Ruth Cawker.
- 1990 Kerry Lynn Gosse becomes the first woman member of the Newfoundland Association of Architects.***
- 1990 About 5% of registered architects were women in Australia, Britain, Spain and the U.S.A.
- About 20% of registered architects were women in Sweden, Denmark and Norway.

- 1990** **84 architects, or less than 5% of the members registered with the A.I.B.C., were women.**
- 1991 For architects, the Statistics Canada census lists 2,260 women, 9,555 men, for a female participation rate of 19.1%¹
- 1994 In the Finnish Association of Architects, 33% of the members are women.
- 1995 The percentage of female students in the Canadian schools of architecture is:
- | | |
|-------------------------------------|-----|
| Technical University of Nova Scotia | 34% |
| Université de Montreal | 39% |
| University of British Columbia | 35% |
| University of McGill | 44% |
| University of Toronto | 34% |
- 1995 The percentage of women members in the Canadian architectural associations is:
- | | |
|---|-----|
| Assoc. Architects of New Brunswick* | 7% |
| Architectural Inst. of British Columbia | 6% |
| Architectural Inst. of Prince Edward Island | 0% |
| Manitoba Association of Architects | 6% |
| Newfoundland Association of Architects* | 3% |
| Nova Scotia Association of Architects | 5% |
| Order of Architects of Quebec | 19% |
| Ontario Association of Architects | 11% |
| Saskatchewan Association of Architects | 2% |
- 1995** **Bonnie Maples serves as the first female president of the A.I.B.C.**
- 1996** **Diane Van Dommelen serves as first female president of AANB.***
- 1997** **Kerry Lynn Gosse serves as first female president of NAA.***
- 1998** **Eva Matsuzaki serves as the first female president of the R.A.I.C.**

¹Statistics Canada figures from Boyd, Susan B. ed., *Challenging the Public/Private Divide: Feminism, Lay, and Public Policy*. Toronto, University of Toronto Press, 1997.

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2. WOMEN IN ENGINEERING, SCIENCE AND TECHNOLOGY: HISTORY

- 1971 Civil engineers, 220 women, 21,225 men, 1% female.
- 1981 Civil engineers, 865 women, 30,360 men, 2.8% female.
- 1987 Women represented 10% of undergraduate students.
- 1991 Civil engineers, 3,080 women, 37,930 men, 7.5% female.
- 1995 Women represented 19% of undergraduate students, 17.2% of whom received a degree.

Enrollments in Master's or Doctoral degrees were 17% female, with 13.5 % receiving degrees.

National average of women faculty members was 5.5%.

By province, the enrollment of women in engineering was:

Nova Scotia and Saskatchewan	21%
Manitoba and New Brunswick	20%
Alberta and Ontario	19%
Newfoundland and Quebec	18%
British Columbia	17%

By disciplines, women are in the following fields:

Environmental Engineering	47%
Chemical Engineering	38%
Civil Engineering	23%
Electrical Engineering	13%
Mechanical Engineering	12%
Computer Engineering	9%

- 1996 Among the students in the engineering programs, 21% of the undergraduates, 15% of the graduates were women.

Among the faculty in the engineering schools, 3% of the faculty were women.

In the practice of the profession of engineering, 5% were women.

Women in Engineering Committees are being formed.

The stages in the path to equity for women faculty in science departments are similar to the stages in the progress of women in all fields:²

- Stage 1: Women not allowed
- Stage 2: Certain types of women allowed
- Stage 3: Transition stage-stage of women in science at present
- Stage 4: Acceptance stage
- Stage 5: Inclusive, equitable culture

1998 Professional Engineers Ontario were scheduled to ask the Ontario government to change the Professional Engineers Act to explicitly to define harassment in the Regulations as “professional misconduct.”

²Dyck, Lillian E., “Stages in the Path to Equity for Women Faculty in Science Departments,” in *Canadian Coalition of Women in Engineering, Science and Technology*, Conference ‘98. http://www.ccwest.org/english/word/Lillian_Dyck_com_paper.html.

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<http://www.ccwest.org/english/numbers/stats.html>

3. WOMEN IN LAW: HISTORY

- 1891 Clara Brett Martin, the first woman lawyer in Canada, applied to the Law Society of Upper Canada (Ontario) for admission as a student-at-law
- 1895 Women first won entry to the Canadian legal profession, when Martin called to the Bar.
- 1907 Mabel Penery French, the second woman called to a bar in Canada, called to the Bar of New Brunswick, after the passing of a special Act.

