Quality

in Canada's Built Environment:
Roadmap to Equity, Social Value and Sustainability

Full Verbatim Transcripts and Summaries: Halifax Convention 2024

Section 3- Action Goals for Roadmaps to quality in the built environment

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

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ROOM 1

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

Room1_ Location: Medjuck Architecture Building - Room 1202			**12 Participants**
First Name	**Last Name**	**Organisation**	**Research Site**
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Room 1 - Workshop 3 - Action Goals for Roadmaps to quality in the built Environment
Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-20

Report produced by
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1.1.   Summary

- *Defining action goals and communication strategy for the roadmaps to quality.*
- *Defining the best methods for these goals (long terms, medium terms, etc.), with KPIs.*
- *Summary of main perceptions exchanged by participants.*

The Café-Workshop 3 (Day 2 – 10:00 AM to 12:00 PM) discussed the complexities and various approaches to improve built environments, focusing on community engagement, policy navigation, and quality of life enhancement.

- The University of Calgary's research site work on healthy cities emphasizes integrating health, equity, and sustainability, using an intersectoral and transdisciplinary approach. The discussion highlighted the importance of gradually building trust with community partners, leading to better-lived experiences. The University of Calgary hosted workshops and round tables to engage builders and contractors, signalling a shift from consultation to collaboration. The discussion also emphasized the need for strategic catalyzation to address issues with enacted policies.
- Carleton University research site focused on the adaptive reuse of heritage buildings, emphasizing four main issues: bias in heritage awards, policy barriers, embodied energy, and accessibility. The discussion highlighted the importance of identifying and creating a catalogue for heritage buildings and the need for policy flexibility to allow their adaptive reuse. They employed case studies and post-occupancy evaluations to assess reuse projects' social, cultural, economic, and environmental impacts. In conclusion, they emphasized the importance of identifying heritage buildings by engaging with stakeholders, developers, and policymakers.
- The University of Manitoba team focused on community engagement and housing in First Nations communities. They organized round table discussions to encourage dialogue about housing quality and conducted activities such as building projects and photo elicitation exercises. Additionally, the team highlighted the connection between trade education and housing and discussed integrating interdisciplinary education and training to enhance young people's skills. They also discussed the complexities of navigating policies. Ultimately, the approach emphasized overcoming rigid policies through direct community involvement and hands-on projects, including building homes and creating educational opportunities.

- The University of British Columbia research site discussed issues related to urban parks and the marginalization of unhoused communities. They focused on Crab Park, the only legal encampment in Vancouver, and examined how it was formed and maintained. The team's approach involved mapping parks, identifying inequities, and critiquing the city's decision-making process. They aimed to increase information transparency and advocate for better resource allocation, considering all alternatives thoroughly. The discussion also highlighted the importance of addressing historical land ownership.
- The University of Toronto research site initiated its exploration through the intersection of parks, equity, and quality of life. They used quantitative data to identify underserved areas and proposed specific interventions based on criteria such as surface temperature, canopy cover, and income levels. They further narrowed down to specific parks and developed measurable quality criteria to guide future park development and maintenance.
- Finally, Athabasca University focused on revitalizing rural communities through food systems. They emphasized the loss of agrarian culture and the importance of mutual aid and cooperatives, as discussed previously. Projects like the passive solar greenhouse in Athabasca aimed to re-skill communities and foster local food production. In conclusion, the team advocated leveraging food systems to rebuild social ties and economic resilience in rural areas.

The Café-Workshop 3 highly emphasized the diverse yet interconnected approaches to enhancing quality in built environments. Key themes included the importance of community engagement, the challenges of navigating and influencing policy, and the need for sustainable and inclusive development. Policies that make the housing process rigid also have complexities and challenges. Also, building codes and other policies are rigid in terms of energy performance.

The following key points were discussed for the roadmaps to quality in the built environment:
- Roadmaps to quality should break linearity.
- Similarities among roadmaps can be discussed for future collaborations.
- Roadmaps should also include processes, and there should be transparency in roadmaps.

