

Quality

in Canada's Built Environment:

Roadmap to Equity, Social Value and Sustainability

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Section 2- Notable Outputs and Emerging Convergences

"First Version of 14 roadmaps to quality in Canada's built environment"
May 1 & May 2, 2024

Edited by:

- **Jean-Pierre Chupin** (Scientific Director of the SSHRC Partnership on Quality)
- **María P. Farfán** (Postdoctoral Fellow)
- **Morteza Hazbei** (Postdoctoral Fellow)

Session Coordinator:

- **Dimitri Weibel** (Partnership Administrative Coordinator)

Authors of the summaries and full verbatims: (Alphabetically)

- **Benjamin Dunn** (University of Toronto)
- **Justine Bochenek** (Toronto Metropolitan University)
- **Brendan Roworth** (Dalhousie University)
- **Brianna Brown** (University of Waterloo)
- **Maria Farfan** (Université de Montréal)
- **Narita Reyes Ico** (University of British Columbia)
- **Panos Polyzois** (University of Manitoba)
- **Sarah Jervis** (Dalhousie University)
- **Sneha Mandhan** (University of Toronto)
- **Yolene Handabaka Ames** (Université de Montréal)

Table of Contents

ROOM 1	4
1.1. Summary.....	5
1.2. Detailed Transcription of the Workshop Discussion:	7
ROOM 2	35
2.1. Summary.....	36
2.2. Detailed Transcription of the Workshop Discussion	37
ROOM 3	64
3.1. Summary.....	66
3.2. Detailed Transcription of the Workshop Discussion	66
ROOM 4	95
4.1. Summary.....	96
4.2. Detailed Transcription of the Workshop Discussion	98
ROOM 5	122
5.1. Summary.....	123
5.2. Detailed Transcription of the Workshop Discussion	126
ROOM 6	152
6.1. Summary.....	153
6.2. Detailed Transcription of the Workshop Discussion	155
ROOM 7	182
7.1. Summary.....	183
7.2. Detailed Transcription of the Workshop Discussion	183
ROOM 8	219
8.1. Summary.....	220
8.2. Detailed Transcription of the Workshop Discussion	222
ROOM 9	266
9.1. Summary.....	268
9.2. Detailed Transcription of the Workshop Discussion	269
ROOM 10	297
10.1. Summary.....	298
10.2. Detailed Transcription of the Workshop Discussion	298

ROOM 1

Workshop 2- Notable Outputs and Emerging Convergences

Room1_ Location: Medjuck Architecture Building - Room 1202			12 Participants
First Name	Last Name	Organisation	Research Site
Mariana	Esponda	Carleton University	Carleton University
Brian	Sinclair	University of Calgary	University of Calgary
Alanna	Thain	McGill University	McGill University
Mike	Brennan	Royal Architectural Institute of Canada	National Partners
Alex	Wesang	Royal Architectural Institute of Canada	National Partners
Éloïse	Richard-Choquette	Administration portuaire de Québec	Université Laval
Rosa	Milito	ICOMOS	Dalhousie University
Alan	Sukut	Saskatoon Public School Board	University of Manitoba
Mohammad Hasan	Sohaib	University of Manitoba	University of Manitoba
Narita	Ico	University of British Columbia	University of British Columbia
Siba Américain	Bilivogui	Université Laval	Université Laval
Cara	Shan	Athabasca University	Athabasca University

Room 1 - Workshop 2 - Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-04

Report produced by

Ico, Narita Reyes (*University of British Columbia*)

1.1. Summary

- How can we make this information more accessible to the community? Most of our current material is written in complex academic language, which makes it hard for many people to understand. We need to use simpler language so that more people can understand it. Each location has gained knowledge from its specific area, but as we make progress, we need to adjust this information to make it relevant to a broader audience. Our discussions have mainly been limited to small groups of people working on the project. We need to figure out how to share this information with a larger audience, including people across Canada and in specific regions.
- Over the next five years, architects will receive tools and education to help them support each other. Our main goal is to enhance the overall knowledge in the field, as there is currently a lack of research culture in architecture. It is important to create a knowledge base by studying previous cases and case studies. Unlike in many other fields where sharing information is seen as a moral duty, in architecture, information is often kept secret due to the competitive nature of the field. We need to question whether we are effectively building this knowledge base. Additionally, broadening the scope of research will contribute to the growth and advancement of knowledge in architecture.
- How can we ensure that we are listening to all relevant voices? Reconciliation is vital, but many groups, such as the unhoused, are still not being heard. While people share their stories with one another, power dynamics can leave some community members feeling marginalized. We need to find ways to minimize these power structures to create a foundation for the exchange of knowledge.
- Whenever we gather information, it is important to ensure that the insights provided by marginalized people and communities are reciprocated. They are often asked to contribute their time and knowledge, but the information they provide is used without any compensation or acknowledgment. It is crucial to ensure that their information is used to benefit them. This requires building and maintaining a relationship based on trust.
- We need to identify the target audiences for the outputs of these 14 sites. What resources are needed for this project? How can we share this information, and in what format? It is important to ensure that everyone, including those with limited access, can benefit from this research. As architects and researchers, we have a

moral obligation to share our foundational knowledge. This can be done by identifying our target audience and using a comprehensive approach.

Finally, this research does not necessarily necessitate a definitive conclusion or a concrete answer. Instead, it should be a collection of easily accessible knowledge and stories.

1.2. Detailed Transcription of the Workshop Discussion:

Time + name

-
- [00:07:26] Mariana Esponda So, this is on notable outputs and emerging convergence between research clusters. I thought that that is interesting. It's a presentation and comparison. They said that one per research site that we can talk about it and compare those with original objectives and output of the research as a whole and if there are emerging convergence between sites. So, that's the first thing that that we are going to be talking about. I'm going to just look at our site. Something at the very beginning of our research, we were just looking about criteria and methodologies about adaptive reuse and we were looking at how we can evaluate the quality, but something that has been changed. Like at that time we didn't know how to do it? So now we are thinking that something that is very, very important is to do post-occupancy evaluation. To look at if those adaptive reuses have been adapted. So right now, I'm speaking with another two researchers from other clusters, one is Terry Peters, she's an expert in post occupancy evaluation, but she's not working. I think that in her research she's not looking into that, but I have been speaking with her a lot about how to implement all her research in this and also another convergence with another research cluster is in Montreal. They have been looking at converted buildings on special needs and on the case studies that I have been looking at I haven't found any adaptive reuse for special needs, so probably that could be something convergences that we can do between clusters. That's from my side.
-
- [00:10:02] Liz Corson Can I make a request? Can people just give like a two-sentence overview of what their project is before they speak. Thank you.
-
- [00:10:14] Mariana Esponda That's absolutely true. So sorry. We are from Carleton and it's about adapted reuse for a sustainable future. One of the things that we were looking at first is, why is it important to do adaptive reuse? In my opinion and from many of the people of the partnership, it's the knowledge to look at what is the possibility of a new life of those buildings. So that's something that we were looking at. Another thing that since we finished in Calgary, the partners, we were looking is to create selective cases in Canada that has been adapted in the last 10 years to make like a kind of an inventory. All over Canada, like make it all the buildings, so we kind of selected case studies. One that is a long term project, but it's short that we have been developing since last year. We selected 6 case studies just in Ottawa because it's where we work and we have all the network, but something that we were looking in those six cases is we wanted to see different typology, different sizes, and not all heritage buildings. So, we look at different cases. That's what we are doing. If anybody wants to add or if you know any adaptive reuse that you consider has quality or not, because I think that sometimes for the buildings that have been adapted and you find that it's not working, we also learn a lot. So, it could be either or. Thanks.
-
- [00:12:19] Siba Again, I'll try to do my best to explain it to you. When I joined the Laval University project, it was to make sure that to help them, to really know a bit more about the interaction of the people in the project. So they document all

Américain Bilivogui the quality aspect in function of the person or the type of the organization. If you are an environmental organization, which kind of quality aspect do you care about in a project? So, for us and for me, because I have a lot of events to come to engage people, to do consultation, they came to observe what are the entire interaction with the people. What are the needs for them? What are the requests that they want about the project for quality and we tried to design that in a map to know more about the road map and the ecosystem. Yeah, that's pretty much it.

[00:14:10] Alan Sukut I guess my thought on the roadmap to equity, social value, and sustainability for what we're doing, I feel like, and we talked about it a bit, is actually milling the wood on the reserve that they're on or other reserves and having that and using that as building materials as opposed to going to the corner store and picking things up. I don't know about if it's sustainable or what, but it actually gives them more ownership of it and keeps people employed. So, I mean that's one aspect I was thinking about and then some of these things I don't know and I haven't looked up yet and that one was spatial justice and adaptive reuse. I'm ignorant to that. So, I don't know if I can speak to it. If you said give me more examples of what that is, I mean, to me adaptive reuse is that once they're done with the building someone else could use it that suits them, but I think it's complicated on a big river because sometimes they don't want certain people in certain spots. So, you have to be selective about who gets that house. Sylvia McAdams is also part of our group, and she had spoken to that. Because there was one girl that we made the house for and she didn't want to live in it, she didn't feel safe in it. And so, she ended up moving in with somebody else, somewhere else and Sylvia McAdams moved into the tiny house and had mentioned that she didn't want certain people to be living on that site.

[00:16:09] Jason Surkan Right. Yeah. They live in clan family structures which is really fascinating. So, the McAdams family lives in one area, the whitefish families in another area and they have kind of family clans. It's really interesting actually. They're really together, the clans within the reserve. So, the problem with that, is the clan let Jenna come live there because she's a distant relative, but she ended up needing a different house, so she went to sell it. Which is interesting because it was gifted to her. Understandably so, Sylvia ended up buying it, thankfully, in a way, now she's living in it. Her daughter is living there too, Jenna.

[00:16:49] Alan Sukut Yeah. It's also part of the research. So, like every single house we build is a research project. We were getting feedback and as to how and what we're doing with this research, we're still building on that. And then what's spatial justice?

[00:17:19] Brian Sinclair So, spatial justice just means that it sort of pivots away the provision, in particular public space from power and privilege, and I'd say politics, add that mix as well, to make spaces and places that are for all of us. Spatial justice is really just about sort of leveling the playing field because right now, just speaking for my city, there's tremendous sort of power and politics at play. And one of the case studies we're looking at is a private building owned by a REIT, a real estate investment trust. And where you compare that to, for example the Calgary Public Library, which doesn't have exclusion, anyone can come, anyone can use the library. They can use the restrooms. They can, you know, it's open to everyone. It's sort of the living room. For all people. But many of

the other spaces in our city, in the downtown, is very much sort of colored by, 'you don't belong.' You know, if you're in an expensive suit, you know, maybe you can get in, but anyone else, no. So that's spatial justice. That's a sort of very simplified way. Maybe it's saying that.

[00:18:35]
Mariana
Esponda

And just to add something that I think that is important is last year, we were looking, one specific student, conversion of office to residential. So something that struck me is, I'm very happy, like you have to look at the positive side is that those building models they were renovated, that is perfectly. And then it's with the housing thing that we need a lot. So that's the perfect thing, but something that I find is that most of those investments have been for certain people. But I think that's something that would be very good for social justice. That those developments, and it's not as easy model, but something that would be very interesting is to see like from 100 units, 10% do it for people that need more. I don't know like a model to say it's going to be; I don't know like pay rent or something. That at least. To integrate it more in those projects, social justice, I think that's something if you ask what will be an idea, I think that will be great to do. I think that would be interesting to include.

[00:20:10]
Brian Sinclair

So just one thing I wanted to, as Alan was talking about. This form I want to just briefly explain this, and it's a very academic form. So one of the challenges in this project is many of the partners are not coming from universities. So very often these things are kind of difficult to navigate. So, the research granting agencies in Canada use something called knowledge mobilization and we have to produce a knowledge mobilization plan. This was done as part of the proposal that we put in. We also talk about something called knowledge translation. So obviously any sort of research project, whether it's community based or not, you want to have some sort of outcome. What this is basically doing is there's four categories that look at things from, let's say, writing papers, to doing community forums, to having exhibitions and things like that. And toolkits, guidelines, things like that. So, you can see a lot of check boxes and stuff like that here. This is a sort of first attempt by the research project. When we were putting our proposal in to say this is what we're going to do, to take information we generate or understandings that we generate and put it out into the community to be able to use. Now unfortunately it's in sort of academics speak most of it, and actually, when I was on the steering committee, one of the things I had to do was keep saying we need to use plain language and simple English, you know? What this basically is trying to do is say we create some sort of knowledge, or we advance something whether it be in a small house in Saskatchewan or you know a project in Vancouver and then rather than having it sit on a shelf, how do we make it make a difference? So whether it's a policy change, whether it's, you know, a set of guidelines or approaches, you guys building houses or things like that. So that's what that's all about. I wouldn't get overly caught up on this, although this afternoon in the plenary, and I'm part of that plenary, we're going to be discussing how do we move our debate from these kind of small circles into a much larger forum. Canada wide, certainly locally and regionally, and ask questions about why this research makes any kind of difference. I find this interesting because when I think about knowledge translation, I'm less concerned with who is producing it, and rather who the audience is. So, that is a part of the plenary this afternoon. It's four of us from the Dissemination and Outreach Committee, asking questions like, who is the audience? A lot of the language across the partnership is we need to reach out to the public. So, who are the public?

That's obviously a big question. You know, one of the flags I put up is many of the homeless folks in my city don't have easy access to the Internet. So, by virtue, you know, we're constantly referring back. Look at the Internet, check out the living atlas site, newsletters, but you know again, those are maybe tools of privilege. So your question is a really important one you know. This afternoon's plenary is about, how do we engage in the term being used as debate, but certainly dialogue about what matters in the built environment? So right now, it's kind of a narrow, you know there's 14 sites. There's roughly 120-150 of us. But when you look at who's at the table, you know it certainly isn't representative of our cities, right? So. So the question you're asking is this super important one. And how we get there, you know, we're going to try and be as open as we can in the plenary and just not lead the witness and not say it needs to be the living atlas. It needs to be podcast and just find ways that might work because a lot of audiences, you know, as you're saying. So maybe we'll hand it back down there. If you have more of them or you want to talk a little bit about outputs or things.

[00:24:51] Jason Surkan Spatial justice is interesting from my perspective. It's different when you talk with the city and we took, there is no special justice on reserves. I mean our lands are taken from first Nations people, in May 2. I mean, that's one of the biggest issues. The plight of our people is meeting people. Is about spatial justice, where we literally went to war over it in Saskatchewan, Battle of Tosh. And it was over the Dominion grid system. You know, we wanted our river lots. They wanted a dominion grid system, and our families went to war over it. So, it's interesting, like the idea of spatial justice, I don't think like we haven't reconciled that, especially in our meeting community. We're still, like, completely landless people in Saskatchewan. Alberta is a little different, they have settlements. So it's interesting to talk about spatial justice and architecture for us, know what it really means. We're not at a point to talk about that really, I guess yet.

[00:25:47] Brian Sinclair Are there ways for your project, two of you, are there ways that you're getting information beyond just the group of people who sort of owns the term players been impacted or rights builders. Do you take this on the road? Do you, other than coming to conferences like this. How do folks in Saskatchewan and Manitoba? Or doesn't matter?

[00:26:16] Jason Surkan I think it's just boots on the groundwork. Like my work as an architect I travel. I travel like reserve to reserve and meet community cities. And just boots on the ground, working. I think that's interesting about our project element, is our impact. Our impact is like direct and built by gallons building, providing, using. Instead of just talking about providing housing, he's actually providing housing. And there's an interesting feedback loop there. Post occupancy studies are like Sean is working on that in our research project with the projects that are being built. But that's what I really like about ours. It's like obtainable at the scale of like we're designing and building a house every year for houseless youth and there's direct impact there. Sort of just talking about, here's the housing problems, here is maybe how we could solve some of these issues.

[00:27:07] Brian Sinclair Do you tell your story in a way that other nations can learn from what you've done or how does that happen?

[00:27:14] Yeah, we do. Yeah, like we travel to different communities and share images
Jason Surkan and photos and drawings.

[00:27:26] Across the country or just regionally?
Brian Sinclair

[00:27:28] Mostly regionally. I'm trying to really, I don't know, me personally, I'm really
Jason Surkan trying to invest in Western. You know the meeting homeland and our kind of
communities. I could travel all over and I try to limit it to try to put time and
energy back into the community.

[00:27:42] And are you finding that interest is growing and sort of subscription to your
Brian Sinclair way?

[00:27:50] Producing these small houses is. Yeah, that's important. That's a good.
Jason Surkan

[00:27:54] Story, Colleen Norris, who's a Superintendent in Saskatoon for the school
Alan Sukut board, has. She was in talks with Alex Wilson about expanding what we're
doing. Nutana to the other schools that are capable of doing it. So, there's
other schools that teach construction. And it's because we do it on such a
small scale that it's attainable even in a parking lot. So we build in a parking
lot. Yeah, all year round. It's -40 out. We're still in the tiny house building. And
so there's rumor is just remember that we would expand. Two more schools
to do this, but I haven't heard back from. Alex and I think it would be a great
opportunity. It.

[00:28:43] So do you do professional development sessions with the Saskatchewan
Brian Sinclair Association of Teachers?

[00:28:49] I have what's called common department meetings with fellow shop teachers
Alan Sukut and so they will come to my school, and I'll present to them. They're keen on
it. Yeah, they think it's a great idea and out of all the schools, I'd say we're the
worst off for facility, so I had to scrounge together tools I have a shop. And it's
an outside shop. It's not insulated, it's not heated. I mean, we can do it
anywhere. And we could be doing it other small towns. I know that Lake Lane
Lake is close by, that I know that they have a shop class there. So it could be
done. As for media, media's interviewed me about it and I did podcasts on it.

[00:29:43] Fascinating. That's great stuff.
Brian Sinclair

[00:29:46] Mayor and I would chair to just looking at your work. Adaptive reuse. I talked
Jason Surkan earlier about the handyman homes, like the old homes, and there's some
really interesting examples of those homes. I'm thinking of one in Rosia River
and Indian cabins in northern Alberta. Specifically, that I've looked at, it was
built in Northshire River in the mid 1800s. It's actually a lot of these homes
have been relocated, which is really fascinating. They take the logs apart
because there's no nails in them. It was actually floated down a river, like 200
kilometers, like rafted together and floated so that people jumped on it. And
jumped on it, the house, and rafted it, took it apart, put it back together. So it
started as a house. It then became another house. It then became a general

store for Hudson Bay Company, then a gas service station, then a church, back to a house, and now it's empty. But it's in good condition and sitting there.

[00:30:38] Where is it right now?
Mariana
Esponda

[00:30:40] It's right before the Northwest Territory border in Alberta and now it's just
Jason Surkan awaiting like another life. So, it's like you have 6 lives adaptive reuse. Should it degrade further, or it could total. There's no nails and logs could also be totally taken apart and sewn into other lumber and boards and build something different.

[00:31:02] It's a local house?
Mariana
Esponda

[00:31:07] It's a local house. Yeah. So it's good. And this is just like one example. This
Jason Surkan was very common, that they were moved, floated moved. Those kinds of things, so there's all sorts of interesting like, there's another one that's sitting. We don't know where it is. Someone took it apart and put it in storage in the Bush in Northwest territories, probably burnt last year. But it was like kind of kept a secret. So, I think the guy passed away though. So, it's like someone's house is just sitting in storage and we know roughly where it is, but we don't know exactly where it is. Maybe there may not. So, there's all kinds of stories about like mobility and adaptive reuse and multiple lives for these houses.

[00:31:43] And one question like in that specific house that you are telling me. The
Mariana community is proud about that, about like, do you think that the community
Esponda will be interested to adapt this building?

[00:32:00] Yeah, it's complicated. It's privately owned, now by the gas station owner, and
Jason Surkan it's included. He wants to like work on it, but he can't afford the proper, historically accurate materials to work on it, and it's kind of been designated, I think in like the Alberta Heritage Branch. So unfortunately, what's happened is it's kind of sitting and rotting because he can't afford the proper, historically accurate roof like cedar shingles and everything, but he wants just put a metal roof on it to preserve it. They're refusing to let him, so now they're fighting, so we run into this lots where we look at these structures and it's like should we designate them as heritage buildings or is it going to cause problems and like the bureaucracy.

[00:32:30] See there shingles, the heritage wasn't allowed, yes?
Mariana
Esponda

[00:32:45] So, who documents this? Who does?
Brian Sinclair

[00:32:48] Me. I don't know. I travel around. I've documented over 50 of them. I have my
Jason Surkan own personal archive. Of these houses everywhere from BC to Manitoba, Northwest Territories.

[00:32:58] For that to see a broader kind of.
Brian Sinclair

[00:33:01] I've tried. Yes. Eventually. Yeah, I did sit with the CCA for quite a while and
Jason Surkan talked to the CCA about it, but I wasn't comfortable in just giving it up to them, it needs to be through the right vein. I want it to be accessible to First Nations and you architects. I don't want it to be accessible to non indigenous architectural companies that profit off of it, which we see all the time. There's certain, you know, architects that run practices that make a lot of money off of things like this. That don't hire indigenous architects, or they have one in the office, but their whole firm is based on indigenous architecture, right? But they're always looking for this kind of knowledge to pull and so I'm guarding it. I share it with students. I get a lot of emails and phone calls from the students.

[00:33:50] So they would exploit it for the technical knowledge of how to put these things
Brian Sinclair together, is that the fear?

[00:33:56] No, not really. Just. It's not the technical knowledge, it's the inherent
Jason Surkan knowledge, but like the intangible kind of aspects of knowledge.

[00:34:13] The appropriation of it inappropriately.
Brian Sinclair

[00:34:16] Yeah. And then we compete with them on projects like RFP's, things like that,
Jason Surkan right? And they'll come after, like, and then you're losing to them over stuff. And they're referencing your work kind of thing. So I want it to be very available for, for students. And it is like, I've gotten in the last year, like six or seven different student e-mail and want to use stuff in their thesis which is really good, so I disseminate it that way.

[00:34:37] So high school students or university students like architecture.
Brian Sinclair

[00:34:39] No, no master students. Planning. So, I just thought I'd share that adaptive
Jason Surkan reuse, it's planning for that and there's a lot of these structures just kind of sitting waiting for like, another life, but they're degrading. So, we are restoring one in Lightmaster right now, a church, old church. It's getting a full restoration. And so, it should be pretty interesting, but there's literally dozens of these, but there are some that are still lived in, which is really cool, too. There's one in Northern Alberta, that's lived in, and it was a restaurant. Now it's a house, but again, it's gone through like 9 Lives, kind of thing, and they just continue evolving and I think about that versus like our current way of building housing, housing stock, but they're not flexible like that you were talking. I was going to touch on it before the flexibility.

[00:35:33] Yeah, it's very similar. You can just dismantle it, reassemble it. So the notion
Brian Sinclair of design for disassembly so the log houses were like that from the get go, right?

[00:35:44] Yes, yes. And those old stories too, you would have all your family over for a
Jason Surkan kitchen party or celebration. They would just take all the furniture out and you

would be on the lawn for days and the whole house was a one room house. Yeah. So you could host different events and parties and wakes. And so there it exists here. Not really anymore. So just thought I was going to touch on that. It's pretty interesting.

[00:36:11] Hi. So there's kind of two main portions of Vancouver's approach to this. The first thing that we're looking at the current decision-making structure within the City, kind of like parks and those kinds of spaces, and looking at how they portray and advertise their decision making process online and in the public for the creation of parks. And what we're finding, as we're looking into it, is that there's so many gaps and information that's hidden from the public and all these different pinpoints within this process, that's just not revealed, it's tucked away in a bunch of documents that you'll never be able to find. And these aren't public, of course. And then on top of that, we are specifically looking at this park. Old Crab Park. I don't know if you're too familiar with it, but it's the only legal encampment in Vancouver. But we have quite a few encampments across Vancouver, and we also have a big issue with a very big, unhoused community with of course, a very difficult drug situation that's been going on. And you see it kind of spread across downtown. And what's interesting is that this park, Crab Park is this space where they have this big community. I'm not the best person to speak on it of course, I'm not part of that community, but they have just a good support system within there. They have their own structure of government within there, but the issue is that the city keeps on intervening on their space, enforcing these laws, that they're that like saying 'such space is a liability because you have all this stuff and it's not regulated.' So, it's troubling to see that the city is like, 'We've given them a space, they should be thankful for it. But we're also going to enforce all these rules.' And all of these police force are just taking their stuff away and throwing it out. And then they have to restart again. So, It's legal. It's a legal encampment, but the city continues to go in. They find things that they've identified as like not OK.

[00:38:42] And they go back into those spaces and it's always the police who come in and enforce it. And the police are a part of the City?

[00:38:44] Yeah. We're actually in this weird position where the way that our structure works is that we have Vancouver Parks Board and they are the group that kind of overlooks all like these hundreds of parks ranging from like big like Stanley Park, like our big kind of like touristy parks, to these like smaller community parks, but it's actually in the process of being dissolved because we have a new like government who came in and we're not a big fan of them, but they're basically trying to push out all the unhoused people out of our city and it's just a not very good system.

[00:39:26] So I had a question. When you talk about the decision making being hidden or opaque, so are you trying to reveal or bring to light that is and how are you doing that? How are you documenting it? To what end?

[00:39:39] Yeah, it's multiple kind of factors kind of going on. We're doing a lot of interviews city workers of community members and then just getting kind of community perspective. So doing workshops and holding it with like people who are actually involved in like those communities. It's difficult because I

think a lot of people don't, I mean as they wouldn't, but you don't want to trust people in positions of power because they constantly take advantage. So it's a matter of first building the relationship where they trust you, and you have to be open and honest about where you're coming from and then hoping that they're willing to share their experiences and that information. So you can kind of incorporate it into the work and hopefully get that spread to the public.

[00:40:32] Mariana Esponda To the public one, one question like for the beginning, like the objectives and how they have been changing in, in your research cluster, what can you let us let us know a little bit about how they have been evolving the outcomes or the questions? Like in terms of like what? What exactly were like your what she was? Liz was saying that would be good to talk a little bit about what was your research cluster started and now like the kind of an evolution on this, so if you can let us just to give us a little bit of background that everybody knows how you started and where? Where are you? So to see how can we converge.

[00:41:12] Narita Reyes Ico Yeah, I think the way that research always starts is that we have a goal in mind of what we want to attain. And we're like, this is we're going to get that outcome. And then as you start adding on like adding in all these different perspectives and different information and just talking to people who actually have the experience, you realize that like that goal is no longer and you start reorienting the goals to align with the people that you talk to. Their goals and helping them achieve what they want to see in those spaces, I think we've realized that. I mean designers all the time we have an idea of what we want to see, but it doesn't always necessarily reflect what the users want to see and want to be in. So I think just reorienting our initiatives, I guess, yeah.

[00:42:10] Mariana Esponda And do you see if there any convergence? Sorry with other clusters of the research that we are doing if there is anything that like what we were talking with Jason or like adapt to reuse like in your case with other clusters. Do you think that we could make some connections, connections and bridges between. Different sites and different outputs or not different expertise.

[00:42:40] Narita Reyes Ico Definitely. I think the places where I find where there's the most convergence are almost in the smaller, more personal moments of design, I think. I think like the spaces that I find the most radical are when it's just like user driven, not necessarily city driven initiatives, but it's when like residents just use what they have and take advantage of their tools, their knowledge and apply it to the space rather than them having to go to the city to get funding or to go get like tools when they can. When they realize that it's just a faster process to just do it themselves almost and not necessarily go through the loopholes. Of everything that entails, working with higher power structures.

[00:43:38] Brian Sinclair And do you document that?

[00:43:40] Narita Reyes Ico Uh, we're trying to, but it's difficult when the city tends to advertise their doings, whereas like community initiatives are a lot more humble in their approach, so they're not advertised. So, you have to really look for them and build those relationships and see how they're affecting the community and those members.

[00:44:07] Mike Brennan OK, thanks. I just have a I have a question if that's OK. So we talked about the cities and municipalities and you know that could go all the way up to the federal government. It could go down even further beyond municipality stuff. So, when you say that they're not like they put it out there, yeah, we're doing it. Here's our checklist, right. And you're like, yeah, sure, but is it that they're not really doing it? Or are they not doing it well, or do they just not know how to do it and need to learn how to do it better? I like there. Or is it all of that?

[00:44:41] Narita Reyes Ico Yeah. I mean, I think there's no right answer for that because I think it's going to change from like situation to situation. As someone who worked in this city I worked in like the planning department and I think a lot of the times a lot of people who work in the city, they have the desire to want to make change and want to make an impact in their community, but they're forced to go through all of these legal loopholes. That makes it so difficult, and you have politicians who have their own personal agendas, and they want to get their things passed so their priorities are then reorganized, and they get the priority. So you have all these people who want to do good things, but because of just the structure of our system, just don't get the platform to.

[00:45:41] Mike Brennan I could talk about that all day, but I won't. So, you know, I'm going to come at everybody, if that's OK, at a very from a very different angle and lens just because of the nature of who I am, what I do and why the RAIC is here and etcetera. So, you know, when I look at, and thanks, this is a great document. Actually, I really appreciate it because it's a little, it's a map and it really does identify a lot of things I've just. Taken some notes and as listening around the table and I think that from the RAIC's lens, you know we do many things. We even do a little bit of research, and we like to, we're definitely happy to be at this table and talk about it. But we have a strategic plan, right? And our strategic plan runs for three years and we're just embarking now. On our next three-year strategic plan, we're just finalizing it up, which we're early now this time. So last round and you'll see it on our website. It's quite phenomenal and when I look at this map. App and I compare it to our strategic plan and feel free to look at it. Just go to rac.org and look at it when you get a chance. There are similarities and so I think that when we think about who's it getting to. What's the audience like? The communication of what we're doing here and what the outcomes are intended to be even without knowing because we don't know. What we don't know, which is the beauty of this project from my lens. And then I look about what we what we do, how do we how? Does it cascade down? And then how does it move around the strategic priorities or the priorities or the whatever is being worked on? And then because, for me, the cascading and all that we do and I think we're going to get there here. It's about formula right, educate, advocate and celebrate and then do it again and then redo it. But just do it through the continuous improvement lens. You never have to land. I mean, if you're in the moon, yes, you probably should. But we're not going to the moon. It's OK to have that perspective and lens that things are subject to change if you have the map. Because if you don't have the map, you're just doing just muddling around everywhere and not getting organized. So, you know, and I think about what we do like we have our conference in our Congress, which our flagship events, these are ways to do those things, right, educate, communicate. It's not just going to bars and going on tours. I mean that's part of it. That's why people really probably go. But there's other reasons that we do it right and it's to disseminate right information through large groups and our Congress is very different than our

conference. Our annual conference is in the summer, and everybody gets together and it's about continuing education, getting together, everybody seeing each other again and a lot of celebrating. Our Congress is very different and it's during the first week of it, falls on the 1st week of World Architecture Day, October, the first Monday of every October. So, we go to a smaller venue. We were in Whistler last year, this year when Saint Andrews by the sea, and it's a cohort of about 150 to 250 people. That's it we cap it and we have 1 theme. And it happens in Whistler. It was climate. And what do we tie into that reconciliation, right? Other things to that, that are important to us within our strategic plan. But again, it's there's research elements and information that comes to the table and how it gets disseminated. But it we have literally say a couple 100 people moving together from room to room. So that everybody is involved in the conversation. So it's inclusive and we're getting desired results, which helps us in our creation with our committee on regenerate environments and our climate Action Steering Committee who are looking for information, not just through surveys but other ways, so that, that, that Congress help feed. Our plan, our climate action plan at the RAIC. And then what do we do with it? Well, we need to formulate, educate, advocate, celebrate and do it again and keep improving it. The we talk about Evergreen document. What does that even mean, right? I mean, it means it's forever and ever, but it's subject to change. I think. I don't know the definition so, but I think that's OK because a climate action plan needs to change, right? For example, reconciliation needs to change, for example, and it needs to always improve. So, for example, we have also and I'm just going to stop here in a moment because I'd like to hear thoughts on this, but we realized that this was maybe, five years ago, so I've been with the organization six years. Five years ago, my head was hitting the wall on why? Why are we communicating stuff that we aren't experts in? Why are we trying to do something that we're not good at? And it's specifically related to equity and justice. We're not experts in that field. We don't know what we're doing and if we think we do, we better look in the mirror again and again. So, we created a committee that will steer and guide us on promoting equity and justice and they're an advisory group. And so this group works on the RNC. So just I'll just read. Real quick, RAIC understands it needs to reorientate itself on issues of equity and justice, including broadening participation in the RAIC, expanding access to RAIC, integrating equity and justice into infrastructure programs and services. The focus of the Operational Advisory Committee is to support the development of taking action, promoting equity and justice plan. There are three overarching themes. Examining and updating existing organizational structures, educating ourselves, and educating each other. That's it. Now that's not it. That's a lot, but it's one piece that like we're doing something that is actionable, but we need to do the research. So that's why I'm giving all this information because in my little brain and it's very small, I think about we're 2 1/2 years into this project. So, we have 2 1/2 more to go roughly. I'm really excited about what's happening in those five years, but I'm really excited to know what the plan is after the five years. And we should be talking about how that's going to, what happened? Maybe we're going to get another grant for 10 years. That'd be cool. Maybe I'll stop there, but happy to answer any questions or listen to Brian's feedback.

[00:52:15] I have a couple of questions, Mike, this is really interesting. So, you're saying
Brian Sinclair architects aren't experts in equity and justice. Should they be?

[00:52:29] I don't think so.
Mike Brennan

[00:52:31] OK, so why not?
Brian Sinclair

[00:52:33] I think that incorporating certain elements in the job that they do, that they're responsible for, as with most professions, but we're not talking about other professions, we're talking about just architects and well design professionals. I'd say they're taught to have a core responsibility within their teachings and their learnings that they need to walk away with and implement in their day-to-day activities and everything thing they do, they're already doing it cause they live it and they're taught it. So, it's almost like they're born with it and it's just it's in their blood and it's fed and then I don't think they need to be the expert. I think they have the knowledge OK and share the knowledge to get the best result in the built environment. To me that, there's more than 20 things, but depending on where your field is, I think there needs to be considerations and this is what we're trying to do as an organization. We're trying to provide people, architects specifically, with the tools and the education that they can access without costing them a fortune. Like it should be free. Like. I mean we need to help people. And then we need to help each other and not keep it to ourselves. And so I think there's an opportunity to enhance knowledge and share that knowledge with architects. I don't know if that answers your question.

[00:53:53] Yeah, kind of dozen. Just let me throw a couple of comments your way. When I did my thesis in architecture. I studied architecture as a profession against the other professions, medicine, law, engineering, dentistry, accountants, and I was trying to come to terms with what are the architects doing that the others aren't doing, you know? And one of the issues that came to the foreground, and it's continued to be a part of my agenda for much of my career, is the absence of a knowledge base. Or a thin knowledge base. I'll also add that I'm on the board of Directors for ARC. The Architectural Research Center's Consortium, which is a global group that concerns itself with the sort of rigor of architectural research. One of the challenges for architects and you know, this is kind of it relates a lot to the quality and the built environment side of things. One of the challenges for architects is there's not a culture of research. And I wrote a paper a number of years back it was, maybe three years, called AWOL so Absent Without Leave. Research, human behavior and business, which I argue in that paper we do an abysmal job in the schools of educating, even at my own school, we still don't have human behavior. I've tried it when I was Dean. I couldn't make it happen. There was a pushback against human behavior just on the research side. You know, it's this group of researchers which includes citizen groups and rec and AAA and that sort of thing, I think need to come to terms with that idea of a knowledge base. The built environment is the number one determinant of public and population health #1. So when the head of the Texas School of Medicine, the schools came to Calgary. The president at the time said where do you want your tenure home to be? Everyone was expecting the coming School of Medicine and he said. The architecture school, because of that issue. I was mentioning earlier, we spent 90% of our time in indoor spaces, right in Canada. So the obligations we have in terms of equity, in terms of spatial social justice and things like that, terms of just health are profound. You know that the doctors taking the

oath do no harm. Many architects are coming to the conclusion that they need to take a similar oath, right? So, and I'll just say one more thing and then sort of get reactions or move on. When I was doing my master's degree in architecture, I was hired by the Alberta Government, Alberta Hospitals and medical care. So I had a psychology degree as a registered psychologist at the time. And they said they wanted me to evaluate acute care, auxiliary care and nursing homes in the province. And repeatedly I found egregious errors, things that architects should have known about. For example, something called the visual Cliff phenomena, where seniors and nursing homes were trying to step down into the room and it was completely flat. And the reason it was happening is it changed in linoleum patterns and things like that many other examples. So when I said to the Alberta Government, why do you want me to do this and said we need to build a knowledge base because the architects. Architects won't do it for themselves, which is kind of interesting. My elder brother is a pediatric neurologist. He's a world epilepsy expert. When he makes any sort of finding, he has a moral obligation, you know, on the ethics side to dissent. Like that, but architects tend to keep things, you know, proprietary. You know, it's as it's a competitive edge, right? So I think until we can turn that corner and make well, first of all, educate architects to understand research and not Google, and not just precedents, and being a former Dean in Canada, the US, research is typically taught to be precedent studies. Usually the Internet nowadays almost everything is the Internet so that's a challenge. I throwback, you know, I'm a proud member of RAIC. I'm a fellow of the RIC and I think the work that their RIC does is critical. But I do think, and it's not an RAIC thing, I'm a Member AIBC as well. The profession as a whole has got to turn that corner to sort of own these responsibilities around public and population health, which I would say, sort of invokes a need for at least some solid understanding of equity justice. I would say human behavior. As I mentioned many other things as well. So that's a bit of a diatribe, but.

[00:58:29] Thank you. I do have one question on that and I'll pass the MIC. What year
Mike Brennan did you publish AWOL?

[00:58:37] You can find it on my academia. I just want to know.
Brian Sinclair

[00:58:39] The year? Yeah, because it's telling. It's not about your age, it's about the
Mike Brennan further gap about like, because I'm a businessperson. And when you clumped in business with those three areas, yeah, it peaked my interest. I got excited. I get a little tangled right because the members ask all the time. It's weak. They admit to being really crappy businesspeople. Yeah, they just don't know how, but that also you shouldn't open a practice if you don't know how at least the basics of running. But we don't prepare any of the graduates to do that. When I went to, I think it was either Catholic University, one of the DC schools. Every student, and it didn't matter what level, had to produce a profit. I would say most of our schools of architecture, if you asked any of the students, could you just produce a pro forma on your proposed design? They'd look at you and say, what are you talking about? Or running a practice you know? And when I was in Vancouver, a very prominent, now deceased architect wasn't known for his business skills, was brought into our firm. And we had to sort of deal with the lack of any sort of business responsibility or bridling that. You know the bankruptcies that happen and things like that are often because

things slide out and in school, we don't teach anyone to ever stop and it's difficult. It's not like engineering where there's a beginning and an end. You can do the calculation on the beam strength; architecture is about appropriateness. It's not about right or wrong and as a result, it's an open-ended thing. So when you don't have the business skills. At some point you need to close the door and move on.

[01:00:12] So the business thing is, you know, and I'll send you a copy of the paper if you
Brian Sinclair can write it. It's been controversial.

[01:00:23] That'd be great. Thanks. Now I do have a final comment so why? And I'll close,
Mike Brennan I'm going to leave an open question. Is it important, and I think why don't they teach primary school children, how to open a savings account? And why don't they teach high school children? Probably because they're not quite of the age. Or in some where's the credit? Where do you go? Check with Equifax? And what's the other one like? And go check your credit rate because that impacts your life for life. So, the gap is it. So, its the gap. It's not a gap with just architect', it's societal, right? I'm done.

[01:01:07] Yeah, it's an important conversation.
Brian Sinclair

[01:01:11] So, I'm with you.
Alex Wesang

[01:01:13] For comments. Yes.
Mike Brennan

[01:01:15] There's one question for you, but also like as a group, I definitely think that
Mariana the knowledge base is absolutely necessary. So, I don't what we are doing. As one of the research outputs and now that jumper is here like do we? Are we building the knowledge base in all our research cluster on how to improve quality? Are we building, I think that is a question. So that's one thing and it's not only thing I see, but I don't know. I don't know you very well, like to be honest, how much influence you have or not you have as an institution to guide us, but I'm very happy that you are part of this because I think that what we are learning from here, if you are as an institution, are also sharing with us the gaps and see from your side what are those things and all the things that we are talking about quality. Things that we are building, that improve that knowledge base. So that's what I think. I didn't know that that you are doing research. So, when you were saying that I was like, I'm going to look at like which are the topics that you are doing. And see how we can build those relationships. Very interesting. I'm going to bother you a lot.

[01:03:06] Yeah, that's OK. I think it's a different lens, right and everybody has something
Mike Brennan to bring. And the more diversity we have as a collective in this research, it can only be better, because we're not doing any silence. And so I think that brilliant of how this project is being shaped and whatnot. And Brian alluded to it earlier, it's like a lot of people. They do it on their own. But a lot of people are doing the same thing and the same thing isn't the right thing necessarily. But we could talk about that as a society forever. So, maybe we can help change and reform society.

[01:03:55] Alex Wesang Well, I wasn't part of any particular research site, as of with the RAIC. However, when I was looking to the road maps, I did notice like the main common theme between like all of them and more or less the same words was listening to people reconciliation, having partnerships with stakeholders as like the first step. I felt really important as I know what it's like to be like feeling unheard with the housing catalog announcement. I know a lot of architects were really frustrated. They were wondering, like, hey, we weren't involved in this project. Are we being heard. So, I can understand like what they were going through. However, the challenge that we have to go face is like, who are the people who we listen to? So Brian, you were mentioning earlier that the homeless population and even people who don't have access to Internet, like, are they going to be like involved in this for in this stakeholder or like listening process? Yeah. Are we really listening to people or are we just reacting to people who are just visible or like who are the easiest to access. That's my thoughts.

[01:04:56] Brian Sinclair So just a just a comment, so on our site, Matt Numero, who's here, he's the Vice President of Calgary Homeless Foundation. So right now, I would say in the first two years we've been using the homeless Foundation and some other some poverty alleviation groups like VC, Megan Reed's coming tomorrow as proxies, but they're only proxies, so at some point it needs to move beyond proxies, but it's tricky business how you engage in those you know with those communities, how you have their voices brought to the table. I will say, we as a school, ran a workshop about 3 weeks ago where we did include many homeless in the in the equation and hearing them first hand rather than always through proxies.

[01:05:44] Mariana Esponda If I can follow you, like when you were listening the homeless, what they were saying like what? What they were their needs?

[01:05:54] Brian Sinclair Well, and I'll answer that by saying that a part of what we've done in our project is include all of our partners in the education of the students. Not just, not just in architecture, but in other disciplines as well. So. In terms of the homeless community, there was a video that was produced by the Calgary Homeless Foundation that was shown to all the to the architecture students. And the homeless people were saying when someone walks by on the street and looks at them, they think in their mind, 'I'm trash, I'm garbage.' And it's very touching and very sort of moving to see that. But when they talk to, let's say, one another. I used to be an engineer. I'm a teacher, I used to work in a factory. I love to go to the zoo. So, all those human stories were shared, you know, to each other. But there was a level of sort of intimidation that is imposed where they're just looked down upon and that sort of thing, so it becomes a problem and, in our school, and we're confronting this in a very big way. You know, there's been huge difficulties. Let's just put it that way because we're in the downtown in a very difficult area of the city. But you know, a part of the community says just move the problem away, which is a common sort of thing, right? Just slide them away, make them someone else's problem, but in that workshop that I mentioned that we held about 3 weeks ago. It was an effort to say no again. It relates to this. Architecture's role in the public and population health, we can't just take that attitude. We have to listen, and we have to try and figure out can we be a part of the solution? And while we're not social

workers or medical doctors on our team, we have social workers and medical doctors, so we're trying to learn different approaches to deal with this.

[01:07:46] Yeah. How to how to integrate them.
Mariana
Esponda

[01:07:54] I find I just actually wanted to respond to something he said. I found it interesting that when talking about engagement, you also talked about reconciliation because I think that one of the challenges that we find, and this is probably an issue across the country, is that we have difficulty engaging with First Nations, Inuit and native people, because of the lack of trust. There is, I mean rightfully so, like an obvious reason why. Indigenous communities don't necessarily trust local government, provincial government, federal government. So I just wanted to comment on that and, you know, add that as kind of like a layered challenge when we're trying to do engagement and partnership work. I'll talk about my group's project so it is equitable resilience in Toronto's open spaces. So as you know, as a municipal partner, I'm not directly involved in in doing the research. I'm sort of advising and you know, providing resources and reviewing materials, but the purpose is to identify procedural gaps in how local small scale, community and neighborhood parks are designed and maintained, especially when compared to more like competition. Winning like the waterfront parks in Toronto, for example, and the research team has chosen the Black Creek watershed in Toronto, which is a historically underserved area. It's lower income. There's a lot of tower communities, a lot of racialized communities really lit up in COVID incidents during the pandemic and some of the outputs that have been produced since the last convention is a living report which you talked about as well. And there's a lot of quantitative data in it, so there's a lot of maps. I don't know if you guys saw the one of the poster boards with all the maps that was ours, like overlaying at different quantitative data elements. So obviously like the geospatial side and then some of the social elements as well to and it's an ecological function as well. So, I think the purpose is kind of to identify areas where local park improvements can respond to some of the challenges, like for example, increasing the canopy cover in neighborhoods with high percentage of seniors and high urban heat effect. This I guess and another sort of integration into that which is documented as the second output is how our city parks are managed, and it's probably similar to Vancouver. The City of Toronto has massive parks, forestry and recreation. My department has almost 10,000 staff just alone in the one department. Yeah. When you include like, you know, camp instructors and like lifeguards and like all of the recreation part time recreation workers it's absolutely massive. So even within our own department. How we manage the public space it's so siloed it's not interconnected at all. The processes and procedures are different. And then to add to that, there's all these different city divisions that have similar issues. So like the garbage bins in our parks, they're actually managed by the solid waste management services department. So we at parks have nothing to do with that. So there's all these related management pieces that make improvements challenging as well and the project is trying to identify those and then refine some of the low hanging fruit or the quick wins for how we can make improvements in neighborhood parks in the city.

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- [01:11:29]
Jean-Pierre
Chupin
- Me please. Share your experience is really what we're expecting from this workshop today. So, we are struggling with living atlas quality as kind of a boring website. They don't even want to share it now because they feel it's lost somewhere, and we have seen it as a kind of living document. Sometimes with new research being injected, sometimes a good exhibition, saying, but that doesn't work like that. So, I'd like to hear a little bit more from your experience on the living report live document.
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- [01:12:15]
Liz Corson
- I think they're calling it a living report just because it's going to be updated throughout the project. It's not like publicly posted or anything yet, like it's just something that's being shared by the members of the partnership. It's siloed. It's so interesting because when I was talking before about, like, who was the audience for the knowledge translation? I was thinking about my own department, and I was thinking about, you know, some of the outcomes of this research. It's actually going to be really hard to get it to the right people and to get it in tidbits of manageable, actionable information. As opposed to like a 20 page report is too much for most people to. So, I think that's a major challenge. It's actually like taking the key lessons from all of the sites individually and the partnership as a whole and like making it some sound bites that can really be useful.
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- [01:13:07]
Mariana
Esponda
- One question because I don't know very well like what you are doing. Like when you say about waterfront, what are you looking at specifically? In one side of the waterfront or you are looking for the whole waterfront? I don't know.
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- [01:13:22]
Liz Corson
- The waterfront element of the University of Toronto Project is actually a separate stream that I'm not in. It's directly involved in the waterfront of Toronto. There's like some major developments happening. There's a port in this area that's being completely revitalized, and a lot of money and effort and attention is going into those parks. Where some of the parks that might be beside a tower community with thousands of people, it tends to be, I don't want to say neglected because that's my department, but you know they're very simple parks. They're under maintained whereas some of these big high-profile parks that get political attention have a lot more resources put into.
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- [01:14:01]
Mariana
Esponda
- But what you are looking is on the parks, yeah? Because something that I was surprised I don't go often to Toronto, the first time that I went, it's like I was surprised that it's a big city. But they have a lot of parks.
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- [01:14:18]
Liz Corson
- 1600 yes.
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- [01:14:22]
Mariana
Esponda
- That huge city. I think that could have a big impact for quality. So I don't know if you are also looking into that equation like how important is that relationship, the part with in that massive city.
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- [01:14:39]
Liz Corson
- For sure, it's definitely coming from our research and analytics background at the city. That is one of the outcomes that we look to measure in the public. How our park system improves quality of life and it definitely does, a large majority of people will say that it does, and our parks are heavily used. But there's always more that can be done, especially in really population dense neighborhoods like Rouge is huge, but it's up in the corner, right? High Park,

also huge in a very high income. Areas like the ravines are somewhat inaccessible. So there's a lot, but it's not necessarily meeting the needs.

[01:15:16]
Mariana
Esponda

Because it's not well integrated?

[01:15:18]
Liz Corson

In some neighborhoods it's not as well integrated.

[01:15:21]
Mariana
Esponda

And again, I don't know very well Toronto, like the neighborhoods are not well integrated? It's niche like is our neighbors that are? The social income is low or is it not related.

[01:15:36]
Liz Corson

It's pretty well correlated with that, with lower income, with racialized communities, with newcomers who tend to live in areas with lower parks or you know, vice versa. I don't know what came first.

[01:15:54]
Mohammad
Hasan
Sohaib

I will be just discussing my understanding related to my like first and the recent conference that was in February and Thompson. So, it was housing for First Nation by First Nation. So, our focus is majority on community participation. That is getting the viewers of indigenous people, what type of housing they want, and what are the challenges they are facing. So, like some of our key findings were like, train the youth. As Alan and Jason discuss about that carpentry classes they are having in high school. It was like training the youth since they are in high school so that they can participate in the construction processes of the housing according to their needs, wants, or according to their taste. So that is one of our objectives, community participation.

[01:17:03]
Cara Shan

So for our AU project, it's like I said, kind of centered around decommodification of housing and food and we arrived there after like kind of a an earlier project where we were talking to folks around Rural Alberta and UM. And you know, some of the things that they said were like people need meaningful work, not just gainful work. And the kind of social ties in in rural Alberta been degraded. And whether that's for whatever reason you want to say, I see convergence between our site and also Waterloo. Naturally, they're talking about alienation and housing. Also, Manitoba. More on the housing side, and then even Laurentian, as I read their poster which has like Decommodification language kind of embedded in it talking about shifting from an economy of extraction. Shifting to a life paradigm. These are massive generational ambitions, but anyway I'm on the food side of Athabasca and then there's more of the housing side. But on our side, we have a a grant to work with the town of Athabasca. So Mayor Belay is here and we're doing a feasibility of passive solar greenhouse for food production, which is really the easiest part, I think, of this whole equation. Producing it and then everything that comes after is is more. You know, why are we doing it for so many reasons. Obviously, environmental and food security, but also like the social value of doing it, having that authenticity and transparency and using food systems as a way to nurture social connections. The building itself is cool. Passive solar design probably you all are aware like it's. Obviously, the more suitable greenhouse design for like a cold weather climate. So there's that

aspect, but also using that as like an entry point for deeper conversations and skill enhancement and using it as like a third place itself.

[01:19:50] Thank you. OK, we have about 40 minutes left in this workshop and we need to move to the question of how should research knowledge go out? We earlier sort of walked through this and this is a very formulaic kind of list of 4 categories and check boxes and things like that. But it would be good to have. A very candid conversation in some ways, a building list, from your question of who the audiences are. So who are the audiences that should be learning about the work, the production, if you will, coming out of 14 sites and viewed, of course nationally as well. So who should know about it? What means do we deploy? Nor, as Jean Pierre was mentioning, living outlets which is one mechanism, but I know even for our site, we run a LinkedIn channel that is a dedicated channel, and we constantly post. You know, I've got a student right now in Iran visiting her family. She's posting, but there's lots of ways we could do this. You know, Alan and Jason were talking about some of the ways, word of mouth and you know, in Jason's case, contacting students at the university in Manitoba architecture to let them know what's going on with the sort of inventory of log houses and that sort of thing. The rest of the session we should really try our best to figure out how can we disseminate this information? What form does it need to be in? Because as we were saying already, there's a whole group of people in society who just don't have the means to be able to plug in and log on and check things out, yet they would of course, certainly from Calgary's point of view with the homeless foundation and vibrant communities Calgary. There needs to be opportunities for all, not just for a limited group that have privilege and power and politics. I don't know whether we want to go around the room again or just open it up.

[01:22:02] Anybody.
Mariana
Esponda

[01:22:04] Any thoughts on the audiences who do we need to be reaching with this research? We've been at it two years, 3 more years. Who needs to hear these messages?
Brian Sinclair

[01:22:14] Yeah, that's what I was thinking.
Mariana
Esponda

[01:22:16] So. So in your case, we heard a little bit from you and Alan. So how ideally if you could get your message out because you guys are doing amazing things in your project? How do people find out about it? How do they benefit? Who needs to hear? Is it just the politicians and the nations that need to hear? Should the average person on the street, you know, be able to hear what's going on and? You know Manitoba and Saskatchewan and northern Alberta. So what are your? Thoughts.
Brian Sinclair

[01:22:48] To be frank, but I don't think the average person on the street where we live really cares. Like they don't care at all, the average person on the streets in the city. Like we're racially so divided. I think the more they know, it almost hurts the projects. It's crazy, you know.
Jason Surkan

[01:23:09] So, they don't want to hear, or they should hear.
Brian Sinclair

[01:23:12] They don't care. The average person, if you walked into the city of Saskatoon or Prince Albert it's pretty divided that way. I don't think we really care to reach those people, which is more than half the population probably in the province. Well, most and our government too. I mean our provincial government, I don't think. They're not for the northerners. We're really divided in the province geographically, too, in a lot of ways.

[01:23:36] So how does change happen in a project like this, that's looking at quality and the built environment on reserve? Or, you know, there's important messages about what you guys are doing?

[01:23:45] Think while we're also presenting in Norway.
Alan Sukut

[01:23:50] Yeah, we're going to Norway to present at NASA. I submitted an abstract on behalf of Alan and myself, Sylvia, Jenna and Doctor Alex Wilson. And we're going to present to a group outside of the world Indigenous Architecture Conference. Those people need to hear, they care. Our province is really interesting, the way in Saskatchewan, I live in the Northern riding, so my political riding goes to the Northwest Territories and we're like 96% indigenous, like Metis and First Nations. Like the Cree has spoken, I think 20% of the population in my electoral riding are fluent speakers, right? But then you go South and it's completely different. Right, like those high indigenous population, never in the province, but like our riding. And it's half the geographic region of the province, like half the actual physical landmass is one political riding cause there's only 40,000 people in it. So it's kind of interesting that whole Northern riding. Yes, they need to know and they wanted like the knowledge and dissemination of knowledge. In those communities, there's a lot of jealousy that goes on, which can be really constructive actually. They start to see other communities getting things done, like what Alan's building and they go, well, we want one and then they'll do one that's a little better. And then the other community and I've seen that where you do like a cultural centre in one community and then all of a sudden, five years later, there's like five more cultural centres. So that could be like constructive. But I don't know. Traveling to communities and talking to them and even our youth participants is a good way to disseminate knowledge too. Gordon and Walter are here. The people actually live in the homes like I think for them to come and present. And they have presented in Montreal. I wasn't there, but I think they had a pretty powerful presentation at Montreal. I think that way of reaching scholars, maybe is really important. I don't know. I think a lot of them are the same. Similar. I don't think like Alberta is fairly similar to Saskatchewan. I think in terms of issues, I think Manitoba too, maybe a little less so in Manitoba, but the West we're still quite divided where I live.

[01:26:03] Yeah. I think it's heartsick like I think if we went to BCN. Told them like I have like teacher colleagues there's a lot more of a budget there for Purdue?
Alan Sukut

[01:26:27] And that's part of the dissemination of knowledge. It's important, the like philanthropy aspect and funding aspect of it too, because there's a cost,
Jason Surkan

there's a cost to build these houses. And we're always kind of working with minimum budgets and minimum sizes. Just trying to do the best that we can. Some of it's from making the shift grant, which is a kind of sister partnership. Yeah, I believe so. but it gets really challenging and really complicated for us because we're actually providing on reserve housing outside the entire UM. System of iMac housing like indigenous Indian Affairs or indigenous and Northern affairs, which can be really problematic. Because how do we hook up to the grid? Well, the grid is provided by IMAC, but we're providing houses that aren't going through CMHC and IMAC. So we're short circuiting that. So and then we need to have political sway with the chief in the community who's going to donate foundation material and water and sewer hook up and the chief changed. Which we don't have right now. So we have now this House that's going for Walter. We already know that we're going to face a lot of issues. We can build the houses and we can put them on a truck and we can dump them in the community. And initially we started off like let's do this off grid. So we built houses that were off grid and it just doesn't work where we live.

[01:27:56] How to operate? They don't want that. They want to just move it and live.
Alan Sukut

[01:28:00] And you're like, excluding those people from participating in modern society.
Jason Surkan Like we all think it's romantic to live off grid. I invite any of you to do it and practice as a professional. If you want to be unemployed and take care of your place full time and be poor, you can live off grid. I spent the winter off grid on a trap line, it's a whole fundamental shift. I can't be an architect and live off grid unless you come from a lot of privilege and have the money to build a huge place. That's where it kind of started and we quickly realized that we're actually disadvantaging these houseless with more. They had, you know, they had to stay home and keep their fire going so their house doesn't freeze or then they can't have running water in their house. Well, is that ethical to be providing housing for somebody that doesn't have running water? Well, we would probably call that third world living conditions in some way. So it's been really interesting learning and going through all of this and it's really complicated. And of course, we know they're not perfect from our post occupancy evaluation studies. But is it better than them living in tents and it is providing a safe place for them to be a door that locks in a warm house. It's kind of becoming like a temporary, almost like it's almost like transitional housing. I do transitional housing projects in the cities that are apartments, but these are almost like transitional housing units, on reserve, in a way individual. But that comes with those problems of territorial and it's so complicated. There are so many levels.

[01:29:40] My guess is that we'll stop at the river next year so. We have one. More
Alan Sukut building and then we'll go through another reservation. Apps have different ideals, and having so research is good, but it's going to be challenging.

[01:29:59] I just wanted to ask a question. So, it's interesting, this is the sounds like boots
Mike Brennan on the ground. We are involved, we have two programs, we have an indigenous peoples work program with the International Union of Architects, it's global, and we physically go every year to have our presence and educate, communicate, not at that level, but it's like trying to just disseminate. We also have sponsored the AAHA and Venice Biennale students, research students

going to the pavilion to build and do things. And it was very exciting for them. But the question that I have is that none of it's more important than the other. But how? And maybe this brings us back to the question about who do we need to get this out? To which I think is everybody or it's not, maybe it is specific and so, how do we, you and I connect. How does or anybody connect to help support the efforts because the needle will move faster. If there's more horsepower, funding, people, resources behind these things. We have these trust issues, out there in our communities. I mean, we talked about trust of government. I personally don't trust the government, but I work with the government. That's not my fault. It's not that I don't trust that people, it's just the process is broken. And so, there's all kinds of things. Obviously, we're not going to answer that today, but I'm thinking about that and it's the how do we enhance the connection of people and groups and organizations? Because there's a lot of disconnects out there and I think in this research. How do we connect not just groups or people or whatever, but how do we connect their research to what the collective is trying to accomplish? And if we're trying to do 100 things, that's probably not the right idea. But the map shows we're not doing 100 things right. So anyway, I'll just, I'll stop there.

[01:32:18] Jason Surkan Yeah, the project has connected students from New York factory, and we were working with Broken Head a little bit, that kind of fell off with COVID and stuff, but I know the research has connected other youth participants from other First Nations, which is really good and I think that's where some of our impact is. We have the high-level conversations that yes, we're always looking for like larger pots of funding or grants or research grants, to bring in to be able to actually physically provide the homes. The other part of it is the Community level, that's who needs to see it. And Alan alluded to it earlier, like if we can empower people in the community to kind of take ownership back of their own housing and housing processes and building housing, it's the only way we'll get through what is going on. In reserves and First Nations communities meeting communities, I was sharing earlier, like we were poorer, like my family and Metis families. We were disenfranchised and poor, but we were never homeless. You know, we just built it. We were able to build our own homes, but now there's so many like systemic barriers and codes and regulations and government policies and you're so unburdened, like you can't do it anymore. It's so simple actually, to do it. Used to be so simple to just go and build a home. But now it's so complicated.

[01:33:39] Liz Corson I feel like these lessons are still important to be shared, to inform that ongoing reconciliation.

[01:33:49] Jason Surkan I mean maybe there are, but building codes just got more strict. So, from my perspective, I want to build, I want communities to sell their own lumber, I want them to build their own homes. I own a personal sawmill we have for generations. We saw lumber, it's good quality lumber. Can't put it in our homes. INAC controls it. Say you put 12 by 4 in your home, that's ungraded and unstamped, while your home is no longer insurable. And there's no funding. And then you want to burn wood off the sawmill. It's all your off cuts to heat your house, it's all expensive. Well, you now have no insurance on your home, so if your house burns down, is damaged, we refuse to help you with it. So, I don't know. We don't see it like from my practice. It's getting harder to build locally built, sustainable homes like from local lumber and labour new building codes just came in effect January 1st, so the energy codes are

stricter. They don't take into consideration the thermal mass of those log homes to the extent that they should. Things like that. You know, those homes are healthy homes. They raised generations and families that and we can't build them anymore. The log builders are going out of business. They're not allowed to do that because that's a federal building code issue.

[01:35:00] Because why?
Liz Corson

[01:35:02] Energy code. It's stricter, like you just can't build it because it takes more energy to run the homes for climate control and it's not compatible with how they want us to build. It doesn't have a vapor barrier because it's a solid monolithic log wall, right? Like it doesn't meet insulation. They say, like wood is like R 1.2 to 1.8. Per inch so all of a sudden, you're needing to build a lock wall. It's 14 inches thick to meet national building code. While nobody's building like that, you don't need to. The home is warm, the technologies aren't compatible across the way that they're telling us to calculate things. Does that make sense? So it's still kind of possible, but if you do it, you basically are giving up your like right to participate in bank loans, mortgages, which I already have. Like if you live on reserve, you can't get a mortgage on your house. You can't use your home as a line of credit to start a business, you have no collateral in it. So, do you leave the reserve, move to town and get a house if you want to get a like line of credit to start a business like everybody else. But then you leave your community and your language and your culture. You know you want to become an architect, or I moved home and it was terrifying being an architect moving home in the middle of nowhere. I live 35 minutes from a town of 35,000 people. Not only I'm a village architect there, and I didn't think I'd have any business or be able to do anything. I thought I'd be like framing houses on the side, but I didn't want to leave community and culture and like family. So it's it was a crazy idea, but it's working. I don't know why, but I have a niche market there and it's working, but it's definitely not a normal model to be an architect where I live and the only architect that's ever like been in the business directory or anything, but I can't live that remote, you know. So I tried to move like off grid when I came home to a trap line basically, but it just is not conducive. So you know if you want to actually spend time in those communities, as a professional, it's really hard, right? Community members want to become educated, they want to be at these tables, but they're giving up their right to community and culture in a way too. You talked about in Alberta too, like farm. Even farm communities are facing that too on indigenous like you grew up on a like multi generational family farm, but you want to be professional how do you? What do you do right? Like do you move home or do you move to town and like, that's the whole rural flight, like even in our farm communities in Saskatchewan, the same kind of things happening. Everyone's ending up in town, right?

[01:37:47] I don't want to change the topic or anything but like just to continue talking about who is the audience. So, like we have heard about monitor but I don't know if any other person can say like who is the artist, like what you were saying is probably to everyone or not. I don't know in your case.
Mariana Esponda

[01:38:16] She will need to be able to send a good summary, good suggestion for improving our strategy, which is at stake at the moment. It's a heavy load for
Jean-Pierre Chupin

student, you know. She's taking a lot of notes on the side so. There need to be an exercise.

[01:38:48]
Cara Shan

Yeah, OK. I'll just quickly add to the rural perspective, which is the minority here still, but the audience we had, I felt like very proud of the workshops we did in the past year where that were online, and they weren't webinars. They were like literally discussions, and it was like everyone was speaking up and it turned into a discussion and it was people from all around Alberta, from world places, even from like outside of the province. That like situation is where people are opening their ears and they're listening to their peers and they're hearing like that worked for you and stuff, just not putting this like in a tidy box for like an answer. But that environment is where I feel like at least the people that I deal with; they're opening their ears to the message. When it's the living atlas website for example, you have to be kind of initiated into that and know like what's new and what's relevant and navigated. If that's the way that we're going forward, then there should be like kind of re welcoming intakes into that format or possibly like some kind of static version of it where people can at least become acquainted with it and like, know what's being added. What's the baseline?

[01:40:24]
Liz Corson

Just to follow up on that, I feel like the LinkedIn example is probably a good one. I know professionals in my organization, they do follow their news feeds or whatever it's called on LinkedIn and they do share stuff and they take ideas back. So maybe that is a place for those like new stories that the key message is the tidbits. I mean, I know it's kind of a thinking inside the box solution to be like social media, but it might work.

[01:40:57]
Jean-Pierre
Chupin

Well, it's as if you know, now it's so important. We won't solve it in 5 minutes, but it's as if we can't criticize the silo we're thinking, but when it comes to dissemination. For example, you were describing your experience and then I felt we need to learn from the failure of the difficulties of Indigenous communities to explain their situation because it's the most critical situation in Canada and a lot of people are not hearing it, so something is wrong somewhere and we need to understand where it's from in terms of dissemination.

[01:41:54]
Jason Surkan

Think about YouTube and videos could be important to you. It's like you're reaching that academic level. I think port land is a really good way to do it for us, but for like the general public, it's not.

[01:42:06]
Alan Sukut

Yeah, and I teach students, and they take pride in it, and they want to know every year how the next group is doing so they check in on our Instagram feed and Facebook and they check our updates and see how the build's going for this year. That said, it would be nice to have inputs from the participants as to our Facebook to say, hey, I'm living in the house now and that's something that now that I just thought about, maybe we should be doing as well, so, just local news. Yeah. I take a lot of pride, but I can't take a lot of pride because there's no conclusion.

[01:42:52]
Mariana
Esponda

Sorry to interrupt, but to add to what you were saying, I think that is important. Even though you said there is not a final story or a final conclusion, the process is what sometimes is more important than the conclusions. It's not

that I disagree. I will motivate it that it should be this, the process should be disseminated absolutely. And the other thing that that you were saying, Jason. I am not from here, so I don't know. I know 1% about what's your situation, but I think that is important. That the people in Manitoba, like in the north and the South, they are different. They are not interested in knowing what are you doing and what is happening. I think that probably they should be. You ask if you want to, if you want to look at like you as a minority, and it's not as a minority, but you as a group that the others, they don't care. I think that you need to raise the voice and try to tell like this is the situation and it's important for these reasons. Like doesn't have at all comparison what you were doing. Like seven years ago, I was doing the research of low houses in the locations, and everybody was perplexed that my French is very bad. I was knocking in the doors that they were having low houses because I want to know about the material culture and the people, the citizens were shocked that I was more interested to know about those houses, who were living, how they were doing, how they were coming, to preserve that stories. They were perplexed. But I think that's how important is that were having. I think that is the responsibility to do it, so please do it, and I encourage you to do it.

[01:45:23] Jason Surkan It's actually hilly radio communities and you go into the community. You have to like the radio stations always on. You actually walk in, and you take the microphone, and you tell them who you are and where you're from and if you don't, they're freaked out. If you show up and don't like in these little communities, you go to and you actually just go in. And like the radio station is open for anyone to talk on, and you just walk in and you have to. They're radio stations up north are oddly, really effective. Like, if I had to disseminate something, organs dispatch 20 to 40,000 First Nations people or making people there. Yeah, the radio station.

[01:46:02] Mariana Esponda Surprise to find. Quite big. The audience needed to hear and identify those as the dissemination. But it's a completely different for different people, but we need to find that we have the responsibility to disseminate what we are doing.

[01:46:18] Cara Shan So, at 3:48, probably how's it going, Narita?

[01:46:22] Narita Reyes Ico Yeah, it'd be nice to get two main pinpoints of what you want to focus on.

[01:46:27] Mariana Esponda One is that we have the responsibility to share. Like in my opinion, we have the responsibility to disseminate our base knowledge even that we are building. I think that we are building the base knowledge and also is to identify who is the audience and what will be the best way to disseminate that knowledge. This could be one.

[01:47:03] Jason Surkan I think that's what's key about it, cause different approaches for different every one of us has a different approach and a different audience to reach that we've also got LinkedIn, or no one would love, but if you did like in my profession that's the spot, you know, sure. The people in the room here what would be the best way around?

-
- [01:47:24] She engaged like marketing professionals or like knowledge mobilization
Cara Shan professional, right?
-
- [01:47:35] We can have. Like, how come?
Mariana
Esponda
-
- [01:47:44] Yeah, but don't target again. Everybody went like on Facebook and Instagram
Jason Surkan and social media. I mean, everything you guys probably marked on there, everybody does to park, a desk, to be back.
-
- [01:48:06] You have to make up the counter. To push it in social media, it's kind of the
Siba best way to reach more people. And you can select which group do you want
Américain to talk to, so that's good too.
Bilivogui
-
- [01:48:27] I think the storytelling approach is really good because it could peak
Liz Corson somebody's interest, right? If we take like the example of the four, the 14
partnerships that has the best short cohesive story and then people might
read it and then be like, oh, I'm going to follow more material again. I guess
I'm thinking of LinkedIn but like allow more material from this group. And you
know, pictures and graphics and stuff again, not really thinking outside of the
box.
-
- [01:48:54] You guys still got 14 part podcast. They're so popular. Yeah, we did one for
Jason Surkan your house. It's great produced here. It's really good. Successful for all three.
Anybody can listen to it.
-
- [01:49:17] I think that's all good and that would probably hit the majority, but what about
Mike Brennan the minority? Still, we need to, that will be a question that we're asked as a
group by the bigger group is what do we do about those who can't access.
You know, we've talked about that. For me, I would say take an add-on like
Big Boss on BBC Radio. It's listening to podcasts. It's very specific television.
-
- [01:49:41] But in Northern Saskatchewan, like if I had to reach out to people and tell them
Jason Surkan what we're doing, it would be very simple. It'd be one phone call to the radio
broadcaster. And we have done that in the past on other projects and we had
a survey for we do engagement with 40,000 First Nations people of 13
different nations and 21 different communities within the Prince Albert Grant
Council region to do a reconstruction project on a gym that was burnt down.
So how do you engage with 40,000 people? So we had to do an online survey
for those who couldn't travel because many were flying that was distributed
through the radio and Facebook targeted ads. And then we had to do it in
person, residential school, survivor engagements. So we did it like different.
We had four or four different strategies of engagement to try to reach and it
wasn't perfect. But how do you engage with 13 different First Nations
communities or 21 communities, 13 different groups on one project that all
have a stake in it. It's. And they're all super remote. It's over half of our
province. So it was multi-pronged and it wasn't perfect but none of them will
be either. None of these methods will be perfect. You're never going to reach
everybody. Unless you phone them directly or message them, the
telemarketing.

[01:51:00] I have a couple of general comments. They will be the ones that will be for
Brian Sinclair Narita to include, but just a couple of things that have been on my mind as
we're talking and so on our road map, posters. We posed a question when
our design decisions actually under score made, how, and by whom. And I
think we need to have a far better understanding of that to answer the question
of the audiences that we need to connect with. The politics side of things, we
need to understand how the levers work and related to the conversation I had
earlier on a wall that Mike and I were talking about, we need to teach students
politics as well. With that, you know. It's just what it is. You can say it's
distasteful, but it's what it is. We've heard lots of conversation around what I
would call endemic fragmentation, or the silencing, or this isolation, the
dysfunction of government of processes and things like that. I think we also
need to understand that in terms of things like acupuncture and where we
stimulate to make change. And just two areas. That certainly for a lot of years
have been on my mind about how we make those changes. One is, well,
they're both longer term, but when I was doing my architecture degree, I did
a study abroad for a year in Glasgow and I was astounded that the public
system had a K to 12 and it was beginning at K. In terms of talking about the
environment, about architects, about the role of design in the city. We do very
little in that regard. One of our road map strategies is to begin to infuse that
knowledge comes from our various players in our research project into the
classrooms and into our studios, not just at post-secondary, but also K to
12:00. I think that's one thing we need to think about. That's a longer-term
thing, but many societies understand the value of making good clients. And I
don't think we do that. I don't think we make good clients and inform citizens
in terms of design. The other thing I was going to mention is, architects have
a very limited lobby power, and when you look at the number of architects in
Canada, for example, they dwarf compared to the number of engineers in the
province of Alberta. So, they have the engineers in Alberta. As one example,
have incredible political power and lobby force. It's just unbelievable. My
father was a lawyer and when I was, I mentioned the study I was doing,
looking at architecture compared to other fields, he said. Why do architects
shoot themselves in the foot? And it's true that the sort of way we structure
licensure is different than many fields. So, in many countries, in Italy or in
Japan, which have the two highest number of architects per capita in the
world, when one graduates, they're an architect and then they exam into tiers
that allow them more and more. Authorities, architects if they're not in private
practice and registered with the provincial authorities, are deemed not to be
architects and we lose that incredible lobby power. So an architectural
graduate in Japan, most of them go and work for big companies like
Panasonic or Toyota or the big builders. We might want to think about that as
well in terms of because without that lobby power, architects, a profession or
right now, I would argue very weak. And we need to probably change that
week for many reasons. But if we're going to realize changes in the design,
culture and quality of life by virtue of design improvements, we probably need
to rethink a lot of those sorts of things as well. So again, that's not. Summary
comments, but they're provocative comments.

[01:55:05] Oh, I've sent it. Yeah. Sorry we're good.
Narita Reyes
Ico

[01:55:11] OK, it's 3 minutes too. We need to move to the plenary. Thank you, everyone.
Brian Sinclair Good job.

ROOM 2

Workshop 2- Notable Outputs and Emerging Convergences

Room2_ Location: G.H. Murray Building - G215			13 Participants
First Name	Last Name	Organisation	Research Site
Robert	Wright	University of Toronto	University of Toronto
Enrica	Dall'Ara	University of Calgary	University of Calgary
Izabel	Amaral	Université de Montréal	Université de Montréal
Grace	Coulter Sherlock	AAA Representative - Lemay	Alberta
Michael	McClelland	ERA Architects	Carleton University
Robert	Balay	Town of Athabasca	Athabasca University
Talayeh	Saghatchian Shomali	Open Architecture Collaborative Canada (OACC)	Toronto Metropolitan University
Sonia	Blank	Architecture Sans Frontières Québec	McGill University
Shantanu Biswas	Linkon	Université de Montréal	Université de Montréal
Justine	Bochenek	Toronto Metropolitan University	Toronto Metropolitan University
Michaela	Pratt-Tremblay	Laurentian University	Laurentian University
Nic	Kuzmochka	Dalhousie University	Dalhousie University
Meg	Berry	Athabasca University	Athabasca University

Room 2 - Workshop 2 - Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

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Bochenek, Justine (Toronto Metropolitan University)

2.1. Summary

- Workshop 2 focused on celebrating the project's achievements, which covered a wide range of outputs in the knowledge mobilization plan. During the discussions, we also discussed the strengths and weaknesses of certain processes. We had interesting conversations about adjusting research goals and outputs based on community input and engagement. These adjustments became necessary when we used more casual and enjoyable engagement methods, such as gatherings with food. Gathering around food was also discussed as a useful engagement tool as it encourages cultural exchange, for example, hiring caterers from the community with which one is engaging to learn more from and celebrate their culture. The effectiveness of expert-driven discussions was also challenged, with the group conceding that questions about quality in the built environment will not be answered by those without lived experience. Therefore, the importance of co-creation and co-design was brought forward several times.
- The group also discussed the importance of sharing information about the partnership. One of the main criticisms of the knowledge mobilization plan was the lack of focus on action or activism. While the term “mobilization” implies that there will be some action, the current plan is primarily aimed at reaching the public.
- The group discussed the importance of brevity and interactivity in reaching the public. They found the Living Atlas website overwhelming and difficult to navigate due to its extensive content. The group proposed using short videos to introduce each site as the most effective way to communicate with others in the partnership. To introduce the partnership's work to the public, the group suggested releasing thought-provoking, radical, and controversial statements to grab attention (e.g., “All Architecture is Hostile to the Land”). It was also emphasized that all written materials should be audited to ensure the use of plain language by removing acronyms and jargon and discouraging academic titling on the website.