Women in many provinces were ineligible to become lawyers because they were not “persons.”
- 1912 *An Act to Remove the Disability of Women so far as it Relates to the Study and Practice of Law* was passed in British Columbia, allowing French to be called to the B.C. bar.
- 1941 The last province to pass legislation allowing the admission of women to the practice of law was Quebec. Annie Langstaff had applied for admission as early as 1914.
- 1942 Legal barriers directed at preventing women from practising law were removed in all provinces. Elizabeth Monk was the first woman called to the Bar in Quebec.
- 1971 Women represented only 5.2% of lawyers in Canada.
- 1971 Judges and magistrates, 70 women, 1190 men, 5.6% female.

Lawyers & notaries, 780 women, 15,535 men, 4.8% female.
- 1970's Gains remained slow through most of the 20th century, with most gains taking place since the 1970's. The ratios of men to women lawyers in Canada in 1911 was 742:1, in 1971 was 20:1, in 1981 was 6:1, and in 1991 was 2.4:1.
- 1981 Lawyers & notaries, 5175 women, 29,030 men, 15.1% female.
- 1986 Women represented 22% of lawyers in Canada.
- 1991 Judges and magistrates, 530 women, 2125 men, 20% female

Lawyers and magistrates, 15,610 women, 37,965 men, 29% female

- 1991 Canadian Bar Association established the Task Force on Gender Equality: 1. provincial and territorial working groups were established, 2. a research and consultation project was undertaken, 3. consultations initiated with provincial working groups, representatives of law schools and law societies, and a continuing legal education conference was sponsored
- 1992 Law Society of British Columbia passed anti-discrimination rule.
- 1993 Canadian Bar Association Task Force on Gender Equality in the Legal Profession recommended that all law societies enact nondiscrimination rules, and that discrimination in the profession be designated as professional misconduct.
- 1999 “Women remain on the margins of power and privilege in law practice....women are having an important impact on the profession of law in Canada, introducing reforms aimed at producing a more humane legal profession.”³
- “Although Quebec was the last province in Canada to admit women to the legal profession, the representation of women among Quebec lawyers has grown over the last 25 years at a rate faster than elsewhere in Canada.”⁴
- 1999 Women represent 40% of lawyers and 43% of notaries in Quebec. In Canada as a whole women represent 32% of the legal profession.⁵
- Women make up 39% of lawyers no longer practising law, not including former practitioners who do not pay their non-practising membership fees.
- They are particularly underrepresented in private practice, and over represented among departures from the profession.
- “Within the profession, women have organized and their collective impact has recently led the Canadian Bar Association and provincial law societies to take measures to combat gender bias and discrimination, to deter sexual harassment of women lawyers, and to reduce systemic barriers in law practice, including the lack of flexible work arrangements to accommodate women with family responsibilities.”⁶

³Kay, Fiona M. and Joan Brockman, *Barriers to Gender Equality in the Canadian Legal Establishment*. Draft article loaned by Joan Brockman, December 1999, p.2.

⁴Kay, 1999, p.8.

⁵Kay, 1999, p.9.

⁶Kay, *Barriers*, 1999, p.24.

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This volume could serve as a model for architects.

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I would like to thank Lynn Smith, Joan Brockman and Susan Boyd for their assistance.

The bibliography on women in law is immense. Much of it could serve as a useful example and precedent for architects.

4. WOMEN IN UNIVERSITIES

Undergraduates:

In the universities overall the proportion of male and female students is about equal. In fact, at UBC, SFU and UVIC there have been more female undergraduate students since 1997.

Graduate studies:

In graduate studies the ration of male and female students is again almost equal, with slightly more male graduate students at UBC and SFU, and slightly more female graduate students at UVIC.⁷

Faculty:

The faculty, however, is still largely male, ranging from 23% female faculty members at UBC to 38% female faculty members at UNBC. The majority of the female faculty members at all BC universities are at a rank below Assistant Professor.⁸

⁷http://www.inst.uvic.ca/tupc/tud_tables/Table2.html

⁸http://www.inst.uvic.ca/tupc/tud_tables/Table10a.html

5. WOMEN IN PROFESSIONS: EDUCATION

In 1998/99, the latest year for which there are statistics:

Architecture:

At UBC, in Architecture, of 173 students there were 101 men, 72 women, for a female participation rate of 42%.