1.2. Detailed Transcription of the Workshop Discussion

Time + name

00:00:01 Brian Sinclair	Welcome everyone to Workshop 3 which is dealing with road maps and for those of you who've been with the project, you'll have some sense of what this means. Although I think most of us have been discovering it, given we had to put these posters together. But… so the goal today is for this morning is pretty simple. It's to, for each of us to sort of critique what you're going to see, we're going to go around the room and get each of you or each site to very briefly walk us through the road map gives us a sense of what was of concern to your site, I'm going to start with Calgary site and the goal is what are our main impressions, insights of what we're seeing you some of you most of you have probably looked at the ones in the lunchroom and then what are key components to make these even more effective.
00:00:54 Brian Sinclair	With that, I'm going to get started and I'll keep it pretty informal but give you a sense. So, this is Calgary's two posters. This is the first one, so our site is basically dealing with Health and Wellness in the built environment that focuses on equity on sustainability. But the overarching concern is how do we create healthy cities? So, this board design in the city movements and means towards Wellness. On this side, health, equity, sustainability and we present our 3 research questions, which are basically about how do we move from an exclusive and sort of…
00:01:31 Brian Sinclair	Separating city into one where there's space for all, so this and just to remind you, our site at the university has the School of Architecture Planning and Landscape. The coming School of Medicine, School of Social Work, and then the Faculty of Arts, Sociology and Urban Geography and things like that. So, when we were putting this together, we had some keywords that we thought were important. Intersectoral transdisciplinary mixed methods systems because we had our city very concerned about the sort of fragmented nature of society and our cities.
00:02:07 Brian Sinclair	Something called collaborative innovation and that grew out of what I was mentioning yesterday in the plenary session. Our site made a conscious decision in our last round table the big Round table, which was in November of last year, to move from a model… More consultation, which is a sort of academic knee jerk reaction to one of cooperation, so collaborative based innovation and then evidence based wherever we can, you know, trying to find some evidence to support, let's say changes in policy where one of our partners is the City of Calgary. So, we talk a lot about how we'll eventually make policy changes happen for the all of you probably know is usually difficult.
00:02:47 Brian Sinclair	And then this was a question I brought forward to the team that - were design decisions actually sort of underscored made how and by whom, and that

relates to our discussion yesterday about audiences. So, we have a a very large team even down here. We've got 18 members, University of Calgary, City of Calgary, Sustainable Calgary, vibrant communities, Calgary building equity and Architecture, Calgary, Calgary Homeless Foundation, a Canada Society, Calgary Construction Association, PESTING, which is an accessibility…

The Federation of Calgary Community and the Calgary Alliance for the Common Good, and then finally the Alberta Association of Architects. So, this first board is basically sort of telling where we've come from and the things that we're currently engaged in by way of research…

So, case studies, which includes buildings, landscape, urban design plans and policies. For example, we're looking at the Aboriginal standing policy on housing in our city as one of the exercises.

Round tables, which all of us have to do. So that's the Calgary Convention last year, and the big takeaway from that is we decided to focus on lived experience, which has had pretty big impacts on what we're trying to do as a group here, coffee and conversation. So, in the 3rd round table, our community partners who in the first year, I should say.

00:04:11 Brian Sinclair

Go slower. Your academics want to go fast and get results. Go slow, build trust, shape relationships. Be concerned about that. So, our first year was very much about that. But in this 3rd round table.

Said why don't we have students in interdisciplinary teams come to us as the partners. And have to our coffee conversations very intimate. Just trying to help the students to understand, but also use the students as a conduit to building.

Knowledge. Pedagogical intersections. So the second year we had all of these partners coming to our all of our classrooms and studios as well. I run a health and design studio. This is a shot of nebula. Ramji, who's the founder of protesting along with the architect Aaron Shilliday, which is an again, an accessibility group.

So huge impacts, you have very powerful and then consultation to collaboration. As I mentioned the images down here which are hard to see basically the builders, or the contractors wanted a workshop specifically for them because they said we think very differently than the architects. So we want. So we had about 250 people attend this workshop that we ran. That was really looking at the builders we have seen.

This was just the second one which is really more about the road maps road maps to healthy cities, transdisciplinary evidence-based paths to Wellness.

00:05:39 Brian Sinclair

This timeline and one of the questions that comes up in the sort of moderators, moderators instructions is…How do we focus short term medium term long term, what is the sort of emphasis? How do we? Manage...That so the research questions are the questions that are sort of generated. The research itself, which is very broad based. I think in all of our 14 sites, some less so, so than others road maps or the action steps implementation.

Of what we discover as it feeds back up into here and then feedback, which is obviously critical because you know, there's discussion yesterday about living documents. I think for your site but so just in terms of the road maps?