2.2. Detailed Transcription of the Workshop Discussion

[00:00:00] Dall'Ara	Getting more challenging overtime, so the first one was. I'm saying that it is getting more and more challenging. The work that is expected over the four workshops. So, especially through workshop two and then tomorrow workshop three, we should really try to go from general ideas, concepts, broad thoughts to details and concrete outputs. In terms of outputs, are already developed and new ones that we envision for as the next phases. Also just a reminder, we are recording, but there will be no link between individuals and as the contribution.
[00:01:23] Amaral	Amaral. When you say something. Say your family name first. We will start today by looking at the knowledge of mobilization plan that was planned by the Knowledge Mobilization Committee of the partnership. And is there anyone here who's part of it? No?
[00:01:49] Coulter-Sherlock	Sorry, say that one more time.
[00:01:51] Amaral	No. Yes. Yeah. The knowledge mobilization plan.
[00:01:55] Coulter-Sherlock	Oh, are you talking about the dissemination and outreach committee?
[00:01:58] Amaral	Yes, yes. OK. Anyone else on that committee? So good Grace that we can maybe count on you if we have questions about about the plan. So the plan has four sections and we want to discuss what are the outputs from each site in relation to what they can fit here in this plan. Because This is why we all have the planning in hands. So Grace, would you maybe in 2 minutes present the four sections of this plan?
[00:03:27] Coulter-Sherlock	And sorry, can you repeat the question, how can I assist? The overall structure of the knowledge mobilization plan. Oh, OK. Well, for those of you who are not aware, the committee was one of the foundational sort of armatures of the project. The idea was that the research was going to be evolving, persisting, etc. And the

	<p>committee was brought together as almost like a strategic advisory group of volunteer members to help, then cascade that knowledge. So I feel like even from this morning, maybe you heard that peppered into the way I was talking about. Like, "OK, but what next?" Because we've been asking those questions in parallel with the research groups undertaking, I would say, like the majority of the thinking work of course. So through that we have over the years gone down several different journeys. And I think what this is at today from the DOC is I guess instead of assuming that this sort of micro group of people that is taking this information and trying to find ways to push it out, there's been a solid realization it has to be a grassroots approach. That it can't be—the burden can't be placed on simply that amateur. Does that answer at a high level?</p>
[00:05:15] Dall'Ara	<p>And I see that we have other people joining us, so I will....</p>
[00:05:39] Fenn	<p>You're comfortable here? Guardian's comfortable here. So I'm going to stay back here with him, so. Am I? Am I introducing myself OK? I'm Danny Fenn. I am from Treaty 1 territory. I'm Red River Scotts Metis, but I grew up in urban centre with lots of privilege. I have English grandmothers and Welsh and Irish ancestry as well. I am from U of M I'm a research assistant for Doctor Alex Wilson with One house. Many nations. And Doctor Shannon, Mallory Hill, and pass it on to Guardian.</p>
[00:06:25] Guardian Bear	<p>Hello, I'm Guardian Bear. I am from Big River First Nation and I am a participant in this movement making a shift and I'm willing to go all the way till the wheels fall off. Here I am.</p>
[00:06:50] Dall'Ara	<p>So we are not well familiar with the table, but I think we can go through the forum. Maybe we should have one [inaudible].</p>
[00:07:04] Amaral	<p>Yes, let's keep one in each half of the table. You're going to be passing.</p>
[00:07:19] Dall'Ara	<p>So my understanding is that we are expected in the first part of this workshop to relate the concrete outputs that came from our researchers so far, site by site. Relate those outputs with this like structure, including for four main sections and discuss where they fit.</p>
[00:08:07] Amaral	<p>So first, before we get into discussing outputs, let's have an idea about what an output is. So we have a shared understanding of that notion. We can see an output as a very hands on object. Let's say there was a road map produced. There was a podcast produced by a team by a research cluster. There was a publication, a round table. A</p>

	<p>public report or an internal report on a building, a documentation on a case study. You can come on with new ideas so we can have like a long list, but at least it can be tangible things. Particularly if we can share and move them forward to other people. Let's say we made a round table, but actually, we produced a kind of a road map of an ideal round table that can be used again or a kind of a meeting process that can be used again. That can be even a better output than just having a meeting that ends on its own. What is the result of the round table for example? So what we want to do is to discuss those tangible outputs of each research site you have been participating in and see where they fit in the knowledge mobilization plan. Of course, the road maps fit in the road map category, that's very obvious. But maybe a part of the road map is based on a case study will fit in some other part of the table.</p> <p>So one idea could be that actually we can just share the mic and talk about some specific outputs from each one of our research sites and how they can be categorized in the structure of the knowledge mobilization plan so that we see if we are actually producing enough outputs in each one of this part of the structure.</p>
<p>[00:10:29] Dall'Ara</p>	<p>And even more follow-up question, once we have at this first conversation about about what was produced and how it fits into the knowledge mobilization plan. Are there areas that are too weak at the moment based on what we are sharing? So the purpose is not just to say the match with the existing structure, but to try to see if there is something in this structure that is not embracing or incorporating or envisioning what actually we are producing or what we would like to produce in a different way. I think that since we have also people that were not always as in previous phases, it would be interesting to hear your voices about what is not yet part of the discourse that we are having because it is about keeping records and assessing what we are doing, but also understanding what we can do better or what comes next.</p>
<p>[00:12:31] Mallory Hill.</p>	<p>I'll talk about what our projects have been doing. Our main activity has been due to do roundtables. We've done 4 so far in the past two years. The first one, we engaged with our partners to look at the barriers to affordable and sustainable housing and community. And then the next round table, we did a design build in Big River First Nation and we explored future visions, and we actually did some action. We actually built a design onto one of the tiny houses and Guardian Bear's House was delivered during that whole adventure. The third, the third-round table we looked at, we were also out on the</p>

	<p>land in Starker Farm outside of Kenora, in Northwestern Ontario, reflecting on integrating indigenous design and ways of being into practice. And our fourth-round table, we went up to northern Manitoba to Thompson and we were working with York Factory First Nation to look at educational and technological ways forward for housing. So barriers, future vision, how to integrate into practice and ways forward. And often with community based focus. We used a number of different community engaged processes. Outcomes from that we've made several films. There was a podcast. We have traditional reports and a couple of papers. We're developing a series of case studies on the tiny houses that Danny's, one of our RAs here is doing a case study documenting all the tiny houses and how they've been developed and built and brought into community. A number of different ways, so spatial justice, heightened quality of life processes and policy, supporting reinvention of built environments, case studies, PO's, newsletters, podcasts. We've done them all. Continuing education we're working on all these different fronts. I'm not sure how to categorize them all, but definitely through the round tables have been engaging directly with community-based processes to "co-create", and "action"; build houses.</p>
<p>[00:14:52] Coulter-Sherlock</p>	<p>Shauna, before you pass it on, I have a question for you. This is my committee hat coming on. You described a whole bunch of different armatures to cascade information and what sounds like a pretty community based intimate approach like what has been of the things you've tried, the most effective or or what's the top combinations you've found in terms of continuing that knowledge base like to make it sort of a replicable or cascading forward, like what's worked the best? Or hasn't worked at all.</p>
<p>[00:15:22] Mallory Hill</p>	<p>What's worked the best? I think Danny's going to talk to it because she's the one trying to analyze all the data.</p>
<p>[00:15:30] Fenn</p>	<p>Something that I think worked well was the design build. I know that's not collection of data, but that's building relationships with community and Guardian, do you want to talk about the design build at all for the deck? Yeah. Remember, we built the deck for Brayden's house. Do you want to speak to that at all or? Putting you on the spot.</p>
<p>[00:15:56] Guardian Bear</p>	<p>Where can I go to start from? The framing. We reinforced the framing. It was pretty cool to see that I don't have something to show you, but how I could picture it's we cut notches to make it sturdy and it won't move. And then we were piercing it all together and then as a</p>

	group that was pretty hands on. That was kind of good to see that. Yeah, that's about it.
[00:16:32] Fenn	That's great. Thank you for sharing guardian. And when we delivered Guardian's house, he's really hands on. Sorry, I'm speaking for you a little bit there. He is a real hands on guy and wants to use the skills that he learned in construction so far to extend this cat runway that he has in his house, I just think that that day was really special. Doing the tour of the houses and the post occupancy evaluations, we connected to the individuals in the community. So being in community was probably our hugest strength. And being in Thompson was a a good one as well. We had social workers come and we did this activity where we did a gallery walk.
[00:17:18] Mallory Hill	We had large scale post it notes or questions around the room in small groups would go to each question and reflect on that question and put their comments up, the RAs would put their comments up on each of those questions because one of the big complaints was that housing was being brought up from the South that absolutely did not work in the north. It was moldy, it was leaky. It was impossible to maintain everything about it was stupid for the way they lived and worked in the community. So impossible to build and RTMs that were being brought up on semi trailers and twisted and unsealed on the trucks coming into community and then full of mold within a year. So talking about what design looks like for community about all those kinds of questions, but also talking about it's not just bricks and mortar. It's about individuals when they go in the home, you know they have to know how to maintain the home. They need to have supports for how to how to work it, how to work a solar panel. Like if you put in all this stuff, but even just basic things like when we first delivered the first home, the individual there said, can I have a microwave? And because he was used to just cooking by opening up a tin and having soup like he was not a baker; he didn't need it. He just wanted a microwave, and the solar panels weren't scaled to the right size to provide enough energy for a microwave, so we couldn't put one in. So, it was all that kind of learning process. For House Stewardship, you have to go hand in hand with the people in those homes. They're underemployed youth. They're just getting home ownership for the very first time. And then on top of that, we were putting all these sustainable solutions in. Grey water recovery and composting toilets. OK, that's great, it's off grid and its energy sovereignty. But it's really tough for a youth that's never had a home before, and you've got to maintain all those things. But through the process that Danny was mentioning where you learn how to build a

	deck. OK, now I know how to put a railing on my loft area. I know how to maybe seal the skylight in my house. You know, that kind of stuff that has to be done. That's being in community, but I've lost my train of thought.
[00:19:33] Balay	If you don't mind sharing, what is the average, I guess square footage of these tiny homes that you've been designing/ building?
[00:19:41] Fenn	Yeah. So, they've grown. I think the first one was 8 ft by 20 something feet. It wasn't that big. Now I think this one we Allen's building it as big as the trailer can handle and it's also going to have a vestibule that will be attached. I think it's 10 feet by 20 and then it's taller. I think it's 17 feet high. Yeah, but it they've changed. Guardians was actually the smallest one. We're not quite sure why we designed the smallest one. It went for the third, third one, but it ended up being the smallest one. It has a little deck built into the design, which is kind of nice, and it has a wood stove. Yeah, I think what Shauna said about trying to make them off grid and that not working because it's too much of a barrier and then making them on grid which is more accessible is interesting, but do you have any other questions about the tiny homes?
[00:20:43] Balay	Well, just the sort of maybe expand on the off grid, the reasoning for that is that because there was a lack of... was that for a choice?
[00:20:56] Fenn	I can speak to this. So, the design principles that were created by One House Many Nations were to have energy waste sovereignty, water sovereignty. So, it was a sovereignty thing as far as I understand. Shauna might be able to add to this in a second, but it's just that it's just a bigger barrier to move into an off grid home than it is to move into an on-grid home. And we discovered that doing these post occupancy evaluations and analyzing our interviews with the youth and just realizing what worked and doesn't work so well.
[00:21:37] Mallory Hill	Yeah, she's really cottoned onto it. The original idea was, and especially in northern Saskatchewan, where they're burning coal to power the houses. It's not great for the environment, but the idea was energy sovereignty, water sovereignty, everything could be off grid and just integrated with the land. But then there was just so much risk because you know you have to generate enough energy to heat the home so that people don't get frozen to death in the winter. So just making sure that we had folks that had heating in the winter and lights in the winter. And then the first day we were up in one, the first PO, the first year, the solar panel was not providing enough energy and we said, well, let's go up and have a look and there was

	<p>no we said “Has anyone got a ladder?”, and we said no. So we actually called the Band Council office because nobody had a ladder. We couldn't even get up on the roof to check the solar panels. We didn't think to build the ladder on the outside of the tiny house. But it's resources, it's a whole system of like, they're remote. The York Factory's water access and airplanes. But you know, you have to think about maintainability and sustainability in that way. The HRV's in Garden Hill, we're breaking down and so it's a great sustainable solution. But if they're broken down, you can't get parts for them, then it's just not useful. So making it simple, very simple, easy to maintain was a big part of it.</p>
[00:23:03] Fenn	<p>Yeah, and something that was a challenge as well, that is that we don't know the site necessarily before we build the building. So we can't analyze like we haven't been able to analyze the site and figure out which way the solar panels should be facing or which way the windows should be facing for energy efficiency. So that's something else that we've learned over time by visiting community.</p>
[00:23:28] Mallory-Hill	<p>We'll give you the report. It's long. We learned a lot.</p>
[00:23:47] Berry	<p>Berry, Meg. So our outputs are we ran a series of roundtables with our partner communities where we listened to what defines quality in rural parts of Alberta and what we heard from them, that there were two foundational things. That quality couldn't be defined until we addressed housing and food sovereignty and food access and economy. And so, what we did was we pivoted a bit and we went back to our communities and we said, OK, so this is what we're hearing from you and what we'd like to do is we'd like to explore this further. What do you need? And what we heard from them was that they needed clear road maps that, you know, they don't have much capacity, so they want something visual, that they can look at and they can take the steps that they need quickly and easily to get to where they need to go. So we all kind of looked at each other and we're like, well, how are we going to do that? And we decided that we're going to walk the walk with the communities. And so we're going to learn side by side and in tandem with them. And so, what we've done is we've applied for different grants with our partner communities. One of them is Athabasca. And we are going to learn how to develop a passive-solar greenhouse and develop a road map to get communities to that as we're developing it. We've also partnered with the town of Sundry and we're looking at aging in place. And so that's another focus. And then we have a housing</p>

	<p>focus as well where we are going to also apply for roundtables and further community engagement to walk the walk on how to get rural communities to a road map, get a road map for rural communities on how to support housing in their regions. So those are the outputs that we have so far as well as blog posts. You know, podcasts, a lot of publications and presentations, lots of conference presentations, but we're kind of still in that early moment where we're just getting our grants and we're going to start walking with our communities. So hopefully next year we can tell you some more outputs.</p>
<p>[00:26:04] Kuzmochk a</p>	<p>I think that for our project at least, the portion of it that I'm very familiar with, there's been some other stuff that's focusing more on things like augmented reality. And that was both before I came onto the project and is done by a team that I don't work directly with. So I'm not necessarily well positioned to speak to that. But for us, I think in this portion of the project where we are working with schools that have won awards and people's experiences of them, we're still very much in our data collection phase. Most of that is happening this month. Going through the ethics was quite a slog, and you are only allowed to do research in schools, at least in Nova Scotia in certain months. You can't go in high-capacity months like September or June and you can't obviously go in during the summer cause no ones there. And so, like actually getting to the research is taking quite a while. I think that one of the things that we are really focusing on is Understanding what needs to happen for schools to become better, spaces to work and study in. And so I think that one of the main goals of this is to potentially be able to walk away with recommendations to the DC-350, the provincial document that determines how schools can be built and the requirements that you have to meet to build them, because there's been so much discussion within the schools of how that document has prevented a lot of the building of things that came out of consultations, that there are all these things that people want to happen and potentially even architects are willing to do it but then it just can't happen. They're just not allowed to. And so really looking at changing some of the processes in red tape around building a public building like schools, I think has been one of our main hopeful outputs. As well, with the schools that we have been able to talk to establish a relationship where we have said that we will bring our results back to them ideally in the next school year. So going into 2024-25. And go back to the schools and tell them basically what they thought of. They're building what it seemed like they seemed to feel about it. And then I think that will also give us an opportunity too, by sharing the results because</p>

	<p>obviously we only had an opportunity to speak to a small number of people at the school to also understand if that is like the common opinion or if there are big things that we missed. If, like something about our sample resulted in only specific kinds of opinions coming back to us and things like that, so having the opportunity to kind of once we have results to reflect on those results. So I believe we're trying to or we're going to be developing a number of public resources that can go back to those schools and ideally be of help to them and then also to try and working hopefully with the schools to make policy changes that can help create better schools.</p>
<p>[00:29:25] Bochenek</p>	<p>TMU, has, like I mentioned earlier, different faculties working within our partnership. So, I actually don't work on all of the different projects, but I do have a nice list in front of me. One of the projects that we're hoping to get, I think outcomes in in a form of policy change and also in the form of recommendations for evaluation criteria, is for the Toronto Urban Design Awards. So the project team has been looking at previous winners of awards actually observing, like the adjudication process. So it's a process review looking at all the submissions as well as making recommendations for future awards. We're also looking at doing a discourse analysis of the Accessibility for Ontarians with Disabilities Act. Which was actually enacted in 2005 and had a 20 year span in order to make Ontario fully accessible. If you're from Ontario, you know that 2025 is not going to be fully accessible. Every few years there is a review of the progress of the Act. So the discourse analysis is actually looking at those reviews. This also includes media scan, so looking at sort of who, who is talking about when these reviews happen and sort of the general discourse that is produced through these reviews. A project that we're also working on that actual Shauna reminded me of we called the failing better project and in this we're actually looking to see how built environments directly impact people with disabilities. And we're asking folks to comment on sort of the public engagement processes and actually how accessible they are for providing feedback when at either like accessible events or public consultation events. So looking to improve accessibility of these kind of processes. So it's sort of like we'll never actually have an like a fully accessible space because we can always sort of be building upon how accessible we're making something. There's always like tensions between folks with different disabilities, things like this. I'm going to say that like generally our projects are still like ongoing, so outputs are mostly papers and presentations and things like this. Those are just some highlights. There's also lots of things like</p>

	<p>visualizations and maps that you can see mostly on the living Atlas website. Just trying to see if there's anything kind of juicy ones that I can share. The one I was actually mentioning earlier, which is examining barriers and opportunities for people on Toronto's waterfront, is actually involving students. And so that actually shapes the curriculum, and it's a totally kind of newer kind of pedagogy of actually like involving students like undergrad, specifically within the data collection process. Using more novel methods including like intercept surveys, but mostly like field observation. What's the word I'm looking for? Public Life Studies. So doing public life studies, so like observing and like having students really involved in that. So I guess the output is new syllabi. I'll pass on because I can just keep talking.</p>
<p>[00:34:22] Blank</p>	<p>Sonia Blank. OK, so I'm not sure I'm going to be able to answer that question super well. But in terms of McGill, what they have been doing in... what we have been looking at is also at different research methods. Since we're working with marginalized communities in urban centres and in a specific time, that is the night, I think in the last two years there has been, through the process, a lot of moments where we had to kind of redefine or rethink the process because of some ethical considerations. So that's why I was talking earlier a bit about, we did like a few workshops and some somewhere like on an alternative like mapping methods to understand maybe how, for example, like storytelling or oral history can be used in a way to be like non-extractive and non-dangerous way to do research. Collecting the stories of people in the city without specifically locating them is also something that has come out of the research and another thing that we did that was walking tours like or walking research. So, we walked through the city, and we did a night walk. And that also comes with some ethical considerations in terms of how you do that. So, asking yourself, I think all of these questions has been a big part of the process. So I think most of it is still ongoing and there hasn't been necessarily a specific outcome yet, but I think that's OK because it's like all a process of trying to understand how to do research in a way that that cannot can be that can't be harmful because we have to be very careful about what we put out there as well. I think because research can also be super dangerous. So, I would say that for now.</p>
<p>[00:36:51] Coulter Sherlock</p>	<p>Because I'm not affiliated with one research group, I'll maybe just talk a little bit more about the DOC and some of the steps that have happened over the past few years because I think it's super listening or interesting listening and a lot of the outcomes that are being</p>

	<p>described are either through like proof of concepts or in those storming phases towards that, like taking those careful steps in order to gain traction and momentum across a broader audience. A lot of the questions that DOC has been struggling with is “the how”? So micro steps like things that have happened, you know Laura from the Rick Hansen Foundation, she was wonderful in putting together a Comms Plan. So now you'll notice we have a LinkedIn account that's relatively new in the past year. Obviously, the living Atlas getting up and going and trying to drive content onto that and then traffic towards that. I missed the last one, but there was a conversation about, “OK, well, we should maybe be having an Instagram account so that we can be capturing a different audience”. In all of this, which you probably are hearing is the people who are being reached out to to participate in the conversation are still very much of a vested interest and demographic that has access. You have a LinkedIn account because you're a professional and you're following this because it's tied to your industry. You have access and Instagram is a way that you communicate. And so to broaden that outreach, and I believe it was Andrew Payne from the Masonry group in Ontario, he was bringing forward, if this is a academic or if exercise in order to cascade it past, let's say academia as well as design professionals and to trades to the public, who would be interested in participating, then we'd really have to have a good think about how this information cascades forward because right now there are significant roadblocks to that process. Obviously, the knowledge mobilization plan is seeking to sort through. But I would say that even within this road map, there are still those significant hurdles of how it is ever going to get outside of the voices that already have a vested reason to be deeply wanting to push this forward. But there have been good things happening.</p>
<p>[00:39:42] Fenn</p>	<p>I'll just build off what Shauna said a bit again. We're working with One House. Many Nations, which is kind of aside from this project, but connected to it. So, with One House. Many Nations, we're working on a housing repository so that fits into inventories. We just got a grant to disseminate some of our work. So we're working on two exhibitions where we're going to be kind of an activist exhibition in the spirit of the AHA exhibition at the Venice Biennale. So we're going to have like silk screens to get some takeaways and some text from the and housing narratives that we've done in the quotes and I'm making like a timeline of all of One House. Many Nations activity from its inception until now. And it's a really cool visual to see how things are kind of growing and 2004 has like the most data points on</p>

	it, right now and it's cool to see how things are moving. So yeah, I think, a pilot project, the housing didactic exhibitions and inventories and then archives of citizens' experiences through our interviews.
[00:41:23] Berry	I love the idea of using an exhibit to disseminate the information. Can I just ask a couple of follow-on questions? So, my first one is, is it going to be a touring exhibit or is it going to be stationary?
[00:41:31] Fenn	So, there's two exhibits, ones in Saskatoon at the Paved Arts Gallery event space. We're going to have three video works and then some photo works and this timeline. And so it's set up to accommodate us. So, we're going to have one there and then one in Winnipeg at Sea Cap Gallery, which is more of a curated space and it also is set up for video. So, we'll have our three videos there and then other 2D work as well.
[00:42:09] Berry	Are you going to have an online presence as well for the exhibitions?
[00:42:11] Fenn	So far, it's just like the physical, but anything that we produce will be able to be put online and we do have a website. So yeah, I just have to work on the two shows and then I can think about that later. It's not all on me, but I did take a leadership role in the exhibitions.
[00:42:35] Mallory-Hill	One House. Many Nations has many Facebook groups and Instagram so follow us. And so you can follow events and all the events we do, we often cross post on to social media.
[00:42:47] Berry	Wonderful. Thank you. It sounds so cool!
[00:42:52] Shomali	Nothing much more to add to what Justine mentioned. I mentioned that I'm new and I also read the report, but what I can say from the citizen group like the Open Architect Collaborative Canada was that one of the outcome of this project was for us to pay more attention to invisible disability and then what are the groups that we're not capturing, especially when we talk about Toronto waterfront, which is a new concept for all of us. With the project, I really like the aspect of engaging students. I know that we are going to work with a student very soon to make sure that we train them on the social responsibility but also make sure that there's a lot of young voices in the project as well.
[00:43:48] Pratt-Tremblay	I'm not too sure either. I'm too new, but just in terms of maybe like our road map and stuff, I know that they've had a few workshops and like youth charettes with the youth in Sudbury as part of their road map to gather with the community. And then I know they're collecting

	<p>case studies and focusing on co-creation. Also, working in Truth and reconciliation, so working with Indigenous youth and also like I said, the faculty of the Indigenous Studies at Laurentian University. And then as well, seeking out lived experience from people with disabilities, and then finally, they're not at this stage yet, but creating processes that lead to responsive municipal policies. So very much, I think still in the kind of road map section.</p>
<p>[00:45:02] Cogulet</p>	<p>Because I'm new in this project, I don't have many things to say about the road map because I was not involved. But what I understand from what I heard around this table and from my personal experience is it's very important to involve people in the processes of design and co-creation. Because if you have an issue sometimes, experts will answer this issue and it will be a good answer, but it will not meet, it will not meet the needs of people. You know what I want to say is, experts will find a solution and it will not be accepted by the population, but if you involve people in the process for co-creation and the processes of design, sometimes you will find the exact same solution that was already provided by experts. Because people, yeah, were involved, it would be fine, finally. And so it's important to have the adhesion of people in the process of creation. And so I have a question for you, Nick. I was wondering if kids we're asking the question what you want as a school or what do you think could be a better school?</p>
<p>[00:46:37] Kuzmochk a</p>	<p>Yeah. So we did talk to students and I think one of the biggest senses was that especially for students, the biggest issue was the overpopulation. So they didn't necessarily have an issue with the space itself so much as they had an issue with the fact that the space isn't meant for that many of them. Also, the students at the school we went to had a free or spare period where they didn't have to be in class. They were just working on their own and they felt like their school didn't really have like spaces for them to be if they weren't in class. So, I think in some senses the school was too rigid, there wasn't enough space that was adaptable. So I think what students want is the capacity to stay at the school and be able to do things and then on top of that, to have enough space in resources to do the things that their classes and things want them to do. So I think the students were mostly concerned with just having space for opportunity.</p>
<p>[00:47:48] Dall'Ara</p>	<p>Just checking the time. Maybe we can try to address both the 1st and the second question together. So, we are now sharing outputs and the follow up question was around what is weak and can be</p>

	strengthened or different in future steps. I don't mean to interrupt this very interesting conversation. So, we are addressing the outputs. I'm wondering if completing or integrating the round we can start considering also the second question.
[00:49:08] McClelland	Sure, I can do that. My group has been meeting the Carlton Group meeting fairly irregularly, so I'm not actually completely in tune with what's happening there. I'd offer two things that I'm doing personally as a way to contribute to the process/ One of them, Justine, is we're throwing a gigantic party about the waterfront in Toronto at the end of May. It's so if you want me to send invites. Anybody who's in Toronto at the end of May invites to a big party to talk about culture in the waterfront because we're finding that we need more conversation, that there's a collapse of the cultural institutions in the City of Toronto and we need to bring people together for that. Another thing we're doing is Allen Gardens. Allen Gardens is downtown in a very intense park, where everything is happening in Allen Gardens, and we've worked with the various communities there to build a consultative plan for what should happen in Allen Gardens. We're getting rave reviews. It's called Growing at the City to talk about the kinds of changes we want to have happen there. And then we're going to raise the money to do so.
[00:50:42] Amaral	I see that there are many events that are organized by each one of the sites and it's hard to categorize those events in the knowledge mobilization plan. It is easy to say where a paper goes, where a guideline, a report or a catalog or an exhibition the different events is very hard to put it, but so maybe it's an outreach. Where would it go?
[00:51:17] Mallory-Hill	Maybe that's a weakness.
[00:51:24] Amaral	OK, so any event would go in the public dissemination on item number two to the public dissemination. I can jump in and talk about the research site in Montreal. We have had curriculum development both at the interior design undergrad course and at the School of Architecture at the Master of Architecture. So there's been significant curricular development towards accessibility in the built environment, particularly in design studios. I think those are very good outputs that are not actually publicized yet in terms of there's no report and that we have more trained people that go out in the end to professional practice that are aware and have methods and ways to approach meaningful accessibility in the built environment. But I don't think we have a clear output of that yet so that we could work on. I know that

	the the research site in Montreal of course, produced the road map and a couple of events, maybe Shantanu can develop more.
[00:52:48] Biswas- Linkon	I will be complementing Isabelle. Right now, for the last two years, we've done three important round tables where our major stakeholders in building Montreal and the associations of architects in Quebec and citizens all have presented and for the first round table, we conceptualize the quality, Or the thing everything and after every round table we produce a report. Then from that conceptualization of quality we then selected some projects from Ville- Montreal, that's our award-winning to see what the practices are are what are the tension between norms and the real condition and practical condition. So we visited around 10-12 cases then we came back again had a round table 2, then we throughout that discussion, I would say detailed discussion we figured out, OK, there maybe needs some new methods to evaluate lived experience or incorporate lived experience in the definition of quality. Then we tried to explore different methods from different fields? How to incorporate lived experience? And with that we again had Roundtable three, and we mainly questioned the traditional post occupancy evaluation where the main focus is quantitative methods. Obviously, there are interviews and other things, but lived experience is something more that demands more than interviews. Some other perspective, also some contextual, some personal things. So, we explored different methods. Now, I think in the future, maybe within 2-3 months we will try to develop a protocol on how to explore and evaluate lived experience and through that, I think then we will again evaluate some cases or assess some cases how the lived experience of these cases is. Then I think we will have round table four or something like that.
[00:55:23] Dall'Ara	The Calgary Team. In terms of concrete outputs, we had addressed a variety of case studies, including buildings, public outdoor spaces and planning and policies experiences, including field observation and the students who worked with professors in interdisciplinary teams trying in parallel to structure ways to report the findings from it. We aim to publish in different venues the results of the case studies, but it's still an on-going plan. The other aspect was the process of engagement and participation across the various partners. We had three round tables. The first one was basically focused on learning from each other. We are very large team. Diverse, with many sectors and organizations working together. So that was the first step. Suggested by our partners, the 2nd round table focused, complementing on one end, the case studies we were developing as

	<p>a university team was based on going to the field altogether to a building, specifically the City Hall building in Calgary and the round table I was questioning and addressing aspects of quality evaluating the building through different lenses. And the third-round table that was last November was about how we can go from consultation to greater collaboration in terms of again, engagement with all partners in our own process, but to learn also for future contexts and processes. From that roundtable also came as the idea of creating opportunities to work in smaller groups and to have an impact, as I mentioned before on education pedagogy. So we launched the coffee conversations between students and partners organizations, that is an ongoing project.</p> <p>We hosted the second convention. It was huge last year, so I would include the conversion in the output. Hopefully as something tangible, but for sure the effort has evident implications. Yes, another aspect was to again in this process of strengthening relationships to have involvement of our partners into courses— studio courses, but also what we call elective courses during a supplementary block week where students were learning talks and moment sharing with the partners on topics, specifically courses on topics that are related to our project subject.</p> <p>Where they fit? In inventory, case studies, draft road maps. I think that what, for instance is mentioned here in terms of curriculum development we have in brackets 6 common integrative seminars that yes, we developed but I think we are doing more than so in various sites we are not just offering lectures and talks for the students to learn about matters related to the project, but also at the local level. We are trying to build a deeper reflection on the curriculum but also questioning if curricula should be revised in light of what we are learning.</p>
[01:01:31] Amaral	<p>That is such a good point, because, for example, I suppose that each school of architecture is already making lots of effort to improve their curriculum. The awareness on those topics is, of course it matters already, even if professors and scholars are not directly related to the partnership, but it's still being worth pursuing at least an inventory of the changes that were directly involved with the partnership within each school, I would say for example, there were 19 students from the School of Architecture in Montreal who went to Vancouver to do a training on accessibility with the Rick Hansen Foundation. This could not have happened without the partnership.</p>

	So there's lots of direct improvement to the curriculum that we can maybe have a report on.
[01:02:31] Dall'Ara	It seems as the relationship between the project and education is increasing, I remember maybe we were still at the Montreal first convention when students were bringing the idea to a greater way of being part of the project and from there, something was mobilized that I would say, so I would say thank you to the students for being so proactive and prepositive in the way that this project could impact future students and their education. So, I think that is a tangible result.
[01:03:36] Coulter Sherlock	On that, I think I'll give an example and then I think it's something else that maybe would be worth measuring. So, for those of you who have been involved for the past few years, you'll maybe recall there's a presentation by Vibrant Communities Calgary by Meghan Reed. And her organization is kind of like arms length, funded through the City of Calgary, and they're dealing with those living at or below the poverty line. So, I think their campaign, if I'm recalling, is Enough for All. Super interesting work, adore Megan as a professional in our practice, we do learning sessions on Thursday afternoons and usually we have someone come in and provide like a talking to us about book spec or how to read a cost estimate and maximize, etc. And through the collaborations of these interesting groups that have been brought together across Canada, Megan came in and talked with our design team about components of maybe hostile design that they didn't realize was detracting from inclusivity in the urban environment. Things like they're not being anywhere for people who are homeless to plug in their cell phone or even terminology, so that when we are working on public projects that we had the right tools, vernacular and resource links to be able to support that group, even though typically that is a group that does not have mostly the time or means to be participating. When you're designing, making those initial gestures and the design for the urban environment. So I think was really interesting about that example is this is bringing together dedicated researchers, decision makers at the city level, the professional groups, the trades groups, the advocacy groups, all those different ones, and so these micro connections between is both having direct impacts on the research, but I think also maybe cascading impacts that are harder to measure, but no less valuable through continued dialogue, when we're all put in the same space.

01:05:56 [Kuzmochka]	I wanted to speak a little bit to the follow up question about weaknesses in the knowledge mobilization plan. I think when we're talking about knowledge mobilization, it's important to differentiate which aspect of knowledge mobilization we're talking about because it has two phases which are getting information to people like making that knowledge available, having people know about it. And then there's putting the knowledge into action, which is change making and so I think that it's important to talk about those as two distinct phases and aspects. Some projects can only do one, some can do both. And sometimes that's enough, and sometimes it's a limit that it can only do one. And so I think differentiating between knowledge mobilization and change making could be like a potential to strengthen the knowledge mobilization plan and potentially differentiate a little bit more because some of these like these four categories aren't mutually exclusive and neither are knowledge mobilization and change making. But you can identify which is doing what and when, so that that could be potentially a helpful distinction between the two.
[01:15:43] Dall'Ara	We have about half an hour, a bit less, 20 minutes, to discuss two questions. One, keeping in mind what the partnership has produced so far, how can we use the website of the project to stimulate a debate on quality in Canada and the follow up question are there other mediums/methods so that could be used to further help initiate a public debate on quality?
[01:16:46] Amaral	Is the group familiar enough with the website? The Living Atlas of quality? I see some heads nodding, but not tightly.
[01:17:01] Balay	I guess as far as for, are there other mediums with the Athabasca projects outside of the Charette style workshops that we held additionally, I invited Douglas McLeod to the community. Our committee was chosen as a pilot project along with Brooks as part of a social impact lab. And so it was a cross section and it really delved into what was lacking in our community and part of that, I think overlapped with what our workshop charette style engagements were. I thought for sure that we had to come up with one thing in that social impact lab and I thought it was going to be housing and the lack of housing in our area but what the group ended up focusing on was actually communication. It was overarching over everything. And so I think that could apply to, you know, to this research as well.

[01:18:50] Amaral	But let's talk about the site. What can we do in terms of the medium of this website that can connect and better get our project to to be known and use the site as a tool of dissemination?
[01:19:23]	I don't know how many people read [the pages on the site] because I think every month the site sends newsletters to everyone associated with the projects. For me, personally, I have read it very few times, so I think maybe something interactive. We can't ignore the. What should I say? The cat videos? That's really interactive. Seriously, because at the end of the day, we want people's participation and we have to draft what people like more interactive, shorter, I would say, say 30 seconds on minute 2 minutes kind of thing. Videos or some visualizations. So that we can connect with people, and I think maybe if we focus on that because whenever I say as common people see they will kind of think OK, there are so much text. Why would I go through all of this text, whether they're all kind of this text, some interesting for the because we need to make conscious people that yes, there is some things that are for your own experience or own kind of thing, maybe we can do that.
[01:20:46] McClelland	I'm not very tech savvy, but I just wonder whether if we all send out Instagram images of us attending this conference or something like that. Because I think who goes to who goes to a specific website? I don't. But I think maybe if we were all asked, could we send out a note or if we all got photographed together on the front steps or something like that and just publicized ourselves in other media? And I was thinking Instagram, but I don't know what other there might be other cooler media that I'm unaware of!
[01:21:34] Coulter Sherlock	It's super interesting because we talked on the DOC committee, originally it was like, OK, we have a website, we want everyone to go to the website and it took a lot of like discussion and persuasion essentially to get everyone at consensus that you would use conventional social media platforms like LinkedIn or Instagram not to like host all content but drive to back to a website. So this is the resource and there really is like without leveraging those mechanisms it would be very hard to start your own version of that. I'm not even sure how it would be possible. But that was something that's been discussed and I will certainly bring that back to the committee that we're now both on later today. I'm just going to be pushing on our one thing though as I'm thinking through this a little bit and then maybe it's from the conversation of this morning. So if you want to reach the architects from the Albert Architects Association, there's means and methods for that. We have to take

	<p>mandatory courses and create a building envelope. If there isn't a process or something that aligns like there are ways that through continuing education you could do those outreach likewise, we could talk to Andrew and the Masons Works, How would information to Masons get disseminated? What would be accessible to them, and how would we understand? So, I wonder if there's the ability everyone has their own sense of how different participants would be accessing this information. Not all of them would be. Have the same interests, skill sets, aptitudes, whatever it might be. And then taking a look at the language because I think that a lot of our language remains very academic and inaccessible unless you have a significant amount of education and training and so that starts to alienate who's going to absorb that content as well.</p>
<p>[01:23:52] Shomali</p>	<p>Well, that's the area that I know because my job is to produce plain language, easy to understand legal information. And I second what Shawna said about cat videos and what you're mentioning we find in our experience visual medium really works. Visual and short, even though lawyers are used to reading long, you know factions and even with us that helps and making sure that the language, there's a lot of unlearning that comes with someone who works in a profession because we talk to our peers and everyone understands acronym and you know the language that is very complicated, but also making sure that you audit what you're writing, making sure that someone who has no idea what you're talking about can read it and understand it. I find that sometimes bringing in an outside consultant really helps to look at the website is like I don't understand this, but I don't know what you're talking about here in terms of community, accessibility and engaging diverse communities.</p>
<p>[01:25:05] Kuzmochk a</p>	<p>I completely agree with what everyone's been saying. Even with some of the visual information, I was looking at that diagram for like 15 minutes and I still don't really know what's happening. And when I worked for the Government of Newfoundland for a while, and we had a saying which was nobody wants to read more than two pages or look at anything for more than two minutes. And so really getting everything to be like short, even looking at the titles of the project as we Scroll down. I don't know what they're about and a lot of them are using like it's academic titling because so many of us are academics, and even then beyond that it's it's project titling, but so many of these also have sub-components they have like specific projects within them. And you don't get that from the website. You don't really know</p>

	what's happening or what it's supposed to be doing. And so, I think as well as like more plain language, also more direct language.
[01:26:18] Berry	Yes, it's just a little busy. So maybe if we scale it back and simplify it, it's wonderful that there's all this information there. But when I'm looking for something on there, I usually e-mail Dmitri and he's like it's on the website and I'm like, can you just send it to me though? Because it takes me a good 10/15/20 minutes to find what I'm looking for and Dmitri can find it simply. So yeah, like, there's so much information and it's such a great resource, but maybe simplifying it and pairing it back a bit to make it usable.
[01:26:52] Blank	I'm going to go back to the cat videos also, but I think something also that is important in terms of dissemination is pleasure. And I was recently in a group and we were discussing this same question and one person was mentioning a book that's called Pleasure Activism. And I didn't even need to read it. Just the title for me was like, if you don't find pleasure or fun in things that you're interested in, then it won't touch you. It won't get to you. So, I think also, and something we've been doing with communities is just barbecues where we just have a dialogue, very simple thing about what? There's so much research that has been done on this specific topic, but the community doesn't know about it. So, we just gather, we eat food together. Very simple and we talk about it, and they can ask questions and stuff like that. So I think this is also like pushing ourselves to go to the places that we want to be heard, or to give information. I think it's also important to make it fun. Make it less serious. I don't know if it's crazy to say that, but I'll just say it. Make it fun. You were talking about a party like that's a great idea.
[01:28:16] McClelland	It's the best way to communicate something.
[01:28:24] Linkon	Like another idea. We have the base ideas of the road map and maybe we can simplify it more. And make it more interactive. Obviously, those are already interactive. Maybe we can display these in front and make an interactive video. OK, this university, [explain] this road map in just two or three words. One by one, say for one minute of video and that's it. Maybe 10 seconds. Not at first. Maybe people will get interested in it then. OK, now let's go to the site if they were interested. Because if nobody is going to read as a common people. Obviously, we are going to read, but if you say common

	people, they don't. I really believe they will not spend 10 or 15 minutes reading these sheets. That's my opinion.
[01:29:32] Mallory-Hill	We've had great success with video and film. I have one here that you know it's shareable. Some of our videos are on YouTube. So those short videos are really great ways to show what we're doing. I agree with the food. I learned working in community, we always have a feast with our round tables. And that's such a wonderful thing because it's also a cultural exchange. We usually hire the local community to do the catering so we get great food and Bannock and way too many carbs. But anyways, but I think having folks in the community speaking about their issues directly rather than us writing a paper about it, it's way more effective and it's so visual. You know when we're doing our builds or we're doing work in the community and it's so much more effective. So little films and one of our student filmmakers is with us– Deanna. She's done some great films. Anyways cat videos but yeah let's I'd love to see what you guys are doing and whatever. I've never been at night city like that. Sounds cool. I don't have to read the book.
[01:31:04] Amaral	During lunch time, I read some of the panels of the road maps in more detail and then I had one of the colleagues actually presenting it to me, just very shortly and then within 30 seconds I could understand much more from the diagrams. So I'm wondering if we could have those road maps translated into videos that are actually presented step by step. Not to give a sequential view, I think it would be more powerful as a message.
[01:31:34] Dall'Ara	I think that it speaks to a broader issue. I feel we are all overwhelmed by writing, reading and we don't pay attention anymore. These kinds of expression would need the kind of attention they would need. I prefer to have a call or meet someone in person, then writing emails. That is a very simple example that can be reflected in how we disseminate gathering and speaking and I think it's becoming more prominent as a need. We are too tired to write and read probably. I am just reinforcing what people were saying and these.
[01:32:37] Amaral	it is important to have both though, because we need those very serious reports so we can have, like scientific data, to convince policy and everything. So, we have to work on both ways, and also making sure that someone can have access to the information from one and get to the easy video to communicate to people or have someone else accessing the information through an easy video and then getting into reading the report and communicating that report to

	<p>their municipality without even having to read. But they know that they have the right source that that is that has authority to say something on a matter. I think it's important that the website makes more loops. Let's say when we enter into one of the research sites, there's only a description. It doesn't loop back into the videos, or the reports made by the research site. You have to actually enter through the menu. So there may be some easy fixes that can help.</p>
[01:33:49] Dall'Ara	<p>I totally agree with food, by the way. I think it's awesome. Yeah, all all kind of public gatherings, but also that includes event for children. So their parents can come with children and have children playing around some other part of the room, while other people can actually discuss the Co design of a project for example.</p>
[01:34:18] Mallory-Hill	<p>Just because everybody's exhausted and starting to think about the drinks at the reception, glad that's recorded, I'll throw it out there just because of the activism comment, I've thought about that all through lunch because one of our community groups is and that is formed from Idle No More and was an activism group and that change actually came from activism and some of we, you know, mobilization sounds like action that you were saying, knowledge mobilization. Whether it's passive or actually active, you know the way that Trump gets attention is he's controversial. So, there's another way to drive eyes to our work is to take a stand on something and so that's the best ways to drive Instagram. So, I don't mean come up with lies and get in with a prostitute, but perhaps there needs to be a stand. So perhaps there's a moment where we need to take a stand on what we think quality is and how it needs to change now. To challenge existing ways of being and that might mean some activism.</p>
[01:35:52] McClelland	<p>What would you take a stand on?</p>
[01:35:57] Fenn	<p>I just think working to eradicate youth homelessness. It's like there's no quality in the built environment if you don't have a built environment to live in and we talk about at The Faculty of Architecture sometimes how all architecture is hostile to the land and I don't know. Those are just two things I can think of off the top of my head to to take a stand on. We all deserve quality in the built environment.</p>
[01:36:27] Mallory-Hill	<p>Yeah, I mean, looking at you, Michael, you could probably think of something controversial. We shouldn't be starting any new builds until we deal with existing, right? The kind of waste we are doing with</p>

	the existing stock by not dealing with, you know, abandoned houses are empty while people are homeless. Like what?
[01:36:58] McClelland	I like very much your comment about youth and homelessness, and I think that's a kind of broader statement which I find very appealing is not the right word, but I find it very appropriate and that might be. I think actually making some statements like we're in our third, second, third year, third year now. Maybe we should actually have some key punchy statements that we could put out to the public and that would be one, and we'd need to, we'd need a spokesperson to speak about that to be able to speak to the press about it. But I think I think that would be a really interesting comment to make. I'll think about the adaptive reuse one, but it's a bit more complicated, but yeah, I want to cause trouble. I think yours is the one that hits home most, I think. And I'd be really interested in terms of what we're talking about I think that's right centre to the issues that we're talking about. So I'd be really interested to support. I don't know how we. We're not like the United Nations. We bring forward recommendations from some working subcommittees, but if that's something we could think about, that would be great.
[01:38:24] Dall'Ara	So it would be amazing if we could have two ideas to make the living atlas of quality more open to the public and suggest either two medium/methods that could be mobilized to spark national debate on quality.
[01:39:53]	OK, right. So going back to yes, we can be controversial. But why, like, unless the public at large cares, most people need to have a reason to care. So right now, there's this unprecedented public hearing in Calgary, I have been listening with popcorn as there's this crazy debate about rezoning blanket rezoning on the city. It's super fascinating. It's galvanizing. I have friends in finance and they're tuning in to listen to City Council in between meetings. So why? Why is anyone going to care? And I think for me, I love the idea of thinking about creating momentum through, let's say, like some really like thought provoking activism, but then you kind of do the whole catch basin. So if that's not your cup of tea, then there's another way that you can bring others around into the conversation. And obviously you can't get everyone, but most people won't have the same type of passion or drive as everyone who's been involved in these conversations because they don't have the insights. They don't have the many, many years of background, so I think I guess if we're talking about what ideas, then coming up with clear reasons or clear ways to express succinctly to the public why they should even care.

	Seems like a really good starting place, but I don't know the means and methods for that.
[01:41:38] McClelland	I think you could start with the controversial statement that, for example, Danny's statement could be the controversial statement and then you use that to introduce the whole project and you sort of say, here's one of the findings. Here's one of the comments we're getting and we can build on that. And that's a way to it could be simply a press release that then says. Here's the comment, and here's where it's coming from. And here's what the SSHRC grants are doing. And I think as long as the universities are comfortable with that, but I think that that's the way you'd say this amazing, SSHRC grant with all these amazing universities are studying quality, the quality and understanding architecture. You can outline that very, very carefully. You need the controversial piece. To be able to bring that forward. So I think I think at this point it might be really interesting to sort of say we're partway through this massive study. And we're going to come forward with many more amazing findings. But you want to be able to communicate them to a broad public and a statement like that. That should be brought forward as an idea that you want to introduce the whole program, but you need some sharp idea that catches people's interest, right. I think that's the case.
[01:43:23] Mallory-Hill	I love that we're looking at populist like strategies and tactics to translate. What would Trump do? It's very Alice in Wonderland.
[01:43:42] Dall'Ara	I don't know if it's controversial or radical, what we are meaning, because I didn't find anything controversial in your statement, but it was very radical. So, it was just right. But it was very radical. So we don't need to enter into the semantics of it, but I'm thinking if we are meaning controversial in terms of saying something that is provocative beyond what people would accept. Or are we saying we would like to find some radical statements that still can be provoking. I see a difference between being radical and being controversial. So I wasn't sure if we wanted to be controversial or we wanted to be radical.
[01:44:57] Linkon	OK, I am ignoring the definition of a controversial radical I think the first one is the two-medium right. We have two focus groups, one common people, one the scholars and the citizens and the authorities. So, to make it more public, maybe we can focus for common people really like short descriptions short videos through YouTube, yeah, basically, common people like cat or dog videos that doesn't matter and for Authorities, institutions and scholars. Maybe again, we can write not long, short, good title but short title and short

	description. And create a LinkedIn. I'm saying more kind of regular, maybe monthly or biweekly and two methods again on through the media, video or graphic presentation. Another one is writings.
[01:46:32] Mallory-Hill	<p>I'm just making some notes and I really, I think that Grace is right. You know why? Why do people care? What's the value proposition of this to the general public? I think that goes back to, you know, the two kinds of knowledge mobilizations, in terms of wanting providing information they need. That's why they should care. There's information here that you need. And us as academics. Ohh, that's a methodology that's cool. There's some results there. That's cool. I'm working for an NGO or whatever, and I want to do public engagement. Whatever. There's other stuff there I could use. And then there's they're making a difference. So that's if we've got results that can help people make a difference, then we should drive eyes to our website. And I think drawing attention to some of the key questions and concerns we have is where that kind of provocative piece comes people don't even know or who was it? Was it you or somebody was saying people even notice until it's a problem. You know, it's actually working well when you don't notice. Yeah, yeah, until you're the one without a house, right? Till you're the one that can't get that. You're that you can't get food for an affordable price in your community till you can't, you know, just live a normal life. Like everybody's showing you on TV and everything. We can do dance on TikTok, stakeholder dance. Yeah. So I think I think like you were saying, there's kind of two kinds of knowledge mobilization. But I think if you're going to make a difference, you really have to once you drive their eyes there, you better you better have the information they need. So what is the value we have to offer is a good question. Why are people going to care and often it's about an emotion and not about any. I mean, how many years have we been talking about climate change? You know, out there 22 seconds on little baby eels. And suddenly we're going. When I go up to Peggy's Cove and stop them from harvesting the baby eels. It's an emotion, right? So that's true and quality, when you start to realize some of the information that that people just aren't aware of, that they're, you know, they're people living on the waterfront, that night without housing, there's hostile architecture, that as soon as you put a building on the land, you've destroyed someone else's home? Your relatives home. Oh, I'm just going to say one other thing this also, this conversation also reminded me of somebody gave me a slide that said only use emails for setting meetings. So in other words, the so always use the tool like a charrette is for just brainstorming and emails to set a meeting.</p>

	<p>Don't use it to try to develop new ideas. Brainstorming sessions never work well on e-mail so you know what is a good what you know face to face. Understanding the tools like a website is very passive. It just holds information where social media you know you can't be chunking information on there. It's just social media isn't built for that. If you know what the tool is good for then and who its eyes are directed at and those algorithms, they will push it to your audience. If you know how to leverage it. And it's like LinkedIn is definitely one audience. Whereas Instagram as a whole, another audience. But we, you know, I thought your points about young folk in education and even our youth who are learning about these issues need to know. Their eyeballs are in different places.</p>
[01:52:38] Pratt- Tremblay	<p>Well, I've put sort of what I think we talked about, but I put that language should be universal. Personal and community should be able to understand and providing short interactive mediums to reach the public and then that those can be done through thought provoking activism or controversial statements. And by providing fun and pleasurable ways for people to learn, for example, food bringing people together.</p>
[01:53:19] Coulter Sherlock	<p>Universal could be changed to plain. Even universal is jargon.</p>
[01:54:23] Amaral	<p>And then it should be one of our two methods. So one of the methods is a better communication strategy through controversial statements to engage. And the other one is participation in meaningful gatherings.</p>
[01:55:12] Unknown	<p>Questions and results. How to draw attention? Well, maybe Find some way to draw attention to the questions and results that were tested and worked on all the sites.</p>
[01:55:27] Mallory-Hill	<p>Good point. All of us are passionate about our projects for a reason.</p>
[01:55:32] Coulter Sherlock	<p>So it's really hard on the execution side of building things and the consulting side, it's really hard to find the time, space, the budget and then you're convincing clients. One thing I think that was maybe missed and I should have said this earlier. When designers were originally designing, they were designing for very play space. You would learn how to use certain means and methods that were readily available in a global economy. That's changed, and there's new technologies, the Internet and the associated tech that we're designing with. It's created new sub disciplines within disciplines.</p>

	<p>The variety and means of methods of things you have to understand in order to build like I need to understand how stick frame works, how mass Mason reworks how precast works, how steel, conventional steel work like it's wild. So you find your designers are very inundated with a lot of inputs not to say the technology. So then when you're talking about adjusting process and creating space, it all goes into balancing priority.</p> <p>So and same thing with the clients whether they're public or private. The other consultants, all the trades like there's all these cascading ripple effects and it time goes back to prioritization of time with a lot of people that are inundated. Short and simple, plain speak, I don't know. I do think that that's an important shift to understand. And maybe reverting back to that place based design is another interesting tactic that could be explored around getting to better quality as opposed to trying to do so much.</p>
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ROOM 3

Workshop 2- Notable Outputs and Emerging Convergences

Room3_ Location: Medjuck Architecture Building - Room 1208			13 Participants
First Name	Last Name	Organisation	Research Site
Susan	Fitzgerald	Dalhousie University	Dalhousie University
Anne	Cormier	Université de Montréal	Université de Montréal
Stéphane	Roche	Université Laval	Université Laval
Terrance	Galvin	Laurentian University	Laurentian University
Nathalie	Dion	Provencher Roy	Université de Montréal
David	Down	City of Calgary	University of Calgary
Afsaneh	Tafazzoli	Open Architecture Collaborative Canada (OACC)	Toronto Metropolitan University

Adrien	Kazup	Vivre en Ville	Concordia University
Tatev	Yesayan	Concordia University	Concordia University
Sneha	Mandhan	University of Toronto	University of Toronto
Camille	Simard	Université Laval	Université Laval
Victorian	Thibault-Malo	Université de Montréal	Université de Montréal
Nirmal	Adhikari	Dalhousie University	Dalhousie University

Room 3 - Workshop 2 - Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-24

Report produced by

Mandhan, Sneha (University of Toronto)

3.1. Summary

In the workshop, all group members briefly described their roadmaps, emphasizing the outputs they had produced and their future goals for their research projects over the next couple of years. The conversation focused on knowledge mobilization plans, with multiple project groups highlighting their efforts on case studies, pilot projects, literature reviews, indicators and metrics, papers/book chapters, and maps and data visualization. The long-term goals of the projects included policy recommendations and interventions, as noted by several participants.

The discussion covered each team's individual knowledge mobilization efforts and the distinction between the process and the outcome. For example, if maps were used as analytical tools, could they be considered part of the process and an outcome? We also explored whether there were outputs that better represented the process but were not currently included in the knowledge mobilization plan. Additionally, we discussed how the outputs could reflect the various scales involved in each project. We also noted that each project team had different resources, but there were synergies and overlaps, particularly in projects focusing on housing for Indigenous communities and accessibility for individuals with different abilities, including seniors and aging populations.

To make the partnership more accessible to a wider audience, the group has identified several interactive tools, such as maps and data visualizations. They also plan to conduct lunch-and-learn sessions at design firms and municipal governments. Additionally, using gaming platforms for design competitions, where participants can imagine a high-quality building or neighbourhood, is being considered as a potential method. Furthermore, to stimulate national debate around the quality of the built environment, the group has highlighted the importance of increased youth programming, including in schools, as well as broader public engagement and attendance at design and planning studios and thesis juries.

3.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:01]
Terrance

Okay, great. Hello. Welcome back for Cafe workshop number two. So, the objectives right for each one of these are actually good that they've outlined them. So, this is all about the knowledge mobilization plan, I have a feeling that some people will need a bit more context than others because some of us that wrote those, they were part of the requirements of SSHRC, when you have to write them, you say you're having a grant, and what are you going to disseminate? Right, what's the outcome of the grant? So this is language, really from the SSHRC template in a way, the printout that you have. And then, so we want to discuss an overview of those notable outputs achieved so far, and then creating a shared and clear understanding of what an output is in a research project. That's basic, but actually, again, I think, our discussion because I also sit on the steering committee, I know that in our discussions, we often say, you know, the language of an architect group might be different than language of a partner group, might be different in the language of an association or people from the city and so on. So we just want to see like, what's our understanding of what an output might be? And then thirdly, discussing how the defined outputs contribute to the overall objective of the partnership. That's one of the big questions, right? How do each of the 14 research sites, we each have our own knowledge mobilization plan, and goals, but how do those fit with the bigger umbrella of quality and the built environment? So that I think you saw this morning when Jean-Pierre spoke about intersections, right, like looking for where all those arrows from project to project, some of those, you know, like, we're looking at accessibility, but so are you? Right? How do those things start to cross pollinate. And then lastly, starting a reflection on the best methods to fuel a public debate on quality. And I think that that's about, you know, moving from our own discussions, and we still, you know, there might be three or four different languages around the table, in terms of our common language as a group, whether you're a partner, whether you're an academic, but we're looking for how that can all get externalized to the public, and the Living Atlas of Quality site is one. But there might be ways for you to say, you know, in our case, and in our, in our region, a podcast is going to be much more effective than, than an academic paper, right. So that's an example. So those are the four bullets that we want to try and touch on in the two hours. I'm glad they printed this out. We have it on the screen as well. And we also have the roadmaps. Thank you, Susan, for opening that document. We can put the roadmaps on if we need. But I think for now, for the first questions anyway, it's really looking at this. And I might give a brief, like a very brief, like a minute and a half, overview of that if you're okay, and then it might just lead you into it. So, each group, no matter what, what of the 14 sites you're on, we're looking at we had developed four after I know I remember, this was a lot of editing with Susan Fitzgerald and others. But at the end, if you pick up that colored page,

So, the first one, so there are four, four broad categories, right. So roadmaps to equity, social value and sustainability. That's what's pinned up in the exhibition room. So the roadmaps was always a big discussion from the beginning, what's the roadmap look like? And then you see they're broken down. We had then I think it's 14 now, but that says research with 15 situated projects. And that's where those four headings, that Jean-Pierre mentioned this morning, they got divided. Again, in the original grant: spatial justice and heightened quality of life; integrated resilience, material culture, and adaptive

reuse was another; inclusive design for health, wellness, aging, and special needs; and then processes and policies supporting the reinvention of built environments. So I think everybody that's in one of these 14 groups, initially kind of put where they would go under one of these so friends at Laurentian I know, we put ours under integrated resilience and material culture for the North. Right? Where are you, Susan? Were you in justice, you went under spatial justice with the school designs, right, and heightened quality of life? So that began with that. And in case you don't know which one you were, that's fine, we can just discuss, and then new knowledge and open access platform that was about getting the Living Atlas site up and running and all the things you see on that. So, we did say from the beginning and SSHRC allows that in a partnership grant that it's not just traditional academic publishing, but so scientific output and dissemination is typical. But inventories, indexes, like you, Stephane, right, having data, right, putting data and letting people interpret the data. That was a part. Maps and visualizations were a big one that we said it may be that someone doesn't write a scientific paper, but they want to make that interactive map, for instance, that you spoke of. Right. So we tried to make it inclusive. Case studies is a big one and post-occupancy evaluations you mentioned this morning, David, right. So, people like Sean at Manitoba have done a lot of work on post-occupancy and many people all of us picked case studies that were exemplars under certain ways, then catalogs, I think catalogs included things like Susan, like you said, here in Nova Scotia, you might rewrite, right, a set of guidelines, there was a possibility if the if the government rewrote guidelines for school design, right, that would go under catalogs. If this is redundant, just tell me and I'll skip over it. But I feel like this list is maybe worth just outlining what makes sense. And then ideas, competitions, because you know, Jean-Pierre and them started with looking at awards, competitions and what competitions mean in terms of opening up to, opening up design across Canada, and then the archive of citizens experience. So that was oral history when we said it, it grew into the lived experience discussion that we had centered on last year in Calgary, and more and more of that – what is lived experience and how it's come into, to play. So that was under two. Number three, raising awareness and devices for mediations, some of those things were factual. So, like, you have to have a biannual conference. So this is the annual, the semi annual is digital. Presentations, newsletters and the podcast – and the newsletter you get, the podcasts are online now. Didactic exhibitions, like the one in the, in the. What's this room called no, Susan, here? Do we still call it the exhibition room, right? The exhibition room. And critical installations of all kinds are happening. And then curriculum development. That was that's where the common integrative seminars, you'll meet Federica Goffi from Carleton, she was the person that said, why don't we have a seminar that isn't necessarily for credit, but that all the universities which we don't do much, right all, you know, 12-13 architecture schools in Canada, we could have a course where people could tune in and be students, and then watch something and then each of the 14 sites picked a theme. So we're through the first round of all of those right now. And then continuing education was lectures and conferences and things accounted for people in the professions. And then the last one was, I remember this one being a big discussion – toolkits, also the guidelines, I remember that one may fall under number four, we said toolkits, guidelines and resources. So we said maybe someone redevelops design, like in a way, David, will you presented right design standards there? That's a list – those things that you said that you're following. We said there might be manuals, there might be thematic

handbooks, but all of this was to expand not just academic papers and books, but in a project this diverse and inclusive, there may be, depending on the site and the place, there may be different appropriate media, right. So thematic handbooks, toolkits, guidelines, pilot projects, many of us are working on a pilot project as a test of ideas, policy recommendations, to me, that's still the big one. Even today, right? When Natalie says, you know, we probably can all agree as we did this morning on many of the things. Now if I turn around and say to the city of Sudbury, let's change all those guidelines at the city level, they're going to run away. But don't put that on record. No. So that policy recommendations, and then collaborative and or participatory methods, right. That was again, that was a big one that we wanted to say it wasn't just single author, but it was really co-creation and participation. So that makes I hope that makes sense as a list. It was four themes, right? Those were, and that's not exhaustive. It was just when we wrote this, whatever, three years ago, it was to say, if you had this list of things, then that list with the check marks, says in co-production of knowledge, and then what timeline again, would you do that in year one, year two, you're we're technically at the end of year two right now, beginning of year three after this conference. So, year one, two, three, four, five? Where would you be, and then each of the 14 sites had to check those boxes. And then when we wrote the grant, that's what we made as a list. So we're trying, of course, to keep to this. And I guess the other piece is, you may know, SSHRC usually after this conference, like this summer, at two and a half years of the five year grant, they do an evaluation of the whole project. And then they usually decide to give you funding – continuing or not. So I think that's the other piece, we're kind of almost exactly where we wanted to be in terms of end of year two. But I think Jean-Pierre and the steering committee rightly say if these things were said that you'd have these things done, and you don't have them done, then let's have that discussion. So that's called the knowledge mobilization plan. And again, I think, if we then go to the questions, I think it you can refer back to this for most of this discussion.

[00:09:10]
Afsaneh

Sure. So, the first question, and maybe I can put that on the screen? Because it has two parts – the first question. So I'll start with the first one – What outputs are coming out from your research sites? And where would they fit within this knowledge mobilization plan? So that's the first question – output and then how it fits to this. And then the, I'll tell you the follow up question. Maybe we can just do them both at the same time, is that – Are there areas of the KMP, which we refer to this knowledge mobilization plan as KMP, that are too weak at the moment based on the answers given to the previous question? So maybe each person just answers the first question. And then they can also talk about the weak points. Right? And we don't go twice. We don't go around twice just yet.

[00:10:24]
Terrance

Okay, that'll give us one conversation that can be a bit longer.

[00:10 :24]
Afsaneh

Yeah. Yeah. I want this time...

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- [00:10 :25] We will go the other way.
Terrance
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- [00:10 :25] Yeah.
Afsaneh
And sorry, I forgot to mention that we have Twyla with us. And you can you know, jump in anytime if you, you know, have some comments or anything that you think it doesn't make sense in terms of, from your lens. That will be super helpful.
-
- [00 :10 :48] So, we want to welcome you. You're from Athabasca University? And then in the back row, we want to welcome Tatev. You're from Concordia. Great. So welcome. So, this is a different conversation in the morning. So, you won't be looking for previous connections. Okay, David.
Terrance
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- [00 :11 :08] Okay, so we're starting with the outputs from our site, which are fitting within the knowledge mobilization plan.
David
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- [00 :11 :19] Exactly.
Terrance
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- [00 :11 :21] [laughs] Yeah, good question. Yeah, I think that I'll start, and then I'll probably think of more things as we go around. But certainly the, in terms of the outputs, I know that Brian did a summary that didn't actually talk about outputs, it talked more about the kinds of things that had been undergone. The number of local roundtables, local case studies. But I think that in terms of how that fits into the knowledge mobilization plan, I mean, maybe I'll start by talking about some of the municipal government pieces, because I think that I know that the policy recommendations piece that you mentioned, Terry, fits in the second column there. I don't know that I would agree that we would be at the stage where we would have policy recommendations yet, because as I think we heard this morning, this is more complicated to define in a kind of consistently communicated way that it could actually make its way into policy. And I mean, I say that, knowing that we, we contribute to policy language constantly. And in fact, that city of Calgary as an example is currently rewriting all of its major policy documents at the same time. It sounds insane, but the Calgary plan, which is the Municipal Development Plan is being rewritten, the bylaw is being rewritten, and in association with that there's a street manual that's being rewritten to be collaborative with both the Municipal Development Plan and the bylaw. All of this while we're talking about a significant up zoning of the entire city all at once. So all of this is happening at once. So my team is required to contribute policy recommendations with regard to design in all of these documents. I don't know that I'm at the point yet with this work and this group to say, here's something that I can take from this group that you would all agree with is a change to the way we communicate design direction in policy now.
David
Because I think what's really coming out of this that's interesting is a lot of inputs from other groups. And I think we talked about that this morning, this sort of evolving notion of communicating quality.
My team, we're all educated as architects, and some architects and planners, but we still have a very specific perspective in how to talk about design and

how to communicate design expectations. I'd like to think that coming in the result of all of this would be some impact on that. So that would be my first comment is that I don't think we're anywhere near the policy recommendations stage. I think we're still at the kind of pilot project stage and is since I don't think we're at the even the design standards stage. Because even though my, you know, in Calgary, we're developing evaluative criteria, I'd like to think that those are evolving as well as a result of work like this. Is that enough to start? I don't want to monopolize the conversation

[00 :14 :55] Afsaneh Maybe do you want to tell everyone about the topic of your research, the Calgary research, just remind everyone?

[00 :15 :02] David Yeah, and certainly I talked about it a little bit this morning. Or you're talking about the Calgary research site?

[00 :15 :14] Afsaneh Yes. Yes. Because this is actually more specific to the research site. Yeah. What you're doing in the city, right?

[00 :15 :17] Susan You want me to put it up? Because your site would I think, your roadmap..

[00 :15 :23] David the roadmap would be there. Yeah.

[00 :15 :27] Terrance Actually, that might be a good idea for everybody. If we look at this list, because it's still a bit abstract from what you remember and then see how your roadmap is reflecting that. And this roadmap is a further discussion later, it might be...

[00 :15 :36] Afsaneh Yeah, that's nice, knowing that.

[00 :15 :37] David Yeah. So in terms of the roadmaps, the Calgary site is looking at the design of inclusive, sustainable and healthy cities. And so a lot of work has been done with various groups.

[00 :20 :00] David All right. So, as I mentioned, this is the designing inclusive, sustainable and healthy cities. Sorry. I think a lot of the work that has been done is around the inclusivity piece, particularly accessibility piece. So a number of case studies were undertaken with groups involved in accessibility issues. And so a number of buildings have been studied and case studies developed. There has been a coffee and conversation initiative by Brian whereby students were tasked with interviewing a number of partner organizations in more detail about conceptions from their perspective of this notion of designing inclusive cities. So, I was the subject of some of those interviews, but a number of partner organizations were involved in that as well as a way of informing the student led work.

Some of that I think, was, was reviewed at the Calgary Convention and has moved along, since that, since that time.

And the pedagogical intersections that are mentioned here, there's a number of course offerings that, courses that have been created within the University of Calgary specific to some of these, these pieces. And so Brian, in particular, has taught a number of very specific courses around this notion of inclusive, inclusive and healthy cities. And, again, that has involved more collaboration with the partner groups that are listed on the bottom of the slide.

And I think that that the notion is to continue that work. And as I said, I don't I'm not clear on what Brian suggests, the specific current outputs are but that there is a number of, of pedagogical outputs intended to come from all of the student led work.

[00 :22 :18] There is also another slide
Susan

[00 :22 :20] Yeah, there is another slide. Yeah.
David

So see, he's got down at five is the catalyze policy reform that I was talking about. So, I think it's a little further in the process. So broadly, community voice, consider lived experience, where we've talked a lot about that. Heightened educational impact, prescription to performance, catalyze policy reform, and ensure holistic approach in the, in the long term.

Is that clear?

I mean, I think that's very reflective of what we've been talking about this morning, and in the opening remarks today, so...

[00 :23 :05] No, I think that's good. The other aspect of this workshop was to see you know, do you say something, and then that sparks a conversation with somebody on the other side of the table saying, this might be something that we're doing too. So that was part of it.
Terrance

Yeah, I would say that from our site at Laurentian. The, the knowledge mobilization plan, and also the structure of what each university has varies widely. So we talked about this in the steering committee, right Laurentian – we have a master's professional program. We don't have really a graduate program of PhDs. We don't have people that are postdocs. So. So the idea of undergraduate, like I have some undergraduate students, which I'm happy about, right? Because they're like, you're in second year. I know you said, so we have like a third year students, and then we have a master's student that's with us here. But even at that level of resources, you know, I think that each of the sites is not they're not apples to apples, they're not totally equitable across the way. And that's something that we talk about in the in the larger project. So for ours, I think that, you know, that's in your case, which I've been following. It's a really ambitious, multi layered, you've got a big team, and it's all the partners, I think, are, are working on different aspects. We've been more modest. So some of the things that we've done like case studies in the first year, and these mobilization boxes, we really said case studies are important to widen the horizon, again, of what are looked at and not just awarded buildings. So for instance, in our case with the case studies, we started looking at the Rick Hansen Foundation, right and then started talking to Doremy, who's here, Elling and then realized, you know, they have 3000 buildings that are already certified right under the Rick Hansen foundation. That's a big database, right in terms of, Stephane, and if you just talk about

data, right Stephane, if you have data, if you have 3000 buildings that they've already said meet standards, right for certification. We said that's a big database. We don't have to go and look necessarily for new case studies, let's look at those buildings and try to extract, not and they're not just buildings, again, their environments, to your earlier point, sometime their parks, many times their streets. So they're not just building ending at the lot line. So that's a big thing that we focused on. In the first year we looked at, because our theme is called social prosperity and material culture for the North, right? So northern cities, you know, this, all the resources are there, most of the extraction of those resources happens in the north and the southern cities in Canada benefit from that. So northern cities are looking for resiliency, but in a resiliency of, you know, we were defining if you said from an Indigenous perspective, and from a housing perspective, and from a homeless perspective, what do people say a social prosperity is very different than the OAS awards. So that led us to the case studies. So that's one thing that we've produced. Another one, of course, we all again, had to produce one of those common integrated seminars. And they've been fascinating, right? Because we were talking at lunch, you saw we gave ours on kind of Indigenous learning and thinking right at Laurentian. And what that meant in terms of having a big Indigenous population of students, and faculty joining the school. So that's been a focus of the school. And we thought, Will Morin, who's here, he's often taught with us there we thought, well how do we take that expertise, and start to make that something that we can talk about at other universities. So I know that, for instance, Athabasca and in here with Mi'kmaq in Nova Scotia, and also some of the UBC with their projects on looking at public space, on streets, we've said, there's a synergy between three or four or five of our universities, right looking, looking at how we can, we're benefiting from understanding Indigenous knowledge and working with knowledge keepers and elders. So that's another thing that we did do. The third one is the curriculum development. So, we've tried to push at the masters level that some of our students that name project, so Mikayla Pratt, who's here in another conversation, she just finished her thesis, master's thesis this week, looking at how, instead of that old discussion of aging in place, and accessibility, you know, we had accessibility versus sustainability in one of our earlier sessions here a year ago. And rather than pit them against each other, you know, it's a bit like our balance in that earlier discussions weren't, it doesn't have to be from design excellence to social values, like, how do you balance them? So her thesis was, how do you balance moving forward as an architect? How do you balance designing the world, so there's just accessible, which is a Rick Hansen foundation goal, right. And so she's done a beautiful thesis on making a building speculative for Ottawa, but it's the kind of building that you could go there, if you were, if you had a spinal injury, and you were in rehab, but she also added to the program, us, we actually might go there, and rent that place for three or four days or two weeks to live in a place that's designed for universal design, to see what it's like before you design a facility that needs universal design. And, and her thesis I was very happy about two weeks ago, because when people came to that, it was the typical jury of architects talking to architects about architecture. So that was about aesthetics, and, you know, the shape of the roof and the building. And then a person sitting there, you know, in a walker said, this, we need 3000 of these buildings all across Canada, right, she said, you know, and there's not a building like this. And if there was, I would live in it. But she also said, this visitor said, if you made a building like this, the other thing is there's not housing for them to transition

from after that building, which they would need. So it opened up in that thesis discussion, it opened up a whole world of like that thesis being a pilot project that then would lead you to think about where's the transitional housing. So those, I think, are the, our project has also varied quite a bit and some partners, one partner group did leave and another partner group, Rethink Green, that looks at sustainability and accessibility came in. So our pilot projects has been more a discussion still in kind of parameters. So we haven't produced, other than these things that we're doing for the the co-production of knowledge, we haven't actually gotten, like a big document yet, or we haven't, we're not, as I mentioned the earlier session, we haven't moved towards policy change yet. But like your roadmap, I think when we see our roadmap, is it there? Well, yeah, so can we go to the next slide? Our roadmap, I'll just read the words because you might not be able to gather. Sorry, could you go back one slide. So we're basically saying gathering and listening and step one, building relationships and looking at the Hansen foundation and step two, co creation and working with diverse groups that are around this table would be step three, we're in the process of doing all of that and then step four would be truth and reconciliation with a focus on two-eyed seeing and Indigenous knowledge, which is what we gave that common integrative seminar on, and then access and lived experience which is throughout but focusing on a kind of equitable design for buildings and built environments that isn't two different systems but one. And then the last one, which is like yours, David, for the we wouldn't get to, we said creative, create processes that lead to responsive municipal policies. Right. So we're hoping that at the city level of Sudbury that we can start to have some policies that move and change on things like, well, there's a climate change policy. So we're saying how does that affect the watershed, there's a housing policy, but Sudbury is not yet proactive, really, in building housing. And they're not alone in that. So we're looking at housing, and then we're adding Indigenous community voices to that. So that policy piece, I think, is certainly down the road for us. And I think for many of the roadmaps, when I looked at them, I saw many of them as they were coming in. I don't think most people are yet at policy change in the end of year two. And I wouldn't expect that. The things we have to get better at in our group, or the, we have to actually, I think, have a pilot project that we can test some of the concrete ideas in, we're not there yet. So that's, that's my, in my mind what we need to work on this summer and moving forward. And then also maps and visualizations. We're hoping to produce a kind of watershed map, the scale of geological time, there's the watershed that goes from us towards Hudson Bay, and then from us to the Great Lakes. So we're, that's just two hours from us. So we're looking at healthy watershed, and how that comes down to various scales that you mentioned earlier, how that scale comes down to actually look at the scale of a house when someone's building on a watershed. So we're trying to do that nested sets or telescoping scale, but visually, so that's, that's one of our... we had checked that box to say we would produce that.

[00 :31 :30] Just one thing to note, so we only have 30 minutes and to go to 10 people. So
Afsaneh three minutes each

[00 :31 :38] I'm just passing to Susan, because she might be the best person to describe
Nirmal the team.

[00 :31 :45] Okay, so you have six minutes, then because combined
Afsaneh

[00 :31 :53] So, so here's our roadmap. And so, I guess, you can't really see any of this.
Susan So, I'm sorry about that. But one of the fundamental ideas that we've had is just what we talked about this morning, is these different readings of space, and how do you kind of understand these different readings of space, and there are, they were kind of very eloquently put together by Henri Lefebvre. And it's sort of this tripartite reading of space, which is the perceived, the conceived, and lived space. Now, of course, lived space is something that we've talked about a lot. But of course, things such as conceived space, are how cities are organized, and have been organized, and kind of the policies that have gone into them. And then perceived spaces, of course, the stuff of the place. So, we took that as this sort of foundational thing for our research in schools. And then what you see here are, we have got sort of different ways of, of examining these schools through the different people and the different sort of, and the different research methods. So for example, Namao and Derrick Riley, who are computer scientists, are very interested in spatial syntax, and spatial syntax sort of almost sees, sees what the eye sees, and I'm probably getting this all wrong so tell me if I'm wrong. But you know, you kind of study that if the reading of the space is actually the same as the lived experience and in the future they might, they're often quite similar. Yeah. So um, so we're kind of testing that idea. Then, of course, we're going in doing ethnographic research where we're interviewing people, studying them within the school that sounds like they're we're looking into them as specimens, we're not doing that at all, we're kind of discussing with teachers, administrators, and students. And then we are looking at material culture. So in a way, these are different ways that we're working with lived space. So we'll go to my next slide. So what have we actually done with all of this? Well, we're in the process of doing the research, we're going through, we're working on a paper, we're working on a chapter in a book, we've costed the sort of the, the seminar that we talked about the different ways of mapping. And we are working with Darrell McDonald, who's, who's works with the Department of Public Works on this kind of actual, its called the DC 350. It's the actual document how buildings get procured, how schools get procured, and we're helping to shape that because he's hoping to kind of finalize that in the – when I say, finalize that it's a living document – so he's, he's just, he's retiring soon, and he hopes to be kind of working on that, one version of that as a sort of living document to help shape spaces. Now if you look at the one up in the – we've actually changed, this is kind of a bit old actually, the one up in the room has been changed and hopefully, hopefully is clearer. But we started to realize that other things are the different scales that we need to engage with these sites from the community scale, in fact, the community scale up there to the, to the sort of the kind of site scale to the buildings to the, sort of the, the actual sort of the whole site and then to the building scale, and then you have to go to the room scale. So as you go through all these different scales, so those things are becoming important. The other thing talking to our team, is really how buildings are procured is so fundamentally kind of important to all of this. Because, you know, if you're like, what site do you pick? What do you, what process do you use to build this? Because if you do this process, if you do this process, it will be a completely different outcome. And it's also how I guess

how funds, which ultimately, in sustainability, you need to take care of economic as well as social, ecological, so you really do need that economic sustainability within the project.

[00 :36 :17]
Afsaneh Can I just ask a very quick question, and then maybe everyone think about that, because I know in the next workshops, we talk about short term, medium term, long term impact of this. So I'm very curious to know that the research that you've done, how did it impact your practice? Like how do you now work on a project, like from a different lens? Because you have that opportunity to create, right?

[00 :36 :49]
Susan Yeah, no, for sure. And I would say that's absolutely, I mean, that's sort of why it's been so exhilarating the research, you sort of realize how, really so much about this idea of lived experience. We really realized that a lot of the procurement methods are wrong, I suppose. Because you know, very rarely do they have all these different lived experiences. I mean, they just, they just don't.
But you also realize that, because ultimately, the thing that most projects talk about, I mean, this is very, very sad, but most of the things they talk about is money. So money is, of course, the thing that people seem to ultimately care about the most. And unless you can get the money to work. You know, I mean, it's, it's, you know, it's tricky. So, yeah. So it makes you realize those things, that is sort of the enormity of the problem.

[00 :37 :53]
Sneha For U of T, like I mentioned in the morning, we've been looking at neighborhood parks, local neighborhood parks, and some of the, I think our map, our roadmaps are very dense, have a lot of information. So very quickly, we created or we just document, we did a literature review, and documented how currently in grey literature and academic literature, quality of parks and open spaces is currently measured. So we've documented metrics and indicators that already exist. And in some cases, also identified where there were indicators, but not so much measurements or metrics or methods associated with them. And we kind of came up with some ideas for those.
We also, as you can see, did a lot of mapping at different scales. So the we use sort of the city scale to identify the sub watershed that we wanted to start in, which maybe qualifies as a pilot project, because we sort of selected a sub watershed to start off with and it's a neighborhood that experiences a lot of flooding. So from a resilience, environmental resilience perspective, we were looking at flooding and other risks. And from a social perspective, it's a neighborhood that has a lot of sorts of racial, economic minorities and the neighborhood is in Toronto identified as a priority neighborhood. So an underserved neighborhood. And so we kind of started with that. We also did a community..I think it was an exhibition that also had a community engagement component. So we hosted community engagement workshops, at an exhibit called Parks in Design. And then if you go to the next slide, we also did almost like a mapping of the layers at which the city kind of maintains different almost planes. It's like infrastructure, like trash and stuff like that, and then planting, paving. So we called it the catalog of elements. So lots of maps and visualizations, inventories of indices and metrics. We did a few case studies of neighborhood parks, we did an exhibit, we also did a lot of process diagramming. So we diagram the stakeholders that are involved in the process. And we're working on sort of making recommendations to the city

around process around – we use the maps as a way to kind of identify parks that we want to start doing engagement work with and in.

[00 :40 :27]
Terrance So maybe to help us in the conversation, and for you too Susan, you said, you know, there's a book chapter coming and a paper right, and so have you, I don't know the answer to this, so is this on the Atlas site now? Some of this or is this on. Do you have your own U of T site? Or are you sharing it? How are you sharing it is the question for this?

[00 :40 :43]
Sneha I don't know the answer to that

[00 :40 :50]
Afsaneh I saw your exhibition materials that you did in Regent Park

[00 :40 :51]
Sneha Yes, yeah. And we've had, we've been working on what we're calling the living document, so we're almost using it as a way to just catalog all of the information we've been doing. It's a very heavy file. So, I don't know if it lives on the Living Atlas. And parts of the maps that are here are in that living document. But I don't know how we're planning to share that with.

[00 :41 :16]
Terrance It's not a loaded question. It's actually a simpler question. I think part of this knowledge mobilization plan, you remember when we wrote the grant, you know, sure, if you can say to SSHRC, look at the Living Atlas site, and you'll see, you know, this piece studying schools and this piece studying parks like, then those are checkboxes that SSHRC is looking for. And I don't mean to reduce the conversation, I'm just saying that part of it, I think, is to go around the table and see, like, what are we producing? So what you're producing is different than what you're producing. We haven't produced that much yet externally, because we've still been kind of working internally, right. And then, in your case, David, I know you've had lots of say community engagement, right things and participation. So, I think that's a way to talk about this, like each group might be doing something different. And then what would be interesting is to say again, that those flooding maps, right, and our watershed map, and maybe Stephane, is a data person, right says okay, there's there's a commonality between those three things that we're looking for very differently. That would be those lines connecting the projects right in different ways. Just offering that as a framework to think about. So I think you your group, each group is actually presenting producing more, more than I think we know, right? So when you look at the Living Atlas site, now it's quite full, chock a block of interesting stuff, right, and takes time to navigate through. So I think we're doing what this actually said we were hoping to do. And more. I do feel that I'm not, I'm not saying that falsely. I feel like when you go around the 14 sites and see what everyone's done and see the room filled with roadmaps, right, that we actually are producing all of these boxes that we said in different ways.

[00 :42 :40]
Sneha Yeah, I think it's also interesting, because they're not necessarily all knowledge mobilization methods, or dissemination methods. They're also part of the process. So, for us, like the maps are analytical tools that we're using

to identify the next step of work. And so I don't know how we want to distinguish between or I guess, yeah, just to think about the fact that they're not all just, you know, being used for communication, they're also analytical tools, at least for our site.

[00 :43 :09]
Terrance That, we may come back to that one, because that's a big question. I know that in our own groups, we constantly are discussing, you know, something that feels process-oriented, like when each research site made a presentation, those monthly presentations. I know that Jean-Pierre, for instance, often says like, that's process, but now what's the product? Right? And, and that's an important distinction to make. So many of the things I think that we're doing are, I mean, I think you could argue they're both many times right now, not that it's one or the other. But a really good set of indexes and maps, right? And information that somebody can use in another situation is a product, but I think our conventional language is like that's process-oriented. And then when I publish a paper then it's a product like yours is an interesting one to raise. I feel like the process of collecting and making the maps is also a product depending on how you frame it.

[00 :43 :56]
Anne Okay, Université de Montreal, and there's three of us actually

[00 :44 :02]
Terrance That's a posse. We're out numbered.

[00 :44 :06]
Anne So please add and interrupt me and so we, in the roadmap quickly, we are in the inclusive design for health, wellness, aging and special needs, that's where we are, and making the roadmap we made it as two panel that were in continuity, one with the other, so now it's a bit [French word]
That's okay. That's okay. I'm going to lose track. If you do that. I'm going to be in that little...stay there and I'll be more general and maybe try to go in more specific.
One important part of the work that our team did and Victorian, you were part of this, I believe was two of the students were sent to various award-winning project to make an observation about the qualitative accessibility for, for all. So that was quite an important element and as Jean-Pierre mentioned this morning, we oh, we also change the way we were looking at the research going from material innovation in space for special needs into the challenge of qualitative accessibility and space for special needs. So there's also been a transformation of the way we were trying to tackle the question. The student observation, were really, what I'm looking at the whole history of, of what we've been doing, were recently, a month and a half ago presented, like we had a workshop, and with all the group partners, and again, that was quite interesting, because it allowed us to realize that we needed to broaden up the the point of view we were using, it's a bit like what Susan was talking earlier on taking into consideration the worker and the manufacturer and like that, and in this case, it was including the [French phrase] or it was an in this case, it was more, we had someone who was in that domain and was talking about the experience of bringing people to the museum, bring people with special needs to the museum or to the library. So it's sort of expanded our comprehension of the participants in this project. And another interesting thing that came out of that discussion, so in this list, we are sort of in inventory, map

and visualization, case study, post occupancy, and so on with the, the notion of stigmatization, and that really brought a new perspective again to, to our project. So under the decision making dilemmas that you can see on the map we have include special needs without stigmatization. And just to give you an idea of what, how we got there, at some point, it was about people with special needs going to the library, for instance, and not being able to cope with everything that was happening around them and needing a room to sort of relax. So what is that room? Is it a room that will stigmatize people, or again, maybe that type of room is, could be nice to have in the library, because maybe I need a timeout, and I can go in there. So we've been really working on trying, not getting to policy recommendation, but starting to, like think about it's not design standard, but starting getting clues about a design standard.

Other thing that has been done as far as teaching is Bechara, at the master level has a studio, that is related to understanding another way of thinking of design then being based on the pure vision and trying to work with the, the question of accessibility. And again, in the, I guess, so we if we look at the roadmap, we have that...left.... No, no, but that's fine. We identified for various elements so acknowledging the blind spot of our design approach towards special need, integrating the lived experience of all need in the built environment, recognizing the creativity and inclusive quality of accessible design so that that question of quality, inclusive quality of accessible design was quite important. And then updating policy and codes without falling back into basic standardization. That's sort of an element that's hyper important. So we identify current barriers and obstacles. The third row is kind of interesting, because at first, we had example of a project that were visited, and then we decided just to remove them to have more abstract illustration because they were too, too precise. And then the dilemmas are quite important.

Because they like, for instance, promote a new aesthetic of accessibility, what could that be?

Yeah, and then think of building codes. So maybe we can change the slide. And I don't know if I'm being too vague, or if that's okay. I guess I'll speed up. Okay. So the next page, it gets too detailed. The next page is really moving towards like trying to get to politic action. So first row, first column is the avenue for education action. So we were in the short term, we're starting to identify them.

Then there's professional action, that's middle term. And then there's the political action, the one that Natalie was talking about, that we know it's sort of it's a bit long term, but we have to get there.

So that, that's fair enough for now.

[00 :52 :32]
Tatev

So our research site, like the Concordia University research site, like our, the title of the project right now is retrofitting buildings and spaces for aging in the city. Hopefully, I'm not forgetting a word. I think the retrofitting part is a new addition. But originally, this was really set up by kind of around these three axes of livable livability, biodiversity, and decarbonisation, which were the three expertise's that were brought to the project in the beginning. And so, basically, like, originally, we were working each like we had the liveability team, biodiversity team, and decarb team, and we were each doing or like the engineers were doing their work, the designers were doing that work, etc. And then, really, in the process of developing this roadmap, we were really trying to think about more connecting these three, where those three research streams overlap. And so basically, we have these icons here that show when

there's a, when all three of the research streams are involved, basically. So just to kind of give you a little bit of an overview, so the first one, we have said, we've, it says, establish key types of expertise and bring the right people to the table. So that was part of that process of having of defining those three expertise and making sure we have the right, you know, municipal partners, the right community partners, and that we go talk to the right people on the on the ground since this is about improving the quality of life of aging population. So we really needed to kind of build a relationship with those retirement homes with the kind of the sites that we're, where we're doing case studies.

And a lot of our work has been very much case study driven. So in order to kind of come at some outputs and not just focus on process. So basically, what, what, the way that this roadmap is set up is that for each of the six steps of the roadmap, we have an emerging principle that came out of doing this part of the work, doing the, like establishing the key types of expertise, and then the recommendations that it leads to. So some of these recommendations, especially for steps three and four, which I'll get back to, those are starting to point at maybe some policy changes that could be put in place but it's very much tentative.

So step number two draw on existing frameworks and key literature to make connections between fields. I think this is where we have like the most clear output. So far, we have one paper that is kind of connecting the fields of livability and biodiversity and another one livability with decarbonisation. And so by creating these connections between fields, there are some, you know, principles that are emerging that are talking about how to improve quality of life for the aging population in the city. And from those principles, we're pulling out some short term and long-term recommendations. So, for number three, we have drawn residents' lived experience to better understand processes that lead to changes to quality. So this is very much where we went on site and we had those case studies, we had those focus groups, we talked to people, and the biodiversity team also did their own, you know, like, basically, those focus groups were also even though they were driven by the livability team, they also benefited the biodiversity team, because there were some questions that were you know... So yeah, I won't cover the recommendations. But this is one of those, those steps where even those, even though those kinds of initial recommendations are starting to emerge, like I don't have the expertise to write a policy document. And this is where also the question of, well, how do we first move forward with the right expertise to create those policy recommendations? And at the same time, is policy the only output from a case study? Like that's something we've been wondering. Like what other, there's such a wealth of knowledge that is coming out from those focus groups that, yeah, really, we're wondering what's what are all the other different types of outputs we could have here. But so far, it's really, because you know, we're talking about the quality of life of aging population, it's very much pointing towards policy recommendations. And then if I go, can I. And then here, number four, collect and analyzed place-based data to understand baseline conditions and opportunities for improvement. So this is essentially the livability, no, sorry, the biodiversity and decarbonisation part of the case studies. And then too like this is very much like, we were talking about process versus output. This is very much process, like we've done some maps, we've done some analysis in those two research streams. But the only outcome there is really the recommendations that this analysis is allowing for us to kind of put in place. And then the other output that we have is also number five,

create interactive tools that allow stakeholders to visualize coming into site-specific condition, sorry, my voice is...

This was initially initiated by the decarbonisation team, the engineers, they've done, basically, an interactive map that allows you to visualize each elderly residents in Montreal, and then you can, you can have a score for basically how, how many amenities are available for this specific residents within a 15 minute radius. So that's something that is also clear, clear output from this project. And then number six, work with identified stakeholders to implement on the ground changes that specifically tackle institutional barriers. And then this was kind of like we were thinking, okay, so we've come up with all of these recommendations say we have those actual policy documents, how do we make sure that all of the institutional barriers don't get in the way, and that all of this work isn't for nothing, you know, that we can actually manage to, to get through? And because it's great that we have all of this, you know, information of what the elderly people in the in the city want. But how doable is it? Like, what are the barriers in terms of actually implementing those changes? Yeah, I think that pretty much covers it.

[00 :59 :38]
Terrance

Thank you. So, we may be on a bit of a side, tangent. We're not really meant to present our roadmaps really right now, but it's good that we're doing that because think we know them better than the kind of abstract knowledge mobilization. But there's some questions just maybe before we move on, I was wondering, with the group, I mean, part of this is to say what are the outputs and then what are the synergies between different projects right?

So, I think you said clearly that, well, yours is one of the groups I'm most envious of, because you guys came to the table with all this expertise. I remember two years ago, even as it was being formulated, because you know, there was a lot of people that knew, at Concordia, what the aging in place parameters were. So I think the papers on the subject, you know, that's something we're addressing here. But more interestingly, that interactive map again, right, we've talked a few times, like, is that interactive map or maps that you're doing, are those things – How do you imagine those being shared beyond your group? I think that's, even if you don't answer that right now, like, I think that's one of the questions with an interactive map like that with a 15-minute radius, and you talked about an interactive map earlier. Right? And you're not on their group. So like, that's these? Oh, you are? You're part of that. So okay, so even better. So then as an interactive map with a radius, right, certainly every city that I could imagine in the country would need to be able to look at that to see how they could appropriate it right. And then, I guess that question you asked is a great one for us, you know, what are the other types of outputs? I think? I think that was the undercurrent, since you know, as professionals in design fields, we are more visual than textual, by definition, I would still argue, right, so in the visualization fields, you know, are there other types of outputs that can be produced that any group, like in Sudbury, there's always groups wanting to turn around, a dozen people get together or 20 people and say, I want to do an aging in place complex. And then eventually, they usually don't succeed because they, they buy the land, they get some funding, but they can't get that bigger picture of what the infrastructure and things are. So I see those come up. Right. And, and often don't get realized. So I'm wondering, you know, as a resource, maybe you can answer that. Could you say what the other types of outputs, what they might look like if your as your group had a discussion about that?

[1 :01 :51]
Tatev Like specifically in terms of the case studies? No, I think we've just really come up with a list of like different recommendations. Some of them are pretty site specific. Some of them are more like they reach different sites across the city. But it's like, it's it's difficult to have an output that is kind of all encompassing, when so much of the recommendations are so site specific, you know, so..

[01 :02 :18]
Susan Have you looked at...so most, most places have, they have, I mean, around here it's called the groups called seniors and long-term care. And they actually have the equivalent almost, it's a sort of design, design guideline. That might be I don't know, if you when you did, when you did a literature review, if you actually looked at a lot of different design guidelines that they're, you know, they're, you know, we've been working with a guideline for a long-term care facility. And you know, they're quite sophisticated. So, I don't know, if it's something that you've looked at, it might be helpful to kind of almost, look how they are different across the country or something.

[01 :03 :10]
Tatev Mmhmm. I don't think we've looked at design guidelines. And also at the same time, maybe because of the way that the, this kind of research site is set up, like, like the livability part is very much like we're not really designing anything, you know, we're like, so we're more like... Yeah, the livability is more about like the whole, really, yeah, lived experience is becoming a little overused at this point. But it's like, yeah, what are all the components that like, it's not just specific to the building, it's not just specific to the neighborhood, there's so many things that come into play when we're talking about livability. And so we've been trying to take this broader view of like, what improves quality of life in the way that the building in the city and the neighborhood is designed and how that overlaps with biodiversity components, like, like the amount of green space around or the relationship to nature or you know, blue spaces, those kinds of things.
So, ya, it's very much like we have basically our whole research process has been, we have these five case studies, and we do all of this work. Each of the teams do their own work on these, on these sites. And at the same time, we try to do like this kind of interdisciplinary exchange in terms of the theoretical foundations of like livability versus biodiversity and livability versus decarbonisation to be able to like pull, pull out new ways of doing that maybe didn't consider the synergies between these two

[01 :04 :47]
Susan So just might be very, there's a lot of things surrounding things like infection control and your COVID which actually taught a lot people a lot about, so it might be interesting to I mean, there not not sort of make a room this big or anything. So don't worry about that. It's more about sort of principles, but a lot of its surrounding, you know, things like infection control which for, you know, okay, especially for, for the, and how people perceive space, which is profoundly different to you and while you'd have to, it's, it's fascinating, and a lot of these guidelines do actually address a lot of things.

[01 :05 :31]
Terrance But I think the question remains about, you know, what the outputs might be that they're not always just a paper or a book chapter, right, that they, I think, in this project, we have a chance to say that, as we did in that plan, that there

are multiple, right, different media, different kinds of scales, different interactions, right. And I think that's one of the exciting things about the project. Personally.

[01 :05 :53]
Afsaneh So that is actually the second question. So what's you're just brought u. So maybe from now on, because we passed the time for the first one, we can talk about both questions, like the second question is exactly what Terry mentioned, it's about the outputs and what kind of different outputs we can have. Yeah, that's basically it. We don't need to read the question. So yeah, if you can talk about both sides, like the outputs of your research, and also your suggestion for the, yeah, how we can actually disseminate?

[01 :06 :34]
Adrien Sure. Yeah. For the part of the research, Tatev, is that is how you pronounce it? Yeah. So already covered it. So I'm not going to because I'm too new. And so yeah, and that I've already done it again. But yeah, for the outputs that could, yeah, that we could have, like, maybe with the tool that I mentioned last meeting we had, like that tools, when, when this one's gonna be like, I don't know, more improved and everything that I don't know, if it could be a fuse with us or any other groups, like nonprofit, for example, when doing urban planning, because it's very useful. And also, maybe I'm just picturing right now or thinking but maybe doing that with other components integrated to it. So maybe not just the amenities and everything, but I don't know, maybe, let's maybe think about, as I mentioned, this morning, like for mobility or transportation, so Yeah, is it, is it okay, maybe not too much communities here. But is it like very reachable by public transportation? And is the public transportation, like, inclusive enough for, for them to transport all, really all people with different realities and everything? So yeah, that for this one I'd say that, in the form of that, I don't know, maybe I don't know how you use it. Because I've just learned about that tool. Like, the past meeting that we had, it was like, a month ago or something. So again, I'm too new on that on that project. But yeah, and also maybe, to go with this six recommendation or part, not recommendation, that with that, to tackle institutional barriers, maybe to work more with, with how do you say that? Well, [French phrase] So, so like, again, with nonprofits or citizen, but maybe nonprofit because, for example, at Vivre en Ville, we are working directly with, with cities and everything. So we do understand like a lot, a lot on how they function. And it's the same with the cities, and may be the research or the tool that is going to be developed with that could benefit from, from that, and I know by any mean that's, that's your intention with the partnership that we have. And I'm so sorry that the discussion that I'm having right now, it's kind of self-centered, but it's more on how non-profit or that kind of actors can bring and how it can improve the tools and how the tools being made in in this co-creation mode would be maybe more accurate but also could benefit in terms of, in terms of the distribution of it, or to make it more accessible to a large public.

[01 :10 :11]
Terrance Yeah, no, don't be sorry with it. I think it's an important part, right? I mean, I think as a partner voice, right, with a research academic group, and you're even in the same team, this is one of the things we're all, every site, I can tell you is discussing that right? A group says, you know, we find that question, great. People are doing papers; how does my group use it? And what can I take it, we have the same we had a partner group, actually, in our case, withdraw from the project, because they felt that they weren't getting what they need, in terms of that dissemination, you know, so that, that's not a bad thing.