Architecture is a three-year graduate program, preceded by a four-year undergraduate degree.

Engineering:

At UBC, in Engineering, of 2,344 students, 1,889 men, and 455 women are enrolled, for a female participation rate of 19%.

Engineering was formerly a five-year undergraduate program, but is now a four-year undergraduate program.

Law:

At UBC, in Law, of 600 students, there are 314 men, 286 women, for a female participation rate of 48%

Law is a three-year graduate program, preceded by a four-year undergraduate degree.

Medicine:

At UBC, in Medicine, of 474 students, there are 245 men, and 229 women, for a female participation rate of 48%.

Medicine is a four-year graduate program, preceded by a four-year undergraduate degree.⁹

⁹Figures from UBC Registrar's Office.

6. WOMEN IN PROFESSIONS: INTERNSHIP

Architecture:

Registration with any provincial Architectural Association requires:

- academic certification
- enrollment with the Association as an “Architect in Training”
- minimum of three years of approved work experience
- completion of the NCARB Architectural Registration Examination
- oral exam

Engineering:

Registration with the Association of Professional Engineers and Geoscientists of B.C. requires:

- completion of undergraduate engineering degree
- enrollment with the Association as an “Engineer in Training”
- full report of 4 years of work experience after bachelors degree
- minimum 1 year of work experience after graduate degree
- professional practice examination

Law:

Admission to the Bar of the Province of British Columbia is governed by the Legal Profession Act and the regulations of the Law Society of British Columbia:

- Admission Program of approximately one year during which the applicant must serve as an articled student with a practicing member of the Bar
- complete a training course
- qualifying examinations

Medicine:

To be registered to practice as a General Practitioner in B.C. requires:

- completion of at least two years of postgraduate training with at least eight weeks in some specialties and four weeks in others
- being Licentiate of the Medical Council of Canada
- Medical Council of Canada qualifying examination¹⁰

¹⁰Information from respective provincial regulatory organizations.

**7. WOMEN IN PROFESSIONS: MINIMUM TIME TO FULL STANDING
(completion of Post-Secondary Education and Internship)**

Architecture:

4 years undergraduate, 3 years graduate, 3 years AIT = 10 years

Engineering:

4 years undergraduate, 4 years work experience as EIT = 8 years

Law:

4 years undergraduate, 3 years graduate, 1 year articles = 8 years

Medicine:

4 years undergraduate, 4 years graduate, 2 years training = 10 years

8. WOMEN IN PROFESSIONS IN THE WORK FORCE: NUMBERS

	Total	Male	Female	% Female
Architects	9,505	7,805	1,700	18%
Civil Engineers	33,100	30,435	2,665	8%
General practitioners	38,110	26,540	11,575	30%
Dentists	15,925	12,420	3,500	22%
Lawyers & Quebec notaries	58,700	40,605	18,090	31%

The above statistics are from *Statistics Canada, Census '96, Dimensions Series, Canadian Income and Earnings for 1990 and 1995*, available at Statistics Canada in the form of a CD ROM, except for the percentages which were calculated from the statistics obtained.

Some conclusions that could be drawn from the statistics on **Numbers** are that:

- Women are underrepresented in all professions.
- Architects are underrepresented in the profession.
- Women in civil engineering are most underrepresented in their profession.
- Women in law are best represented in their profession .

The situation of women in the legal profession would, therefore, perhaps serve as the best example for women in architecture for how to advance in the profession.

9. WOMEN IN PROFESSIONS IN THE WORK FORCE: AVERAGE INCOME

	Total	Male	Female	Female/Male
Architects	\$40,124	\$42,810	\$27,786	65%
Full time	\$48,464	\$49,576	\$40,767	82%
Part time	\$23,331	\$26,170	\$16,196	62%
Civil Engineers	\$46,324	\$47,488	\$33,052	70%
Full time	\$53,606	\$54,326	\$43,687	80%
Part time	\$27,552	\$28,936	\$16,823	58%
General practitioners	\$97,721	\$108,555	\$72,880	67%
Full time	\$107,620	\$116,750	\$81,512	70%
Part time	\$84,677	\$96,006	\$64,748	67%
Dentists	\$93,613	\$102,547	\$61,892	60%
Full time	\$102,433	\$109,187	\$71,587	66%
Part time	\$83,436	\$93,983	\$54,337	58%
Lawyers & Quebec notaries	\$74,166	\$84,380	\$51,306	61%
Full time	\$81,617	\$89,353	\$60,930	68%
Part time	\$51,143	\$65,031	\$31,970	49%

The above statistics are from *Statistics Canada, Census '96, Dimensions Series, Canadian Income and Earnings for 1990 and 1995*, available at Statistics Canada in the form of a CD ROM, except for the percentages which were calculated from the statistics obtained.