And these are the items around the outside community experience, education, performance policy and holism. So the first is broaden community voice. The second is considered lived experience, which is as we've all been talking about very heightened educational impact. So we very much in year 2 had to understanding that to change society to value quality in the built environment, to understand what it might look like to challenge us...In terms of change, we need to deal with education.

This last year was post secondary was within our universities and the 4 schools, but increasingly it's got to be indicated 12 as I mentioned yesterday from prescription to performance and things like building codes where we can't just say this is where you have to get, and here's how you have to get there. We have to say here's where we aim for and here many routes that are possible to get their understanding and sort of diverse.

00:07:16 Brian Sinclair	Catalyze policy reform so the regulatory milieu must be guided by evidence and substance. And that said, a lot of my own research is yes based in science and evidence, but also making space for that which is immeasurable, which is crucial. You know, I have a framework that I developed on design and planning that includes delight as a very intentional quadrant, which has been highly controversial, but nonetheless, good. So integrative strategies are vital but can't be counted. Must also count. And then just some sort of provocations at this side. This is our land acknowledgement. Wilkins this as a Blackfoot word for Calgary. So this diagram, whose voices are we missing, which questions matter, whose values count? And we as a team just had a generation of this... Sort of word cloud with words that are often unpalatable, and you certainly university environments like love and caring and things like that. Other things like security, safety and that...I think. QR code to get to our site, which has much more information, so I'll turn it over to you.
00:08:23 Mariana Esponda	But can we, can we ask questions or like?
00:08:25 Brian Sinclair	Sure, I guess. Yeah. Yeah, yeah, yeah. Yeah, we'll probably forget by...
00:08:31 Mariana Esponda	So just one like well, just one thing that that struck me is like well 2 first think when did you? Like that, that road map. When you were able to put all this, the steps like when in in like it was 6 months ago. Or do you really like was like a month ago like yes.
00:08:51 Brian Sinclair	No. Yeah. So we got to Dimitri 's email which said April 15th. You have to have 2 posters, zero posters. So, we got together the team and we just brainstormed on what are the values we've come to understand. You know the this issue of road maps because we're charting uncharted waters, right? So, we didn't know. So, this is a best effort to try and understand. You know, there's a set of steps, but they're not linear, you know. Well, one could, you know, so.

00:09:21 Brian Sinclair	There could be other ways we could diagram it as well. We probably could have had just a series of bubbles along here, separated so that you could start one and then another. But there's arrows and things like that. But it's very fluid. This is a very much a sort of initial step or new.
00:09:36 Mariana Esponda	No, and something that I really, really like is that you just… You just not so you include the whole process, not only the road maps and you situated the road map in the whole process. So, I really like it that so, so specifically about the process that you have been doing.
00:10:00 Mariana Esponda	Like when you were putting number 4, the from prescription to performance. That and then that to policy.
00:10:07 Mariana Esponda	How difficult like, have you? I think that you are started doing work on, on on those sections.
00:10:15 Brian Sinclair	Yeah, for sure. We've started on all of these. And even like last night, we went out for dinner as a team and Dave Down and Don Clark from the city of Calgary. Huh. We're making a comment about some of the things we were talking about, not our group, but in plenary sessions and things like that… About policy, so, so much work needs to be done to impact policy, including public hearings. You know, with City Council and you know, a lot of things.
00:10:41 Brian Sinclair	So we're not naive enough to know that, you know, we can't have the research automatically trigger a change in policy. It doesn't work that way, right? We have to go through public process and things like that. But we're just saying that we need to find ways. The important work is catalyzed to sort of trigger. We have to find ways to trigger.
00:10:55 Mariana Esponda	Yes, I like that word, yes.
00:10:58 Brian Sinclair	We know that quality and built environment will come by doing XY and Z. How do we then fold XY and Z into the regulatory documents for the city? How do we get the politicians on board? You know, I talked yesterday about students and politics of start with Mike Brennan about that yesterday. But students need to understand politics and just speaking for architecture schools. I've run quite a number of them.