It's a fact that you have to try to balance, you know, the discussion with voices. So, I'm happy you say, what you're saying, I think it's actually one of the knowledge mobilization plan. That's why when we made these, you know, deliverables where the boxes are, under those four headings, it was to say that in an academic group, primarily, would still say that products would be papers and conferences, right. In a practice group, it would be, you know, buildings and plans and awards. And in this group, the complexity of this is that we're trying to say, you know, a group like yours might need a very different deliverable. Right, then myself. So how does that and you know, David, somewhere in the. in the middle, literally, right, because you're with the city, but you're also, you know, doing academic work, and you're an architect. So you're, you kind of bridge, but you're quite special in this group, I would say in that you can wear those two or three hats, right. Many of us are trying to figure out how can and the partners have often been saying like, it's great, what you're saying we agree, how do we use it? Right? What is that give us something tangible as a tool that we can implement? So I'm happy you table that.

[01 :11 :43]
Twyla

I'm with Athabasca University. I started a couple years ago with them. They had another research project; it was with the Alberta Real Estate Foundation. Basically, it was to find out in rural communities, what are the main issues and how are they going to be addressed. So, what they did is the output from that they created learning modules. And the learning modules kind of led into what we're going to do with the QBE. The QBE, what we decided was, we wanted to develop a framework for rural housing affordability, and food sovereignty. Coming to all the different five communities. So, it's on the other slide. But on the other slide, the other five communities, the majority of them said that there was issues with housing, not enough housing, and all those kinds of things. But also food affordability, like that's why we have quality through decommodification. It's everything is like skyrocketing, skyrocketing in prices, right? So what we did is we created the strategy from the beginning of the middle circle and then going out. So some of the outputs like, like you were saying, like we should concentrating on what, what are we going to be creating is we're going to be doing some papers, some research, publishing, but also what we wanted to do is we, we wanted to have a dialogue with the communities. So for example, for the food sovereignty part, we connect for food, if you look on Facebook Connect for Food, We went to Vermillion this past April 15, right around there, and everybody from rural Alberta, like we had farmers there, we had Co Op, we had like producers, you know, growers, a whole, all kinds of people from the food community come together and then brainstorming and also networking, kind of like what we're doing here and then finding out like, what's, what's going on with you, like, you know, they were describing farmers working in silos, you know, they don't reach out to the, the next farmer like okay, what issues are you having? So it was a good, it was a good trip, like kind of like a charrette. We got together with everybody from all across Alberta. They were some people from all the way down south, all the way up north. And basically, we were concentrating on just rural, and what are the issues there. And then these are the two main issues. Part of the issues that we're thinking about rural housing. We're thinking about reaching out to different universities like Manitoba, where they did the First Nations housing, the issues there, because I'm First Nations. I'm from Samsung, and I told the group this morning that I was in that, even after I used to work in Edmonton, and then COVID happened, and then everybody got laid off. We all had to go

back to our, our family home where we grew up, and there's like, five different families all living under one house, is like at 18 of us living there at one point and then the house is not the greatest, you know, like there's issues and just going back to the community there like, it's just a reality. And a lot of the other First Nations people in my group this morning, we're talking about that, like, sometimes they're just living in shacks, because that's all that they can afford, you know. And then we saw that as an issue that we need to address. And, and so part of the research, what we're doing is we're going to create, I think on the next slide. The next slide is that's where we're, where we're at where we did, we did the research and other projects that we're on, but we continued the research. And what we want to do is we want to create, for example, housing, a housing handbook, and, and then, with food, what we wanted to do, we're creating a, was it solar-powered greenhouses? Athabasca, the town of Athabasca, you met him around here, the mayor is here. But they got a grant, Kara, the other group from, what the lady from our group in Athabasca, she's, she helped him get a grant. And I think it was like 200,000 to create a solar powered greenhouse. And so this is the same thing that I want to do with my nation, Samsung, they're interested in food sovereignty as well. So those are some of the outputs that we're hoping to work towards. I'm at the very beginning, like I'm still doing the research, because federal, being First Nations federal, we have other policies that we have to follow guidelines and hoops to jump through. [Laughs]

And then we have issues with water. So, you know that about First Nations, we don't have freshwater. So having to water the greenhouse, I have to do some more research on that as well.

So those are some of the outputs. And those are that's from what my understanding of the project so far. We're still probably, I think, in the middle of that roadmap.

[01 :16 :45]
Terrance Yeah. No, that's great. I'm glad you mentioned that. Because I do think there's an obvious overlap with University of Manitoba, right, with tiny houses and the First Nations presentations they've made here before. So that would be housing and sovereignty when I saw your newer, that's a new title, I think, isn't it somewhat?

[01 :17 :01]
Twyla Yeah, we kind of we brainstormed it when we were given this assignment to create these two posters. So, we brainstormed it as a team. And we've, our research and everything that came down to is those two main issues. Yeah, I'm working on both of them. But yeah, coz I have the unique perspective about, you know, living up on the reserve with those housing, so I know all that. And then food sovereignty, my community's interested in that because they pay so much for food and being able to grow it and be independent, not having to depend on the groceries.

[01 :17 :44]
Terrance That's great. I know, Mike Brennan, at the first conference we had in Montreal, right, Mike Brennan, who was still here for the RAIC setup, and said he was going to make a commitment to the RAIC building houses right after that presentation by Manitoba. So, I think that's another piece. If we started drawing lines that connect right that Mike just mentioned that again this morning when I saw him. So yeah, I think there's a commitment to starting to look at that as well. And then also other like, Sudbury has a whole tiny house,

you know, Policy Program. So, there's, there's probably more lines to draw between other cities on anything about small, smart housing. Were you there when Silvia spoke in November and was very critical about living on reserve and not having internet. Were you online for that? Yeah. So that was powerful in terms of, you know, for me, it made us lower our conversation to say like, these are the realities, right. It's not lofty and talking about, again, kind of aesthetics and high design is like, these are basic necessities. Yeah, as food sovereignty. So, I appreciate that one.

[01 :18 :46]
Afsaneh I think a very interesting thing about your research is the output is actually the outcome and you have like the practical project that you're working towards, and I think it is, this is very precious, you know, to have that opportunity to pilot it out, like that greenhouse for the food sovereignty. And also, I believe, maybe on the house, you will also do some pilot work or what's the...?

[01 :19 :19]
Twyla We're not quite there yet. We're still trying to determine right now, we're still doing the literature review, trying to get all the information in the policies, understanding the policies and stuff like that. And the Indian Act was another thing that I was hoping to concentrate on and work with Manitoba. And on that one as well, because it's, it affects a lot of First Nations that are through the treaties, and they follow the Indian Act and try to create a handbook for other nations to follow. Same thing with the food sovereignty, like if, if they another nation wants to produce the greenhouse, that's something that we want to help them create a handbook, so they know exactly what to do. We've done research on what policies and whatever hoops we have to jump through to get it. Yeah.

[01 :20 :05]
Terrance Okay, are you both? Are you both passing?

[01 :20 :13]
Camille Generally, I can add, but I'm very new. So I'm not super comfortable explaining the project, but I can like, add to it if necessary.

[01 :20 :21]
Terrance Okay, so over to you.

[01 :20 :26]
Stephane Okay. So, so basically, our project aims at capturing quality concept from the stakeholder's perspective. And it's organized around two main steps, the first [background discussion around pulling up the roadmap on the projector] So, one of the first, the first step of the of the whole project is the, you know, point 1-2-3. And the aim was to, you know, defining the complex, the complexity of the, of the quality concept itself. And so, we of course, we made quite a lot of research trying to identify reference research and we realize that actually the number of research that have really addressed the quality issue regarding the built environment are quite low. There is only a few research this and finally, we, we have to decided to work with the, as I mentioned this morning, the, the new policy for planning and architecture that has been, been launched two years ago in Quebec, yeah two years ago, and, and embedded in this policy, there is a part that is dedicated to quality, and this is you know, the stage two of how actors perceived quality, there is a this kind of flower with 11 principle. And so, we, we actually, really base our research on those principle and if I

can, you know, resume, our synthesize, synthesize, our research is really based on this concept of quality, the fact that different actors, stakeholders have a perception, different perception of the concept, but also that the complexity of the concept itself, and the second part of the whole project, the second phase is trying to, so based on a specific case studies, case studies of a project that is currently working, I mean, it's a, it's a project of a innovative zone, in the lower part of Quebec City. And, and so, we use this project as a, as a, as an example, as a laboratory for trying to understand how different stakeholders involved in a project address or do not address the quality issues. And so, we have organized different participatory workshop with the different, mobilizing the different stakeholders from the municipality, from the different citizen organization involved in the project. And so, the, the idea was to confront the theoretical definition, composition of quality to the perception of different actors. And what we have also tried to assess is the, how the, it's not easy to explain, because, you know, the quality itself is, complex and composite, but the perception and of course, based on different perception, but the perception of each stakeholder evolved during the project itself. So, there is a, you know, an evolution of the quality perception due to the different stakeholders, but also due to the timeline of the project, because, you know, essentially because stakeholders, if we compare our, their involvement at the beginning of the project, and, you know, in the different, different phase of the project, their, their understanding of the project change, so, their perception of quality change, and this is basically what we are now trying to formalize and also formalize it through spatial representation, as I mentioned this morning, and so...

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- [01 :25 :50] So it's like a feedback loop, in a sense, no?
Terrance
-
- [01 :25 :57] Sorry?
Stephane
-
- [01 :26 :00] Is it like a feedback loop? Like you're measuring and feeding it back into the same stakeholders as your...
Terrance
-
- [01 :26 :06] Yeah, that was not sort of...kind of, but not systematically assessed, okay. So, we have organized three or four for participatory, I guess, workshops. And so, the first one was really to better understand how stakeholders perceive quality. How they are, do they are, do they were comfortable with the definition, the principle that are proposed the in the policy, and then try to, try to better understand for each principle, what is the, the perception of the different actors, because even if we spent, for example, if we talk about the, I don't know, the lifecycle, yeah, lifecycle, for example, the lifecycle for an architect for a citizen living in the, in, in the place or for a citizen, who do not live in the place, but know the project, because it's a big project in the context of the city. So we really try to, you know, decomplexify this...
-
- [01 :27 :47] We're going to have to wrap up, though, so say, say, a summary line
Terrance [Speaking in French]

You're going, which is good, but say something, what's an output? Do you have an output?

[01 :28 :09]
Stephane Yeah, yeah, this is what I would like to say. That's the output, okay. And so the output, output are essentially about, you know, the collaborative participatory methods, we would like to, you know, provide some, maybe not recommendation, but, but experience that we get from, from the participatory workshop, of course, map and visualization, but that's going to be for the next term of the project. Because for the moment, what we produce is essentially, a conceptual, conceptual data, data models that propose the link in between the principle, the quality principle and the data available, and how it could fit both. And...

[01 :29 :06]
Terrance We have to stop. I know that we want to check in with Camille and Victorian – anything?

[01 :29 :18]
Camille And honestly, yes, Stephane did a better job than me at explaining it. Did you have questions? Maybe I know something. Did you need clarification on something?

[01 :29 :29]
Afsaneh I only am curious to know, did you just ask this question like an abstract base that what do you envision as equality or you had like a case study and you know, ask them okay, this is a building, what's your notion of quality in that building? Just that's the only question that I had.

[01 :29 :50]
Stephane That was really relating related to the specific case studies, I mean, the [French phrase], and so the discussion we organized was part of the municipality in the context of this project. So actually, we took the opportunity, because the City is one of our partner, we took the opportunity to add the research component of the participatory activities that was planned by the City. Ok? Quebec City Project.

[01 :30 :44]
Stephane It's the same for Camille. Camille has joined the team a few months, weeks, ago and what I could say is the, the, the graphics, it was Camille's job

[01 :31 :42]
Camille I have difficulty talking like about the research part because it was mostly Michel who told us what he wanted on the roadmap and we just tried to visualize it as best we could because we are in university and it was like the end of...So we did the best we could, but like I can't really talk about the research side. But yeah, it was me, but also my colleague, I did not do this alone.

[01 :32 :15]
Victorian Yeah, Anne talked about an exercise that we did where we visit, a student visited some, some, some buildings that were, that receive awards and everything and what I want to add to that is that it was very difficult as, as architecture and design students to live the experience, like our instinct was

to measure and to, like, identify the material and everything, but not live the experience as, as a user would. So the first thing we, we, we like, we entered the building. I was at the Biblioteca [French name]. And like I entered by the, the ramp, the ramp side and I was like, oh it, it seems like it's small so, but that was my impression. Then I was like, oh, I could measure and everything. So it was not my, I didn't, it was not a lived experience for me because my, before my, [French word] professional was taking like, that was, it was really trying to measure and everything. So I, I feel like it could be like a limit to the research, the fact that we that we have difficulty to just like, yeah.

[01 :33 :45]
Anne I think that's a very good point and maybe this is too specific, but sending student to building to try to figure out, to like, you, you are who you are and also you, your special need might be not as special as other special needs are. So there's that gap.

[01 :34 :06]
Terrance So let's start then with Nathalie and then.

[01 :34 :12]
Nathalie I don't have much to add because I wasn't part. I read all that was done, but I had asked on the same question about the, the special needs cause actually it was not people with special needs that were involved in the thing. But there was something, listening to everyone, there was something I was going to ask a question. I'm not sure that's the good point, but in the research that was done by Concordia, I was, and in our parallel with the one that is done by Universite de Montreal, for the aging population was most of the thing measured or taken into consideration while the research was done? Is there something special out than, different than accessibility in the aging population? I was wondering in the 15 minute thing that you did, it was mostly related to accessibility. I was just wondering how do we treat differently special needs from aging population than special needs in general? That was my point and trying to make correspondence or I don't know how to say them, some link between some of the research projects.

[01 :35 :24]
Terrance Yeah. No, I think that's a big part of this discussion, as well.

[01 :35 :31]
Afsaneh And I think, yeah, we're, we're kind of at the wrap up part. So I don't know if I should keep my research sites and just get to what was discussed, yeah? Talk about the research in 2 minutes? [Laughs]
So I'm with TMU research site and they're basically evaluating the accessibility and you know, inclusion and equity in Waterfront Toronto, and the thing is that there are about four faculties who's working on this, and each of them just focusing on the area of their own research, so it's a bit scattered in my opinion. So one is actually focused on the accessibility and the waterfront Toronto and what OIC did, we went to one of their studios and taught them how to do the participatory observation and go and check and see the accessibility. So that's one component of the research. The other one is more focused on analyzing the Sherborne Common, which is one of the award-winning projects on Waterfront Toronto and also finding, like the other faculty looking for finding some catalyst to, you know, make like more connection with the space specifically on the project called, I think Bay something, like it's a residential,

new residential complex. So, as an, going back to your point, Adrien, because we're also the citizen group like as a group, we had so many discussions, OK, how can we actually maybe tie in all these different research together. And then I think the common, the commonality on all of them was the engagement like community engagement piece. So we're going to actually, you know, find some fundings to work with the underrepresented communities too and it's a mouthful, the, actually the proposal that we made. So it's a Community Piloting Equity-Centric Approach to Community Engagement, so trying to find OK how we can have that equity, equity centric approach to the community engagement and also pilot out some of the methodologies. So that's how we actually weigh in and try to tie in all this research because all of them have these similar components of community engagements, yeah.

[01 :38 :33]
Terrance Thanks. So since it's changed to you, I think that's a good segue, Sneha, with the summary. So we were asked to pick, so for everybody, pick 2 ideas, 2 ideas to make the Living Atlas of Quality more open to the public. So let's start with that. And then 2 other mediums or methods that could be mobilized to spark a national debate on quality. Those are the two things we have to make a slide for. So let's start with the first. Two ideas to make the Living Atlas of Quality more open or accessible to the public. What would you say?

[01 :39 :04]
Sneha I think interactive tools came up

[01 :39 :07]
Terrance Yeah, a big one. I think interactive tools that are, that are for the wider public, right. I just think if we add those words for the general or wider public, including partners, that's such an important piece, right, because often our work is targeted to a certain group.
So that's a big one that we discussed. What's another one? We're one-quarter of the way there if you can name a second one.

[01 :39 :30]
Afsaneh I think lunch and learn in architectural firms. Just letting them know that ,you know ,this, there is such a research going on and it's a national research and then sending them the link to the Living Atlas, just you know, because we want to spread the word and you know, let them know and let them actually engage right? Isn't it that we want everyone's involvement?

[01 :39 :57]
Terrance Yeah, this is about, like, national debate, right? And opening it to the wider as wide a public as possible. Lunch and learn at firms. That's a good one.

[01 :40 :03]
Afsaneh Yeah, yeah. Architectural firms. Just for them to know. And maybe they have, because they're like, you know, they're actually working on projects, they might be able to help us, right, quality in their own perspective, so each of us, I think, have some connections with some firms, so we can start with that. So I can start with my previous firm that I worked for like 9 years MGMA. So just as an as an example. So other suggestions?

[01 :40 :37] David Certainly, I like the lunch and learn idea and I can offer that at municipal government level as well. I already I'm just embarking on a lunch and learn series that starts May 8th where I'm, I'm bringing in firms, but I could also have.

[01 :40 :48] Terrance Yeah, I think if we say firms and municipal government. Right. I think the partners like interactive tools and things that they can go to kind of, to find for their application. And so I like, I like that as a coupling.

[01 :41 :07] Susan Sorry, it sort of gets to the front end of it because they procure they, yeah, they procure projects.

[01 :41 :14] Terrance Yeah. Yeah. So those are two good ones. And then two other mediums or methods that could be mobilized to spark a national debate, this is the big one, right? I think that the entire project began with us saying, let's put all this stuff together, not just for us, but how does that get disseminated? Right. They could spark debates, right. So RAIC is here wondering about housing and procurement and Service Canada is here worrying about, you know, being open to the discussion about how RFP and procurement could work in the future. Rick Hansen Foundation here to say we do a thing for accessibility, but how can that become part of a more of an integrated into the national debate, right? Like a policy and architecture. So what, what would those let's name one, what would they be? Its mediums or methods.

[01 :42 :13] Susan What about? Almost like, there's a lot of sorts of design thinking almost at a young, at, at a school level. Because if you introduce things that...No, I mean, for example, your children will tell you how to recycle because they learn about it in school and they tell you off because you're doing it wrong. So, if you kind of introduced ideas about quality and built environments at a very young.

[01 :42 :41] Sneha Yeah. So, youth programming?

[01 :42 :43] Terrance Yes. Youth programming. And? OK. I'll pass you. I'll throw a fast one in again, like this Michaela having her thesis – very rarely do architecture juries and critiques at schools include the wider public. So this person I mentioned that was at her defense talking from a lived experience because she's on a walker, that's a very different kind of discussion that the whole thesis took compared to not. So I would say having juries in schools include all the representatives we're talking about and find a way to integrate that into university teaching in architecture, and I would say planning and design disciplines.

[01 :43 :12] Afsaneh Like project critics?

[01 :43 :25]
Terrance Yeah. So, but when people come to critiques, yeah, you know, so someone does something on – we have students doing food security, there were no farmers there, you have some architects come from Toronto who flies up and says this is great and they talk about the nice looking silo and then you say we have no food security, right. I have a student just finishing in Nunavut doing that so the community is interested. But the critique she had, I had to turn to the jury and say you don't understand anything that's being said because they talked about it completely from a western-centric design. It was like as absolutely opposite as one could imagine. That was 10 days ago. So use two. You can pick two and then you can say the last two points.

[01 :44 :04]
Stephane No, it's, it's just because when you mentioned design thinking at school, I, I remember a project I was involved in and it was about, we have developed a serious gaming application. And serious gaming application was dedicated to, it was a competition on campus and the, the aim was to try to reduce the, the minimum, the energy consumption of the different building on the campus. And so, of course, that was not regarding related to the quality, but we certainly could imagine something like that related to the quality, for example, a competition through a game and the, the aim could be, you know, imaging the, the, the high-quality building or high quality, you know, the neighborhood at school, I mean.

[01 :45 :11]
Terrance Could, could you do a competition through an app like that? Could you do a competition, [French translation] with this kind of gaming?

[01 :45 :17]
Stephane Yeah, we, yeah, it's, it's feasible, yeah.

[01 :45 :20]
Terrance That would be an interesting one.

[01 :45 :23]
David I'm involved in a student competition right now where they used a gaming platform to redesign a public space. And it's, it's elementary school children. Yeah. And, and I, I'm a character in the game. So as, as are all the, the jurors.

[01 :45 :40]
Terrance You'll have to wax your moustache

[01 :45 :43]
David In the game and they, they talk in the game about the principles, yeah.

[inaudible background discussion]

[01 :45 :57]
Terrance So do you have a list? Do you feel like you have a list of three or four?

[01 :45 :59]
Sneha So for making the partnership more accessible to wider audiences, I have interactive tools including for maps and data visualizations, lunch and learn sessions at design firms and municipal governments, using gaming platforms for design competitions, for example imagining a high quality building or neighborhood.
And then methods to spark national debate, I have youth programming, including in schools, and including wider public members on design/planning studio and thesis juries.

[01 :46 :26]
Afsaneh OK. Then can I ask you something? Like maybe just as a suggestion, is it possible, like when you have like an ongoing project in a neighborhood and like a public project that you start engaging the whole neighborhood with this question of quality?
Like there was a, for example a project in Netherland, and I don't remember what was exactly the project, but that that there was like a specific website for the whole neighborhood that could go and actually put their inputs in there. So with the focus, let's say, on the quality of that project and gathering all the lived experience or suggestions and things, like similar to the engagement process, but in an online, let's say platform, and kind of linking it, because I'm trying to link it to this, Living Atlas of Quality, linking it to this one. I'm not sure how easy it is. But maybe because we want to just raise the awareness of, let's say, the population that's using the buildings as well, right?

[01 :47 :41]
David Yeah, and I think, I mean, cities all have engagement processes to involve communities to a certain level, but I think you're talking about asking the questions of communities in a different way.

[01 :47 :54]
Afsaneh On a specific project on that neighborhood, but involving like, yeah, rather than having like town halls and that kind of thing.

[01 :47 :54]
Nathalie I had in mind we had studied at OQ a few years ago, but it doesn't exist anymore. There was a platform, a bit of what you're saying for a project that was going to be built, a neighborhood or a plaza, an exterior space that was going to be built and the city had put on an application, an app, and you could on and you could put. And it was very like interactive because you could put – I would like this building to be higher and then the building would go higher, and then you would say, ohh I'd prefer to have more trees. So, you could shape the environment that you would like in the end. I don't know how this was afterward, how was this. Integrated? How was it useful? But that was it, because you could plan on what you would have liked in this environment, this public space. So what height of building? With greenery you would like and what. It was pretty basic, but it was, it was kind of a way to, to gather or to, to, to collect some information from the neighbours or, or...

[01 :49 :15]
Afsaneh Yeah, I'm talking about the same platform, but maybe with more thoughtful and mindful kind of questions related to what we're, what your team are, is actually working on.

Exactly. Not, not those kind of questions, but help lead them or maybe have like different themes and criteria and gets everyone's involved, something like that.

[01 :49 :46]
Nirmal For like, for community awareness, I remember like after 2015 earthquake in Nepal, there was not concept of retrofit, so what we did is we built a model house and then we made a immersive environment, like a VR environment where the people can just use the log in and then they can, we introduce I think there was two different type of, we, we were using, we had a different kind of typologies of house, that is SMM – stone, mud, mortar – I don't know like more engineering spec but yeah there was a storm strong. So we had a two different concepts. One is strong back concept. And then one is splint and bandage concept. So they had like a virtual immersive and then they can see like how this strong back concept will be used in your house. So there is a new structural element that will be incorporated and then, that was very, very nice in terms of public engagement. Everyone used to learn how the retrofit is done like each step by step, what you do in the first step and then how strong will be your houses after doing the retrofit rather than building a new houses, it will cost more and then you just do the retrofit, it will cost very less. So I think immersive platform like a VR is also a good thing for the public awareness where they can use the headset, where they can immerse, that they can visually see, and then even interact with those things like for building. If you click that. OK, this is this part and then how they can interact walk through and then live actually into that platform.

[01 :51 :33]
Sneha Yeah. And I think at the planning scale, we've been thinking about can we create a toolkit where residents can take, like can advocate for better parks in their own neighborhoods because a lot of them don't necessarily have the time or the vocabulary to look up who to call, how to start a process, like what is the language like, what is a bioswale and things like that. And the City of Toronto has some models of projects where they've like created DIY engagement toolkits so like they just started. They were just doing their cultural master plan process and like had a DIY..a student ,for example, could go do an engagement session with other students in their class and report back to the city. So there's a lot of like, they've done a couple of those DIY processes and it's been really interesting to see because like artists will do it in a very different way and collect very different feedback. And so we're also thinking about how do we create those tools so that communities themselves can, can create that like loop of feedback and facilitate those processes.

[01 :52 :35]
Terrance We have to stop there. I was getting an evil eye from people in the hall, so we have to go to the plenary. Thank you, everyone. I hope that was OK.

ROOM 4

Workshop 2- Notable Outputs and Emerging Convergences

Room4_ Location: Medjuck Architecture Building - B015			13 Participants
First Name	Last Name	Organisation	Research Site
Josie	Auger	Athabasca University	Athabasca University
Fatih	Sekercioglu	Toronto Metropolitan University	Toronto Metropolitan University
Gavin	McCormack	University of Calgary	University of Calgary
Brian	Lilley	Dalhousie University	Dalhousie University
Bill	Black	Calgary Construction Association	University of Calgary
Miriam	MacNeil	Public Services and Procurement Canada (PSPC)	National Partners
Simon	Blakeley	reThink Green	Laurentian University
Doramy	Ehling	Rick Hansen Foundation	National Partners
Steve	Bowers	Pedesting Corporation	University of Calgary
Taly-Dawn	Salyn	University of Calgary	University of Calgary
Tess	Adebar	University of British Columbia	University of British Columbia
James	Barrett	Dalhousie University	Dalhousie University
Negarsadat	Rahimi	Concordia University	Concordia University

Room 4 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-01

Report produced by

Farfán, Maria P. (*Université de Montréal*)

4.1. Summary

The structure of the workshop was divided into four sections:

1. Defining outputs.
2. Explaining how outputs contribute to research objectives: Two questions related to research site outputs within a knowledge mobilization plan:
 - A. What outputs are coming out from the research site?
 - B. Which areas of the plan are currently weak, and how can they be strengthened?
3. Exploring strategies for fueling public debate on quality through citizen engagement and involvement from policymakers.
4. Emphasizing the need for concrete steps and collaboration in implementing technology solutions that address quality issues.

Points discussed:

- Citizen engagement and involvement from policymakers are crucial for driving real change.
- Make the living atlas of quality more accessible to spark a national debate on quality.
- Urgency is needed in technology innovation to stay globally competitive.
- Increased involvement from policymakers is necessary.
- Foster an inclusive environment that welcomes diverse perspectives while driving change through alternative thought processes.
- Potential for innovation and collaboration in dissemination tools, particularly in relation to accessibility and mapping technologies.
- Need to disseminate information to a broader audience.
- Consider technology as a bridge between physical environment challenges and built environment solutions: Innovative ways to manage water quality during drought conditions in Edmonton and Recognize the interconnectedness of issues.
- Develop community practice focusing on adaptation, mitigation, and incorporating indigenous knowledge with technology.
- AI is shaping society, with exponential advancements already underway. Despite differing opinions about its implications, AI will continue transforming various aspects of society at an unprecedented pace. The opportunities provided by technology were discussed.
- Prioritize lived experiences and culturally safe approaches when conducting research partnerships or projects involving Indigenous communities.

- Training and education are needed for researchers to engage diverse communities respectfully.
- Need for a holistic approach to discussions of outputs and the importance of education and policies in incorporating quality considerations in various professions.
- Discussion on the Living Atlas of Quality and its potential to stimulate a debate on quality in Canada.
- Questioning the current usage of the Living Atlas and suggestions for making it more accessible and engaging for the public.
- Emphasis on the importance of education and research in promoting awareness about the built environment's impact on health and sustainability issues.
- Highlighting municipal governments as key players in driving change.
- Suggestions for using social media platforms like Twitter, LinkedIn, and Instagram, as well as innovative videos, to reach wider audiences, including students and community partners. Strategic postings with appealing graphics and ideas would be crucial to maintaining engagement.
- The idea of a roadshow across Canada as a strategy was mentioned.
- The advantage of having 14 architecture schools across Canada can be utilized if a consistent approach is adopted.
- Indigenous people should lead in caring for lands and natural resources in Canada, aligning with recognizing unceded territories.
- Consider building tangible examples like prototype houses incorporating mapping, sustainability, and accessibility features as demonstrations of expertise.
- It was suggested that virtual conferences could be organized using interactive booths on platforms without significant financial investments to minimize environmental impacts.
- Overall, Participants mentioned that incorporating these suggestions will help deliver a compelling presentation that drives meaningful change and fosters innovation in the project.

In conclusion, the discussion underscores the importance of multifaceted approaches. Citizen engagement and policymaker involvement are critical for driving real change, and making resources like the Living Atlas of Quality more accessible can ignite national conversations on quality. The urgency of technological innovation is paramount to staying globally competitive, and there is significant potential for collaboration in developing dissemination tools focused on accessibility and mapping technologies.

An inclusive environment that embraces diverse perspectives is essential for fostering meaningful change. Dissemination efforts should leverage extensive networks and innovative platforms to reach broader audiences, including government officials, researchers, and the general public. Community practices focusing on adaptation, mitigation, and incorporating Indigenous knowledge with technology are vital. The project can drive meaningful change and foster innovation in urban environments by incorporating these comprehensive strategies.

4.2. Detailed Transcription of the Workshop Discussion

[00:02:29]
Sekercioglu,
Fatih.

This table is for sharing information and guiding the training session. It is important to capture the answers from the group and include them in the dedicated PowerPoint slide. We should also consider sharing the outcomes of this session during the convention. There are four sections that we need to cover in order to report back to the audience. Let's start by discussing what an output is or should be, and then move on to how these outputs contribute to the overall objective of the research partnership. We can also reflect on methods that can be utilized to fuel a public debate on quality. It's crucial that we go beyond just having conversations and ensure tangible actions are taken.

The first objective is providing an overview of the right or notable outputs achieved so far. Second one is creating a shared and clear understanding of what an output is the research partnership project. The third objective is discussing how the defined outputs contribute to the overall objective of the research partnership. The final one is starting a reflection on the best methods to fuel a public debate on quality. These are the overall objectives, and we have the copies of the knowledge mobilization plan here. We are going over the four sections of the plan to make sure that everyone develops a shared understanding of what an output is or should be.

The first part, will be shared understanding of what an output is or should be. It will be a general conversation: here, my co-facilitator, Josie Auger.

[00:05:54]
Auger, Josie

We have several of the posters talking about lived experiences and different things and that's great. That's wonderful. The projects are doing that, and then it comes to a stage and it's been my experience with a lot of reports that you end up with a lot of policies. I think the Athabasca University poster captured the incline and then the decline. The decline happens after the policies are written and then there is no outputs on quality. It's just policies and it dropped right off, so to me and they had like got the edge of their peak and their decline.

The living Atlas of quality, what is a living Atlas of quality supposed to do? is it like truth and reconciliation like from 2015 and we have a lot of inaction. Same thing with the national inquiry into missing and murdered Indigenous women, lots of recommendations but no action.

The outputs are really then based on these conversations like with academics and the public and citizens, but it has to go beyond even that, because it'll be fine to have more conversations, but we need to see something tangible happening. The Vancouver map captured a lot of maps about who's wealthy enough to afford a single-family home and who's not and who decides who can live in a park. That is that effective? And so, that engagement of politicians and so forth into these conversations whether it be like for health. That is really important because otherwise we have nothing.

The living Atlas is flat right now, but it doesn't mean that it has to be flat, in terms of outputs, one of the things that I was thinking was something

that on a previous project was to have like citizen engagement through the 14 sites and to encourage those conversations with students, with academics, with people in general and have televised somehow messages out there to the public like on the website.

The website has to do a lot of upstream kind of like fishing to get a lot of stories or experiences. About games, how can you use technology? To me, there's it's an important part of this quality is to have more citizen engagement and ensure that the municipalities and the provinces are not fighting with Ottawa or each other because it's really difficult to make change in a patchwork quilt.

[0:10:45]
Sekercioglu,
Fatih

I'll just give you what will be the final step. You like to have a couple of ideas to make the living atlas of quality more open to public and to other mediums or methods that could be mobilized to spark a national debate on quality. So those will be the final 15 minutes conversations. Just start thinking about those from now and then when conversations become more mature that we can answer those questions and report to the larger audience at the very end.

[0:12:11]
Bowers,
Steve

There is an exodus of Skilled workers in the technology industry specifically in Canada that are going elsewhere. The US Is eating our lunch specifically, you know, then there are neighbors. We talked about supply chain last company. I worked for the supply chain, there was literally decimated simply in the span of a month when the pandemic started because the US government bought everything and forced the manufacturers around the world to basically manufacture exclusively for them for a period of time.

Urgency is important, especially when it comes to technology innovation, where Canada has been falling behind other countries like Korea and Japan. We need faster execution and involvement from policymakers and governance players if we want to stay competitive globally. The US Pentagon utilizes cutting-edge technology that has a significant impact on power plants. However, these power plants often face downtime, ranging from 90% to 95%, which necessitates the presence of reliable backup systems. It is crucial to address this issue as we have lost valuable knowledge in the technology sector and risk falling behind due to outdated policies.

And those individuals have realized that they can't necessarily be gainfully employed in certain sectors in our country, as a guy who is from Nova Scotia, I love this place, but it kept me out of the game. I left for 20 years, came back in 2015 and left again because of some of the thinking to be honest with you. We talk about lived experiences and sharing and being honest and this is the fact of my sort of life arc and we don't sort of think about an urgency to these problems and get more people to collaborate with out the silos.

We talk about outputs we talk about action that is what my whole career has been is output in action and there's a lot of talk, but Canada has lost so much of their knowledge base when it comes to guys that are really trying to make change. That it's discouraging for a technology guy to have some of these very talented people go to other parts of the world.

As someone who has experienced this firsthand, I understand the urgency and importance of collaboration without silos. Technology is an all-encompassing term, but it requires experts in specific areas to drive meaningful change for both enterprise and consumer solutions. Instead of fixating on brands, we should focus on creating impactful innovations that benefit society as a whole.

There's an elephant in the room that we do not talk about when it comes to technology, it is not made in Canada, we have lost it. We had a big-time player in Calgary smart technologies that was at the forefront of changing collaborative technology at the time. They were crushed by our friends at LG and Samsung Korea is leading the way when it comes to innovation, Japan is beating us. We really have to think about how we execute faster and get players involved that are in policy and governance to have some urgency around execution.

Canada has unfortunately witnessed a decline in its knowledge base, with talented individuals seeking opportunities elsewhere, particularly in Europe where they are more advanced in their thinking regarding technology solutions and accessibility. While I may not have extensive knowledge about architecture specifically, one word that resonates with me when it comes to technology is urgency. We need to accelerate progress considering our global supply chain reality and the lack of innovation within our country.

It is imperative for policymakers and governance bodies to come together and foster an inclusive environment that welcomes diverse perspectives capable of driving change through alternative thought processes. The cost of progress should not lead to exclusion; instead, we must strive for inclusivity at every step.

[0:19:29] Lilley, Brian Do you see any innovations or collaborative tools that we can start using towards dissemination?

[0:19:30] Bowers, Steve What we do at *Pedesting Corporation* is provide an indoor navigation technology for accessibility, But that's just one aspect of it. You can imagine if you were in a large building in a convention center, and I'll use the Calgary Stampede as an example. It's a big event. You get millions of people coming to town. People have a hard time navigating, if you can't plan how you navigate through a space when you're leaving in the morning, you might not navigate that space at all. You might literally be excluded from the event.

So as an example, there is a company in the US who mapped out all of the CES event in Las Vegas. And you can look at your technology and it will literally you can punch in where you want to go and it will give you an arrow as you're walking through the space to tell you where to go. It's an augmented reality way and you're choosing your camera aspects of your video. And it's applying an overlay in real time. That's all being developed in the US. The US doesn't want to come to Canada to solve our problems because we don't present enough of a market opportunity for them. The scale of their market is just a different game. And their adoption is far

faster. Las Vegas is the most technologically wired city you can possibly imagine.

[00:21:05]
Lilley, Brian

I'm really interested in collaborative tools that you could share with communities. There have been a few platforms out there where, different people can post into the same space and then discussions can start happening over that. But is there anything in your world or what you're seeing right now that might take that a bit further?

[00:22:00]
Bowers, Steve

We are still in start-up mode. We are in discovery stage for a lot of our competition as well. We actually have a product and that is, if we go to a property manager, you go to an asset manager, you go to a procurement manager at the government, you have got all these different layers to deal with, to try and get anything approved when it comes to accessibility as an example.

You are going in 40 different directions. And generally, the direction is, let's put in some more wheelchair accessible bathrooms, some ramps. Then you got proof of concept, to do redesigns, to involve all kinds of different stakeholders.

Our approach is different. We are saying let's remove all of that minutia from the mix and have the solution live on our very capable, amazing technology with 40 different sensors in it. We have all got an app store in our pocket.

That's a little bit of a difference with me in the room. We are a profit organization trying to solve a problem. No one will ever pay for our app. But our CEO is a gentleman who never spoke a single word until he was nine years old. And he's a very inspiring individual. AHS gave him nine experimental surgeries and he spoke at the age of nine. Went through the regular public sector education process and then went into university and graduated with a 4.0 GPA.

And it started with an idea. In a wheelchair he says to the CCO, why do architects not design buildings for me? And that's sort of the basis of the idea of *Pedesting*. We are a Canadian company, start up, small, but at the same time our idea is big. And we're going across the country. I have met some folks from Montreal today that want to have a chat about how we can help there. It's a bit of a different conversation in a city in Calgary that is, less than a hundred years old as far as their built environment goes, versus Dalhousie. I mean, I am from here, so I know that Dalhousie owns half of the city as far as campus goes. The campus is pretty large. Dalhousie's got buildings all over this town.

The evolution will also be, if you can imagine if you were in a wheelchair and you were on an incline, you are not going to necessarily recognize that is an incline from an overhead map. So, that is just one approach that we have right now. We actually have something that does solve the problem.

This stuff is expensive. We talk about how a real quality environment is expensive. The solutions are not expensive. The implementation of this

technology is a matter of will. It's not a matter of cost. necessarily. What I like about the mapping idea is that it leads very clearly in the sense it gives you a layer of information that everyone can share into, and then at the same time, perhaps bring another kind of collaborative tool onto it.

I feel like you give the technology to the people, and it only gets better as we provide, you know, feedback within, it is a feedback loop where people can say, this particular thing is not working for you, a rethink can be done. It's really just a matter of engagement. At the end of the day, everybody who's not from the city of Halifax probably use their Google Maps to get here this morning, even those of us in the city. So, this stuff is omnipresent in our world today. It's something that can be for people and easy to implement and execute quickly.

[00:28:13]
Ehling,
Doramy

When I look at how do we take the outputs and share them and disseminate them and invite public debate, the way you need to do that is to invite others to join in. And right now, it feels like more of a closed circle. It's been an important part of the process, is to sort of get to the place where we are in a position to actually share ideas that are coming from each of the 14 sites. But I think that is really looking for who else needs to be included or who else needs to be consulted. In your example I think of oftentimes like in the world that we work in where we are really trying to make a difference, who pays the tab has the control. And so oftentimes like we get a lot of pushbacks from developers who are saying, no, this is too much, we cannot do it, it's not financially viable for us.

If there's ways in which we can do more, and that was one of the things we did at the very outset was to bring industry in as part of our consultation process, and that's helped, but it is not overcome some of the biggest barriers because they then have a voice that goes back to government and says, we are not happy. And then you get that whole stall happening where nothing changes because everybody is afraid to take the step. And they use the line it's too expensive. We cannot make it happen.

We are trying to look at what are other ways that we can disseminate that information? What are the tools that you have just shared that we can put that out there so that there is more of the public knowledge? Because I'm always convinced if more of the public was aware of the barriers that are being faced, and we know that, for example, just in the community I work with, it's 50% of the population, 28% of people report that they have some form of a disability. We know that is underreported.

And then if you add one family member or caregiver to that, you are over 50%. So, there is a business imperative that is part and parcel of this, but people don't see it in today's world. For me, that is where I would look for all the work that we are doing in redefining quality.

How do we get that information out in a broader public? Who are the key decision makers? Who are the key champions? How do we bring them together? How do we invite them to be part of the dialogue? Do we have to look at future conventions and how we structure them? Do we have regional task forces? Do we ask each research team to go out and have

those conversations and then report back so that we get a broader view of what are the barriers that are getting in the way?

And then we have to figure out what the incentives are to get over the barriers, because I think the urgency is lost.

[00:33:14]
Auger, Josie

I just wanted to go back to some of the poster presentations that I saw upstairs. I guess even the one from Montreal where the question was who has rights to the night? I thought that was a brilliant question. And obviously to me I am thinking the stars have the rights to the night. But I think, you know, it's going back to this idea of living, the quality of the living atlas, the living atlas is like a mobilization tool.

And that to me is where we need to see more concrete deliverables coming from that. If we had all of the complaints, like in society, and they were brought to, the living atlas, like people complaining, then we would know exactly like what the problems are and what would need to be addressed.

I think that almost needs to be like a call or an invitation to people to feel that they can talk and be heard and hopefully understood, whether they have, whatever their topic is, maybe they feel like there needs to be more well-lit places so that there is less crime.

About the technology part, I would like to see like somehow where we have to consider the physical environment and the built environment, because you cannot have one without the other. So, the physical environment problems that are out there currently are going to affect the built environment. Like in Edmonton, in Alberta is in a state of emergency. We are at a level four state of emergency for water. Level five is emergency crisis. In Edmonton, we had to reduce our water consumption because they said that something was wrong with the pump, so we are in a drought state. How can we use technology to, I don't know, manage quality like in a drought? because I think it's all encompassing, right?

There is a way to use technology for people to communicate like through some of those tools that are available, like to try to get people to talk about quality in the built environment, recognizing that there is a relationship to the physical environment. I would like to listening to people and giving people a forum to speak, but what can we do? What can be done about it? Like how far behind are we and how far, how much more do we need, what do we need to do to catch up? What kind of ways can we use water in better ways, like for cattle, for food, for whatever?

[00:37:26]
Blakeley,
Simon

It just triggered me the kind of environmental side because it's more my background and I guess the angle that I come at this whole project from. I was a citizen appointed representative for a conservation authority in my area for a term and that was quite interesting because I was the only non-elected person on that board. Everybody that was there seemed to have agendas and I was just like how are we going to further policy? How are we going to make change? How are we going to make sure that our communities are as resilient as possible into the future?

When I was trying to introduce climate change as a factor that we should be modeling for flood risk, it was getting etched back out. There were conversations that were going on behind the scenes and so I was kind of suspicious but not unsurprised, trying to navigate that.

It seems that the majority of people are, as I mentioned earlier, kind of climate deniers. And the patchwork quilt that you mentioned before, that's what I work with, and I do find the champions and I work with those people extensively and I help them to elevate their message and they elevate ours. And we found as we have gone on with this project and expanding and bringing awareness to the green economy and sustainability and circular economy and being resourceful with what we have, is that it's really a lot of capacity building for the last two years.

Now we've really honed in on who is a champion for that, that we are able to solidify it to develop projects, to go after longer term funding opportunities, to create demonstration projects through which we are going to do storytelling, through which we can further that message. It is like it has been like a five, ten year plan, and even based upon that, we still might end up with the equivalent of a road map for sustainability in Northern Ontario. But hopefully that will feed into this. and likewise, this document will feed into what we do, and it's great to be with allies in this room.

For us, what we have done is we have built up an extensive database of people from all different levels of government, the federal officials and elected people down to provincial municipalities, over 168 municipalities in Northern Ontario. We have them, we can easily do a mail chimp, reach out to people and tell them this project is occurring, that you can get involved. Whatever we decide is the means by which the survey taskforce is mentioned.

I am developing a community of practice right now as well. They are just east of Lake Huron, one of the Great Lakes. In that area, I am working with the North Bay Parry Sound District Health Unit and series of other players basically. And we are starting this conversation mainly about adaptation, because we know in climate science that even if we were to act with the urgency that you mentioned, that it's already kind of too late and that we are going to see the serious effects of climate change as the years go on.

Now we need to focus on both mitigation for new development and retrofits of existing buildings, but also adaptation of the built environment as we know it and tapping into Indigenous knowledge and learning and fusing it all together with technology. I think I'm in the right room of experts here. And there will be some people, maybe my own family, when they go back, they will be like, what are we doing again? What was all that about? At least I'm a bit clearer this time than maybe I was, say, in Calgary. But like, no, I do see value in this and I'm sure policy is where it's got to go all the way to the top.

But it feels at the same time the political headwinds are against us at this point. You know, these titles, these soundbites like axe the tax, you know,

in Ontario we had Buck a beer, like it's just so simple and brain dead, frankly, all of it. We need catchy straplines, clever approaches to marketing ourselves, but from a more progressive agenda to unite different areas. If you call us the left, if that's what we are, I don't know. But like it started to happen during Covid. There were so many different issues-based groups that came to the fore and collaboration was happening. But we lost some traction with that.

And maybe those are some of the networks, the grassroots, the advocacy as well to tap into as well as government. In a comparative sense, Northern Ontario were doing fantastic. But to your point, you know, Europe, as I mentioned earlier, a lot of damage as well in the ways that it's colonized parts of the world, but it's done a lot of great things in terms of innovation and the built environment and create sustainable communities, and mass transit systems.

[00:42:55]
Rahimi,
Negarsadat

I was going to have some follow up to what Josie said. In the previous session, we ended up to find out that it's important to have conversation. We are left in our research where we have focused on buildings. We have conversation with the residents, but it's not happening with the whole public. There are lots of problems, but not everybody can talk and they are not able to listen.

I was talking with Josie and telling one of the projects that I'm involved, we realized that we need to improve the people awareness about sustainability. They are focusing on the specifics and to interact with art or game or whatever. Our main goal is improving, first of all, knowledge. They could understand that sustainability is not just like the waste management.

Right now, we had some workshop in the university and lots of students didn't have any ideas about sustainability. It was really shocking for me, so even in educational community, we are lacking such knowledge.

First of all, I believe that there should be some tools, some technology to improve the awareness of people. And then there should be a tool for having easy communication. Maybe there are some solutions that residents can have, like they have some perspective that maybe we could think about.

[00:44:40]
Lilley, Brian

The tools idea is a constant interest across our group, so that's really fascinating. Just quickly, with Atlantic Canada, we have been working with schools. And if you think about K-12 schools, it might seem a bit boring, but actually, it's kind of fascinating because most Canadians experience this kind of set of, say, parameters for how we teach.

And our biggest criticism maybe of our architectural practices is our inability to get feedback, like good feedback from our clients. In fact, usually architecture works on a model of we design it, we hand over the keys, and, you know, if a pipe bursts, you can talk to us, we'll talk to the engineer, you know, something like that. But there hasn't been that much in the way of research into feedback mechanisms. So that's been our goal.

And we have been working, we have got quite a diverse project team. We have got people from theatre, people from computer science, we have got architects, and we also have from the city, we have somebody from the province, who's kind of like a key member for us. And the reason why is because he holds the interest, if you like, about a design manual for making schools. And right now, it's full of contradictions, you know, it's like, one of those manuals that had 30 revisions to it, and, you know, it's just like, how do you find anything?

In a sense, a lot of the research that we are doing is we are looking at schools as they exist now, and we are trying to listen to the stories of people who are in those schools. We are asking parents, teachers, and most importantly probably the students, to fill out something like a school report card. And you can either write answers to very specific questions, or you can draw answers, if you want to. That idea is interesting, and we have just done our first visit to a school.

What is ahead of us now is this idea of sorting through this information and transferring it into a realm of design knowledge, so that we can form a better or more effective kind of manual moving forward. This is dealing with a very specific case, I would say. It's a very clear priority for our governments, our provincial government, to of course build better or more effective schools.

And I think it is kind of been locked in, in the sense of what you would expect of a school, but there is so much more richness out there in the world. We have been looking at Copenhagen and a few other places, I think it's a really fertile place where we can make big advances, and we have a very clear path within our government for doing it.

[00: 47:55
Ehling,
Doramy

We have just completed a project with HCMA Architecture, where we looked at retrofits, cost of retrofit, and we did two building classifications. One was office buildings, and the other was schools. The schools that we did assessments on, the vast majority would not pass our HFAC standard, basic standard, not gold, just basics.

The question for me, and this is why this is so interesting, is how do we then partner so that we tell the whole story, and then get it out into communities, so for those who are approving those policy manuals, that we can actually take steps to change and see changes occurring, so that the next schools that get built for the next seven generations take these learnings into account. And that is not to say our work is perfect either, but we can share that information and put it together.

But I still believe that where there is research that has been peer reviewed, it gets better traction for policy decision makers. So that is really important in this piece, and how do we then decide how we get that information in front of policy decision makers is where I would like to see how we take that step.

The only other piece I think that whatever technologies that we could use or platforms we would use, we have to take the time to make sure that A,

they're accessible, because oftentimes that gets missed, and B, that we have to also appreciate that for many areas of the population, depending on who we're trying to reach, as you said earlier, Josie, they don't have access to it.

So how do you overcome that? There's not necessarily a technology solution unless we can find ways to get the technology at an affordable level so that people can actually have it, and that's particularly true for seniors, it's very true for persons with disabilities, and others living in remote communities that don't have access to Wi-Fi and things of that nature. So, we can't have all of our thinking on, I guess, knowledge dissemination factored on tech, that would be my only comment, we have to think of other solutions as well.

[00:50:09
Bowers, Steve

There is a new approach to connectivity, and connectivity does exist in a worldwide way, we have more access to it than we might realize. I know he is a polarizing guy, but our friend Elon, you know, has taken a technology that is about 30 years old and effectively is, it was used by Bombardier, actually it was purchased by Bombardier, it was a product from Motorola called Iridium, 70 low-Earth orbiting satellites around the world that effectively connects the entire planet.

And there is going to be a phone with that in it, right? He has done nothing new with it, it's not a new idea, it's been out for about 30 years, it was just so cost prohibitive to implement because of the policy that government had to monitor and maintain systems around the world. So, the Canadian government regulates telecom industry, and so does generally the rest of the world. If some of those things are removed, the technology has already existed and has for 30 years. Again, the world still has to be there for us to open up access when it comes to how we maintain our networks.

Networks are the key to this whole thing. We are a network in this room, and a small extension of a network, of a network, of a network, of a network to the world. We are fully connected in the world if we want it to be. Ukraine's military has been connected by this technology from Elon since the war started. So that is something to realize, that there is technology that actually, again, still exists, has existed for a long time, does work, it's not experimental, it's functional.

It comes back to governance again, there's not things that are brought up in the media, media doesn't talk about this stuff really. The rethink to the approach, is happening around the world, and we have to go away from policies that were written 100 years ago, 75 years ago, that do not serve the dynamics of the day. And I think that that is an important way for us to progress as a country and as a world.

AI is another elephant in the room, you can have your opinions about AI you want, it's going to change the world, and it's already doing it exponentially in real time. If you are a student in Sudan, and you have access to an internet network, and you want to learn English, you couldn't have done that 20 years ago in the same way that you can today, right? So, is it about us? Is it about us around the world? Is it about humanity? Is it about politics? There is a lot wrapped up in what I'm talking about here

right now, for sure, but yes, from a technology perspective, there is more out there than we realize, that is very capable of doing this today, it's just scary for people.

The cost for that satellite technology I'm talking about, could easily be, he could drop phones out of an airplane, you know what I mean, right? Kind of a thing, right? I think of ivermectin, it was a thing that was talked about during the pandemic, and they drop it out of airplanes in Africa to reduce disease. So again, there still has to be a will there, it's scary for people, self-driving cars, we think it's down the road, they're happening today, you go to San Francisco, you can jump into a self-driving car, and get across town in a self-driving car like that.

We have to take some learnings from the rest of the world, and maybe double down on, you know, Skynet might be a thing, there is a Terminator reference there, because that's the scary thing about our friend Elon, but there are real technologies that do exist today, that we just need to be willing to regulate, or remove regulation from, to solve some of humanity's problems.

[00:55:08]
Auger, Josie

Picking up what you were talking about a little bit, I'd like to make a comment, in terms of the treaties that were made with Indigenous people, there were never any relation to the sky, and that's something that hasn't really been talked about, we talk about conversations about, you know, sharing, you know, the earth and the water, and stuff like that, but the sky wasn't mentioned anywhere in that conversation, from what I've seen, like, in those documents.

The other part too, about comparing those with original objectives and outputs of the research partnership as a whole, like, this morning we saw, like, the first, in Montreal, we talked about barriers and challenges to quality in the built environment, and we have seen the disparity, that it goes beyond, like beauty and utility, it's just about having.

Based on the posters that I have seen so far, most of them had embraced this idea of the lived experience, so I see, like, the outputs, like, in terms of researchers gathering the lived experience, into their poster presentations. I have seen one with a two-eyed seeing approach, and this is, like, when I think about, like, conversations with Athabasca University and various communities, whether they are, like, small towns, or whether, like, there is an Indigenous nation, a First Nation, that I am not sure if I see the two-eyed seeing approach, like, really coming through.

I still think that there is a lot of work to do in and around, like, what is two-eyed seeing? We have to understand it, and, of course, that educational part, you know, plays a big role, and tomorrow, like, Albert Marshall isn't able to be here, so I'm going to be, like, talking to, about the two-eyed seeing approach and also about another thought with our Indigenous architects and with the students that are here as well, so I am hoping that we will be able to do that and move the idea of two-eyed seeing as an output for our collective research projects and partnerships.

Dorami, when you were talking, I was thinking what kind of training, like, do people need for that to happen? Because, there is, like, a whole, sensitivity around knowledge mobilization and talking about, like, the sensitive parts of, you know, what we are talking about and giving those reports to people, so people need, like, some kind of training in that and understanding even, like, what a two-eyed seeing approach is because how do we do that in ways that are culturally safe for Indigenous people and that people feel like that they know what they are talking about, that they have some competency to be able to talk about what is this two-eyed seeing approach so that they know, right? And then so at least they have that.

I see that there is different outputs happening, and I think we still have, like I say, a long way to go before we get to that particular point. While I have the mic, I thought about, like, this knowledge mobilization piece and what could we do? Like, what kind of quality should be on every desktop and every library, on every computer in Canada.

I think that is one thing that could be get the libraries, Indigenous libraries, all the librarians to kind of promote it that way and so that, people who don't have access to, like, technology, if they are in an urban area or near a library, they had been able to go to the laptop or in the library to be able to use it. I know in Edmonton many of our libraries are used by people who are, you know, poor and marginalized.

[00:59:47
Duffy,
Shyniaya

What I'll build off of that is kind of like a holistic approach to these discussions of outputs, because along with access to knowledge for the general public, it's like the education piece around this living quality atlas would have to be targeted in education, to students, going into professions, but then also to professionals within the professions and there'd have to be those policies relating to incorporating this.

I don't want to say nothing's going to change, but like, unless there is a required piece for meeting guidelines that like, we're going to be way slower to see those pieces met. And it is kind of relation to *Rick Hansen* guidelines and stuff like that, or *Lead*, like there's that checklist and you have to get like a certain certification to say that your building has that certification. And like, that would be very similar to something like this to show that we're thinking about this.

[1:01:03]
Sekercioglu,
Fatih

I think the door is still open for the first part of the questions, like adding to your answers, because it's in the interest of time, just what the partnership has produced so far and how can we use the Living Atlas of Quality to stimulate a debate on quality in Canada?

[1:01:42
MacNeil,
Miriam

I'll just say, for your question, I will just on the idea of know, the output and it resonates certainly with me because I keep thinking procurement, I'm at the kind of another end, but, it was just more of a question, maybe Brian, for you, for example, in the schools and this idea of the report card from the children or the students or those that are in the building and you know, there would be, I had be curious to know what that looks like and what you are hearing because that, in my mind there's then design knowledge that can come from hearing from the children and it's the same with, you know, Indigenous perspective of a space or experienced

persons with disabilities, what is that design knowledge that is not in the current way of thinking about space and how.

For me, that is, and I keep trying to think about how I am going to explain this project and why I'm involved and why it's important, but like do you see, I would hope that each research site can kind of build out some design knowledge around the users, the groups, this idea of the night and women and children, etc.

like is that coming through in the work you are doing and are you able to kind of see that, you know, come out and as an output and then, you know, communicate that out. I think that will be important and I have some other thoughts.

[1:03 :17
Lilley, Brian

I just curious about the children, mostly if you've heard, have you interacted with them as part of the research project?

It's really interesting, for me, there was another layer to it that involved ethics approvals, which is in place for a reason, right? And we had to tailor what we were asking and how we were asking it according to these guidelines. And really once we understood what the purposes were, it was fine.

Right now, we have a collection of data that we are trying to parse, and this is just the first school, we are doing three. We are just trying to build a case for good design, that also reacts or reflects a sense of identity for the children, like perhaps where people feel more safer or where they get more excitement, you know, the cafe, the theater, the gym, this is, it's interesting to me in a sense, everyone has a story about their school experience. In our experience, anyway, all the adults, all the parents, all the teachers, there's always a story.

And I feel like what we are on the verge of right now is finding tools for working with those stories, as you're saying, extracting information for design and then allowing, it's like a really interesting question to me too about how we regulate design. There is this inside out, but there is two ways that you can basically approach it. One is top down and saying, it has to be built like this. And another way is to say the route needs a 10% or 12% slope and you build, you find a cool way to build it.

We are much more with the manual side, like the idea of the manual is really about giving design guidelines with not being prescriptive about it, like saying, there's room for architectural creativity, there's room for community creativity in what we're suggesting.

[1:05:26
McCormack,
Gavin

I am going to talk about something completely different, partly, just about the knowledge mobilization plan. One thing I've noticed on this is that there's no indication of who the audience is for any of these outputs. And it is unclear to know how we're going to reach these audiences that we're wanting to reach, you know?

I was looking at this, how many of these are going to be taken up by decision makers, you know, high up enough to actually make a difference. I think that is something that would need to be thought about. You know, some of these are mobilization plans, some of these are

translation, knowledge translation in terms of toolkits and so on, but toolkits for who, guidelines for who. I think that's, even before we think about which one of these is the best approach or which outputs are the best approach, or best approaches, it's who are we trying to target first and the best way of targeting them.

[1:06:37] Ehling, Doramy Just to add to that, I think that was when I was reading this before, what is the best methods to fuel a public debate to what end? I was trying to understand who is the public you are trying to go after and what is it you are expecting to get as a result of that public debate? because it is a broad question, but I'm not entirely clear on what the intent is.

[1:07:00] McCormack, Gavin And then the next stage is, how do you know you have reached your audience? And how do you know you have had an impact? And what does that impact look like? So, in addition to a knowledge mobilization plan, some way of evaluating whether that knowledge has been translated, mobilized and had an influence.

[1:07:33] Ehling, Doramy I would just add to that, that is one of the things in the project that we have undertaken with the Ontario Architects Association is trying to look at how do we encourage big architectural firms to donate money to the project to allow us to get more students to participate or Indigenous leaders. One of the things we found is they are saying, well, what are you trying to do? And how do you explain that in plain language so that we understand it? And they are really struggling to understand.

You have hit the nail on the head in terms of one of the big challenges we faced. And if they are donating money, they want to probably see what impact it has. We are currently working on a logic model to try to get to that so that you have better language in order to be able to explain it in succinct sound bites.

[1:08:15] Lilley, Brian Steve, you mentioned urgency earlier and that struck a chord with me that the way we have been framing our thesis program lately has been all about what is an urgent question. In a way, I think a thesis student, it's really provocative.

Like I could build houses or I could build this or that or the other, but we are all talking about various forms of emergency in our societies and our cultures. And I think for a thesis student, that sense of urgency is really necessary. Given that there are many different types of investigations going on, and I think there's room at this table for all of them.

But nevertheless, I think in terms of dissemination, some form of urgency is really useful in terms of provoking ideas or asking a question that might have resonance or might open a pocketbook, who knows. I think there is some work to do there for all of us about defining what is urgent and finding a way to frame it to the audience that we're really interested in.

[1:09:27] Bowers, Steve I think we've had a very interesting case study over the pandemic, right? companies, public sector, private sector, all had to deal with what is going on, how are we going to deal, how do we still get the work done if we're not all doing it in a building?

And then a lot of those barriers were taken away, right? Calgary Board of Education is one of my top customers that I dealt with. They deployed 60,000 mobile hybrid environments within the span of a 14 day period of time. I am just going to leave that number, sit with you. That was a matter of will. Well, that was a really matter of will when it was like they just, we were forced, right?

And there was problems and things went down, right? Some people didn't like it, but the reality is the work still kind of got done during the pandemic. In spite of us not necessarily being maybe even in the built environment. I think that is an interesting thing to think about is how the work is done today can also be rethought. Whether we're collaborating, 3D technology is a very interesting thing. I dealt with a company in University of Calgary that works on 3D modeling and they're doing engineering of a specific device for oil and gas that is trained out of Germany and the trainer in Germany interacts with the real product in Germany. And the person in Calgary is seeing it in real augmented reality with a pair of heads with headsets on.

Again, how the collaboration works is also how we can learn more effectively across border, across the world, all of those things. The urgency thing, I think is not a problem for us. I think the urgency, it's just a matter of us being aware of the urgency, but I think the capability is still there for us to get the work done, whether we're in a room together or whether we're not in a room together. I think that that's an interesting thing to think about with the lessons that we've learned from the pandemic, because I mean, there's a lot of work from home companies that are still, all the oil and gas companies want their guys back in downtown Calgary? They want them all back in the building and they are all the employees have pushed back.

I want a little bit of that work-life balance, the four-day work week is becoming a conversation for a lot of our, every single organization that is done a test of the four-day work week. I think that how we think about work and getting the work done is a super important aspect of this conversation as well.

[1:12 :33]
Lilley, Brian

The idea about defining our urgencies to me is, what these conversations are about really. And I think you are saying something about when we find the right hybrids that we actually kind of move forward. So, disability and sustainability or that sort of idea that I see as like the next horizon, like moving forward, that our urgencies aren't just like political crusades or anything, but that they actually have like multiple values that can react to different situations.

[1:13: 23]
Ehling,
Doramy

I am curious how many people actually use the Living Atlas. The Living Atlas, like how many people have gone in? Because I know that's the current repository for the platform for knowledge. So just curious how well that's being used around the table. Because I, no. It's used, right?

If that is the core platform for knowledge dissemination, then we have an issue probably of looking, we have to rethink that if it's not actually meeting the needs of the people that it's targeted as a starting point,

	<p>much rather opening the door to say, come into the public, right? It is a little bit nebulous about it though, right now.</p>
[1:14:12:] Lilley, Brian	<p>It is not incredibly clear how to use it or why you would use it. I mean, I go into it looking for very specific information about either people or projects. And other than that, I don't think.</p>
[1:14:36] Sekercioglu, Fatih	<p>And the question is really interesting here. I just going back to my very original question, which is going to be the end of this conversation anyway, the two ideas to make the living at the soul quality more open to the public, like that's kind of the question. And like we have emphasized that the public is really important here. Who are the public? How we define them? And what could be the venues?</p> <p>And the other ideas that we should probably come up with is the mediums or methods that could be mobilized to spark a national debate on quality. This more like a general one, but we also have that specific task for living at the soul quality.</p>
[1:15 :05] Duffy, Shyniaya	<p>What I was going to add to this, is kind of the piece about the public, because like we are talking about how we get others to this table and who those are.</p> <p>But also like in conversations about like getting this information to the public, there's also an education piece that needs to happen, because we can tell them like, oh, <i>pedestrian</i> exists so that you can find accessible routes around cities. And you can talk about <i>Rick Hansen Foundation</i> and what it means to have that certification for a building. But people who aren't necessarily like, they don't have a disability that prevents them from like traversing a physical environment, they might not necessarily understand why it's important. And it always comes back to that like importance piece.</p> <p>And like Brian mentioned, I was like working with on my thesis. And part of it was like the architects have this role or like should have this role within the social sphere. But a piece of that is educating the public on like how the built environment can help them so that they can then be a voice at this table to be like, oh, actually, I've never thought about the built environment affecting how I inhabit this space. So how do we move forward from here? Because like without that education piece, it like prevents the like conversations from happening, even if the information is getting out to them.</p>
[1:16:43] Lilley, Brian	<p>At the same time, there's education and research as being part of that, maybe package. I mean, why do we do our research and what is urgent in the way we are selecting research topics? I think there is kind of a full circle there that your kind of getting onto, circular kind of thought.</p>
[1:17:15] McCormack, Gavin	<p>I guess in terms of the living atlas as it is, I'm questioning why do we want the public to go to it? And why would they go to it? For what reason? And what would they get out of it? In its current form, it's not for the public. I have looked at it, you've looked at it, you go to it for a specific purpose. I wouldn't say it's in a form that is consumable for the general public. I think that sort of a rethinking of what that looks like and</p>

the delivery of that, if the target audience is the general public, for example, you know, a shifting or changing of that in a form that is, they are going to be receptive to, I think it is important.

When the bit you have said about the educating the general public about the importance of the environment in terms of, it's important for health, right? I mean, we see this in terms of people's decisions about where they live in terms of their neighborhoods, right? Anything related to health, unless you're already a very sort of, you know, you're using active transport, walking, cycling, you're not looking for communities or neighborhoods that support your health.

And there is a lot of evidence out there, peer reviewed scientific evidence that shows that there are links between where you live, your neighborhood and your health outcomes. But that doesn't matter. Everyone wants to live in the suburbs. In Calgary, where there's that hot debate now about, you know, the zone, the blanket zoning in terms of densification. And that's like the general of people in the public that are against that. Despite the fact there's lots of evidence to show there's good reasons why you want to increase density, not just for the housing crisis, but also for, you know, walkability, driving your car less.

I think education to the public in some way, it's not just about awareness, but really, you know, letting them feel empowered knowing, and make decisions based on that knowledge.

[1:19: 30]
Bowers,
Steve

I think that is what's important about municipal government, is a very interesting case study in people having their voice, municipal government versus provincial government versus federal, whole different deal. I kind of love what is going on there in Calgary when it comes to the city council right now, and how much they're letting people get their voice heard.

What is really interesting about that is the gap in the learnings that you hear, it's a big gap in age. And there is a lot of different thought processes about how this could help, the younger generation versus the older generation. They are seeing a consistent theme within the people who are speaking.

So, it is a very interesting case study going on in Calgary. And I think municipal governments are ultimately where the work gets done, really, when it comes to the built environment. Municipalities are key to this whole thing. Federal's important, provincial's important, but municipalities to me is the grassroots. And we've got to be mindful of municipalities having a voice at the table.

[1:20:43]
Blakeley,
Simon

you talked about livable communities, walking, cycling. It is obviously, we have a range of programs to bring awareness around this and help people measure the footprint and just share best practices and knowledge in that. And strangely, where it all comes full circle is a lot of these kind of innovation centers and hubs that we're seeing in North America where Western thought might say, you know, the talent is going, let's say, you go to places like Kitchener-Waterloo and you have got California as well.

And these are all places that are introducing mass transit systems that are low carbon, they're people are more accepting of, they want the incentives as well. Whether it's the cultural creative industries, but different approaches. And they are recognizing that, you know, labor in that sense, service economy type workers are looking for more stimulation, more kind of humanity in the places in which they live rather than endless subdivisions that just no character, boring architecture in some cases and unsustainable and almost locks you into a system of like shopping at Walmart.

I cannot imagine anything more boring. My wife and I, we bought, no offense if anybody does, we purposely bought a period home because we love the character and the features and how we could really draw, build upon.

Somebody had roughed it up nice, but we were able to kind of restore and refurbish and kind of like bring it back to what we thought would be appropriate and trying to do that in a low carbon way as possible, reclaiming all our furniture, I'm going off-tack, but and now we're looking at our external yard area. And it's like how do you bring urban farming back to areas? I don't want to have like a manicured green lawn. We want to have pollinated gardens.

We want to have like our own food and get back to kind of methods that they had in some of those war periods where people were struggling for rations. So, you are preserving food properly and storing it for the winter, bring knowledge around that as well and crafts and homemaking and repairing. There is so many industries around that and the circular economy is a great way to achieve that.

And to your point about, the Europeans, they are ahead of the game on that. And they are looking to head various legislation in place, which will mean that, you know, if we as a nation want to continue to trade with blocks like that, then we're going to have to put in place very prescriptive measures that say, this is the amount of carbon that is been involved in the product, or this is, how it's impacted workers across like ESG and all these fields.

It is going to become more commonplace and technology, obviously, AI potentially, and all that is a great way to track and measure it.

[1:23:37]
Ehling,
Doramy

one of the things I find really interesting from this group too, is okay, how do we take this example of this conversation and how do we create forums for broader sharing of what we are doing and then getting input? And Josie, earlier said how do we give people a chance to voice where they might find a barrier in a community or in a building, and how do they share and express that with us so we could collect that data and have a way that we can turn around and say, well, actually, here is what we are learning as a result of all this research that is being done.

I know that we won't have time for that today, but that is something that I think would be really interesting to see how we might take microcosms of this, define who we would want to invite to tables and then do that as a parallel process so that we get better at this going forward and we have

more people as champions in community because they will have at least been part of the dialogue and conversation.

[1:24:40]

Sekercioglu,
Fatih

I just want to give my personal reflection on it. I think websites are a bit overused and I don't think they are appealing anymore. I remember starting in academia after 15 years of government service, eventually we used to be a bit more reactive than proactive. The folks at the research office first told me during my orientation, you haven't Twittered that time, Twitter account, X account, you have LinkedIn. I said, no, I never used like Twitter at that time. They said, no, this is your number one thing. You've got to create one because all the messages we deliver from our research office goes through the Twitter account. We never email you, like the major time sensitive messages, everything goes through this.

So, what I thought actually opened the website again, it is really boring, like a repository of everything we do, very, high literature, no one would understand the resiliency of this and that conversation unless they are kind of have special interest in this topic.

One thing maybe could be done is enacting social media a little bit, engaging LinkedIn account, X account, Instagram maybe, like creating innovative videos, then we can just actually encourage our students.

I have like 400 students per semester, just myself. And like, even if you consider academics, we can reach thousands of students at a time, encourage our students, maybe give some freebies when they sign up and have maybe some engaged conversations in our lectures. Community partners, like we have, I think we can reach out to literally like thousands of people in a week, and then it's kind of a chain reaction, right? Once my friend sees my posting or my tweet, then they follow that, then it can kind of spread around.

But the interesting part is, since there is this information overflow on everything, including social media, we just have to be very strategic with our postings, and we just have to create some innovative and appealing ideas, both graphic wise and idea wise, it should be very appealing, so people can actually stay connected, not feels bored after a couple of years. It could be a really good start and answer maybe some of the concerns that we have right now.

[1:27:08]

MacNeil,
Miriam

I absolutely agree with what you have said, and I think most around the table were as well, and I wondered, you know, maybe the partnership needs to have a small contingent of communication students or as a project, like just something on the side to have the communication students from a few universities or as a special project to kind of help on the communication dissemination aspect, because I think the researchers and the different sites are great at the design, architecture, that kind of world, that area of knowledge, but then bring in others that could kind of support to do the dissemination part.

As a national partner would benefit from that communication side of it, like what's the hashtag, what's the TikTok. I could just, and it's tough and maybe, you know, things cannot be sometimes summarized in a

catchphrase, but it feels like the research is great, the work we are doing is great, what it will, seeks to accomplish is excellent, but if we can't be in a space where we can communicate it out together, I think it'll take away for something that is awesome, so maybe an idea, those that are connected within the university world, kind of convince your colleagues in the business school to do a special project with you and cross discipline, it can be positive for all the students from both, the architecture schools and otherwise.

[1: 29: 06]
Bowers,
Steve

I am a salesperson. I have been in sales my whole life, so, you know, probably a little bit different than the group at the table here tonight, right? But there is a theme here: we have to let people consume the content on their own terms. Whether they're on TikTok, whether they're not on TikTok, whether they are on LinkedIn, whether they are on Instagram, whether they are on Facebook, you won't find me on Facebook, I am on Instagram, like everyone's got different socials in this room, and they are always evolving, and they are at the forefront of how content is delivered.

I don't love social media that much, but at the end of the day, it is a powerful, powerful tool that we can not ignore. So, we need engaging content that pulls in the entire population.

[1:30:00]
Sekercioglu,
Fatih

We have a great resource in universities, I want to emphasize, I think every university here, 14 universities, like our university is really big with this, but they have communications, like students, it can be a student project, it can be really very affordable, like at the end of the day, it can work for both ends too, it will not be too costly.

[1:30:15]
McCormack,
Gavin

Back to the critique of the knowledge mobilization plan, one aspect of this is about the length of impact. Right now, it has a timeline of five years, and that reflects the grant, but it is whether these are going to sort of be, let's see, whether the impacts of some of these outputs are going to go beyond those five years.

For example, thinking about policy and education, where that may have an enduring impact, and I think that's another important aspect to this plan, is to try to work out, are these sorts of quick wins, or are these long-term wins, and that also means, how much is going to be invested in some of these activities, these outputs.

Just an aside, one of the other things I was thinking about is in Alberta, a while back, the Alberta Health Services created this walkability roadshow. And that's where Alberta Health Services had a group that would go to the municipalities. I guess it was over a week or so to educate them on various people within the municipality on creating walkable communities, and showing them how giving them sort of principles, guidelines, presenting the evidence, ways of evaluating, and that sort of thing.

The reason why I say that, is that that was an investment, right? In the hope that they would sort this knowledge down to the municipalities, and the municipalities would carry the torch. The champions were there; they'd carry it down to the people working under them, and it would continue. I'm not sure if that happened, but that was the overall goal. I think when thinking about the knowledge mobilization plan here for this

project, it is thinking of that may be beyond the five years. What can we do in the next few years that's going to have a bit of a legacy, basically? And that might mean being a lot more creative in terms of the outputs.

So, creating a quality of the built environment roadshow across Canada would require more resources, but it would certainly be a better way of maybe selling the work that's been done here and trying to invoke change.

[1:32:45]
Blakeley,
Simon

I totally agree. And I love the idea of a roadshow across Canada, and could be some opportunities there that we could loop back to maybe, people in our region talking of doing similar, so could be expanded. But I think the point about strategy and timeframes is really important too, because it is a five-year research project, and not to get political, because people, respected people might have different views, but you know, there's widely, we thought there might be an early election, but there's certainly going to be a federal election by October 2025.

And if some of these ideas are trying to translate to a white paper and eventually become some form of legislation, they will be dead in the water, and there is got to be time to get it through parliament as well. I would probably expect, by the latest, the end of this year, that something would need to be tabled for it to be considered by next summer. Otherwise, this whole project the idea might exist forever, but the website might be archived, and we'll be left in the sense of frustration that we've lost more time.

I had encouraged whoever receives these and transcribes them in the future to think, how do you accelerate that, the timeframe, the implementation, to get this through? Get some policies in place nationally so that we can use the final year of this work plan to actually start implementing the strategy and use some of those, the dollars that were spent towards the roadshow, and various other aspects of the project.

[1:34 :07]
Ehling,
Doramy

I think what is also important is recognizing that we have 14 schools of architecture and 14 teams based in different parts of the country. So that already helps us because we don't necessarily have to have it; we have got already personal power across the country that already exists that we should be able to take advantage of, for at least the regional areas, if we had a consistent approach. It could also be another way to collect information and feedback that we could then apply to the data.

I think the other piece you just raised on the political landscape has to be factored in here on the timeline. But I also think we have to think long-term. Yes, there's going to be a change in government; there will be changing governments provincially as well. We have to have a game plan that takes us and cuts through all of that. And then we make sure that we keep plotting ahead, to make sure that all, we're non-partisan.

We want to make sure all the parties are aware of these recommendations. I think it would be really helpful if we could be earlier with at least a few key recommendations that we can then take out and repeatedly reinforce at all levels of government. But in order to do that,

we have to have a consensus from this group on what we're putting forward at different junctures.

I think it is a worthwhile pursuit. It just may need a special subgroup of this, the entirety of this project, to take away and come back to this group of that. We do have a dissemination and Outreach Committee, so that might be something to think of for them.

[1:35:44]
Auger, Josie

When we were working on another project, we were thinking of how to engage citizens in Canada, participate in an international project, and have a conversation. And one of how we thought about that was that like, instead of like, maybe like the roadshow idea, because that would be like timely and expensive, and booking venues. But you could have a virtual roadshow, I guess you will. If every campus involved, like in this project, talks to the people, the students, the faculty, about what is quality in the built environment, and have them upload, like a minute or two, their thoughts about the questions that we're answering here.

So that they can be uploaded, say whether they're on TikTok, Instagram, or whatnot, to be able to do something like that. And then archive and keep them on the Living Atlas website so that it has its outreach that way.

I think it's possible to do these things across all of the campuses so that they can activate and mobilize students like in their areas. And then at least there's some conversation about that, about whatever kind of messages we were thinking of trying to have a consensus on or something like that.

On the way here, flying into Halifax, I had a conversation with a person sitting beside me. He said, you know, with all of these problems that we have, like across Canada, with the seeded and unseeded, like the unseeded territories, you know, Indigenous people should be at the helm of looking after lands and natural resources. And I thought, wow, what a guy. That was a fabulous idea. I love it. So, like, that would be the thing, like, how would our consensus be? Because if you fly into this airport, there's, you know, the message with the canoe there, that you're an unseeded territory.

We also heard from Catherine this morning about, you know, Mi'kmaq territory and places like that. So, what kind of message would we be giving? And I think, what would we agree on? And I think these are huge ideas far beyond this project.

But still, what is a two-eyed seeing approach? Because, sometimes we only hear people like, you know, talking about like the municipalities, the provinces and the federal government, but you're not thinking about our inherent rights, and our inherent rights had existed even before, like, this country was ever made. We've existed since time immemorial and have governing bodies as well.

However, they are within the Indian Act of the federal government, but we do have inherent rights and our own governance systems. So tomorrow, when we're talking, I'm going to make sense of things like inherent rights and two-eyed seeing.

[1:39 : 35]
Lilley, Brian

I was wondering if I could be a troublemaker for a moment, if you would allow me. I think a lot of what we've been talking about is a means of virtual dissemination. I'm just wondering about something Josie mentioned earlier about what we can do now. The troublemaker part of me wants to build something. And it's like, if I took, say, we were all a project group and we decided that we were going to pick something upstairs to build, I mean, what would we do? How could each of us fit into that cross-layered idea of forming an urgency?

For myself, I was thinking, what if I just made a group that took the schools with design and build programs and spent a month in Manitoba or something like that and worked towards creating a really great multiple layered kind of prototype house or something like that, that we could all bring our expertise to. Like it could have mapping, it could have sustainable and accessible access. So that's my kind of troublemaker idea: instead of thinking just about how we can do virtual dissemination, what if we built some examples? What if we actually addressed some urgent issues and found a way to channel some of our money and resources into a prototype that someone could build on, so to speak? I'm really thinking about your legacy issue. Because I've seen too many things just nosedive after that. And there are a lot of great ideas around this table.

[1:41:30]
Bowers,
Steve

I think meetings can be done. I think we have to be mindful of how we meet, right? We all jumped on planes to come here this week, right? We burned fuel, talked about sustainability, talked about environmental impacts, all of that. How we meet can. We all sort of assume in a video conferencing way that it's a camera set up and this kind of thing, but that's not really the way it can be done anymore.

It also could be done in a much more effective virtual way from around the world. And not just, I think, a virtual event process. So, think of a conference that literally has a booth set up, but in a virtual way. And then you attend and have experts within each particular panel, which is kind of a thing to keep the conversation going. Maybe that's something we could have in place every three to six months or something like that between events. Yeah, a virtual conference is pretty easy for us to execute without a huge amount of dollars involved. There are great US companies that we could get involved with holograms. So we can meet by hologram guys.

I think about that from a sustainability perspective and an environmental impact perspective. So, I'm going to hand it over to the environmentalist now.

[1:43:12]
Blakeley,
Simon

A quick point there about the flights, the gas, and the rest of it. Obviously, we all had a choice to purchase carbon offsetting, though I didn't see that on the actual booking, and it was all centralized this time. So, I did have questions about that. Maybe the organizers can take note and give that option next time, or we can donate. I like the idea of what you were saying about having a very fixed solution, something, a template, a prototype. Housing is obviously a massive problem for all communities, it seems, across Canada. not just the sustainability and accessibility side, but just the availability of housing, period, and the homelessness that we're seeing on the streets right now.

I have been working with Habitat for Humanity, the Northern Ontario branch, the McEwen School of Architecture, and various other partners that have formed this consortium. And what we've been doing is looking to do this, to innovate everything from the most efficient windows and doors to how do you integrate solar battery technology into these buildings, to is the hydroponics so people could grow their own food, and then how are they safe spaces, and how do the external areas relate to each other, sustainable urban drainage systems, and you name it.

It's been a really interesting process. The next step to all of this is trying to secure more funding and more investment to build an actual modular housing factory in Sudbury. So, I did; in my assignment, there is a reference to that, and it's very much work ongoing, but we need more partners. The technological aspect of that is definitely smart technologies, how you can make those buildings more efficient, how it can be more culturally appropriate for different people from around the world, et cetera.

[1:44 :53]
Auger, Josie

About homelessness, because not every homeless person is addicted, right? But a great many people are addicted and homeless on the street. And so, like, I think some of our partners, we would, I'd love to be able to see partners like Palm Makers Lodge, Treatment Center, and, you know, other places.

There are five tribal colleges in Alberta. So, there is a Tribal College, and we do have students here. There are four others in Alberta alone. And so, why aren't we partnering with those indigenous tribal colleges? I think we had be able to have a lot more input from more Indigenous people and also from the agencies that are providing care for homelessness.

For instance, Palm Makers Lodge Treatment Center has a 90-day program for youth and a 42-day program for adults. And they have places, like, they have these homes where people can transition to because after 42 days or whatever, they may not have the resources to get onto their feet.

I think that there is a lot that could be done to address the housing and homeless crisis, like working with mental health agencies. Because as an Elder said, good health starts in the mind, I think that we need to encourage that.

[1:47:27]
Sekercioglu,
Fatih

We are going to continue tomorrow at 10 a.m, thank you very much.

ROOM 5

Workshop 2- Notable Outputs and Emerging Convergences

Room5_ Location: G.H. Murray Building - G214				13 Participa nts
First Name	Last Name	Organisation	Research Site	
Henry	Tsang	Athabasca University	Athabasca University	
Martha	Radice	Dalhousie University	Dalhousie University	
Sara	Jacobs	University of British Columbia	University of British Columbia	
Thomas	Strickland	McEwen School of Architecture	Laurentian University	
Gregory	MacNeil	The Association for Preservation Technology International	Carleton University	
Danielle	Catley	Royal Architectural Institute of Canada	National Partners	
Isabelle	Cardinal	Société Logique	Université de Montréal	
Matt	Nomura	Calgary Homeless Foundation	University of Calgary	
Ben	Johnston	Dalhousie University	Dalhousie University	
Maisie	Berens	University of Manitoba	University of Manitoba	
Yolene	Handabaka Ames	Université de Montréal	Université de Montréal	
Ryan Bang Yan	Ma	Toronto Metropolitan University	Toronto Metropolitan University	
Alex	Larose	Carleton University	Carleton University	

Room 5 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-15

Report produced by

Handabaka Ames, Yolene (*Université de Montréal*)

5.1. Summary

Main questions:

1. What outputs are coming out from your research site and where would they fit within this knowledge mobilization plan?

Some of the outputs coming from the research sites are:

- It is understood that this is research, but Société Logique would like to have tangible results: documents, guidelines videos or visuals that they can use to give training, conferences and to implement architectural solutions (Université de Montréal).
- Traditional knowledge from research, roundtables, exchanges, methods to evaluate lived experience. Knowledge about neurodevelopment challenges and built environment (Université de Montréal).
- Inclusive design in Ateliers d'architecture (Université de Montréal).
- Community consultations that have resulted in co-creation and community collaboration with vulnerable populations (Calgary University).
- Roadmaps, conversations about policy reform, rezoning to create equitable space, actionable items to influence policy discussions and engagement of political leaders. (Calgary University).
- Design processes, case studies, papers, seminars, mapping, have been used to study and disseminate the information obtained from the implementation of the master plan of the city of Sudbury and a competition organized by the School of Architecture, called Sudbury 2050, which examined the planning of a city while addressing issues of social justice and civic design (Laurentian University).

1.1. Follow-up question: Are there areas of the KMP that are too weak at the moment based on the answers given to the previous question?

- What is weak from the KMP is the practical results for architectural inclusive and accessible design like manuals, toolkits, guidelines, etc.
- As per the First Nations, One House Many Nations is still in the process of gathering all the data from the houses that were built on Big River First Nation, but they really do not have the resources to get Wi-Fi or computers or cell phones. They would like to have the knowledge on how to run and maintain a house. Booklets, teaching on water, solar panels, plumbing are some of the areas that are weak in the KMP for the First Nations.

- Design centres, which are the dissemination to the public or to the users, are lacking a little bit in getting things out of this academic domain (Dalhousie University).
- The way we translate this knowledge to the public must be improved so that people can see themselves in the change as well. This plan does not allow us to do that (Calgary University).
- Changing design guidelines is very good and key, but it is not public facing. We should be part of the solution, adding more engagement for the solutions of the future (Dalhousie University).
- Post-occupancy evaluations and open data are weak areas now. People need them so that they can start developing more handbooks or accessible training toolkits so that any person can read them and understand what they must do (Athabasca University).
- Some of the projects lack a definition of what the objective of the work is, the product, what you're delivering and then who are you targeting? Who's your audience for that product. And without answers to those components, it is difficult to be able to define the outputs (RAIC)

2. Keeping in mind what the partnership has produced so far, how can we use the www.livingatlasofquality.ca to stimulate a debate on quality in Canada?

- The web site should be aimed at a broader audience, as it currently stands only for internal consumption, not for the public.
- There is a lack of public engagement within all the projects. Since their input is important, we should focus on finding ways to reach a larger public and engage with them.
- In our own sites, this activity has a lot more to do with us thinking about the following: What is the content we need to be generating so that we can share it with the partners in the way they need it, so they can use it on the work each site is doing.
- For any social media content to get any attention, it must fulfill three things. It must either educate, entertain or it has to inspire, or all three of the above. According to the group discussion, the content of the website now doesn't do any of those things.
- The sites need to go back to work with the partners to identify content need from the project as the road map continues forward and then we need to create digestible, entertaining, inspiring and educational content.
- We can engage other forums where people already care about this. We can take it to the other networks that we engage with and share this. We want to give credit to this partnership, but we want to take it to other places as well and other forums where people are interested in the built environments or certain aspects of it.

2.1. Follow-up question: Are there other mediums/methods that could be used to further help initiate a public

- Recordings of lived experiences, infographics that explain the world around us and the structure we all live within.

- Infographics, simple visuals, videos that explain some lived experiences from each of our projects. For example, testimonies, like the case of the University of Montreal and the work on design for neurodivergence.
- Social media campaigns like Facebook, Instagram, Tik Tok, LinkedIn, Webinars.
- Development of an interview series where we could start recording some conversations that would inform of our work and point us in the right direction.
- An easy way for us would be for example to get access to information about Heritage Management or what is going on with the Calgary Homeless Foundation and talk about these issues that have fed our research work and then allow the work of lived experience to spread.