Some conclusions that could be drawn from the statistics on **Average Employment Income** are that:

- Female architects who work full time earn an income (82%) closest to that of their male colleagues of any professionals. A very positive statistic.
- Incomes for all architects are very low, the lowest of all the professions examined. A very negative statistic.

- The average income for all Architects is 87% of that of all Civil Engineers, 41% of that of all General Practitioner, 43% of that of all Dentists, and 54% of that of all Lawyers and Quebec notaries.
- The differential between the incomes of male and female professionals increases with part time work by about 20%, except for General Practitioners and Dentists.
- Female General Practitioners earn about the same percentage of male incomes whether they work full time or part time.

10. WOMEN IN PROFESSIONS: SOME ISSUES

Balancing career and family:

The conflict of role demands is accentuated by the fact that women's peak child-bearing and child-rearing years coincide with the critical years of career establishment.¹¹

Some researchers have offered an alternative view of combining career and family roles: that of role enhancement. According to this theory, multiple roles bring privileges, resources, and self-enhancement.¹²

"Occupational segregation is the result of complex forces that push or keep women out of particular jobs and locations and simultaneously pull them into others that are more compatible with family responsibilities, less attractive to men, or preferred by women because of their work structure, style, or substantive content. Indeed, the one factor that may be said to unify women as an analytic category is their common experience of exclusion and domination."¹³

Workplace Supports:

Alternative work schedules are available infrequently, and less available in private practice. Even when firms and organizations provide maternity (and more broadly, parental) leaves or allow part-time work and job sharing, women who avail themselves of such innovations may discover they are perceived to be less committed...and to have less chance of advancement.¹⁴

Career transitions:

Most striking is the proportion of men and women who are not practising.

In law, the difference peaks by the fourth position when 22 per cent of women are not practising, compared with 12 per cent of men.¹⁵ Women more likely to leave law firms before making partner than men.

¹¹Kay, Fiona M., "Balancing Acts: Career and Family among Lawyers," in Boyd, Susan B. ed., *Challenging the Public/Private Divide: Feminism, Law, and Public Policy*. Toronto, University of Toronto Press, 1997, p.204.

¹²Same as above.

¹³Menkel-Meadow quoted in Kay, Balancing, p.206.

¹⁴Kay, Balancing, p.213.

¹⁵Kay, Balancing, p.214.

The turnover rate for women remains appreciably higher for more earlier cohorts. As greater numbers of women were hired and retained in firms, turnover rates have declined.

“Women’s high rates of attrition from the legal profession are important since law is one of the few traditionally male-dominated professions to have changed dramatically in its gender composition over the past 25 years.”¹⁶

Job satisfaction:

Higher levels of dissatisfaction for women included a lack of intellectual challenge, lack of promotional prospects, reduced financial rewards, and a hostile work environment.

Women are often concentrated in the least desirable niches and lower status specialties within occupations. These positions typically involve lower pay, fewer required skills, reduced autonomy, and limited opportunities for promotions. In law, women have gravitated toward government employment over the more prestigious and financially rewarding setting of private practice.¹⁷

Women are disproportionately represented among the unemployed, those employed on a part-time basis, and the underemployed.¹⁸

Women are differentially rewarded for their hours of legal work. The earnings gap widens for women as they ascend mobility ladders within the legal profession:

Family variables:

Women continue to bear principal responsibility for child care, creating conflict between family responsibilities and work demands.

“Female lawyers who have children are caught between society’s delegation of child care responsibilities to women and a career structure that does not accommodate the demands of family. This conflict of role demands is intensified by the fact that women’s peak childbearing and child rearing years coincide with the critical years of career establishment.”¹⁹

¹⁶Fiona M. Kay, “Flight from Law: A competing Risks Model of Departures from Law Firms.” in *Law & society Review*, v. 31. no. 2 (1997), p.302.

¹⁷Kay, Flight, p.307.