00:11:23 Mariana Esponda	We don't do that. We're very poor at doing that. So students get out and they go what we have to go to City Hall. We have to, you know, so and you know, whether it's unpalatable or not, you know we have to do it.
00:11:32 Mariana Esponda	No, no, It's very interesting about the policy because yeah, we are struggling a lot in that. So that's a... So I'm going to tell the story that we're trying to do but this.
00:11:38 Brian Sinclair	Yeah. In your area, that's huge policy.
00:11:44 Mariana Esponda	I want to know like what? How is your strategy with the policy section?
00:11:51 Brian Sinclair	Yeah. And it's probably of everything, the most sort of naive or unrefined right now. But given that we're going into the 3rd year obviously and the midterm is going to be important, we need to start thinking downstream for, you know, you know, how do we get to this implementation point of view? How do we begin to actually realize policy? Because the rubber hits the road with policy, whether we like it or not, and that what I was challenging the group about, the carrot of the cane, you know, to what extent is it regulatory stuff?
00:12:22 Brian Sinclair	Important and what extent is? Incentivizing change going to be important as well. It's kind of complex. Any other questions, yeah.
00:12:36 Speaker X	I'm just wondering, seeing the long term arrow on your road map diagram, are you considering how to measure health outcomes at all as a part of this work?
00:12:36 Brian Sinclair	Go for it. Yeah, for sure. So, Gavin McCormack, who is speaking up yesterday about the plus 15 case studies. That's on the other slide. And then Katrina Milani, she's also from the coming School of Medicine. They're experts in public and population health. So, you know, that's got to be a part of it for sure is, you know, the measures including, you know, for example in Calgary, we have a bus line, it's called number one and it's a proxy for poverty. So, some of the groups that we have as well, like I know Vibrant Communities Calgary here they have a poverty alleviation strategy as well and you know it's, you know, some people would say you have too many partners. But when you look at the complexity of health poverty alleviation. The issue of homeless at Calgary Homeless Foundation is the table, and they're constantly Matt numero, who's here. You've got some of you guys might have met him. He's a very dynamic, interesting guy, but they're sort of constantly challenging. You know, you can't deal with this issue of healthy

cities when you have people, you know, injecting heroin outside, like outside our building downtown. Right. They're injecting openly injecting heroin. So, you need to solve many of these things.

So our strategy, we don't have answers yet, but we certainly understand that we're going to have to have key performance indicators and metrics to begin to address the improvement of health. It's and it is so broadly based, you know so many things play into weird bits and pieces of it. The indigenous dimension as well. You heard this morning from Danny and others is hugely important. And not fully understood. So that's super good question.

Any other questions?

** no questions**

| 00:14:48 Mariana Esponda | It's this. It's too small, but well, so far about Carlton. Sorry about the colour, but I'm going. I have. I have the one in with colour, but the students said that in one moment, Dimitri said. That don't to put too much colour so they put it black and white…And I was like, there is a gray and whatever like. That's that's what it is. Never. What? So what? We are looking at on Carlton is about adaptive reuse on heritage and existing buildings.

So, we have been and I asked you about the road map for that reason because we have been struggling like we did a presentation on March about road map and then he was like. No, no, but that's not what I wanted. Oh, my God. So, we have to look at more like in a kind of outcomes no or how it's going to bring us to that. So, we just put it about the road map. So, I'm going to try to explain the process that we have been doing. So, the first one, what we have been doing is about partners in network. We have Heritage Ottawa as a partner city of Ottawa, PSPC that is heritage conservation services that is looking all about the federal building. So that's one of our partners tab. That is the Canadian Association of Heritage Professionals. So, we were looking to have Municipal, Provincial, National and even International. So that's why we have ICOMOS that ICOMOS is like International Association of Monuments and Sites. So we were trying to look at like all we have also APT that is Association for Preservation Technology. So, we have like a very we were trying to have like a lot of Partners and the other thing that we were trying here is what we had, and I don't know if you also have that issue. That some of the like some people wanted to help, but they didn't want to make a full commitment, but we needed…we need it in the table, so like we were talking with a lot of architects that they were some retired, but that they have a lot of experience because they have been working in, in, in, in heritage so we said no…No. Like if you don't want that, that commitment you can even though join us. So that's what we did different…Versus like partners more, more like a kind of uh…Collaborators. That's what we call and what we were doing in this in this specific session is we were looking about four. |
|---|---|
| 00:17:34 Mariana Esponda | Four main issues that we identify in the inheritance building. So, one was how the awards has been looking heritage buildings like if there is a bias or not like they just look at about like the huge buildings and no not at all about vernacular buildings, and that's something that we founded in reality.