5.2. Detailed Transcription of the Workshop Discussion

Time + name	
[00:00:02] Sara Jacobs	OK, alright. We're going to, we're going to get started. OK, maybe I will wait for Christina. Then we're going to do another round of introduction since we have a few more folks joining us this afternoon just to get started and then we'll talk about. But maybe now we should. We'll wait for that to continue to talk for another minute.
[00:00:31] Speaker 3	OK. For in like existing buildings and kind of understand how successful and so we're trying to find a way to start that, but there won't be a little bit daunting. Would that be? Yeah.
[00:00:44] Henri Tsang	That's a little bit late. I didn't.
[00:00:45] Speaker 3	Enough. Yeah. Sorry. Yeah.
[00:01:00] Henri Tsang	Right, good for my diet.
[00:01:01] Walter Kahpeechoose	What?
[00:01:04] Martha Radice	There's more stakeholders to a building than you realize, I think, and I was talking like yesterday.
[00:01:06] Danielle Catley	How do you find this another one?
[00:01:09] Henri Tsang	How many have nine have three. Yes, too much.
[00:01:11] Speaker 3	The market and the planning.
[00:01:15] Sara Jacobs	How old are they?
[00:01:16] Henri Tsang	Girls who just
[00:01:20] Sara Jacobs	Started yet? Right. So, we'll start with another. Round of introductions, since we have a few more folks joining us this afternoon. So, I'm Sarah Jacobs. I'm an assistant professor at UBC in landscape architecture.
[00:01:36] Henri Tsang	Hi everyone, I'm also a co-host. My name is Henry Tsang and I am an associate professor at Athabasca University and Architecture.
[00:01:46] Ben Johnson	I'm Ben Johnson. I'm a student, a Master of Architecture Student at Dalhousie University.
[00:01:55] Danielle Catley	Hi, I'm Danielle Catley. I am a project manager at the Royal Architectural Institute of Canada.
[00:02:02] Martha Radice	I'm Martha Radice. I'm an associate professor in the Department of Sociology and Social Anthropology at Dalhousie University, and I'm specifically a social anthropologist.
[00:02:17] Alex Larose	I'm Alex Larose. I'm a Master of Architecture Student at Carleton University.
[00:02:25] Yolene Handabaka	Good afternoon. I'm Yolene Handabaka. I'm a student in the PhD program of Architecture at Université de Montréal.

[00:02:35] Trishtina Godoy-Contois	Hi, I'm Trish. I am an indigenous student and research assistant with at the Boska University, so thanks for having me join your room.
[00:02:43] Maisie Berens	Hi I'm Maisie Berens, Master of Interior Design Student of University of Manitoba.
[00:02:48] Ryan Ma	Hi, my name is Ryan Ma. I'm a Master of Architecture Student at Toronto Metropolitan University.
[00:02:55] Walter Kahpeechoose	Hi, I'm Walter Kahpeechoose from Big River First Nations I am part of One House, Many Nations and Making the Shift, thank you for having me.
[00:03:03] Jenna McAdam	Jenna McAdam and I'm from Big River First Nations and a part of the Making the Shift and One House, Many Nations.
[00:03:13] Thomas Strickland	I'm Thomas Strickland. I'm an assistant professor at the McEwen School of Architecture. Yeah.
[00:03:19] Isabelle Cardinal	I'm Isabelle Cardinal. I'm an architect working with Société Logique in Montreal, we're a universal design consultant.
[00:03:29] Mat Nomura	Mat Nomura with Calgary Homeless Foundation.
[00:03:33] Gregory McNeil	Gregory McNeil, architect and lumber grader.
[00:03:38] Sara Jacobs	Thank you for doing that. Again. I think after I hear a few times, I start to remember people's names also so. Yeah. So, this afternoon, we're going to focus on talking about Knowledge Outputs or Knowledge Mobilization of basically like now what are we doing, what is kind of the output of this research. And so just a few objectives of sort of for the next two hours is to provide an overview of the notable outputs achieved so far within your individual project sites, creating a shared and clear understanding of what an output is in a research partnership project so we can discuss that some. Discussing how the defined outputs contribute to the overall research partnership and starting to reflect on the best, best methods to fuel public debate on quality. And so we are, each provided with the knowledge mobilization plan, which I think there's another extra one up here if folks still need some.
[00:04:51] Henri Tsang	We can check. Yeah.
[00:04:54] Speaker 3	There's one.
[00:04:56] Martha Radice	Oh, this one.
[00:05:00] Speaker 3	OK
[00:05:08] Sara Jacobs	Which is outlining for sort of outcomes for the overall partnership. So, roadmaps which I think we all have been working on new knowledge through Open Access platforms and I think we'll discuss what those might look like within individual. Projects raising awareness or devices for mediation. And then toolkits, guidelines and resources. Maybe I'll just start with. Before we move on to the questions, was just asking if folks have heard the term like Knowledge Mobilization Plan and if there's questions around that, yeah, OK, which I was introduced to only through the sort of SSHRC funding model is the term that they use,

	which basically means like what is, what are you doing? So, are you writing reports, are you building houses? Are you putting force policy guidelines? Are you advocating for any kind of bylaw changes? Are you producing podcasts? Video journal articles? What are you kind of, what are the concrete outcomes of the research that you're doing, what sort of is produced from it? Does anyone, does that make sense of what it is what? It is OK.
[00:06:36] Martha Radice	Yeah. So.
[00:06:37] Sara Jacobs	I had never. Yeah, I'm from the States originally and I had never heard this term before. Before coming to sort of and particularly within the like the Canadian funding model. So, which I yeah, I kind of like I think they just mean what are you doing. Yeah. So, the first question that we're going to talk about is the outposts that have come from your research site and to think about how they fit into this knowledge mobilization. So, there's the four categories that I think likely when John, Pierre and others submitted the grant and got approved for this partnership, they're going to contribute knowledge in these four areas. So, to think about now, within your own research sites, how is the work that you're doing fitting into these? Or perhaps how might you, you know, kind of start to do some of these not?
[00:07:29] Speaker 3	Have anything?
[00:07:32] Henri Tsang	Yeah. So, we'll give you a couple of minutes to think about that, but I hope everyone knows which research site you belong to. Hopefully and what kind of outcomes you've been doing. So, it's kind of just a sharing session to talk about what your research site or your organization has been doing or developing to share the knowledge that you've produced and maybe discuss on maybe best practices and find out what other teams are working on so that we can kind of learn from each other. So, it's really a session meant to kind of discuss strategies to make to share our information or the research findings that we've collected over the last couple of years. So, I'll just reread the two questions as they are listed here. So, the first question that they want us to answer is #1, what outputs are coming out from your research site and where would they fit within the knowledge mobilization plan? And the second question, is there areas of the knowledge mobilization plan that are too weak at the moment? Based on the answers given to the previous question, so any criticism, feedback, oh too fast, OK.
[00:09:01] Isabelle Cardinal	Fast.
[00:09:04] Henri Tsang	First question, what outputs are coming out from your research site? And where they fit within this knowledge mobilization plan. And second question is, are there areas of the knowledge mobilization?
[00:09:42] Isabelle Cardinal	That are weak.
[00:09:44] Henri Tsang	Better, weak, there are two weeks at the moment. And any feedback you have regarding that?
[00:10:02] Martha Radice	Looking at the knowledge mobilization plan, do you think there's an implicit time order and 1234? Because I know we've been working on the road maps. But in some ways, for me it's my idea of what a road map would be, it would be easier to produce a road map after I've done

	the other things in a way. But so, is this chronological the 1234? Do we think?
[00:10:40] Henri Tsang	If you look at the.
[00:10:41] Trishtina Godoy-Contois	Four main categories that they've broken it into, but how you're, these are they're just giving you something to start off with, but maybe you have something, maybe you don't have.
[00:10:47] Henri Tsang	OK.
[00:10:53] Henri Tsang	Look at the timeline bars on the right.
[00:10:55] Martha Radice	Yeah
[00:10:56] Henri Tsang	And I'll five years.
[00:11:02] Sara Jacobs	If you're. Yeah, I don't interpret them as chronological, because if you also look at the sort of outputs of, you know, traditional scientific outputs and dissemination. Inventories, catalogs, maps, those are.
[00:11:16] Trishtina Godoy-Contois	Like
[00:11:17] Sara Jacobs	Tangible things you know, whereas the column under roadmaps is I think more kind of like the project goals.
[00:11:25] Trishtina Godoy-Contois	Maybe, can I ask the so for the partners? The partners that are not with the research site, like the academic institutions like, are you guys clear with the sites that you're working with, what the outputs are? And what your relationship with them is?
[00:11:42] Isabelle Cardinal	Because I'm just punctual.
[00:11:47] Henri Tsang	Are you near, Mike?
[00:11:49] Speaker 18	Oh people.
[00:11:54] Trishtina Godoy-Contois	I waited till he got right there.
[00:11:56] Isabelle Cardinal	Well, I well, I can say something. But I was hoping that Jillian would be more able to put her input this afternoon about this, but I have my point of view of what I see as an output right now and the need from the people from the exterior. So that's another point of view.
[00:12:42] Trishtina Godoy-Contois	Follow up question I have for you. Based on the exterior and like who you're working for, you know what? What information you have that is the exterior based on maybe this list or even if off the top of your head, do you think that this is would be an appropriate way to share in or develop information for the external people that you're working with or is there some other way that has to be done?
[00:13:10] Isabelle Cardinal	Well, I understand that it's research. It's a long process and you have steps. You have to follow but at the end I'm eager to have. Either documents, videos or something that comes out of all this exercise. That is short, visual and that that we can use and for my part we give a lot of training conferences, and I knew. I hope we will have something more tangible than that. Yeah, but I understand all the processes. I enjoy it, enjoy participating. I can talk about some things I learned. And I

	know from other people with whom I exchange with, we're eager to have something more process processing, yeah.
[00:14:24] Trishtina Godoy-Contois	Yeah, like a complete.
[00:14:28] Isabelle Cardinal	Complete and I understand we won't have answers, but that's what we need at the end.
[00:14:42] Sara Jacobs	Kind of a follow up to that. I would be really interested in hearing not only from you, but the other folks who are from partnership groups or partner groups here of what, I guess two questions like what you hope would come out of it for your, the individual projects so like can be specific and then what you hope the sort of impact of that is. So, if it's a report. What like what do you hope that can do.
[00:15:11] Isabelle Cardinal	So, the first question, our project at Université de Montréal tends to focus on special needs, but the needs that are not on this day well known, so we are trying to work on neurological diversity needs. So, I would like to have more concrete answers on these needs and how we can introduce them in the built environment. I understand that it's not one answer, but like I said this morning, the needs for people who use a manual wheelchair, motorized wheelchair, this is well documented. No, we have a lot of examples. So, for our part, it's OK. Can be guidelines, but at least to know more of the needs of the people to imagine architectural solutions. Yes.
[00:16:47] Trishtina Godoy-Contois	Something like lived experience, videos. You know something like, that translates why it is important so that there is almost like a why people should care component and then you can build up to the solutions.
[00:16:56] Isabelle Cardinal	Yeah, we don't want a recipe, but we want to look at some experiences and to imagine some solutions depending on the project we're working on. And the second part of the question was how did you?
[00:17:25] Sara Jacobs	A little bit. What do you have the impact of that is?
[00:17:29] Isabelle Cardinal	And the impact, well for me as a professional, is to upgrade our knowledge. But our mission at Société Logique is to train as most people as possible. So at the end that we need some more connaissance and knowledge and then we can develop some tools and to be able to speak about these needs and in the point of view that is correct and represents their reality and we don't want a report. Nobody reads 100 pages report, so something short visual and well, packaging well packaged that is like not a teaser but.
[00:18:32] Trishtina Godoy-Contois	Like a campaign gives you.
[00:18:36] Isabel Cardinal	You want to go that way.
[00:18:39] Yolene Handabaka	Maybe I can, I will complement what you were saying. But just I'm. I have here a summary of what the site of Université de Montréal has been doing. We had two, yes, round tables. One of them was about trying to reflect on the concept of lived experience and through the analysis of some projects that were done in in the last years. And then we had another one that was the way of collecting lived experience. We can analyze projects, but we wanted to know how to collect the experience from the users, so what we've been doing is we've been

looking at methods that we're going to test on how to collect the lived experience. And yes, we try to do some reports that are not so long now, that are very concise and then also, at the Université de Montréal there are some sub-projects that are also parallel to the round table and the research that we do. For example, one of them is directed by Jean-Pierre, that is the analysis of the qualitative evaluation of the social value in the public buildings. Also, we have another one that is directed by some professors, Virginie Lasalle, Bechara Helal and Alexis Beauchamp, that is with an Institute of Mental Health in Montreal. And the idea is to analyze the unit of neurodevelopment studies, you know, so the idea is to understand what the neurodevelopment challenges are really, in order to apply them. When we measure the lived experience, there is another project involving autistic people. And then, there is another project directed by some professors from the university that evaluates how we experience the spaces, you know, the built environment, in order to produce, maybe some guidelines or some reports in order to give us some kind of light on how to design. Also, there are 3-4 projects that are related to autistic people and then also there is a project, sub-project that is conducted by Bechara Helal and Jean-Pierre Chupin that is with the students in Ateliers of Design, where the projects have to be inclusive and accessible, so students are doing projects that take this into consideration, which is an interesting innovative way of you know, of probably start changing the way in which you design or think about architecture, so that is basically what we are doing.

[00:22:56] Trishtina Godoy-Contois	I have about maybe one question because I think couple other partners. I'd like to also learn your experience, but maybe I'll go this way, but with the one thing that was mentioned is the accessible non-academic material, real that can be used when you're doing your work, and I think that for the knowledge mobilization plan like how is that looking, you know, for one house, many nations, for example with your sites, how is how have you had those conversations about how that data is going to be transferred to you guys? And how to share that? What's the best way to share that?
[00:23:34] Jenna McAdam	Process and like getting all of our you know. One House Many Nations is still in the process of gathering all the data from the houses that were built on Big River First Nation and hopefully we're hoping even by the summer when. Walter Kahpeechoose gets his home that we have more information and more I guess. Yeah, evaluations and all that by then.
[00:24:12] Walter Kahpeechoose	He each of us were, like, encouraged to write journals for each of our houses that were given like. But some of us are, like, haven't been, like keeping up to date as we haven't, like, really have access. We really do not have the resources like to get online with Wi-Fi or computers like or via like cell phone like uh, that's another challenge that we like to face out there and a couple of others is documentation like we've been sharing our data right on the emails. I've been getting my emails as much as I can and trying to like favorite them and put them all in chronological order and like just to save up all the data that's coming up from the other houses, like from the other students and youth, Brayden Bayer, Jenna McAdam, which she's no longer, doesn't have a house as well as Guardian Bear and Kayla Kenach is it? And I'm the last to get the house and like I'm writing down my documentation like every like second day whenever I can. Because I'm thinking about like, what is it going to be like when I get myself a little small house and like, I got

	myself a son to who's also going to be moving in there with me and we're going to be living off the grid as well as off the land and we're going to try and, like, write our data as well as like and like try and put it towards this project and see if we can like trade information with a lot of other people as well. So, we can like try and figure out like how we going to tackle this like with the mentality thing like as you mentioned in the couple. Others, and we still got to work on more, more data, that's for sure.
[00:25:59] Trishtina Godoy-Contois	And can I ask a follow-up?
[00:26:01] Walter Kahpeechoose	Yeah
[00:26:09] Trishtina Godoy-Contois	With that information that your guys are thinking about, how do you see that translating to other like to the public for example, like who, how do you see yourself sharing these stories that you're in the journals and that like how do you envision that going back to the community?
[00:26:28] Walter Kahpeechoose	Well, the way I see it, like we got to like to put all our data all together and then we got to see like what the actual problems are with our houses, first, like because we already like dealt with some problems like with some of the houses, like the solar panels like a lot of us, like have no idea what the heck we're doing when, like, it sets it up with batteries. And all that. They did not give us no instructions on, like how to set it up or how to set up your running water like to the sisters like and like another factor is like basically you're going to have to make your own house before you figure out how to run that thing. And that was like one of the hardest like problems like I heard that somebody had with one of their houses and I say that if we like figure out like we need more knowledge on how to like run these houses before we're giving them, like I'd say, like we should get, like more booklets maybe or like more teaching, more like definitely a teacher, like a hands-on teacher like teach us how to like set up our solar panels, our water, our definitely our plumbing like it, it's like, it's a whole lot harder, like when you get something and you're expected to be like, oh, here's your home. Like is like you're going to be just fine. But the thing is when you get in there, you don't even know what heck you're even doing? So, like I'd say, like we need more, we need more like resources on like how to run a home before and like how to run ourselves like mentally because they say mentality is part of like running the home as well and like I never really truly understood that because like, I've never been a homeowner myself and I've been through like several houses like house, homelessness and all that and mentality is a real big part of that as. Well, so yeah.
[00:28:35] Trishtina Godoy-Contois	Maybe
[00:28:36] Walter Kahpeechoose	Other
[00:28:38] Jenna McAdam	Somebody else.
[00:28:45] Mat Nomura	So, and go back to our research question here. We've done quite a bit of work and have a number of priorities that have actually shifted. So, our question is designing inclusive, sustainable and healthy cities. So,

the question is outputs coming from it. So, we've done a number of community consultations and I think the energy that's come out of it and the way that we've framed it in, in our section of the paper, it's moving from consultation to co-creation and community collaboration which I think is a mainstay to design in the built environment and taking into consideration diverse set of world views, specifically vulnerable populations, lived experience. And how do you ensure equity when it comes to the consultation of lived experience? And I think that that's been a bit of an eye opener for our group and from the academia side is how do you do that with intent and meaning. But also, you know from a lens of truly being equitable. Let that be from individuals experiencing homelessness or indigenous persons. How are you ensuring that you are accommodating with? So, we've considered role maps, of course, success measures. We've talked a lot about how you simplify your outcomes, how do you move into a space of describing the behaviors within your outcomes. And we've talked about policy reform as well. There's big movements happening right across Canada. If I was to contextualize it just for my experience in Calgary, you know, there's a lot of talk about how you take a look at rezoning to create equitable space of where it becomes the fabric of the environment that you are building. And so, what kind of policy reforms and discussions need to be at the forefront to actually? Bring about everlasting change. And so, when we consider the paper and the movements and the outputs, it will be moving into a space of actionable items within those outcomes that we can actually influence policy discussions and moving it away from just academia. And just an output type of paper. It needs to be something that's going to be quite tangible, that community leaders and specifically Doctor Sinclair's professional leaders within this group can actually take back to their organizations. We can actually take back to politicians. And this has been a point that I have harp on every time I sit down with our tables is that don't waste the groups for years of time. You have a lot of really engaged community leaders here that want to make change. So how do we take the good stuff that's happening across Canada to allow the community leaders to do as such? Yeah.

[00:31:51] Ben Johnson	Thanks, and also thanks so much Walter Kahpeechoose for sharing your experience. Yeah. And I think I guess just trying to like to wrap my head to like summers like things that are between the two of you that seem to be shared is just with the second question of the other areas, and the mobilization plans are too weak. Is it possible that some of these, like the design centers, are like the dissemination to the public or to the users is lacking a little bit in kind of getting things out of this academic like in the air and like?
[00:32:31] Mat Nomura	You take a look at the rules on the left-hand side. There's a lot of filler language there, right? So, what do we actually saying? Plain language, right? It's not what? Accessibility. Just in language that's not accessible language.
[00:32:31] Ben Johnson	Bringing it down. Yeah. Exactly.
[00:32:46] Mat Nomura	Yeah, you need you need.
[00:32:50] Isabelle Cardinal	OK, that's what I.

[00:32:53] Mat Nomura	Need an advanced degree to understand our goals? Right? And so, I would say that when you when you think of a knowledge mobilization plan, if I was to take a step back from that. It's the way that we translate it into knowledge for the public to consume outside of the general knowledge of which we all would have around this table, through either our academic or professional experience. How do you simplify this?
[00:33:08] Ben Johnson	I'm sorry.
[00:33:16] Mat Nomura	Experience so that people can see themselves in the change as well, and this plan does not allow us to do that. You can't take these goals and expect the public to get excited about new knowledge in the Open Access platform and public dissemination in the living Atlas of quality in the built environment. I think it's kind of a neat title. But if you think about it on a broader scale, I think that that might be a bit challenging just at first blush.
[00:33:40] Ben Johnson	Yeah. And, like, it's a lot different than having someone who, like, can before your house or after your house is built like. The things that you aren't sure how to use, like actually having someone there to help you or someone like something written in like very plain language for policymakers to understand. And I feel like it's like kind of sometimes we get up into the sky a little bit. I think for us, for our one of our project research outcomes is to change a design guideline which is very good, but it's not something that is yes, extremely like public facing. Like when we're going into the schools right now, the teachers like, are you going to change the school like now? Like maybe in 10 years, you'll have a new school and it'll be better, but trying to show that to people and, like, have something concrete that people can take away that's like simple and not being like, yes, we are reviewing the DC350 provincial guidelines on how to build publicly funded buildings in the province of Ontario or Frontier Nova Scotia. It's gets lost in translation.
[00:34:56] Martha Radice	Yeah. I just wanted to follow on from what Ben said because I'm part of the same project, so each of the projects in the partnership is very different and has different stakeholders, different Community members, different funders, different. There are many different expectations on each project. Our project in Halifax at the moment is kind of I think it's kind of cool because what we're doing is going into schools and finding out, you know, what was what has been used as it was designed to be used. What's different, what are the complaints? Did the school really deserve its architectural award and you know it. It's very interesting, kind of untangling things like. What are the complaints that any teachers would have about their schools from? Is there something specific about the design of this school and so on and so forth and but then in terms of knowledge mobilization from that the cool thing is that we are working on that with we're hope we're feeding into this manual on the design of schools, which is very, could be very key because of the rapid growth of Nova Scotia's and particularly Halifax's population, so they're going to need to build more schools so it will have an impact. But, you know, not necessarily for the schools that we've been in ourselves, maybe for the, you know, ultimately for those, those kids, kids. Hopefully, but it's interesting also thinking about what, how do we, what do we need to feedback to the school students and teachers about what we found out often as an anthropologist, so someone who listens to people's lived experience and kind of looks for the patterns in it and condenses it and understands it. I often think that if when I'm presenting back to those

	<p>people and they say, oh, what did you find out? And I say, you know what I found out already and I feel very kind of superfluous because, you know, that mostly you're just telling people what they know already, but it's hopefully it's that the change that it can have in some part of the translation that makes a difference, but I do wonder what you know, what can we usefully tell the schools? I'm not sure. And even the government in some way in some way it's just the fact of telling the story and documenting it and having a venue that where people can say: hey, we can't use the cafetorium properly or whatever it is that people, but yeah.</p>
[00:37:47] Ben Johnson	<p>Telling them just like if we like tell them like here is what we found and have, like, a newsletter that goes out to the school, even if it's like, hey, this is everything that's wrong. We can't do anything about it for this school people feel heard then a bit more and like you can it's like Oh yeah, yeah, I identified that issue and like I'm part of now the solution for like adding more engagement for the solution for the future, so, I think that kind of ties into this, like how do we really get this for the public?</p>
[00:38:21] Trishtina Godoy-Contois	<p>So, I'm wondering if like what I'm understanding from what I've been hearing is from the ones that are listed here, there's obviously this aspect of an output that has to be about post occupancy evaluations and like open data sets so that people can start to develop maybe more like handbooks or like accessible training toolkits so that just a normal person can read it and go OK, this is what I got to do and then the second thing is, you know that means also publishing the pilot projects that are kind of going on and then to Matt, to your point and also, I get to Isabel. Yes, you know, like capturing the lived experience through video output or through some sort of engaged kind of multimedia context seems to be important for your roles and spreading awareness and creating the why should you care? And then the second part is it should be followed up with the output of a of. Really it seems to me specific and usable policy action reform steps that are like based on where you're at, like the zoning laws, for example, or specific like bylaws that prevent this or that and shape the direction of what can be built or designed. So I'm wondering if that's really what the outputs from like your guide's perspective needs to be. And maybe that's the data you're expecting from the from the sites like us, it's academic. We're going to publish papers, but you can't do your step unless you have those pieces.</p>
[00:40:01] Isabel Cardinal	<p>But I guess the outputs have to be different regarding whom they're dedicated to. So, you have your papers on the theoretical view. My need is different as a universal design consultant than any general architect. And they need the information, how the information is presented for people who do regulation or people in the city, I think it's us, I mean us, all of us to adjust to the public. We want to reach and if we want to connect with the general public, it's another thing, it's another language, is it? I think that the video can reach everybody at an awareness level. But if we want, let's say, planners. To do better schools to do better buildings, they need more than awareness.</p>
[00:41:32] Trishtina Godoy-Contois	<p>What do they need?</p>
[00:41:34]	<p>Well, principles, recommendations, examples. Images examples, I guess.</p>

Isabelle
Cardinal

[00:41:49]
Mat Nomura

I wonder if there's an opportunity to play. Oh, sorry to blend academia with an applied lens of research, right? I mean, the world of which your community partners operate in it's you need real time solutions to real time questions and so as you go through year over year of these outputs being mobilized within the broader goals, there's an opportunity. To get a little bit more specific with the goals on the left-hand side, I think definition work on your outputs would help a lot in in regards to providing the boundaries and the frameworks of under how we all operate. And then if you were to contextualize the long the long-term overarching impact that this study is meant to have. And then if you're to break it down into actionable applied research outcomes, specifically into the goals or specifically into the output areas. I think that allows us to have an action plan and when I think about a true mobilization plan of knowledge, it's an action plan, right? And so, what you have here is you have a very unique lens of research taking place here. Let's split it out and let's appreciate the fact that we have, you know, the academia and we have the applied side going on.

[00:43:02] Henri
Tsang

I wanted to resonate on what Isabella and Mattis saying, but maybe said in a different way is that I kind of disagree that it's a vulgarization. It's not a simplification. I think what Isabella saying is true is that it's more a catering. To the right audience, for example, one project that I was working on with. The Chinatown and ethnic communities that they're trying to preserve, their cultural identities, and they're looking for ways to convince these municipalities and even the federal government to establish these sites as heritage sites. In order to do so, you need to speak the government's language and you have to know the processes of how to get it through Council, how to apply for the right forms. And that's a language in itself. So, I think you need to, you have to have those people on board and I think the first step is to get them inspired and they understand why we are doing this and what is the intention of our goal, right? Is it accessibility or is it preservation? Is it sustainability, what is our end goal? But we need to be able to have someone on the table that speaks that language because I won't be able to convince Trudeau to do anything right without the proper processes. I think that it's true for building codes. It's true for, you know, community leaders. You have to be able to speak that language. To get anywhere to get any traction and I also agree with Walter Kahpeechoose in the sense. That the Internet itself is an equity there's an equity issue around it, right? Not everyone has access to the Internet, although we think everything we put on the website, you know, everyone's going to read it, but we need to be able to find different strategies to share information. It's not all digital. It's not just pamphlets. It's, you know, there must be ways to communicate more deeply into communities, and I think the Internet is not the solution to everything. I think we need to think beyond and more creatively around that. The third point I wanted to make is that. Should I? I lost my train of thought. It'll come back anyway. I'll pass it to someone else first.

[00:45:37]
Danielle Catley

Thanks. So, the IRAC is not assigned a project, so we're kind of a bit of a floater within the partnership. But so, I'm just going to talk about, like what I've been hearing and we talked about what is lacking. It seems like for the projects that have spoken or presented to it right now. Some of them have a lack in defining what is the objective of the work, the end

product, what you're actually delivering and then who are you targeting? Who's your audience for that end product? And without answers to those two components, I find it difficult to be able to define the outputs of what you're doing, because then you're just kind of all over the place. And then once you've put in so much effort and created a lot of outputs. You might not even use all of them, so there's like wasted effort and by defining, having being able to define the objective and who your audience is and having the appropriate outputs being developed, you're able to develop that action plan that Matt was talking about with the help of collaborators who are able to actually actionize? is that a word? being able to implement the action plan. Yeah. So, it's just if we're talking about lacking, I don't think it's specifically to this list or what was provided, but it's just generally, then I think people need to know what they're working towards to as the output in order to be able to even say if this is good or not or lacking because there's nothing to base it off of, to my understanding, I might be completely wrong, and please do tell me if I am. I also co-chair on the Dissemination and Outreach Committee for this partnership, and we are discussing ways of discussing and having discussions with the public and sharing this information, the work with the public, we'll actually be talking about that at 4:15 with this entire group on whose voice is missing at the table. And how do we engage with them? How do we incentivize it, what medium? What is? What is a secure and safe place? What is accessible and that's something that we need to develop and to implement with each project which is in any way that is appropriate and specific to the to them.

[00:48:02] Henri Tsang

Yeah, before I forget again. So, my last time was as a person who builds buildings. Walter Kahpeechoose talked about manuals, and I thought that that's an important thing that we don't really do an architecture is we don't give instructions on how to use buildings properly. So, what's? And we do design buildings with all this technology now and with, you know, good with solar panels or any kind of technology, but if we don't first of all, I think Isabella is talking about best practice guidelines, how to design them properly for architects and designers and people who build them. But how do we maintain the buildings over the next 10:20, 30-40 years is critical to the performance of the buildings and for them to be at the same quality or at least maintain certain quality. I think that's something that we don't really do. And I think that is critical to preserve quality. Pass it back.

[00:49:09]
Walter
Kahpeechoose

What you were just talking about there, about like the basically you're talking about sustainable materials And all that, we'll talk about guidelines and manuals and all that like, but like how to, like, maintain stuff is like a real a hard thing cause basically every single thing around us is like traditional industrial stuff and it's like, you know, like deteriorate within like a couple 100 years maybe or like even 50 years, like a lot of these buildings are already old. So, like the sustainable materials is definitely what we got to teach a lot more when we're building stuff like hemp wood, hemp creep blocks, those will last like 500 to a lot of years, even and especially of other like stuff like recycling microplastics. And then like, as well as sustainable energies as well. Like we can start teaching that maybe and I don't know like a lot of the stuff that like base, we basically use, we discard it and it's already like getting put into the environment, it's messing it up and like we can actually reuse it because like you guys are going to the stores and

	they're already starting to get rid of the plastics and they're remaking them into like these tote bags that you can just buy. We can use that or like what I said, hemp, hemp create blocks. Hemp wood. Like what else? What was the question again like I'm trying to like, I got to figure this out here.
[00:50:38] Alex Larose	Was like specific.
[00:50:40] Trishtina Godoy-Contois	Outputs that need to be done like you're saying. OK, so it's instruction manuals, education components, what else?
[00:50:44] Walter Kahpeechoose	Yeah. How do we like put it out there like to the masses, like for people who want to learn like about it. And we got to, like, simplify the manuals and all that for like certain people because some people are illiterate when it comes to like these types of like things with the like technology or the stuff that they're trying to learn how to use like, because like some people can never like learn how to read. Like just a simple manual like I have a lot of people with dyslexia or like autism maybe, like even like there's a lot of people like out there like that. Like how are we going to simplify for them? For how to have them like live a simpler life. Like, that's the thing that I want to try and figure out too, ok.
[00:51:47] Trishtina Godoy-Contois	So, then I'm wondering with how this is broken down on this plan that has helped get us started if what has to kind of happen here is to your Danielle, to your point is what has to happen. There has to be a clear definition of what specific outputs need to be done in connection to those stakeholders or who you're gearing that information to and that's what should be reflected to your point, Matt, like on that detailed side, it should be more about, OK stakeholder, let's say architect, or stakeholder government or whatever, and then that way it's more like, OK, we need policy frameworks, or we need videos or we need really simple language stuff or whatever. Then we can kind of have a clear conversation about those outputs. Is that kind of what we're saying?
[00:52:42] Isabelle Cardinal	It seems like good his resume, yeah. But you have the better words than I than I do in English. I really liked your catering. How did you say you said in three words what I was trying to say. And then catering when I was saying. About the thinking of the public and you said we have to cater the information well, it was, it's recorded, so yeah. So, the way you're saying it's, it reflects what I want to say.
[00:53:27] Henri Tsang	Any other comments from?
[00:53:30] Thomas Strickland	So, I'll give it a shot. OK, I'll sort of just give a broad overview of what the project is. So, for us, it started with Sudbury, developed a master plan that they then were intending to implement. And in response to that, the School of Architecture held a global competition they called Sudbury 2050 and they set in place a series of criteria right to look at the ways in which the Truth and Reconciliation process was being addressed by the master plan, yes or no? Right sustainable issues, yes or no. And so, they chose three of the top competition entries based on they had a like they had. The mayor was one of the jury members, people from the School of Architecture, they had architects. So, there was a few people from the Biosciences Department in there, so there was a kind of broad group of people who made the decision from that; what we decided to do was use that as our base point for looking at the sort of planning of a city in to address these kinds of, you know issues of social justice and civic design so, then our next step was, well, what

do we do with that information? So we started, we had some students working on case studies that would start looking at specific places in the city that have been dressed by the competition entries. So that's underway. Another thing that we did to sort of disseminate some of that information was we started holding student, or at least seminars with young people where they could come in, look at the competition and then we they would sit down and work on their own design processes to sort of start to kind of get them thinking about ways that they can impact the city. So that was another way that we started to kind of disseminate the information. Now the other, there's been a couple of papers written about the project that we're working on right now with this competition, for me those are sort of less tangible, you know, ways of disseminating the information. I mean, I think it's, it's useful in that we get information back from the young people, for example, about what they understand about what's been done as far as the proposals concerned and then how they understand it. And then how they can start to implement it and we can record that, right. So we can kind of keep their drawings. So that's been done. But what we've finally concluded, and this was probably only about a month ago, was we asked ourselves like how we actually start to implement that. So, what our plan is hopefully to come up with a set of kind of clear criteria or I don't know issues that that have been addressed through the process in relationship, for example to the competition to some of the things we learned from the students and the case studies that then we can map back on to the master plan that was proposed and see where things could be changed given the proposed master plan and what we think would be maybe a different approach that might address some of our questions and how that could then because it's a master plan, it's already related to a set of bylaws and then how? What we found mapped onto that master plan are we then able to to work with the city to make to affect some bylaw or code issues. So that's kind of how we hope it all works out. It's pretty ambiguous right now to be honest where it's going. But that's sort of the long-term goal. Anyone else?

[00:57:46]
Gregory McNeil

I'm with APT, but we don't have an assigned project, so I'm going to pass my comments. That I'm observed my observations here and Danielle don't take offence to this, but Danielle has very eloquently stated, how we could better this project through project management principles. Ben has stated that we can, through studying schools, they can be better. And I'm going to say by I'm going to just imply that he means better by design, and that's the architectural model. But I will say on the schools that Nigeria has absolutely excellent academic outcome. And I can guarantee you their schools are not as well equipped as ours. I can guarantee you that their academic outcome is above Canada's, yet we spend all this money on it. So, I don't know if the better by design or better by project management is necessarily the right approach. But I think we have a prejudice to take it that way. Now I was in the labs at Dow Corning and they were developing simple building sealants. Some of those ceilings are better than anything we've ever seen before, and some of them are not quite as good as anything we've seen before, and they're actually doing subtractive process because they have to make a sealant that fits a certain price point for Home Depot. And I'm almost wondering if you know the better by design is a problem. It's our own. We have come to the table with prejudices. But what this outcome is going to be now. I thought the gentlemen's

comments down the end on the tiny house. It's really interesting because I would think that if you looked at the Japanese lean modeling for fabrication, they try to eliminate waste and I will say that printed manuals are probably quite wasteful. I would say that a simple video and a visual is probably much more beneficial. And what's interesting, if you go to the Toyota factory, they don't use computers for managing their inventory completely done on paper, simple 5 by 7 cards. It runs out, you put it in the slot, it gets reordered. Here and on the back of that card, they write the order dates. Now they may transfer that to a computer, but they have a totally visual system, and that system is based on lean management and lean management is based on eliminating all necessary waste. And I would say if we looked at the Nigerian school system, they probably by default, they eliminated all waste in their building because they simply don't have the mechanism to afford it.

[01:00:44]
Trishtina
Godoy-Contois

I'm wondering if you could apply that lean elimination of wasteful knowledge mobilization could you apply that to this list, and if so, like what would be the priorities of what we'd have to actually like, OK, we definitely need this. We definitely need that. What is those things? And I'm wondering what would that look like in your in your all your opinions really.

[01:01:15]
Gregory McNeil

So I'm going through a process of lean management of my own little company. I'm inventing OK, but I started in the kitchen. And if you take your coffee and you put your clear bottle of coffee beans and you put a mark around the coffee beans at 20% of the bottle emptied, that's your visual clue to go to the store. And so, it's about thinking about the visual clues that we need to clean our houses, maintain our houses, etcetera in commissioning of buildings. Of course, we generally rely on when we do a commissioning, we're generally relying on that there's a professional staff in there to actually maintain the building. I've yet to see a house developed with a maintenance manual that comes with it, but it's a very, it's not a complicated process and in fact you could even have bar codes to a central that you can access in your phone to get your sealants or whatever and realistically, I cleaned my furnace based on my I Cal, changed the filter every three months. I had an experience two years ago and this sort of got me into thinking about this, my Miele washer and dryer. It's 30 years old. It needed a new seal. Now. I figured 30-year-old product that's obsolete, but I called really, and they said, oh, no, we can get a new seal, 87 bucks or whatever. And I thought that's a pretty good deal. And I said, how do I put it in? Because I don't have a Miele service guy and they said we'll send you a video and I got a video and 15 minutes later I had my mealy installed. After watching the video and I think we have to look at the written language as it is, it has problems with it. When you use a manual, manuals are written, as we've discovered in school textbooks. We've discovered that they are problematic in the language that they use. Yeah, videos can have problems, but I think there's, I think if we look at the Japanese system of Lean management, I think we're going to find that the visual clues that they use are actually pretty damn good. And they have figured it out. And they figured out how to do it on iPhone, which is kind of an interesting thing. So, I would just say, we need to look at that much, much more carefully than we have in the past and I'm not a proponent that it's going to be better by design, I think is better by simplicity, which may be a form of design. And I'll say one more striking or I guess my

	favorite comment in the world is my favorite piece of design is actually the Lunar landing module. It didn't have any preconceptions. Nobody knew what a lunar landing module looked like before it was designed, and yet it functioned beautifully. Now it took 15,000 people, five years to do it, but I will say that it worked and it wasn't designed with any fancy computers. It was all a slide rule.
[01:04:13] Sara Jacobs	All right, I'm going to, just was there another?
[01:04:19] Henri Tsang	Macy and Ryan, did you have something you wanted to add? Trying to see it has it's.
[01:04:26] Ryan Ma	Well, I guess for me, since I just started with the project, I've I guess I guess I really haven't, I don't really have too much to say about the outputs. And kind of how I've, UM, discovered them to be I guess, but I because right now the project that I'm working with my professor is kind of documenting the users and activities on a site on the waterfront in Toronto, the Sherburne Commons site, which is right by the Limberlost building for reference in Toronto, and we've been kind of documenting through kind of site observations, the types of users and the types of activities that each user is kind of going through on the site, and it's been kind of interesting, I guess from my point of view, seeing the different physical and kind of intangible barriers around the site and how that kind of affects the people who utilize it. So, because of the lumber loss construction, there's physical barriers with fences and kind of portables and construction of machinery that kind of blocks certain access points to the site. But you know, along with construction, there's, you know, intangible things like sound and dust and I don't know. I guess in terms of areas that weak I guess my current struggle with it is I'm not really sure where to go after I've collected this information because obviously you know it's nice to know, but probably could have figured that out without going to the site. That construction, you know, changes how people utilize it. So, I guess that's currently what I'm still trying to figure out so.
[01:06:40] Henri Tsang	Any see any comments?
[01:06:41] Maisie Berens	I don't really have much to say just because, like, we're all on the same team here. So, like whatever Walter Kahpeechoose said is basically, what's been going on, but I just do want to make a reminder that we have to e-mail our two points per session to Maria by 3:45, right?
[01:06:58] Ben Johnson	The first ones email the first points.
[01:07:01] Maisie Berens	Sorry you emailed.
[01:07:02] Ben Johnson	Should e-mail. So, I guess if we want to.
[01:07:04] Sara Jacobs	OK, we're going to move on. Yeah, the second point now, maybe I'll just make one comment sort of briefly. Just I think response a bit to Trisha's question about if there's like lean things that are maybe like excess in the road map right now as I was just thinking about this point that sort of the output should be directed towards the audience. And thinking about the different types of groups that make up this partnership that I imagine, and I think the way this is written now is trying to like to bring everyone into it, but it makes me think that the sort of academic outputs are going to be quite different than the sort of citizen group outputs. And I think that's OK and like necessary. And so, I think for the on my own

project that I'm working a lot of maybe the as an academic, a lot of more of what we've been doing is about this question of raising awareness because that's what our partners have sort of asked of us. But what they need is like they need bylaws change; they need like zoned brought up zoning. They need these sorts of like on the ground sort of material changes of which I think raising awareness is only the first step of that. So, as a sort of summer rubber for myself, as I find the sort of the first column to be a little bit like just excessive and sort of how things are framed and just, they could probably be rewritten. But I actually find the second column like quite entrusting of just like what those different outputs could be. But I wonder if it's helpful to start thinking about how those, you know, how does a catalog connect to a specific project or kind of what the output of that is. Is the point of the catalog to sort of just create new knowledge or is the intention of that catalog that it influences policy in some way would be sort of where a gap is maybe still resting for me, but I think we're for time we're going to move on to our site. The second part of the afternoon which continues these questions and is thinking about the living Atlas of quality.ca., which has existed sort of a website for the project, and the question is how can we use this online platform to stimulate debate on quality in Canada? And in addition to that, are there other mediums or methods that could be used to stimulate debate and initiate kind of public conversation on quality and to sort of bring everything together. We're going to we should. As part of this conversation, have we ideas that make the Atlas of the Living Quality more open to the public or to other mediums or methods that could be mobilized to spark kind of conversation and debate around quality. So this is what Ben and me so, we have to send off it at 3:45. So I just want to make sure our conversation stays focused on that so again, how do we use the existing website to stimulate conversation around quality within Canada? And if that isn't working, or if there's gaps there or other things we could do, what are those other mediums or methods that we could be using? Trish.

[01:10:30]
Trishtina
Godoy-Contois

I don't know if maybe our initial conversation actually makes it easy for us to answer this one, because even what you were saying there, I think maybe there's some work that still has to be done in the planning of like the strategic planning of what outputs that need to be. And it seems like what we need is, we need, you know, on the ground content material to borrow what you're saying on the ground, kind of easy to implement or easy to take and use materials. So that would be like maybe we have to start publishing preliminary toolkits or little pieces of information about zone. What is zoning like some of those more basic, bringing it down to a level of like you know, no idea what's going on and this helps you understand your built environment around you and that kind of public. So, like you're almost sharing that knowledge with people in a simplistic way and that's going to allow them to be more connected to what we're trying to say eventually, which is once our work is complete, becomes more about data sets or case studies or design or more like video content on how to or pointing to video. Good video content that shows you how to like set up your house off the grid, right? Or with your solar panels? And is that kind of the answer to that? And are we leaving anything out?

[01:12:02] Ryan
Ma

So, I think maybe in regards to the living Atlas website, I think it's almost a mistake to start off with this kind of third-party website. At least in

	terms of just like going back to the production, like getting it out to the general public because having it being on kind of a third-party website, you know in its own domain, it's kind of like a step outside of where the general public kind of operates online, right? You have all these different existing like pre-existing sites where most of the activity on the Internet kind of already happens, right. So, kind of social media sites, things like this and having it like adding that extra step like is. You know, it might not seem like a lot, but I know for a fact like having that extra step going to another link is kind of a big barrier for people like they just won't bother to click the link, so having it being kind of on these existing sites already I think is a really important step to getting this kind of education and resources out there through a preliminary sense. Before you know, we even go into like what's actually on the sites themselves.
[01:13:16] Trishtina Godoy-Contois	Kind of like.
[01:13:18] Ryan Ma	Account. Yeah, exactly like a YouTube. Yeah, exactly. Yes.
[01:13:20] Trishtina Godoy-Contois	Choosing your.
[01:13:23] Walter Kahpeechoose	So, you're basically talking about like you want to like put that website out in the general public instead of it being a third party like where you click a link and all that cause usually, and I get what you mean. Like nobody wants to click a link to go to another like place because they just want it. They want to like to know it now. Like exactly.
[01:13:40] Ryan Ma	Like when you're like when you're already on Instagram, Twitter or whatever, whatever platform. You kind of already want to have the information on that platform. Having it go to another site. Obviously, it doesn't take that long, but it is kind of a barrier for some people and you know they just don't. They don't, you know, they lose interest.
[01:14:02] Walter Kahpeechoose	So like, so basically, you're trying to like reach out to the target audience is what you're saying. So why don't we just, like, make ads to the targeted audience like, and then it'll, like, show up on her thing, and then they're already interested in it and they want to know more and see if they can help, like, as a collective, like pay for ads. Just like for the people who we're trying to reach out to like cause, social media is like the newest thing. Like everybody just wants to like, just click away or just like scroll and scroll, like thing is a whole lot better just to like pay for ads than just have to like do by word of mouth or like facilitate or go to these conventions or something like that like because sometimes most of us who are important can't make it to the conventions, that can literally put the message out there because they're more well known like pay for ads or get an influencer or somebody who's like, way up. There were more well known to get the message out. Like, that's what I'm saying.
[01:15:06] Ryan Ma	Like I totally agree. And also, it's I think it's not just getting the message out to people who are already interested, right. It's obviously about people, you know, educating people and getting people interested from maybe demographics who might not really care right now about, you know the build, the quality of the built environment or they might not know that they care, right, so reach and these demographics I think are really important and it's I think it's something that's really useful through kind of social media like you're saying because they already have kind

		of pre-existing algorithms built into their systems, right, when you kind of have this third party website, you have to push yourself through ads, right? If you're already on kind of this platform, a lot of the times, just based on the users themselves, you know, it pushes that platform to new users and users that might not even know about in the living Atlas, who might be interested.
[01:16:09] Trishtina Godoy-Contois		And I guess to kind of summarize that, but maybe to complete it a little bit because you can't have ads unless you have content developed and we don't have content developed, you know our content is still mostly just reporting on what we're doing today or what we've done this month. So, I guess what I'm then wondering is if we want if we want to think about all the audiences that we're trying to work towards eventually, Outreaching too is a question than that we need to focus on outputs that are more about like infographics, really simple visuals, explaining videos that are explaining some lived experiences from each of our projects, for example.
[01:16:52] Walter Kahpeechoose		Testimonies from each single individual like videos and..
[01:16:56] Trishtina Godoy-Contois		Yeah, or like video. So, like for the case of the University of Montreal and the work on design for neurodivergence neurodivergent people. Being able to kind of record a couple of videos explaining what a walk through like maybe partnering with Rick Hanson to explain a walk through of a building. If you're autistic and how that shapes your experience with the building so that it's like, then you're in a position that you can start reaching out and having those conversations on how do you promote it on YouTube. Is that kind of the core element that needs to happen recordings of lived experience, simple infographics that explain the world around us and the structure we all live within and maybe at that point you can start to look at policy recommendation reports or those items, that's kind of all I got. The simplification I can make.
[01:17:46] Sara Jacobs		That's next.
[01:17:51] Mat Nomura		OK. So, you know, if you think about marketing and branding and sparking an emotional response, this doesn't do it right? Then it goes back to your question then the question is how do we spark the debates? Is there a consensus of what you want to do to mobilize the knowledge that you're trying to translate here? And I would say that there is no consensus there to do that. So, all you simply have is a placeholder. So, and if you want to piggyback off where Ryan and Walter Kahpeechoose are going and you want to engage with specific demographics and that's in in itself. A whole strategy that needs to be considered apart from what we're doing right here, and I would say that you're not. We're not in a position to actually strategize content. Or even a purpose for why you would have this website until some of this other work is done and I wonder where within this mobilization plan there expertise is that's actually going to start teasing out a brand engagement and utility type of strategy that allows us to say, OK, these are the demographics that we want to target and here's how. We're going to do it. You know, going back to, is it an influencer or is it expertise in the area of how you get short videos on to places where individuals can interact with this will not do it and, you know what, I think

		that I'm really kind of old when it comes to like. Well, I don't have social media, right? Like I don't. I don't have none of that.
[01:19:32]	Trishtina Godoy-Contois	Space was better.
[01:19:34]	Mat Nomura	Well, I don't know I just like when you go to it though, when you when you go to this website though, like what's? The call to action. Right. And that's very difficult to digest and then you know Walter and Ryan's point. You're not going to sift through this, you're just going to leave it people. Yeah. So I appreciate the points there. I think there's a little bit of work and some discovery to do yet in regard to that bigger question.
[01:20:04]	Ben Johnson	Yeah, I think my points like the same thing and same as you guys where it's like I just typed in just to see living Atlas of quality on Instagram. We got a beautiful site or one that is Carleton, that has two followers and 0 posts and so like having websites, right? We have so many students like these. Look at the road maps that have beautiful work. If you have someone in charge of like, like most companies, they have someone now who's in charge of social media. If someone's in charge, who like, once a month or something like takes some of this work that, like drawings that students are producing and just puts it out there with, like some captions. And like each group we have 14 groups. That's more groups than months, so we can have at least once a month and like, keep engagement. That'll just with the algorithms you're saying, like they'll go into someone's explore.
[01:21:01]	Walter Kahpeechoose	Make it original and like get it out there. Then you, there's them to share or something like that with their like social media websites.
[01:21:14]	Ben Johnson	Exactly, yeah.
[01:21:17]	Mat Nomura	For the purpose of the Web and that that's the question I would ask. The question I'd have for the Executive Steering Committee is for the purpose of what right like you want to drive engagement. And I think, it's needed. But for the purpose of what, like, what do you want to accomplish with it, and then you can develop your strategy there within. But I'm still kind of lost on what, I think it's a great question, but that's the executive committee. I think they really need to come up with what the what is, Sarah.
[01:21:57]	Danielle Catley	So, being on the DOC, we've talked about the website, how we use it. Jean Pierre has talked about his intentions and what he'd like to do with it. My understanding is that the website as it currently stands was for internal consumption only, so not for public. So, this is just for us in participants of this project to be aware of other what other sites are doing, have access to all their resources, but not to share this with the public. This is not like, come and look at what we're doing, but I don't know if that is now the new objective of the website and I think that's something to clarify is who that is. Their new target audience for the website, or internal or is it external?
[01:22:39]	Sara Jacobs	Yeah, I think that's a great question. And I think that your point also of sort of like why you like what the sort of is, yeah.
[01:22:46]	Mat Nomura	Reacting to the question, the question was.
[01:22:50]	Henri Tsang	How? Yeah, does the website stimulate debate on quality?.
[01:22:53]		Right. So, is that debate on quality amongst us because?

Mat Nomura	
[01:22:57] Sara Jacobs	No, I mean it says well, this is debate on quality. But our follow-up question is sort of methods or mediums that could be used to further help initiate a public debate on quality which makes it read to me as the website either should be doing more or there's other ways that sort of this is reaching a...
[01:23:15] Mat Nomura	So there's a conflict.
[01:23:18] Henri Tsang	I think that was the beginning.
[01:23:20] Danielle Catley	So yeah. And did you see, is looking because Jean Pierre has stated that there is obviously a lack of public engagement within all the projects and having their input and ask to do see to find ways to engage the public. And what does that look like? And we'll be talking about that at 4:15 and asking everyone's input to challenge with some prompt questions. But yeah, and we've talked about like, what does that look like, is it, are we doing webinars? Are we doing podcasts? Are we doing? Where would these be hosted? Like, what are these different mediums, Internet and like virtual in person? How is accessible for everyone, but if we are engaging like we engage the public and if social media is one of the mediums that we would like to use, I would really encourage to look at the Architects against Housing Alienation group. They have a wonderful presence. I think they do such a great job for shorts. Aha, they have a website that's very straightforward. It's the call to action is very clear and their web, their social media presence is really well, it's if it's and for the regular people, but also the experts in the field. So like I'm not an architect and I'm not well versed in architecture, but I'm watching these videos and I understand what they're doing. I understand the research. I understand the objectives. So they're really great. They're great model to follow, I find. But yeah, I think we'll hear a lot more about like the same type of questions at 4:15.
[01:24:48] Sara Jacobs	Yeah, I was going to mention AAHA also. And I know that they hired in that case, hired a student specifically who had experience on TikTok, you know, who can do the little like their head in front of a thing and like and it's really successful. But the kind of one thing I wanted to bring up is I think there's this question if this is now supposed to be reaching a larger public, I think a question that still remains for me is how like why? Why should the public care about quality in the built environment? I think like that has to be addressed first. I feel like it's like sort of in this internal group, there's probably sort of an inherent like assumption like that's why we're here, because we like to know that we should like, that we care about that on some level. But I still feel like the general public doesn't notice the built environment or think about it in a critical way so I feel like before we even get to the like, what are the different sort of ways that it can reach the public? I feel like there's some really basic questions to answer, which actually, so that's what made me think of aha for their sort of social media campaign has begun with like, why is housing an issue? Why is like the lack of affordable housing an issue? Why is there such a sort of excess of hyper inflated? Sort of real estate in Canada, so like kind of starting with these basic questions and I'm even thinking like what is zoning, what is a bylaw? How does that impact and sort of put limits on how we might understand quality or even access to, you know like why should we, why? Why is the built environment important? That that to me feels like a something that has

	to be sort of addressed in a public way before we get into like, the finer points of the of the projects.
[01:26:24] Trishtina Godoy-Contois	I would maybe just like add on to that that perhaps like with from my understanding from being like with the Steering Committee, from my understanding is the website is not to say a placeholder, but it is where we are storing all our current information and they're requesting us to publish posts each month. But that's, you know. No, I'm not going to lie. I haven't really. I didn't whine and that was it? But then we're posting it on platforms like LinkedIn for example, and we're kind of just coasting through with this sort of updating people on what we're doing. But with our road maps that we have on our posters, that's really our project plan as we continue. In our own sites, and I'm guessing that this activity has a lot more to do with us thinking about while we start working on our work. What is that content? We need to be generating so that we can share it with the partners in the way that they need it so they can do what they need to do with it to move forward on actually acting on the work that this, this our individual sites are doing. And I'm wondering if that's something that needs to be thought of in much more detail. Within in amongst each of our sites. Because if you're going to be doing training material like you could, that's something that you could use University of Manitoba or even or us or whatever. That's something that you don't have to do on your own. It's like, well, that's probably something that could be an output of a couple of other sites that they might need that content too so we won't be able to. I don't think anyone's going to hire a social media person. But we are the students are kind of the developers of this content, you know.
[01:28:02] Henri Tsang	I just have a quick comment. I think I like your feedback, Trish, and I think that. There was one influencer that was watching, and she had said that in order for any social media content to get any traction, it has to fulfill 3 three things. One, it has to either educate, it has to either entertain or a third, either it has to inspire, or all three of the above, and I think the content that we have now doesn't do it any of those things. Unfortunately, I think. Not by design. I think that intentionally it was to serve as a repository of what we've done so far, and I think it works for reporting to the government. You know the government is giving us \$2.5 million. What did you do with it? And then we show them a website and then this shows everything we've done, all of the field trips reports, and we've written. So, it works for that. But it doesn't work in engaging the public or anyone who's outside of this membership. Right. It's really almost like a diary of what we've done so far. So I would think to start there and to think about you know what kind of who is the target audience that we want to target and then? Design that. That outreach right, and I think if we are able to do it within those 3 categories of ways that we can inspire and educate and entertain people will come to the website even. Even if it says two or three clicks more, I think we can enhance it through social media by reposting and reposting and even ourselves. And I've never reposted anything that the living Atlas has done so far. Right. You know, nobody's interested in Henry going to Halifax. It's like, why do I care, right?
[01:30:01] Alex Larose	I think it might be that we're asking, we're asking the question too early, like I'm relatively new to this project like I started in October. There, but it took me a long time to figure out like what the connections across the sites are and how that makes sense and so like, how are we curating content when we don't know what the relationships across each other is

	and how do we know who we're targeting for if we don't even know who we're working with or what everyone's like. We don't understand all the connections so I think it's kind of early to ask these questions like right now, I think conferences like this and opportunities to collaborate and understand where these connections come across. I think that's why AAHA is really successful is because they have these outcomes that came out of these sites, they worked together and then they curated social media. And so like, maybe we can learn from that example and like, collaborate, work together to find out what these outcomes are and then think about engaging the public.
[01:31:16] Walter Kahpeechoose	She ticked the words out of my mouth. There she did.
[01:31:21] Maisie Berens	Oh. You need to develop these two points per session. So, we can. I'm getting a little stressed out.
[01:31:27] Trishtina Godoy-Contois	I know, I know.
[01:31:32] Sara Jacobs	So, we need two ideas, two ideas to make the living holistic quality more accessible to the public, I think. We've discussed a bunch and two other mediums or methods that could mobilize or start spark and national.
[01:31:49] Speaker 18	Well, I think we kind of answer those things.
[01:31:51] Sara Jacobs	Yeah, I think so. Maybe yeah. Highlighting what those are for the microphone.
[01:32:04] Thomas Strickland	Yeah, I was only going to say that I think one of the nice things about this discussion is, is that it is kind of helping. Even though I agree it's early for us to figure out what it is, but it does help us kind of point ourselves perhaps to what would be a really great outcome of this is if on some level the work we do here could be disseminated to people in general, right in in an easy, simple and interesting way. Like, I don't know, I mean, people are fascinated with the built environment. They just don't know it right, like if you Google like, how do I fix a light switch, there'll be enough videos to keep you busy for the next two days. Right, like that, that's quality in a way or knowledge about the built environment in a really small way. So. So I think that that's a great thing to be thinking about at this point. We just aren't quite there yet, right to know how to do that. Let's see.
[01:33:07] Sara Jacobs	Just thinking about these two points and questions would it be? So, I'm thinking about sort of, particularly making the living outlets of quality more open to the public. And I'm thinking about Henri's point of sort of social media educating, entertaining and inspiring. Like I might write that as just one of our, I don't know. I feel that that was like discussed a lot. I don't know if there's a second one. Yeah. Trish. What?
[01:33:38] Trishtina Godoy-Contois	To work with partners to identify content needs from project as road map continues. Right. So, the sites need to go back to work with the partners to identify content need from the project as the road map kind of continues forward and then we need to create digestible, entertaining, inspiring and educational content.
[01:33:58] Walter Kahpeechoose	An example of Bill Nye the Science guy. Like seriously, like, think about it like the there was not even no Internet way back in the day, yet they pushed these in schools and yet we all know who he is. The weirdest part. Everything is...

[01:34:14] Sara Jacobs	And the other mediums or methods that we can be using others.
[01:34:17] Walter Kahpeechoose	What is the niche? What is the niche of the website, the Living Atlas like? Is it just a collective of people putting in all these ideas and like stuff to try and find out solutions to problems?
[01:34:29] Sara Jacobs	I think that's what it's been so far, but I think there's sort of.
[01:34:32] Trishtina Godoy-Contois	I personally think that the Student Graduate Committee? Sorry. I think that there has been some ideas pitched to the graduate within the Graduate Students Committee where I know, we like that the students did, and I think also the UFC like knew and was also very interested too is we wanted to use some of the fund that we have a yes to support some travel costs but also to kind of develop like an interview series that we could start recording some of these conversations like we have so many people we can be just talking here with and recording that content and it's going to help inform our work and point us in the right direction, but it also is like an easy way for us to get access to you know, information about like heritage management or what is what is going on with the Calgary Homeless Foundation, like what are their problems with zoning. And so, you can kind of talk about these little issues that have fed into our research work and then allow the work to kind of start from those capturing of that lived experience of everyone in this room. Everyone in this project, which is a lot already and take it from there to, or just start with awareness about what we're doing and why it's important, and then we can work towards developing the educational content.
[01:35:50] Sara Jacobs	Yeah. So, I think as a like as a method or medium, it sounds like kind of like short interviews or stories from kind of experts within the partnership and using that to kind of highlight kind of issues of importance within quality of the built environment.
[01:36:06] Trishtina Godoy-Contois	All attached to all of our sites then. That way each of the sites gets to explore their issue properly. You know, partners get introduced. It feels big.
[01:36:14] Sara Jacobs	Yeah
[01:36:18] Walter Kahpeechoose	The pretty cool thing about that is that if we like to continue like to bring out the problems and the thing is we keep asking questions is always going to be somebody out there who has an answer. And if they have the answer, then next you know somebody else is going to come up with something else and then we're going to keep pushing this to other people and somebody else is going to have an answer like, you know like. Create a chain reaction so we can like find answers to all these problems that we're having, and we can tackle them like together and push it out there will be another one.
[01:36:50] Martha Radice	Again, I think this, sorry, I'm looking in your direction, but it doesn't follow on at all from what you were saying. It's just my own, my own thought. One other thing to do is not necessarily entirely contained things on the living Atlas of quality website, but engage other forums where people already care about this. So, the environmental history work of in Canada, niche or you know we all have other networks that we go to and once we have enough. All the beginnings of you know some research outputs and knowledge. Then we can take it to the other networks that we engage with and say ohh I'm part of this partnership and we're you know we're doing this. And I think that's also really

	important. Obviously, we want to give credit to this partnership, but we want to take it to other places as well and other forums where people are maybe a priori interested in the built environments or certain aspects of it.
[01:38:04] Henri Tsang	I have an interesting experience recently. I usually speak at architecture conferences like RIAC and the AAA and so on, but a couple of weeks ago, I spoke at my first ever business conference. And it was very interesting. I had never been so popular. I was the only one speaking about built environment and sustainability and accessibility in rural environments. And I had like 20 people come up to me asking me questions afterwards. And I had never experienced that in any architecture conference. I think that says something about us. When we speak in architectural conferences, we tend to see the same people and we keep on seeing the same rhetoric you know about what we should do. But once we get out of our comfort zone and go into other like AI conferences, our business conferences, it's a completely different Kingdom. A different force, you know, and I feel like that's what we need to do more is to get the word out there and be that only architect that's in in the IT conference for example, and talk about why it's important to them that they need to consider the built environment and go to these business conferences, go to these medical conferences, whatever I felt like you know after that conference, I felt like Taylor Swift. It was so popular people were coming up to me asking questions, but I think they are interested in and, you know, as you said, they don't just they, they just don't know it and they they've never met an architect in their lives and they don't know who to talk to.
[01:39:42] Sara Jacobs	I was just going to ask if Ben and me is do you have what you need for?
[01:39:48] Maisie Berens	Have
[01:39:51] Sara Jacobs	Ok, so don't tell me, ok, so, two points from the morning.
[01:39:55] Ben Johnson	Ohh, the two points for the morning we had discussed at the end of the session which was, in the morning, we had, that about quality about the definition of quality that it shouldn't have one definition. It should change and cater to each community's needs and to each project. And that Maria had asked us to send that in at noon she came up and just asked. So, I sent that off for her so that's just the second one now and that was they're the two points. Sorry this one. Yeah, sorry this session. What I had written down from our answers and just being see if this tracks with everyone's thoughts, I guess for the two methods increase engagement with the website we have, I have that we need to work with the partners to determine what.
[01:40:34] Sara Jacobs	For this.
[01:40:54] Ben Johnson	The actual engagement needs of those partners are and then also we need to create educational, entertaining and inspiring content and then with other mediums trying to bring outside of this field of architecture and outside of this forum, so be it by different conventions or conferences or also through social media and then recording conversations or interviews with experts in the partnership to highlight issues and the importance of the built environment.
[01:41:31] Speaker 18	I'm just talking to her recommendation.

[01:41:42] Ben Johnson	Amazing
[01:41:49] Sara Jacobs	I didn't want to derail the conversation. I think that it was really interesting, but I just wanted to make sure that they had, yeah. OK.
[01:41:55] Ben Johnson	In one minute.
[01:42:03] Sara Jacobs	I guess like is there anything else from the broader group of?
[01:42:08] Mat Nomura	The only thing with the first recommendation, the only thing with first recommendation is I I totally agree that quality cannot be homogeneous, but a framework or guiding principles can be agreed upon. And that's the differentiator I think with it is that you can't define it, but as the project or the Community context comes to light, what are the guiding principles that we might all agree to?
[01:42:32] Sara Jacobs	Yeah. No, I think that that's a really. I remember you made that point in the morning, and I think you're really like one too that's worth emphasizing. Cause I think it's too easy to get into the realm of like it just becoming general again, which doesn't actually address I think the groups and sort of people that were most entrusted. And so, this idea of like guiding principles. And I think yeah, like sort of there's similarities within the guiding principles that they get adopted to individual sort of projects in context. That's what I understand. Great. All right. Well, I think we're just to meet back at 4:00, then in the basement room. So thank you.
[01:43:12] Henri Tsang	Thank you everyone for.
[01:43:15] Trishtina Godoy-Contois	Really.

ROOM 6

Workshop 2- Notable Outputs and Emerging Convergences

Room6_ Location: G.H. Murray Building - G215			13 Participants
First Name	Last Name	Organisation	Research Site
Douglas	MacLeod	Athabasca University	Athabasca University
Ipek	Tureli	McGill University	McGill University
Robert	Wright	University of Toronto	University of Toronto
Jonathan	Jucker	University of Calgary	University of Calgary
Giovanna	Boniface	Royal Architectural Institute of Canada	National Partners
Leah	Perrin	Halifax Regional Municipality	Dalhousie University
Laura	McBride	Rick Hansen Foundation	National Partners
Sarah	Huxley	Fondation Véro & Louis	Université de Montréal
Panos	Polyzois	University of Manitoba	University of Manitoba
Maëlanne	Armstrong	Université Laval	Université Laval
Marc-	Fournier	University of Waterloo	University of Waterloo
Andrée-Ann	Langevin	Carleton University	Carleton University

Room 6 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024/06/12

Report produced by

Polyzois, Panos (University of Manitoba)

6.1. Summary

Guiding Questions:

- 1) What outputs are coming out from your research site and where would they fit within this knowledge mobilization plan? Are there areas of the KMP that are too weak at the moment based on the answers given to the previous question?
- 2) Keeping in mind what the partnership has produced so far, how can we use the www.livingatlasofquality.ca to stimulate a debate on quality in Canada? Are there other mediums/methods that could be used to further help initiate a public debate on quality?

Themes of discussion:

In discussing the Quality Partnership's knowledge mobilization plan (KMP), and dissemination strategies for reaching a wider audience, our group highlighted a range of opportunities and potential challenges. Topics of discussion included: participatory approaches and decision-making, post-occupancy evaluation, intersection among the university projects, outputs and tangibility, education and training, divergent perspectives on quality, and intergenerational knowledge transfer. A clear pathway to intersection across all 14 university partners remains unclear after our short discussion.

Nonetheless, opportunities for supporting meaningful participation by citizens, student researchers, academics, practitioners, cities, and a wider public were discussed. Adopting a participatory research paradigm was brought up to empower the voices of citizen and student participants, especially as it pertains to decision-making. Post-occupancy evaluations also came up in discussions to challenge the assumptions made by practitioners and academics, and ultimately improve the process. Funding incentives for academic and citizen researchers, such as through MITACS, was discussed as another avenue to empower participation in design-related research projects. Enhanced educational strategies making use of artificial intelligence (AI), computer-generated imagery (CGI) software, and virtual-augmented reality (A/VR) could also help promote youth participation. With regards to dissemination of the Living Atlas Website to a wider audience, one opportunity discussed was improving efforts towards managing various social media accounts and thinking more outside of the academic box (e.g., short/funny/educational TikTok posts). Video and design competitions, as well as training module development, were brought up to engage participants and the general public in conversations on

quality and design. These could even be held virtually, in ROBLOX or Minecraft, to reach even younger audiences – from whom we, as researchers, still have a lot to learn.

Some potential challenges to meaningful engagement in our research and across all 14 of the universities' projects were also discussed. These include the potential misappropriation of power in decision-making, limitations posed by our own disciplinary biases as researchers, a potential lack of replicability in our collective approaches, the problematization of quality (i.e., examining it once it's a problem, rather than through a preventative or promotional lens), a potential lack of place-based or land-based contextualization in a wider convergence amongst projects, unclear incentive structures (i.e., of benefit to researchers vs of benefit to citizens). The tangibility of research outputs was also discussed as a potential barrier – as less-tangible outputs might receive less attention. These could include outputs such as participant empowerment or the relationships and trust that are built. Regarding making changes to the Living Atlas website to reach a wider audience, some potential challenges were discussed. These include the current heavy academic focus, rather than one that is centered around social media development and public outreach, which requires time, money, and expertise. The question that was brought up was how participants or non-participants would be drawn to the Living ATLAS of Quality website, and how can they engage with it in a way that makes sense to them. Lecture-style presentations without timestamps or key sections highlighted may not be able to reach audiences beyond academics. Lastly, it would be helpful to provide a supportive platform to enable debate of contentious ideas among project partners. Without it sparking a national debate around quality might be a challenge.

6.2. Detailed Transcription of the Workshop Discussion

Participants

Speaker 1 – Panos Polyzois
 Speaker 2 – Marc Fournier
 Speaker 3 – Doug McLeod
 Speaker 4 – Langevin, André-Ann
 Speaker 6 – Johnathan Jucker
 Speaker 7 – Sarah Huxley
 Speaker 8 – Robert Wright
 Speaker 9 – Laura McBride
 Speaker 10 - Maëlanne Armstrong

Time, Speaker ID	Transcript
00:01:49 Speaker 3	OK, so I think these the objectives for Cafe #2 are kind of important. The overview of notable outputs, a shared and clear understanding of what an output is. Define discussing how the defined outputs contribute to the overall objectives and of reflection on the best methods to fuel a public debate on quality. Let's see the areas of the KM knowledge mobilization plan that are too weak at the moment. Based on the answers given to the previous question.
00:02:59 Speaker 2	I'll just duplicate [the] screen.
00:03:24 Speaker 3	OK, so Rick, explain the objectives of the session, then go over the four sections of the knowledge mobilization plan. Make sure everyone develops a shared understanding of what an output is or should be OK.
00:03:40 Speaker 1	So I guess these are examples. And maybe we're supposed to comment on how our projects fit in with this.
00:03:50 Speaker 3	Does anybody want to start? Does it everything? It seems self-explanatory what this chart is all about. These are the outputs and they include all sorts of different things. Does anybody have a like a great example of something that their group has done?
00:04:04 Speaker 1	I can. I can start by talking a little. Is this on? Yeah. OK. I could start by talking a little bit. Reading through this. I see here at the bottom collaborative and or participatory methods and I find that's a big part of our research project which doesn't necessarily have you know this actionable directive framework yet in our in our road map. So we're still in the process of developing what entails an outcome in that sense. But you know this is very important. The collaborative and participatory methods and especially when you're getting different stakeholders, right holders, youth, academics, practitioners all together and to share ideas that we have to make sure that it's not just getting people in a table and listening to the others, but rather, you know, following some form of participatory paradigm where people can, you know give their input and make sure that they have decision making power in the in in as well and so it goes beyond just participation. It goes, it goes further into decision making and being part of you know, the research development, the project development from the beginning and through all stages until the end. So that that's really what the goal should be in practice it's a little bit more

	tricky, but, and there are barriers in that as well. You know, we always assume there's harmonious, you know, collaboration across all these different dimensions and groups, but sometimes it can get a little bit sticky and yeah, that those are my comments for now.
00:05:36 Speaker 3	Anybody have one that they'd really like to flag?
00:05:40 Speaker 7	And I can just mention again the post occupancy evaluation that we did on our side, which I think goes into that same category as well, and will be an interesting output for the project.
00:05:56 Speaker 6	So one interesting thing that we're doing is having some of the community partners like from the NGO's on the Calgary site come and Co teach classes for undergrads and graduates at the UFC.
00:06:09 Speaker 3	Was that right? Can you give us an example?
00:06:10 Speaker 6	Yeah, we have had someone from an organization called Podesting. I don't know if you remember Nabil from the Calgary Convention and so they have been talking about accessibility in design and as part of the curriculum for grad students in architecture.
00:06:35 Speaker 9	So he was presenting to the students or?
00:06:38 Speaker 6	Yes. Yeah, him and I can't remember the name of the other fellow in his organization, but yeah.
00:06:47 Speaker 7	We also did that at the University of Montreal, but more in terms of, like I was invited to comment on students, projects that were touching on those issues of special needs.
00:07:03 Speaker 3	Anybody else have a an example that they want to share. I will share that .. um .. I will share that our research assistants have done a tremendous job about building up the inventory of information and data about rural and regional communities, which are sadly often neglected in the big picture of what's going on. So, they've been going out and connecting with people. But I would also say it may not be on the list, but building the trust of Community member is probably the most critical thing and the most difficult. We got a grant from the Alberta Real Estate Foundation. I will share with you real estate foundations have very deep pockets and the Alberta real Estate Foundation will give out chunks of 1/4 of \$1,000,000, probably with less work to get that amount of dollars from many other grants, so I'm simply sharing with. Check it out in your in your province because you may find a a very interesting source of funding, but they gave us 1/4 of \$1,000,000 and we we thought, oh, this will be easy. We'll the communities will line up to work with us. Well, no. We had such difficulty finding. We wanted to do 5, but we ended up only getting four who actually had the capacity and the time to work with us. And since then we've built up better relationships with them and the QBU has been really useful. That's, you know, the mayor of Athabasca is here as part of our team. One of our ... Henry, who you might know from our, our shop has got a grant from the ARF to work with the town of Sundry on aging in place. And Twyla who's here - she's with the Samson Cree First Nation, and she's building a relationship there. But we're talking about years ...that it takes to build up these relationships. So relationship building, I would say, is a notable output, but also a time consuming one. Can we throw these things? I think we can (joking)
00:09:00 Speaker 1	Yeah, there shouldn't be.

00:09:04 Speaker 2	Yeah, to this question of gaining trust, I think I can speak a bit to our methodology because we're working directly with users and people who live in the buildings that were surveyed. And so we've leveraged a methodology that Parkdale Land Trust used with ERA architects a couple of years back, they did a study of multi unit residential in Toronto. And what we're doing and we're trying to do is have one community based researcher inside every of the buildings that we're surveying to kind of get this foot in the door and have the input of these Co-researchers coming up with the solutions and analyzing, analyzing the data also so that it's not only an extractive activity... that we're kind of collecting data that we're done analyzing, but that we're implicating those researchers within the the thing. So I guess that's probably a methodology so that probably goes into the new knowledge kind of section. So to Point 2.
00:10:17 Speaker 3	Excellent. And I just emphasize the idea of not being extractive. Extractive has now become this really powerful word that we see so many projects no matter what they are, are either extractive of data, extractive of financial resources, extractive of resources, and they don't put anything. Back into the community. So how do we change that? I think is one of the really critical aspects of.
00:10:41 Speaker 2	Yeah. And maybe a more marginal level. We're also remunerating the people that contribute and do the surveys. So not only do the researchers have a salary for their work, but the people that answer the survey also get a financial contribution.
00:11:01 Speaker 3	Panos... if I could bug you because Veronica from was in a session with, I think Shawna from University of Manitoba. And she was talking about a really interesting kind of structure that you guys are putting together with Mitacs to help fund some of the students to ...
00:11:12 Speaker 1	Yes.
00:11:15 Speaker 3	...participate in kind of learning activities as well and then financing this. Can you? I don't have all the details, but it's fascinating
00:11:22 Speaker 1	Yeah, there's a where ... we're working with York Factory First Nation and actually in the process of, you know, putting all these ideas into action in the sense of, you know, building homes in community for community by the youth, so getting the youth educated, trained in carpentry, plumbing, different skills and you know, so they can actually be the be those that build their own homes. And when they're in charge of that or and they're centred in that, you know, their perspectives aren't just, you know, extracted to be used by professionals and however professionals want to use it, but they're actually there at the forefront. They're the leaders. It's actually led by them. And another big part of that is that we're in the process of building a new school there as well in the in the local community. And that's supposed to be a school for building homes and for learning carpentry and plumbing, so all housing related education in the local community. And a big need that you know the community had let us know about is many of the students don't want to leave their community to go to school. They have things in community that they have to deal with. They have families, they have kids. They can't just leave.. A lot of them times they, you know, they'll miss out on opportunities that may be presented at sometimes like to get to university, they just can't so... A lot of times they just stay in community and may not have those opportunities, but they want to be close to home. They want to be in their home, they want to be, you know where, where where they grew up and where their families are from. And so bringing those kind of you know institutional

	<p>resources to the community and making sure that it stays in the Community and you know profit profiteering doesn't happen in the same sense as, you know, outsider, outsider, corporate, corporate. What is the word profiteering and all this kind of stuff from outsiders and not giving back to the community? Now keep it within the community and and that goes away in in a sense, and you know it's it's iterative. So, you know, maybe the 1st house they build in in their new school may not be that great quality wise. Like if we're going to evaluate it as engineers or architects. But it's a learning process and you know, maybe the 2nd house, they learn from the the mistakes they made from the first house and then it keeps getting better and keeps improving. And I find that they're very open to ideas, and that academics are pushing and and working with them on and usually it's just about knowledge sharing and mobilization and. And you know, working across these divides and and not being afraid to share our knowledge and not being afraid to hear what they have to say. And yeah. So it is MITACS funded and also CMHC is funding the school and it's a gigantic project which I'm in the midst of. And actually I missed an important meeting. Just to be here. So it's actually at the same time so, but yeah, we're in the process of that and it's a it's a big deal, but we're just a small team. So it's it's we're kind of out of our ... of our league a little bit on it, but it's, you know, we're we're doing our best and we at the end of the day, that school will be completed, I think by next year. So it's going to be a big journey and looking forward to taking part in that to moving forward.</p>
00:14:40 Speaker 3	It sounds amazing and does everybody know what MITACS is?
00:14:41 Speaker 1	Yeah.
00:14:43 Speaker 3	<p>Just. OK, so a few, like, some time ago, I think it was actually out of Simon Fraser University. MITACS used to say, Stanford, something like mathematics institute technology and but then it became a thing where any employer could get the salary of half research you're paid for. To. I'm not saying this particularly well, but imagine they would give a researcher about \$15,000 every three. And my tax would pay half of it and the employer pays the other half. So, you would get a full time person for half the cost and as long as they were working on a research project that was OK. And then it kept expanding. And so people have been hiring students like the students here to work on really interesting projects and then getting them some real interesting experience as well. So if you don't know what my tax is, it could be a source for just about everything we're doing here. And I'm not saying. They give it out, you know, like without consideration. But it's not that difficult to get. And so we've had Barry Jones, who's an architect, he was actually working on his PhD at the University of Calgary and the Doctor of Design. And he hired two of our students to work with him to do some of the work on his PhD. So, It worked out really well for him and really well for them as well. So MITAS is a source for all of the things that we are doing and we should take advantage of it. So, but this is an extraordinary thing to to to think about, but are there others?</p>
00:16:23 Speaker 4	<p>Thank you. I hope I will explain well what carton is doing and with that charge. So we are doing a lot of things that can be checked on that list. So we do case study, we go interview owners. People I did project in adapt reuse and to know what was the barrier, what was the driver, what it did that was easy or less. And so we learned from that. And after we are.</p>

	<p>Doing workshop, we did a workshop in collaboration with cap in the at the NTC conference, so it's a lot of very specialized people, but we did decide a lot of the thing. Insurance, people, policies, maker, architects, engineer name it so that we asked question about their point of view. Maybe more generally it was more open, not exactly on adaptive reuse, but we got a lot of information through that, and with all those we can came to conclusion that yes, we see barriers and we go talk to city of Ottawa and we match the policies and they see that is also this is barrier to adapting rules so. True that I think it's. I think it's something that we do and we do this termination too. So we take lesson learned from that and we do presentation through the students, through a professional, through any organization that fit our purpose (inaudible)... we try to go and make people talk about those barriers and why what and where it needs to be changed and we are starting to do some tools like maps, data and adaptive reuse projects... So one voluntary adaptive use project two goes check residents when you actually decide to take those project, and another maps that we want to do for the city of Ottawa, the vacancy of projects to promote those places that could be transformed.</p>
00:18:40 Speaker 9	<p>Just more of a comment because I'm not working on a project but. I was thinking of outputs as like tangible things, but when you said an output is building trust, they can also be more intangible. I guess not just like a document, but someone uses so...that was eye opening for me.</p>
00:19:04 Speaker 3	<p>Well, I actually have a kind of a question for you and for Shirley, because you work with particular communities and we need to be more. We yeah. Usually I can actually speak without a microphone in another room and everybody hears me. But because you work with particular communities, what could we do, particularly as academic and educators? To help you and I'm thinking of things like... we've been doing these really interesting experiments with a company called the Ametros Learning out of Toronto with artificial intelligence. So we have a micro credential on energy efficiency and you play the role, for example, of a facilities manager and the building isn't working like what it's supposed to, so you have to you, you type it in it's all text based, but you type it in and you ask questions in order to figure out what's going on. But what I'm wondering about is... would chat bots, who would you know, say you're a student working in the middle of the night and you don't really. You haven't done your work on accessibility. Would a chat bot who could tell you like for example, what's the slope of a ramp? What do I need to do here? Would any of.. would... could those things help?</p>
00:20:21 Speaker 9	<p>I think I think it could help. I mean everybody's lived experience is a little bit different. So that sometimes gets complicated, but I think it could help in just opening the perspective of what to think about [like] "have you considered this? Have you considered wayfinding ... considered lighting or colour contrasts" or you know, whatever it is. So I think it could help people see different perspectives.</p>
00:20:58 Speaker 7	<p>Yeah. Likewise, I think like the, the more different tools we have and we are going towards those models of AI and chat bots and getting information through those. So yeah, I had, I hadn't considered that like those questions could be asked to those tools, but. Yeah, I think so. And I because we don't always have... like we're here as sort of experts or representatives of like communities needs. but I mean, it's amazing that I can be here for three days and share that. It's like not all organizations have those resources to .. Like, we have so much work to do, just doing what we do, so like sharing it and getting other people to know about it....</p>

	like that's, for so many, it's just like "I can't even think about that right now. I don't have the time to do to do that. It's not in my mandate" ... and that's why people work in silos and do their own thing because I have, people don't have the space or the time or the resources to share so I think that would be sort of a way to get that conversation going.
00:22:08 Speaker 3	Because it's not that expensive. They do an AI-based experience for us for about 10,000 others. I suspect, if we wanted to put the full accessibility sort of database in, but it is. I know I sensitive to what you said, it's not just the rules. It's more than it's. Sorry, ..it's not just the rules, it's also the experience. But we could at least get the some of the basics in, and if we really wanted to mobilize knowledge and also draw attention to the project, if we had some chat bots like on accessibility or on designing for the spectrum, and we made them free, that would probably be money well invested - and I think Ametros would be more than interested in working with us. So I'm just sharing that one.
00:22:55 Speaker 9	And once they say, once you see barriers, you can never Unsee it. Like you know that's a barrier now. So I think that would be really valuable.
00:23:11 Speaker 2	I just had the follow up question about that. You mentioned the certification that Rick Hansen Foundation came up with. Is that certification available publicly to designers?
00:23:23 Speaker 9	Our rating surveys, I'm sorry, our rating survey is on our website, so you can see the whole survey and what is being considered when professionals rate buildings.
00:23:38 Speaker 2	Because that's an incredible output. Also, to help designers actually consider it a bit like you were proposing with the chatbot, but it's just and kind of.
00:23:42 Speaker 9	Yeah.
00:23:53 Speaker 3	I know Henry's saying it. I know that Henry saying at our organization he took it and it's a very thorough and good course. So. But you're also working with the RAIC, are you? Is that online?
00:24:06 Speaker 9	We are working with RAIC. They're incentivizing architects to take our course and there's a \$200.00 incentive. Yeah. So, we have, we have three different courses. One is more of an awareness for organizations. One is a four week, it's called a foundations course, where you learn about the built environment and barriers, and then one is an 8 week course where you actually become a designated professional and you can rate a building... you can rate buildings as your job for organizations for different and looking from a lens of, you know, not just mobility. That's where everybody goes. But for vision, for hearing for neurodiverse individuals.
00:24:57 Speaker 8	So the issue around chat bots I teach a course in AI and generative design is this. It's really good at existing knowledge. So if you have reports and things you can file in, you can make all sorts of models on them doing what it's really bad at is like reading building codes, reading drawings, anything that has to do with symbolic logic or the relationships of things in space. So the problem is and this is like there are people now working trying to crack this and stuff like that, no one's been able to make that transition in the way that we look at a drawing. And you, you would look at a drawing if you had lots of experience, especially in, you know, in, in, in, in adaptive reuse and all that sort of stuff in terms of accessibility, you would look at it and say "Well these are the relationships we're looking for" ... But a large language model cannot look at a symbolic logic and know that line meant means a wall. You and you and I can carry that automatically with us. To say, well, that's the wall, and there's the doorway.