¹⁸Kay, Flight, p.307

¹⁹Kay, Flight, p.311

Sexual discrimination:

“Nearly 20% of women reported direct personal experiences of sexual discrimination in their work as lawyers compared with only 2% of male lawyers. It is expected that victims of sexual discrimination will be more likely to leave their firm for less antagonistic work environments.”²⁰

There is a persistent gap between the earnings of men and women, and an amplification of the earnings differential as lawyers climb the early stages of the career ladder.²¹

Virginia Valian, who was at UBC to give a lecture at the Vancouver Institute on February 26, 2000, maintains that there are two major causes for the slow advancement of women. One, people view women through what she calls “gender schemas” which make both women and men consistently underrate women and overrate men. Two, even a slight bias in favor of men can over time create a big difference in pay or promotion.²²

Departures from Practice:

Men more often identified improved opportunities elsewhere as a motive for leaving law. Women more inclined to report feeling pushed out of law or for reasons of “balance” and “quality of life.”

“Taking parental leave actually reduces the risk that women will leave law practice by 74%, demystifying the assumption that women are leaving law to care for their children.”²³

Women working in smaller law firms of fewer than 10 lawyers are over 4 times more likely to leave law practice. With lower salaries, and reduced benefits, such as flexible working hours and improved maternity and child care supports, smaller firms perhaps offer greater scope for discrimination?

²⁰Kay, *Flight*, p.315.

²¹Kay, *Barriers*, 1999, p.15.

²²Valian, Virginia, *Why So Slow? The Advancement of Women*. Cambridge, MA, MIT Press, 1998.

²³Kay, *Flight*, p.316.

Women who experience sexual discrimination in the practice of law are 100% more likely to leave the profession.

Reasons for departure include:

- lack of flexibility
- hours demanded by practice
- child care commitments
- stressful nature of work
- exclusion from opportunities to work on challenging and important projects

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11. WOMEN IN PROFESSIONS: ORGANIZATIONS IN CANADA

Engineers: Society of Women Engineers

Lawyers: National Association of Women and the Law in Canada
(N.A.W.L.)

Architects: Women in Architecture (Vancouver)

DESIGN OPTIONS: POSSIBLE RECOMMENDATIONS FOR CHANGE (note added Dec. 2003 - These options were put forth April 2000, prior to any of the workshops.)

Adapted from *Touchstones for Change: Equality, Diversity and Accountability*, Report of the Canadian Bar Association Task Force on Gender Equality in the Legal Profession, Ottawa, The Canadian Bar Association, August 1993.

In B.C. and some other jurisdictions some of the following recommendations are already in practice.

1. OPTIONS FOR ENTRY INTO THE PROFESSION:

The Workshop could recommend:

- 1.1 That architecture schools and architecture societies develop mechanisms for consulting and coordinating issues relating to entry to the profession.
- 1.2 That architecture schools, architecture societies and the RAIC take leadership role in implementing outreach programs in order to bring individuals from underrepresented groups into the profession.
- 1.3 That architecture schools establish and enhance education equity programs.
- 1.4 That architecture school administrations formulate and publicize clearly articulated student leave and readmission policies both to students applying and to students currently attending architecture schools.
- 1.5 That architecture school administrations prepare clear guidelines indicating the sort of questions which may not be asked of students attending pre-admission interviews.
- 1.6 That architecture school administrators make part-time studies more widely available to students in all years and publicize these policies to both prospective and current students.
- 1.7 That architecture schools should investigate and facilitate the availability of child care services on campus.
- 1.8 That the architecture profession increase the amount of funding that is available for entrance scholarships, continuing scholarships and bursaries.

- 1.9 That architecture school administrations promote the use of gender inclusive language and encourage sensitivity to the use of non-stereotypical examples in the classroom.
- 1.10 That all faculty should be given professional training courses that teach them how to facilitate discussion of different perspectives in the classroom.
- 1.11 That architecture schools ensure that curricula and methods of instruction enhance equality by eliminating biased material and including material on bias and discrimination.
- 1.12 That the Heads of Architecture Schools conduct a study of race and gender bias in architecture school curricula.
- 1.13 That architecture schools and architecture societies undertake to facilitate contact between women in practice and women in architecture schools to allow for greater communication and sharing of information regarding the position of women in practice.
- 1.14 That architecture schools ensure that a grievance procedure is in place so that students can raise complaints of bias in the classroom.
- 1.15 That architecture schools develop mechanisms to eliminate sexual harassment and overt racial and gender discrimination within the architecture school.
- 1.16 That the Heads of the Schools of Architecture establish a written Code of Conduct aimed at eradicating race and gender bias and sexual harassment in the architecture schools.
- 1.17 That architecture societies ensure that students have equal access to internship positions.
- 1.18 That architecture societies regulate the internship process to protect interning students from sexual harassment, discrimination and unfair employment practices.
- 1.19 That architecture societies introduce clear guidelines regarding minimum terms and conditions of internship jobs.
- 1.20 That architecture societies establish a complaints body for summer and interning students.