So, the other thing that we were looking was a policy that how policy has been a huge issue with heritage and it was more like a kind of a barrier. The other topic that we were looking was about embody energy like the value of environmental and the circular economy and the fourth one. |

I don't see it, so I don't remember very well. So, I there were four like. This…Policy and body energy…The words no. Sorry, I don't know. So, this was the first. So, who? Who has to be the voices that we want to hear and who can be helping us to understand more about, like, the policymakers and contractors, owners. So, we are being looking for like developers that they that is.

| 00:18:46 Mariana Esponda | We were looking at we don't have developers like in the first year. We were not at all address that. So, it's like we need to speak with them. They have the money, but we need to tell them like which are the values that we need. That they respect. So we were we were having. That's the first thing. So, the second thing that we as a robot that we saw is that we identify that we need to make a shift on the. Throw away that we were saying, like, there were a lot of buildings that they have been demolished because nobody see the possibility of those existing buildings and how heritage sometimes make a barrier as soon as you know that it's a heritage building you don't want to work on those. I would like no.
Have to make that shift so here where we were identifying is which are the benefits. So, there was a social, cultural benefits, the environmental benefits and the economic and environmental benefits on adapt to reduce. So that's why we were dividing in these three bubbles how to do it and how this will help the quality. So, the third one that we have been looking is about the tools and resources. So after. The other convention in in Calgary, what we decided to do is create an inventory so and then it's like a short and long term. So, like an inventory. And that's not what we are doing in math. All the adaptor used in Ottawa that has, like all the buildings that has been adapted, reduced in Ottawa in the last 10 years. So, we are going to be that that's the table that we are doing. So, we are putting like about what was originally used when was that type of construction, what's the original use versus the new use. So that's the table that we are doing and the same that we are doing in Ottawa. We are trying to do that like kind of the best selected. |
| --- | --- |
| 00:20:45 Mariana Esponda | Adapt to use in different places in in Canada. So that's to create a catalog. So, this is one of the case studies that we were looking. That is Sir John MacDonald building. That was the Bank of Montreal in in 1920s beautiful. She had like it has so many, many values about aesthetic, associative and the context and that they transformed for the House of Commons House of Commons office. So, we were looking at the methodology was to understand the values, the planning, the intervening and something that we decided to do so. This is like the standards and guidance. So, it's a very straightforward for us like to analyze a heritage building. But what we were saying is like everybody stopped here and then you intervene and that's it, but it's like…Does it works? Does it really has? Quality or not? So that's what we decided to start doing. The post occupancy and look at about the values like if it's the social, cultural, economic and environmental and then we start looking, that's the thing. The accessibility is the fourth point. It comes now like if the building is accessible, but not only access. People for people that has any impaired but also is accessible to anybody. So that's when we were looking about this building like I have been since I arrived to Canada, wanted to access that building and it's like no have saved clearance so I cannot. So, then I got it after many, many years. |

00:22:22 Mariana Esponda	Got it. The process and they were like check your, you can't visit the building but like has been a super long process and I said like how much money you have spent to renovate this beautiful building and only certain population can visit the building. So, I thought. That. Is not appropriate I like. So that's what we were looking like about accessibility as one example of post occupancy. So not only if they use as a beautiful space and that has quality yes, but if it's accessible to everyone. So that's one of the points. So then from this then we decided to look at specifically about the six different cases. So, we did a feasibility study, so we wanted to look at… about different typology of buildings, so we look at sacred buildings like disposal buildings that the government is doing like a huge amount of buildings that they don't, they don't have the resources, so they don't. It's too expensive and they know like disposal. So, but it's like a huge process. So, it's not as easy as how disposal. That's it. Like, who is going to be using and which are the possibility of those buildings. So, we were also looking different scales. So, this is the office that I was mentioning this late there was again disposal and was transformed as a residential…And then this small, beautiful the floor hall, there was a garage, and then there was transformed as a brewery and then at a restaurant. So, it's also very, very livid buildings. So, with in all those buildings that we have been identified, we have been meeting with the developer, the owner, the user, the clients like everyone, we are like kind of kinds of process. This is also an industrial building, the base view, some of those buildings has a heritage designation, others doesn't have a heritage designation, but that's what we wanted. And then this was a woman shelter, right now it's in a adaptive use for women's shelter. Unfortunately, with this, we start doing the research.
00:24:27 Mariana Esponda	Because was the women shelter, we have a lot of issues about accessibility and meeting and speaking with the people because there was like a kind of…There's a lot of like safety issues, so we are we are looking another building that is going to be probably the 1:00 in the central experimental farm that is the circle for indigenous so to because what we wanted also is to include different purpose of the buildings to say something and to address everything. So, then what we were looking and that was the 5th and that's what I was asking you. Like how we can implement changes in the policies. That was a huge issue that we are looking like issues that we've identified like sacred building doesn't pay taxes like that's in. I don't know if in other in other provinces, but in not always like that. But as soon as you change the use then you have to start paying taxes. So that was also another thing. So, another thing that we find is…That now we have that issue is vacant buildings. If it's public, vacant buildings, they don't pay taxes because they are vacant. But a residential that is vacant. They pay taxes. So, when we were learning about all like and identify all this, so every like, every, every owner or every developer was signing like issues that they have specifically with policy, so we're like, oh, that's good to know. So how can we modify and issues that they have it with that. So now with the city for how we were trying to say like that's we are going. Make a map that's huge in the world that we are trying to do is like. Mapping all the vacant buildings that are in Ottawa, so that's what we are trying to contact, National Capital Commission, the city of Ottawa. So, to see how the possibility is, how what happened with all those vacant buildings that will be in the possibility to adapt.