	<p>But there is no, it's not like the alphabet or existing models. There's no language of drawings that can be actually interpreted in in that particular way. So it's one of the real constraints right now in terms of what they can do. So what I'm saying is it's really bad at context because it doesn't understand context, particularly in a symbolic language format. And this has been a, this has been a real struggle. So it's kind of like, language models are built from libraries of billions of billions of pieces of information. I think the Mid-Journey and all those ones use a database which has over 5 billion images in it, that have been scraped from the web. So one of the things I was able to show at the school, if you think you know you don't want your image scraped, well, every everything, let's say, the Daniels faculty that's ever been on the web is actually sitting in their database. Every picture of every class, every picture of everything they've scraped it. They've been doing this for 10 years in terms of doing it. So, The thing is, if the library is the as the key indicator. So if I have all the books in my office and I scan them all and put them into the database, that's what the database would be reliable on. So, we're at the point now where existing information is accessible, so that's why it's so good at biology and plant names and all that stuff because, you know, biologists been doing that for years. It's terrible at contextual information or prediction. So that's just real weak real weakness now. And so this is the thing that they're struggling with. So, we can reproduce what you can do manually in a lot of ways the information you want to create, [but] we can't put it in context of a somebody who has a problem with this building is trying to figure it out.</p>
00:27:28 Speaker 9	<p>Yeah, I wonder if there's technologies like virtual reality sometimes where you could actually see barriers or there's some kind of, but I think technology is an interesting avenue to help.</p>
00:27:46 Speaker 3	<p>I actually agree .. the virtual reality, the opportunity of virtual reality or augmented reality to simulate experiences of would be really, really powerful so that you could, it's possible to, kind of restrict what a user can do within a virtual environment, so if you wanted to simulate a mobility issue, you could probably really do that ..and a shared experience – I mean all of these things cost money, right – but there's fourteen schools here, and if we if we think about things that we could do together, and share and make them open educational resources that everybody could have, then all of a sudden it becomes much more possible. And so some we should think I would encourage you to think big. Even in terms of neurodiversity, I think we could really start to give people a sense of how to experience the world differently. And so it would be some of these things would be quite interesting I think. And we should explore them. And that allows us to connect with a whole bunch of different disciplines as well.</p>
00:29:04 Speaker 4	<p>It's a very small comment.</p>
00:29:07 Speaker 3	<p>You take that one, you take that one (microphone).</p>
00:29:09 Speaker 4	<p>I think the work that you do, it's really great and I think we need more awareness and in general population, but also in architecture more like I just start my master. I finished my first year and I start to get “yes I heard about noise control” and things like that. But at which point I consider that as a problem and something that can impact someone? Just that year and it's because it's in the trend of the lecture in the moment, accessibility and things like that, but thing we need to do a lot of work before getting to the technology, people need to think “Yeah. Did I check my noise control, the</p>

	light control did I did that” We don't have that reflex anymore. So before getting .. asking [others] to answer those questions, we need to ask them for ourselves and have the reflex to do it. And it's not. Yes, probably your population you are working at have really specific needs that general population don't, but I think it's just enhance the quality in general. If you do noise control it, you do light control. We all like a nice light. It's not just we should not start to consider it those characteristic when it's become a problem. [Instead] we should try to consider it before and enhance quality for everybody, add more bench, add more shadow, add more light and name it. But yeah, it could come way before.
00:30:36 Speaker 9	And then I read a stat there was like one in three have a neurological condition. And I know that we have 64% of of Canadians either have some kind of a disability or they take care of or live with someone with a disability, so it's not a minority and it's something that's helping everybody. So, I think just culturally, educating ourselves like that will help.
00:31:09 Speaker 3	Please.
00:31:10 Speaker 7	Yeah. So many points. Yes. So like I 100% agree that like there are many adaptations that you can do for neurodiversity that just benefit everyone, just appease everyone and, maybe neurotypical people, but also like people who have attention deficit disorder or other issues so definitely applies. in terms of virtual reality. There I have seen some that exist for autism that represent like certain like that that the hypersensitivities to the environment. I've seen some in Quebec, so there weren't French, but still like the visually you can do a lot with the you know CGI and all those visual manipulations to really get that that experience. And, yeah, and then I'm also opening a new door where. Yeah, we're talking about, like, teaching and what we're the work we're doing here and not like knowledge mobilization in those platforms. But I think there is. Yeah, there is work to do to get the greater public to get that awareness of these issues. I have so many things to say. It's getting jumbled up, but. Yeah, and it's a bit like Jean Pierre was saying. Like. We we're getting an understanding of a project after three years, but like every time someone asks me so. So what are you doing and how effects and I'm like how like where do I start? Where do I start to explain this whole project so. So, I think there's sort of opened it up and I think we have to narrow it back down in a way. And then, yeah, and then in terms of like the knowledge mobilization plan, one thing that like we have in our favor at the organization I work with is that our founders are very well known within the province like their public personalities. And that was their goal to sort of shed a light on an issue that needed their spotlight. Be like, hey, “adults with autism, they're not that cute, but like they have needs” so like, let's help them out. And so that also comes with like press like presence in the present in the media. So like over the past couple of years there's been articles about neural architecture and about adapting spaces to special needs. I think that's like because not everyone will seek out that information. But if it's in your morning paper, if it's on your tablet when you open it up, then I have people like, Oh yeah, that's true. Those things are important, and everyone knows someone with autism or knows someone with a disability. So I think getting on those platforms is also important.
00:34:07 Speaker 3	Thank you. Anybody have, we're sort of ranging a little bit around, but I think this is really good because people are talking about some fascinating ideas. Is anybody else have anything that they wanted to share? I'm going to pick on Panos again, then. You guys gave a presentation and you

	taught. Manitoba gave a presentation and you talked about your mobile design lab, and I am fascinated by this idea of something that can, you know, move outside of major cities to visit rural and regional communities to talk about.
00:34:38 Speaker 1	Yeah.
00:34:47 Speaker 3	Design could you maybe expand on this?
00:34:49 Speaker 1	Yeah, I can speak a bit on that. So it comes back to that idea of, you know, being in place or being in the place of the community and not having, you know, all this expert knowledge and academic you know. Hierarchy and everything located in the cities, but rather you know, shift that balance, shift the power balance and bring things to community which is not something people would typically think of. Like why would you bring a university to a town of 300 people like it doesn't make economic sense or why would you need a lab in the community? Or why would you need to? Bring design onto the land, for instance. Why? Why can't you just do that in the library at University of Manitoba? And a big part of it, from my understanding, is this, you know, connection to place and connection to the land and connection to your history and your family and understanding that you know, knowledge, mobilization and knowledge, you know Creation Co creation and well-being in general is something that is centred around place rather than something that is just in the cities, so I can't speak too much on this mobile lab. I haven't. I'm not personally part of that aspect of the research, but that is, from my understanding, there is there there's a lot of key importance in land based learning and being on the land for instance rather than just having it written down because it has to do with those experiences has to do with those that relationship building has to do with that human connection beyond just information. So when I'm when we're talking about the AI for instance. And you could get all this written information through an AI chat bot to maybe spark some ideas in our own mind, but I don't think it could take the place of those human connections, that connection to the land, that connection to place, because that's where the knowledge actually is embedded. And that was something I was told or that I learned as well. It's like all this knowledge is out there. It's actually already embedded in the planet. It's embedded in nature. It's embedded in place and in land and it's in in stories. In in our, in our history and our family tree. And it's not just something that we. Can just like read on a chatbot necessarily? Maybe it's not something that can even be put into words. It's something that is just felt and understood through that experience and that's one of the reasons why it is important to you know shift this understanding away from, or shift educational, the concept of education, away from classroom settings and away from, you know, conventional approaches, lecture styles, exams, things like that, because that doesn't work necessarily for everybody, and it may not actually get to the bottom of quality challenges being faced by certain folks. Marginalized groups, for instance, that may not have their voice heard. So yeah, those are my thoughts on that.
00:37:39 Speaker 3	Do you know what what's in the lab like? It's a it's an architectural. It's an architectural design lab. I think that is something Sean Bailey that he plays a key part in that. Unfortunately he couldn't be here in this project, but he we had brought all his students over to Kanora and they actually took part in this.

00:38:01 Speaker 1	And I actually haven't taken his course in that I'm not an architect myself, so. But yeah, that's his whole course is kind of like taking it's taking away from this traditional or this conventional concept of classroom and rethinking what that should entail. And that goes beyond just like the information or the data or it's not something that you could just extract from directly and, you know, put on a piece of paper. So that's my limited understanding of the idea. Sean might have more answers for you. I can give you him, your contact. And Shauna knows a lot about this as well.
00:38:37 Speaker 3	I appreciate that, but I I've just it sort of it's fascinating possibilities. I mean, if we had a mobile facility that could move around Canada and could give people a VR experience of different kinds of environments, it might be absolutely, you know, fascinating to see what might result. And you know, one of the things about it is. We realize now in education that that really the training of an architect. Sort of starts when they're 10 years old or when they starting to think about careers, and at that point in time you might be able to make a huge impact on a young person's life if they have the right experience, that sort of excites them about architecture. And I will share with you, this will show how old I am. But when they had Expo 67 in Montreal, it was. It was like a revelation to me that there was a profession that actually made these things and that you could be part of it. So you never know the how we might be inspiring people. And I think that's for this project. That's where we have to start, not when they're in university, but rather when they're starting to think about careers, how can we excite. People about architecture and planning and the related arts.
00:39:50 Speaker 1	And that does start at a young age. I mean that interest, that spark, that inspiration, is something that you know, can develop into something amazing down the line, and so capturing that early is very important. And you know, I know that's one of the challenges is like, how do you get youth involved, how do you get children involved in these things and maybe they don't have any interest. But that's where it really is important to get to get. The people on board and thinking outside us of our own adult ways of thinking as well, and getting ourselves into their shoes is maybe a bit of a challenge because I mean, we've all been kids, but it's hard to remember some of the, you know, being a kid. I even forget some of it. And you know, children and youth have a lot to say, and they have a lot of knowledge. And us as adults, may not always think that way. We may think they're the ones that need to be educated, but sometimes it's the other way around.
00:40:48 Speaker 4	Yeah, I know I don't have children myself, but what I heard from critics and from parents, it's still have a way to discover the word and see the word as we kind of lost it. With music, they see things, the poetics of life or the play or they don't go to point A to Point B takes we experiment the travel and they have a lot to say by there and stand of being a children. So yeah, I think it's we can learn from them for sure.
00:41:20 Speaker 6	I just want to say, and I don't know if this is the case at any other universities, but University of Calgary offers a lot of summer day camps for kids, and our faculty has a couple of different ones that that we like design camps. So, I'm going to suggest to the people we're running that that. These kinds of things get incorporated to, to Brian, to, to kind of do that. That's a really interesting idea and it's a. Kind of a good way to get that going with kids whose parents want them to be in a design camp. And I I will share with you building on that there's things in I know in Ontario and I know in Alberta they have dual credit programs where a high school student can take a university course and get 5 credits towards their high

	<p>school Diploma 3 credits towards a university degree and it's no tuition. It's all free. So, we do a a similar like a boot camp with Edmonton Public School Board where they and it's actually face to face. They do our first design studio and they get credit for it. And so this is a wonderful opportunity to get them interested, but I wish we could go back even further to when they're younger, to do activities that would be of interest to them. And, sometimes, the giving of a gift can be an incredibly powerful incentive. There's an education system, called the Froebel system, which was developed in Germany in the 1840s, and it consists of a series of gifts that the child gets as they progress through. And it's most ringing endorsement is that Frank Lloyd Wright was trained with this and he actually said later in life: "They Live Today in my fingers" he said. These gifts were so important to him that he still. They're still in his, his, and he said his fingers. Because that's where he he situated the learning and it's a really powerful.</p>
00:43:22 Speaker 4	<p>It quite makes sense more as a joke, but if you ask architecture, then if they play Lego when they were a child, it's like 90% and more. So I think you have memory of children to doing Fort with cushion and I think it's really starts young the needs to create an environment and create spaces, but for sure it will be enhanced by helping child to discover those things, but it starts so young with blocks, legos and like at two or three years old I think and drawing and see the world and exploring outside. So yeah. Probably a children living in a white condo without seeing outside without Lego won't become an architect by instinct, but someone that grew up moving stuff, building wood sticks. Castle or name it can. I think it really you learn.</p>
00:44:20 Speaker 10	<p>I will share something because my experience with education is a bit different. I was home schooled for most of my life and my parents put a lot of emphasis on us, my sister and I, on trying a very, very wide, very, very variety of things in a whole bunch of fields so that when we decided to get back into the teaching system, the traditional teaching system, we had a really good basis and understanding of what we wanted to do because we had tried so many things. And I think it's very like it's a great gift and it'd be cool it was implemented in the schools in the more traditional sense because I believe it's the greatest gift that they gave me up until now. And yeah, that's it.</p>
00:45:08 Speaker 3	<p>So what's their particular. was there a particular incident that made you want to? Sorry. Was there a particular incident that made you want to study graphic design? Was there something you remember?</p>
00:45:20 Speaker 10	<p>Yes, so reading very important in my family, we read a lot, and they read to me a lot of children's book and I read a lot of encyclopedias also as a child because to me it was like a children's book, but higher level because it's structured the same. And so graphic design, it's one of the things that you can do, you can specialize and go and illustrate a scientific book. It's where I'm going later down the line. And it's really what made me interested and I took a lot of art classes from pottery to drawing like it was pretty wide. And yeah, all of those things kind of formulated into graphic design at the end of the day.</p>
00:46:00 Speaker 3	<p>Interesting. Sorry the I'll. I'll bring us back to the questions. Let's see what we got. What outputs are coming from your research site and where would they fit into this knowledge mobilization plans. OK, I think we've covered that one. Are there areas of the KMP that are too weak at the moment based on the answers given to the previous question, so anybody.</p>

00:46:24 Speaker 1	We touched on that a little bit with this tangible versus non tangible outputs and so I find a lot of these are, perhaps tangible, most of them at least. And they're not missing. They're missing a lot of the ones we had brought up, which is like inspiration inspiring the youth, building Relationships, building trust, participatory processes that, you know, centre decision making for those that may not have that ability. So yeah, it's almost, you know, it looks more along the lines of, you know, deliverables like a newsletter or exhibitions, pilot projects, policy recommendations. So something that's like perhaps you can put on paper or you can. Because how do you put trust on paper? How do you even measure that? It's something that's just relational, so it's not. You can't objectively say, well, my trust is 9 out of 10 with this community, or 8 out of 10 with this. And so we have to make it 10. It's it's just awkward at that point. So maybe that's one of the reasons where those things are avoided on this because it's not so clear how you would, you know. Get to that necessarily in a measured way. So maybe maybe it's missing some, but maybe it's missing a little bit of a holistic lens in that sense, but I'm not sure if that's just me overthinking it, but.
00:47:44 Speaker 5	No, I think that's good.
00:47:47 Speaker 2	I don't think I agree just because outputs like what you're describing are goals or aims, and for me the outputs will lead you to achieve those goals and so kind of the methodology of collaboration with indigenous youth could be an output in itself. Because it's the means that you're using to get to develop this trust. I don't know if because these are so complicated to measure, I think we need something that's more grounded or more concrete as an output to be able to achieve that. But I don't necessarily think that intangibles are outputs. I don't know.
00:48:35 Speaker 5	OK.
00:48:37 Speaker 4	Well, I don't agree, but I agree. I think is you name the challenge that we are trying to do it with that five year research. So yes we can say like construction quality is quality - you can measure that OK - we got all the data to value to do tests on our buildings. But what we try to do with quality is take intangible feelings and understand what make us feel good or bad and making actions so we go in the good direction. But it's quite a challenge to understand intangible value and feeling so and yeah - you cannot put a number on trust. I think you can. This is hard to something I find hard with research it's like you get an understanding of what you're looking at and you kind of know, but you need to have numbers and really specific things, data ...and it's not always easy in architecture to do that. It's probably more easy in science or in in labs, but yeah, that's the challenge to come from your perception to go to action, to make it change. And we try to research it right now so.
00:49:53 Speaker 3	Are there other points on this one please?
00:49:58 Speaker 8	There are many techniques for qualitative versus quantitative assessment, which is something that we should bring to the table. I mean and we know social scientists do this, they do surveys, for example. They don't care what the what their values are. They say on a scale of, you know, high to low where do you feel about this sort of thing? So there are methods of doing that sort of thing. I think one of the things that's really important when I look at all those, that beautiful work that's in the room is I want to know the methodological approach to that. So. And I I look at, let's say,

	our work, and I and our maps and stuff, I would hope that somebody would be able to look at that and say if I wanted to do this in Montreal or Laval or Ottawa, what is the process by which I would have to go through.. like what databases do. Did you access? What information did you create on your own or and things like that? Because I do think that that's an important part of this thing. If these projects are going to intersect, we need to be able to give, you know, they talk about toolkits or whatever, but we need to. People need to understand ...because everything we do has a bias in it. I'm a landscape architect. I look at the land, I start at the surface, everything I do has some form of bias in it, but somebody else looking at my work would say, oh, that's interesting. If I change that perspective, that would be I could begin to examine something using this same methodology.
00:51:17 Speaker 3	Thank you. Other points please.
00:51:20 Speaker 9	So maybe the output is the process and not so much the finding being documented, yeah?
00:51:31 Speaker 8	But it's it's kind of like looking at a car, you you know how it was assembled, right? You want to know how it was made so you could evaluate whether it's useful to you or not. And in terms of that, because that's, you know, we're really realizing that each one of our disciplines we have, we have ways of doing things which we just accept. I always tell students they're, you know, if you're at a university, you've just been institutionalized. You know, they don't like that vision, but it's true. We have a kind of a dogma and approach and we're trying to teach them professional. But that comes with all the sorts of things in history that that have applied. And of course, what students are good at, particularly when they become graduate students, they go like, you know, I don't think that assumption is correct. But then what changes? So you need to know how things are constructed to be able to change them.
00:52:16 Speaker 3	Thank you. The one thing I wanted to add is when we're looking at our knowledge mobilization plan, is there things we could do to embody some of the qualities that we you would we we've been talking about? Is there aspects of our knowledge mobilization plan that could build trust? Is there ways of doing things that we might be able to do better in that respect? And one of the distinctions in in the way things are done with the knowledge mobilization plan is it push or is it pull? do you have to go someplace or do something in order to get the information or does it come to you? At the moment the living Atlas you have to go there and if you don't go there, you won't know about what's going on. Is there ways that through, say, Instagram, we could push out information that today we're going to do a common integrated seminar on subject X ...or so, and so is going to be giving a lecture today and everybody can attend. So, there may be ways that we do the same things, but push them rather than pull them.
00:53:24 Speaker 9	Just adding to that, I think also because this is such a complex project, putting it in language that's accessible to is important to be able to incentivize people to contribute. Because right now it's kind of like what is that? I don't know if I should. And even really know what it is. So "how can I contribute" kind of thing so?
00:53:50 Speaker 3	Academics speak are two of the most terrible kind of jargon ridden, and you put them together and you just get a old man. It's. Yes, we sometimes talk in a language that no one, not even ourselves, can really understand. So, we yeah, we do need to speak to speak in a better, more accessible

	way. I'm also cognizant that it's just three o'clock would people like a break few minutes? Or do you want to keep going?
00:54:18 Speaker 5	Sure.
00:54:19 Speaker 7	OK.
00:54:21 Speaker 3	OK, let's have a 5 to 10 minute break and then we can jump back into it. But I think we're doing well.
00:54:28 Speaker 1	Are we supposed to comment on (this sheet)?
00:54:29 Speaker 3	But this shouldn't be too difficult, and I told Dimitri when I saw him that we wanted to buy a semi trailer filled with a VR experience and he said he has Jean Pierre's credit card.
00:54:41 Speaker 1	So we're good! (jokingly)
00:54:43 Speaker 6	That's the idea number one, that's why.
00:54:44 Speaker 5	Right.
00:54:45 Speaker 3	We just spent \$30,000 on a.
00:54:51 Speaker 7	Just 30.
00:54:52 Speaker 3	I suspect you're probably right. Yeah.
00:54:58 Speaker 7	That's like a small cry now.
00:54:58 Speaker 10	It's not.
00:55:00 Speaker 3	That's probably Dave would be a very small kind of experience.
00:55:08 Speaker 5	Sure.
00:55:12 Speaker 1	On this document like why, why are there checks for some of the groups but not for others? I didn't understand that. Should some be excluded from? Like should students be excluded from policy recommendations? Well, I don't know, I just mean.
00:55:27 Speaker 8	They're just making, I think, kind of assumptions here like, you know, students don't do policy like we municipal policy. So I just think it's. But I think you could put a check mark or.
00:55:30 Speaker 1	OK. Right
00:55:36 Speaker 8	Not check mark. Depending on what you wanted to do, right?
00:55:37 Speaker 1	Yeah, right. And because then it points to that issue where somebody in I guess at the higher at the top at the top of the hierarchies deciding who's useful for what as opposed to it being participatory, which is everybody's helpful for everything. So, that was just one of my comments about that is you know, so I see some empty spots and I wasn't sure if it's because they feel maybe they wouldn't have anything to contribute to that or is it just maybe they're too busy or some other reason or I don't know, I don't know what the logic is and also the years like some are only doing it for years two and three and then five and then some are doing it for 1, 3 and five,

	but not for 2:00 and 4:00. So I didn't understand the logic behind that is all.
00:56:21 Speaker 8	But also as I mentioned to Douglas, the academics do everything except for policy. So this was written by academics.
00:56:28 Speaker 1	Yeah. Oh, yeah, you're right. Academics. OK, academics can do it all.
00:56:33 Speaker 3	But I think what Mark said about the Waterloo project. They're actually compensating people for their time. Is it really critical so our community members could absolutely be part of the research process, the and the post occupancy studies and all of these things. We could check all those boxes as well.
00:56:59 Speaker 2	Yeah. So the methodology to kind of the consultation with people is actually that we conduct a survey with these resident researchers to help bring responses in and then treating the data but then going back to focus groups with these community based researchers and making them contribute to the creation of guidelines of social housing guidelines for the region and so kind of raising the bar of quality and the social housing guide lines, but aided by the community based researchers and not only through the extraction and treatment of data.
00:57:42 Speaker 3	So I'm going to pull this back to those two points, so we need two ideas. Thank you, Jonathan. Two ideas to make the living Atlas of quality more open to the public, to other mediums or methods that could be mobilized to spark a national debate on quality. Anything occurred? Anybody off the top of their heads.
00:58:06 Speaker 9	When you mentioned the first one, I think why would people go there? People are busy. So, there has to be a really clear communication about how this is important for them and why their value or their voice matters, because people aren't going to go out of their way to contribute things. I didn't know if there was just a thought that came to me when you talked.
00:58:38 Speaker 4	I think everybody on the table really wants to do great quality and what they do, but sadly in the industry, if you work in an office, you know it is. It's like you want to do quality. You don't have enough hours to do what all you want to do. So you need to cut. And after the project is too expensive, so they need to cut. And this is very sad, but we need to promote the fact that quality is so, so important in what we do, because for now it's economy and everything go fast fashion... that the fast fashion, that way.. and we need to counter that by putting awareness in, we need to do something because our building the buildings that are built new right now will crumble in 20 (years). Its quality and the materials quality and the execution, it's quality and the planning. It's everywhere. We need to put time, but we need (push) do awareness in industry for that and maybe incentive.
00:59:38 Speaker 6	This isn't so much of an idea, it's just kind of an observation. Before lunch we talked a little bit back and forth about the big density debate that's happening across the country, and I think that that and the affordable housing situation, I think there's actually a lot of interest amongst the public in some of these matters, of planning in particular right now, that maybe isn't often there. So, I think that this might be a good time and maybe that it's propitious that we're all sitting here thinking about this right now.
01:00:13 Speaker 3	Good points. Anybody, Mark?
01:00:15 Speaker 2	Yeah. To add to that and to contribute to the question you were asking earlier about how do we make it accessible to people because people

	won't go on the platform itself, maybe it has something to do with dissemination into social media or professional organizations. I know Aha, that's based in UBC and U Waterloo for housing alienation has been doing a really good job with their social media presence and contributing into this debate on housing and the housing shortage. So maybe kind of tapping into methods that are more popular to like everyday people and not academics that know that this platform exists, would be necessary to disseminate this and spark debates.
01:01:11 Speaker 3	I definitely agree with you. I think that tapping into, as you said, tapping into popular social media platforms would be a great way to reach more people in a direct manner and really up the profile of quality and Canada's built environment. So I have to agree with you on that one.
01:01:32 Speaker 6	Maybe just a quick caveat though. I know that the social media person in our faculty spends a lot of time deleting kind of unhinged comments. About 15 minutes cities and stuff like that. So, there are there are some doubts, although maybe the controversy is good, I don't know.
01:01:50 Speaker 3	Well, in I know some of the comments can be quite obnoxious, but you know at the same time. I don't know... and this is embarrassing, I don't know if we have an Instagram account. I don't know if we have a Facebook account... That's the problem.. Like LinkedIn is for old people like me, and even I don't find it as useful as Instagram, for example. And seeing really interesting things like, we'd have to compete on Instagram for attention. But being able to show interesting stuff is important. The Tick tock dance. It would go viral. (jokingly – crowd laughing)
01:02:52 Speaker 8	The thing about social media is we switched from a push economy to a pull economy. So, newspapers are us making papers and journals. That's a push thing, we push it out and we assume that people will read those journals or do the thing. The pull economy, which is the next generation that we're dealing with like and you can see this in music right before you had a band, you get a company, they promoted you, you went into tours, you sold albums, and now it's a pull economy. Companies, music companies don't touch anybody until they've hit like 10 million you know, hits on Spotify. So now all these independent contractors, singers and great bands and everything are doing pull, trying to pull you, like influencers trying to pull you to them and then you find them and that's how they we gain notoriety in the stuff. So we always have to think about the difference between push and pull, right? What would pull people to these ideas, that you know that they that we're really trying to get (out) .. and it's your question, I have a good friend of mine when I talk about park design it says why am I here? Why am I coming to this park and what am I doing? You know like he wants to know that not he doesn't look at the design. He doesn't look the graphics he wants you like why am I standing in that space on a Friday afternoon at 4:00. Like, why am I here? And it's a really good question. Why would people be drawn to this? Everybody can agree that we want better quality stuff. Everybody can agree on a lot of the general principles, but specifically, what could we propose that would draw people to us?
01:04:22 Speaker 7	And yeah, and the right people, because I have a friend working for the City Of Montreal, and whenever they do public consultations on like a bike path or whatever, the people who come aren't people who live in Montreal. They're people from the suburbs who want to protect their parking spaces and it's like. 'You don't live here. Like, go away. I don't want to hear from you. This isn't your home.' So. And then on social media, the control over that is nonexistent. But I do like the idea of Jean Pierre on Tik Tok Of

	<p>course (jokingly about dancing). Yeah, like, how can we make sure that the data we get from (them) that it is the right data... like it's the people we really want to talk to and the people that have something to say. Because some people we the people who are asking well, why am I here are the people we want to talk to really because we know you have something to say and it was a challenge in our data collection as well.. in terms of like there are people that I would, you know, right after sometimes to be like, hey, don't like, don't forget to fill out your questionnaire. Don't forget to do this. And then at one point I just dropped it because I didn't want them to fill out their questionnaire and be like (check) like just fill it out really quickly and not really care about what the outputs would be like. We want people who care, who also concerned by the issue. So how do we get to those people in the right way? I don't have any solutions.</p>
01:05:48 Speaker 3	<p>Well, that's a good question. And Rob also raises a good question like it's not just why am I here, but who is it we're trying to attract and why would we do that? And it's we can see some fascinating trends and activities we have. We did a global studio with lectures coming in from all over the world, and we posted them on YouTube and this is a, you know, posting on YouTube is an interesting thing cause then you get to see, well, 'who's watching it' and 'how many people are watching it'. And what we found out was training videos, things that like training in twin motion, the piece of software or how to build your own portfolio. Those are by far and away our most popular YouTube videos. So if there's a how to aspect to it.. But the other thing we we've learned is on YouTube, if you're longer than 5 minutes, you're not going to hold anybody's attention. Are there 5 minute videos we could put up on things that would be of interest to communities across Canada that would they'd want to watch? Like, one thing we've noted is also. Many of our small communities have trouble getting their projects to be what's called shovel ready. In other words, it's ready for building, and they don't know how to do it. They don't have the resources to do it. Short videos on being shovel ready might, for example, get people interested in what we're doing and build that sense of trust – (Like) 'Ohh, this is from the QBE. I've seen their videos before, they're good ones. I'll watch this.'</p>
01:07:24 Speaker 4	<p>I think you gave a really good example of what we can do (well) with social media because I think industry sometimes take media as some something easy and something you can just do in the corner of the table and I was put in charge to, yeah, do publication on our Facebook page or Insta page OK, but it takes time to do something of quality - you need to think about it,... It's a completely new task to do you need to do it often, if you want people to see your post because if you do it once a year, nobody will see it. So my comment is I think it's a really great tools and I think we need to push through social media and dissemination and visualization of our big research or word to get it to the (business) owners and the people that have apartment to rent and say that it's not so hard to take care of maintenance or small things or big things, whatever you want to share. But taking social media and the task to put good content on it is I think it's taken too much lightly by the industry owner and by people that say yeah, do a video. Yeah, doing a good five-minute video. Take resources, time and knowledge to do it. And yeah, I think we need to take it more seriously if we want to reach the goal to touch people for real.</p>
01:08:50 Speaker 1	<p>Do you think that would entail like hiring somebody that has, you know, background expertise in, in this kind of thing like social media relations and all that?</p>

01:08:58 Speaker 4	I think if you want to do a great job. ... what is your goal? Also, do you want to have million followers? Would you want to you know which? Who do you want to try to reach? The how-to video is something that I think is generational I do that; all young people do that. It's what it's our new encyclopedia. It's (how) people build on the knowledge of what people did before. So it's a great, great tool. But yes, I think it's a professional job almost to vigorous that into good image, script, video, Insta post, Catchy word. Yes, it's harder than you think. Yeah.
01:09:42 Speaker 3	The Rick Hanson Foundation has a high profile. What do you guys do with social media?
01:09:48 Speaker 9	We have all channels and the good thing about social media for a nonprofit is you can target people very specifically for a little cost if we don't have big budgets. So we can reach out to the people we want to speak to - you have to pay, but it's nothing compared to like TV, ad or other things? It's not bad. You can do things you can put out things of value to encourage you to get more followers on your own channel of course. We have one full time person managing our social media, you have to have somebody listening ... You have to give it love, right? Make it. But sometimes the less polished we found, the less polished videos actually get attention too. So you don't always have to do like the minute commercial you can do. Just somebody talking in their phone, Casual things that are a bit easier to get attention. And the reels on Instagram are getting way more attention. Because they're competing with the Tik toks that are have huge algorithms and so they prioritize people getting their reels more and the video content more. But it is a pay to play platform a lot because organic reach is going down, but it works, it does work.
01:11:34 Speaker 4	Yeah but if you don't inject money and really put time into it ... you get 40 users you..
01:11:39 Speaker 1	You can go viral but, but good luck everybody's trying to...
01:11:41 Speaker 9	You give it, you have to give it love, but you can be very targeted for little, not too much money, yeah. [We have] about 55,000 across all channels, OK.
01:12:00 Speaker 3	If the QBE could have used something like that, that would be almost miraculous, but I've sensitive to you know, what it does take people ...
01:12:08 Speaker 8	We're going to need Taylor Swift.
01:12:10 Speaker 7	Yeah, but no, but without Taylor Swift there like...like urban planning, celebrities on YouTube and like not just bikes or I don't know, like if you follow those guys but like there, there are probably ways. Like Architectural Digest like do a lot of you know home tours and things like... there are ways. There is a market for videos and social media like around the built environment. And I think it's getting bigger and bigger and the cities and all that like Reddit really adopted like not just likes and that like so there's something to tap into there.
01:12:52 Speaker 3	You have a tremendous advantage. Rick Hansen is a powerful, powerful speaker. We had him at our convocation, and I happened to be on the stage, and I was at the end, there were just tears streaming down my face, you know, because you can't hear his story without being moved by it. So, in some respects, you guys have a, you know, a tremendous personality that also drives things. I sometimes, I'm sort of wondering whether if he gave a small statement that we could share with people, whether that might make a difference too. And just the other idea is, you know, on Facebook, I'm always attracted to the, the postings that are like

	<p>a picture poster that describes some aspect of the built environment I told you about. The one with trees and that sticks in your mind. It's, I know doing videos is very time-consuming and. but making kind of a poster approach that we could post things with an image and just a sentence of text that was relevant to the built environment, like the greenest building is the one that's already built. That's a, you know, that's an easy thing to do. If we did a number of those, I always find that posters can be very, very effective tools.</p>
01:14:18 Speaker 9	<p>Yeah. And I guess is it, is it awareness building about what's defining quality or are we going on social to solicit input for the projects or are we communicating about like what's or is it all of those things like, what is our goal of the communication?</p>
01:14:38 Speaker 3	<p>So almost the point, we want to say is we needed a coherent and integrated social media strategy. It may be you know, it may be videos just aren't in our realm of possibility, but at the same time we could do images, we could do short, punchy kind of text that would get the message out. It would probably be worthwhile for the QBE to devote some resources to making that happen.</p>
01:15:07 Speaker 1	<p>I find a lot of the videos we do have on the website are just lecture style and they're quite long and you know as soon as somebody sees like an hour and whatever minute they'll just click away. And so yeah, it's two. And then it's like, where are the important parts? I mean, maybe somebody can even go through those and (highlight) key sections and that that actually like cause people to reflect and think. And instead of waiting a whole hour and a half watching a whole hour and a half cause, maybe we will do that to take notes for research purposes or to remember the event that we took part in. But I'm not sure how many outsiders are actually watching those entire videos and doesn't seem attractive. You know, just to see a list of all those videos and a lot of them are also like in the spirit of, you know, trying to do good and working together in university partners and they don't. I guess this might be a personal bias, but they don't focus enough and like the contention between different ideas and where common ground lies, and where maybe we don't see eye to eye, and maybe we're not, we're not debating ideas enough. Maybe like Dimitri came in here and he said he or they organized the round tables so there wouldn't be any contention because of what happened in Calgary. So it's just interesting to me because if we're going to talk about sparking a national debate, I mean, maybe, maybe it can start with us having a debate or holding debates, for instance, and having those kind of ideas. And I know, I know, TikTok algorithms and all that love contention.</p>
01:16:40 Speaker 6	<p>So I kind of raised a question that I have like is the living Atlas website, is that intended for this wider group on this project, or is it intended for the general public? Because I don't think it can successfully do both. Whether there needs to be like kind of a back end where people are uploading their stuff and then a front end.</p>
01:17:02 Speaker 4	<p>That that was what one of our worry when we started to do the road map for sure, because we have information for all group user, planner, architects. So for who we do the road map and we try to combine the most action that we can because often if citizens want to do something, the city responds to it in a way, with policies or whatever. So, we try to bundle, but sometimes it's not quite the same action that have to be done. It was a big question: do we do 2 map? 3 room map come in and be more general you know, but (then) you get more complex if we do that. So maybe one thing will be to do toolkits for user owners, user planners. But it's a question that</p>

	needs to be answered definitively. And just to for to come back on the media presence... to go more far. I think in Europe they have the more the culture to speak about, architecture at the table, you know anybody can speak about architecture like this, like they speak about art. We don't. I can't speak about Quebec, we don't have that culture yet, but I see a movement in media to like personality popping like (inaudible) that start to go in the news and every popular media to talk about architecture to little podcasts, like things fun to watch for people. Ohh, just a little 15 minutes on the military house that they probably have seen in their life. It's just cultural things to learn about it like it's not always super informative and super serious. Sometimes it's just to make people attract to architectures. Yes. And it could be like nice we live into it, we see it all the time... People population doesn't have to think so far away like we do. So yeah, make it more fun and just cultural and informative.
01:19:06 Speaker 9	Engaging people in the conversations we're having.
01:19:10 Speaker 4	Speaking about it in the news is the news title. Like you mentioned, they start to talk about neurodivergent architecture. But ...did you remember? 20 years ago, a title in newspaper about architecture planning? It start to come, but I think we should continue to go in that direction and the those kind of personality like he's a journalist, but he's also an architect. I take this man in an example because it was quite successful in the five last five, five years, I will say. But he wrote a book but people bought that book and not just architect so.
01:19:46 Speaker 6	Yeah, I think there's a real idea there and like for YouTube videos or something that don't involve anybody dancing, but maybe like having someone standing in front of a public building and saying like this is what's wrong with this building, like kind of like maybe like Gordon Ramsay in a restaurant or something. And like you could make it funny without necessarily crossing the line to being offensive (joking). Yeah, bringing a student to it. But yeah, I think there are opportunities there to, to be entertaining. That's with your emotions. And amusing because I think like people love complaining about stuff, especially if it's a building that they have to go to or a park or somewhere where they have to go and they can see the issues with it themselves. I think having someone like an expert like, say like 'you're right' like this is a problem. 'This was,' you know, 'not well thought out, or if "it's no longer fit for what is being used for now". And yeah, I think people that could be quite engaging.
01:20:55 Speaker 1	I was going to say something. I don't know if I should say it though. It's ... the student committee actually had contemplated putting together like a video competition actually initially which was going to basically be exactly what you guys are talking about, just like one to two minutes short video about a site or just perspective of quality something just to be different than what we have on the website already, which is like the hour long videos lecture style. So unfortunately. Coming back to this and talking about collaborative or participatory methods, at the end of the day, Jean Pierre didn't like the idea so. He tossed it aside. We didn't. We didn't have any student initiative, really for this event. Because of that, it was a little frustrating to be honest because, you know, we made the decision as a, as a student body, we voted on it. Everything was sound, and we were going to go ahead. We drafted, you know, protocol, everything we're supposed to do. And it just got scrapped. So at the end of the day, it's, you know... maybe a solution here is you know more strictly following a participatory paradigm and actually like allowing committees to make

	decisions on their own and contribute to the project in ways that we might see that others may not so.
01:22:03 Speaker 8	That should be one of. Our points, yeah. Seriously.
01:22:07 Speaker 1	I have to say it though (laughing).
01:22:13 Speaker 7	Yeah. I just wanted to add just a reflection on social media versus other traditional media. Is that like I, I don't want to take away, but we also have a lot more control of message on social like because when we go through a journalist that writes an article and then you read the article and you're like really, that's what you, you know, 'that that's what you understood from, like everything I gave you.' So. So there is that consideration.
01:22:42 Speaker 3	Speaking of traditional media, you know Elsa Lamb, who's the editor of Canadian architect, is part of this initiative as well, and a number of years back, I don't think Elsa was the editor then, but they let us do a special issue on the Canadian Design Research Network, which many of us were part of, so the possibility of having a whole issue of Canadian architecture devoted to quality in Canada's built environment and expressing like people could write different pieces expressing the different points of view. Then we would have a beautiful document that we could carry around with us and share with people. So yeah, so let we might...I'm a contributing editor, Canadian architect, so I might broach that idea too. Also to see well if the everybody wants to, or is interested in that. I'm going to try and bring us back to the two ideas about the living Atlas of quality, to other medium methods that could be mobilized... but I do have to share with you because of what we were saying about dancing is there's a famous quote that says writing about music is like dancing about architecture. So I'm trying to figure out how we could do a meme about dancing about architecture. Let's address the first one do in terms of ideas and I think it's interesting in terms of what we were speaking about. These two points are clearly focused on broadening the conversation to include the general public, a national debate and more open to the public. So, it does imply that we want to move beyond our kind of just set group of people.
01:24:20 Speaker 1	We need to come up with the summary in the next 8 minutes. Basically is what Morteza was stressing. So, we should write something to some.
01:24:26 Speaker 3	So yeah, well, we can, we can do this.
01:24:29 Speaker 6	Well, I mean, I think the special issue of Canadian architect is one idea, and I and I think the other one is basically a competition for a video. ...
01:24:45 Speaker 8	(jokingly) You can put my name behind that. And I do think we should add at the very end, we should have Jean Pierre dancing on Tiktok.
01:24:55 Speaker 3	Well, competitions are an interesting opportunity. You know, if if all of our schools did a competition in particular subject, they were all doing the same kind of program building program, it would be a fascinating thing to see what different people come up with.
01:25:11 Speaker 6	That's already in like that's.
01:25:12 Speaker 3	Yeah, I know. I know. It's there, that's. But we haven't, we haven't done it yet. Well, there was two ideas about competitions 1. The video for what was the video?
01:25:24 Speaker 1	Short one minute video competition on quality in the built environment from the student perspective, yeah. So just to contrast in what is already on the website, which are hour long lectures, yeah and it can be used on social and you know short videos, people will usually watch through

	because they're short even if they're not interested. And maybe there's something in that that could spark their interest. But I know from personal experience when there's like I said before, if it's an hour and a half, I will just shut it right off. I don't have time basically, so.
01:25:55 Speaker 3	But if we could do, if you could make the two-minute or one minute chunk that was sufficiently interesting and at the end say point to the longer video if you're interested in finding out more here you can get the full thing.
01:26:04 Speaker 1	Yeah, true.
01:26:10 Speaker 3	Because sometimes, yeah, you're absolutely right. What in the evening when I'm, you know, just about to go to sleep. I'll look at YouTube, then I'll go. I'm not watching the hour long video right now, but 5 minutes I'll do 5 minutes.
01:26:18 Speaker 1	Yeah.
01:26:23 Speaker 3	So I think these things it's really again comes back to an integrated strategy where things work together.
01:26:30 Speaker 10	You did say two kinds of competition. I have the short video competition.
01:26:35 Speaker 3	And then really a design competition that's run, sorry, design competition ... a design competition for students from across the country?
01:26:39 Speaker 9	Right.
01:26:56 Speaker 6	We also talked about the importance of reaching like younger kids, like kids when they're in kind of a formative stage. Yeah, it could be the same idea. Absolutely, yeah.
01:27:08 Speaker 4	Not giving that competition, but activity in class.
01:27:11 Speaker 6	Yeah. And there are there are well, I mean the Calgary School board is constantly having these like outside groups come in and do like a module of something. Everything from like indigenous hoop dancing to in line skating. Could we develop a module that could be taken to elementary schools and teach kids in a fun way? About building and what you know, what aspects of building their world ... Yeah, it could use Lego or blocks or anything like that.
01:27:49 Speaker 1	So getting the younger generation.
01:27:54 Speaker 7	Yeah, I think it's important to keep in mind because we talked about like the language we use and our language and like, if we really want to reach the greater public and beyond students as well, who are already institutionalized to that language, like, I think we, like, have to ask specific questions like in terms of a contest ... for like kids. And like things that are that are local to them like that are close to them, like and I'm just thinking like for example recently there was a big debate on the Olympic Stadium in Montreal. Should we renovate it or should we tear it down and like the renovation is like 870 million or something like it's something absurd but like people who are like well, no. Like, we should tear it down but. What should be there? Like what will have that iconic, you know like get into a productive and I think that can mobilize sort of the general population to those issues when it's something that concerns them more directly rather than (general) quality and architecture, which can be really hard.
01:28:52 Speaker 3	So do you think we should simplify our language and our message?

01:28:56 Speaker 7	Definitely, and ask specific questions further than like, ... what is quality for you?
01:29:04 Speaker 9	Yeah, it kind of got me thinking like, what's, what's the objective of the communication is it is it simply to... Like what does success look like for this? Is it engaging people in the conversation? Why to we want to get input or? We want to simply create awareness or like, what's the ultimate goal and what would the success look like? I think it would be important (to know).
01:29:36 Speaker 7	Not just. Be. No, I don't want that. No, I don't want that. But. Like what you actually want like.
01:29:41 Speaker 9	We want to get input from diverse people.
01:29:43 Speaker 8	We have to do the two other ones, the. National debate how?
01:29:46 Speaker 10	Yeah, we have 4 points currently. Do you want me to read them?
01:29:46 Speaker 1	It is smart. OK. OK.
01:29:51 Speaker 3	Well, yeah. Why don't you read them? And then live and see what we.
01:29:54 Speaker 10	OK. OK. Well, thanks. So, first is the special issue of Canadian architect with different point of view? 2nd is the all the schools should make a short one-minute video competition about quality from the students body perspective. And then it should point towards longer videos to learn more. And then we have the design competition for students across the country. It's kind of A2 in one that one. Then we have reached younger kids and their formative years. Could we develop a module for elementary school, teach kids about building, maybe using Legos and the Like. And then we have mobilizing the public using specific questions and by simplifying the language.
01:30:40 Speaker 7	Just for the school one. Can we add like Minecraft?
01:30:44 Speaker 1	Yeah, yeah, yeah. The kids will jump to that! That's yeah.
01:30:51 Speaker 3	What is interesting idea that if we could figure out a way for the QBE to have a presence? Sorry. If we could figure out a way for QBE to have a presence in Minecraft, ... we can grab those children just when they're most vulnerable (jokingly)
01:31:07 Speaker 8	Mind you, sound like the Catholic Church (jokingly).
01:31:12 Speaker 3	I've often thought that maybe I, but it's absolutely true. I mean, Minecraft is an amazing opportunity that's custom made for the built environment. I'm hoping Minecraft is going to generate a whole new crop of young architects who are ready to go. As somebody said they've tricked like 140 million people into learning a CAD program and it's amazing. So sorry, that's brilliant actually .. to figure out a presence on Minecraft.
01:31:44 Speaker 6	Actually, the city of Calgary, I don't know if they still do it, but they have in the past done Minecraft units with elementary schools, but I think like getting the quality aspect and that is important.
01:32:01 Speaker 3	Interesting though really.
01:32:03 Speaker 1	Has Minecraft been used as an educational tool?

01:32:05 Speaker 5	Oh yeah.
01:32:06 Speaker 7	My partner is a high school teacher and he uses it as a he's a history and geography teacher and he has the kids reproduce like buildings from each room, yeah.
01:32:15 Speaker 3	What a great idea. And then, in fact, they've even got a Minecraft educational, which is a very low subscription rate, and they have up to 600, I believe lessons already that are shareable.
01:32:25 Speaker 1	That's amazing.
01:32:30 Speaker 2	I think it's OK, it's still picking up.
01:32:33 Speaker 2	Let's see.
01:32:37 Speaker 1	So we have to e-mail I think, I forget if it's Morteza or Maria.
01:32:42 Speaker 10	I emailed Mary. Yeah.
01:32:43 Speaker 1	Ohh you emailed.
01:32:44 Speaker 7	Yeah, but not right now, but those points.
01:32:44 Speaker 5	OK, OK, great. Great, great. So and I'm 55 and seven. Yeah, yeah, they wanted e-mail, I guess they said 250.
01:32:51 Speaker 1	Unfortunately, that's Brian. They should have mentioned beforehand so. It's cause we got to go at 4:00.
01:33:00 Speaker 5	The national debate social media.
01:33:03 Speaker 1	Did we bring up the social media?
01:33:06 Speaker 9	Ohh yeah great making it digestible short.
01:33:08 Speaker 1	Making it like maybe hiring a social media expert or where we had talked about earlier about social media presence and it not, it's not just a fluke and maybe it takes more effort towards you know, getting that on ..beyond just going to the website for you know...maybe we're the only ones visiting it so.
01:33:31 Speaker 10	It could be making digestible short content on social media, using professionals and marketing and communication, for example.
01:33:39 Speaker 1	Perfect.
01:33:41 Speaker 5	You're really good at this,
01:33:42 Speaker 2	I think Douglas, you had mentioned comprehensive social media.
01:33:45 Speaker 7	We're going to send it because.
01:33:47 Speaker 3	Sort of an integrated, comprehensive social media strategy.
01:33:51 Speaker 2	I think that summarizes it pretty well.
01:33:52 Speaker 3	Yeah.

01:34:03 Speaker 5	But this is actually enjoyable. It's kind of fun. Yeah, yeah.
01:34:08 Speaker 1	I think our groups doing really. This might be the perfect size for a roundtable I'm thinking anything bigger, and you don't get anyone talking, about half the people don't talk.
01:34:16 Speaker 3	Yeah. There's this other kids toy. It's called Big Blue blocks and it's by a designer called Cass Holman. And she they literally Big Blue blocks. But they're like, I'm talking big. It's the kind of stuff. Like when you used to build forts out of your couch cushions, it's like that, but they're all different shapes and they lock together. They're very expensive. But the idea of bringing all the blocks to a school and letting the kids play with them would probably, you know, cause they're light enough that a small child can't move them around and develop things. It's kind of exciting to think what we could be doing in schools.
01:34:52 Speaker 1	So it's like big Lego.
01:34:54 Speaker 5	Hugely, yeah, absolutely.
01:34:58 Speaker 1	Wow. That's neat.
01:35:00 Speaker 6	And there's so expensive the price on the website is contact us, yeah.
01:35:03 Speaker 3	Yeah, like 1500 bucks. I've looked into it because I wanted to get a set and do exactly that, but they're beautiful, aren't they?
01:35:14 Speaker 6	Yeah, they're nice.
01:35:15 Speaker 1	What is the material? Is it foam or?
01:35:16 Speaker 3	it's kind of like a foam rubber kind of thing that they're so they're very durable.
01:35:17 Speaker 5	They are the ones that expensive.
01:35:27 Speaker 3	Yeah. Yeah, but yeah, they all connect together. So you could put them together in wild and wonderful ways.
01:35:32 Speaker 4	It's it seems like a dream.
01:35:35 Speaker 8	Yeah. So when we're talking about Minecraft, Roblox has 40 million users more than Minecraft.
01:35:45 Speaker 5	Know that even younger kid.
01:35:45 Speaker 8	It's like it's like the newest one, right? Yeah. Yeah, exactly. Because we did. We did. We did Minecraft for years in, in the summer, and then every all the kids were playing like done. We're done.
01:35:48 Speaker 9	My son is on and he's 15.
01:35:58 Speaker 5	Roblox.
01:35:59 Speaker 3	Now what's the? What's the attraction for blocks?
01:36:03 Speaker 6	He doesn't care. Yeah, exactly.
01:36:05 Speaker 3	OK.

01:36:06 Speaker 8	There's more kind of social interaction in it, I think is what it's.
01:36:08 Speaker 9	Yeah, I think I think it's just.
01:36:09 Speaker 8	Yeah, it's maybe.
01:36:10 Speaker 6	That's what you want your kids doing online, but.
01:36:10 Speaker 1	About building more about.
01:36:12 Speaker 9	It's like having fun with your friends, yeah.
01:36:12 Speaker 1	Yeah, yeah, yeah. Yeah, exactly. But then it goes away from what we're. Trying to do with the architectural books.
01:36:20 Speaker 5	Minecraft you could still do.
01:36:22 Speaker 4	What's that?
01:36:22 Speaker 8	Unless we're after interaction.
01:36:23 Speaker 1	Yeah, that's true that maybe that maybe that's the answer.
01:36:24 Speaker 5	Yeah.
01:36:28 Speaker 8	One of those.
01:36:31 Speaker 1	Well, this is why it's important to, like, follow that participatory paradigm that I keep mentioning cause the kids will let you know 'this is the game we play'. So you're.
01:36:37 Speaker 8	Yeah, we need. We need to be talking to somebody between 9 and 15.
01:36:37 Speaker 1	Forcing it on to. Them. Yeah. Yeah. We should have younger.
01:36:41 Speaker 9	Different skins from different perspectives.
01:36:44 Speaker 1	Like 'we play Roadblocks now', and who knows, maybe by the time we come up with this plan they're onto some other games. Yeah, we. Have to get that game. We don't want to be...seem like old folk.
01:36:56 Speaker 3	Matter what we choose, it sounds like many people have children who are doing these things already. It would be very interesting if we could coerce them into actually creating a presence in one of these games for us. Donna, who works for us, sometimes when we meet online, you can hear her son in the background with his friends in Minecraft and he'd be shouting and having a whale of a time. It sounds like a lot more fun than what we do, but so there's children out there who might be able to.
01:37:26 Speaker 4	You could create a competition on Reddit or whatever screenshot your best architectural creation in Minecraft. I'm sure that I'm sure it's already. They already have 4 just for that, yeah.
01:37:37 Speaker 5	Groups.
01:37:40 Speaker 1	Yeah. If we had like a public competition like that, that might be crazy. A lot of kids would get involved. Yeah. Yeah. Like \$1000 for under the. Yeah. You got so many people involved, especially kid wanting money. And they're already playing Minecraft every day.

01:37:45 Speaker 5	For high school, wouldn't that be great?
01:37:49 Speaker 9	Give some incentive.
01:37:54 Speaker 5	Yeah.
01:37:58 Speaker 1	They might outplay an adult in it, or could design something. Yeah, it's amazing, yeah.
01:38:01 Speaker 3	Well, some of the stuff I've seen on Minecraft is absolutely incredible, and as they add physics and lighting to it, it becomes more and more phenomenal and some.
01:38:09 Speaker 1	Yeah, yeah, they keep upping the graphics and has like ray tracing and all this stud.
01:38:13 Speaker 9	Interesting. That's imagine if they decide something. It's like it's not accessible anymore. Rework it. (jokingly) You have to sort of find solutions.
01:38:23 Speaker 5	Then we didn't. That's too much carbon. That's actually.
01:38:27 Speaker 7	It's not energy for like energy efficiency. For accessibility, yeah.
01:38:28 Speaker 9	Get points.
01:38:33 Speaker 3	Well, you could have multiple competitions, one for design. It an accessible house, another one design, A net zero house and even have different age levels so that you know there's a junior and intermediate and a senior level so, that you know, that it wouldn't just be swamped by old people because it's not.
01:38:54 Speaker 1	Yeah, you're right. It could be swamped by old people for dying to be kids, like 40 year old experts make like the best building (laughing). Yeah, I'll have to have, like, confirm your age. Or who knows, maybe AI in the future.
01:39:19 Speaker 3	I know we're supposed to be wrapping up, so it does tell me that I'm supposed to thank everybody but I. I was going to do that. This has been a great session. I really appreciate all the ideas that everybody's enthusiasm for this. This is kind of fun, and so I guess we go back to the Plenary we have a whole other day tomorrow together.

ROOM 7

Workshop 2- Notable Outputs and Emerging Convergences

Room7_ Location: Medjuck Architecture Building - Room B102			13 Participants
First Name	Last Name	Organisation	Research Site
Federica	Goffi	Carleton University	Carleton University
William	Morin	Laurentian University	Laurentian University
Virginie	LaSalle	Université de Montréal	Université de Montréal
Shannon	Bassett	McEwen School of Architecture (MSoA)	Laurentian University
Sam	Oboh	Ensignt+ AAA	University of Calgary
Susan	Speigel	Ontario Association of Architects (OAA)	National Partners
Mylène	Gauthier	Ville de Quebec	Ville de Quebec
Victor	Bouguin	Vivre en Ville	Concordia University
Marjorie	Knight	House of Friendship	University of Waterloo
Cara	Chellew	McGill University	McGill University
Cynthia	San	University of British Columbia	University of British Columbia
Brianna	Brown	University of Waterloo	University of Waterloo
Iris	Pintiuta	McGill University	McGill University
Kaiden	Reding	Athabasca University	Athabasca University

Room 7 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-17

Report produced by

Brown, Brianna (University of Waterloo)

7.1. Summary

The discussion in Room 7, centered on notable outputs and emerging convergences, was punctuated by conversations concerning how the quality of one's environment, comprised of both built structures and ecological surroundings, is the greatest prognostication of one's quality of life and future well-being. The group found convergences in the following areas, including safety in the public realm, the importance of post-occupant assessments, fostering infrastructures of care and respect, and addressing ecological and social forms of alienation. Within this context, each group's collective endeavour to promote inclusion, concurrently across policy, practice, and education, despite the pervasive biases of our society, was evident.

- Research sites shared their team's progress with the group to convey the notable outputs made thus far, including draft research papers, community night-walks, film screenings, and post-occupancy, resident surveys. The group provided each present research site with advice concerning research methodologies and projected outcomes.
- Subsequently, the group discussed potential points of convergence across research sites. One significant point of convergence was the notion of housing and architecture as commodities. This emphasized the tension between capital-driven development and the moral obligation to ensure that adequate housing is a right for all. A related convergence among research sites dealt with the treatment of unhoused individuals in public spaces. Furthermore, the development of robust systems of food production to facilitate food sovereignty was a topic that was also discussed.
- The conversation readily discussed the importance of designing spaces of care that are founded on inclusion, respect, and a willingness to understand those who are different from us.
- A recurring theme in the discussions was the integral role of communication among various project stakeholders. This extends beyond the designers to include those who will be the primary users of these designed spaces. The importance of post-occupancy evaluations was emphasized, as these assessments compare current achievements with original objectives while identifying areas for future improvement.

Within this context, the group collaborated on how holistic approaches could positively change the built environment, acknowledging that a paradigm shift is necessary in a society rife with biases that have led to the current state of the built environment.

7.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:01] Susan Spiegel	Cafe workshop #2 on notable outputs and emerging convergences.
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[00:00:09] Susan Spiegel	So, you know the diagram that is often put up with all the universities and the four themes and has all those lines crisscrossing and everything? That was an ambition that wasn't actually a thing. So that went in with the research plan proposal that there would be this dialogue of overlapping and convergences. But to date, I believe everybody who is working on all of these projects does not think that's happening enough. And you couldn't understand why everybody's at school working on these projects and the fact of communicating out to somebody else is very difficult and we are trying really hard to get as many students here and youth from all across Canada to the conferences. But that's not enough. I mean, we have to be in more communication.
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[00:00:57] Susan Spiegel	So, presentation and comparison of notable outputs between research sites so far.
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[00:01:14] Susan Spiegel	And because we don't have 14 students in the room, one on each project, I think we're all of us capable enough of looking at each project, maybe, and looking at what the outputs are per research site and seeing what the convergences are, and maybe what they need to do, that's what I would like to do. I mean, I'd love to be standing in that room out there and doing it, but because we can't all be there, we'll lean on this set of images. So compare those. And then the second question is compare that with the original objectives.
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[00:1:44] Susan Spiegel	I think we've kind of surpassed the original objectives, so I'm more interested in going forward than going back because we don't have that much time unless somebody really wants to do that and that would probably be you more than me? Because you've been on this much longer than that. And then are there emerging convergences between sites? So essentially, we want to look at the sites you want to see kind of what each site, let's say two or three things that they're promoting or I don't mean to call it in such a commercial way, but presenting as main themes, then maybe Shannon could help us look back as to whether they've met their objectives and surpassed it or gone in a different direction.
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[00:02:25] Susan Spiegel	And then what are the emerging convergences between the sites, and I would almost like to change the second question to be what are the interesting future enriching convergences that could happen? Maybe that's more kind of forward thinking.
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- [00:02:41] I personally, I mean, unless anybody has an objection to that, I would rather
Susan spend the time future thinking. Forecasting, what we could do?
Spiegel
-
- [00:02:41] It is kind of small, even though it's a big screen, so should we just kind of go
Susan through each one and anybody who's on one if you want to speak to it, great
Spiegel or if you feel too close to it? Wait, it is like a lot of you aren't architects, right?
-
- [00:03:08] How many how many architects are there? 1,2,3. OK, so we know that
Susan there's this tradition in architecture and the reason I'm saying this is because
Spiegel it's not everybody does this, you put your work on the wall like upstairs, you
have a set of juries that come in, and sometimes they're nice and sometimes
they're not. And they crit you to death and then you take your work down.
And you go away, and you fix it.
-
- [00:03:30] And you respond to your criticism, and you come back and you do it again
Susan and again. And it's an iterative process. Hypothetically, layers makes it
Spiegel clearer and more interesting and more successful. So that's kind of what
we're doing. So no one is allowed to take anything personally. Like if we say,
oh, you know they missed this and that's your project, you can't take it
personally. It's more something to go forward with.
-
- [00:03:57] OK, so if we could have that as a base. And then if this is your project and
Susan you have something interesting to say please, please share it. But it looks
Spiegel like we only have 3 architecture students.
-
- [00:04:10] Can could I ask that everyone go around and introduce themselves for this
Cara Chellew fresh recording as well?
-
- [00:04:16] Oh, we have to do it again, OK.
Susan
Spiegel
-
- [00:04:17] I think so yeah.
Cara Chellew
-
- [00:04:19] OK, now we have a laptop that could almost just all be on screen, OK.
Susan
Spiegel
-
- [00:04:24] So kind of go and just like be like you know "I'm so and so and I'm here," or
Cara Chellew whatever.
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- [00:04:26] OK, go ahead. I got mine. Is it on? OK. Sorry, I'm Susan Spiegel. And do I
Susan have to start the whole introduction all over again? Just my name. OK, we're
Spiegel just going to pass this around to make sure that this is recording our voices,
so it knows who each speaker is.
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- [00:04:48] Mylène Gauthier from Quebec City and head of the urban department.
Mylène
Gauthier

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- [00:04:54] Shannon Bassett Hi, I'm Shannon Bassett. I'm a professor of architecture actually in urban design at Laurentian University at McEwen School of Architecture.
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- [00:05:04] Iris Pintiuta My name is Iris Pintiuta, and I'm a PhD student at McGill University.
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- [00:05:10] Marjorie Knight My name is Marjorie Knight. I'm with the House of Friendship, social worker.
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- [00:05:16] William Morin Hi I'm not Marjorie. My name is Will. I'm with the Laurentian University team with the city of Greater Sudbury and Coalition for a Livable Sudbury.
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- [00:05:26] Brianna Brown Hi, my name is Brianna Brown and I am a graduate student working with the University of Waterloo.
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- [00:05:30] Federica Goffi I'm Federica Goffi from Carleton University, professor of architecture.
-
- [00:05:37] Cynthia San Cynthia San from the University of British Columbia and undergraduate.
-
- [00:02:41] Cara Chellew Cara Chellew, PhD student at McGill
-
- [00:05:47] Victor Bouguin Victor Bouguin from Vivre en Ville.
-
- [00:05:52] Virginie LaSalle Virginie LaSalle, Universite de Montreal professor of interior design
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- [00:05:57] Kaiden Reding I am Kaiden Reding with Athabasca University.
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- [00:06:03] Susan Spiegel Great. So what is the first thing. I'm having a hard time... I think you might have to go up closer there. We're never going to read the text. On the left...
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- [00:06:25] Cara Chellew Would it maybe make sense for folks who are here to talk about the projects that are here and then we can go to the ones that aren't.
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[00:06:35] Sure. So, who has projects here? You, 2, 3, 4, 5, 6. That's great. OK, I'll be
Susan quiet then. So what's the first one who wants to go first? That's way better.
Spiegel And then we'll just talk about the ones that.

[00:06:52] I guess I'll break the ice since I suggested that. Iris please jump in. We're on
Cara Chellew the same team. I'll just kind of present a little bit of a summary rather than go
step by step, folks can take a look at the road map on the wall after but we
are working on a project called night Time design with and for marginalized
communities and the purpose of our project is to look at, you know, in the
context of these architectural awards and Montreal is a site of a lot of world
class architecture at night. Especially looking at the (?) Spectacle (?). So
we're looking at like whether these sites and whether other spaces that you
know we're designing, we're building, do they meet the needs of people at
night, ordinary people who work, who inhabit the night, people that are
marginalized, people who are unhoused, LGBTQ+ community.

[00:08:04] We're also looking at other intersections that other projects are looking at. So
Cara Chellew we're looking at, you know, older people excluded from nightlife, making
nightlife more accessible, decentering the entertainment and consumer
aspect of nightlife and looking at more ordinary nights and what does that
entail? And so we started with these questions and we have a number of
partners that we're building. We're still building. We're taking a very
deliberate approach to figure out different ways of working and co-creating
our research with our partners. And so our original partners are "Architecture
Sans Frontières" and "MTL vingt-quatre, vingt-quatre", which is...

[00:09:02] So architecture, architecture Without Borders and Montreal 2424, which is a
Cara Chellew nightlife nonprofit advocacy group. And so through those partners, you know,
we've created a bunch of more informal partnerships along the way. But
we're really looking at asking people, "what do you need at night and what's
missing? What are barriers to getting through the city?" And so we're we're
taking these approaches where we're using different methodologies. We did
a night walk, which was really cool. We had a bunch of researchers come
out, students, partners and we just kind of took a walk along neighborhood to
see what was going on at night.

[00:09:52] Tonight, Iris and her colleague Alex organized really cool film screening to
Susan look at queer Night spaces. So we did a 2-part screening where we we took
Spiegel inspiration from these fantastic films that Iris curated, and then the next day
we did a workshop where we brainstormed well. We talked through some of
the themes that arose, but then we also brainstormed what ideal night
spaces would look like and so through these kinds of activities, we're really
trying to build a repertoire of like figuring out what is missing. And then we're
also doing research on spaces of night care. And so what kind of spaces
exist to support people's well-being at night that are entertainment spaces?

[00:10:42] So looking at 24 hour childcare, looking at transportation, looking at things like
Susan libraries that are open later, all kinds of different spaces. And so I think that's
Spiegel kind of a quick summary of most of this stuff.

- [00:10:58] Susan Spiegel So I'm going to ask the question just to kind of get, you're the Guinea pig. What do you think your outputs are to this point? Because this is halfway through the process. We have another 2 1/2 years to go. And from your knowledge of what you're doing and looking at everybody else, what do you see the potential emerging conversions?
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- [00:11:20] Cara Chellew Yeah. So I think one of our main outputs so far is conceptualizing what is a space of night care and really building a bunch building up case studies to be put onto a website. We're doing interviews where we're kind of looking to tell stories. And so yeah, I think our main output is really like contributing to this these spaces of care infrastructures of care kind of thinking. We were talking over lunch. There's intersections that we see very clearly within our Montreal ecosystem. So nightlife, older people are often excluded from nightlife spaces, from participating in nightlife, from going out at night because of a variety of reasons.
-
- [00:12:19] Susan Spiegel Is that an output or an emerging conversion?
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- [00:12:29] Cara Chellew So that's a convergence. So yeah, we're looking at like they are a demographic that is being focused on in one site, but it's also very important for us to look at in our site as well.
-
- [00:12:44] Susan Spiegel That's like a point that might be an emerging convergence across every site. If we haven't done that already. So it's like we're taking vital signs and if there's a project that's missed that.
-
- [00:12:49] Cara Chellew Absolutely. Yeah. Exactly. And then accessibility is huge for us as well. So looking at how to make nightlife, night spaces accessible for people with physical and cognitive disabilities and accessibility beyond those kind of disabilities but like cultural accessibility. And different things like that. So really expanding like...
-
- [00:13:22] Susan Spiegel I think nightlife in Montreal is being like drunken brawls of university students as part of that night life, but that is not the nightlife you're talking about. You're talking about very specific like sleeping rough? Yeah, that underserved population. Like, who's your demographics?
-
- [00:13:39] Cara Chellew So no, exactly. So, we are looking at these main stereotypes or these main kind of like dominant forms of nightlife. And we're looking beyond that. So we're looking at marginalized folks, but we're also looking at like, especially myself. I'm very much interested in just ordinary nights, the ordinary rhythms and routines that we all engage in that is important for us to be able to go out and do at night, you know, socializing, going to cafe, like, not traditional nightlife activities. They're so important for urban life. And so it's looking at like marginalized communities but, it's also just looking at everyday nightlife. That's not spectacular corporate, consumer driven nightlife.
-
- [00:14:27] Susan Spiegel So I think you've done all three things now. You've told us your output, you're merging convergences and I think what I'm taking from you as a future convergence, if we could try and do that for every project, is basically the

safety of the public realm for everybody, because when I'm in Montreal, walk around everywhere at night by myself, a woman alone, I don't care. I never do that in Toronto, and I didn't do that here last night. And I do it in New York. So like much more intense cities. But what are the factors in cities that we feel free to walk around in as a single person?

[00:15:03] Well, and then also the feelings of safety, it's very... It depends on the
Cara Chellew position that you navigate. You know. So for instance a surveillance and
policing makes some people feel safe, but it is actually very violent and
unsafe for other people. So yeah, those are things that we're also kind of
thinking of, so that's important to think about.

[00:15:28] Moving along to who's who would like to...
Susan
Spiegel

[00:15:31] Did Iris do you have anything to add?
Cara Chellew

[00:15:46] I know that I do want to say one thing. It would be really interesting in your
Susan go forward and I don't know if there's a place for... This it would be really
Spiegel interesting to feature those things because it's very hard Well, we all have
very little attention. So, if you were going to have one screen, shouldn't that
be up front?

[00:15:52] Yeah. For me personally. The ordinary nights that, that's like, that's what we
Cara Chellew should be looking at.

[00:15:59] I think that's important to take back to your group and ordinary nights. I like
Susan that.
Spiegel

[00:16:16] No, I think Cara has done a wonderful job sort of summarizing what we're
Iris Pintiuta trying to do and to your point, I think that's kind of one of the big questions
that we still are trying to answer is you know, like the night what counts as
night time. And what are the groups that we want to look at? So the way that
we structured the project initially was sort of each year would be looking at a
different subgroup of people who inhabit the night. But I think the sort of
more time we spend with the project, the more that changes and also the city
itself is starting to change in many different ways. So yeah, I would say that
that's still a very much ongoing question, but if anyone has any feedback or
anything that they want to add in. Response to Cara's presentation? Yeah,
we're very interested in seeing what you think or how you would define night
time. Big, big question for us.

[00:17:20] Who wants to go next?
Iris Pintiuta

[00:17:22] I have a big mouth. I just want to say like looking at one demographic every
Susan year is kind of a siloed approach, and I think you're big enough and smart
Spiegel enough to look at them all.

[00:17:34] Susan Spiegel Because you might see that one group could actually support another group like there. I remember seeing that Christoph Watsisko (?) nightlife. That was like out in those 60s wedding cake buildings in Montreal and he superimposed all these stories of people who live on the street and they weren't actually talking to each other, but they were each having a lived experience and the way he curated it you thought they were all talking to each other. So there's high art, street art, lived experience of homeless people, people who are homeless. That's a really nice combination of respecting all of those things and raising the level of the stories of people who are on the street through art, and so that just seems to be like a really great example of what you could do. Anyway. I'll find you the example of it.

[00:18:25] Cara Chellew Yeah. Thank you. That would be really useful.

[00:18:30] Brianna Brown I just also I have a comment. So I was wondering if when working with marginalized groups, if you found that there was any room for sex work in that work just being that typically you would imagine that they were pushed to the periphery in conversations like this, and because we also are speaking about safety and the possible policing of people in large numbers, if that might come into the dialogue.

[00:19:06] Iris Pintiuta So it's definitely something that I would be super interested in exploring. I think, Cara, you might be able to answer this better, but I know that our ethics clearance kind of prevents us from kind of engaging directly, we can shadow people who work with these communities, but we cannot approach them directly. Which sort of limits our ability to look at specific groups, but it's certainly something that I think we can. We both agree that we would, you know, be super interested in giving a voice to and, you know, listening to that community as well.

[00:19:50] Cara Chellew I'll just add quickly.

[00:19:50] Cara Chellew Thank you. Yeah, absolutely. Like we we have been thinking about sex work in terms of, like, conceptualizing spaces of night care and what does that involve? And, you know, like spaces for sex, sex workers is, something.

But yeah, we haven't made partners with folks that work with people that are doing that work, but that is something that we should be looking at because it was something that has come up a number of times when we're looking at spaces for people at night.

[00:20:37] Susan Spiegel So can we move on? Oh, you wanted to comment? Sure. And then we have to move on or we're never getting before.

[00:20:46] Mylène Gauthier Yeah, I understand. Does the weather change your reflection?

[00:20:53] Yeah, that's a good question. Yeah, we haven't focused too much on it. But
 Cara Chellew yeah, we're looking at temporalities. So looking at night and day, but also we haven't focused so much on it because it is like, you know, night time but yeah, like seasonal, there's differences in seasons. I think about this all the time myself accessing public spaces in the winter because it gets dark. And there are spaces where I'm like, "Why? Why don't we have, you know, human scale lighting here in this park to facilitate people walking home after work when it gets dark? You know, like, it makes no sense to me that we often think...Yeah, like there are limitations. There are things that are different in the seasons that we need to also take into account.

[00:21:37] So you know we're from Sudbury and we I don't know, but I think this is a
 Susan country that has winter. So 12 months a year I think should be an ambitious
 Spiegel A&B night time. You know, maybe we have to look at our architecture like all throughout Russia they have this strange thing that they do on their architecture, which is they do projections light projections and movies, so that the night time architecture is like, you know, it's amazing actually. And you don't really see the architecture you're seeing curated light shows on architecture that are specifically designed to take those videos and it makes walking around at night really nice. So we need to think about that.

[00:22:19] And also indoor public spaces that are free for all. That's something we rely
 Cara Chellew mostly on libraries to fit that need, and we've seen how they've become everything place we need way more indoor public spaces that are free, yeah.

[00:22:38] Yes, OK. So, and libraries are becoming that because they're cooling
 Susan spaces. They're free. They're, you know, they're Wi-Fi available. So I mean
 Spiegel that maybe a type that might be something to really pump.

[00:22:54] It is in some countries, but not here.
 Mylène
 Gauthier

[00:22:58] Yeah, it's like art galleries in London are free. I don't know where else in the
 Susan world they are.
 Spiegel

[00:23:09] Great project. We can talk about it all afternoon. Can we move on to who's
 Susan next?
 Spiegel

[00:23:15] I'll go next. It's UBC, University of British Columbia might be.
 Cynthia San

[00:23:28] We can start.
 Victor
 Bouguin

[00:23:30] If you guys want to, if anybody pops up beforehand, you guys can also.
 Cynthia San

[00:23:35] You want to? Oh no, you should just go.
Susan
Spiegel

[00:23:36] Mine passed. OK? It's still going. I think the first this is the first page. So we
Cynthia San kind of split our project into two different sectors like this first page.

[00:23:51] The general idea is designing for justice, reconciliation, spatial equity, and
Cynthia San climate adaptation of Vancouver's parks. I'm not part of the specific group, but they were kind of looking at what is policy making in Vancouver and like what are the general players in the decision-making process just because. Yeah. So there's this, like divide between, like, the Vancouver City Council, connections to the what we assume as the community. So there's a whole bunch of really rough ideas of like what this branching of power might look like in Vancouver's parks. I think there is a spatial and temporal distribution of parks in Vancouver City. And specifically, the different percentages of like the population of indigenous people in the space versus like residents and single family homes. So just depicting like at a broader scale what that might look like and...

[00:25:06] They allow encampments?
Susan
Spiegel

[00:25:09] There is one encampment in Vancouver. If you go to the next slide, that's
Cynthia San kind of what we're looking at. And the idea of like decision making, we're also kind of critiquing as one of like our outputs, critiquing what encampment life might look like in Vancouver. Since I think this is like the one partially legalized encampment in like Vancouver. This is crab park. And we were looking at, like the timeline of history of what Crab Park it's. Crab isn't like the crabs the shellfish. But create a real available beach which is really interesting because I feel like this space doesn't really create a real available beach for everybody. It's very limiting and like through the projection of time, it used to be hosting a really like rich indigenous community and then after like Expo 86 in Vancouver, it kind of shifted. And what we're kind of looking at is like the temporality in Crab Park here, like how there are spatial boundaries. How there are ideas of like hostile architecture that are embedded into this park, specifically against people within the encampments. And this is only a real legal situation since like 2021.

[00:26:35] And I guess these images are kind of hard to see, but we just like highlight
Cynthia San what those moments of seasonality might look like for these unhoused people. Yeah, I'm not sure if the quality will pick it up. And there's just like general diagramming of, like, how people in the city, the social dynamics of that. In this where it's like the land, water and people in this process, it's still in the works very much.

[00:27:03] So, what would you say, I'm going to put this question to everybody, what's
Susan your output? What are your outputs to date and what do you see in terms of
Spiegel the other groups system emerging convergences?

-
- [00:27:19] Outputs as in like what this reflects right now and like.
Cynthia San
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- [00:27:28] For the McGill project, their output would have been like the the concept of night care.
Susan Spiegel
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- [00:27:33] Mm-hmm. Right.
Cynthia San
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- [00:27:34] That's the umbrella. And underneath that are a lot of weeds that you get into. But as a big concept... You know, bring back the night or I don't..
Susan Spiegel
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- [00:27:42] Yeah, I guess it would probably be like something to do with, like policy making in encampments.
Cynthia San
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- [00:27:55] A little bit wider than that, like, I don't know if it's too broad. That means nothing. You know, parks for everybody like... The public space for the public without discrimination.
Susan Spiegel
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- [00:28:08] Yeah, I guess that that could be one thing. Yeah, like.
Cynthia San
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- [00:28:11] The public realm, because it's not just parks.
Susan Spiegel
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- [00:02:14] Yeah.
Cynthia San
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- [00:28:15] Would that, would that be a concept and is it? Would you say that that's what you're trying to do as an output? I'm just trying to...
Susan Spiegel
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- [00:28:21] Could you repeat what you said again? It was like public accessibility. Accessibility in parks? Yeah, I think so. I think we're still very unclear of like in our own circle like what we're actually outputting. But I think it is like general accessibility of like maybe marginalized people in park or public spaces in the public realm. And by accessibility, you don't mean like people in wheelchairs necessarily. You mean a total public accessibility of everybody talked about it.
Susan Spiegel
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- [00:28:51] No. Yeah, like social. Yeah.
Cynthia San
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- [00:29:01] Anybody else want to make a guess at what the output?
Susan Spiegel
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- [00:29:06] I would say that you know, it sounds like you're figuring out the dynamics of
 Cara Chellew policing and surveillance of people in public space and encampment and
 figuring out the dynamics of like people's lives in the encampment.
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- [00:29:24] Who does the land belong to? I mean, to the question of who's policing who
 Susan like, why are we policing the park? That's a really good point. Surveillance.
 Spiegel It's a public park so why are we doing that?
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- [00:29:36] Yeah, exactly. Like there's actually, like, even more surveillance in this park.
 Cynthia San There are these people called, like the Park Rangers, which is like in itself its
 own, like conversation. But they're supposed to be like, the meteors of the
 park, like, helping clean up the spaces, like allowing the washroom to be
 clean and just like overlooking the space. But they're more so, like, enforcing
 these laws, like acting as, like secondary policemen in the space. Like
 extracting from what these people have currently. So like I think that was
 also one of the key points of like looking at surveillance in that space.
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- [00:30:08] I'm talking too much. Somebody can tell me to be quiet. But you know, I went
 Susan by an encampment one of my projects. And I was thinking where are the
 Spiegel social workers? Like, who's helping here? There's just there's a lot of need
 for, like, proper toileting, like, operations. These people live here. And so we
 need services and we need help. And we need things, they need things. And
 why don't I see any? So I mean, I just wonder.
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- [00:30:18] Yeah, but actually.
 Cynthia San
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- [00:30:36] Because if we formalize these encampments, then part of it is, A, we don't
 Cara Chellew have to then make sure that everyone has affordable housing. And then, B,
 yeah, I guess if we formalize this we allow it to be the status quo. We allow it
 to be normalized, we allow it. To be you know what? It's good enough that
 you have a tent in this plot of land instead of being like, well, no, what should
 be the basic standard is that everyone has affordable, adequate shelter,
 homes, housing.
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- [00:31:36] Because this is a big question, I work a lot with the street involved people.
 Susan My students did a thesis on what if we formed a journey? Of where they got
 Spiegel breakfast and where they got lunch and when you know, go and hang out on
 this bench, it was all legitimized and a locker. So they'd have an address to
 get healthcare and a lot of the people I work with, they don't want to live
 anywhere. I don't know. I can't presume that I know that they should live
 somewhere because a lot of them don't want to. If they've been out on the
 street a certain number of years, they don't want a home.
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- [00:31:47] So the approach that the group that I'm working with, "Common", in
 Cara Chellew Montreal, We take the position that there are all these services. There are all
 these actors and homelessness, there's the police, there's the city, there's
 these organizations, non-profits. They're all, you know, there to help
 homelessness or help mitigate or manage homelessness. But our approach
 is that we put people in the centre, so we talked to the like people and we
 figure out what is it that you're dealing with and how do you heal your
 trauma? It's about healing. Because really like when you talk to people, it's

not that they don't want this, they're service resistant. They don't want this. They don't want that. Like, no, we're just not surrounding people with the services and supports that they need. We're not asking them what they need. We're just imposing these top down solutions like, OK, well, we got a shelter here. Why isn't it good enough for you? Good example that I've come across a lot is. So there's this assumption that emergency shelters exist. Any anyone sleeping on the street can go and access those shelters.

[00:33:01] Well, actually, there's a lot of people that are barred from shelters. So you do
Cara Chellew something like you yell at someone, you lose your temper. You have a beer even in your room. You can get barred for a month. What do people do when they can't access emergency shelter?

I've asked. I've asked people like "what are you gonna do?" They're like, "oh, well, I might just have to break in somewhere" so they can have shelter.

We are not talking to someone. We've really put a distance between for example people who are homeless. We're like oh, we need to talk to people's lived experience. But we need to do it properly, which is important. But then we've kind of put them separate from us, but they're human beings or community members, you know, just like us. So, you know, you need to talk to them. You need to surround people with supports. You need to ask them, well, what do you need, you know, like?

Give them what they need and then surround them with the supports, yeah.

[00:34:14] So I see an emerging convergence for these two projects. What would you
Susan say if you your two projects were merged. I'm not saying that that's what
Spiegel should happen. It seems like you've got some really similar issues that you could really benefit from joining forces together. At least having a couple of meetings together to see what you can learn from each other and maybe we could do one big practice.

[00:34:42] I just find it so interesting. We have the encampment thing in Waterloo. We
Marjorie took the region to court over homeless encampments. And so now we have
Knight a sanctioned encampment. Of course they put it out by the city dump, but that's a whole other story. But we have a co-creation group, now. P.E.C.H. A plan to end chronic homelessness, which we actively engage those with lived experience of homelessness. So they are a part of the plan that we're making to deal with homelessness and I would encourage you. To do that, because some really, really good collaboration has come out of that.

[00:35:38] OK. That would be interesting emerging convergence.
Susan
Spiegel

[00:35:43] Yeah. And I think I don't know if you guys have met her, but her name is
Cynthia San Michelle, and she's also at this conference, but she works alongside the community members of the Crab Park encampments and does like, weekly meetings with them when she can. And it's just like a lot of back and forth because the community members of the encampment don't necessarily really trust the city so they have to go through like a secondary person like

Michelle to actually get their voices heard, because there's always this like idea of censorship, especially for Vancouver. There's like this idea that Vancouver is like really sustainable, really green and all that. But at the end of the day, it's like there are these underlying issues that are like still very prevalent.

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- [00:36:24] Susan Spiegel Would you say that the, I mean, I'm trying to kind of summarize as we go along then the notion of a quality of life should not be predicted by one's circumstances.
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- [00:36:33] Cynthia San Yes.
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- [00:36:34] Susan Spiegel So it's like what you're trying to study in both your sites is what is people's quality of life if this is the life they are choosing, or can they choose to get out of it? I mean. I don't know. Just... Were you going to say something?
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- [00:36:51] Shannon Bassett I mean with our is this work with our project, it was it's interesting because we're in the downtown core of Sudbury, which has, I would say a massive amount of homeless population and also users like and because, I mean, like people from like what? The North come to Sudbury people from are stuck from Toronto or stuck on the bus and or put on the bus and sent to Sudbury but like I guess just last week and actually, Terry, who's in another session, was doing an urban design studio over third year and the city just approved, I mean basically it's a huge urban renewal project in the downtown core. And I was just anticipating that this is gonna have a massive impact on displacement of the homeless. That was just my reflection just kind of preemptively now that this is happening. Yeah.
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- [00:37:51] Cynthia San Yeah, I think quality in general, like going back to your question it, it is very hard to quantify this aspect and regard because like this is such a greater like system issue where it's like the SRO's aren't able to like to accommodate for these unhoused people.
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- [00:38:11] Shannon Bassett I'm even wondering like as part of this like, what is the leverage with this new development to I don't know to accommodate, again anticipating what is the leverage maybe in the new development happening, yeah, to address this or how we could be proactively implementing that as the school anyway?
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- [00:38:28] Susan Spiegel Exactly. So this would be an emerging thing that we need to be addressing, maybe at least these three projects of not just kind of wiping you know the street.
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- [00:38:36] Shannon Bassett Mh-hmm
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- [00:38:42] Susan Spiegel ...clean these people to capture...projects built and whatever, but actually to like give up 1% art budget, give 20% garbage budget all these 1% better clean on... a much bigger budget to take care of people.
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- [00:38:55] Shannon Bassett And in a way, it's, it is kind of a formal process now, but learning from the informal of ways of implementing formal in the new development.
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- [00:39 :10] Susan Spiegel Vancouver, Sudbury and McGill.
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- [00:39:28] Cynthia San So for this project, would you also maybe as a critique, should we like zoom out a little bit and like showcase like kind of the housing crisis in Vancouver here in this road map or like showing how like the SRO's aren't able to accommodate for these specific unhousing people?
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- [00:02:41] Cara Chellew It would show some reasons why this is happening.
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- [00:39:37] Susan Spiegel Like I mean, if you just think about it, how the crisis across Canada can, how students, seniors, families. So, you know, all the way down the chain, so to speak, they're of course not going to be able to house. Yeah, that there's like a 0% vacancy rate or -1. I mean, it's kind of ubiquitous across Canada. And we have to move on, but I just want to say it's everywhere.
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- [00:39:58] Cynthia San Yeah, I think so yeah.
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- [00:40:03] Federica Goffi And I guess at Carton we're looking at adaptive reuse and there are some aspects that that link with this conversation. So perhaps I'm going to focus on that, you know, when we started, we were looking, you know, it could be, you know, we could go one typology a year, but then we also thought this may or may not work. It's more interesting to see what we find, what we discover and eventually what's more relevant, you know, and going also beyond questions of sustainability which which are pretty obvious you know the question of sustainability is pushed very much both in I guess new construction, but obviously you know it should be pushed really in the sense of maintaining and adapting existing structures rather than just, you know, tearing down buildings, so on and so forth. So one of our question was like, why is it not happening enough?
- Then you look at the projects that are happening. And we were actually, you know, some of our partners told us you should really look at, you know, office buildings because there is going to be many federal buildings that are going to be converted. So we thought, OK, let's shift to this type of technology. And then when you look at that, you think of the potential of those offices to be converted into housing. And then when you look into housing, you know, this type of conversion, I guess many of the cases that we found, they look at market housing, there is really not an incentive or a desire to go for, let's say, can we actually have a portion of affordable housing, you know, so.

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- [00:41:37] Susan Spiegel The federal government put out billions of dollars that if you have affordable, or rent-geared, a portion of, you get more money. Just like if you have more green, you get more money...(Inaudible)
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- [00:41:40] Federica Goffi Yeah, that's fair enough.
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- [00:41:42] Susan Spiegel But you know that you're jumping through hoops though. How do you get the money they send? The money's there so that's really important. And they've stated in the policies not to you.
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- [00:42:03] Federica Goffi Yeah. Yeah. And I guess the the ones that we've looked at didn't have that component. So we're, you know, looking for case studies where potentially you can find both, you know where it has happened, where you have both market housing and affordable housing.
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- [00:42:18] Susan Spiegel Couldn't you do as an output that it must?
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- [00:42:21] Federica Goffi Yeah, that's kind of where we're going because you're not seeing it. I guess now these changes might prompt that hopefully. But you know the incentive it's interesting then are people going to want to do it right? So I sort of, you know, because there is that notion of not in my backyard or, you know, the project that we did that I mentioned earlier this morning in Ottawa, while everyone involved in the project wanted the project to happen, there were blocks that were starting to appear from people you know, in the neighborhood that were saying, why is this happening? Why is it happening here? How can we stop it? Right. So, I sort of feel like that. You know, why isn't there more of a policy that let's say, you know, public buildings or even private developments that look at market housing? You know, if you have a certain, you know, a certain amount of, you know, projected earnings. There should be some kind of giving back and you know, like there should be pockets of social housing around the city, you know, when we talk about with Ottawa Community Housing and they were saying that often you can see whole apartment buildings that is you know, let's say affordable housing. And so there is a form of, you know isolating people based on income. They actually really like that project because it was in new Edinburgh and in Ottawa and they were more interested in having small units, you know, groups of units everywhere rather than just having concentrations.
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- [00:43:57] Frederica Goffi So I think one idea that we are interested to I guess highlight is really the the possibility of having, you know mixed, market housing and affordable housing in the same complex and which kind of policies could really create the possibility for that and another area where I feel like there might be overlaps with different groups is the idea of post occupancy.
- So that is something that doesn't happen enough. Maybe it happens in research to a degree, but it's not really part of the practice. So we were just talking with TMU. And they're also doing post occupancy, but they are saying like even just proposing a course on post-occupancy in education, it's very
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difficult to get it through because they were saying this is not what you know what's happening in the practice, right? So trying to think about that's going to be our next, you know, step next year. So we're going to try to look back into the case studies and pick the ones where we can work more on.

[00:45:23] Anybody want to make any commentary on crowd proof?
Susan Spiegel

[00:45:31] I don't want to dominate; I'm talking a little much. Just I just want to offer that one of the motivations for not reusing the current building stock is that it's very profitable to tear down buildings and then build new ones. Yeah. I just want to throw that out there.

[00:46:01] (Inaudible) know there's some beautiful buildings, huge sites being turned on in Toronto over densified.
Susan Spiegel

[00:46:05] We just, yeah, we just visited 1 yesterday here in Halifax where they told us that actually it was so profitable. To actually adaptively reuse compared to new construction. Apparently they said that it's like they feel like they have discovered kind of niche that people are not really seeing this, but it's actually so profitable for them. But the unfortunate thing is that they're all market housing. Still, even with that opportunity. So they were saying they showed us a lot, they said that plot of land without a house, only was like \$40 million. This plot of land with a building was \$16,000,000, and now they're adaptively reusing it and they're going to make a lot more money than starting from scratch when they sell them, but they have no I guess there was no provision or thinking about affordability.

[00:46:01] We have a new regulation about the heritage building. If you want to demolish it, you have to prove that the next one will be higher in quality.
Mylène Gauthier

[00:47:19] Where's this?
Susan Spiegel

[00:47:19] Quebec City.
Mylène Gauthier

[00:47:21] That's great.
Susan Spiegel

[00:47:24] Yeah, So every building's older than 1940 have to pass be on the demolition committee and they are strict. And if you want to demolish it, you have to prove to us that it's a better one.