2. OPTIONS FOR PRIVATE PRACTICE:

The Workshop could recommend:

- 2.1 That architecture firms adopt guidelines for questions to be asked during interviews for interning and other positions.
- 2.2 That architecture firms adopt and implement effective employment equity programs.
- 2.3 That architecture firms monitor the hiring process to ensure that all interning students and junior associates have an equal opportunity to develop expertise in all areas of practice.
- 2.4 That partners should support female architects when discrimination by clients is suspected.
- 2.5 That architecture societies establish mentoring programs for female practitioners.
- 2.6 That architecture firms set realistic targets of billable hours for women with child rearing responsibilities pursuant to their legal duty to accommodate.
- 2.7 That architecture firms evaluate architects on a basis that gives due weight to the quality of time expended rather than exclusively to the quantity of time expended.
- 2.8 That all architecture firms establish maternity and parental leave policies.
- 2.9 That architecture firms provide parental leave benefits,
- 2.10 That architecture societies provide a registry system of architects for temporary replacement purposes.
- 2.11 That architecture societies develop ways to ensure support and professional assistance for women returning from leaves.
- 2.12 That architecture firms recognize the need for alternate work arrangements for all architects with parental responsibilities.
- 2.13 That architecture firms establish alternate work arrangement policies that make restructured full time and reduced work options available to members of the firm with parental responsibilities.
- 2.14 That architecture firms adopt policies and procedures to deal with sexual harassment in the firm.

- 2.15 That professional rules of conduct be amended to specifically provide that sexual harassment is a disciplinary offense.
- 2.16 That national educational initiatives be undertaken to inform firms about discrimination against women in the profession.

Note: Self-regulating professions are not governed by Employment Standards.
Only interns are governed by Employment Standards.

3. OPTIONS FOR GOVERNMENT POSITIONS:

The Workshop could recommend:

- 3.1 That government architecture and planning departments identify and implement measure to ensure fair allocation of work to both female and male architects.
- 3.2 That government architecture and planning departments should ensure gender balance on all committees.
- 3.3 That government architecture departments take steps to ensure gender equality in the management structure and promotion process for architects.
- 3.4 That government architecture departments endorse and encourage membership in professional associations and participation in related activities.
- 3.5 That government architecture departments identify and implement employment arrangements to accommodate family responsibilities without reducing their opportunities for career advancement.
- 3.6 That government architecture departments make anti-discrimination training and gender equality education available to all staff.
- 3.7 That government architecture departments refer their architecture work to architecture firms that demonstrate effective employment equity programs.

4. OPTIONS FOR FACULTY IN ARCHITECTURE SCHOOLS:

The Workshop could recommend:

- 4.1 That architecture schools should give priority to the recruitment of members of minority groups into faculty positions.
- 4.2 That architecture schools undertake regular reviews of recruitment practices to ensure that sufficient progress is being made toward gender parity and full representation of minority groups in teaching appointments.
- 4.3 That heads of architecture schools ensure the participation of female faculty on architecture school committees and that women are well represented in terms of leadership roles on committees.
- 4.4 That architecture schools demonstrate leadership in adopting and implementing model workplace equity policies to ensure equal treatment to women and other minority groups.
- 4.5 That universities develop and implement plans to eliminate systemic differences in salaries between male and female members.
- 4.6 That architecture schools monitor starting salaries, qualifications and promotion rates of new female and male faculty members in order to ensure that inequities are not institutionalized.