00:26:28 Mariana Esponda	So that's the next like during this summer like I am with the students and this in the summer is when we are working more because like you know we having no we are squeezing our time. So that's what we are doing right now. So, at the thing that we were talking with the city for awhile is that we are going to try to be part of the. Heritage subcommittee. So, the buildings that they are going to have issues with heritage to be present in those discussions to see if we can start making that shift…And understanding also how is this process? So that's the big issue for us. And then the, the, the 6 is how to establish a framework and how with those 4 values like the economic, the cultural, the social, cultural, the environmental and the regulatory how to look at and feed adapt to reduce…The center. So how all those things help? Like if it's a barrier, how can we modify if it's a benefit, how can we? Implementing other things. So that's what we are looking and the last last thing that we are trying to do is to identify just one case and do in the next 2 years a post occupancy evaluation to monitoring. If what they said that, well, it's really working on. So that's the 2 things. Sorry, that's too small, but.
00:27:50 Brian Sinclair	I have a quick question for you, Mariana. Thank you. So well, 2 points. So, I it's very interesting what you're doing by way of the road map. So, road map item number 5 implement changes that should probably be identified and implement changes or where does identification come in? Where do you get your list of policies?
00:28:13 Mariana Esponda	Case studies we are identified which are the problems from the policy perspective that they have been like ohh I have like that's what this woman would say just to do like some sometimes it's like…With this, to demolish this building, all the process from the policy that you like, all the barriers, so that all that's one thing. So how can we modify or to protect the buildings they don't demolish as much as before. So that what this is like the reasoning process…Take like the reasoning was taking like 2 years, so there was like so reasoning is something that we need to identify as an issue? So now with the with the city for something that they are doing specifically on Industrial areas. They are changing the zoning, so to make the process of adaptive reuse in an industrial area faster so so that instead to leave it like the vacant old industrial sites. How to do it so like that's an issue that we have. So, it's that we are identifying the issues through the case studies.
00:29:27 Brian Sinclair	OK, so you might have another step or at least change the wording in item 5 to call it identify and implement because and the other thing is for number 6. From my experience working on many projects. That would probably be something you'd want before you'd delve into the policy reform a supportive framework, or like, what is the framework doing? Is it informing policy change or is it OK?
00:29:53 Mariana Esponda	Yes. Yes, exactly. It's to inform so. So yes, that's what probably here we have to put it no implement changes more like identify change and this is where we are going to implement.