[00:47:52] Is there any school coming out of Quebec City or no, do you have?

Susan Spiegel

[00:48:00] Laval. I know that because it's my team that manages the demolition community. That's why.
Mylène Gauthier

[00:48:06] So, are you on one of the research teams?
Susan Spiegel

[00:48:06] No.
Mylène Gauthier

[00:48:16] No. Yeah, I guess that there is a, I guess a difficult question. You know, like how do you demonstrate higher quality? Like the higher quality of the new building in relation to the historic one, yeah.
Federica Goffi

[00:48:21] What are the requirements of higher quality?
Susan Spiegel

[00:48:06] Oh, we have a lot of criteria. Like sustainability, like the link for the animation of the street, you know, sometimes you can correct something with a new building and the material that they use the volumetry. But you have to check from a lot of elements.
Mylène Gauthier

[00:48:06] I was just wondering and you were talking about them not wanting to use it because of the size of the apartment? We have such an issue with big families being unable to find housing for, you know, they have 5, 6, 8 children and no hope of anything over a three bedroom. Would this not perhaps be a way forward?
Mylène Gauthier

[00:48:21] To design it, but the criticism is that it's such a deep floor plate that and you have to have to have a window in the bedroom. So, yeah, there's a right to light. And so if you can't get light in, then you can't have people (inaudible). So, but you know that it's just a challenge to be met. Should not be an excuse, but yes.
Susan Spiegel

[00:50:08] OK, so who's the next?
Susan Spiegel

[00:50:11] Yes, University of Waterloo.
Brianna Brown

[00:48:21] So with respect to our project, as indicated by the title, we're looking at the long term cost and implications of rapid construction in the Waterloo region,

Brianna Brown particularly with multi-unit residential buildings. So as we've seen in recent decades, the Waterloo region has been experiencing this sort of explosion in the construction of high rise condominiums which really calls into question the role of commodified housing. And so with our project in particular, we've sort of separated into two different research teams that are simultaneously working. So the first being our environmental side and our social side. So currently I'm working on the social parameters of the matter. And so in this social well overall for the entire study, we hope to study 18 multi-unit residential buildings in the region, nine of which will be private buildings and nine of which will be public and with all of these buildings, they are coming from a diverse array of eras, so some from the 1970s, some from the 1980s and 2000s and onward.

And so in doing so, one part of our research which you can sort of see on the right side of the panel is that we've created this sort of set of research variables separated into three categories. So if you scroll to the second one. So as seen there on the left, we've created these 22 research variables separated into three categories, our ecological, our social, and our subjective, from which our research team is looking at all of the existing provincial social housing guidelines that exist and seeing how they begin to address all of these 22 research variables and whether or not they do so adequately. So, for instance, we're finding in cases of...I believe Quebec is the only social housing document that we've seen that has a requirement to allow for balconies in an apartment space, which we thought was quite daunting. We have other ones which in social housing they deter the existence of particular appliances like if you have a microwave then it cannot be deemed social housing.

[00:52:36] Brianna Brown So there's one, I feel like it might be Manitoba, but in their social housing guidelines you cannot deem an apartment social housing if it has a microwave or certain appliances like that, like a dishwasher for instance. And so with this we then take our 22 research variables to develop a long form survey. And so that survey is also developed in the same set of categories, ecological, social and subjective. And we hope to do this research with those same buildings so what we're placing the most importance on is the hiring of community based researchers because we want to create this participatory community based research model in which by hiring one individual from each of the buildings in our study, they will be able to recruit new participants to the survey in a way that sort of better dignifies the people involved as opposed to just simply researching and watching them and not asking for their feedback. So we're expecting to get around 200 to 300 survey participants and then after that in the year following, we then hope to take these same community based researchers into discussion for solutions in the Waterloo region with the largest output being us lobbying for new housing guidelines for the Waterloo region based on this data that we find.

[00:54:04] Susan Spiegel So if I had to ask you what your outputs are at this moment, what are they and what are the emerging convergences?

[00:54:09] Brianna Brown So at this moment we don't have quite tangible outcomes, but in the next coming months we are producing a paper that will talk about all of those research variables and sort of compare all of the various provinces and their

guidelines and our survey will also be we'll be implementing that in the summer as well. So we'll get all of that data back also, particularly from our environmental side. We're hoping to compare the data that we get from the survey and how people are feeling about the spaces that they live in with our environmental team, which will be looking at documenting the buildings in the more customary sense. So the plans, sections, elevations but also using that to compare it to the data to see if, for instance, someone says that they aren't quite social in their space. We'll also use the plans to see if there's any sort of correlations in that manner as well.

[00:55:02] To see if design actually creates space that actually has a social implication.
Susan Spiegel

[00:55:06] Correct.
Brianna Brown

[00:55:07] OK. Well, that's a good concept.
Susan Spiegel

[00:55:11] Convergences. I think it. I forgot which university it is, but there's one that's dealing with rural spaces. Yours. It's the commodification of housing in a rural sense. So I think while some of the elements are antithetical because we're urban, I feel like there's a lot of synergies between the two.

[00:55:33] Can we jump to that? Is there a convergence there that we need to look at then? Maybe this is a more fruitful way go for the convergences, because that's where we're aiming.

[00:55:42] Well, I definitely see a convergence also between your two sites, the adaptive use and the...
Cara Chellew

[00:55:48] Yes.
Susan Spiegel

[00:55:53] Sorry, I have a quick question about your research. You're looking at high rises that have been recently constructed. No? OK.
Cara Chellew

[00:56:05] All the horrible, happy, shiny buildings that actually are being built by developers that are so ubiquitous and so absolutely the same. It's so horrible. And the 300 square feet live in closet. I mean, that's what you're referring to as I guess I was just a bit confused of the title about the rapid construction.
Susan Spiegel

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- [00:56:26] So to assess the rapid construction today, we also have to look back. So we're also looking at buildings from the 1960s, buildings from the 1980s and so on and so forth.
- Brianna Brown
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- [00:56:35] The federal government is still very involved in supporting and funding. Affordable housing, they call it social housing, then and then in the 90s, the federal government downloaded to all the provinces who then downloaded to the city. So it's 30 years, no money for any of this affordable houses. And that's why everything is in such rental shape. And that's if they have this little like state of good repair, little bits of fixing the building, nothing substantial but there also is a lot of funding called rapid.
- Susan Spiegel
- Rapid development and the question is, is rapid going to be climate savvy? Is it going to be built with any quality or are we going to have, you know, 20 years from now we're getting the windows are going to be falling out and cracks on the balconies and people dying from the horrible air. Like there's problems with rapid construction. I think that that this is the territory.
- That word rapid's coming.
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- [00:57:24] I just want to note that a lot of the housing that was built like post war housing, like, there's a lot of social public housing that was built, but a lot of those high rises that we see were built around the same time period as rental purpose, built rental. Well, things changed when we adopted the condominium kind of model and style, which is what we're seeing mostly now it's is you know it's surprising if you see purpose built rental, but that's why these why these buildings are affordable because they were purpose.
- Cara Chellev
- Built back in the 70s, they were built on mass because there was a massive housing need post war. You know, so yeah, there's issues with how they were built, towers in the park, not ideal anymore, but it just it's interesting to see that, that evolution there and like the reasons why are we building so many condominiums now instead of purpose built rental?
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- [00:58:27] Because there's no money in them because that we've delivered our social housing, our affordable housing, to condo to private developers.
- Susan Spiegel
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- [00:58:36] Yeah, I wanted to jump on that cause. Like we need to build fast for some units, cause like there's a housing crisis that's going on. And so we're working on a project I'm not really familiar with it because it's not my team that works on it, but it's called the "BIM Project." So in a way you can upload your your blueprints for new projects like in this tool and then if it meets the criteria like the rules for the place you ask for it like it can pre-authorize the building, so it doesn't have to go through a lot of like administrative things that take time.
- Victor Bouguin
- So like, yeah, it's supposed to, like, make things go faster, but still stay in there in the rules and like, making sure it has some quality. We didn't get the funding. So like, I don't know if it's going to go further, but yeah, that was that was something.
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[01:00:00] I have something I don't know. I feel like I'm talking too much because I work in the housing world. There's a this is a controversial, very controversial because Sean Fraser, who's our Minister of Housing, says architects cost too much money and delay the process and so we could just kind of pump out these, you know, buildings are all at the same, would be much cheaper. But that's what condo developers do right now anyway. I mean, I just reviewed 78, they all look exactly the same to be different amenities and different skin, but I don't know what the unintended consequence is going to be of that. There is a lot. I mean, if you think about all those buildings you were talking about in the 60s and 70s, they were a bit of, you know, cut and paste and maybe there is you know some value to that. If you still have to talk to the people that's kind of what's missing in this like, yeah.

If that will build it quickly, but you still have to speak to the people as that's what we've been talking about in all of our projects, like we want to be listening. So, I don't know how that gets accommodated.

[01:00:59] This one. Sorry, this thing is not like for like the design particularly like you could go talk to people, make your own design like that can be very different. Victor Bouguin It's just once you have the design, you don't have to go through all of the administrative like with the city. If it fits the city guidelines, you don't have to wait that much to have the building permit.

[01:01:27] Love to see this. Susan Spiegel

[01:01:28] Yeah, I'm not really familiar like you. You could, like, I could talk to you. Victor Bouguin

[01:01:35] Thank you. Yeah, this is, this is super interesting and everything that you Iris Pintiuta guys have been saying about yet, the architecture of these older buildings, but I completely agree with you. I feel like those condos wherever you go in the world, they look exactly the same. It's very much the architecture of gentrification but I'm curious like what's Canada's approach? I don't know much about this, but what's Canada's approach to putting the onus of like building affordable housing in the hands of developers like what cause, you know, the UK has done sort of started doing that about 10-15 years ago.

After they introduced the right to buy, which allowed people who had been in council housing for long enough to buy their apartments and then sell them for like millions profit, and because of that there's a huge shortage of affordable housing. So they introduced this thing of like, oh, developers, you get a tax break if you build affordable housing. But when your condos go for like 4,000,000 pounds and your affordable ones are 1,000,000 pounds, is that even affordable?

And the other interesting thing that's happened in the UK is that a lot of these developers literally built different entrances for social housing versus non social. Like literally, yeah, you can go and see this building. So the front entrance is gorgeous. And then the floors that have social housing on them,

you can't access from the front building, you have to go through the back. Do you have it here as well?

[01:03:14] Iris Pintiuta I'm sure it's. It's definitely like. So I was wondering, is this a widespread phenomenon in Montreal? Is there a conversation in Canada? They're sort of trying to prevent this because it's very easy at national level to say, oh, we're just going to, you know, build so much more affordable housing. But is it actually? And what does that look like? Is it trying to include people or is it just a new, shinier form of exclusion? So I don't know if people know much about this, I'm curious.

[01:03:43] Marjorie Knight I would say the number one problem. Is that there's no true definition of what affordable is, and my question always ends up being, "affordable for whom?" So they have given it to builders and they will build and then they will say, oh, I've built 900 units and four of them will be affordable but that's not just what they say, so it's affordable for five years. After five years, they can charge whatever they want because in Ontario there is no rent control. If you have a building that's built 2018, like more recent, there is no rent control. You can charge whatever you want. So there are people I know who have been charger, their rent has gone up by \$1000 a month, one shot.

[01:04:47] Susan Spiegel So we're in a funny moment right now because the government is going to give money from purpose, built rentals if you hold it for 30 years. So it's not worth...

[01:04:56] Marjorie Knight So no, so but every time they give it to developers this is what happens but the fight that we have going on now is to make a definition, and so I'm trying to encourage that the word affordable not be used, but the term "rent geared to income" because the only way it will be affordable is if it is geared towards income, 30% of income. So, that is the push... That we're on now in terms of that, but yet affordable housing, it's a myth.

[01:05:39] Iris Pintiuta That's such a great...

[01:05:42] Susan Spiegel So in terms of emerging convergences between Carleton, Laval and Waterloo and Athabasca, do we think that there's... What are you working on?

[01:05:57] Victor Bouguin I'm with Concordia, but it was.

[01:06:00] Susan Spiegel So if that's not the project, OK. There's a sidebar, OK. Is that a conversation? You think that your groups would be interested in?

[01:06:06] Kaiden Reding We'll go.

[01:06:08] OK, let's go to Athabasca. At this moment, because we're getting into like a little bit of the weeds, but it is those weeds are the emerging convergences when we talk about housing. Inevitable.

[01:06:24] OK. So for us, we started with the idea or goal of revitalizing rural communities, which is obviously like vague and huge and has a lot of aspects. And so we started by speaking with a few different communities across Alberta, the town of town of Athabasca, the town of Sundre, Fort MacLeod, and Samson Cree Nation and we did a few sessions with each group just to see like what they saw as their biggest issues in terms of like attracting the residents and keeping the residents in tourism, economic diversification, all whatever issue they wanted to address is what we went and listened and then from that we decided to focus on housing and food. In particular, we're looking at ways to introduce community led housing design.

And then small scale agriculture and Agri food producers and how they can support the diversity and inclusion and accessibility of these communities as well as trying to de-commodify those things like as commodities and using alternative business models. Like nonprofits and cooperatives, etcetera.

[01:07:43] So those are interesting outputs. I thought this project was really well represented. Was like really easy to read. Which is something I think I don't know if we're going to get a chance to talk about that, but I think we should set aside a few moments to talk about. Different people to take back to their teams. I think we're only going to talk about the projects where there are people in the room. We're running out of time and they're really interesting conversations, but I think it's important, what would you say? Do you? Could you see a convergence?

Other teams, there's only a component of it that would be affordable because you've got all these other strategies that are really related to rural, like not being so reliant on, you know, accurate big, big farm, big, big everything.

[01:08:30] More, more community-based models and local yeah.

[01:08:31] Yeah, intensive farming, local, regenerative and regenerative. So that's kind of just you. And I don't think that relates to any of these other projects at the moment. But what would you say would be the value of a convergence of conversation with the people and you know before. Tying to do affordable.

[01:09:05] Just generally as far as that goes. And then obviously like Waterloo really they have some similar themes going on. And I think also with University of Manitoba with their initiatives has to do with community led housing design too. And First Nations communities.

[01:09:22] The co-ops and stuff we have a lot of that.

[01:09:30] Can I ask a quick question please? What would you say? So, I assume that
Cara Chellew most of us work within an urban context. You know what, what would you say to us? You know, a big misconception that we have thinking like bringing urban to rural or like, well, what do we need to know about planning for rural communities that we're not thinking about in this urban context.

[01:10:06] I think in general there's just a lot of like misconceptions about the population
Kaiden that exists in rural places. I mean, like some, you know, some stereotypes
Reding are true, but, like, not everything. I found that there was way more diversity than I thought there was in rural Alberta. And another thing that was I think validating for me in particular was like people really want and value and are interested in like culture and heritage. Like, that's the thing that we heard all the time was like we want museums, we want like heritage buildings, we want like people to come and look at these things. Those things are very important to communities, but there's just not like, there's just never enough money for them.

[01:10:48] Do you find how poverty is represented a little differently there, especially
Marjorie when it comes to food and housing too? I guess.
Knight

[01:10:58] Yeah. I think one of the one of our major issues and why we're focusing on
Kaiden Agri food and local producers is like there's it's very hard to get fresh food
Reding like fresh produce in particular and like you're relying largely on like Loblaws, like the big companies, you know like.

[01:11:16] In a rural situation. No one has a garden or a little farm.
Susan
Spiegel

[01:11:19] It's very rare actually. Like there's and it's often because the zoning doesn't
Kaiden allow for food production, even in rural, like municipalities. I'm not sure if
Reding actually that's like just an Alberta thing or if it's the national.

[01:11:20] You have the big farms out there. Well, I mean, there's probably some pretty
Susan big lobbyists who wants to keep "ag" all to themselves because in Ontario,
Spiegel quite differently. There's kids who left, went to the big city. Though I don't like this. Have come back and taken over a lot of small farms all over the place. They're in Waterloo and Guelph and all like, you know, all the way out to the wine, to wine from Niagara to Prince Edward County. A lot of kids coming back to the farm saying we, you know.

[01:11:58] Well, we found too that our food production, even that it is in Alberta, it's
Kaiden been over the last 20 years like increasingly centralized or concentrated with
Reding fewer and fewer produce. So like there's more areas specifically, speaking of like greenhouses, there's more area in food production under greenhouses. But there's fewer producers compared to even 10 years ago. There's a hundred or two 100% more area, but there's now three producers versus 10 versus 50 years ago. There was a hundred kind of thing.

[01:12:28] Susan Spiegel Did you propose it? You're proposing more small scale, so your outputs are in this context you're trying to support small, small scale farms in alternative businesses. I understand now.

[01:12:39] Susan Spiegel Yeah. And just more just to facilitate access and like local access and not have to rely on transportation from far, far away.

[01:12:49] Susan Spiegel So there's some. Convergence on affordability. But I think from what I stand along in this in this.

[01:12:56] Shannon Bassett I mean I think there could be a convergence on the food for Sudbury.

[01:13:00] Susan Spiegel OK, let's go well. I mean, can we?

[01:13:05] Shannon Bassett I mean just I think that to me is maybe a convergence with the... I mean just in terms of what we saw with COVID how the whole food system really shut down because it's, I mean it's four hours north of Toronto and its somewhat of a rural location, arguably, and I think that there could be there. There are monopolies from the major two, or a few handfuls of like grocery stores, so I think that to me could be something that we could be looking at.

[01:13:45] Victor Bouguin What's the name of the university?

[01:07:43] Shannon Bassett Laurentian. Laurentian.

[01:13:46] Susan Spiegel I knew it was an L. Yes, it was really well presented. I mean, I think we should set aside some time like maybe after this other one we want to talk about how easily perceptible. Well, your concepts and your convergences are.

[01:14:07] Brianna Brown Oh, we also have to take a moment to summarize at the end as well.

[01:14:11] Susan Spiegel Yes, so after this, everyone, we'll just take a few minutes. Look at the graphics, or maybe we should do that last, but maybe that's less relevant. Go. Sorry.

[01:14:17] Shannon Bassett I mean, I think the project has taken on a new development in terms of, I mean our conversation from this morning like where it started. And again I think that's because of what is being mobilized in the city currently so the

main barriers to quality that need to be overcome to change the current situation include before demolition. So again I think that this is actually been happening very rapidly with the urban renewal in the downtown core of historic fabrics. And as I mentioned, there's a lot of shelters or homeless people who live in the downtown core. So before, like, removing them, I think moving forward or the people who do live in our downtown park. To think about this kind of systematically as a whole, not to rush the project with the City Council and also to be not, I think one of the issues now like a lot of the zoning is sole zoning. So I think that that's an issue to overcome. So, building relationships resist the pattern of having architects talking to architects about architecture.

[01:15:36]
Shannon
Bassett

So with this is what we've been talking about all morning as well, like in participatory, inclusionary, diverse voices in the shaping of the build room, especially within the city. Take the time to define what are the, what is the common ground or maybe the intersections existing in the conversation, perhaps even agree that a certain issue is important, or even though there might be, you know, kind of contradictions to opinions on that, and also to kind of look at the best-case practices or successful places to for the buildings to Co-create. I think especially with what's happening in the city now kind of Co-create with multiple stakeholders and develop and develop those relationships. Avoid working in silos and then we had also mentioned this actually in the seminar that Terry and I had done, but and actually with will truth and reconciliation. And I mentioned that this morning, I think particularly because a lot of our communities are indigenous in addition to the school where we teach, we have a tricultural mandate. I think truth and reconciliation and it's a major paradigm shift.

You know, as far as like Western binaries and that we can be building with those communities and again think about like the living building challenge in terms of the integration of sustainability in the new buildings. So I think just, I mean that's kind of summarizing. And then just finally, like really looking at municipal policies examining how municipalities define planning policies and guidelines for planning and I think you know, kind of just continuing in this new implementation to to continue with our work different communities and stakeholders as the new city kind of development unfolds.

That's it.

[01:17:59]
Susan
Spiegel

Those are really good in terms of outputs and where do you think your convergences might be?

[01:18:04]
Shannon
Bassett

Well, I think it was interesting the idea of, I mean even I think is it Carlton team is looking at historic preservation, right. Like, I think with I mean it was like a lot of the building stock in downtown. There's been a major Swatch of land that's literally been expropriated. So a lot of, I mean, which is there's been a lot of smaller mom and pop, let's say, quirky businesses that were literally demolished. So I think being careful with the ensuing let's say there's going to be a change in a foot like within that downtown core. I think looking more to adaptive reuse policies. I think certainly the food security is a massive one. I think that there's a lot of opportunities for, like more innovative, let's say, zoning than it has been in terms of like the single-use

	zoning that it has. I think that that's really interesting to me or even like in new building stock. Are there ways to with the new building stock or housing that's going to be coming back and downtown to integrate like food security into those, yeah.
[01:19:17] Susan Spiegel	So I see a lot of convergence here too. You're talking about heritage and cultural and.
[01:19:21] Shannon Bassett	Heritage and culture and food security. Yeah. Or social equity. Even with the downtown core.
[01:19:32] Kaiden Reding	But also another thing we're looking at is reusing or adapting existing buildings that are empty for indoor farming or like, you know, adopting food production and there's challenges with that because it's specifically with vertical farming. It's like extremely energy intensive. But like there's, you know, there's a lot of empty lots, maybe that you could use for something like.
[01:20:00] Shannon Bassett	Yeah, I mean that's like downtown parking, right? I think that's also like maybe consolidating those empty lots and being more intense with density, but also integral like maybe it's like an urban someone asked about an urban rural model. I think that to me is really interesting.
[01:19:17] Susan Spiegel	I have a group of students in the Master's program who did a whole urban version of what you're doing, but are trying to deal with the fact that the certified almost ninety percent of our global arable land in the world, and so like hydroponics don't really work, he says. No nutrients. They look all good, but there's nothing in them. So, trying to find a way to do vertical farming with actual soil.
[01:20:44] Susan Spiegel	I think there's a lot of crossover here to be really interesting.
[01:20:56] Shannon Bassett	Maybe even alternative mobilities. Especially in the in the North because there are, it has a pretty vibrant winter season, alternative abilities. What's that vibrant winter? Yeah. Well, it was. It was interesting because the the fins always were ex urban and they would cross country ski to work like at Inco.
[01:21:25] Susan Spiegel	So, you know, I'm. I'm looking at this and trying to figure out, you know, how this. Just please have a look this is kind of what we were supposed to be doing it. In terms of doing our outputs, I don't know if we if we did our outputs and our convergences according to the correct categories. I for some reason could not work this out in my mind, and I'm wondering if you did Iris or if we've gone on this different.
[01:22:08] Iris Pintiuta	What's that? Sorry.

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- [01:22:10] Susan Spiegel The KPI's that you know, knowledge, mobilization, plan of road. maps, equity, new knowledge and Open Access platforms, raising awareness and devices for mediations until because the guidelines, I don't see that we're at that point. I think that somehow I was not able to converge this in my brain with the topic from this book, so if someone else is better at this than I am. I think we need to help Iris.
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- [01:22:37] Iris Pintiuta It's no longer my job. It's Brianna's job now.
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- [01:22:40] Susan Spiegel It's your turn. Oh, I thought. Cara, I thought you said... OK, so all right, I'm looking at you now.
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- [01:22:50] Brianna Brown No, I'm not. I'm not sure.
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- [01:22:53] Susan Spiegel OK, It feels like way too much in the weeds at this moment, and I thought that what we were looking for given that we were supposed to look at the room and all the work and see what kind of overlap, like what groups can start to talk to one another, mean if you've got no convergences. I mean, don't think anybody doesn't have convergences, but some have more than others. So do we want to go through everybody's notes about what we think that those are? And or how can we help Brianna?
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- [01:23:29] Victor Bouguin I can add something for Concordia. Maybe we could find a convergence with Athabasca, cause so Concordia is active aging and health and so they're trying to observe what's going on around like aging homes, elderly homes and they observed a lot of things with nature, the contact to nature. And we know there are a lot of elderly people in more rural parts of Canada. So maybe there could be a thing to do like how are the elderly homes in rural areas and how can they be in contact with nature? Because sometimes like these homes are more in like the central parts of like towns and things and they have some difficulties to go towards the nature. So like yeah, how to provide them with the, yeah.
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- [01:24:51] Susan Spiegel So, we're doing a part thing. It seems to me that there would be a convergence. So, I mean, there's a real component of reconnecting with nature, but there's also the urban one. That's you. So maybe there's Concordia, if you're more...OK. It might make more sense to be talking to like who, who uses the parks, and how could it be safe for everybody. Who's doing neurodiverse spaces? That's correct. So, I think that's it.
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- [01:25:17] Victor Bouguin No, no.
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- [01:25:19] Susan Spiegel Oh that's...
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- [01:25:24] Yes.
Virginie LaSalle
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- [01:25:34] Because I think that that might be a better fit because vast distances in rural I don't know how we...
Susan Spiegel
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- [01:25:50] OK, so at the beginning like explained this morning, it was about material innovation for space for special needs and in the process we analyze the guide and norms to see which was the barrier for quality and we identified that it was barrier for qualities and we meet a lot of difficulty to put together material innovation and special needs always. So we choose to...
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- [01:26:40] Material innovation, as in sustainability or just like what do you mean by materials?
Susan Spiegel
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- [01:26:45] No, material innovation in spaces for special needs. OK, it was the at the beginning, the title of our site woods in particular was the material we want to focus on and then it was the problem that space spaces for special needs have a very Strict norms for material and we were looking at other way to be, I don't know. You know I'm much more than me, but like words in these kind of spaces and situational spaces, we can't use them. So it was a question around this.
- This problem and then we arrive at the point where material was not the subject, so it was much more how to conceive for special needs and then for all. Because we want to. The question of spaces for all, so the public spaces which integrate special needs much, much more the focus of our site and we keep the idea that norms and guide.
- What was some barrier to quality. And so this is a little bit what we see in the first and second and we want to go further then these guides and norms and to see how creativity can be, can give us a solution. So, we develop some studio and I set up. This morning's studio in architecture and design interior design to explore new way to conceive for them.
- So this is not...post occupancy evaluation. But to have a better understanding of the needs and the special the space for special needs we have this. This project is like parallel.
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- [01:30:29] Yes. William needs a microphone.
Susan Spiegel
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- [01:22:53] One of the hardest things that stands in the way of a lot of the work that we're talking about are the biases and the prejudice within our institutions and our systems and our industries and our societies. So if an industry doesn't want poor people in that neighborhood, they're not going to be there, end of story. So a lot of what we need to be talking about besides us here in the different fields of study that we're in or areas of work. Architects need to

be as we've done with bringing people together, we needed to be including as part of our plans as inclusion, inclusion, inclusion. So that's what I see as connecting element between all of the presentations we talked about inclusion, how do you implement it in a world of bias in a world of prejudice. In the world of exclusion.

So that those are the questions that are my concerns. Is that, yeah, we could talk it. How do we implement it? How do we institutionalize it? How do we adjust it within the systems? How do we say, OK, we're not moving forward, you're not getting this money, you're not getting our approval until you change your attitude or adjust the way you do things. So these are the kinds of requests that I ask of young minded individuals getting into the institutions don't get biased, don't get complacent.

[01:31:54] It's really interesting, Sean Freezer again, the federal minister is saying to
Susan people in cities such as Doug Ford in Ontario who is refusing to allow
Spiegel Fourplexes on single family homes, he's saying, OK, guess what? You don't
get the money. We're withholding \$150 million, sorry from the City of Toronto.
So there is that happening. So the federal government is prepared to remove
now.

Any kind of Nimbyism in single family dwellings that you can have 4 + 1 four units in your house, plus an accelerated accessory dwelling unit on your site, and that's approved by the federal government and they're waiting for all the provinces to enact it. And if the provinces don't, they're going to skip the provinces and give the money to the municipalities. So there is a bit of will now coming from the federal government, we'll see if it actually works, but it is that kind of a threat.

[01:33:03] We still have tools like that to force the...
Mylène
Gauthier

[01:33:10] And we'll see because I've never seen that before. Personally, like I've been
Susan around for a while, but I have never seen the government hold the money
Spiegel out and say if you don't do as we say, which is in the light of everything, we
want them to be doing, not everything that you don't get the money or we'll
give the money to somebody else to do it. But you're going to do it like it or
not so in a way that's a little bit of a move in the right direction, but it's
certainly not enough.

[01:33:49] I just want to follow up on what will said, you know, in in our conversation
Cara Chellew when we talk about people on the street, people who are in sheltered Like
we talked about it as a problem to be solved, you know instead of that
people have, you know, need help and just like even in our conversations,
it's like I hear, like, these people, these people, they're not these people,
they're our friends and family and community members. Where are these
people? And I just, you know, I just wanted to emphasize that.

[01:34:29] Can we all put our fine minds together and try and help you, Brianna?
Susan
Spiegel

I'm just kind of looking through my notes to see if there's any overarching emerging convergences or overarching outputs. I mean the outputs seem to me to be important in that they're particular.

But the emerging convergences to me was the point of this is, it's called notable outputs and emerging convergences, so I think notable output in a way by everybody, I mean you called it ordinary nights. It's a kind of. And then. So you started with that and I think you've ended with the "Aren't those people? These are our people." These are us and most people I know are only one paycheck away from losing their apartments.

[01:35:31]
Susan Spiegel
So let's start. Maybe the one of the outputs is...I don't know how to put it... An infrastructure of care of respect, I mean, I go back to William's "respect" again and again. I mean to have most of the outputs. I think that everybody has spoken about is kind of it is a pretty profound respect for challenges. So I mean I we could be particular and we could name them, but I guess in terms of the convergences.

[01:36:08]
Brianna Brown
I mean I think in a lot of ways we've been speaking about the quality of life and its continual or subsequent effect on someone's life. So I think if we...

[01:36:14]
Susan Spiegel
Start with that. The quality of life and then into like respect re-listening, talking. I mean it's not dissimilar to what we talked about this morning. And in terms of convergences, I mean, I wrote down like safety in the public realm, which really it was, was starting with ordinary nights really extends to us. So that's University of Montreal. UdeM, no McGill. And then University of Vancouver, BC over there on the other side.

And then also who else said the public realm? I would say Sudbury is very involved in in this Laurentian. Now it's just like Alan Minute. Sorry. It's right now. It's just newly evolved old problem. Anybody feel left out here? Neurodiversity, which nobody talks about? We talked with the aging. We talk about the in-house, but like neurodiversity and the elderly, so there's a lot there's, so that's Concordia. Montreal. Vancouver. So I mean those it's like in a way there there's a conversation to be had about this amongst those universities. And so it's a big emerging theme, actually safety and public spaces and care and respect and public spaces for every type of person. And from Carleton and TMU we had like a post occupancy policy, but the next use must be better, which gets into a heritage. But you two were talking about heritage. So there is that has to be better. But at the same time it has to be...Because and we need heritage and cultural understanding of our cities and our houses and the people live in them like I just like Toronto. I don't even know what it looks like anymore. I should drive along these streets. I've driven on for 30 years and it's like all these happy, shiny condos. And I think I.. Who walks on these streets? I just. I don't. I can't even find my way on streets I used to work on like King Street is now turned into a happy a single, happy shiny condo with all the nice old buildings gone. So I think that there's a quality of urban space that we have to be pretty urgent about, but we don't want to let those heritage moments inhibit our ability to provide housing.

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- [01:38:47] Shannon Bassett It's going to say a premonition of what's to come in the northern Midtown cities that are now having population shift north maybe like...
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- [01:34:29] Susan Spiegel OK, so what did we say about who so? Did you get down which universities those are OK. Uh, if you what to speak to us.
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- [01:39:17] Mylène Gauthier It's Quebec. don't know. Well, the project, so I'm sorry, but my comprehension of this project is more about the diversity of point of view of what is quality. So, everybody, the architect, the urbanist, and the people, the citizen, everybody have a point of view of what is quality for them and they map those project, those specs and values and they can show there is a lot of gaps between a lot of parts of those point of views. I'm sorry, I feel like I'm six years old.
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- [01:40 :10] Susan Spiegel Just think how I would sound if I was trying to speak French.
So this feels like an umbrella.
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- [01:40:19] Kaiden Reding I think maybe it's something we're all kind of trying to do is like define.Or figure out like what is the public space and who is the public that we are dealing with? Or like maybe there's more than one like maybe it's a like multiple publics and like who, who who's part of that group?
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- [01:40:39] Susan Spiegel Well, that's what this is like. Who are the actors? So, this could be like a global.
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- [01:40:41] Kaiden Reding Yeah.
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- [01:40:43] Susan Spiegel Laval could have the global picture of trying to understand who are we.
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- [01:40:39] Kaiden Reding But also like, what does being a public space mean? Like what does that entail and like, what do we need to do to ensure that it is a public space?
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- [01:40:56] Susan Spiegel Well, that sucks. To be that. The policy that they're trying to get to Vancouver, meaning that this convergence is we all need to have a conversation about this.
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- [01:41:03] Kaiden Reding And also, I think there's debate over like who makes the decisions for the publics and like who has the authority and should how much authority should we share with individuals and versus like we talk about bottom up versus top down like attention between those two forces and we have to find like a middle ground I think. Or each maybe contextually decide what the middle ground should be for each particular place.
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- [01:41:32] Maybe another, maybe another convergence is about education. You talk about integrate post occupancy evaluation in the education you talk about going to see people to talk with people. And I think these are the reflections that everybody has about how to educate the future architect, designer everybody that have to conceive the future environment. So I think that each side should have an idea about what can be done.
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- [01:42:14] And listening and teaching because we talked about awareness and listening and seeing and then the component is part you know.
- Susan Spiegel
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- [01:42:22] We have to learn too. Teach and maybe relearn, because sometimes we don't know how to learn today what we have to understand.
- Virginie LaSalle
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- [01:42:38] So that OK, that's good. We didn't really talk much about learning and education, but that's a good one, Waterloo rapid construction. You know, this is a huge issue, but I'm. I'm just wondering sometimes these are more sort of, I don't know what I don't even know what to call this, but this is Athabasca, Carleton, Waterloo, dealing with the notion of what's affordable and for whom is like, who's the public. So this is the corollary question of "who is the public?" We just happen to be talking about those people.
- Susan Spiegel
- Then we had Athabasca and Concordia. Athabasca in a way you sit a little bit not outside, but individually with your whole, because you're rural. But maybe there's a more...I don't know if there's something to do with Waterloo in this context of trying to find alternative, just not let the world turn into, like a sprawl of all the cities, that people can't afford to live in the...
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- [01:43:44] I mean, I think Sudbury shares that with we're at, we're quite remote.
- Shannon Bassett
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- [01:43:49] Four hours from, you know, outside of systems. So that's Concordia, Sudbury and Athabasca and Waterloo. And then we have a heritage component. I have well, cultural heritage which is again, said Athabasca. I don't know who else and Carleton and Carleton sitting right there in front of me. Yes. And then Montreal and Concordia have a convergence. Trying to understand them kind of the more outside the normal, I mean, it's ordinary. I don't know. I don't know how to describe this but what are the barriers? I don't know. Maybe somebody from Concordia because I don't really know. I didn't write anything down. I just wrote Concordia. So maybe Victor.
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- [01:44:52] The other this morning spoke specifically about the wampum belt, and if you're not familiar with it, those were the forms of visual treaty with a beaded belt that had symbols that came with teachings and it was the agreements between Indigenous peoples and Europeans and in there were promises that were being made mutual sharing agreement, relationships and so forth that were put in there, which then led to what we know of as treaties. And in there were included promises to basic human rights and one of those in in a anecdotal term, was a medicine chest.
- William Morin

So what would you think that is? Healthcare. So, everyone has a right to healthcare. So anecdotally in the story and the phrasing and the words that they use back then as understood by indigenous peoples was those elements, one of the others as you said, Susan. Light. So we can't build it unless you have access to light. Well, I'm sorry. We all have a right. To the basic necessities of life. That should be our starting point. That should be the thread between all of them. Without a doubt. And anyone who does not adhere to those, whether they be administrative, within government or industry or service providers. I'm sorry, you're out the door. We have to be blunt and bold as institutions, as organizations and as service providers to these bodies. Sorry, you're not qualified to speak, out the room, please.

We need to be cold and bold to that in order for that change. This is the discomfort we're talking about. Change is going to come if we're not going to do anything different. Nothing's going to happen. So we've got to be imposing upon those that have those positions to realize no, every human being has a right to housing.

Which includes health, which includes daylight, sunlight, whatever. However, it's referred to and phrased within the policies, but those are the key things. But we don't provide those. So now Canadians know what it's like to be indigenous to not have their rights honored.

[01:47:26] Susan Spiegel	9 minutes from Brianna. How are you doing over there?
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[01:47:29] Brianna Brown	0 minutes for Brianna.
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[01:47:31] Susan Spiegel	Why? What are those? You have to go somewhere?
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[01:47:33] Brianna Brown	3:50 I was supposed to send it, but I'm almost there. I'm so essentially, I can't speak to every university in particular, but largely the commonalities of converge. I can talk to and then the general overarching speaking about quality of life as well as the promotion or advocacy for including all of these, I guess, aspects and policy practice and at the education level.
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[01:48:02] Susan Spiegel	And respect, look again. What was that from this one, listen.
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[01:48:03] Brianna Brown	Yes absolutely.
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[01:48:10] Listen here. Here to listen. What was?
Susan
Spiegel

[01:48:15] We have to.
Virginie
LaSalle

[01:48:16] Listen to, learn and learn to listen.
Cara Chellew

[01:48:19] I think that's like good for both. This morning and this afternoon and for
Susan everyone and everything. I think so. Yes. Thank you for being our...
Spiegel

ROOM 8

Workshop 2- Notable Outputs and Emerging Convergences

Room8_ Location: Medjuck Architecture Building - Room 1005			13 Participants
First Name	Last Name	Organisation	Research Site
Derek	Reilly	Dalhousie University	Dalhousie University
Leila	Farah	Toronto Metropolitan University	Toronto Metropolitan University
Carmela	Cucuzzella	Université de Montréal	Université de Montréal
Adrian	Blackwell	University of Waterloo	University of Waterloo
Jonathan	Monfries	AAA Representative - Stantec	University of Calgary
Jeanne	Leblanc-Trudeau	Ville de Montréal	National Partners
Michelle	Gagnon-Creeley	CRAB Park Tent City / Ay'x Village	University of British Columbia
Michael	Otchie	BAIDA - ERA Architects	Athabasca University
Sarah	Danhay	BEA-Calgary	University of Calgary
Zen	Thompson	University of Winnipeg	University of Manitoba
Belle	Gutierrez-Kellam	University of Calgary	University of Calgary
Achraf	Alaoui Mdaghri	Université de Montréal	Université de Montréal
Benjamin	Dunn	University of Toronto	University of Toronto
Kayleigh	Hutt-Taylor	Concordia University	Concordia University

Room 8 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-07-17

Report produced by

Dunn, Benjamin (University of Toronto)

8.1. Summary

We began by going around to present our posters and discuss notable outputs from our road maps, methods of knowledge dissemination used thus far, and intended next steps. We were lucky in having Jean-Pierre join us to provide a direction with the conversation, and instead of a simple presentation of our posters, the conversation was re-directed to consider actionable outcomes that our collective research could produce, and what the road toward that looked like, whether it be a podcast, journal, radio show, or some other form of media.

Much time was spent in the abstract discussing quality. Quality by what standards, in what part of the environment, who are the ones responsible and who are the ones suffering. With 14 sites studying such different topics, they need individual attention - it was not clear after the discussion that there was a wide enough definition of quality to cover everyone's work without simply being generic. That said, there were common threads such as prioritizing intervention, working with the local community, measurable criteria, lived experiences, etc.

A big topic of discussion was prioritizing intervention to those who are truly experiencing the worst of the worst of quality in the built environment; namely, northern indigenous communities living on reserves with no clean drinking water, moldy homes, and leaky roofs. As researchers, and citizens, in urban environments, our ideas and research methodologies are often biased to cities, but we cannot forget the diverse environments that people live in.

Ideas shared to disseminate our work:

- Zines
- Community focus groups
- Offering embodied educational opportunities for accessibility/disabilities
 - e.g. spending a day in a wheelchair to truly understand what poor accessibility design means to those who experience it daily
 - weight vest to mimic what it feels like to be old with less musculature
 - Get politicians to live on a res for a week

- Directing your message to a very specific audience
- Come together as research sites and lobby policy makers, institutions, law makers, etc.
- Public interventions:
 - artwork, performances, expos
 - Curating guided 'walks' that tell a story of quality, or that will improve your well-being
 - Board games or other pedagogical/serious games (Pokemon Go collab?)
- The power of storytelling
- Online tools:
 - maps, websites

Some ideas shared with regard to improving quality:

- Influencing public policy
- Inspiring locally community
- Organizing community groups
- Updating architecture/landscape examinations to new standards
- Updating educational programs
- Tool kits + guides for the public to use
- QR codes in the public for citizens to report on the quality of spaces
- Updating arch/landscape arch award systems to reward those doing important work, not just the biggest and flashiest projects.
- More opportunity within educational spheres for interdisciplinary work
- Improving CCE criteria for arch/landscape professionals
- Putting well-being first

8.2. Detailed Transcription of the Workshop Discussion

Time + Name	
00:00:01 Carmela Cucuzzella	The title is notable outputs in emerging conversation, which is already a complicated title, but at first thing. We have to do the presentation and comparison of notable outputs which we need to decide so far one per research site. So, I think what we have to do is we have to go through each site party, you know, obviously to identify which one it is in there. I have one statement about what is the notable output. What is the notable output that we see of this research site and because we're going to have so many different eyes on it, I think it's important because each of these posters could be read so differently. So, I think that that's going to be, each of us say the notable effort that we see from it. I think that's what it says. Yeah. Presentation and comparison of notable output between research sites between, they say, between research sites. So, I guess the first step to do is first of all identify notable output for each of them. I mean would be, yeah, I think would be nice.
00:01:03 Adrian Blackwell	I'm just wondering, do we do all of them? Or should we focus on the ones that we've participated in coming out of your research site.
00:01:09 Carmela Cucuzzella	I think the research site so far, so I think it's, es, it says compare those with the original. I'm not going on a whole. Where does it say you are? So I didn't see them.
00:01:20 Adrian Blackwell	I'm not looking at this overview.
00:01:22 Carmela Cucuzzella	Ohh so I'm not looking at that right now. I'm looking at this. OK, so maybe you should present it because I don't have that document. I'm looking at this you just what it says.
00:01:30 Adrian Blackwell	Read well, yeah, I didn't do a good job in the first one. I think I jumped to question two last time, John, you clarified question one for us last time. Question One I think is what outputs are coming out from your research site and where would they fit within this knowledge mobilization plan fallout question are there areas of the knowledge? Mobilization plan that are too weak at the moment based on the answers given to the previous question.
00:01:59 Carmela Cucuzzella	So do we have all the 14 sites here?
00:02:03 Kayleigh Hutt-Taylor	I think that was the idea. I don't know if it's guaranteed.
00:02:07 Benjamin Dunn	I would, I would assume so.

00:02:09 Carmela Cucuzzella	I would say that I I think hope so.
00:02:11 Achraf Alaoui Mdaghri	I love. Val is missing. Yeah.
00:02:17 Carmela Cucuzzella	We don't have anyone from Laval.
00:02:21 Carmela Cucuzzella	I will present the Montreal, Laval, Athabasca. I have a feeling, yeah, as much as we like. OK. So, I have a feeling you're right. Sorry. Sorry. Yes.
00:02:30 Belle Gutierrez-Kellam	Just, uh, we don't have anyone from Laval and then voila, comes back. We have someone from Athabasca right now we don't have.
00:02:38 Carmela Cucuzzella	Anyone from Athabasca. OK, so we won't be able to see those because I do think because it says presentation and comparison. So either the people that are part of a research site present. We can present, like collectively, what do we see on the poster, and this is how we understand it and what is the main output of the poster which I think is more interesting than the person that than the than the team that did it and it's almost checked if you're. If the posters articulated intent. Yeah, exactly. So that we could do that to start. So this way we get to do all of them even if the people are not here, although it would be nice to have a feedback. And then it says compare those with original objectives and outputs of the research partnership as a whole. So, we all kind of remember what the research objectives was. The idea is to redefine quality. But we can remind ourselves as we go along and how does do the posters actually address that question? All of them? How do the posters actually address the question of us rethinking of what? What quality is for the particular situation that is being put forth in every site because everyone has a different problematic? And are the emerging convergences. Are there emerging convergence convergences between sites? That's a big one. We'll get there when we get there, right? That's a big one. Are there? Because to do that. What? What it what it means is we really have to be very clear on what the notable outputs are. So, who's taking notes? Has anybody taken notes?
00:04:12 Benjamin Dunn	I think I'm technically responsible for the recap afterwards, but it's just like a couple of sentences and not like super diligently taking.
00:04:18 Belle Gutierrez-Kellam	OK, I do have an audio recorder. Then we have microphones too.
00:04:22 Carmela Cucuzzella	OK, so let's dim the microphones with and I think we could just start right, and we could just talk and see what we understand what time is that we have two hours.

00:04:31 Speaker 5	Right.
00:04:32 Carmela Cucuzzella	204. And we have 14 sites. Let's calculate how much, because otherwise we can go on forever. So, if we because right. It's like a critique, right? You have to calculate the number of time of critique. I need my calculator. I'm not good with that. So, we have two 10 minutes. So, let's take let's 1010 minutes. OK, so we start.
00:04:48 Adrian Blackwell	They maybe less than 10.
00:04:49 Carmela Cucuzzella	Minutes 8. Yeah, yeah.
00:04:54 Belle Gutierrez-Kellam	Like 5 a site maybe?
00:04:56 Carmela Cucuzzella	Yeah. So, it's a presentation of five. Yeah, presentation five. And then try identifying the notable output cause that's the thing that we have to do is we have to identify the notable output. What did the site?
00:05:07 Carmela Cucuzzella	Come up with on the road map, right? OK, perfect. Let's go. What do you want to start? We might as well start here.
00:05:35 Adrian Blackwell	So, Carmela, are you suggesting that I'm because I'm part of the team? Yeah.
00:05:38 Carmela Cucuzzella	Yes. Oh, this is yours. This is accidental, by the way, so this is yours. You might as well start then.
00:05:45 Adrian Blackwell	So I should. OK, so I should say something so yeah. The long term cost of the rapid construction of multi unit residential in Waterloo Region. So we're looking at the idea is to look at 18 different case cities. These are nine of them that we've selected that are publicly funded buildings. We got data from the region of Waterloo and we got we found all the public buildings in the region and then we selected these nine. We're going to find nine and we have some already selected but we don't have a full set yet of private buildings and we're going to try to compare the public and private buildings around. Umm. What we're calling ecological, social and subjective qualities, subjective are more, I guess, things that affect the individual deeply. Obviously, these do as well. Just why things aren't perfectly mapped, but the ecological variables essentially have to do with Environmental Quality and the long-term effects of the environmental decisions that go into building like carbon emissions and things like that, climate change, the social ones, have a lot to do with location, but also people's ability to participate in the social life of the building. And then there's issues of safety, urban connectivity. Even construction labour conditions and then the subjective ones are things that have to do with individual agency, privacy, resident agency, even the kind of how wealth accumulates within a building. So we're actually, so

	<p>we're looking at private buildings, market buildings and publicly funded buildings, I'm trying to compare them. We also are looking at these three eras, so we're trying to look at relatively contemporary buildings, buildings that were built between 1980 and 2000 and much older buildings. And we're going to do the same with the private that way. We have buildings that are much older and we can establish certain ideas about their long term facts. So this is just a map of the distribution I guess in terms of our outputs we what we're thinking about three things. One, creating new public housing standards for Waterloo Region based on the perspectives of housing residents in order to raise multi unit standards in both the public and private sectors. So I guess we think that the public housing standards are one place that we can leverage the quality of housing in general, which is partly why we're making the comparison, and then we're thinking about integrating the UN's housing as a human right into Canadian housing standards, because there already is a pretty good understanding of what good housing is, a broad one, and it's not integrated well. And then finally, designing a pedagogical framework to teach about the three forms of housing alienation and connection, ecological, social and subjective. So this is something we're also we've already run one studio at the at Waterloo around that, and we're going to continue to think through how to teach. So maybe that's a good, somewhat good clear introduction. I didn't say anything about the key outcome.</p>
00:08:54 Carmela Cucuzzella	<p>But I think that these are, well, they don't think. Oh, oh, yeah. Hold it up. The road maps at this point, we're really trying to understand what is the path or the journey that we need to go through to get to the quality that we want? I think your team did that well, especially with the number one, the, the, the things that you're aiming to have an impact on. I think that the next step after that is how does that happen 1-2 and three, so, so, so the next phase of the partnership grant is really the action plans of this. Of course you have to do the research, but what is the action plan on creating public housing standards, integrating with the US housing and designing a pedagogical framework eventually that becomes what they may now. So what's with for me is fantastic about this project is already you have 3 great key points of destination. So that's what it is. A road map is is, you know, this is where I want to get to. You may not have the action plan to get there yet because that's what we're but you have the point of destination and you do have the research program to help you answer a lot of the questions on answering one and two and three, that's just me. The question that we have to ask today is what, because they asked US research outcomes, right? What was the question</p>

	that they asked. Key outcomes. I have a feeling that's the key that's here.
00:10:30 Adrian Blackwell	I mean, I think I kind of agree that the road map has been what we've been focusing on this year and I think we I think yeah, even though these are very simple things.
00:10:34 Carmela Cucuzzella	Yes, exactly.
00:10:39 Adrian Blackwell	Well, they're, they're. They're not simple to implement to, to create, to get to at all. No. But I think, yeah, like, understanding where we're going better, I think has been because we didn't really know. We wanted to look at public housing standards yet. So I think through this, the first two years of the grant, we've understood a lot better.
00:10:47 Carmela Cucuzzella	Exactly.
00:10:59 Adrian Blackwell	What I think was maybe understood more by the people organized, you know the partnership core team had an idea of how to get places, but we didn't necessarily have an idea yet how we wanted to influence policy, but I think also like when you look at what we have here, you know the the partnership is asking for a lot of outputs like you know one or you know one paper per faculty member per year or something. And we haven't made any papers yet. We do have plans to make a number of papers, but a lot of what we've been doing in the first two years is team building and understanding.
00:11:34 Adrian Blackwell	What our methods might be, what is the design of the project as a whole. And then even just finding the case studies and working with Waterloo Region to find get the data. So it's been like a lot of setup I think so a lot of the output for us is just you know finally having our case studies in place at this point.
00:11:57 Kayleigh Hutt-Taylor	Yeah, I just have a question for clarification. So for these existing public buildings and then for the eventual privately funded you're collecting information on the variables to the far right, OK, so you're collecting variables through this is just for curiosity through lived experience like from the residents themselves of how they perceive these things. How these things exist in their daily life.
00:12:30 Adrian Blackwell	Yes, exactly. So we have a, I mean this is our community based research model. The idea is to contact a tenant or resident of each of the buildings and through snowball methodology develop a a group, a user survey. So the years of survey we're hoping to get 10 to 15 residents from each of 18 buildings so we'll have a, you know, somewhat large data pool and then we we're we want to use the Community based partners for our focus group. So then the focus group

	<p>will be more focused on future oriented thinking. But that's but then we also have one of my collaborators is Mohammed Araji and he's a building scientists. And so we will be, we are physically we're digitally modeling all the buildings. We're doing energy analysis on the buildings and so a lot of these variables and you know urban connectivity, a lot of these variables can be measured as well. So, we'll have both kind of subjective inputs and other inputs and we're working with them. Bruce Hayden, whose fluid sociability is a program that tries to understand the sociability of buildings. And so we're going to be testing in a way, providing feedback on the results of his running his programs on the building. So we have it. And then there are also environmental modelling programs and connectivity programs. And so we will be using different other data other than the survey.</p>
00:13:59 Carmela Cucuzzella	<p>Just we're allowed to write anything we want on the White Paper part underneath. If we'd like to, because that may help us have the key outcomes. But I think in this particular case, the key outcomes are clear. So one of them is housing. One of them is standards. One of them for me. Well. For me it's the massive but still I think that you can get to at least the standards in the UN housing as a human right, you can insert yourself in trying to understand what does that mean and how could we do it on this project and the pedagogical framework. The fact that you're teaching an architectural school. You can you can help. You can design a different kind of program exactly to help, or a class, or a course, whatever. So you can have this. So what I'm saying is that everything that you're asking to do at the end of your journey, at this point I think is doable based on who you know, the fact that you are a Prof and the fact that you have access to, you know, probably City of Waterloo, etcetera, etcetera. So if we wanted to, we can write at the bottom, but is there? Maybe we can ask Jean Pierre as he's here. You're asking us for research outcomes?</p>
00:15:12 Jean-Pierre Chupin	<p>We are. We are in trouble and explaining what we're doing. Take the Living Atlas. We are putting a lot of effort in the living atlas there is an using it to behind. Yeah, but I'm not supposed to talk. So. So we really need a good brainstorming on and start, you know, using your experience, various experiences at raising awareness at explaining complex things to a lot of people. Are the road map a good way to do it? Should we do a podcast? But yes, what do we you know, how do we do a podcast on architecture? How do we explain how you know it's all about disseminating, explaining the project we've seen this morning in some groups that whenever we fall into a kind of generic discussion on quality, it doesn't go anywhere. Oh,</p>

	<p>it's so relative. It depends on my view, blah blah blah. So it's that's the contrary of what we want to achieve. So yes. So on the other hand, we could start from the very specific questions asked by each of the sites. But then there is the risk of, you know, a kind of a dislocation or disjunction between the questions. How does it relate, you know, for example or? Yeah. Accessibility is interesting. And housing is important. And the rest I don't understand. That's not the point. We should be able to in fact stir a debate. No, don't forget the way it started. This project. We had a few questions and then we invited a series of groups and they all came with their own questions. Say, well, you know, for us quality, it's about the parks for us quality. It's about housing. It's critical. So and then we could have had thirty groups. You know, we have 14 very different. At the same time, or, you know someone, for example, at lunch said Ohh. We should focus on housing for example and yes of course. I mean it's the subject of at the moment, at the same time, there are so many other issues that I think the strength of the project is really to find a way to explain that we start from the questions.</p>
00:17:22 Jean-Pierre Chupin	<p>But it should stir a kind of a general debate, but not a generic debate on quality. So you see that that's this is going to be the most difficult workshop of these two days. It's now. So don't worry if it's difficult, it is difficult.</p>
00:17:37 Carmela Cucuzzella	<p>But I still have a question. The question I have.</p>
00:17:41 Jean-Pierre Chupin	<p>But guys, you have a few slides on that. You should shoot the slides we send you slides, we send you, we send 150 people the link to download the slides to help you.</p>
00:17:45 Carmela Cucuzzella	<p>Where are. OK. But we have, but because we have all the posters, we thought that.</p>
00:17:53 Jean-Pierre Chupin	<p>Yeah, OK. But that this afternoon, it's not supposed to be on the road maps. The road map is one is one, it's the first question. The road maps is tomorrow after tomorrow morning, so the road maps were not so bad in terms of.</p>
00:18:07 Carmela Cucuzzella	<p>No, we're not doing that today right now. OK, OK.</p>
00:18:09 Jean-Pierre Chupin	<p>Yes, of course we are doing that today.</p>
00:18:13 Jean-Pierre Chupin	<p>OK, read the read the slides, read the program this afternoon. This is what we announced at the stage of the project. We said we would do a series of things. For example, we said, you know, we have 70 scholars, we should have 70 papers published each year. No, we don't. Because and a lot of us says, but this is so different from what I'm doing usually. How can I publish? You know, I'm</p>

	not ready. Blah, blah, blah. So, OK, well, then give us a draft of the road map. But this is so different. And I'm not ready and you know. I mean, so because everybody is out of the comfort zone. No, it doesn't matter if I'm recorded, because that's your voice.
00:18:55 Carmela Cucuzzella	Not only my positivity, yeah.
00:18:55 Jean-Pierre Chupin	Anyway, so you can use this. There are a few slides that we gave you guys and maybe some student could use the screen and a few slides that actually show you can start from what you've been doing in your groups. Some groups have been organizing, you know.
00:19:13 Carmela Cucuzzella	When you say research outcome, it's actually what do you do to disseminate the work that you've already done so far? Period. It's not really what it is. It's one.
00:19:19 Jean-Pierre Chupin	Exactly. Yeah, yeah, yeah. But to the point that it would become a national debate on quality.
00:19:25 Carmela Cucuzzella	But when you say research outcome is what is your knowledge mobilization plan, what have you disseminated in terms of knowledge so far we got that wrong. OK, OK.
00:19:31 Jean-Pierre Chupin	Yes, yes. Yeah. That's why we are. We invited for example, that would be the time to actually go through some of the reports, the yearly reports and see. UM. You know, maybe some people are doing scientific business as usual, and maybe it's not going to help really the cause. And maybe there are other ways to write to contact. We. For example, what do you think of the podcast idea? Is it a good one or and if so, why is it a good one to talk about? Visual things through words only you know. So these are the kind of concrete. I mean, we've been trying to raise these issues with the dissemination and Outreach Committee for a year now and we have 0 answers. We've been trying to do it with the steering committee. Everybody has its own view, but we have 0 answer, so we said, OK, that's a big question. That's something we need to share with all of you guys. And please go ahead with ideas.
00:20:30 Carmela Cucuzzella	I have a question. I have another question right. So when you talk about research outcome, obviously research outcome is always output, not research. Sorry road map.
00:20:35 Jean-Pierre Chupin	No. The not only research. Research. Yeah, well.
00:20:41 Carmela Cucuzzella	The road map. Yeah, or, you know.
00:20:43 Jean-Pierre Chupin	No, I mean the road maps are someone said this morning. I think it's Michelle. The road maps are the table of content. I think it's an amazing image actually. But some table of contents are interesting. Somehow boring in terms, you

	know, I'm talking in general there are table of contents that are so and whoever has published a book know that the publisher is going to say well, this table content is never going to help people to go into the core of the subject, then you have to work on the table of content. But you know the new knowledge production, public dissemination, how do you do public dissemination with these projects?
00:21:20 Carmela Cucuzzella	OK, that's what you're asking. You're actually asking. How do you do impact in the public? OK, exactly.
00:21:23 Jean-Pierre Chupin	How do you raise awareness? You know, I've been trying to talk to Radio Canada on the general ideas on the project and I think each time you know, they see me super excited and after 5 minutes and you said I don't understand your project, what are you guys trying to do? Do you want to change policies I said? Well, yeah maybe. But if it's not directly about policies, what am I going to? How is it going to interest the larger public.
00:21:50 Carmela Cucuzzella	OK. Because we had an interesting conversation with two indigenous people are not written.
00:21:53 Jean-Pierre Chupin	But if you follow the moderators, if you follow the protocol, it's very well written the questions.
00:22:01 Carmela Cucuzzella	OK, I think. I think he has it on his thing, but I'm going to try to open it on my computer, OK.
00:22:04 Jean-Pierre Chupin	Yeah. Now you have to follow the protocol. Otherwise we're never going to be able to compare the, the project. OK. But I don't want to disturb you guys. Yeah.
00:22:11 Carmela Cucuzzella	No, the reason why I'm saying is this morning we had indigenous people, indigenous people, that was perfect and the stories that they had were fascinating. And if if the and if yeah and Maya's here and the other one is, I'm not sure she's... OK. Tyler went. Yeah, but the thing is, one of the things to be able to change a situation that would, for example, be to be able to make the general. I don't think that that most people in Montreal would know that this thing is happening in the North. Nobody knows that this this is how people live. So how?
00:22:40 Achraf Alaoui Mdaghri	I know, I know.
00:22:42 Carmela Cucuzzella	So what you're asking is the first step in changing these drastic radical situations and terrible situations is knowledge dissemination and knowledge dissemination may be, for example, in this case it would be great to have like an op-ed in the devoir, for example.
00:22:57 Jean-Pierre Chupin	Yeah, but, you know, we know what journalists do with with ideas. Usually they shrink it to a point where it's sometimes not what we said, even if now I, you know, my my rule is always to have one idea. Whenever I talk to a journalist,

	they always manage to add another one, which is not the one I wanted to talk about. And that's the one they talk.
00:23:16 Carmela Cucuzzella	And so other I have another question.
00:23:17 Jean-Pierre Chupin	So I don't think that going, I mean maybe, you know Adrian has been talking about the Biennial to the journalist and you encountered a few or a few distractions, I guess in the message translations. I'm not too sure that talking to Radio Canada is going to help the situation. For example, personally I.
00:23:35 Carmela Cucuzzella	What is it? Research creation practices. Could it be like theatre? Could it be?
00:23:38 Jean-Pierre Chupin	Maybe. But. They, yeah, but which ones? Which one?
00:23:42 Benjamin Dunn	Yeah. Are you asking like, are we workshopping as a team to create a knowledge dissemination plan for everybody? Or is it like for each specific site like we're workshopping for each other?
00:23:51 Jean-Pierre Chupin	No, no, no, no. I think it will be unavoidable that the best actions will start from the sides. Yeah, because you know, I'm not the boss of anything here, right? I'm not going to.
00:24:02 Benjamin Dunn	No, but it does change like the scale of what the brainstorming is like, maybe we develop like a journal and everybody's contributing to a journal and it becomes a bigger journal of how we improve quality or it's like...
00:24:12 Jean-Pierre Chupin	That's one of the image we had in mind with the living Atlas. Would it be Atlas Viva and the Localita and living Atlas of quality something you know kind of? Yeah. Living discussion on quality.
00:24:16 Benjamin Dunn	Yeah.
00:24:24 Jean-Pierre Chupin	But for some people this is too abstract. Yeah, this is far too abstract, too flat. So then now we are talking to the computer guys and they were saying, OK, in the end. But you know the computer guys, they always wanted to break it down to a few things. So they say, do you have one question or 14 questions say, well, we're at least 14 questions. There are at least 14 ways to enter this this issue of qualities. And then but. But we don't want people to be trapped in one question only. So we want to find a way for them to, you know, be super aware of the real issues on housing and suddenly realize that accessibility is, is, is serious, too. So how do we do it? And you see, when I showed you the diagram with all the links, that's something we drew and remember it's.
00:25:00 Benjamin Dunn	Yeah.

00:25:14 Jean-Pierre Chupin	Is McClinton with you? 11 Sunday morning we drew a series of lines there. Please don't look behind the logic of it. There is no logic we don't know. So now we should know what there is. So that's the way you could start with that. For example, say you have 3-4 sites represented here. Why don't you look at the road maps for it doesn't matter if you take an hour with that, but then try to see if there are connections, are you at least able to find connection. If you are unable it means we are in big trouble to explain what we're doing.
00:25:45 Carmela Cucuzzella	When you see connections, could you define ways?
00:25:47 Jean-Pierre Chupin	Well, for example, between housing and accessibility, you know we know. Yeah.
00:25:56 Achraf Alaoui Mdaghri	There is a platform that can solve a lot of issues like dissemination also like actionable. Kickstarter, have you thought about that?
00:26:06 Jean-Pierre Chupin	It's up to you to, you know, the idea is not to reinvent social media and to reinvent. We tried that. For example, we decided that the particularly the way social media are going nowadays, we said, OK, we're going to do a bit of LinkedIn.
00:26:12 Achraf Alaoui Mdaghri	Yeah, but the. Hmm.
00:26:22 Jean-Pierre Chupin	To at least say stay this. But of course, if we're not reaching out to anyone.
00:26:27 Carmela Cucuzzella	Yeah.
00:26:28 Achraf Alaoui Mdaghri	So if the if there isn't like an Instagram account with hashtags and like you're in people's faces.
00:26:32 Jean-Pierre Chupin	We already exhausted these ideas. We believe that you're never going to go into content with these things. So I personally, I mean you can say it, but we won't do it because we tried it and it doesn't work, so we need to find a few simple, strong ideas which all the sites relate to. Say OK, that's going to be helpful for my research and it's going to be very helpful to understand the bigger picture. So that's the difficulty.
00:26:58 Achraf Alaoui Mdaghri	Hmm.
00:27:01 Adrian Blackwell	So I think i'm doing solution 3. Maybe is just focus more on both outputs that we've done and outputs. We want to do and so we'll just focus on that for each of each person. And if there are multiple people in one team, then we you can work together to describe the outputs.
00:27:11 Jean-Pierre Chupin	Yes. Exactly.

00:27:14 Michael Otchie	A good start.
00:27:22 Belle Gutierrez-Kellam	I think I can give an example from the Calgary site vibrant communities.
00:27:25 Benjamin Dunn	Great.
00:27:27 Belle Gutierrez-Kellam	Calgary working with Brian and one other individual who cannot think of their name, created these little like comic style magazines that were then given out to the community, and they all illustrated different housing issues, food security issues, accessibility issues, and very easy ways that anyone could just read it pick it up and then understand.
00:27:53 Jean-Pierre Chupin	Yeah. Does it take a, you know, the greatest cartoon design?
00:27:58 Belle Gutierrez-Kellam	No. Yeah, not at all. I believe it was just like one of their employees. Yeah.
00:28:02 Jean-Pierre Chupin	Make me practical, you know, mistake. I know what?
00:28:05 Belle Gutierrez-Kellam	Yeah, I think it took about a week or two for them to put these together so.
00:28:09 Jean-Pierre Chupin	One point videos. If you do professional videos, it takes weeks.
00:28:12 Carmela Cucuzzella	I have a question here. You is for example the trust the city Of Montreal, a trustee calitate of City Of Montreal. Is that an example of dissemination?
00:28:21 Jean-Pierre Chupin	He should be talking about because.
00:28:22 Carmela Cucuzzella	I know I just asked her.
00:28:23 Jean-Pierre Chupin	Because they precisely, I mean that's when you can share your experience, because this is precisely they're facing this. People are saying that the truth, the quality it's too complex. You know and I don't want to. We are working with people that will make it more accessible in terms of the group and I'm going to leave, but for the group you understand. For example, you and I think you have a very good start. You know, let's dig on this. Let's dig on what, what Adrian said, and then take time to explain the project and then.
00:28:57 Carmela Cucuzzella	I have another question, sorry. I have 1000 questions cause now I understand I understand. OK, I know. OK. Sorry about that. OK. But so for example in our site, I know that one of the things that we did on our site was that bash one of our profs had an atelier that made lived experiences.
00:29:00 Jean-Pierre Chupin	That is, that is written in the freaking part.

00:29:12 Carmela Cucuzzella	But So what? It took our students. It took them out and it made them sit on wheelchairs and do this lived experience. So it was almost like a performance that made them aware of something. But this only made them aware of something. If we use this experience as an urban performance experience that people can visualize and people could say, and then we're always bumping into these kinds of sidewalks and then people start seeing that as an urban performance, is that an outcome? OK. I get it.
00:29:43 Jean-Pierre Chupin	No, we don't even use the word partnership. Nobody cares about partnership and sharing. And all that they don't care.
00:29:49 Jean-Pierre Chupin	What we want is to raise the bar of quality with people you know, being aware much more what I would hate again, someone disconnects you know, after a while, I think the quality is so relative. Depends. And then you can do anything under that you know you can. You can, you can. It's a perfect recipe for status quo. Relativity is the perfect dead end of our project, OK. And on contrary, the most specific we are on some subjects. But I think you know, see what they did with the DNR. That's, you know, we have we have all lucky now. No. But you can use the experience.
00:30:23 Carmela Cucuzzella	Yeah. And we don't have the world coming to visit us.
00:30:31 Adrian Blackwell	But we have time. That's the important thing. We have time.
00:30:32 Carmela Cucuzzella	No, exactly, that's. But that's it, so.
00:30:36 Jean-Pierre Chupin	Say next year for next year, we would like to be able to improve the road maps, but we have two years to do this dissemination.
00:30:44 Carmela Cucuzzella	So. So the ideas that come out here will be eventually realized in two years.
00:30:47 Jean-Pierre Chupin	We could start this year, of course, but.
00:30:49 Jean-Pierre Chupin	Definitely in one year we should be ready to have our.
00:30:55 Carmela Cucuzzella	OK. So can I one more question, sorry. For example, we're looking at this example, he had that they have the site of Waterloo has three concrete outcomes that they want out of their project, which are very clear. What should we do here in terms of the discussion, should we say, OK, how can we make that problem which is long term cost of rapid construction. How could we make that a public debate is that the idea?
00:31:21 Achraf Alaoui Mdaghri	Well, you see for example.

00:31:22 Adrian Blackwell	Well, how do we get to these three things? What happens? Yeah.
00:31:24 Carmela Cucuzzella	Is it? Is it just? Yeah.
00:31:30 Jean-Pierre Chupin	Integrating the UN, integrating the UN housing as a human right into the Canadian housing standards more or less all the sites have some kind of this idea, not only with you and sometimes with norms, local guides, the construction code. We know that there is something wrong in all these. Yeah. Building standards. So maybe the. And that's a convergence, by the way that that is one convergence. So maybe we should have a chapter reflecting collecting all this, say proposals and then we find the best way to send a message, maybe just to the guys who write the codes. Maybe. Maybe that's all. Maybe this action. You know, we don't throw it in the air generically. We say, you know, collectively the partnership is sending this message to all the people who write codes in Canada. Guys, you have to stop. It's not not working. And in some so one of the question is who are we talking to? Who are we talking to when we disseminate? And that's a difficult question.
00:32:41 Carmela Cucuzzella	Are we talking to citizens? Are we talking to standard people? Are we talking to the orders, the professionals, and talking to the academics like the school? The you know, the schools that have programs?
00:32:53 Jean-Pierre Chupin	But it's a good idea to start with all what you've done, yeah.
00:32:59 Adrian Blackwell	Yeah. Do you know, does someone know how to get them up there?
00:33:00 Belle Gutierrez-Kellam	Somebody, I think they're on the QR.
00:33:03 Carmela Cucuzzella	Could somebody pull them out on one of the TVP's?
00:33:10 Adrian Blackwell	Yeah, I don't have them yet on my phone.
00:36:00 Carmela Cucuzzella	I've already packed it all up, yeah. Yeah. While while they're setting up, could we just look at this? Could we just look at this cause this is actually now now that he explained, now I understand why he gave this to us. Yeah, it's OK. OK. Because if you look at what it is, it has four, it's it's basically different kinds of ways that each team here can figure out how they can mobilize the knowledge that they're about to create, especially after the five years. So they have 4 categories here, 1234 first, it's. Like.
00:36:43 Benjamin Dunn	How do you how do you do that?

00:36:48 Carmela Cucuzzella	Our road maps, how could these Rd. maps help and they already have some ideas here? Which is the second column and then what they have on the 3rd column is.
00:36:58 Carmela Cucuzzella	Who can help create that kind of thing? And it's a suggestion. You know, the citizens, the cities, the awards people, the students or the academics. And how long would it take us to do that? So now I understand because I I sorry, I didn't read this before. So the second thing is we already have a living Atlas of quality, which is the thing that you university demolition has been creating. 2 1/2 years and already on that they have catalogs, they have maps, they have case studies and all. Is that, does that continue to become a good way to disseminate? It doesn't look like that because there's not a whole lot of suggestions there.
00:37:28 Michael Otchie	Yes.
00:37:34 Speaker 3	But isn't it another thing we talked about too is about like the numbers of items not equaling the quality? Do you remember when we had was it in last year's discussion we talked about just because you have a number of something also looking at impact?
00:37:37 Achraf Alaoui Mdaghri	Airplane.
00:37:51 Speaker 3	And like you know what I mean, so being cautious not to equate like number of publications to like.
00:37:56 Carmela Cucuzzella	Impact, I think. Exactly. Ohh yes. OK, yeah.
00:37:58 Speaker 3	That's something that happens in architecture. A lot is when we go up big discussions with, you know, colleagues in other fields like in engineering for example. And they might have a large number of publications, but they might be some. Sometimes they're low impact, so I don't know how. to exactly. OK and then. Something to think about.
00:38:17 Carmela Cucuzzella	Because that's where #3 comes in, which is raising awareness and devices for mediations, which means what are those big public things that we can do to help disseminate all the things that we have worked on so far in each of our teams. For example, Adrian obviously worked on the Venice B anali on on a version of this topic last year. That was a beautifully mediatized event that got a lot of attention to the topic. Are are there other ways it doesn't have to be the Venice Biennale because that doesn't happen to all of us, but are there other ways that we can use, you know, these major world events to put our work? In there to be able to disseminate this knowledge and then the last one. I'm just and then the last one is important because that comes back to the City Of Montreal, which is a question

	I asked, are you know, how are there teams that are developing tool kits or guidelines that they could make public to people like the City Of Montreal to the orders that, for example, city Of Montreal did just try to it's it's been a few years that they tried that. They've been testing it with a bunch of academics and others, and they're refining it now, but based on all the feedback that they've been getting. I'll let you talk about that. Well, just just to finish, so these are the things that we have to focus on, but I'll let you talk about the two kids, so that we can imagine that that could be also a kind of convergence. Do we all need some kind of toolkit, I don't know.
00:39:43 Speaker 9	Just a a quick summary of the quality toolkit, you can see it. Take a look at on the design montreal.com. It's the quality toolkit and quality is divided in six dimensions and it's to help students well, anybody who starts the projects to see where they they can be, they can or the budget and the resources can be concentrated on. But anyway it's on a website, so if it if it's on our website, there's no visibility. If nobody knows it's there. So sometimes you have to use it. It's multi platform, you have to use the social media. You have to meet people present it in person, so it's for us. It was a combination of how do you say dissemination strategies to to make people aware it's existing on a website.
00:40:54 Achraf Alaoui Mdaghri	So Jean Pierre told us earlier that's like all the hashtags, the media and everything has been tried before, so it's a little louder. Sure, sure. Yeah. So here's my question. What was the budget for? For the advertising? How much was the budget for advertising?
00:41:20 Speaker 9	Because it's within the city, we have a service that works on communication, so it's hard to budget and it's on it's.
00:41:30 Carmela Cucuzzella	It's an internal tool too. It's a non developed tool. it's a public it's a it's a public tool, yes, and. Oh, the public floor.
00:41:42 Speaker 9	But the yeah, so I can't answer this question right now, but I know that I didn't work on the communication plan, but we worked with communications, strategic firms that that helped us to know the best ways to disseminate the project.
00:42:05 Adrian Blackwell	Is it is the toolkit related to this? This grant or is it come before the grant or before. OK, OK. Interesting. I wonder maybe since you're presenting a little bit, you could University Of Montreal team talk about what outfits you made so far and which ones you are aiming towards, what, what have you been thinking about so far in terms of outputs.
00:42:34 Carmela Cucuzzella	Thank you. And we we'll go here because that's the University Of Montreal one, just to let you know that even though Jan is in our team, we didn't use your tool to do the work that we've done on the road map because it was

	<p>before and because the question that we had was so specific it it didn't seem. Yeah, but here, why don't we go to the site because the way we build. The way that the team built the. So the way that the team build the so just to tell you the title is toward the creative integration of qualitative accessibility for all. And it's a road, so it's, in other words, don't forget the initial idea here was neurodivergent populations. And then we ended up making it more qualitative accessibility for all of more generalized idea of accessibility. In other words, you know, all kinds of senses, sensorial and accessibility.</p>
<p>00:43:34 Carmela Cucuzzella</p>	<p>Which includes neurodivergent and wo what? We did the first thing we did was we tried to do kind of a a grid that that talked. It's almost like a design process. Acknowledge the blind spots of our design approaches towards special needs. Integrate the lived experience of all the needs in a built environment. I'm not saying that we did all that. I'm just saying that this is the things that we that we of how we work the project, recognizing that the creativity and inclusive quality of an accessible design because we did workshops and studios at the University Of Montreal in the School of Architecture, specifically on accessibility. Where we got the students to go on wheelchairs, where they were rented and they went around the city to understand how inaccessible the city. And then the last thing we want to do, which we haven't even started, is updating policies and codes without falling back on the basic standardization, which is very much in convergence with what you guys want to do at the Waterloo is trying to figure out how policies and codes could accommodate this, these new findings. So the first thing we did was for each of these is what are the current barriers and obstacles for acknowledging the blind spots for integrating the lived experience. Because it's not clear how all of this lived experience is going to be integrated into how we think about the so, so for example. So if you read through this, that's what we did. So basically. We have current barriers of obstacles and the next thing we did was what are the dilemmas in decision making for acknowledging the blind spots of our design approaches for special needs. And here we said include special needs without stigmatization, and that's a decision making dilemma. Why choose between generic and special needs? That's a dilemma because often architects. They think about a project and they said, you know, why can't we just do the generic solution? It says these special needs solution when the population. So because what they're doing in that conversation is they're stigmatizing the special needs. And why are we going there? So that's the decision-making dilemma. So we tried to identify the dilemmas of decision</p>

making for each of these steps blind spots integrating lived experience. So if we talk about the decision making, the lemmas and the integrating with experience, we said we want to synergize the diversity of viewpoints on quality. But how can we better integrate diverse lived experiences before, during and after the design process? Because we learn. Before the design process, but obviously we're not exhausted in the lived experience of, of the of integrating the lived experiences cause we can't collect, you know, you know, you know 100,000 lived experiences then during the design process and after only after though do we really see. So this is a decision making that that that dilemma. How could we synergize all that diversity? It's not clear, because lived experience is, although is an amazing tool. How could we use it to help us really make a comprehensive decision process then for recognizing the creativity and inclusive? And the inclusive quality of accessible design this is this is the current barriers to obstacles. For here was that current awards and I'm not sure this was the first premise, current awards of Excellence and architecture are failing to take social values of accessibility into account. OK. So what's the decision making dilemma here is promote a new aesthetic of accessibility. How can we judge and reward creativity of accessible design? Which joins the question you had John this morning is how we can valorize now all of those intentions that architects are making now in, in their projects that try to include for example in this case accessibility because right now we don't valorize that thing because this is what's happening right now. And so that's a decision making dilemma. And then the last thing is we have existing normative definitions of disability and counterproductive, which are counterproductive. Design approaches. Think of building codes as a leverage and not as a not as a barrier. How can policies take into consideration an equitable array of accessibility needs and then once we once we talked about the dilemmas and the decision making, we said, OK, what's the next step? So we did short term action plan. Well, it's not even an action plan yet just short term avenues mid term avenues and long term. So obviously the low hanging fruit for us is let's change our pedagogical system which is something that you also have. So that's another convergence. So one of the convergence is policies we all want to change policies. A second convergence is that we want to change educational systems. And so the short term. And so for all of these we kind of have a way that we imagine that we can have a shift in the educational system. Then a middle term solution is the professional practice, because that's much longer to change because before that we can change this. We have to make sure that the students are very well aware on how

	<p>things should be done in this kind of new inclusive EDI perspective or even just in general and. But to and to do this, the professional practice has to change, but to do this it's kind of a cycle here because even though we would like professional actions, actions to take place in professional to change, this will never, ever, ever change. If political actions don't change. Because once it gets into the construction phase. We know that most developers or most even clients may not pay for all of that extra cost to make things super creatively, beautifully experientially accessible. So to be able to get here, then we know that we have to push the envelope on policy. So these three things are really how, in the end to get to that. So that's how we build our road map. So we didn't show all the case studies. Because Rd. maps are really different for everybody. So in our in our case, what we did is we didn't show the case studies that were. But we showed how and how we are confronted all along the way by this dilemma of including quality for this particular situation, which is accessibility. So for us, I think that for example, OK, so how do you think that we can best disseminate this kind of work?</p>
00:49:57 Achraf Alaoui Mdaghri	<p>I'm also like part of the team, but here is one thing that I think we could all agree on. We have specific targets we're targeting either authorities or like legislative bodies or executive bodies or students or the, common women and men of the world. So how about we just, like, go around and like, select specific targets? From what I studied from advertising and not communication, advertising is much more aggressive and like really like uses the more not unethical ways of targeting people, but like there are tools. So if my targets are like. Yes, so but I'm using like advertising term because like the targeting. So once we know our targets, we know the tools to reach them and if we don't know the tools to reach them they are already like firms that are like well established in that, for example, like Google would already like have all the data on most of us so. We need to go to the specific I asked about budget for artist and so just in order to like to show up in searches. We're talking like 5000 a month.</p>
00:51:20 Carmela Cucuzzella	<p>That's interesting. And I think advertising is one way to get all of this done because obviously. Advertising is what happened. That's how people, they got people to go to war. So yeah, advertising works because people go to war. Well, I don't understand that. That's that advertising that that. So advertising is definitely one way to go. But the question is, is it's a bit like John said, if you don't know what you're looking for, how are you going to? Because you're talking about Googling, and you're talking about getting hits off social media to be able to do that, you already have to be looking</p>

	for something, which I think is a good thing here. Go ahead, which I already I do think that I vertising is a great way and it is a very low hanging fruit. So yes, that's why by the way, as Jean Pierre did mention that they've already exhausted. LinkedIn and Facebook and all that.
00:52:05 Achraf Alaoui Mdaghri	I honestly there I don't think so.
00:52:06 Carmela Cucuzzella	You don't think so? OK.
00:52:09 Speaker 9	Just a, just a correction about just, sorry about now I better understand your question, but there's a ban we can't pay to have visibility on any social media across the city Of Montreal and Facebook and Instagram.
00:52:26 Speaker 9	All matter. So we can't, yes. So we don't appear right now it doesn't help, but if we.
00:52:33 Achraf Alaoui Mdaghri	So just counts.
00:52:35 Speaker 9	We can't. We can't. I'm not even sure it's.
00:52:36 Achraf Alaoui Mdaghri	Can we?
00:52:42 Benjamin Dunn	I I feel like I feel like we're still kind of stuck at the beginning of when John Pierre came in of like just kind of presenting the Road Maps and like maybe what we should be doing is try to get hyper specific. So yes, everybody can agree advertising is a great way to disseminate public knowledge. But like, that's expensive if it's \$5000 per month, there's 14 research sites. Do the math. That's like \$120,000 a month. Who's got that and what are we advertising? Even so, I think I think I think that's what Jean Pierre is looking for and it's like, you know, here we have like kind of short and middle term and long term plans in terms of like you know nobody can disagree with these things in terms of like yes we should be promoting an inclusive approach to quality that considers accessibility is right by public buildings. But then what is qualitative accessibility, what are these features that we should be including in buildings is it is it brighter colour is it is it more like tactile features, I think I you know, I'm still trying to wrap my head around this as well, but I'm trying to think about what is this next step that he's looking for from us and then like what are these key outputs and then what do with them.
00:53:50 Adrian Blackwell	That we got a speaker order. So Kevin Terry.
00:53:53 Kevin Kramer	If you'd like to respond.

00:53:54 Carmela Cucuzzella	But it's. But it's just that I want to respond to that question because it's a good question. I don't think at this point because like everybody, our research I don't know about you, but our research is not finished yet, OK. What you're asking is specific research findings and how we can disseminate specific research findings. I think Jean Pierre is asking us not yet, how to disseminate specific research findings, but how could you just disseminate and raise exactly raise awareness and help people understand that these are true?
00:54:21 Achraf Alaoui Mdaghri	Awareness.
00:54:27 Carmela Cucuzzella	Quality issues that have not yet been addressed so well in current architecture and the built environment. So for example.
00:54:37 Kevin Kramer	OK. No, that that's a perfect segue because I think. What I what I wanted to talk about is like a lot, everybody seems to understand that there's an issue with mobility and accessibility and how it can be difficult for some people to get around, but they don't really understand the issue. They don't understand what it feels like. And we learned that or those of us that have had the opportunity to we learn that by spending a day in a wheelchair or and doing the exercise that you did there. So why don't we do that with people? Why don't we set up a game where we can get people in a?
00:55:05 Kevin Kramer	Forget about for a second, no, we'll do that. So we get a game together where people actually have to wait, find through a building, a public building at that, because we had to do it. My assumption at the time when I took this accessibility elective. My assumption was that you know, public buildings like the university was perfectly accessible. They have the code there and it's there and I was wrong. I could not have been more wrong. I didn't. I didn't understand how difficult it was to get around and more importantly, how dehumanizing it was to use a separate entrance that's actually soul crushing. And people don't understand that until they do it themselves. And then they don't even understand that until they can't get out of the chair either that that was that was the other thing. Like, I always had the benefit. OK, there's a staircase there. I need to get to the top. And I'm a pretty strong guy. I can throw it on my back and climb the stairs. You can't do that. And until people see that, I think people are fundamentally good. So when they see that maybe they'll, they'll be more keen to help. They'll understand. So. So maybe some sort of game or wayfinding event like that.

00:56:01 Belle Gutierrez-Kellam	Yeah. So kind of on the same wavelength here actually is, Kevin, I have one, my background is in sociology specifically more accessibility. And one of the ways.
00:56:05 Speaker 5	There you go.
00:56:12 Belle Gutierrez-Kellam	And I conducted an interview with a protesting in Calgary, and they're creating an accessible app. Yes. Steve. Steve. Yeah. So one of the ways that we like to approach accessibility is in the in the way of thinking that every individual is only temporarily abled at some point in your life, whether it's a permanent disability, an illness, just an injury, you will be disabled and you will be affected by that. And I find that when. When you can get that message across to people and I don't know how to get that message across, but when you can, people are much more empathetic about talking about accessibility in ways that we can bring accessibility more into. Like everyday life. There's the Microsoft Persona spectrum, and they talk about disability in the ways of temporary, permanent and situational, and they use cartoons to show different examples, and I find it's one of the easiest visuals for individuals to look at and really understand the ways that like a mother just pushing her roller cannot walk to the grocery store, can't get through a building because the doors won't open. And so it's thinking in accessibility in terms of not just disability, but just access for everyone.
00:57:39 Speaker 3	On that same topic, I spent Monday, I was going to say something else, but I'll just quickly say I spent Monday in an aging suit at a conference, so the long term care home called Bay Crest in Toronto brought one of these suits and you could try it on. And it's weighted and it really makes you hunch and it's this thing you tie on and you put on. And the worst thing for me was the neck. It's so if I wanted to look over there, I can easily do that, but they're mimicking advanced age like entering people are entering into long term care older and older and with different kinds of abilities anyway, so you can't turn reactive to like turn your whole body in the suit and just walking up to the room where you're meeting in all of us had a completely different empathy angle after wearing the suit, so I guess it's sort of like the kind of wheelchair experiment. But we're all going to be old. There's nobody here who's going to be like, oh, well, that won't be me. Because you all, if you're lucky enough, are going to be old. What? I was going to say, talking about this work is I think that sometimes we're adding a really good way of sharing our impact is through teaching. If you're wondering why things got the way they are, I think we could put more emphasis, not so much. Maybe picking up on the advertising thing. But when we teach students, we're like advertising to them like I'm the kind of architect that I am,

	partly because I went to this school 20 years ago and we had the vertical studio and it was like just a the free labs on the lawn. Like I think about that all the time. And I think what if we integrated these findings more. Obviously, into our teaching someone mentioned an elective course on accessibility. Why is that an elective? OK, it torments me that I have had conversations even already here. I wanted to teach a course on post occupancy evaluation. Of course I couldn't, because where would that fit in our curriculum?
00:59:27 Kevin Kramer	Hey, can I say something on that too? There were only six or seven people in that out of a potential 30 or 40, and it was. It was the last. Yeah, so people don't even opt to when there's something like robotics on the table, right? Yeah, exactly. No, it should be a requirement.
00:59:42 Carmela Cucuzzella	Can I just say that now we have two convergences: games, or like experiences through game I mean I think that your old person was that a game? It was. It wasn't a game? It was, but it was it creates empathy through your physical experience. Empathy. Oh, that's good. That's a good word.
00:59:58 Speaker 3	Don't know what to call it.
01:00:00 Achraf Alaoui Mdaghri	I would steer away from the game aspect because it is some people's life. That's good.
01:00:05 Carmela Cucuzzella	But this is, but there's such a thing called serious gaming.
01:00:08 Achraf Alaoui Mdaghri	It is a. It is a mile in my shoes. Or mile in my suit.
01:00:11 Carmela Cucuzzella	I know, But there is such a thing as serious gaming, but yeah, OK. Gaming is not the right term, but. But so the idea of empathy or so empathy as a cause because we have to come up with convergences, convergence. So the idea to be able to.
01:00:28 Achraf Alaoui Mdaghri	Experience.
01:00:29 Carmela Cucuzzella	To have an empathetic experience is one. The other one was pedagogy, and why and why an elective? What was the third thing we said today? Obviously, standards. What targets. Yes, targets audiences, you know, specific.
01:00:37 Achraf Alaoui Mdaghri	Targets.
01:00:45 Carmela Cucuzzella	Messages to specific targets, obviously, and that's a yeah, that's very good.
01:00:52 Achraf Alaoui Mdaghri	If I might just like actually go ahead. So yes, teaching is basically the best tool to.
01:00:52 Carmela Cucuzzella	Are you here?