5. OPTIONS FOR PROVINCIAL ASSOCIATIONS:

The Workshop could recommend:

- 5.1 That provincial associations propound a statement that the architectural profession is enriched by, and values deeply, the full participation of men and women in the profession.
- 5.2 That all architecture associations enact nondiscrimination rules in their jurisdiction and that discrimination in the profession be designated as professional misconduct.
- 5.3 That architecture associations encourage architecture firms to establish internal procedures to handle complaints about gender discrimination.
- 5.4 That architecture associations appoint an appropriate number of “safe counsel” to receive and investigate complaints of discrimination and harassment.
- 5.5 That architecture associations ensure that the existing disciplinary process through which complaints of professional misconduct are processed be extended to ensure compliance with nondiscrimination rules.
- 5.6 That architecture associations use their own membership data and additional surveys to monitor the access and advancement of interns as well as members through their professional careers.
- 5.7 That the RAIC encourage provincial architecture associations to develop common methods to gather data in order to assist in establishing national statistics.
- 5.8 That architecture associations establish “equity advisory committees” to assist architecture firms in establishing and implementing sound working conditions.
- 5.9 That architecture associations take steps to facilitate the active participation of women architects in their professional organizations.
- 5.10 That architecture associations ensure that their nomination and appointment procedures are open and work toward equitable representation of minority groups on all entities on which the architectural association is represented.
- 5.11 That architectural associations ensure that their programs and resources are fully accessible to all members of the profession.

- 5.12 That architectural associations review their internal employment practices and adopt gender-related policies for their staff where this is appropriate.
- 5.13 That architectural associations demonstrate leadership in the area of employment equity by encouraging and ultimately ensuring diversity in their staff.
- 5.14 That architectural associations undertake educational initiatives to inform members of the profession about gender equality and to assist the profession in eliminating discrimination.
- 5.15 That architectural associations gather reliable statistics concerning the number of minorities in articling positions and as members of the profession.
- 5.16 That architectural associations establish committees to review and devise means to implement the relevant sections of the Task force Report.

6. OPTIONS FOR THE ROYAL ARCHITECTURAL INSTITUTE OF CANADA:

The Workshop could recommend:

- 6.1 That the Constitution of the RAIC be amended to include a clear statement that the RAIC will work for the total eradication from the architectural profession of any form of discrimination, including discrimination on the basis of sex, age, race, creed, colour, national origin, sexual orientation, disability, marital or family status.
- 6.2 That the RAIC gather statistics or find other means to track the level of involvement of minorities and women in the RAIC.
- 6.3 That the RAIC develop resources and professional development programming targeted to the needs and interest of women architects.
- 6.4 That the RAIC adopt a statement of principle recognizing the long term goal of gender parity on all institute bodies, and the short term goal that the membership of all internal bodies and special projects should strive to have at least representation based on the current proportion of RAIC membership of each sex.
- 6.5 That the RAIC analyze, on an annual basis, the status of women and minorities in the institutes leadership positions, identify barriers if they exist, report its findings, and take the necessary steps for the removing of those barriers.
- 6.6 That the RAIC establish an award to recognize and celebrate the accomplishments of women architects.
- 6.7 That gender-inclusive language should be utilized in all RAIC documents.
- 6.8 That the RAIC produce gender-inclusive language policies in both official languages and promote their use throughout the RAIC and the profession.
- 6.9 That the RAIC take a leadership role in setting and promoting employment equity policies and gender-sensitive internal employment practices.
- 6.10 That the RAIC Code of Professional Conduct be amended to make it clear that workplace harassment and discrimination cannot be tolerated. Commentary on the nature of discrimination and the specific types of behaviors which are prohibited should be included in the revised Code.
- 6.11 That the RAIC develop programs and resources to educate the profession about the nature of discrimination, equality issues and the law, and methods to deal with barriers to equality in the architectural profession.

Appendix C - Architects in PWGSC

Female Population as a % of Total AR Population in PWGSC

(AR = Architect)

	Total AR Population	Total Female Population	% of AR Population in PWGSC
Total RPS	191	56	29.17%
ARCHITECTURAL & ENGINEERING SERVICES	79	25	13.02%
ATLANTIC REGION	12	3	1.56%
CANADIAN HERITAGE & ENVIRONMENT CANADA	41	14	7.29%
INDIAN AND NORTHERN AFFAIRS CANADA	3	0	0.00%
ONTARIO REGION	13	2	1.04%
PACIFIC REGION	9	2	1.04%
QUEBEC REGION	20	7	3.65%
WESTERN REGION	14	3	1.56%
Total SOSB	1	0	0.00%
Total PWGSC	192	56	29.17%

Source: HRMS as of March 1, 2002