00:30:04 Mariana Esponda	So, the framework. The idea is that the framework is going to help us to Implement those changes, yes. So probably it's important to identify, identify the changes and then the implementation will. Today, framework. Yes, thank you.
00:30:18 Speaker X	I have a question that might actually be for both of you. You've identified provincial and federal policies potentially that need changing there. I'm wondering if you have like in in roads to get up to those levels of government like would be through the municipal governments that you're working with or…
00:30:30 Mariana Esponda	So that's what we are looking something that we are we were working is which policies exist in municipal and provincial and national owned heritage. Like if there is any protection like if they're like that, that's what we are working and what we were doing is compare Canada with the States. Which type of policies they are…There is a word no implement to support more adaptive reuse. So far what we have been looking in Canada there is no policy that really support more adaptive wages, so that's what we are trying to say. Like that's what we identified that there is something that has to be changing and then it's proving this with the framework to say like that's the benefits to do it.
00:31:28 Brian Sinclair	Just a quick comment on Calgary site. So, your question is a really important one. We're not there yet, but for sure, like healthcare, is administered provincially, there's a lot of housing implications at the federal level. So, you know to do anything that's really sort of…it has an impact, hopefully positive. You really need to get all 3 levels of government involved in sorting those questions out.
00:31:54 Mariana Esponda	So that's one of the reasons that when we were looking that we have to have like in specific with Ottawa because of course province to province is different, so…and Jean Pierre was saying…so you know you have to just focus in Ottawa as your…Your cases, but we want to say like other provincial, to see what they are happening in other provinces. So that's the thing. But with the vacant buildings, that's what I thought we need to look at like who are not in the tables on National Capital Commission was not like we try but they didn't want to do the MU and everything. So now it's like as the collaborator and next week I'm going to have a meeting on Monday…But not only with the heritage people, because national Capital Commission has a lot about farms like rural because they have the green belt. So, I am trying to to look at like who in the NC will be able to help us to see that… Holy See, say so. It's like city of Ottawa is on board. Definitely. So, like next fall with the students that when I'm going to be identifying the vacant buildings in as a studio project with the students, I'm going to do the feasibility study. So, we are going to see one specific building we haven't…Identify which one, probably school. So then that school, like with different students are going to which what will be like understanding the building, the values and everything is like. What will be a typology that really makes sense? Social, cultural, economic and environment to make an adapter view. So, with the students we are going to try to do as a studio project like the research a little bit, but also the

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proposal. So that's idea and there is going to be like the community, various NCC heritage conservation services. Obvious because it's federal, but also because there is not they are in Ottawa, they can be part…
So, they have a lot of real property, something real property. I don't remember the name, but it's peace busy. So that's it…
But it's OK. It's like I said, work in progress and sorry for the now that I see the scale is too little, but well, I hope that I try to to look into that so.

00:34:16 Brian Sinclair	You're not comfortable speaking to the table about the road maps, yeah.
00:34:24 Mariana Esponda	But we can we show it so…If not so that you…Do you want to see do you want to show the love?
00:34:31 Siba Americain Bilivogui	Yeah, I could just do that everybody you know.
00:35:07 Siba Americain Bilivogui	So, uh, yeah. What? What? What I know about? It's really the importance of the process and the, the, the, the, the, the quality aspect. So, they tried to capture the actor perceive the quality…In in the function of the 11 guiding principle, so they tried to think about the a person and try to reveal what's the complexity of the principle. And which one is highlight? Uh. Like in function of a citizen or a group or so when you present a project you can know which with that aspect of the quality will be really important for them. So, you can present the project on different way in function of the person or the any kind of kind of interest… Yeah. So, they really unpacked the composite, the principle. And they try to see the track and evolution of across the process. So, some person will be really important at the start of the process. But won't be like as important as the project will go on so. So that's the tracking evolution across the process. So, they map really the quality aspect, they try to. Highlight all the importance and the ecosystem of the all the actors, and they put it on the map to to really show when they will be consultant and engaging on the project. When do you have to feedback them and after that? Like give them information to make sure like they stay they have the engagement of uh on all the project. That's kind of what I can say.
00:38:03 Brian Sinclair	Good question for you. So, thank you very much and you may not know the answer and I understand that. So, for the actors, the word you use as 4 actors or your team…uses…researchers is so big and then like the city, so little. And is there any reason why the scale changes…
00:38:30 Brian Sinclair	It just puts the researcher, you know, the universities in such a big position.