01:01:02 Achraf Alaoui Mdaghri	Again, advertise to the students. So because like I, I have a feeling that everyone understood advertising as the thing you skip in front of your YouTube video. No, just like who are you targeting? How are you targeting them? It's just like who and the tool. So yes, teaching is the best way to reach students. So now what other targets do we have and how to reach them best? Because even if you organise a game who's going to come to it?
01:01:32 Carmela Cucuzzella	Yeah, that that builds off of where it's going to go because like we like briefly touched on audiences, but we can't talk about how if we don't know what or who and we're about very different pieces of the puzzle here because, like it seems like one piece is how does some of this sort of like empathy building happen or spread with in schools and with students, and sort of changing that experience. But when we're talking about the general public, I think that needs to be really critical about what specifically are we trying to share publicly or sort of like, is there a reason something isn't happening within municipalities as an example, because the public doesn't care about it? Well, then maybe that's a thing to dig into, or that that's a later step. Once there's more like action focused things. Because I think with both of the like posters we've looked at in a bit more detail. Well, because of where we're at and sort of like this being a research process, you sort of like walk through the whole thing. But the interesting thing that people are going to care about is the output like the the three outputs over there or like a couple of actions from this of like, oh, that's a thing that needs to happen. And it's like something tangible out of it. But some projects just aren't going to be there yet, so it might be like once there's a toolkit to share that is accessible to the public. Do you like put little prompts out in public space of, like, ever wondered why this is? This is a terrible crosswalk or like something that like starts to people just question things and then access the thing that might then help them do something about it, but we just might not be quite there yet in this process. Was there someone?
01:03:21 Benjamin Dunn	There I actually I don't know if I'm ready with my thought.
01:03:25 Adrian Blackwell	I think it's productive for us to focus on each project and talk about existing outcomes. What have you produced and what have you talked about within your group about producing. So I think the scene is a really great one. We've heard about teaching, so, but it'd be great to talk about some others. So do you, I don't know if who wants to go next, but why don't we go through each of the other projects? And I don't know whether we need. I think at this point we can't do a detailed road map for them and we're going to do that anyway in another session tomorrow. So why don't we just go through

	the different projects? Is there another project that would like to speak about outcomes?
01:04:01 Achraf Alaoui Mdaghri	Like both versions we can build a project that has as an audience and general public and like we can workshop that and think about how much.
01:04:09 Adrian Blackwell	Do you want to talk about Calgary. Yeah. Yeah. Oh, here I have one.
01:04:11 Carmela Cucuzzella	Right here.
01:04:13 Belle Gutierrez-Kellam	So a little bit more on Calgary site. So, the scenes Megan Reed will be here tomorrow. And she normally has one or two with her, so hopefully she does bring them. If not, Brian might have a couple on him, but they are. They are just little like pamphlets that are stationed at most of now. I think most of the farmers markets at Calgary and they're free and you can just go and pick one up and they talk about different issues in different wards of Calgary. They look at food insecurity, poverty, houseless. All of the variety of issues that vibrant communities Calgary covers some other outputs in Calgary are at the through sample. There is now an undergraduate program that Brian was leading and almost every week he had a different partner from the project come in and talk about their industries and what they're working on. And then he had all of the students reflect on that. And that's and, but we're starting that at the at the first year of university level, not at the Masters, not at the PhD, but at that undergraduate 18- to 20-year-old level where these students are fresh from high school and getting them into these issues before they've done an entire undergrad, I think is a big output for Calgary. And then we've done a couple other. There was a I'm not sure if either of you were involved with the build decks that happened, OK, so. Because I I was not involved with that so.
01:05:53 Kevin Kramer	Sure. Yeah. Yeah. So this is this is a year ago and I did it with Brian Sinclair and basically, yeah, what it did was oh he's a he's a big proponent for transdisciplinary practice and approaches towards architecture and the built environment overall and that's what the buildings conference was about it was as uniting builders and designers and at our table, unfortunately we had a lawyer and that's a that was a joke, by the way. Sorry, just in case the recording doesn't pick up on that. Yeah, but yeah, it brought everybody together so that we could talk about the policy and everything and the hurdles that are we're needing to overcome in order to make you know, the world that we all envision when we think about the built environment like what are we trying to cut over and at the time. So, the results we came up with were a supply chain management because this is immediately

	<p>following COVID and that disaster that happened there, but stuff like labour issues came up and then, you know, the lawyer brought up a lot of the contractual obligations that people have and commitments that they make. But anyways that the take from that was really how different perspectives really impact. Like, no, no one profession can make decisions. We're all thanks.</p>
01:07:00 Belle Gutierrez-Kellam	<p>Just kind of furthering that when it comes to the round table discussions after the first three, we noticed that partners and the university we really wanted to start one-on-one conversations with partners rather than just bringing these focus groups together. So starting about 3 weeks ago and we've only gotten through four or five interviews, but we've been reaching out and going just to US students and one or two partners. At A at a coffee shop and just having a good one-to-two-hour conversation about what the partners priorities are and what they want to see done in the community. Because at our at our site we really want the the citizens to lead the research rather than academia.</p>
01:07:49 Speaker 5	<p>Can we go?</p>
01:07:52 Achraf Alaoui Mdaghri	<p>Just about the conflict just rise of hand. How many of you here this this first time in Halifax and know nothing about Halifax? OK, how many are staying at the Halifax Hotel? How many picked up the pamphlet about Halifax in the hotel? So this is just to know that like pamphlets are not always the right tool. So just need to update and to adapt.</p>
01:08:23 Adrian Blackwell	<p>Is there another person from Calgary or we should we step to another site? I think that was really great, yeah.</p>
01:08:32 Carmela Cucuzzella	<p>Quick. Yeah, that was it. But I just. You know, because I personally kind of like I agree, Ashraf that not everybody picks a pamphlet, but at the same time it is a first level dissemination mechanism to be able to put the information out there to a larger public than your classroom or to a larger public than the 150 people that we are here. That's the idea. The idea is how can we put the information of the issues that we are understanding now outside? And so I'm just going to put this out there too, because what one of the projects that that has been going on also at the university is this thing called eco didacticism in the public realm. And I'm, I'm putting it out there because we cannot dismiss the idea of the public realm as an opportunity space to disseminate kinds of information through art. Design installations, like all of those creative practices, people will stop and look at. So can't. I'm just putting the question out there. Can we imagine in each of our projects how we can use the public realm, whether it's the park, whether it's the sidewalk, whether it's the bus stop? Whether it's whatever it happens to be, as a place where we can install either an artwork, a video, an</p>

	<p>installation, a sculpture, a performance like a, You know, wheelchair so that the issues that we're trying to put out there are accessible in a more creative way without going without going to advertisement. Like literally something that will say you know how many times is because I remember what I've been to cop a few times and one of the things that happens I cop a lot is public. One of the things that happens at the COP events a lot is public performances, they are fantastic and dramatic and they make you stop and say, OK, that's what they're trying to say. I didn't know that this was happening in country X and all of a sudden immediately, you know what's going on. So I'm saying and each of our things, maybe that could be a point of convergence, not equal. Because that's something that I study, which is ecological didacticism in the public. But accessibility, didacticism or other ways of imagining how the public realm could become that junction point to start a dialogue with the citizens. Because you said the citizens you want the citizens to disseminate it too. I think it's the it's, it's how things have to become in evident because then if the citizens. Push the policies forward. Otherwise the policies will say you know what you know, you academics, you know, you could stay and play with your findings. But you know, nothing's going to change because citizens are happy with the way things are happening. I'm just saying. You know, yeah.</p>
01:11:27 Michael Otchie	<p>Thanks. And I think I have sort of questions of directly responding to those statements and like I think one of the overarching issues that we're dealing with is how does the architecture profession engage with the public and I think it almost like highlights the challenges of the geography of Canada, how vast things are because what I'm sort of hearing is a very urban approach and maybe you can a very urban approach like a very sort of city based.</p>
01:12:03 Carmela Cucuzzella	<p>Definitely. Vancouver, Toronto, Halifax.</p>
01:12:05 Michael Otchie	<p>Montreal. Yeah. Yeah, and you know, I think of, you know, how how the profession engaged with the public at large, and I'm wondering what you know is this. Something that we, you know, I think of you know, because there's no sort of public for generally that well, I don't know if it's different in Montreal, but there isn't like a OA like the for example, the OA doesn't live downtown, where you know it has sort of St. presence, it's out of the way and you know ideally I think there would be a shop front and doors would be open and there would be sort of obvious ways of creating dialogue. I I do think of graduate shows. You know that that is, yeah. So I'm thinking, are there already systems in place where you can sort of piggyback on where these doors are open and the public are already engaging with architecture? I'm sorry.</p>

	But I actually I was just finished my, my, my second part and yeah.
01:13:17 Carmela Cucuzzella	Public space is a singular conversation. You're right.
01:13:18 Michael Otchie	Yeah. Yeah, and then the other part is where we're dealing with remote communities. What is a an appropriate response?
01:13:28 Carmela Cucuzzella	That would be different.
01:13:28 Michael Otchie	And yeah, yeah.
01:13:29 Carmela Cucuzzella	<p>And that's where Ashraf's audience comes in. So the idea of audience becomes super important. So is your audience and urban space, or is an audience a a kind of remote territory? So all of a sudden, you know, Eco Didact is in the public realm. Does it work very much? Cause nobody's going to really walk by that public place. And so, for example, one of the things I did was. Yeah. Because I wanted to mobilize people to because in Montreal we have a real problem with. The use of public transport for mobility, so one of the things I did as a project, this was years back was I used the bus stations, the, the bus shelters as a way to put different kinds of artworks or different. It was an experiment which it was a, it was a class experiment because I used to teach in an art and design. And it was an experiment that we did across bus stops in Montreal as a way to mobilize different kinds of knowledge using bus stops themselves. So it depends on what you're doing, so maybe and by the way, there are other projects, for example, everybody's heard has have many of you that work on public well have heard of for example the Mary Miss Project in Broadway. OK, Mary Miss is a landscape architect. Designer that that did a major project on Broadway, New York City that helped the population. The citizens understand the impact of urbanization on the ecology. What's happening underneath? So the real ecology of the city? So what she did was she along Broadway St. She installed a whole series of mirrors that pointed to things that impacted the ecology of something. And then she had little things like it's so it's like, installations across the city that explained what you're looking at. This is the ecological impact that's happened that's happening. So she did that throughout Broadway St. that doesn't exist anymore. That installation was taken away. But for me, this was a perfect ecological eco didactic installation. You know, there's a public, there's a citizen walking along, Broadway says. What is this mirror? That's a strange thing happening on Broadway. St. look at the mirror. Oh, is this what's happening here? So all of us said, and it's</p>

	<p>a way to disseminate an issue about ecological damage in the city. So. But this is an ecological thing. So here, if we're talking about accessibility, maybe not. The same thing, but that's the kind of thing I'm talking about. But when you're talking about territories and all of a sudden it's a different thing. Maybe it's not an art, maybe it's an Expo in a town centre. All of a sudden, you know, I do believe that artwork and art practice, the creative fields have a lot they have, they can have a large contribution in trying to sensitize people through the creative or it's just a hypothesis for me. But I think everybody is.</p>
01:16:16 Adrian Blackwell	<p>I'd just. I'd love to hear from the other sites. So we've got TM U Manitoba, UBC, Concordia. Am I missing anyone else? 50? Yeah. Who wants to go next?</p>
01:16:30 Speaker 3	<p>You do you want. It's right there. Or do you want to go to?</p>
01:16:34 Michael Otchie	<p>I think let's just.</p>
01:16:34 Benjamin Dunn	<p>Let's just sit and just talk about it.</p>
01:16:35 Speaker 3	<p>Can I? I just wanted to excellent. I don't know, I'm probably just to go through it all, but I just wanted to pull up one of them to mention, OK, we've done several different projects about the waterfront. It's about quality in the waterfront, looking at well-being, looking at inclusivity, looking at quality. So we have a few projects that we've put up there thinking about engagement and how to get to people's real experience of the waterfront. Bring up teaching again, but one of the things that's on our road map is this collaborative exercise that we do every year where it's all of the students in the undergraduate program work together in a group and they have to, like problem, solve a big issue that they can't solve in a week. It's livability and quality of life in, in, in a certain district. So thinking about how they draw that, how they communicate it, and the fact that they're working together fourth years and first years. It's within our architecture program. I have an idea that we should open it up in future years, maybe next year to be the other programs in our faculty, engineering and things like that. And it's not a popular suggestion, but I thought I would bring it up here because I think there's real barriers, like if someone were to say, well, why don't? People listen to architects. Partly it's because we don't engage very well with the engineers that are in our own faculty, and I went to the end of your show for the engineers about a week ago. They have, like, one day they don't have an end of year show like we do. They just have this one day and they were these students doing a health. I had to. I couldn't resist enough and to talk to them. And I said so. Tell me about how you've</p>

	<p>considered people and their health. And they said, oh, we didn't at all consider people in their health. And I said, well, tell me about your buildings and tell me about their building. And I said, what site does it have? They said, well, could have any site. So just kind of was a disaster conversation. It didn't go well at all. And I felt like they were annoyed with me for asking what they thought were dumb questions. I was annoyed for them because they didn't consider people there were no eye level perspectives. It was a disaster. And I thought, what if we could reach them in a different way and they could you can see, I think that my collaborative exercise is better than whatever they have, but I just thought, couldn't we engage them in the conversation? Because otherwise, aren't we just going to have this built environment that we think as designers doesn't reflect isn't valuable, isn't doesn't have any value anywhere for anybody kind of. Sometimes we have this situation so.</p>
01:19:05 Michelle Gagnon-Creeley	I wondered if.
01:19:08 Speaker 3	I wondered about that. Do people think that that's a dumb idea? I'm not getting a lot of traction suggesting this within my own department. Has anyone had something like this? Or anyone have any tips one someone help me you have a microphone you do?
01:19:28 Benjamin Dunn	You forget where it is.
01:19:29 Speaker 4	Just don't flip it there.
01:19:30 Adrian Blackwell	<p>Yeah. No, just a small anecdote. We we have an architecture engineering program now and we're in the Faculty of Engineering. We have very little contact with it, but in the architectural engineering program is some of the classes are in our school and we had a charette this term with so different students working on. Architectural engineering students designing a building and our students were designing housing and in the early part of the term, our students critiqued their design work and in the later part of the term, their students critiqued our HVAC systems and structures. I didn't have anything to do with it, the TA set the whole thing up, but my students were constantly like the AE students told us this and this. This is such a great idea. It it worked really, really well. So I just thought it was a I I think you're so right. It's a great idea. It's going to be tricky though. It sounds easy on the surface, but I don't think it's an easy thing to get people to agree to, but I like that you had the two way. Obviously you need that right? You need the you need one. Each group should feel like an expert in a certain part of it in order to have anybody wanting to do this ever again. So that that's interesting point. I mean quick</p>

	<p>follow up. I also think I'm always so envious of the engineers and like all the things they're able to invent and make in the world, it's like we're just, I feel like we're always just spinning our wheels in terms of like, you know, engaging industry and actually actual implementation of the things we want to do. So I think you're that's a brilliant strategy. They have much better traction than we do and collaborating with you. They have the confidence, so you know how our students always say, oh, I'm not sure, let me. They're our students often really hedge their comments about their own building and they don't come across as confident, whereas hearing the engineers described their health centre that had not thought about people or site, but they were very confident. But they were they were like we had we had, we didn't have that as our question we had. This is our question. We excelled in that area. Whereas I don't ever hear my students having that level. They always will say oh, but I didn't look. Not really at blah blah like so I feel like it's a bit of confidence or even mastery of the method that you're using anyway.</p>
01:21:47 Achraf Alaoui Mdaghri	<p>Should how many of you took the test like to become an architect here in Canada? And what is this? The test is about? Does it include these kinds of questions? Sorry the I don't know what's the exam to be an architect. Does it include this kind of like human centric questions or is it more on the technical side. The human centric questions like the ones we just had. I don't think very many.</p>
01:22:17 Michael Otchie	<p>I mean, they are. Yeah, it's varied questions. I wouldn't say human centred, but no, no.</p>
01:22:29 Speaker 5	<p>Yeah.</p>
01:22:29 Michael Otchie	<p>Yeah, I mean, all these you have to have a general understanding of things like hedge vac and structure and all those things. Have my beliefs, since this is like the exam, ends up being an outcome for most architects.</p>
01:22:37 Achraf Alaoui Mdaghri	<p>So most include these kinds of questions so that there is an incentive to include these kind of courses and these kind of discussions.</p>
01:22:52 Carmela Cucuzzella	<p>What? You just what you just said could be a curriculum question like that you could think about it as a curriculum idea like if we want to change how people are licensed as architects, you would have to change how you train them. If you want to change how you want to train them, you better make sure you're meeting the CCB criteria so it isn't really about teaching students, it's about changing the curriculum of how we educate them. So I think it's, it's very it's, it's tricky to do, but you have to sort of. I don't know. It's hard. One person can't do it to change the curriculum.</p>

01:23:28 Speaker 3	Right. And they have a CCB meeting every year, right? We I always put a thing in there. So it's also continuing education as well, that's.
01:23:45 Michael Otchie	A professional associate.
01:23:47 Adrian Blackwell	And the presentation and yeah, and the testing all good site.
01:23:52 Adrian Blackwell	I wonder if we can move to another site, I wonder if Manitoba or.
01:23:56 Adrian Blackwell	You just need to do you jump in, right? I think this site thing is amazing as a mode of outcome.
01:24:15 Benjamin Dunn	I broke it. I don't know if it still works. Sorry, I broke the microphone. What are we doing for knowledge dissemination? I mean, in terms of knowledge dissemination like key outputs that we've had, I kind of mentioned this morning, is that we are actively engaged with Toronto parks, forestry, recreation to apply the work that we're doing and improve park services. So I mean in terms of an output like, to sort of generalize that across other you know sites, it's like finding the relevant political authorities that are engaged with and working with them. Something that we've done in the past is design what we called climate action cards. And so we had like a little Expo with tower communities and there's a couple of the cards on the board where it's like you have these different sort of interventions that would make parks better. So having like rain gardens or or naturalized play structures and stuff and showing you know, interested authorities, public citizens, how much they cost, how long it takes to implement and like, sort of what the benefits are. So that was something that was a key output that we had but I will say like we don't have a specific knowledge dissemination plan for how we're going to take this and then reach the public with it or other interested authority. So it is an intention, but we don't have a specific plan yet?
01:25:42 Adrian Blackwell	Can you just say a word about you're working with these partners? What are you going to produce with the partners? Like, how do you share knowledge? Do you make reports white papers?
01:26:04 Benjamin Dunn	As far as I know, it's been meetings and sharing data. So, it's like they shared with us updated lidar data of all of the parks and all of the outlines that they have. For the city and then we just kind of share back and forth like our updates with them. And then as you know, I was, I was talking with Liz today and she's like, oh, I actually have this, that I'm going to share with you afterwards. So, it's just like sort of a continued dialogue that we have more than anything else.

01:26:24 Kayleigh Hutt-Taylor	<p>Concordia. Yes. OK. I think there's a few points where I see links. I guess I think I'll talk about two things from Concordia going forward. As a reminder, we're looking at improving the quality of life for aging adults in Montreal. But we kind of have a bit of a three pronged, 3 pronged expertise. So we have a team working in biodiversity which is where my background is, but we also work on questions of decarbonization as well as livability. So the lived experience through those focus groups where we're really trying to get at. What are the residents actually experiencing on a daily, Weekly basis of their lives how do they interact with their built environment and the nature around them. One thing that we found is that again, I think going back to our earlier conversations is this context dependence. There are different issues that come up dependent on the actual building that they're in, the neighborhood that they're in. The community members that are within that building and so on the other side of thinking of tools for dissemination or tools that get towards the goal that we want. One thing that came up is the idea of having some site sort of tool that integrates all aspects. So in our project those are decarb biodiversity and lived experience, and so we looked at mapping the idea of we know where these buildings are and we know that there are other residences within Montreal and so thinking of what these important indicators are, is there a way that we can map this so that there's an integrative interactive tool that either a developer, a resident manager or an ecologist or so on and so forth, fill in the blank and go in and look at? Hey, this is the residence that I'm looking at. I want to look at the Verdun integrative E2A residents, and I'm looking at. How close a park is? I'm looking at how much green space that they have around them. I'm looking at where the closest service is. I'm looking at where the closest pharmacy is as a way to integrate the many kind of different questions that we have, and so is the most important thing. The fact that I'm 300 meters to a green space. How close does a pharmacy have to be? How close does a grocery store have to be? Can we come up with those metrics within our team based on the questions that we've been asking and then actually answer that in this tool and create buffer zones and create indices. Again, we don't know exactly what it looks like, but the idea of being able to map this across different sites and integrate the context into that interactive map, if that makes.</p>
01:29:21 Benjamin Dunn	<p>Sense as a connection, we actually did the exact same thing. I forgot to talk about it. Yeah, like we did a series of like site specific overlay methods where we looked at the local demographic population, percentage of canopy cover, percentage of heart space versus green space and then, you know, prioritizing interventions based on those in terms</p>

	of like, OK well, where kind of the worst sites that deserve priority the most. And then also really understanding site specificity, what sort of resources are available nearby?
01:29:53 Kayleigh Hutt-Taylor	So yeah, I guess just acknowledging a connection there and the last thing I'll touch on is an extension of that mapping tool is also I'm forgetting the name of it. But there's an interactive game that Concordia is working on in the engineering department where you actually can virtually enter the city Of Montreal and engage with the actual city. So the built components are the actual built components. I think the existing structure that they have right now is in Chinatown and it's allowing residents to go in and actually look at the features and change them. And so the idea is, is that, you know, if you saw a vacant lot in the middle of Chinatown that has vegetation growing and maybe a bunch of impervious surface and a gate around. What would me, as someone who's living in that neighborhood or knows this city, what would I want to do there? Do I want to make do? I want to make a park? Do I want to make a building? What does that building look like? Does it have Windows? How tall is it? And actually, allowing the agency for individual residents to go in and decide? See how different those are, because obviously the context is is that we all have a different view of what we want that to look like, but that is something that we can glean by someone interacting with that tool to better understand what we want it to look like.
01:31:21 Michael Otchie	I saw Chris Gibbs.
01:31:23 Carmela Cucuzzella	And presented that at the National Trust Company.
01:31:23 Speaker 4	Yes, exactly. Yes, yes.
01:31:25 Speaker 3	We have something on campus called a mood route, and it's for students to get outside of the find a bit of nature when they're studying for exams and things like that. So it's like a a mapping of a way you can move around campus. And you only have one hour, but you could go and improve your mood. It's really focused on like trees and and I propose like why don't we use our campus and like, find different places that are indoors? Like the buildings could be a way of doing it and so we made a little mood route. It was interesting. They they are reluctant to include it in their mood routes because it's not just purely about nature, it's about our buildings. But there are lots of buildings where you can get a really regenerative experience like you can go up to the sky level of the SLC building on campus. Anyway, we were thinking about using this mood route mapping idea. It's almost like a curated walk that you could do along the waterfront, and I was wondering if the way that you're

	<p>thinking of mapping, do you think that interactivity is necessary like that people can add or do you think sometimes you could do like say that the people that are living in that tower, you could show them what a one hour walk could look like that could have value to it. Depending on the kind of mood or the kind of I don't know experience like a curated experience that could touch on some things that already exist that's free.</p>
01:32:53 Zen Thompson	<p>OK. So one of the big I guess ways of spreading knowledge I guess there's two different groups you have to tell about the projects. So the project is. Sorry, the project is to build homes and to build education in remote communities, so having courses that allow people to learn how to build and what they're building is the houses that they need in their communities, right? So it kind of deals with the two problems at once. You need a house. You need an education. You need a job. It gives you a job, an education and a house. Perfect. How do you get people to know? Like, how do you get the people in the community to get involved? And how do you get the people outside of the community? How do you get people in Winnipeg like 6-7 hours away to care are two different problems, I think within the Community round tables talking with people. What kind of houses do they want built? What kind of materials do they want to use in their houses. What? What are these houses? How many? How many rooms do they want in the houses? Do they? How many? How many people are in their family? Do they want? Do they think living with their grandparents and having or having separate housing for different? I guess levels within their family is important. Is something that involves the Community and involves different ages, you know, involves grandparents, elders and youths. Involving youths is the most important thing, especially in a program like this focused on education. Something that was done was one of the round tables involved working hands on building. So just building something small like a deck or using some construction materials or tools just to get people kind of warmed up like is this something I want to sign up for? Is this something I want to do? Do I like construction? Lots of people really like construction. Actually, it's a really hands on thing. It's not. I think university can sometimes be a little lofty with some of the ideas like can be a little hard to hold on to, but at the end of a construction course or of of this, you're holding on to something that's kind of yours, right? So I think having really hands on projects during round table. So it's not just a discussion is really important. Especially for this type of thing for getting people involved outside of these remote communities, I think is a little harder. I'm not quite sure I think involving indigenous. Like having indigenous</p>

	<p>courses as part of university and high schools and elementary schools is really important and what is taught is really important, I think. I think like we are teaching in schools about what it means I guess or what happened in the past with Colonization, but what are the laws that are still in place? Like do people actually know that? Did you guys know that it was crown land on reserve and you couldn't build on it and you couldn't own houses? Does anyone know what the Indian Act actually means? Do you know Indian is like the legal term? That you have to use. It's like it's not just a racist terminology, it's a legal terminology that has to be used in legal work. If you want to sue the government, you see it as an Indian band. So what does that do people like? So I think outside of communities starting at what is the block is really important. We understand there's racism, OK. Racism is a really broad term. It's like how we understand people need food. Food is a very broad term. Do people need sushi? Do people need porridge, you know? We have to focus and people don't need Mustangs, but people need transport, so focusing in on really specific topics and specific wording is important so people don't just kind of brush it off. Like, Oh yeah, they need houses, but everyone needs a house and there's lots of people that don't have houses. OK, that's so true. Why can't these people have houses? Right. What does that? What does that mean that they can't have houses is something I think that has to be focused on outside, which is a curriculum change I guess is. I think that's a really important focus. I like that. Yeah. Thank you.</p>
<p>01:38:01 Michelle Gagnon-Creeley</p>	<p>I mean, I guess I'm speaking more as like a community partner versus from like the academic side of this. My involvement with Crab Park and my experiences in working with the encampment, I guess is building case study for UBC. So I guess I can speak to that. It's been really helpful collaborating with UBC because the students have been able to do a lot of really important research about the park and the historical implications of it, but also looking at the consultation processes between the residents of Crab Park and the City of Vancouver. And by them doing that analysis, it's helped to further legitimize what we are claiming as the citizen group with regards to the city and the ways in which we feel like consultation does not been effective. So I guess yeah, just from like an, it's been helpful to have an institution kind of have our backs in the sense and kind of back up what we're saying from an academic standpoint and yeah, I feel like that. That's been a pretty important output for UBC. Yeah, I think just by bringing in community partners and helping for us to share our stories in a way. Yeah, just helps get the word out to people who wouldn't otherwise know</p>

	about us. But yeah, I guess I don't know. I don't know where I'm going with this, but yeah.
01:39:31 Benjamin Dunn	Can I can I just quickly jump in. I've been asked to provide a, a, three or four sentence summary to then bring to the plenary and they want that by 350, so in the last 20 minutes to like reflect back and think about what these key outputs are, what the connections are, and then what those kind of like action steps are. If anybody's been taking notes or kind of been keeping track of threads in your brain to kind of something's up there like to me, you know, we've talked about lots of kind of high level general ways of disseminating information through public art and site specificity and curriculum, and, you know, kind of using empathy and pedagogy addressing standards.
01:40:23 Speaker 4	Let's see.
01:40:28 Kayleigh Hutt-Taylor	Is it OK to present a new idea? I'm sorry. I just what you said spoke to me of the idea of sharing stories. And I do think that there is a powerful. If we're talking about dissemination and we're talking about speaking human to human, I think that there's a huge aspect of storytelling. And I think that storytelling is an incredibly powerful way to elicit change and to communicate complex issues that are context dependent and will depend on a specific place, and it made me think of the idea of the stories that we tell ourselves about the built environment, and I think it could be interesting that many of these research sites would have a version of a story that we tell ourselves that maybe is incorrect about the built environment in whatever specific context that we are. I don't know if there's a way to flip that to be maybe more positive because in my head I'm thinking more about the issues because I think that's what we've learned the most about it so far in the research. At least speaking from.
01:41:35 Kayleigh Hutt-Taylor	But yeah, but I do think that there are stories that we tell ourselves about the built environment and using that storytelling I think could be whether again, there's many avenues to do that. But I think it's a powerful tool to potentially get at empathy, to get at the complexity of these issues well, really connecting in a in a deeper way.
01:42:06 Adrian Blackwell	I'm just thinking like there's the construction workshop and the art, the public intervention. These are kind of more like physical, embodied kinds of outputs. Maybe there are others that came up. And then there's kinds of mappings, like the mood root and the interactive game and the interactive tool, two different aspects to it, right?
01:42:32 Carmela Cucuzzella	So in other words, online interventions like online game, sorry.

01:42:38 Adrian Blackwell	Yeah, yeah. And then there's the scene, which is pretty interesting. Like I'm. I'm thinking a little bit about, like the Centre for Urban Pedagogy. Does anyone know cop amazing New York based organization that does a lot of public.
01:42:39 Carmela Cucuzzella	Via online interventions like gaming.
01:42:55 Adrian Blackwell	Public education through scenes around urban issues. So kind of an interesting precedent they've been doing it for years, but sounds similar to what you're.
01:43:06 Carmela Cucuzzella	How about just regular Expos too? You know, architects are great at that. Just Expos in, you know, universities in and other public spaces like, you know, in libraries, yeah.
01:43:18 Adrian Blackwell	Well, that came up right, Kevin, you were talking about a building X build X is a kind of Expo thing. So that's is that like an that's different from an embodied thing.
01:43:27 Carmela Cucuzzella	It's different from an embodied because an Expo is a pedagogy, like a really didactic way of doing things, but also a kind of it's just it's more typical, you know, because architects do that often. When I know that in our school we do expose often as a way to. But because I I think the idea is to get to as many publics as possible. That's the idea, right? And so and expose in another way to get different kinds of public.
01:43:53 Adrian Blackwell	But I think the engineering thing was great too. Like the idea of like the collaborative teach interdisciplinary teaching as a method. So it's definitely, maybe, maybe also the Expo goes into the if we have online physical intervention and and pedagogical might be a third category of suggestions that people have.
01:43:55 Carmela Cucuzzella	Yeah, yeah.
01:44:15 Benjamin Dunn	Sorry online for the whole introduction.
01:44:18 Adrian Blackwell	Yeah, online tools like maps, interactive tools, yeah. Physical interventions like the construction workshop or intervention.
01:44:30 Carmela Cucuzzella	Yeah, publicly.
01:44:30 Adrian Blackwell	Demonstration of what we were talking about. This is maybe crossover but the workshops cutting. We're doing class on body experience.
01:44:40 Carmela Cucuzzella	Yeah. And that? Yeah, the empathy building scenarios, the empathy building scenarios.
01:44:45 Michelle Gagnon-Creeley	I mean, you're raising a really good point about pedagogy, and I'm thinking even like beyond university, like high school

	and elementary school students. I have a friend who runs in Vancouver, the black and indigenous design collective called a busy. And they focus on creating workshops with high school students who are bipac and just teaching them about the importance of like design and engagement and that they can build and shape their communities. And I think just exposing marginalized communities at a young age to the design profession and that like they can be a part of this and yeah. And that their voices are extremely valid in the way that we shape cities.
01:45:28 Adrian Blackwell	Children that you were talking about earlier.
01:45:31 Michelle Gagnon-Creeley	Yeah, yeah, 13 year olds who have big ideas on waterfront quality. Parents are architecture professors, so since they're, like I don't know what direction.
01:45:43 Speaker 9	While we were talking, I was trying to make connections between every strategies and I had something in the same way you were thinking. But more if we go well, two main objective objectives there, there's a there's a word we didn't hear. I think it's not sensitization. And I think it's it links a lot of raising awareness, yes. And the other one is education. And then there's like two ways physical, physical. Through conversations, discussions, empathy activities and others are publication, pamphlet, Journal, Cartoon Exposition and then. So there's physical presence. So people have to move to and it's really important. And the other one is virtual, like web mapping and oh yeah, and there was also a everything that is useful information that is different from raising awareness, which are the tools like the mood, the not the mood, mood mapping but the sorry, Concordia map it it seemed more like an informational. I was looking at the few stakeholders and it feels like. Were talking a lot to academics, students, citizens, but less to cities and procurement agencies and awards and professions in in the strategies in general.
01:47:44 Carmela Cucuzzella	Can I add also and I know that I also like the idea of board games too. Why not create board games of some of these issues and have, like barriers right on the board games and get to the end of the journey based on all the good decisions you made on like seriously board games are and I know it's not, it wasn't accepted but the idea of board games is such an easy way for young kids to understand these are the real issues of of some things, you know, I'm.
01:48:15 Speaker 3	Young kids don't like board games. I think, like I totally I like isn't talking about this a lot and thinking about board games and playing cards. And like Lisa Landrum is the new chair of our program, and she has these great playing cards. I don't know if you've seen them of the different women and

	architecture rules. Like that's so amazing. And so I thought, oh, this would be so great. And then I thought.
01:48:19 Carmela Cucuzzella	I have two kids and they love board games.
01:48:37 Speaker 3	How would we incorporate this into like Pokémon Go? Or like how do you need like I wonder about this kind of thing a lot. I do think like it's awesome that your kids love board games and I love board games I would totally play them but what do we do if that if we decide.
01:48:44 Carmela Cucuzzella	Yeah. I know, but it's not the same online. Don't you think I know. But you could do the online like the Pokémon version of experiences. I know, but it's so I feel like it reduces it. I mean, I've been thinking about, it's interesting you mentioned, I've been thinking about this so much. I wonder, are other people also thinking what is the? I have stayed in school, but I have students building board games on sustainability issues for young kids and I and we have already had work at focus groups with young kids and maybe there are some kids that don't like board games. But let's say that there's a lot of kids that still like board games, you know.
01:49:29 Zen Thompson	Yes.
01:49:34 Adrian Blackwell	I think I think the games is a great idea and we have. It's been circulating a little bit as an important category I think but, but just to go back to the point, John, you made about lack of policy or talking to cities, I mean I think we have a good example at U of T and certainly we have a lot of aspirations at University Of Montreal and I think also at Waterloo, I mean those are in some ways I think part of the reason we're not talking about it is because it's such an obvious one within the partnership, I think I think a lot of us are interested in changing standards, but you're actually with the city, so maybe you can give us like for those of us, it feels like Montreal started with a toolkit for quality and it feels like I don't know what Jean Pierre's relationship is with the planning department at in Montreal, but clearly there is a kind of advanced relationship and I was talking with Enrica from Calgary and I feel like in Calgary, there's a pretty good relationship and at the first conference we had presentations from those cities. But I think in Waterloo, we're just kind of groping around. We have contacts at the city, but we don't really have. We don't. We don't have like higher up relationships. So we have data sources, we have collaborators. But for us it's not clear how we're actually going to affect policy. So I think a lot of us have the ambition to change policies and to make these relationships happen. But for us, there's for our team, there's definitely still a lot of

	<p>questions about how to do it. And so I think, yeah, I'm, I'm interested to know more about that. But I think already it's an, it is a very important type of output that we're already talking about.</p>
01:51:08 Speaker 9	<p>Well. Right. It seems like it's easier in certain cities like Montreal to change or make things better. Let's say it like this, but in your case, maybe you would need an output to make sure you communicate well to the city because the link is not that because I can't explain why in certain cities it's easier in Montreal, it's just because we're willing to do better, and maybe it's the politics, too, that that help a lot. But so maybe you need a greater outcome comparing to, let's say, Montreal. It's the exact the example I know. In your case, or other cases where the communication is not that easy.</p>
01:52:10 Carmela Cucuzzella	<p>I mean, yeah, I agree.</p>
01:52:15 Michelle Gagnon-Creeley	<p>I mean. I guess like in the context of. UBC, I know that they are communicating a bit with the City of Vancouver, but the I find I find the City of Vancouver to be quite rigid and very top down and paternalistic in there way of operating. And so, yeah, I'm curious like what the output could be for our project in a way that like could actually facilitate some kind of dialogue that is productive for the Community. Yeah. And maybe it is like maybe if the UB maybe if UBC does produce a document and brings it to the city and says like, hey, you guys are operating in this way and we've kept track of it and it's not OK maybe that could bring some change versus me coming in as a citizen group because that's not working.</p>
01:53:03 Benjamin Dunn	<p>Something that I was talking about with a couple of my colleagues over lunch is thinking about again, like the ongoing maintenance and production of quality in Toronto Park environments where communities are always changing. Like what can we actually? And again, we don't have specific ideas, but in some way like setting up some sort of like framework or ongoing group that will allow the community to maintain that quality itself within these parks so that as populations age and new people come in in some way like that is being done organically and not paternalistically and top down. So when we have ideas, I'll let you know.</p>
01:53:45 Carmela Cucuzzella	<p>And maybe a piece is also to the like continuing education piece that touched on a little bit because like in one sense, or sort of like decision making, wise municipalities are different than consultants or practitioners or whatever you want to call it, but it's also still all people that go to planning school or go to design school or are like accredited in a in a thing and so like having opportunities that then go to the</p>

	<p>hours that people need to put into, like keep up their designation or in order to get certified, do you have to have hours and actually practicing good engagement or having some kind of like lived experience workshops or something that just like doesn't exist at all right now. And so if that piece stays as a whole. I guess in all the opportunities, then all these new students will have these ideas, but there's still the people at the top of all these decision making places that don't believe in those things, and then they won't get pushed forward either.</p>
01:54:57 Adrian Blackwell	<p>You're just a few minutes left. I wonder if Nayla and Jonathan jumped in. I feel I can make one content stick to your team. You're not as you're not as located in one.</p>
01:55:05 Carmela Cucuzzella	<p>Right. From the regular perspective, they'll just, I guess, speaking about AAA like I find like a potential way to support like the like, people who are more established, like in their career and like can influence things, they're through their requirement through for con Ed hours, even for like your registration. So to continue their licensing they need, you know their unstructured structured learning hours and a certain amount needs to be in you. No. Sustainability of various province to province, but you know maybe there's something there that you know you can kind of I don't want to say force but like you can kind of like you know have this requirement for your structured learning hours to be something you know more specific to quality in the build environment but I find it's too open now because a lot of practitioners in the later stages in their career, they'll just do the bare minimum to you know, fulfill their hours. Watch a couple of videos online or whatever and call it a day, yeah. I don't have anything. Sorry, I'm building up a really bad headache. For the past few hours. I'm just like trying to pull through so I'll skip my turn for this time.</p>
01:56:41 Kevin Kramer	<p>I kind of lost the thought, but I think when people experience these issues. I think it changes behaviors a lot more. Like there's a lot of very intelligent people out there who know that there's a problem. But I mean, one of the commonalities between all the projects is that we want to change policy. But the thing about changing policy is that it's hard everything. There's an argument. Like, if you want to make more park space in one area, it'll be contested. As somebody who wants more gas stations because they like to drive their car so much and that type of thing, but but it might help what might help these types of dialogues and conflicts as if. You know the person who wants a gas station understands that, yeah, this is a little bit of convenience. This makes your life marginally better, but putting a bus station there actually makes it so somebody can who doesn't have a car can live like that. There's a there's a big</p>

	<p>gap between, you know, how much pain the built environment causes some versus how much benefit is gained by by putting something else there. So like, but when people experience how difficult this can be, how hard it can be to get around and that type of thing through events like physical events, there's a great benefit to these games and makes it accessible and approachable for children and all kinds of people. But they don't experience the problem. They don't feel how hard it is. The way so like events like the Calgary Stampede is one where a lot of people from all avenues and across the country and internationally come together to for one common goal. So you get a broad audience that way. But so that might be an but, but there's also a playful atmosphere there too, and people are willing to try things, and it's welcoming. So maybe these we brought up Expos and these are a little bit more specific and targeted but but these broader urban celebrations might be able to reach people on mass and I bring up the Calgary Stampede specifically because there's a whole Ave. can committed to indigenous lifestyles and life ways and ways of knowing, and so maybe we can use this to bring up issues that happened far away from Calgary specifically. Again, this is this is all an example there, but people come far and wide.</p>
01:58:51 Michelle Gagnon-Creeley	A good example. Let's look at the Calgary Stampede.
01:58:52 Kevin Kramer	Yeah.
01:58:55 Michelle Gagnon-Creeley	<p>I haven't been to the Stampede, but there's like a group that I follow on Instagram and they're all about, like, just talking about period pains. This, like, has nothing to do with design, but they have like a period pain simulator that they do at the Calgary Stampede every year and it's like actually like so influential because they make people go and ride on a bike and then they, like, put the simulator on and, it's usually men, and then they kind of go from like pain levels, like one to 10 to like, just get people to know what it's like to experience this pain. And I think that it's been like such an effective campaign and disseminating, like, the lived gains of half of the population. So yeah, that is like a a really interesting way of looking at this to bring it to the wider public.</p>
01:59:43 Nyla	<p>It's really bad. Anyways, so yeah, I was thinking the whole time like, how can how can we have an experience of I'm going to bring it back to originals but like without degrading the our life, you know, and I don't even know how that can be done in a city. I guess we would first of all need a community of Aboriginal people. It doesn't need to be just any Aboriginal people that have experience the rez. And that</p>

	<p>can start sharing. And maybe eventually I don't know if it's possible but find a way to make that experience in this city, and I don't even know. I'm just saying something out there, but I'm sure people will disagree. But what if we had, like, a really ***** sorry for the word? It's really what it is, shack. I don't know. Maybe have 10 people sleep there overnight. Friends can be friends or, you know, not strangers. That would be weird, but. And experience like maybe we try in February in Montreal, cold, damp well. You know something really uncomfortable. And try to see, uh. Also maybe make them walk a kilometer to go get water, because that's what we have to do. I don't know. I'm just like, but I don't know how that can be done and I don't know how non Aboriginal people can participate in that without being shy or feel like they're taking over the space where they don't belong. So it's a tricky subject. But I think that it's definitely needs a discussion and find a way that that can be done even in school? Maybe. Like in high school. Some somewhere where it's accessible for most kids. Because not everybody goes to college, but most kids go to high school or even in elementary school. Yeah, just throwing ideas. Still. OK. Thank you.</p>
02:02:25 Speaker 9	<p>Well, just to maybe a part of the answer of your question of how to communicate to cities. Let let's say we use this strategy, this raising awareness strategy of and and there were plenty of strategies that were mentioned before you invite the mayor of a city to experience this situation and maybe it will become a priority within the city, so it will become a project, it it. So it's not only for the general public, but it's also for the politics decision makers.</p>
02:03:06 Nyla	<p>But just before we stop, like I know, maybe like, don't be shy to bring this up. I know a lot of people. I have a lot of white people in my family. Like I know you guys are shy to bring it up. Don't be shy. Just come and talk to us and ask us to participate and we will. You just need to ask. We're not going to come forward by ourselves. We don't feel like we belong in that.</p>
02:03:35 Carmela Cucuzzella	<p>So when you say ask, you mean ask to collaborate with you on a potential way to disseminate this knowledge with you to a city? Is that what you're saying? OK. Yeah, you or your group.</p>
02:03:43 Carmela Cucuzzella	<p>Yeah. Yeah. Well, not me. Well, of course. Yes, you can e-mail me or it will be a pleasure. My pleasure. But I mean, any Aboriginal person, just. You just need to ask, because again, we won't come forward and say hey. Here's what I thought that you guys could experience. What we're really going through. We're not going to do that by ourselves I think.</p>

02:04:14 Adrian Blackwell	Thanks everyone.
02:04:16 Carmela Cucuzzella	Thank you.

ROOM 9

Workshop 2- Notable Outputs and Emerging Convergences

Room9_ Location: IDEA Building - Room 1003			14 Participants
First Name	Last Name	Organisation	Research Site
Veronica	Madonna	Athabasca University Mino Bimaadziwin	Athabasca University
Shirley	Thompson	University of Manitoba	University of Manitoba
Darryl	Garcia Wastesicot	York Factory First Nation	University of Manitoba
Fadi	Masoud	University of Toronto	University of Toronto
Michel	de Blois	Université Laval	Université Laval
Lyne	Parent	Association des architectes en pratique privée du Québec	National Partners
Grant	Clarke	City of Calgary	University of Calgary
Dawn	Clarke	City of Calgary	University of Calgary
Marveh	Farhoodi	Open Architecture Collaborative Canada(OACC)	Toronto Metropolitan University
Chris	Wiebe	National Trust for Canada	Carleton University
Paniz	Mousavi Samimi	University of Calgary	University of Calgary
Firdous	Nizar	Université de Montréal	Université de Montréal
Sarah	Jervis	Dalhousie University	Dalhousie University
Nicole	Yu	Concordia University	Concordia University

Room 9 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-10

Report produced by

Jervis, Sarah (Dalhousie University)

9.1. Summary

In this workshop, we discussed potential outputs for the research project and how those outputs can be translated to spark a national debate on quality. Most participants foresaw outputs as updated planning and design materials, toolkits, and policy change. Participants were unsatisfied with the current state of outreach, and we brainstormed some ways to better engage the public.

- Participants wanted to change what we saw as colonial ways of interacting with the environment (i.e. Privately owned 'public' parks, restrictions and regulations on use of 'public space', close mown lawns, etc.). Outputs were targeted at re-establishing a relationship and/or ownership between people and their environments.
- Current engagement strategies, such as the Living Atlas, Roadmaps, Scholarly reports, LinkedIn, are targeted toward an overly professionalized audience. We should enlist communications experts to help us target the general public more effectively.
- To spark a debate, we should be focused on continual engagement, and putting things on the public's radar through YouTube and social media.
- In general, participants felt like the 'partnership' aspect of this project was de-emphasized, and it felt more like an academic research project.

9.2. Detailed Transcription of the Workshop Discussion

Time name	+
00:00:04 Fadi Masoud	I think we should get started. Welcome back. Welcome Grant. Grant was not with us this morning. But do you want to maybe say where you're from and...
00:00:18 Grant Fahlgren	Hi, my name is Grant Fahlgren. I'm a member of Wabigoon Lake Ojibway Nation in northern Ontario. I'm the chair of the Canadian Society of Landscape Architects Reconciliation Advisory Committee and I'm with the UBC team. I was in Vancouver for eight years when I made those connections and then just spent two years at Harvard in Boston. And now I'm located in Toronto on the traditional territory of the Mississauga, the Haudenosaunee and the Wendat.
00:00:49 Fadi Masoud	Welcome Grant. Do we want to introduce ourselves to Grant? It's only fair. We'll just do one more round of who we are again.
00:00:59 Michel Blois	Yes, I'm Michelle le Blois from university Laval. From the School of Design and lead the project at this site in Quebec City.
00:01:10 Shirley Thompson	Grant so glad you're joining us. Shirley Thompson, University of Manitoba and the Mino partnership.
00:01:20 Chris Wiebe	Chris Wiebe, I'm with the National Trust for Canada, which is in Ottawa on unceded traditional territory of the Algonquin Anishinaabe people and happy to live and work there.
00:01:32 Firdous Nizar	Hi so my name is Firdous Nizar and I'm a PhD student at the University Of Montreal.
00:01:38 Fadi Masoud	Fadi Masoud, I'm associate professor of landscape architecture urbanism at the University of Toronto.
00:01:44 Lyne Parent	Hello I'm Lyne Parent. If we've met before, hi, Grant. I'm from the Association of Architects and private practice of Quebec.

00:01:53 I'm Sarah Jervis. I've just finished my masters of sociology at Dalhousie.
Sarah
Jervis

00:02:00 My name is Paniz Mousavi. I'm first year PhD student from University of Calgary.
Paniz
Mousavi
Samimi

00:02:05 Hi, I'm Nicole. I'm in Concordia University, a PhD student in urban ecology.
Nicole Yu

00:02:12 Hi, Grant, I'm Veronica Madonna. I'm an assistant professor at the Center for
Veronica Architecture at Athabasca University. Athabasca is a Virtual University. So our
Madonna main base is northern Alberta, but I live and work in Toronto.

00:02:26 I'm Dawn Clark with the city of Calgary urban design team within community
Dawn planning.
Clarke

00:02:31 OK, so Shirley and I are Co moderating again. I was asked very specifically to
Fadi read for you the objectives of today's workshop because the team wants output.
Masoud The grant organizers want us to think about outputs as a set of deliverables as we
are getting close to the midterm of the of the grant. We had a really wonderful
conversation this morning about you knows larger ideas and definitions and
themes. Looking back as a retrospect, but also looking forward. So now we want
to think about how these can become notable outputs. And to try to create a
shared understanding of what an output in the research partnership this big and
this complex means. To discuss how the defined outputs contribute to the overall
objectives of the research partnership and starting to think of the best methods to
fuel a public debate on quality so that this conversation doesn't remain internal but
starts to have an influence both on the public but maybe even. Governance
beyond the walls of academia and on beyond the walls of research grants, but
also in a much more tangible way at institute community and government levels.
So what are the best methods to deliver that information and what does that look
like? And then there are copies of these knowledge mobilization plan tables and
each one has a kind of different set of tools or methods or project types? I don't
know how to define these four output types. I guess and somehow each of them
then looks at who might be the recipients of these output. So one way to start to
think about this for the very first question is for us to look about what are the
outputs that are coming from our own research teams. What are we thinking about
in terms of ongoing work? In what format does that look like? Again, we all have
very rich questions and very rich observations and very rich ideas. And so one of
the main things that we would like to begin to think about is what does this look

like as an output. And then as a follow up, are there areas that seem very weak as a part of a knowledge mobilization plan and how do we start to think about strengthening our outputs? I don't know if this is clear. I think again it's just like how we couldn't have a full consensus on what we mean by quality. I don't even think a consensus on what output means either is something ubiquitous or standardized, and I think that's maybe potentially a strength. So just to dive in, maybe we'll go around the table and describe how we're thinking about outputs on our research sites. I'm doing this on the fly, by the way, I have no idea what I'm saying. Do you want to start?

00:06:00
Firdous
Nizar

Thank you for that. So, I can, I'm going to use the help of the road map from University Of Montreal because I'm representing University Of Montreal here today. So, this is the first panel of our road map to quality and the built environment from University Of Montreal. A little bit context before that I was actually at Concordia University for most of this partnership until this semester. I moved to University of Montreal, so I have to say I only have the word of my colleagues on what they did, so I'm just going to relay that. So, as you might know, at University Of Montreal, the main problematic is how do we build for special needs in the built environment and so the case studies that they had started to study were schools, specifically special needs schools initially, and then with the behest of one of the partners which was the City Of Montreal. This move slowly moved into libraries as well as their case studies, so they're trying to understand how special needs- so not only wheelchair accessibility needs, but also at the lived experience of blind people. We're also looking at people from in the autistic spectrum. People dealing with ADHD and neurodivergence so we're trying to understand how does the built environment enable or kind of hinder those, right so they had initially started looking at policies or guidelines that were given by the Rick Hanson Foundation, which is also the partner and we were looking at what are the different norms and what are the disconnects with that. So there were a lot of gaps identified in these policies and how, for example, if we build for a blind person we have textured flooring for one person that would come in conflict with some of the accessibility needs for wheelchairs, for example, so there were kind of issues on the material side of things as well to state an example. So that then move we as some of the outcomes of the research so far at the University Of Montreal we have three round tables that we conducted so far with our partners and we have reports from that as well. The first round table looked at the policies and the gaps. The second round table kind of looked at how do we ensure like how do we redefine accessibility in a way that it's not only accessibility in the way that we see about wheelchair accessibility and it's not restricted to that? And then finally in the third round table we had talked about how to collect lived experiences from that point of view. Not only from the people with special needs, but also their immediate circle of support, their support systems. So for example, their caregivers, their people who are accompanying them to these different public spaces. So the four main areas that we looked at in our site is how do we acknowledge the blind spots of our design approaches towards special needs and

the 2nd aspect is how do we integrate lived experience. The third is recognizing creativity and inclusivity of quality of accessible design and the 4th one is how do we help update policy policies and codes without falling back into standardization. So some of the outcomes from that what we believe we have it in three main columns here for short term, mid term and long term. So short term we have educational. We have outcomes for the education systems specifically. So how to train for example one of it is trained future professionals to understand the different methods of collecting good experience. This may be group interviews, behavioral mapping. So trying to put together a protocol of sorts with different methodologies that are out there on how to collect qualitative lived experience from the point of view of accessibility in the in our case, another example in one of the midterm outcomes is, for example, inviting professional associations to adopt codes of factors that make accessibility or principle at the start of every project and not just as something that's added on at the end sometimes, and then the long term outcomes in our mind are the policy reforms, for example. So for example establish a benchmark of accessibility for all awards in the built environment so these are some of the things we believe are going to be the outcomes from our research site.

00:11:35
Chris
Wiebe

In a similar vein, my name is Chris Webb and I work with Carlton University. I'm a community partner, so I'm not always up to speed on every aspect of what they're doing, but they had a really interesting workshop and event associated with the National Trust conference that was led by the Kane Association of Heritage Professionals to work through some of these. Some of the some of these materials. So the area that we're working on there is around the adaptive reuse of of the existing buildings and looking about looking at how quality manifest itself in reuse projects but also in terms of just the quality projects in general. So I guess some of the main outputs of this will be tools to really look at what's happening in Canada, because actually there's very little research has been done in a kind of a broader scan in terms of analyzing and pulling out typologies in terms of what's being done and on the on the adaptive reuse kind of front, it's been more kind of up close up. And pieces done at a research level. But it's actually sort of happening very, very, very quietly. Actually was interesting. Just like another thing. Like in a related element. Just to review the scale of things happening in Toronto, there was a University of Toronto student who was seeing her research paper and just in the downtown area of Toronto, very small area has been 100 examples of like facade retention only like facadism and you sort of think like-- and Janet Lee really great, really great paper, but it's just sort of like I think that's the same thing with adaptive use. It's happening every a lot some places, but it's it's sort of like known, known anecdotally, but the, the scale of it is not really understood, but also just in terms of what in terms of examining it. So I guess some of the projects here are in terms of their flow of what's going to be happening. They're, you know, looking what's happening out there at this point. They're also going to look at some of the successful projects that have been completed and particularly in the Ottawa area. As Jean Pierre is talking this morning, ultimately these things are, you know,

aimed at kind of the political realm in terms of implementing policies, but it's and making change at the political level but in the meantime, there's in the next short while in terms of the outputs, they really want to do some work around, kind of trying to understand what, like typologically in terms of what? What is happening in terms of some of these buildings and some of these adaptive reuse projects? In terms of that, yeah, in terms of their, their ultimate sweep is about trying to address some of the barriers to making adaptive use happen and sharing, you know, frameworks to overcome obstacles around that. I think these are all kind of like, it's not like this happens, which will be enormous. It'll be ongoing, it will be going on for quite a long time in terms of trying to address some of those barriers at the different political levels, jurisdictional levels, but I think those will be some of the outputs, we'll be actually sort of identifying barriers and having a kind of a working area in terms of different jurisdictions across the country. Understanding where changes can be made, and influence can happen.

00:15:20
Fadi
Masoud

Just maybe, you know, maybe one way that could be really helpful is to also just because a lot of these ideas are very interesting and super complex, I think it would be helpful to just kind of see what is the product type that we're going for is it like a report? Are they guidelines? Is it an Open Access platform? Is it something given to the public? I don't want to make it sound reductive at all because I think some of the ways that they're saying about channeling this work is very complex and sophisticated across all the sites. And then who is receiving those? I think each group even provisionally say what the team is thinking about. It would be helpful based on this chart, to see how many of us are thinking that this could be something that is doing, or if it's something completely off.

00:16:17
Chris
Wiebe

OK, so what's going to come out of this one is the inventory and an understanding of the kinds of like kind of the building, adaptive use typologies and then a really a road map in terms of the barriers that need to change, that will help guide policy discussions and legislative kind of interventions at the local level.

00:16:38
Grant
Fahlgren

Are we going to go like, round and then have a discussion? Because I went through some of these and between steps one and two, like on the previous slide there is create strategic partnerships and then we're jumping into changing the construction industry, right? And you, you have a love for these buildings, right? Working with the National Trust. There's quite a few people that do, but there's a storytelling element like how do you get people to care before you get the sort of institutional change that's necessary? That's maybe missed in some of these steps, like it's like buildings are important. Well, why don't we have the policy already? There isn't really like, so there's a storytelling aspect to this that could be one of those products, right? Like what? How do you communicate those stories of why these buildings are important? Is it fundamental that you might have different interests too, you know, from a carbon perspective, how much more embodied carbon are we expelling? By not retaining these buildings? Yeah, from a heritage

historic perspective, what are the stories that we're losing into, you know, in replacing these buildings? With new construction, I think there's a number of different categories in there that seem like they're the piece that makes the other things like how do you create the political pressure to change? And if you can give that as a guide to hand to community organizations to take on. Examples that might be something that people can take, take and run with, and scale and maybe like in it, thinking about putting it out to the community. Are there different ways of telling stories than the people that are working on this all the time have thought about different ways of connecting to those places?

00:18:39 No, no, that's a very good point. And I think like I think that story hasn't really been
Chris told and because you guys, because if you're going to jump into like, let's make
Wiebe policy change, well, why should I care about these places in the 1st place? And I
think like some of those stories, as you say around like the like if you look at like
Vancouver, where thousands of houses are being landfilled per year. And so you
have all the sequestered carbon. Just thinking on a on a carbon level alone, you
have the sequestered carbon. You're throwing this this wood, this old growth
timber will never see again in the landfill, and it's going to be emitting methane,
which is a terrible greenhouse gas for decades. And yet you're trying to reduce
carbon on another, on another front. It's you're kind of working at cross purposes.
So like those kind of motivations need to be there too.

00:19:38 I'll keep it brief cause most of what's in there I've already said. So what we're trying
Michel de to get as an objective is to provide a step by step procedure on how do we get to
Blois define these famous quality concepts. So first thing we notice that after we went
through the process of creating those quality concepts we realize that actually
there is more than two normal processes, 11 is the design and the construction.
So you have the management as well. All of these processes interact. But the
quality production process is something else. It's outside of it. And here these
design, construction and management are there to incorporate elements of quality
into their own processes, so it's not design produces quality construction,
produces quality management, produces qualities. The quality process production
is separate and how we do it is we took this wheel of 11 different principles,
because as I said before, there is no definition of what quality is. So we started
with this document from the Government of Quebec, which is very useful in itself
because there's a base we can start somewhere. So, these 11 principles are very
vague. So what we're trying to do is to define these extremely vague principle like
environment, security, accessibility, but all of these principles are viewed differently
from different actors. So we we conducted workshops to try to define each of
these little elements. So I ask, let's say the architect or the City defined for you
what is experience or security or environment, and what we realize is that using
this wheel, every actor describes environment, let's say by. If you go to the other
one will define environment by using other principles. So they complexify. Let's say
they try to refine their definition. So if you come back to the other one. So what
happens here is that you have a core principle that is defined with you know

alternate or complementary principle and then with attributes. So for an actor it enables an actor to say OK for me environment is also security is also accessibility and accessibility for me is elderly people who are will be able to access the building for the person from the city who removes the snow. It's I don't want garbage bins in the way and stuff like that, so it's not aimed at defining 1 core principle, that's the same for everybody, but it's OK for this guy. This is what it means. So we're not trying to Force One common definition of a core principle we're trying to say, OK, this guy, this is what he has in mind. And this other actor, this is what he has in mind. So it's in order for us to understand others on different principles.

So you can build these principle, OK. And then when you look at the quality production, you can put it at different phase, you are able to develop principles depending on different phase. But you can also see how different actors for the same principle, define that principle, but also their level of influence. At that point, this actor, the researcher, will have a more influence, or the citizens will have more influence, so it allows you to look OK. This principle is very important at that phase, and that person will have more influence at that time as well. So you're able to foresee some kind of risks. There might be, you know, tensions if a lot of people don't see the same principle the same way. OK, how is it going to work out? Again, we're not able to predict what's going to happen. But you can predict that there's going to be something happening and you might pay attention to that specific phase and these principles feed the design and the construction phase. So you don't want to lose track of the importance of that principle that has been defined by different actors. And you want to make sure it's going to go through all the process that you won't lose it along the way. So everybody is understands and is concerned about the fact that that specific principle has been addressed that a lot of actors and you want to keep it. And the management has to follow and the construction has to follow. So we're not there to say to people the design phase or the construction phase, this is what we want to do. So design construction management is at the service of the quality process.

This is where we're trying to, let's say, push in a certain way. Last thing is we also work with geographers and Geo data and we were able to extract from 50 or so different databases. Information qualitative and quantitative data from the different database that we built on our gurus and what we're able to do is to say, OK, if I want to express this Poly principle from this actor, how is it going to be translated into the territory? Or let's say I look at the territory and I say this is the data that I have and how can I define that data into a quality principle, so it allows actors to visualize OK this accessibility principle that's been talked over. This is how we can see it on maps. And there are different ways of expressing this data. So you have your data in principle that are interacting all the time. So, the objective here is to be able to have you know representation tools to be able to express these principles that are evolving, morphing are being influenced and lost and whatever. So what we want to do here is we look at the seven action modes on the road maps. You can start evaluating risks. You have a timeline. You have information that needs to be transmitted. You have what are the others? I'm not sure, but we're

trying to express with that kind of information with different modes of the action map.

00:27:04 I think it's really powerful Michel. I think like, break down those silos, but using
Chris those core principles, but also thinking about the kind of the logic or thinking about
Wiebe the kind of the expectations and the logic and the ways of seeing from those
different perspectives that you say like the construction, the management and the
design, yeah.

00:27:54 Ok UBC, we're at the end. Like second last, or maybe last. Our project is looking
Grant at the right to the city in Vancouver and we're working with the Vancouver Park
Fahlgren Board. I'm with the Canadian Society of Landscape Architects Reconciliation
Advisory Committee. Some of the efforts that the Park board in Vancouver has
been doing has been going through a process of decolonization and grappling with
the history of treatment of indigenous peoples. And also building partnerships with
indigenous peoples at the same time, the Vancouver Park Board has also recently
gone through a planning exercise that is looking across their entire park system
and has also been grappling with some challenges around unhoused people in
Vancouver and particularly their occupation of different parks within the park
system. And so we started with a little bit more focus, look at indigenous peoples
in particular, but then obviously with some of these rising issues, saw how those
are still situated within the lens of colonialism and our attitudes towards rights to
space. So the first slide here is looking at the study that's been done based on
population density and access to park spaces, which is really looking at a
distributional equity type of lens of like, do you have access to these spaces and it
varies depending on income, but we also are looking at well what are the
procedural and governance forms of equity that are considered within this. How do
people make decisions? Because some of the most recent action, if people living
within the parks, has sort of fundamentally questioned some of the principles that
the park board says it stands for and we have to rethink what does it mean to
have public space and from a decolonial perspective are we are we serving those
communities when we're spending more on policing particular groups within parks
rather than actually addressing the underlying issues and why are we starting to
make some of those decisions? And so a lot of the road map has been looking at
how can we start to make different decisions and what are the sort of leverage
points within those processes that are leading to these outcomes that are really
unintended. And so we've been looking at it from 2 perspectives from sort of the
procedural lens. How are these decisions made to looking those decisions across
time, in particular parks? And this is Crab Park, which is, is the park that where the
encampment has been the longest now it has previously been in other places, but
it has been here for a number of years. And there are different ways that people
are looking at that space and sort of the thinking of that space has changed over
time. So trying to understand the, the, the different eras that have passed and how
we can project forward to sort of reconfiguring these types of understanding and
how public space might be used in a different way. I don't know how they're going

to fit that into all of these structures because I'm not the principal investigator, but that is the gist of what they're looking at. I think some of the research interests is how we frame parks as an idea within our society comes from a very colonial lens of how we relate to those spaces in the environments. Those frame our relationships to environments in our cities like we're most mostly urban in Canada. And our understanding of a lot of people's understanding of nature comes from those parks. And they really say don't interact, don't engage, don't like you. You'd be kind of frowned upon to harvest things from an indigenous perspective that's a very strange relationship to have to our environment, and if that is what is mediating other Canadians perspectives on, on environment in nature and how we should engage with it, I think that's something that we really have to challenge as a people. If we want to be understood in sort of our own terms and that's part of what the Park board has been wanting to do and then we run up against the politics and decision making. The bureaucracy where individuals have really good intent and then the realization of that in our parts spaces doesn't always play out to sort of conform to those 'don't step on the lawn'.

00:32:31 I just want to remind the group that tomorrow morning's workshop, we're going to
Fadi be discussing. We're supposed to be sharing these Rd. maps again on
Masoud PowerPoint and then have impressions and insights on the entire road map. So if
we can try to keep the conversation more about outputs, it would be helpful for the
structure of what they've set up for us, because tomorrow is really about like the
overall, which is kind of weird, I would think you would start with the overall
impressions and then tomorrow talk about outputs, but they've structured it that
today we talked about knowledge mobilization and outputs and then tomorrow and
overall impression of all of these. So I just want to make sure that we keep coming
back to this idea of what, if you were to deliver a product, like an output, what does
it look like? Is it communication? Is it signage? Is it rules of how park people
interact with the with parks?

00:33:28 From my perspective, what I'm pushing them is how can we start engaging the
Grant communities around these parks in, in different ways in how they're made. We
Fahlgren have this process and it's very, very top down and we think of them as sort of we'll
do a project, we'll move on and that part will stay that way for 25 years and there's
no-- In the park of how people engage with it and change with it, and it adapts to
changing social situations, which is why we've sort of run into these issues. If you
have people advocating for the park who have ownership of that park. So I think
we need to think of products that can support communities taking more ownership
over these spaces because if people are occupying this park and that seems like it
could affect people's use. But those people whose use is affected should also be
advocating for the people who are there, that the fundamental issues that we have
housing, a lack of housing. And that's what is causing this. So I think you need to
think about a way to bring those communities in and we can work on workshops

with the Vancouver Park board. In order to do that, to test some of these out. So the output would be a new model and a way to implement it.

00:34:43 OK, I'm going to let the cat out of the bag here that I'm not super familiar with the
Dawn product here that the University of Calgary has put out, even though I am from
Clarke Calgary. I can talk about what I'm doing within my work, which is really parallel.

00:34:53 But it could be what you would imagine would be the product. There's no, I don't
Fadi think there's a right and wrong.
Masoud

00:35:03 I mean, there's so much that my personal work is going to benefit from this project.
Dawn Like it blows my mind. It makes me quite excited about my bureaucratic position.
Clarke So what we've done is industry asked us to come up with a way to measure the
impact of urban design on their projects and we looked at it for a while and figured
there was absolutely no way we could measure our own impact with the various
gaps. There were so many big gaps that there was no way that we could actually
evaluate our impact at the end of the day. Our impact is not the most important
thing in my opinion. The most important thing is the built environment. It's not, you
know, this impact or that impact or you know it's how, how are people interacting
with their built environment and that built outcome that we all influenced. So we
had to invent a system and we're going to remind industry soon that they asked us
to do this. Because we've been working on this for, well since 2017 without sharing
the information that we're creating, essentially every project that comes in the
door. So I'm very curious about this output conversation because we're at a point
now where we need to figure out our communications plan and how we're going to
demonstrate benefits to the various user groups. What we've got is this massive
database now with 3000 projects that we've evaluated through various milestones
to see how they've improved, knowing that there are many, many influences on the
project, but at the end of the day, how do people experience the built environment
that we're creating with all of these influences?

It's been really hard. There has been, you know, every engineer in City Hall and
every accountant and our general manager is like, why is this qualitative debt like,
Are you sure it's right? How do you know it's right? You better make damn sure it's
right because, you know, if math proves it, it's right. But if it's a qualitative thing,
you know. Ohh well, we're scared of that, right? If it's the gray kind of unknown
thing. And we've had to really embrace being in the unknown and being OK with
that and kind of, you know, navigating our way as we go. What we're looking at
right now is how can we translate all of our quality data that we've got to like layer
it with various databases that the city has so that we can look at, you know,
comprehensive community. Is it a on a community basis? Is it on a street basis?
What is the quality of life that we're creating here when we layer in the crime stats

we layer in, you know, the bus frequency we layer in the socioeconomic realities of various communities.

How are we influencing? Are we influencing? Where is our opportunity to influence and then how we share that information out is something that we've been incredibly sensitive about. You know, we all do it in university, we're all graded and critiqued until we cry for, like years and years. And then as soon as you're out of university, you know you're the expert and your project is brilliant and you're the architect and you know, and you're unquestioned, right. But when you look at this stuff. Like, what is this shit? Why? Like what it what is this? And like you're the expert, but here we are. You know, in this, you know, hostile environment built by experts. And so kind of bridging all of these gaps, you know the building, the drawings on the piece of paper, the post occupancy kind of evaluations that we intend to do and figuring out the timeline upon which those post occupancy evaluations makes sense like is it immediately upon occupancy of the building. Probably not. Maybe it's as the community kind of adopts it, takes ownership of it, becomes familiar with, becomes part of their kind of everyday life, or doesn't. So figuring out what those kind of timelines are, that it makes sense to do these evaluations. And then how all of this information works together to create something that can give us the story to tell at each level about why it matters that you do this or to give the communities and the residents the language about how to speak to these things, because otherwise they're everyone's accused of being a NIMBY. But they're trying to express concerns in a language they don't quite have, and our language, you know, is different in academia, is a different language, too. So how do we kind of make this all relatable and demonstrate the benefit to the various players involved to build this different kind of community? So I have no answer for this question. I have a lot of thoughts and questions. Hopefully someone else has something very useful to share.

00:40:42
Firdous
Nizar

Yeah. Just to directly respond to that. But I think those concerns are very valid because in the next plenary coming up, it's about exactly that communication. Our pains in communication. So I think, yeah, we can definitely bring up these points and then we'll have an open discussion about how to- Because they are sensitive, we're sensitive about how do we communicate that in a way that the communities come in and take ownership, as you said. So yeah, it's important.

00:41:15
Dawn
Clarke

We reduced to six elements that we review every project again, so place, scale, amenity, legibility, vibrancy and resilience. And so we look at each of those six elements through three lenses, the public realm site and building essentially whether it's architecture or not, we have worked really hard to try to find the terms that they work across the development and design development continuum, from schematic design right through like construction, but also to work on various types of projects that we see through the city. So public spaces, open spaces, pedestrian bridges, buildings. A whole kind of master plan communities and we've been surprisingly successful, I would have to say at kind of defining these terms,

it's taking a long time. We've worked on it for a really long time and then having the ability to have other groups kind of confirm the data.

So we actually have another group of experts that uses the same rating scale and the same six elements to rate against that we have to check are kind of evaluations against this inter rater reliability. Now I'm not like a statistician but I've had to kind of become one. So there's a lot of terms I'm not familiar with and I think that's part of our problem here, right? Is that none of us are experts in the kind of fields that we're starting to try to move into with it, the data collection and figuring out the language and what it means and what it doesn't mean.

00:43:15 With data like with something like vibrancy you could measure like social media, Chris like tweets from a certain site. I'm just trying to think like there are data points you Wiebe could extract to sort of like, characterize or get a handle on the vibrancy. I don't know, aren't there? I'm trying to wonder, even though it's qualitative there, you can quantify some dimensions of it.

00:43:30 You know, you're probably right. Like mostly we're looking at development Dawn drawings, right? So that's our closest proxy until we get into the post occupancy Clarke stuff so far and you know, we're stuck at our desk most of the time. So we don't get to that most important part of the work unfortunately, like everyone else's problem. So but I think that's an interesting point. I'll write that down.

00:44:02 OK, I'll keep it brief. So our research site is looking at strategic framework of rural Veronica housing affordability and food sovereignty, specifically quality through Madonna decommodification of the built environment. I'm not going to spend too much on this diagram, because this talks about the methodology and the objectives, but the next one is our road map. But I just want to, I'm just going to point out here, though, everything that we're doing is being kind of evaluated on a regenerative framework, which is these guiding values along the edge here, ecologically, restorative, culturally rich, socially just, equitable economies, Community empowerment and resiliency and transparency and accountability. And so that's how we're evaluating. I'll go into the specifics when we get to that tomorrow. Yeah, but just if you see this up, what? How you read this from the center out. And you read it in terms of the rural landscape of the of housing and food sovereignty right now in rural communities, we're specifically looking at for this research in Alberta, looking at system and enablers and inhibitors, short term objectives and and medium term objectives. So these are kind of the way that we've been trying to structure our research, but if we go to the next one, it talks about our outcomes for the research site. So through the process of our research and over the next few years, we're going to be looking at a number of different activities and then ultimately an outcome of a living Atlas of rural quality, which is going to be an open resource website It's going to be a published toolkits for communities and effectively what we're trying to do is create a toolkit that will give communities empowerment and the knowledge and the methodologies to create quality through

housing and food sovereignty. So we're not going to solve the solute. We can't solve the problem because every community is going to be different. But we're going to give them a tool kits of different objectives. So to get there what we're going to do is do a number of community engagement exercises. We're going to hopefully implement some pilot design projects where we can test it out. So we're going to look at the foundation, the design, the implementation feedback and scaling and then knowledge dissemination, which is going to lead us to the living list of rural quality we're going to then move into looking at policy change framework. Moving into, as I mentioned, capacity building through pilot projects evaluation, then we're going to ongoing monitoring. So kind of going back and reevaluating what we've researched and done is it actually working review the grow review and grow and then compile the data and then we start to kind of come to our outcome, which is the living Atlas, which is meant to be an open resource document. It's going to be in the form, as I mentioned, a website. It will be continuously updated, but there will be published documentation specifically on food and rural toolkits for communities.

00:47:19 That's great. I think, yeah, the idea that we're starting to think about like the
Fadi different product types and pilots and how that feeds back. It's really great.
Masoud

00:47:34 So for Concordia we looked at case studies, right and then we synthesized-
Nicole Yu because livability also, like quality, doesn't have a definition. So we synthesize
some aspects that we could be looking at that is important to the elderly from their
lived experience also from literature like accessibility, like how important does that
end up being to them. So knowing these actually gives us an idea of what we
should be assessing when we're trying to evaluate livability. So we want to create
a tool that allows people without having to go through our intense process of the
research to evaluate these aspects as well of livability in elderly homes, to identify
where they may need to improve on. Then we also recognize that there's a
difficulty in understanding between fields of livability and biodiversity. How we can
reconcile some of those understandings by having a paper out to link ideas from
both fields, so that people understand, like when they're talking about this, it could
be related to this in ecology. And the third thing we want to do, I think, is really talk
to the partners again who are on the ground and who are really the managing
authorities of these homes to discuss what are the barriers to some of the issues
that we've identified like ohh, so we want more green space for the elderly. Why
isn't there more now? There has to be a reason. So I think like the final outcomes
will definitely change because I'm sure everyone may feel that like it's only two
years into the project and it's really hard to come up with some deliverable that will
fix this problem because it will really depend on us further working, working on it
with partners to discuss like how to make something that's implementable and
useful for their needs also, like with the knowledge that we've produced in the two
years. So I think that's the next step that we've identified for our group to really
involve our other Community partners, again more with our research results to

develop tools and more outputs that they want like if they think guidelines are sufficient or if they want a more specialized tool to identify certain things like the six aspects that you just mentioned, those would probably be something of what our tool would look like, an assessment method.

00:49:53
Paniz
Mousavi
Samimi

Based on my one month experience into this project and what I've learned from my colleagues, Calgary site is focused on the challenge of creating healthy, equitable and sustainable cities. What we've done so far is case studies from award-winning projects like Calgary's Central Public Library to everyday learning stations. We've held several round tables. Having like going out there and experiencing what like real buildings are working and in which way they're not working with the builders and designers and academia. We also held the last year as a convention in Calgary. We also have, like coffee and conversation initiatives, which is held by small groups of students who go and talk to partners, have these very small and very intimate conversations about quality in the built environment. We also have a great focus on our educational section. We've invited our partners community members to come and talk to students directly, share their outputs and opinions about the challenges of designing our cities. We also had partners Co served as Co instructors in different courses from undergraduate courses to more focused graduate level classes such as the course title like Health and Design. And the last step that we have is shifting from consultation to collaboration, which is which was done in a session that we held with different community members, was basically about how the which resulted in the fact that the quality, its definitions and barriers is perceived different by people depending on their place and the system like students versus academia versus designers and builders, they all see quality in different ways and what we are planning to do as a next step is to understand how to bridge this division between different disciplines and different individuals.

00:52:37
Sarah
Jervis

So Dalhousie, for our project, we are visiting schools and interviewing the people that use the school spaces every day. So staff, students and teachers to try and establish a definition of quality in an educational environment. And we're doing that through qualitative interviews. So the second section here, I'm not personally involved with this aspect of our project, but part of our research team is doing a digital storytelling of like the way that school spaces are used. So like making maps of usage patterns in classrooms and that. So that's going to be one of the outputs is the maps of the usage patterns. And for my side of the project our ideal output would be policy recommendations for changing the Provincial document that governs the way that our schools are built. So earlier today, we were talking about how important it is to consult with the Community about what they need in a space and the first school we visited, the people in that school, were comprehensively consulted like they had several meetings about what the teachers need from the building and how those needs can be met. And because of this document the DC-350, a lot of those things that teachers identified that they needed in order to effectively deliver curriculum, the architects were unable to

include in the school design. So really the core output will be recommendations for amendments to the DC-350.

00:54:46 Our association is attached to Laval University in Montreal, so it was talked about.
Lyne
Parent

00:54:55 For the University of Toronto, I think two things that we were working on in this case was a stakeholder mapping exercise to basically understand in parks, well, we did a whole bunch of mapping and I'm not going to get into it. But in terms of a product there was never really a clear understanding of who is involved when it comes to Park management, park design and park upkeep, which is kind of weird, especially public parks. We know what we talked very quickly about publicly owned private spaces, POPs that are popping up everywhere because cities don't have the money to design, upkeep and uphold parks, and those are really not public. And they're actually designed to discourage people from going there. So we're trying to understand, on the flip side, what are the different entities in terms of a stakeholder mapping to visualize who is coming to the table and shaping the quality of these parks, especially neighborhood parks in the city. So products in addition to the mapping was to try to really visualize in in a very simple way all the different elements that then are spatial or physical and attributed to those stakeholders. So, to oversimplify again, like, who's in charge of the garbage pickup in the park? Who makes that decision about waste management? Who makes the decision about which program is a program that is appropriate for this park in this neighborhood? Who makes a decision on when a 100 year old tree that is now structurally unstable because one limb is dead should be cut? You know in forestry, who comes in and decides at what level and we organized it as as planes, so the subterranean plane, the ground plane, the active plane, the vegetation plane and the aerial plane. So it's just a way of understanding those things spatially and which layer of management comes into where. And so for the final product, we're thinking about ways to then plug in design recommendations or decision making recommendations for the most lowest hanging fruit if you will, they can have the most benefits and Co benefits if you change one thing in the management or if you change one thing in the design of a neighborhood park. So it's a correlation between the stakeholder mapping, the catalog of physical elements that go into the park, and then recommendations that could increase both the social and environmental benefits of these parks for the largest amount of stakeholders, depending where they sit within the community. After you we'll have a chance to give each other feedback if we will on these products or defining what these products mean and then jump to the next item.

00:58:13 So we've mapped it out as different workshops. And there it's very expressive the titles, rethinking quality and housing design and what came out of that first
Shirley workshop, which was touring a lot of apprenticeship biomaterials jobs, construction
Thompson

labs and skilled trade centers. So how do you know? We brought people from your commanding, which is this remote community. They took the overnight bus, so about 12 hours later, they're here and Deep River. Big river. So a lot of this began seven years ago, maybe with Mino Bimaadiziwin with partnership bringing some people on board and then one house, many nations, Alex Wilson and and Sylvia McAdam. I don't know more. So we're kind of starting these partnerships that are really fun because they're overlapping and it means lots of meetings, like one house, many nations meets every week for half an hour, sometimes an hour, you know, and we just connect across 4 provinces or three provinces and talk about and plan activities together. And it's just a good relational approach right? And you know my mean of event just when partnership is almost over and but we were meeting monthly and planning things. So it's kind of building the networks and the community elements because every week it would be with communities, right? So that was in Winnipeg and it included Big River and York Landing and academics. And I was not there and the second one was in Big River where we actually had a hands on workshop where we built a deck for one of the small tiny houses, so the projects are we every year we do a tiny house and we take it and that's through adult education program in a school in Saskatoon. And then what? You know we can do post occupancy, but also we can analyze you know what needs to be done and the difficulties working in community as well. The third workshop was with dialogue and was worth with Sean Bailey, who's this amazing architect. And was really looking at the land. And so the first one out of that came racism, you know, really clearly confronting the issues. The second one was just the difficulties. And in the Indian Act and the lack of infrastructure and communities this third one, I just love how it's described as consideration of land as a relative, not a resource. So I work at the Natural Resource Institute and I have to say, having gone through engineering I think the environment is probably the most patriarchal colonial approach ever. It's worse. It hasn't even started on his journey and is fighting back and is not moving in this area so you know individuals are but as an organization it's about resources and getting geology, getting the with the amount of the ground and critical minerals and the gold. So you know, I just thinking of this as a relationship. It's just a beautiful way of thinking about stewardship and other aspects. And so that was a huge workshop. And part of it is each time trying to get all these First Nations kids internships, like trying to get kids into university. Every program wants graduate students, right. It's easy to get and employed as graduate student. But we need access like not the access program. It's kind of a. We need funding for undergraduate the first year. We need funding for admissions. We need funding for tuition because none of these have, or often their parents don't have credit cards like they can't do this trip this trip from the very beginning is has barriers of education so apply yourself as kind of our motto at University of Manitoba, but there's no rights to application. And then the last one, so that was, so we're kind of fighting always to get jobs and internships for these kids and to pay their way. And you know, I've been able to do that and I really encourage you through my SSHRC is to be able I said 80% will be First Nations in community undergraduate and it worked out 70% was. So that's pretty good, right? I'm on track almost on track for that. So this funding can go go towards programming and

undergrad and make things happen. And then the last one, what we went to York Landing and then Thompson and what came up most was the lack of programming and communities, the lack of apprenticeship, the lack of opportunity for youth, the youth, high youth unemployment, the kind of let's approach that rather than seeing it as a barrier, let's turn the tide on that. And see, you know the struggles that we're seeing are where architectural designers pick up a plan that works in the South and try to bring up north. And there are missing skill sets missing training the inability for people to be trained in the north by the north. So the whole motto was for the north by the north, right. But that often when you go to Thompson, that's a group of really white people. So it's also got to be for indigenous by indigenous and having said that, our workshop was not just a lot of white people, but you know, in the government mentality of that it there is. So yeah, that's it. I guess. Any questions?

01:06:00
Fadi
Masoud

So maybe I'll just we'll jump into the next one. Thinking about if we have comments and feedback, but they want us to really consider making suggestions of how to make this living Atlas useful for a lack of a better term or more open to the public or more? You know, visible on the one hand and on the other to think about other methods or mediums that we could mobilize as a group to spark a national debate on quality. So I think that could basically be both a conversation which we if there's any thoughts about any of the work that has been shared so far, but also putting it in the context of how could this work be because the students need to present two ideas to make the living atlas of quality more open to the public. Maybe open is one way of describing it, but want to call it more useful because it's a website right now it's a resource website, the 2nd is to think of other methods, mediums that could be mobilized to spark a national debate on quality so that the you guys can maybe we'll just throw that out for conversation for the remaining 45 minutes and then we have to share that in the plenary. The two ideas from each.

01:07:50
Michel de
Blois

From what? From what I understand of Jean Pierre main concern is is how do we make this actionable? How can we transform, you know? Yes, we have results. Yes, we have methodology. Yes, we have conducted different workshops and stuff, but they produce some preliminary results. But more than that is how are we able to communicate to people who are not aware of our work? You know, if you want to achieve quality or if you want to achieve consultation or inclusion or these are the steps that we suggest you take and this is how you can do it actually. So we try to build our road map that way and set of instructions so you can start there. You know, you might not maybe achieve the result you want, but this is where you can start like I think we we've we came to conclusions that you know things that you've talked about and we talked about they all make sense to us but now more than making sense. It's OK let's let's move into action and the way I propose is to try to build some kind of a table of content. If you had to give somebody not to say you have to do this, but maybe you can try that, you know, go through these steps. You know 12345 it's not the best way. We don't want to impose anything, but people are they want instructions. You know, they like to follow like the paper with the

painting with numbers, you know, this is not how we build projects, but people feel comfortable with some kind of framework to work within and behind that there are some basic principles I think like the method is one thing, but the principle is another thing like what you said you took stakeholder mapping and then you connected to the territory with the layers and we did mainly the same thing but with quality principle. So that's the principle of connecting people with data. You know who's going to be responsible if you take that type of data? Who do you think will be involved in taking that decision? So the principle behind that is making connections. It's making the right connections. So how do you do that? So I suggest having in mind something very simple like a table of content of simple suggested steps that we know will work.

01:10:43
Lyne Parent

Yeah, there's a lot of experts around the table, from universities in the design community and lots of citizens, but there's no experts in communication and a lot of people said we have. We need to communicate, so I think we need some communication experts. I think every site needs at this point in the work, after two years, the strategic communication plan and who you want to talk to everybody. As mentioned that it's, there's a political dimension in the project.

A lot of people who want to talk to our policymakers, so you have to identify right away as I think who you want to talk to. How are you going to talk to them because you're going to want to develop tools that are designed for these people. You do not talk to a policymaker the same way you talk to a designer, etcetera. So and who are the leaders that you need to talk to and who they can influence, you really need a strategic communication plan. Each sites and then the whole partnership will need a plan across Canada. I think we should not wait at the end because it might influence the way you prepare your tools. You have a lot of images, you have a lot of diagrams but but from experience architects are really good at diagrams that, but sometimes it's not understood by policymakers. So you have to know how you translate it in the right language and right away because it might affect the way you work on different tools that you're going to develop, I think. Or at that point at the moment.

01:12:40
Veronica Madonna

I think one thing that comes to mind and just listening to all the projects is, is that we're all addressing very critical and very urgent needs that are happening right now and the and the research project is quite long, you know, few years in terms of addressing an emergency or critical need is a really long time, so I think there's little steps that can be taken in between to really try to make the information more accessible to communities and to the public. So for instance, you know, one thing could be opening up a site for open educational resources that are based on, you know, very light micro credentialing or some type of online programming that people can just access for free. Or maybe it's about providing access to resources. Sometimes it's hard to know where to start, so providing different types of documentation on housing, on food, on you know urban, you know, conditions and then also, you know, perhaps thinking about even like a mini lecture series where

you can actually become more personable with the community. Because I think one of the things too is is that if it's framed as a research project, it might be kind of overwhelming for the public and perhaps it's unknown where their position is in it, but even just a few 5 to 10 minute short videos in terms of saying these is are these are our research projects, this is, you know, networks we're looking to create and and put them up on a YouTube site maybe it'll be just more accessible so make it more personable front to research I think would be very important because maybe not everybody feels comfortable as soon as you say it's a research project, you know might seem too elitist or something. So making it more community based driven.

01:14:30 Fadi Masoud Yeah, I think I just to build on these two comments, I had something very similar in mine in which I was thinking how oftentimes, bottom up, community thinking seems like a weak, powerless endeavor in the eyes of decision makers in a way that you know, lobbyists and policymakers have the language and the tools to affect change. Like, if you think of the building industry or the extraction industry or even engineers, right, like the way they've structured over time, for better or worse, in our political system, they have the language and the tools and the communication experts to put their agenda center of mind that then influence policy in a way like a transportation engineer has way more power than of the Parks Department like I'm just thinking in my world, right? And it's not because their work is more important, it's because they figured out the tools and methods to make their priority list higher. Same with building industry and materials and developers. So I think there's a way in which this potentially this partnership can help empower the agendas that I think are coming across, but find a way to like. I really don't like the idea of lobbying, but this is our system. But like, how do we find a way to channel? I think we're seeing a lot of this with again, you know things with the with the truth and reconciliation agendas that are starting to shift the conversation, but also from a place of power. The CSA like initiatives in which we're finding the right language. So that these ideas are not abstract, but they're actionable and that community leaders can say we're bringing this to our communities or we are affecting change in a way that is tangible. So I think there's a political dimension to all this work that we always come to it, sometimes from a place of like kind of like the underdog, the weakness. But I think if we come out of it more in a more aggressive way, I don't mean aggressive in a negative way. I mean in a much more forceful way, there's a way to affect change in a much more potentially visible way.

01:16:40 Nicole Yu I'm just going to add real quick to respond to also the comments made previously. I think noticing the audiences of the message because the living Atlas, if it's a website, probably it shouldn't. If it's just one platform, it shouldn't be meant for everyone. So if we have members of the public, they want to know something about our project that is related to them, probably it's not going to be the road map because they're not going to be the management. They may have strong opinions about their lived experience, but they don't really need a synthesis of what

everyone's lived is and so I think like the strategic communication plan would be great where we think about all of the stakeholders and like a plan that targets each of the types, the messages for each of those groups and how our partners that are existing in the project are related to those groups. And then I think the city would be more at the managing level, which I would be curious for what Don would think like what actually gets the city to change stuff or like follow guidelines or adopt new things like as I just know, it's so hard even to get people to not mow. There are bylaws or whatever in neighborhoods that like they don't want their lawn looking messy. So even recognizing that like, ohh, we all know that ecology is great. Now we want more biodiversity, more less. It takes years to get people like even the documents or like D30 or whatever to remove that barrier. So I do have a question for like, what would be the most useful for the city to like, adapt or adopt new policies.

01:18:12 We're trying to figure that out. Truly we've we've got all of this documentation, all of
Dawn this research that we've done, this massive database that we're collecting and
Clarke building what we've done so far with it is we've got a a set of urban design. Well,
it's a user guide that asks questions, does your how does your project address?
You know these questions for each of the elements we have, and that's our
evaluative criteria and it's also like we're using it to inform, to educate, and as our
evaluation criteria. But we haven't got it figured out yet. We don't know. We
happen to be I, I suppose, fortunate that right now we're reviewing our municipal
development plan like we've reopened it and we're like blowing it apart as well as
our land use bylaw and trying to deal with missing the housing. And so we've got
these kind of interesting opportunities where we can insert some of this knowledge
right now into bylaw language. So there was one of the one of the sessions in
November. I think it was November someone was talking about the importance of
the front porch in indigenous living and being like the place where people gather.
So you tell me you need a front porch. That is a physical element that I can, you
know, it's not just my opinion. Then it's kind of supported and reinforced by other
things. And it just so happens, you know, that I can put that recommendation right
now into the land use bylaw that we need a front porch. It's not just like a, you
know, a landing. It's a space where people can gather and activate and learn, you
know, learn to know who their neighbors are. But it's a marathon and I think we all
want things to happen in short pieces of time. We want to see something happen,
but it takes a long time to turn a ship. And that's the reality that we have to deal
with in this. So I think we have to along the way, carry, you know, get a lot of
partners, like a snowball, right? Build the momentum, identify those champions
and support them and feed them. You know, the knowledge, but also to get more
people you know, pick up momentum along the way and I think that's how we're
going to get progress and we're starting to see some of that happen within our
conversations at the municipal level as well. You know, our mobility partners are
much more keen to, you know, have the same conversation with the same
language than our planning partners, which is a little bit sad. But from our

perspective areas, you know it is starting to happen. But we have to be patient. I wish I had a better answer.

01:21:03
Grant
Fahlgren

I'm interested in the lobbying point that you made and that we're talking about methods to spark a national debate, and I think there's like one way of looking at debate is like I'm trying to convince them that I'm right. In the end, but I think that's the wrong way to think about it, right? I think it's more how can we learn from the different sides? So if it's about lobbying, that's like that takes a very particular tact. I think this communication challenge is that we have to be better communicators to the public and we have to be better listeners as well because there's a reason that we have this project and why it gets the funding and why the federal government would say this is important because we need to look at equity because there's a big gap between how the built environment is realized and how it serves people and we've come to that realization and staring in the mirror and trying to figure out, well, how do we move forward but the IT has to be like an on going act in in these right we have to set something up that can have its own life afterwards and we have to change how we have these conversations on a longer term basis and I just think it's important to frame our understanding in that way, it's like it's not, it's not architects or landscape architects or engineers trying to convince that this is the right way to to do things, but setting up a platform where we can share some, some ways of approaching this, that maybe others haven't thought of, but also hearing back. How do you invite people into that conversation? I think is important is where? Where are we having those dialogues? Like what? What kind of public platforms do we do? We have already. How can we amplify voices like it's happening in the streets? It's happening with protests. It's happening with encampments, it's happening in various ways, but how can we like we as a country have a history of a civil discourse and have things like cross country checkup and have the massive lectures and have like certain things that bring this to the public forefront. Where is that for the built environment? And each one of these topics can fit within that structure as well, right? It's like we put out our products, but we need to also think about the process as a product that we're even in this research partnership. We're bringing in different groups than normally come together for, you know, built environment research projects so I don't really have- like I think a strategic communication plan is absolutely critical, but I think the platform for debate is like how do we frame that moving forward? How do we? Because because if we, if we come with the product at the end of five years, this is the point. I've raised this. This steering committee is it will be outdated in another five years, right? So you you have to think about the process beyond that five years so that it can continue to adapt.

01:24:17
Lyne
Parent

I just wanted to add something. I'm a lobbyist, but my role is not to meet policymakers and say this is what you have to do. My role is to influence them to get that. They give me enough credibility that they sit down with me and they Co construct with policy changes. So that's I think there is a positive way of seeing a lobbyist, but I think you're right. We don't want to enforce something we want to Co

construct. We want to show that we are worth sitting with and working with us. I think that's the difference I'd like to make because we are lobbyists, but in the room

01:24:58
Grant Fahlgren

I guess my organization is too, but just- Have we listened? Who do we represent? Do we represent only as professionals, or do we represent the responsibilities that we hold to the public in our role as professionals serve? And you know both but I don't what is privileged, right? Now, yeah, in a in a way that I think we're trying to challenge your questions.

01:25:29
Veronica Madonna

I think one challenge we have is time is not on our side. If we wait until the end of this research project to take action, I think it'll be at a date by the time we get there and I think we'll be closer to you know, 20-30 objectives. So I think, you know, we have to maybe start to restructure and think of it as you know, kind of many steps to get there and they have to be many outputs to the industry because I think we have to turn the vision into action now, right. And I and I and I think you know sometimes in research and academia, we have to take the time to kind of really thoroughly go through that. But we also have to recognize that we have to take action because there's a lot of critical kind of elements at stake now. We've kind of taken a lot of time for a lot of things. So I guess the question is, is how can the living Atlas be community to take action or to demonstrate action, or to give or empower the public to be part of the process so that it too they too can feed into the conversation because ultimately that's what we all talked about is about how can we empower stakeholders, what they should be more and part of the process as well. Maybe the living Atlas could be part of that output, or maybe facilitator of that.

01:26:51
Michel de Blois

I've been attending the dissemination and Outreach committee and all the discussions that are going around specifically on that topic of how do we reach people and how can we make sure that the message gets through and many, many avenues have been studied for that and none of them seems to be working right now. And it's a it's a huge problem. It's a big concern, not only from our perspective of wanting to get the message through, but for the project itself. So we need to be able to make sure that this information gets out. So as you say, we need to take action now. And when I when I one thing I like a lot about the one of the comment is targeting the audience. Living Atlas, there's a lot of information, every all of it is there. Partners, students, stakeholders, videos, contests database. We know how to get through it. We know how to access the information, but for Youtubers, people who want to three minute something like very quick, it doesn't go through. They won't take the time it's going to take more time for them to find the information that the information that we have for them. So targeting the audience I think is something really, really important. Where or what stakeholder in the process or in the chain of command or decision? We think might be one good receptor and make tests with them and you know see if we can get quick short

strong messages through them. And I agree with you that you know we we have to do this this lobby. But what I think that the people we protect. It is not our discipline, it's the users. It's the people when you said that we have programs, the gap between what we plan for and what we give and how we serve people is very, very big. So I think the leverage is theirs. Now if you start informing people on what we know about the process because they don't know, know the situation when you consult them, the city, the stakeholders, they, they listen, but they don't necessarily hear, you know, they take a couple kid we heard you. You know it's you've been there it's fine, it's good. But does it go through within the project? No, because they don't understand the process. And who takes the decision and the complexity of it? So if we give them the tools? You know to pass the message. Maybe they'll be more well equipped to change things.

01:30:00
Grant
Fahlgren

I think like you say, passing the message, I think like how do you become part of the conversation, right? Instead, you know what I mean? Like, how do we? One example I gave from Vancouver before is there's an organization called the Urban Area and they have public debates on a particular issue like should we should we use public space for? It uses kind of thing like to fund the parks, right? Because it's expensive. Should we? Does Vancouver support creatives? They do it on a local level and it's like design professionals with community organizations inviting community in to be part of those types of dialogue, but I think those kind of conversations don't happen in cities a lot until it's like it's so on the front page of every newspaper, right, like the housing crisis now is at the forefront of people's mind because it's affecting them in in really serious ways, but like there still isn't an avenue for people to speak out of it, we have even in our professional organizations, we have conferences every single year. All of the programming is internal. It's all conversations with each other. We don't really have like any open forums to, for, for critique, for criticism. We have open houses, we have. It's like you know we're just trying to guide projects through and get them through, but there's, I don't know. We don't do programming for people outside of our disciplines often or even for other disciplines. It seems like you're talking about all the players in their process, right? And all of their different interests and things like that, and they come together in the project. But like the how, how do you those values and those principles that come out of them? How do you find they? They just come together form the project and then this paper we all share this environment in like sort of the larger overarching principles and values that we have as people sharing a city where is that sort of?

01:32:13
Michel de
Blois

You're perfectly right, you know. The way we approach the project is to understand the process, but the process does involve people in different communities, you know, and why. The reason why we put the quality production process separately is mainly to be able to make sure that these people are heard and kept to the process. And it's not just us. We're building the project to put this very visible. We're not creating quality they are. And I think the gap, it's not always clear in my mind how to express it, but I understand perfectly what you say. It's that it's not

passing the message, it's how do you get people involved in the discussion and maintaining that that discussion now. We do consultation at the beginning and then we say goodbye and then we we we take what we want and leave beside what we don't like. And then you see this, the people, the users come back at the end and they say, well, what's this? What happened, you know? Where did you lose it? So I think that's the main issue here. So how to keep them in the loop all the time? It's wishful thinking at this point. Where we're going next year. What are we doing?

01:33:48
Firdous
Nizar

So yeah, next city, I mean next year it's going to be somewhere in Ontario. So I think they're discussing which university is going to. Yeah, do that. Yeah. OK. I want to respond directly to what Michelle said earlier about the public. Because I'm from, I'm in the dissemination and outreach committee and just to highlight some of the main points we have already with some of the ways in which we are trying to put the living Atlas out there in people's radars, so to speak. At the moment we only have LinkedIn and it's so the issue with that is that we had established the workflow at the beginning, but often sometimes the turn around for the research and the sites it takes time. But on the on the dialogue side of things, because that's what we're hoping to create right to have a two way communication with our not only within the partnership because then it can be like an echo chamber, right, we want the the larger public to interact with what we're putting out there we thought then would be a very professional way to do that. The one thing from managing the LinkedIn page, I'll just say objectively what I found is that just putting out the post there. Yes, we can get some foot traffic that goes back into the website, but it stops there. There's no dialogue created, so there's no like, oh, you come back to the that LinkedIn post and leave a comment about what you thought about that research. That didn't happen so just objectively looking at the the LinkedIn posts or the information that we've shared so far, no one's really started that dialogue under that. Which we thought would be one potential way of engaging the public. But that didn't happen. So I think definitely as what Lyne mentioned earlier, we need a strategic communication plan, but that also needs to translate into, yeah, perhaps having communication liaisons from each research site and making sure they're on the same page on how to communicate these ideas through different platforms. So not just on a website format, but also I think Grant, we had talked about like podcasts at one point. You know, how do we for example? Post podcasts on different topics in and around the research sites, and then invite a few people, community representatives, so to speak, in these episodes, for example, and then they would share their own concerns about lived experience of that particular topic. That's one way to put it. But I also like the idea of starting a YouTube channel, for example. So the issue with this and I think more and more we're seeing with content creation in general is that there's no one platform that gets the message across. You need to have this gargantuan kind of Frankenstein monster of multiple communication channels all saying the same thing in different formats. So like A blog post that then ties back into a YouTube video that then ties into a TikTok, then ties into an Instagram video, and then a

LinkedIn and you know, so it it's, but somehow it does. Yeah. You know, just shoved information in peoples faces, but then there's people without access to Internet as well. So then we need physical analog, like old school ways of like going to the streets and we like how do we interact all that to say we definitely need to shift. I think in that sense the partnerships efforts from not just research oriented tasks but also really dedicate student body, not just student. I'm just talking from my perspective. To have dedicated resources to then start putting out that information, but also getting direct feedback from the public, it can be through anonymous emails, just like letters of concern toward the partnership, because they feel inclined, they feel that we they can share it with us and we can do something about it. Right. So yeah, that those are some of the pain points I would say right now with the dissemination and Outreach Committee is that we will don't want to exclude anyone. I think that's something that's was said at the beginning. Is that leave no one behind. But we don't know where to start with that and what are different mediums to do so. So that's our issue. Yeah, but thank you for the inputs around the table. I think it's helping a lot. Yeah.

01:38:48 Shirley Thompson How do we engage that approach rather than just a message, right, which is a one way communication channel and like I do YouTube, I do all those things, you know, and my specialty is video, but I found and it's been quite recent that because I did those things people outreached to me and said, you know. Can you, like the residents' Associations came to me and said will you help us with this? And I haven't been that effective at that until and I'm still not that effective at it. But I met the Social Planning Council, which probably all of you have it, and they're very effective and they know all the politicians and I go and I meet them. And right now it's around rural relocation. There's another one around and justice, like so very specific processes and you know, asking for a feasibility study. And on that committee there is everyone there is resident's association. It's there, you know I'm there representing academia often is the only person, so I really do think academia has been, I don't know what in their towers but not engaged. And how do we engage like there are organizations that need you. And where are you? Not you personally, but yeah, that would be. And they're, they're so connected. They are friendly and know how to do this. Like I'm a hammer and I, you know, would offend. But they know how to work with people and be polite and push them into kind of working with them and are a force to be reckoned with, right? Whereas you know, I have worked as an individual and been picked off, but if you work with a forest, you're in a better situation. So yes, so social Planning Council is our organization. It just works for Winnipeg in the north like there are sometimes not like for First Nations. There's not always a media outlet, but just you know. There is Facebook. Facebook is really effective. You're absolutely right. And I've had this with some videos I wouldn't have expanded it been seen 10/12/20 thousand times, right. So yeah, very effective. And like there are political organizations, there are a PTN too, which we'll interview you, but getting your name out in the media, so you're just available because they're always desperate and they're always gossiping it

01:41:54
Chris
Wiebe

I guess we need to wrap things up I guess. But just thinking about the LinkedIn example, if I find that a really polite medium because it's associated with your career and you don't want to say something on there and you don't want to like be a combative person in that space. So anyway, that's why I that's why I think it's quite, you know, it's a little on the block side. But I mean, it's helpful just thinking about in general what a great conversation and this whole kind of discussion around like communications, strategic communications is really important. And I guess like thinking about what Grant was saying and also what we were we were talking about earlier. It keeps saying like if you if you really want to engage, I mean him, you really need to think about. So what? Like what? Like what happens if we do nothing on the quality front because then like when it comes to getting political traction, you're going have to say it's you're always trying to convince people to engage on a particular topic. You have to sort of set up if we do nothing like and then in that space, we're going to need to think about how do we wade into critiques and like and like and saying like this is a good project, this is a bad project. But maybe you can get around that through something like what you're saying with the urban area, where it's more kind of a general discussion. I don't know if this kind of a project would be comfortable with kind of weighing in and stirring the pot and stirring debate as like this question is asking us to do year around. Sparking do we do we really have the guts or do we really have the look? Is that where we want to go is to have debate or do we want to sort of open questions. And I mean, one of the things is where is the urgency? And I think it's like, you know, as dawn was saying like it's planning processes are being opened up. It's a once in a generation with the housing crisis, the once in a generation kind of moment to actually have an intervention and make things happen. So that's the urgency, but-

01:43:48
Fadi
Masoud

You know, so just to summarize for Paniz, and- so I was just thinking, the two ideas I don't know for wrong...

01:44:01
Sarah
Jervis

It needed to be sent in for 3:50, so I've written: A strategic communication plan as necessary to translate knowledge that resonates with the target audience, whether that be policymakers, people from other disciplines or the general public. And though this is a long term project, small steps should be taken along the way to engage stakeholders through multiple modes of representation.

01:44:24
Fadi
Masoud

Great. Amazing. Smart students. So for the last couple minutes..

01:44:43
Grant
Fahlgren

And I think it would refine the communication of some of these ideas. Then there's what we're probably already doing. It needs to be multiple versions.

01:44:58
Fadi
Masoud

I think the what you I think that's definitely something really critical which communication within our obviously everybody's here very intelligent and smart and knows what we're talking about as a topic. But then once you go outside the rooms. It's a whole other world out there, especially with terminology of things that might not be, you know, clear to people. But what I wanted to pick up on was this idea of urgency, just like how a website and LinkedIn feels so out of touch with the kind of like scale of both the research questions, but the problems, and I'm wondering if This is why I I defaulted to lobbying without knowing she's a lobbyist, but it's kind of like where's our power? Like we need teeth like this is a national project with some of the great greatest minds, amazing community partners. Amazing students like I think they'll be like at least like 400 students who would have gone through the program across all the different going out into the world and continuing their research and somehow. Now it feels like there's this like lots is weight is being put on as a living Atlas as if it's like a really critical product that comes at the end and I want to like question that a little bit like what where is the urgency on a website that you have to like literally go to to open it right? So somehow that just pushing, like learning from how other industries or other groups affect change. You know, in the political winds that are scary, you know, like, where are we going to sit on all of this? Right. And then I think the housing crisis is a good place to also, like, look at this to say, well, they're all now making legislation around housing. Like, isn't that a moment for us to talk about quality?

01:46:48
Michel de
Blois

Just one thing, it is not an academic project, it's a partnership project, so it's a big difference. We don't want to be the academics, they really don't want to be at the center of the we just want to be on the sideline and making things happen between stakeholders. We don't want to theorize and you know for sure we'd like to provide within usable information, but it's a partnership project and not a academic project.

01:47:19
Shirley
Thompson

Another Ave. that might actually, it's already there is the Canadian Center for Policy Alternatives and they get, I don't know if it's true everywhere else, but in Manitoba it gets to all the policy makers and it will get in the newspaper and some and they will be quite risqué but. Yeah. So I just sent my expert report. I reformatted it so it can be a paper there, but they'll have three different versions, right? They'll have like A2 pager A1 pager and you know A and white papers, so there's avenues available like that that are on your side with you and it's a Canadian wide, right. Everyone's heard of CPA.

01:48:12
Grant
Fahlgren

I'm just. I'm thinking about Co branding because, like, we have a lot of different disciplines, a lot of different areas. And the thing about the urban area that I liked is that it's not the architects, it's not the planners. It's not one group over another. It's that they're concerned about urban issues more generally, right. And that's the sort of and. And this isn't just urban issues, though. Here, which is it adds another

layer to it, but you know that's one way that they brought those voices together in a way that one isn't privileged over another, that it's really how they interact. And often you'll have architects, landscape architects, planners on different sides because they'll have different disciplinary sort of inclinations and things. And that's what makes it a bit interesting and you can kind of see where the common ground is and where the difference is. And they'll have artists and it depends on the on the topic. But we have platforms that we already have as some of our disciplines that and we we run the Urban Design Awards, which is a national award thing, that one thing that we do coordinate together, but there's, you know potentially opportunities to have something that doesn't reside within one house, but everything feeds in feeds into it. And then doesn't privilege one, one group or another, and maybe keep things focused a little bit more away from just trying to benefit a professional organization.

01:49:35 Just one last thing, it also has a reverb defect now because actually if we're
Michel de exposing ourselves. We have to be ready to accept that as a group. We're failing
Blois in what we want to do. So by doing when we say it's like accepting that you're
 failing. I think this mindset might help us also, go over certain hurdles.

01:50:07 On that note, thank you.
Firdous
Nizar

ROOM 10

Workshop 2- Notable Outputs and Emerging Convergences

Room10_ Location: IDEA Building - Room 1004			13 Participants
First Name	Last Name	Organisation	Research Site
Trevor	Butler	Athabasca University	Athabasca University
Samantha	Biglieri	Toronto Metropolitan University	Toronto Metropolitan University
Mercedes	Garcia Holguera	University of Manitoba	University of Manitoba
Bechara	Helal	Université de Montréal	Université de Montréal
Catherine	Riddell	ERA Architects	Carleton University
Darrell	MacDonald	Nova Scotia Department of Public Works	Dalhousie University
Meaghon	Reid	Vibrant Communities Calgary	University of Calgary
Kevin	Ng	Rick Hansen Foundation (RHF)	National Partners
William	Straw	Montreal 24/24	McGill University
Paloma	Castonguay-Rufino	Université de Montréal	Université de Montréal
Brendan	Roworth	Dalhousie University	Dalhousie University
Alexandre	Néron	McGill University	McGill University
Paula	Rodrigues Affonso Alves	University of Manitoba	University of Manitoba

Room 10 - Workshop 2- Notable Outputs and Emerging Convergences

Wednesday, May 1, 2024, from 2:00 pm to 4:00 pm

Date of report: 2024-06-14

Report produced by

Roworth, Brendan (Dalhousie University)

10.1. Summary

Workshop 2 focused on the following main questions.

- 1- What are the main notable outputs of the research sites to date
- 2- How do these compare to the original outputs of the research partnership
- 3- What are the emerging convergences between research sites.

Knowledge Mobilization Methods

Several research sites, particularly the University of Manitoba and Athabasca University are focused on developing pilot projects to test developing knowledge within their communities of focus and incorporate user needs, experiences, and feedback. The Toronto Metropolitan University and Dalhousie University sites are primarily looking at making policy recommendations based on their developing knowledge. Concordia, McGill, and Carleton are developing educational tools and guidelines to disseminate knowledge developed within their area of study. The University of Montreal is developing three timescales of knowledge mobilization, moving from educational to professional and political.

The knowledge mobilization methods that were absent across the sites present in Room 10 were Ideas competitions, Newsletters and podcasts, and Didactic exhibitions. There is a general focus on developing expert knowledge for use within the professional and post-secondary education environments, with community user engagement being underdeveloped at this stage in the research partnership.

“Stakeholders”, “Rightsholders”, and Community Engagement

A question was raised surrounding methods for including stakeholders that do not currently have a voice in the research partnership and outreach activities, and whether it is still viable to add missing stakeholders at this point in the project. This raised the point that it may be more equitable to shift the language of “stakeholder” to “rightsholder” as a way of considering the inclusion of diverse voices within the project a necessity and to ground their involvement as an

inherent right, not something that is the partnerships to give. Additionally, the expert knowledge brought to consultations with rightsholders by researchers can at times make them feel unqualified to speak on a subject, and unwilling to present their own perspectives.

Dissemination Strategy

Workshop 2 concluded with discussion of each site as well as the overall partnerships dissemination strategy. Conversation focused on the effectiveness of the *Living Atlas of Quality* website as an effective dissemination tool and looked for possible ways to improve the reach of the partnership beyond those already directly involved with its activities. The following points were put forward with respect to possible next steps.

- 1) Users of the Built Environment are mainly consuming news through other avenues, tv, newspaper, social media, etc. The website may not be the most accessible avenue for dissemination
- 2) Look to developing a communication strategy moving forward that direct toward the website.
- 3) Possibly look toward developing social media strategy for the project.
- 4) Stimulating debates on quality through the website may require identification of the stakeholders and rightsholders that we are trying to reach.
- 5) Different demographics consume information through varying media and the dissemination process could be directed through a focused approach toward the target audience.

10.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:01] Hi, welcome back. So for the second workshop, we're going to focus a bit more on the other Road maps. I mean on what everybody's doing there on their own in their own site and you all have a document, a knowledge mobilization plan, which basically lists, I remember well if I understand it well in the first section the research access of our four different sites in the second zone, the knowledge has been produced by every site. The kind of knowledge that has been produced and then, well, elements, you know of raising awareness and the toolkits and how we can inform policy. So the idea this afternoon is to really go through the research sites work individually and if you know you could maybe start by saying what kind of knowledge you're producing so we can get a better understanding because I don't know if everybody has had time to look at all the road map.
Yeah. Yeah, right. So this afternoon would be the occasion of maybe, you know, taking a few minutes to explain your work and explain what you're doing. So who wants to start?

[00:01:22] And if no one goes, we're going to go through the catalog.
Samantha Biglieri

[00:01:31] So, I'm with the team of University of Manitoba and I'm going to speak like from my point of view and Paula for the recordings and so we work with one house, many nations. That is a social indigenous LED organization and I think a big learning that is like acquired throughout this process is how to integrate different partnerships towards one action so everyone is working towards like the action is solving housing issues in Canada and that's the action. So we have University of Manitoba, University of at University of Manitoba with Grant, University of Saskatchewan like we have professors there, we have partnerships with First Nations, we have partnership with architecture. Indigenous LED architecture firms or architecture firms. We have relationships with Nutana Collegiate and Saskatoon. So like how to understand these partnerships and take them towards action that the action is housing. So through the university we can do focus groups. We can do circles, we can do debates and through these debates we communicate and understand what they need so we can check how to enhance their quality of living. How do we get maybe through a partnership with a college because they build. Uh.
That's how we did, like one tiny house a year through Nutana Collegiate. And then we are going to get funding from this place because in college they can construct and it's easier because sometimes, like the university grant, we can't construct with that. We have to do just research. But we can do the focus group here.
So like how to organize all these actions from different partnerships towards the goal of housing and reserve. So this has been a big learning for myself and I see liking each person like understanding your role towards one big goal.

- [00:03:54]
Speaker 5
- May I add something also as a member, as a member of the same Manitoba group, what I think is that yes, we are making emphasis on the process right now. It's like and this process in our case has to do with developing these relationships with all the groups and I think one of the things that you will see if you when you look at the road map is that it's very tangible. So in in one specific case is a building, a deck and it might seem something very basic, but the important thing is not the deck itself is how. We got to that point that it's very much what Paula was describing, like how do we listen, how do we make sure that this is what they need, how do we make decisions so that the deck is the deck that the community needs. So that process is what I think is. More remarkable about what has been happening in in our group, and it is, it is included, is like focus on or driven by following participatory approaches, participatory design approaches and I think that's what you will find when you go through the road map the most important relevant messages.
-
- [00:05:19]
Samantha Biglieri
- Can I ask you a follow-up question if you are and looking at the knowledge mobilization plan, sort of the 2-3 and four sections are, is your team focusing in on the production event? Of those kinds of tools, or are there other ways that you're thinking about knowledge mobilization?
-
- [00:05:42]
Speaker 5
- I have to read. Like all these points.
-
- [00:05:43]
Samantha Biglieri
- Yeah, no problem. We take our time everybody. Take a look.
-
- [00:05:46]
Bechara Helal
- Maybe just to clarify things, what you produce basically is your car, you clarify the process, but you actually end up with project with pilot projects. So you really if you look at it at the very bottom the fourth section, there's like pilot projects. Which are prototypes really that can show embed the way things are rethought, really.
-
- [00:06:09]
Speaker 5
- Pilot projects. Yeah, I think we'll have a big at the end of the day, we'll have a lot of big part of our work will be fixing pilot projects of different scales and we are now getting ready to start exploring more actively materials biomaterials and or materials that are based on construction materials that can be sourced on site and can be allow communities to be or to be more self-sufficient. So that's also one of the next things that will be happening. But yeah, I would say that there's going to be. Also, I don't know about maps and visualizations. I think there is always those. While conference presentations and proceedings, we've been doing a lot of that. And newsletters and podcasts. Maybe this is something that, in terms of dissemination and how like maybe as a whole group of individual groups, that's something that could happen. And I would always think that policy recommendations would be a like kind of a default consequence of anything that we propose, for example, in the case of biomaterials, there is a big a big gap in the policy in terms of how we define those and how we prepare them for the market. So yeah, like the I can imagine having that in also in our desk.
-

- [00:07:56] The process that you're developing with the users basically with the
Bechara populations, is this something that can be? That is very grounded.
Helal
-
- [00:08:10] Locally or it says something that can be transferred as not, you know,
Bechara knowledge.
Helal
-
- [00:08:16] Do you want to take that one?
Speaker 5
-
- [00:08:19] I'm just trying to see.
Bechara
Helal
-
- [00:08:20] Yeah, yeah, no. And I think that's this is good. It's helping us also to keep
Speaker 5 thinking.
-
- [00:08:27] So one of the participants that that got one of the houses is guardian that was
Paula sitting here with us, this garden that was sitting with us on the last workshop
Rodrigues and I saw him today and I saw him last year before he got the house. Like it's
Affonso Alves two different people. So like, this is very important. Like we had talked and
how much the House and his self-sufficient has built him as more of himself
and more as yeah more human of himself not like an assimilated.
We are at the point of doing archive of citizens experiences that we are doing
the case study of each house. So we are understanding until like everything
that we've done so far, that was a lot because this history starts before this
shark project too. So like they're doing a big overview of case studies and how
it relates to?
And the next step, like with the specific houses, will be building like a system
diagnosis of the House to collectively with the people living in them to
understand what they need. So for example, Garden House doesn't have
running water.
But we are going to understand if it wants running water or if there is a better
option like what is the first need and one important thing is that, Sylvia
McAdams. That is one of our partners she is living also in one of the tiny
houses, so she has been journaling her day-to-day life. So she has been
understanding like it's cold. It's cold even in a tiny house. So like we need OK
diesel may not be like the best option.
How are we going to? OK. But wood stove is not an option. So we're starting
from the experiences and yeah, sharing this experience. So I think on this
number two, I've talked and then on continuing education.
Like the people that got the houses they keep coming like to the conferences
and like they keep learning about their own houses and they come to the
meeting. So it's I see us covering there too.
-
- [00:11:00] If I may, it's also so basically those are you're building the prototypes and then
Bechara you're doing case studies off of them. So that's important because we hardly
Helal ever do that and the design process we usually produce something put it out
there and just move on and.
You know, just add up and add up, but there's never like a look back at the
result of something so, so that would qualify.

[00:11:26]
Speaker 5

But also answering back to your original question, I do think there will be some possibilities for extrapolating the process, but I don't think that it will be like kind of a full 100% translation. I think there will be lessons learned and that's always like this and then finish like kind of process. So you do prepare something, you try to improve it next time, then you improve it next time. And I think that by the end of this partnership, we will be able to come up with something that might seem finished, but they will have to sell little things to, to complete. And the other thing that I want to comment is that. It's quite interesting the way how even if well as in everybody else like there are like different researchers and we all combined to build something that it's a whole and that's also what you can see and there will be different projects that will take more prominence as we move forward. Some other might go to or disappear a little bit in the background. Then we'll come up. So I think there is going to be like some also like oscillation in in in that.

[00:12:53]
Speaker 9

I'm trying to share with you effectively for the university, the Laval University site, it was questioned to capture the dynamics between the actors and processes and pursuing the quality objective. And for that, we take the time to collect data from partners from stakeholders and it was question also to understand the way of the Quebec town. To a place and a building. The project that was planned and how the citizen has been formally integrated in this process.

During a round table, we found that the town Quebec tried to declined the project building process into 5 thematic and use those schematics to capture the citizen's perception through the Public Consult consulting process. And the problem was that when we try to have a cross analysis between the delivering criteria of quality, we have we have is baseline and the possibility offered by the town process. Within the systematics, we find that most of the actor's intention have not been match those criteria is we have anticipated this by creating.

I can say and now the equity criteria where we could put anything that could not match the town's expectation and we have so that there was a gap, some thematic was very empty without painting, and the matrix and we have found that some, some thematic ones, gathered most of the information that we have collected.

And we have seen also that the quality was so complex that it was important that we. To understand at what is the scope and at what time it interesting to think of the quality and the process is that I try to raise this intention to and this money and we also find that in the project building courses the join us if we projected on the timeline.

There is another process that it is the quality one. And it's important that the team that is responsible to evaluate the quality at any step, every step of the, the project process, take care of this situation, that quality is very complex.

Is this complexity was figured out when we try to connect, connect actors, perception and the about the principal percept perception between actors?

And the conflict, the risk that that could be generated during this dynamic is so that we have seen also that the quality is source of too, because we talk about quality for a lot of minutes at the end of this conversation. This discussion, the problem remains the same. We could see the buildings. We could see parents we could see at the fact made by architecture. But the citizen, the, the, the summer users and I was very interested by the idea to consider a lot of question to question when we speak the of users what users

specifically we are speaking about because we are all used at the moment in the process we are all reserved. It's very difficult to point out or to coach the main idea and we have seen also that quality and the building quality and the and the, the, the mentality quality. And what we do daily it important also that we consider quality through the territorial data. Because if we consider quality separately or the concept like health like another indicator that could influence impact the health.

It would be difficult to pull to have a projection of what is the real quality geographically when we observe or we look at the situation on the map, our work has captured the project building process.

[00:19:51]
Speaker 5

And the quality bidding process and has made some connection between those data coming from any kind of actors is what I can say. If you look at the process at Laval University, because the actors dynamic. And quality Islamic are very difficult to model, very difficult to capture. If we have to go very simply. Thank you.

[00:20:31]
Speaker 5

May I ask something? So something that I really like about this road map was that it seems to me, but correct me and this is where I wanted to ask you, seems to me that you are actually developing a tool to recombine all these well.

[00:20:51]
Speaker 5

You already identify some parameters that will define quality and then you are opening that to.
Each one of those parameters to be redefined by different users and then to link those connections. And what I found that I was very interested in and also promising is when you end up with the Geo data, so am I getting that right? Is this like are you planning, developing a tool where like in a not quantity? The mix of quantitative and qualitative data could be used like that. We could potentially use in our project.

[00:21:24]
Speaker 9

The idea of developing a tool could be an artifact of this process of formal research, but our concern was to guide to guide any project team member. That who is searching for a way to have a better position, collecting information about what quality, quality is or would be, could be, I don't know. And to have this potential this canvas to escape by steps collection of steps to, for example, if we the quality is so important that is not a resource that exists by itself, we have to see quality.
And considering actors, perspective is important to understand the situation. Of actors and to identify actors, identify difficulty, identify all. All things that we could warrantable could be an element a, a way of doing that we show some points where to start and at each time or in the process, because there is a guideline too, and to say what kind of data we could expect. If this data is here, is it, it is important to look at this data considering all the element.
All the elements visual quality is complex concept composite concept because we design it as composite concept. This concept needs comprehension of all the concept connect connected concept to a wife to decline. I don't know. I describe what we think is the intention of quality I think.
It could be a tool at the end of the process because effectively a guideline is done to be used, but for the first time we above all think about created a guideline for the quality process collecting information.

[00:24:13] I really liked something that you said, I really liked that you said that
 Paula mobilization is complex and. think like I my speech was very disorganized. If
 Rodrigues I had heard yours before, I would have made a better speech. But I think that's
 Affonso Alves a lot of like the knowledge from the project that we are on to like to understand
 mobilization is complex and.
 We have to get into it to understand how to go through it, because you also
 said like quality is conflict to us, so it conflict will be there. So how do we deal
 with it? So like I'm going to give one example. For example, we were trying to
 make one house many nations into an organization which is a type of
 mobilization, because if you move like everyone to be of organization, we're
 going to have access to other benefits that on our organization is, but we are
 not taught that in school. We're not taught to do our taxes like action based
 grounded knowledge. So yeah, like to understand mobilization, who does
 what, what is, is it profitable for us to do an institution, is it?
 Good for us to do an organization, so this knowledge is like I think as a group
 we have acquired and in the way you put in this example was very connected
 to how I see our work too. Thank you for.

[00:25:37] I can do the TMU site. And I'll just focus our projects in on like how they fit
 Samantha into the number 2,3 and number 4, so the TMU site is really focused on
 Biglieri inclusivity and well-being on Toronto's waterfront, and we have several
 different projects that sort of fit along these different lines.
 So to start off, sort of in Zone 2 here in terms of inventories and indexes, we're
 building out an inventory of development projects on the waterfront and sort
 of the planning processes that they went through and who they spoke to think
 about how does engagement happen in those different sites.
 I've also engaged now two rounds of undergraduate planning classes of 120
 students who have all taken on different public spaces on the waterfront and
 are documenting the features, the care and maintenance of those features on
 the accessibility of them, comparing them to existing guidelines. And also we
 have a series of participant observation. So who's using the site every year
 around March and who's not there? Importantly, we in terms of maps and
 visualizations, lots of projects related to that Anonymous is doing very detailed
 perceived.
 The lived analysis of the Sherburne Common in Toronto, so perceived, sorry,
 conceived as conceived by the designer, perceived by folks being asked
 about the place and then lived. What are people actually doing in that space
 from life?
 Have in terms of case studies got a quite a few things. The urban design
 guidelines are sorry Urban design awards as an example and Terry Peters is
 also doing a PO E of some of the building, one of the buildings that was just
 built near Sugar Beach in Toronto. In terms of oral histories, another colleague
 is looking at how well-being has been portrayed in relation to Toronto's
 waterfront through time, so thinking about the waterfront is a place where, like
 my grandmother would have gone when it was hot and they would have all
 gone and slept on the beach because it was too hot in their crowded
 apartment. So sort of these like stories through time, and of course,
 conference presentations.
 We're in the Society of Architects in Winnipeg. I forget what the name of that
 is. Curriculum development, my class, the participant observation. We've
 trained them with community partners, sort of changing and getting planners
 to think a little bit more deeply and systematically about what does
 observation mean?

And then also Tata CIS about different kinds of methods to understand lived experience in terms of #4 toolkits, the feeling better project that I already spoke about. We work with staff, public art, they've just come out with how to make accessible public art. And it's a toolkit for folks to use, it's not up there yet, but that's just been released.

Also, policy recommendations, so looking at how the ADA has developed over time and sort of identifying what are these consistent problems over and over and where we might consider intervening and how that legislation plays out. And then in terms of collaborative and participatory methods.

Bunch of different things, but I think most importantly is the feeling better project which was, you know, asking people about what went right, what went wrong, how do we iterate on that piece and I'll leave it there to pass on to another group to talk about.

[00:29:41]
Samantha Biglieri

Hey guys. We're it's on the microphone back. It's more so we can talk about what, what if what are we doing like collectively as a group to identify where are we really good like what have we got a lot of have we got a lot of case studies.

No podcasts? Or have we got, like, a lot of conference presentations, but no oral histories.

[00:30:02]
Bechara Helal

In your case, you have a lot of output, so different output, yeah.

[00:30:04]
Samantha Biglieri

Yeah, different outputs. And not neither as good or better. It's sort of like collectively as a group sitting here, all of our eight universities that are here, what, like what can we improve on?

[00:30:19]
Paula Rodrigues
Affonso Alves

Like all the workshops. They're noble through this, like people in the university.

[00:30:30]
Mohammad Seyedabadi

OK, so Concordia University and so we have our, we'll see how good my glasses are today.

We have our road map along.

Our kind of in that structure along the side here and then we go through each piece. And so we're really focusing on an integrated approach to improving quality of life for aging populations for older adults in the city through these lenses of livability, biodiversity and decarbonization. And I guess if I'm focusing on where we map to this Knowledge mobilization I think is different. So our road map if you go through it upstairs where you can stand as close as you want to read it.

I've tried to extrapolate out a little bit from our specific research projects to what are the, what are the kind of key steps that we've taken or we think should be taken through this process. And then we have some kind of emerging principles and recommendations for each of those steps. But these different pieces.

Also, perhaps a little bit like the TMU site hit different parts of this knowledge mobilization plan. So that first stage that's really looking. No. Stage two first

stage, just bringing the right people together which we need for all the other ones. But stage two, where we've really been focusing on kind of drawing on existing frameworks and key literature connecting between fields that is going to lead to use some of this, this inventory and index piece of you know what are the ways the indices.

We use when we look at livability or when we look at, you know, biodiversity, but also some of that traditional scientific output and dissemination. So like, are these scientific bodies of literature connected and talking to each other, and how can we link these better? And so we've had an ongoing project where we've been trying to.

And what are like the elements of biodiversity that are actually underpinning aspects of livability that are maybe hidden or not seen from people that are only reading, you know, the livability literature or the biodiversity literature? So there is an element of that traditional scientific input.

As we move forward step three, you're really drawing on residents experiences that's based on case studies and focus groups, and so that has some of that oral history component of having, you know, citizens experiences it overlaps. I think between the case study and the oral history pieces on here in terms of what's coming out of those focus groups.

And then as we move forward onto our next piece. Collecting and enhancing place-based data that really goes back to. I guess some of the maps and visualizations are really important there, and so we've actually gone to all of our case study sites and mapped out both the landscape around that site in terms of what kinds of components of.

Biodiversity are there. We've done photo documentation of accessibility and other aspects of livability for those sites. We've also had our engineers going and looking at elements that contribute to kind of decarbonization and energy models that are based on this place-based data. So really, some of those maps and visualizations that are site specific.

And then moving forward into how do we extrapolate out from those to build more of a tool that could be used kind of across the city? And again, that falls into that a combination of that maps and visualizations piece, but also an inventory piece. So if we were to look at not just our handful of sites, but all of the, you know, residences for older adults across the island Of Montreal. We've been using a modified kind of 15 minute city concept to say, OK, with around each of these sites. What are the amenities? What are the services that can be accessed but also what is the Environmental Quality? What is the canopy cover that reduces pollution and heat waves? Water is the access to green space and so trying to again integrate across fields to build a visual tool that can be used by different partners. Where they can kind of prioritize different pieces to understand that and that yes, it's a map, but it also gets into this collaborative and participatory methods. How can we integrate some of these different fields together into one methodology that ideally can help lead to some of these policy recommendations at the end of this process? We haven't, I wouldn't say we've gotten to the policy yet, but that's something that we're hoping that you know. Through the place-based data, through the tools, through the visualization, we'll have recommendations that come out of this that can lead into kind of policy and practice.

I don't know if I said my name at the beginning for the recording this is Mohammad Seyedabadi from Concordia.

[00:35:39] The five, like those maps.
Anonymous

-
- [00:35:45]
Mohammad Seyedabadi
- Yep, so this is a work in progress. And so this is a very early generation, but what these will be is for average. So because we're focused on health and aging in the city and older adults. What we've been working on is mapping out so each of those like blue splotches on the top map is one site that you see on the kind of bottom panel. And so we're looking at every kind of residence for older adults, every retirement home, every assisted living facility throughout the Island Of Montreal.
- We can map, you know where is it within a certain distance of walks from that space. What is accessible? And so are there, you know, are there far? are there groceries? Are there a lot of what we have on this map now are more services, but we're also integrating pieces like is there green space that's accessible? Is there canopy cover? Is there a park? What is the air quality? What is the Heat Island in that space so that and those the Engineering students and our team are working on ways to weight this so that you could in talking with, you know, partners or just then say OK which of these things do you prioritize and then you can come up with scores for these sites to say, OK, you know how well is this doing in terms of these different aspects and it also will let us look at broader spatial patterns as well to say, OK, in these parts of the City, you know.
- We're really there's a lot of access to, you know, a healthy environment to services. Two amenities around this space, but over here not and how does that correlate with other axes of injustice?
-
- [00:37:29]
Anonymous
- Very useful like so why is that? You guys. Why is there? Why is that score 81? You know. What's it? What's it made-up of? Like, is it you mentioned? Like grocery, pharmacy, maybe a few other criteria like why, why isn't?
-
- [00:37:41]
Mohammad Seyedabadi
- Yeah, so this. I can I mean. We can sit down and look at all those criteria and later there's a QR code on here that I shouldn't promise it takes you to the right things. I'm not sure it does right now, so this is the first draft. This is not done.
-
- [00:37:50]
Alexandre Neron
- Ohh yeah.
-
- [00:37:56]
Mohammad Seyedabadi
- This is like where we are moving to. But so what that will be is a list of things like amenities like groceries, like pharmacy, like hospitals, but also and these ones I don't think are in this version yet, but things like access to green space canopy cover, air quality and those can be weighted like in discussions in using this tool we can say OK. Hmm.
-
- [00:38:22]
Speaker 5
- Which of these do you?
-
- [00:38:23]
Mohammad Seyedabadi
- Prioritized more or less, and then that will be compiled into a score and these will be a festival in terms of the radius so you can do something. We've talked a lot about like seasonality, you know in the winter, maybe you're only going to go a few 100 meters compared to or if we do it by transit versus by foot, you could have different iterations of this. The idea is it would be like a flexible tool that we can keep developing with our partners to say,
-

OK what do we want to be able to do with this and what can you kind of toggle on and off, or re-weight maybe?

[00:37:41]
Mohammad Seyedabadi

Yeah, so this. I can I mean. We can sit down and look at all those criteria and later there's a QR code on here that I shouldn't promise it takes you to the right things. I'm not sure it does right now, so this is the first draft. This is not done.

[00:38:57]
Anonymous

Different, different levels of the accessibility.

[00:38:59]
Mohammad Seyedabadi

Exactly. Different levels and so and there are some things that are easier or more challenging just based on the data we have. And so there are some things like, you know, condition of the sidewalk that's really important. Do we know that across the whole city? I'm sorry. I'm sorry. I forget. Hopefully it picks me up a little bit. There are some things like, you know, condition of the sidewalk that might be really important. We don't have like a data layer of sidewalk condition. So not everything will be in this, but it's about mobilizing, you know, all the data that we do have access to in a kind of user friendly way and this is, you know, right now this is where we're trying to work towards, we're not there yet and we still need a lot of feedback on, you know, how do we weight and rank these different perspectives, right? Where like I as an ecologist might say, OK, you know access to green space and trees is really important and someone else might not care so much about that. Right. So can we make these flexible?

[00:40:00]
Speaker 8

Thank you.

[00:40:07]
Samantha Biglieri

So we've had four sites talk. I think we have 8 universities.

[00:40:12]
Alexandre Neron

I'll peak of the McGill site. I'll just open my own. OK, so in our in our site, we're looking at the theme of the night, which can seem very broad, but we've been looking at the night and marginalized groups, and more specifically on 3 interrelated themes of one public sleep for sleep equity. The animated night for LGBTQ plus, nightlife and club culture, and another one on night movements connected to like protests.

And how the knight is a space to sort of like against the norm, you could say, but we're mostly looking at why a lot of nighttime design that's happening now focuses on the economic aspect. And so we're trying to shift the research towards the needs of more marginalized communities.

You have already been using the nights and looking to them for.

How? How to go about it? And so we're looking at lived experience, so maybe like archiving citizens experience through like oral history by doing workshops and things like that. So talking to a bunch of different stakeholders, maybe we'll add something about that. But mostly what we're building right now is a sort of like a repertoire of case studies towards defining what night care would be. So the concept of care as having places that take care of people and try to understand and broaden what that means.

So far, we're talking with doing interviews with a lot of the service providers who give service to, for example, like homeless shelters, 24 hour childcare, respite care for the night. All these different services and trying to understand and bridge trying to like get the themes of what these places might have in common, since they're all offering services that are usually daytime services, but into the night. So trying to see if there are like some convergences between them. And so far, we've noticed some common barriers that repeat between them and is something that we want to address. How their sorry very convoluted. It's like, for example, safety. We've been talking about conflict and safety. Controversy are thing are themes that we're seeing that, for example, safety for a marginalized group, for example, un housed individual will not be the same criterions of safety as teenagers walking down the streets. So what? We don't want to be doing is to make, for example, Park Safer by making them unsafe or for unhoused people. So we're trying to understand mostly the principles behind what that means.

And same with like controversy. We've discussed conflict. So for instance, there's a service provider we've connected with who looks who they're making a safe inhalation site. One of the first ones in Canada. There is a lot of controversy in the neighborhood towards that because parents are scared that it might affect their kids or, you know, all these kinds of things. So we're trying to look at how the public opinion also like plays a role in this on this topic that is very close to people's hearts because the night is and will can speak to this because he studied the night a lot. The night is full of insecurities maybe for people in some ways.

And so in terms of building knowledge, we're going to, so we will, we want to build this repertoire as like a tool so that we can discuss with city officials and inspire action towards having more spaces of night care to make the city more accessible in terms of who has the right to the city and that means who has the right to night time.

And we've also said that we might be doing mapping exercises that we've done that a bit also in the past where there are some. We don't want to be mapping places that and compromise the safety of the people, we're studying with them, for instance. So mapping is a tricky, tricky subject so far and we're trying to see how that could be helpful.

And yeah, so in terms of dissemination, we're doing exhibitions and guidebooks to see how the night time like maybe policies or design principles could help and contribute. OK. So please ask questions because I'm sure went over so many things.

[00:46:13]
Speaker 5

When I was reading these wrote my I'm like very biased towards this project. I think it's very very interesting and I'm fascinating. But what wasn't clear to me is like are you imagine or maybe it can be a like kind of a still big and defined, but it is this do you imagine there will be like kind of a central hub that will be like kind of a night plaza or something. Or are you thinking about repurposing or having services that are closed in during night to be open or how do you imagine this could?

[00:46:54]
Alexandre
Neron

I think will has one person probably 1 perspective, but do you want to speak about it?

[00:47:04]
Speaker 8

Yeah, and this involves I mean, I refer to this. Sorry. Well straw earlier is that our partnership with Venkat, which is an activist group that has been pushing for night policies. And I'll just add that it's been very interesting. The time of this project coincides almost entirely with the time during which the city Of Montreal has moved towards what will hopefully in the next well now they're saying the end of this year be a comprehensive night time policy. And what's interesting is that and I think.

Let me start again is that we're at the beginning. This might have been thought about strictly in terms of nighttime entertainment. You know the food and beverage sector in part, I think because of activism of various kinds in which we've been involved at McGill, but we're not the only one's issues of equity issues of security and so on.

Have come on the agenda so that the city even doesn't talk about the night. In the simple way it might have two or three years ago. So I think that's kind of an output, although we can't claim full credit for it now you know, we are as a project, we're not building spaces or even imagining them except in the context of MTL 24 to four and some of the other partnerships.

We are thinking about, for example, this hotel that I referred to earlier. One of the things we've done through the partnership with and I'll stop here at MTL and CAT. CAT is Co-organized events that have brought people from around the world who work on night issues and who work in what we've now called night time governance to share ideas and the city has gotten, I think a lot of benefit from coming to these events and the knowledge sharing and mobilization that goes on within them.

[00:49:00]
Speaker 8

I thought there was going to be one on each side OK.

[00:49:07]
Alexandre Neron

I think so in this part of the road map, the night care network so far is expressed as a map that I think is something that other organizations are trying to do and is build up this network of night nighttime spaces in Montreal that can communicate to one another is we're very used to daytime places to all exist and to know all these, this is going to be open and so on and so on. But for night spaces it's a bit harder to get that data and a lot of service providers that we've talked to are not necessarily connected to one another. So if a role that we can play in this project might be to help create those links and also under and in creation of those links, maybe understand what their barriers are to like, mitigate them and help each other.

[00:50:02]
Speaker 8

And I'll just we'll add 1-2 more things. One is I think we might be the most humanities kind of oriented of all the projects. So we do work that might look frivolous looking at films about the night and so on, but that's what we do in the humanities. And secondly, what was the second thing I was going to say? Oh yeah, we're both epic 20. Who is the McGill head of the project, and I have introduced courses dealing exclusively with the night of Cities. And so that's the kind of deliverable as well, I guess.

[00:50:39]
Samantha Biglieri

3 universities left. Oh sorry. All done.

[00:51:04]
Catherine Riddell

It's OK, I can go off script and then we can Fact Check me later. So we're looking at adaptive reuse and adaptive reuse, essentially for a sustainable future and looking at adapting buildings to sort of sustain and create sociocultural. Economic relevance and also their heritage value both previously identified and also as it is identified by communities and looking at how we can avoid waste. The greenest building is an existing building and so we are looking at how given typologies might have a better tendency for certain types of adaptive reuse and conversion, and to do this work, we've engaged In looking at case studies, especially in the Ottawa area of buildings that have been adaptively reused, what types of buildings are adaptively reused, what's the distribution of those projects? Visa VIS previously identified cultural heritage value and looking at sort of case study methodology and so moving forward, we're going to be expanding that inventory and diving into some of those case studies a little bit more and part of that work is also going to be expanding the network of experts and partners and community groups to get a broader input of what these types of values mean and also looking at post occupancy feedback, how are some adaptive reuse project successes versus what are the challenges that still exist? There. Sorry, that was brief, but I'm glad to stumble through any questions. Well, we've been, I think consulting with heritage groups throughout the country. So the Canadian Association of Heritage, Professional Professionals, the International Council of Monuments and Sites, the Canadian National Trust have been consulted practitioners. So architects and planners that are working in the industry have also been in the mix of organizing talks participating in conferences. That's some of the work that has happened today. And I think going forward, as I say, it's looking at expanding the pool of of who is participating in those conversations and how are we expanding our understanding of those different sort of priorities including sociocultural, economic and community based values.

[00:54:00]
Speaker 5

In in these groups that you are planning to involve for already involving, have you mentioned? I don't know if you mentioned like constructure like kind of the developers and all these groups, because I find that they are the biggest like not the biggest obstacle, but the ones that face the biggest challenges in in moving this forward.

[00:54:22]
Catherine Riddell

Yes, I sorry, I would be remiss to not mention that that's exactly part of the next phase of work is talking to developers and our more different architects, so the firm that I work with primarily deals with heritage and conservation architecture, but expanding that beyond what are the challenges that are too adaptive for use that are perceived by larger firms that are doing a lot of a lot of this work. And I think given the cost of construction at this time and the sort of slowdown of a lot of new builds, what are the opportunities that exist with our existing fabric to bring them sort of up to speed in terms of being more environmentally friendly, certainly more accessible, but also telling a variety of stories when we're talking about the concept of heritage instead of just the traditional narrative.

[00:55:23]
Speaker 11

I'm just wondering if you've run into the same issue that we are with schools in that communities don't necessarily want what they'll, you know, call lipstick on a pig? You know, they say you're putting a Band-Aid on the problem. If you're reusing an old building and they like the shiny new object. So it's hard, you know, looking at these older buildings and really wanting to reuse them. But boy, the community pressure is in the other direction. And almost you've dealt with that?

[00:55:55]
Catherine Riddell

I think that part of the case studies and part of measuring the success sort of post occupancy is going to, sorry, help reinforce building that narrative around why can an existing building do as much if not more, as a new construction? And so I think there's an education component there and different people certainly value different things, and I think we've often heard that, you know, it would be cheaper to tear this down and build something new that could meet all of our needs. But that's no longer proving to be true given the direction I think of the construction industry and the supply chain at this time. And so gathering as many case studies as possible that do show that broad variety of opportunities I should say, to do things that are responding to contemporary needs or are broadened understanding of our what our priorities could be should be.

[00:57:05]
Anonymous

A quick question, Catherine, on the adaptive reuse, like on the bottom left there, there's sort of 6 examples and there's some heritage and there's some sort of look like 1960s housing the slate, for example. I don't know these buildings. Are you sort of how you? How are you choosing to folk? Are you are you choosing to focus on heritage or improving energy efficiency of kind of leaky 60s buildings? Or like the there's a women's building I saw on one of the. Yeah, the bottom one, like creating more perhaps healthy safe living. More, more socially driven projects like there's like heritage, there's like restoration conservation and kind of safety and provision and things like that. And then it's probably loads in between. I mean it's a big area. Are you sort of going to focus on a particular type of existing buildings or are you covering all existing buildings?

[00:58:07]
Catherine Riddell

My understanding is that we're looking at it through a kind of typology lens, so it's types of buildings. And so it's not necessarily just buildings that have a heritage designation or pre established status, although my understanding is again that most of the buildings that have been chosen, at least in the Ottawa context, to be adaptively reused are buildings that did have that status, which is why they weren't perhaps removed and completely reconstructed. So I think we're refining what those typologies are at this time, and I think the intention is to go more in depth as we're going forward this year into what that what that means, but to date it's been a pretty broad swath of projects and but as I said, I think the majority of the projects do have a sort of capital H heritage designation. But it's really about existing buildings and opportunities for adaptive reuse of all types of existing buildings, residential institutional.

[00:59:17]
Anonymous

I know that the City of Vancouver, for example, are introducing this thing now, where every big building I think over 50,000 square feet has to reduce its carbon month year by year, so that's and then they're going to go smaller buildings after that. So there's going to, you know that that's probably the future is going to be looking at that. So it you know a tool kit towards all existing building. I'm in the technical kind of little. We're here, but you know that's where umm, that's that would be a really interesting outcome to see.

[01:00:02]
Paula Rodrigues
Affonso Alves

Uh, so I come from the future and getting in Brazil, we have just like to do this exchange with you and I think it's good to have one record this because we have a law that says that no building should be empty. Like if there are people on the streets, like if it's a public building. So there are social movements like one is the national movement for living space. And there is an organized way to claim this. Buildings like, just not like it's not any rent. It's like you have to be an organization, claim this building and turn this into a living space. And the nucleus

of technical solidarity in the Federal University of the Rio de Janeiro has been doing like decade research with these occupations?
 We have a group of architects. They have been doing participatory research and it's more than the physical plant that you it's like it's like group. So one thing for example is that like in these buildings, usually we need the collective systems like we need collective kitchen, we need collective laundry because it needs to be a collective because this group needs to be strong. Because there are going to be things attacking this group like the government. Please so this group needs to be strong. So with the study will come like other social and then the humanity sides like so. Like it's very interesting. And like I see all the churches empty in Winnipeg like in my street they're four church churches from my way to the supermarket. It's like one per block it's 4 Oxford churches and like how much land church has taken. So this is like I congratulate like this is very good and I would love to exchange more and I invite everyone to take a look at Latin American literature, too, and anyone that needs like Portuguese and Spanish help. I'm around. Mercedes is around too. I'm offering you and I heard her speaking Spanish too. Paloma. So I'm offering her too. So yeah, we are around and.
 Yeah, I think we should exchange more. This is brilliant. That's wonderful. Thank you.

[01:02:26] Yeah, just another quick comment in the realm of exchange between sites and what I believe it's what Anonymous was just saying about the kind of decarbonization and new, you know energy guidelines or bylaws coming into place, something that our team has been doing a lot of work on through my colleague Ursula Aika and her students is the decarbonization aspect, and particularly retro sets and so doing retrofit scenarios of existing buildings and what those scenarios end up looking like. And there may be some interesting opportunities to just exchange across teams for, you know, what models we're using, what results we're finding, what you're looking at. If you're looking at it, opportunities sharing.

[01:03:18] Yeah, we're just going to add something about churches. I mean, because we've been seeing this in Montreal a lot. There's if there's one church that I can think of that's been shared in two condos a long time ago, that was kind of a shock for everybody now. And what I see now is mostly churches falling apart and being closed off but not being used. So it's not even that the buildings are empty. It's that they're falling apart and they can't finance them anymore, so there's really, like, an emergency into what do we do with this?
 In the neighborhood where I live, there's a church that's really in a bad state and at one point they got everybody in and said OK, we have to think about this because if we don't do anything, we'll just have to tear it down. And people want this to stay as a public space in a way, because it's part of their neighborhood. But they don't know what to do. So it's like there's no solutions right now, just like problems.

[01:04:16] Well, in that question of deferred maintenance is so key and again different. Just use churches as an example. Different denominations have different sort of governance policies, and who is willing to pay for what and how that works. And there's also opportunities that said for community partnerships and opportunities to look at adapting part of a space for unidentified community use while allowing, let's say, a worship group to continue to be in that space as well. Like I think that they're, It's certainly a challenge and it's not, as you say, just about

empty buildings, but it's about underutilized buildings or buildings that are maybe, you know, too expensive to heat given the heating systems that they have now and the number of people that are there. But if there were more opportunities to, yeah, adaptively reused part or all of the space. What? What could that look like and what partnerships would make that feasible?

[01:05:21]
Bechara
Helal

I can. I can do the next one. UDM. So we like Jean Pierre explained a bit earlier today. Like I said we went from this approach of material innovation to really the question of qualitative accessibility, we refocused on that question because over the years we've work on we focused the first year on guides and norms and standards basically, sorry. And we realized at one point the standards were a problem and that's what we've been told by the experts like we've been talking with the recounts and foundation, which is in Quebec and there. Basically, we're new at this, but they're not new at this. They're they've been working on this for some time now and they know that the problems that that we, we start seeing us, us as researchers, they've been dealing with for some time now. So, so we didn't know how to integrate material innovation and we were less interested in that.

With the fact that when we started we did a few case studies on our own, like observed buildings, go through them, try to imagine what the lived experience is as architects as trained architects, because we had like students doing the job going on site and you know reading their giving us their impressions of the of the space and we had a few technical buildings in there and we tried to have a lived experience of materiality, which is kind of weird. We're trying to see if there was a real impact of materiality on lived experience and we really refocused on one point on lived experience as our main research goal. The past year we've been working on ways of getting there with experience which became this very complex thing, because we really have, like I said, a bit earlier, we we're trying to understand how to get the information from people, from different users, some people can write, some people can't write. Some people have to draw some. Some people need to talk. Sometimes it's interviews, sometimes it's a focus group. Sometimes it's a commented walks. So. So we've been doing a mapping of all these ways of doing things. The City of Montreal has been very interested in this approach. We have a research project with them. They want to come up with a protocol of how to measure the lived experience because they want to be doing this on their own. At one point in the city to be able to qualify their spaces. So the road map is really very general at this point. But we're trying to see refocusing on special needs. Trying to see where are the blind spots of our design approaches to our special needs so we have basically have 4 complementary approaches. The second one is about the lived experience in the building environment. The third one is about the creativity of inclusive design. We are trying to change the perception of, I mean we are trying to see if we can change the perception from technical solution into a creative way of approaching architecture and design. Instead of you. You know what I mean? And the 4th 1 is really about obtaining policies and codes, which is much more complicated of course.

And that gave way to, you know, tensions and oppositions, but what we came up with is different kind of actions that we have short term actions that we linked to educational environments middle term so short term middle term which is more touches more on the professional approach of well, the professionals, the, the, the, the people who designed the, I'm sorry. I'm losing my words. The umm well, the architecture, the, the you know the built environment, I'm sorry. And the last one is really about political actions, which is a very long term thing

where we can change policies. So we're starting putting some things around mostly in educational actions.

So those are not as specific as. I'm sorry, I'm getting tired. So the first one for example on the educational actions is to expand the definition of qualitative accessibility. So what exactly is it? We've had a number of round tables at the beginning where we're still redefining the world. Is it accessibility? Is it a universal accessibility? Is it inclusive design? It's like we've been working on these words for a while now, and there are many definitions, and not everybody agrees on them.

But we're definitely trying to work on the way the students are approaching this thing. The one thing I can really talk about is the, the, the third one, that's some green on green, which is not very helpful. So I set up this laboratory at the graduate level for the past two years, where students for a whole year, they do research for six month on their subject. Starting from accessibility, they really talk to people that try to understand what the different levels of accessibility are basically and then they produce a project that tries to, well, that builds on this sometimes. It's really in response to this. Sometimes it's, it's about turning it into something that serves everybody and this is what I've mostly seen. We've kind of we're trying to understand exactly what the processes are and it's they go from a condition that's, so they're trying to fix, which never works, really, because we're not here to save people. We can't really save anybody. But we realize that we're trying to help in a way. But then what they realize is that whatever they do is actually a bonus for everybody else. So instead of taking, I don't know, physical accessibility as a problem. The ticket get a creative limits that they have to deal with and then this produces a project that's richer for everybody else. So it's not about segregation anymore, it's about getting everybody together in and doing something that's more interesting for the others. So all of the short terms are really about promoting about sensitive, how do you say, Raising awareness about these questions, the middle term is more about trying to to teach to, to have an impact on the professional side. So we included in this continuous education eventually because we realized that a lot of people have not been thought these things and they're there's like a really big gap between what our students are learning now and what the reality on the on the market is.

And then the third one, the third big element is definitely to try to have an impact and come up with policies. So it's really general, I don't have any maps or things like that at this point, cartography, we're really into definitions and trying to have an impact on little things.

[01:13:27] I really like. I really like those 3 groups there like education, professional and
Anonymous political, how you've kind of grouped that.

[01:13:36] You know, it's kind of, it's kind of funny because that that that result came out of
Bechara one of the round tables where we started asking the multiple partners around
Helal the table what they were expecting from the from the partnership, and that's
basically the responses. So we realized at one point that the professors were
saying we are missing information here the people that are more into like
sociology, we're saying we need to have an impact on codes, you know, like
how can we do this and then realize that we have to touch all of these things.

[01:14:19] What does intertextual mean?
Speaker 8

[01:14:22] Where do we have that ohh enter texting that that Paloma is going to explain
Bechara that?
Helal Because she explained this inter texting.

[01:14:31] OK. Yeah. Well, it's basically a kind of multi, we call it complex method of
Paloma collecting data. So it kind of combines different methods such as walking in the
Castonguay- city's interviews, etcetera, etcetera.
Rufino So inter texting is different methods combined. Basically I will take the
opportunity to raise a small question here. So I've been implicated in this
research group and maybe one thing that I that I see that is pretty common in
the different research groups is that some people are not yet invited to the table
and they are concerned with this specific subject. So my question would be
when we realize that some people are not yet invited to the table but could
benefit or are directly impacted by this kind of research, how do we initiate
dialogue with these people when?
Is it already too late or can we still?
Yeah. So it's just, it's kind of an open question because I realized that we've
been researching for two years and now we are at a point where, OK, maybe we
can ask ourselves, is there people that are still not yet invited and could you
know, have something to say. It's kind of a general question.

[01:16:03] You mean more partners, right?
Bechara
Helal

[01:16:06] Partners, users of the spaces. Yeah.
Paloma
Castonguay-
Rufino

[01:16:11] Well, that's just to build on this. This is something that happened on our site
Bechara about a year and a half and we're talking with all the partners about lived
Helal experience and that's when we realized we're missing the professionals. We
didn't have the, you know, architects that actually produce space.
And we needed them to be part of the discussion to see how they think and
that's when we measured a few elements that were missing. Some limitations,
but they also added a lot to the discussion. So yeah, this happened like two
years in.

[01:16:49] The words that I like, the efforts on your words and language, you know, rather
Anonymous than saying inclusive, you said Qualitative accessibility. And just things like that.
I think breaking those down into many, you know, not everyone's going to know
what inclusive means it's going to mean so many different things in so many
different way so qualitative accessibility. I really I think you know look your
efforts that you've put into the wording.
Having that, that, that, the kind of the big hypothesis is about the quality
environment is about quality of accessibility for everybody. But to break that
down into crunch that into something which like not everybody's going to grab
12312 of those we each we might grab two each which we've or even one that
we just really like of those points, but I think that's really valuable milling of the
grinding the grain into something we can all build from, you know, I think it's
really interesting.

[01:17:57]
Bechara
Helal

Just to say that we do that a lot in our site, I don't know if it's a thing that we do at most Of Montreal, but we are allowed into the theory so. So the whole result of you know, inter texting for example, that was part of a number of weeks of research on the different methods of how do you get the information out and trying to compare the words in English and in French and see how what the definition is in like different languages and do they fit? Is there a little difference and why do some are more interesting in English and less in French and stuff like that? Maybe the last thing about the diagram and I think it kind of links up everything.

Kind of it. Well, it's not. I don't know if it's clear at this point, but it's basically a map of all the, the people, the partners and the of our site. And on one side, we have the professional services, the people who produce the space on the other, we have the, the public procurement of the built environment and the middle and I said to Jean Pierre, we're missing the word, The word user, there's no, the word user is not there, it's like well it's there but it's not there. We're talking about the lived experience and what we're trying to do is to see how we can reintegrate everybody in there and the user for now is not part of this. Yet the four big circles that you see on the sides are the, the, the groups. How do you call them the citizen groups, the citizen groups so who are basically mediators or experts that help the others to understand the needs of the users but the users are still not part of it and we're trying to see how we can reintegrate them into something that's more fluid and integrated.

[01:20:0]
Speaker 9

Yes.

OK, I would like to add something about the your question and if I understood if I understood correctly it was about the invitation problematic when you organize your meeting.

Yes, I figured out when I in my life with the university level university team, when I when we try to analyze the real Quebec consulting process and the when we considered that citizen sent to the Quebec.

We think we saw that and this information does issue that issues that were indicated were done by expert from the population.

It just for to say that the, the, the citizen that is targeted or not always integrated in the process, not always integrating the process is sometimes the same person is the same person that come in and speak louder to cover the, I don't know the room and repeat always the same thing.

If I was there and I saw that my opinion is not considered in conversation, it's difficult to come back.

It's difficult to come back in this context. I think that they consider those discussions are too complex for the user or the citizen to arrive to pick a dialogue, a real dialogue.

Itis a form of exclusion. If you speak about accessibility even though around the table accessibility is not the reality and the and the and the process of relation of quality process is difficult to have.

For the final user that we were searching for, this is difficult, very difficult.

[01:23:12]
Paula
Rodrigues
Affonso Alves

To your question, uh I have true answers. Maybe it's a little harsh, but it's there. Is this French philosopher called Michelle Tolan? He wrote about action research, he's amazing, and he says that the local actors have to be integrated to the project since conceptualization.

So I trust these words. I am not saying like no. Through everything but like to understand how to integrate people in the conceptualization because the conceptualization is very important, we put all of our whiteness in that

conceptualization that we don't even realize, and not only whiteness, but like cultural issues and all other intersectionality's of things, so I think it is important to have like the people that are gonna be like the people that the actions are being made for, by, and with.

And then and then the hard question comes now. So one thing that really helped me to understand action research was to understand what my purpose was in the research, my personal purpose. So I do we have like do I have two minutes or are we like very tight on time, can I?

[01:24:38]
Samantha
Biglieri

Taking two minutes.

[01:24:38]
Paula
Rodrigues
Affonso Alves

OK, so like my personal purpose is I went to engineering school because I was a good student. And I started learning in engineering school how to extract petrol from the bottom of the ocean where I grew up swimming in. So I didn't want to do that. When I went to visit Auschwitz in Birkenau, they have a train system that took Jewish from Berlin. Bigger now and the train system ends inside the gates of bigger. Now inside the concentration camp. And when I was there I was like, OK, someone built this and someone went to engineering school for this. So while I was in engineering school, I understood that I was being trained to kill Earth like I don't want to extract petrol. Like I'm not going to do that for them. So my purpose is to change engineering education towards action. And here in Canada it's housing in First Nation reserves. So this is my personal purpose and I work for my personal purpose.

So like individually like what is Palomas? What is Brandon's personal purpose and like, how is this actually related to your work? Because I'm rageful like when I found that out, I spent five years studying engineering and I only came out knowing like integrals and derivatives, and like CFX things that could only be used as worker for the industry. And when I went to do like to design canoe with the fisherman community, I did not know how to do that. I had to study all over because they had only trained me for them and I don't want to work for them. So like I work for one house, many nations now it's an indigenous LED organization and I'm going to use University of Manitoba to take this work forward, you know, like I'm using the institution for housing. So I'm not in this project because like there is funding for quality because I need publications or I need my Canadian passport or I need my tenure. Like if I don't get those stuff, that's fine.

Like I'm in this project for housing. So like I think when we understand like what is our personal purpose correlated to action it becomes clear like where to go when like it also becomes easy to be like OK I put some work into this. I'm going to put this aside and go over there. You know. So yeah.

[01:27:24]
Anonymous

Great stuff. I'm representing the Athabasca University project and there's about 7 or 8 research assistants, some from the local indigenous communities. Quite a really good representation, four or five members from the indigenous communities. And some faculty as well. And our main thing we're looking at is for rural, rural Canada, rural Alberta, rural parts of the country. And challenging this, UM, sort of decommodification of the built environment. So we see that in very rural areas. Which is our focus. We felt they needed a voice. And commodification of housing of workplaces of everything is just a, you know, a race to the bottom in terms of code and quality in in most cases. Which is very depressing and it does not create a inspiring environment to live in and as a result, many people we're not just a result of that, but it contributes also to the factors that many people are leaving rural communities and heading to the glitzy cities, where there's new buildings and services and facilities and everything within 81 out of 100 within 15 minute walks, etcetera, whereas in the rural communities it's very desolate in lots of cases and so we do not we are so interested in, you know, making sure that there's opportunity for the rural communities to start thriving again. And what could we do to that? And one is to challenge this decommodification of the built environment that's happening there so we worked with several about 5 communities, including the mayor and Council, the Elders and members of nations. And had several workshops with them and we we're working to understand, you know, about the environment, natural environment, the passive environment, the climate, the soil, the air, you know, what do what do we have for free, which is a beautiful country. We only need one planet to live on. You know there, there's so much beauty and wonder in nature. So how can we work with those with that that we have in the rural environment and bring that into the built environment together. So this is really looking back to historical architectural systems which through the centuries. And working together to intersect that with modern construction processes. So. So that's how we can sort of seek to de-commodify the buildings we're focusing on housing and food production, the food production element is working with local agricultural groups and farmers. There's lots of AG societies in Alberta. I don't know if they exist all across the country that you get a lot of AG societies all across the country. It's fascinating. I mean, it's I'm from a farming family in the UK, but the more you understand this country, how it works. It's fascinating. And then so bringing in food sovereignty so that, you know, you can grow, grow the food, grow, grow food to eat and eat what you grow is sort of the one of the things looking at how we can do that in a regenerative way. So establishing places to grow fresh produce which makes you know, if you live in the countryside, you can get food within 5 minutes to your to your door. You know, it's picked from a field rather than put on a truck and shipped 8 hours to a storage depot and then held there, then shipped 8 hours back to you again. Like happens a lot in cities, so it's more about finding ways to empower the local communities to improve their built environment through good quality of sort of natural passive buildings and also through producing their own kind of organic natural food. And looking at how you can close the loops between those, we felt those were important things to consider and you know, to encourage growth and prosperity in in those areas and health and all kinds of regenerative society.

[01:32:03]
Samantha
Biglieri

Can we ask you about the knowledge mobilization piece and which ones that your group is being done?

[01:32:08] Yeah.
Anonymous Yeah, it's just going to be on the spin list, but I hadn't really.
I think I think probably toolkits is one like we want to develop. You'll see on here.
Pilot studies. We want to do.

[01:32:29] Some project.
Bechara
Helal

[01:32:31] Yeah, we want to do some pilot projects and actually build some greenhouses
Anonymous that can grow fresh produce. We want to build some housing that will be
obviously, in touch with the natural environment, so there's a built environment,
natural environment interface we want to explore that. So we are applying for
funding to actually build 2 at least two projects in different communities which
we can, which we intend to sort of map and disseminate that knowledge in the
public, so that's probably number two. Number two, there probably two and four
certainly where we'll actually, you know, document the process of doing these
pilots and you know, listening to what the communities needs are and
understanding of the places that they have.

[01:33:33] OK So we only have 15 minutes left, but I just wanted to say like I was writing
Samantha down what everybody's knowledge mobilization plans are.
Biglieri Did you? Ohh you didn't go yet sorry, I thought you did while I was in the
washroom.
You got to be very fast.

[01:34:02] OK, so our research activities are kind of broken down into three main
Brendan categories for the for the first part here. So the first one is looking at
Roworth documenting definitions of quality and lived experience within educational
spaces, so that kind of has two components of literature review to kind of grasp
the existing professional frameworks and kind of theoretical base of what quality
and educational spaces looks like. And then the second one is what we're
calling the school building report card, which is an anthropological study of our
interview process within schools with teachers, administrators and students. So
that's documenting the lived experience of the actual users of the space. And
this is focused on trying to kind of identify how the two relate to each other and if
there's, not if, but what the kind of disconnects are between the theoretical basis
and the literature, and then the actual lived experience itself.
The second one is based on kind of thinking of ways to display and showcase
that lived experience. So this is a toolkit for going into schools and creating,
what they're working on is creating objects and these design components that
can then be used by students within the school to express their experiences of
quality and express how they feel within a space. So it's done in a partnership
with this organization called Supra Theatre here in Halifax they do plays and
performances in schools and so our school here is working on kind of designing
a toolkit of objects that help facilitate that process within the school environment
and then as well as that we have this augmented reality program that is being
developed by the Computer Science Department here, which is looking at

spatial syntax and ways of visualizing through a VR headsets what experiences of space are and how we can kind of demonstrate that to somebody who is not familiar with an environment, so through this headset they'll see what other people's perspectives are and get to look at these data points and this information that we've collected through that AR.

And then the last one is analyzing professional frameworks for the design of learning spaces. So this is looking at the school design manuals and kind of comparing how they were specified to be designed, what the guidelines for that were, and then what the actual outcome in the built environment is in comparing where, where they differ, where they converge, how architects and designers have kind of subverted these guidelines and gone away from them in certain aspects and where they've adhered to them.

And then so the outcome that we're working towards from all of these activities is producing a new school planning guide, which will take the kind of data we've collected from all of these different research activities and create a new process based document looking at schools at the community and regional scale, at the site scale, the building scale within individual rooms and then all the way down to the detail of wall assemblies and threshold conditions.

And yeah, taking all of that information, synthesizing this into a document that we can then publish, and hopefully in time for what Darrell is working on by, by the end of July here.

[01:37:59]
Samantha
Biglieri

So while we pull up our very last question, I just wanted to say that like between the eight of us we cover like literally every single one of the knowledge mobilization things except idea competitions. Although I'm informed that's more looking at like number of like year five and we don't really have, but I feel like inventories catalogs, they may be a little bit overlapping. Did you want to add to that or no?

[01:38:26]
Bechara
Helal

But I feel that some elements are can arrive earlier in the process of the five years, some later. So the idea of I mean the idea is competition I think could be done pretty much any time, but we're just building the, the, the framework of understanding these things. So we've been working for well. No. All of us for two years clarifying things. Surely there are things that are more finalized at this point, some are still up in the air. I think they're probably going to change in the next two years, but what do you want to say this. You want to go back to, maybe to the living architecture, living Atlas of quality because that was the main question that I know that the organizers had in mind. So how can we use this to bring us all together and maybe.

[01:39:25]
Samantha
Biglieri

Yeah, better stimulate debate and quality in Canada. Really just looking to like leverage that, that website, how might we leverage the website better? Or other ways we can initiate this public debate on quality?

[01:39:49]
Speaker 9

I'm trying again to express my idea. I think it is a is a good thing that we got this website and to summarize and get connected in the contributors about the, the quality, position process that I'm wondering myself if enough because to contribute at this website we have to know the its existence, we have to know that the websites exist all actors have to be a aware of that have to listen to. I don't know if we could have some mobilization in addition of this website. It's perhaps social network is not the best means to go for the reef or about the traditional media like television like radio, we have to choose another.

- [01:41:14]
Bechara
Helal
- So you're saying that this website is not enough on its own, right? You, you we would need social media, regular media, anything we can.
-
- [01:41:24]
Speaker 9
- If we could, we can, because with academic situation and other professional organization is perhaps feasible to feed this kind of data, but the citizen, the citizen, the user that is not aware of that we have to inform them.
-
- [01:42:01]
Speaker 5
- I do strongly agree with that. I think right now website is not the most conductive way to connect with the I would say with the general public, but also with the specialized public.
-
- [01:42:18]
Bechara
Helal
- Just a question, is it because of the website the way it's set up?
-
- [01:42:21]
Speaker 5
- No, no, I think, yeah, I said I'm also like on a learning process here where for example I see that Instagram is widely used. I don't know like as you were saying traditionally if we are like talking about the user, with the main public uses is still like the newspapers.
The TV there, so getting access to those media, I think it's critical. Another thing I don't know if it makes a lot of sense, but I wonder if there is any way that our like group our partnership can also engage with these wide conversation on housing crisis and how we are part of that conversation because I think that we're also give us a lot of space. I was just looking at the CMHC report that I don't know. Do we have any group has connections with it or have we invited him or because I think that those are actors that will have a lot of also to say in in our in our group.
-
- [01:43:30]
Paula
Rodrigues
Affonso Alves
- I think like I have a very practical tip something so collaborative, collaborative and participatory methods are the last on this list. I think they should be blue and come to the first part.
From the moment that we understand who we are working with, that's when we're going to understand.
What is the way we are going to talk to them. It's like, I think for example, there is this book that is very good technology of the oppressed. Dave de Nemer, he's from Virginia Tech. So he talks about how marginalized communities use technology to communicate in different ways. So, for example, how people in the slums post selfies in Facebook so their moms would know that they are safe. So it's a safety thing. And I use Facebook to talk to entities and I use Instagram to talk to people my age and if I want to talk to teenagers, I'm going to use Snapchat. So like for our project in reserve could be a website could be not for your project with aging people. Maybe it's a cards game that we're going to have to play with them and not social media. So like I think by defining the website before talking to people is already like embedded in our minds.
I would say check who we want to talk to 1st and then design the tool.
Otherwise, the tool will become colonized. So like the question about the website should be like right after we define the users on the blue part of the project I would say.
-

- [01:45:23]
Mohammad Seyedabadi
- But remember, I think that's a really valid point that if we're like, who is our audience when we're talking about how can we use the website to stimulate a debate on quality in Canada? Who's debating, like, who are we trying to reach and to stimulate? Is it like is it decision makers? Is it policymakers? Is it universities? Is it various publics and a website is going to reach different people, but then also a website can be promoted in different ways as well, right? You can share like what you're saying earlier. People aren't going to go to the website If they're not pointed to the website and so we're kind of having two conversations like is the website the right thing? But then also how do we use the website and how do we promote the website?
-
- [01:46:14]
Speaker 9
- Does the project have a like social media specialist, like someone who, because I don't think I've ever seen a link to something on the website, you know.
-
- [01:46:24]
Bechara Helal
- I don't think so. I think it has a LinkedIn page which is not the most looked at thing. I just want to there was something quite interesting just about I think 2 weeks ago. Jean Pierre wanted to publicize the fact that we're having this meeting here today like, you know, all 14 years universities, all the people, and so he wrote to you, you do have novella, which is like the main publication thing, and they're Symmetrel and the reply he got was well, no, because you are a research project. So we put up a notice when you get the grant and then we put up a notice when you're done with the job.
So that's five years later and he was out, he was. He was very out, he was very upset because he was like, this is ridiculous. We're doing good work. We're trying to put things on the table and it just the things basically if there's no result, you don't exist you don't appear anywhere you know.
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- [01:47:34]
Mohammad Seyedabadi
- Yeah, I think that's a really important point because so I work with our Communications Office really often and I talked to the media, I've had more than one media request.
Literally today to talk to the media about various things, but knowing how the media works is really important, right? Because yeah, they if it's university communications, they want announcements of projects, they want publications or outputs. You know, we produced this thing and we need you to publicize it or get it out there.
But they don't know what to do with like. Can you just talk about how we're still doing a good job with the project that you announced, right and it's maybe they should, but that's not the model that they typically work in.
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- [01:48:18]
Bechara Helal
- That's The thing. Do we do we have? Do we have you don't know. This has been produced already. They come. It's already started publishing public. And it could be I agree it doesn't have to be through the website. It can be through social media out there and we've we have a lot of crisis you know.
Housing and environment and circular economy and accessibility. All of these things are everywhere right now, and I think we should be, you know, out there.
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- [01:48:42]
Mohammad Seyedabadi
- Alright.
Right, but that's something that is, yeah, is there, you know, a strategy or is there something to put in place at the level of this partnership that, you know, each university? There's a conversation with your communications branch of the university that says, hey, when people reach out to ask for, you know, expert

opinions on housing or expert opinions on that hear our people in our partnership who would want to speak to that to just make it known that kind of like we're here, you know, if something comes to the university about trees or bees, or they're like, oh, Kylie will take that one. And they come to me and say, oh, can you come on CBC and talk about trees? And I say, sure. But if we had a similar, you know, a strategy in place. So it's ohh, there's a housing crisis. Everywhere there's an article coming out on, you know, Radio Canada about the housing crisis. OK, we're going to talk to measure about this amazing partnership and how that links.

Just get a little bit more out there, but I think that takes like real specialization and expertise to know how to work with different medias and what kinds of strategy. It's something that maybe we're missing at the partners.

[01:50:02] Paula Rodrigues Affonso Alves Just to be like a reference, I'm all the reference today. I'm sorry but there is a strategy from a Latin American philosopher. He called systematization of experiences is a methodology to produce for production so he says that from systematizing and experience you create reality. So we need one case for something to become real from the moment that you systematize that and then it's going to be the via that, like films, academic papers like the VIA that I can produce is academic papers. Like each person is like Diana is our filmmaker. That was here so the via will be on each one, but the importance of systematizing all through the process like this conference is a beautiful experience.

Like how we systematize this to and turn this into a tool like this systematization is also a tool for future actions.

[01:51:07] Samantha Biglieri And Catherine wrap it up?

[01:51:08] Catherine Riddell Yeah. I was just going to say I think there are so many different partners and people from different types of groups and institutions that have different networks that can communicate to those networks in different ways that it might be worthwhile for people to be given sort of the highlights. What are we trying to communicate at this time or what are we trying to gather at this time? And then let those groups figure out how they can kind of interact with their networks to get that information back. So it doesn't mean that the website won't be the sort of hub of a lot of that content.

But that it doesn't necessarily have to be the only way in which we are communicating outwards. But that said, I don't think we need to be prescriptive about what that could look like because there are so many cool opportunities and maybe that's worth having a broader discussion about.

[01:52:03] Samantha Biglieri Well, now we're late for the next plenary because it starts right at 4:00 and we have to hustle over there. But thank you, everybody. Big round of applause for finishing today.