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00:38:33 Siba Americain Bilivogui	I think because the project is a city project so the city takes all the importance in presenting the project but after that it's not. The city will be engaged because it's the project of the city? I think so, but not sure.
00:38:52 Brian Sinclair	Yeah. About that, OK.
00:38:58 Mariana Esponda	Just one question where you are located in this like in this process, yeah, where you located like for now, uh, huh.
00:39:08 Siba Americain Bilivogui	I'm not in the process.
00:39:13 Mariana Esponda	Come, it will come.
00:39:13 Siba Americain Bilivogui	Yeah, yeah, it come more later. But for me, I'm doing a lot of consultation with the citizen and I have a lot of industrial project or park project or recreational project. So, they want to observe…What are the inter interaction with the with the citizen and all the actors in my project? So, they will just look at it and try to…Bonafide this this ecosystem and function of the interaction and to see which kind of the 11 principle like the people will be interested on so that.
00:40:01 Mariana Esponda	And one question like when you said that you are doing interviews with the citizens, so those citizens. Work in the port or the or... There are citizens that they just live in the there from so they don't have to be related with the port or anything.
00:40:13 Siba Americain Bilivogui	They are from the city…No, They don't have to.
00:40:20 Mariana Esponda	And since when you start working with the citizens, those interviews like like…

00:40:26 Siba Americain Bilivogui	I don't know 2 year and a half. Before ago, so my job is really to do roundtable with the citizen to know what are their preoccupation about the port, but also the city. It's really the interface between both, so all the preoccupation that they can have about the greening, mobility and all these different aspects. So, we try to innovate and make sure that we can answer to their preoccupation. But most of the time it's the same preoccupation and it's share with the city, the city, because we are really in the in the city, in the middle of the city.
00:41:21 Brian Sinclair	Any other questions? OK, so the Manitoba group.
00:41:44 Danielle Fenn	All right. Yeah, that's the one we want to start with. OK, so I'm not the principal investigator obviously, and I'm not even a Co-investigator, but I'll do my best to talk about this and especially the round tables that I was at. So, most of our road map that we showed on this poster talks about our roundtable event.
00:42:08 Danielle Fenn	So, our first-round table was at the University of Manitoba was called rethinking quality in housing design and the photos for that one are here and we had a talk by David Fortune and another talk by Sylvia McAdam. And she showed a really powerful and video about how genocide is still occurring on Turtle Island and we talked connected with community with the beating activity and yeah, we just all sat together in community at that event. And so that was really powerful. And then our second-round table was in community at Big River First Nation. Again, this was focused on community engagement and Co collaboration, where we built a deck. And so that's part of Skilling, our community members and just bonding with them honestly. And that was funded by the making the shift grant with one house, many nations. And at that event we delivered some welcome home boxes to the youth who had already received. Homes one of the homes for Guardian, was delivered at that time and you can see that here and. Yeah. Here we also had a photo elicitation exercise that we did where we all kind of it was like a circle and Shauna Mallory Hill had these photos preselected and each recipient responded to the photos. And that was a way of collecting some information about the quality of housing on reserve, it just as a gentle way of getting people to open up about it and then we did post occupancy evaluations and a tour of all the houses, including the first house that I don't know, more built. And I think that was they built it in 2016 or 17. And that's what really kicked off the one house many nations journey. So, we can flip the. So, I wasn't at this dialogue round table in Kenora, so I can't really speak much about that. I don't think Alan or Jason were there either. So, no one another at the table here was at the dialogue. So, I'm going to just glaze over that. So, then we had a 4th round table called First Nations housing for Northerners by Northerners. And at that round table we had a gallery walk that was really a way of …so we had posters up on around the room and the community members came to speak on the questions at each poster. And that was another really powerful way of connecting to community. And just having their voices be centered and decentering the research team.

00:45:13 Danielle Fenn	And I of the things that really stuck with me is that we have like 2 communities that are that, this, that we're working on with the living Atlas of Quality project and that's the one house many nations in Big river and then York factory with the Wikiwin project. And something that we that came up was the importance of the link between trades education. And housing. And so, you've heard from Alan already about the Nutana collegiate link with one house, many nations and then in wiki when they are building a trade facility. So, they're going to be, and it has housing for students and then on and it's on reserve in York factory. And they're going to be building houses on community, which just it's setting a precedent that hasn't really happened…Or it is it's happening in some places, but it's like we're approaching that along. So, I think that like in terms of, oh, yeah. So, in terms of the knowledge mobilization plan, some of the things that we're hitting on our pilot projects, we're doing a housing inventory.
00:46:26 Danielle Fenn	In the future, it's not on this this poster, but we're working on a repository. We're working on case studies, obviously inclusive design for health and Wellness, spatial justice and heightened height and quality of life we are having 2 gallery shows. We our team went to Venice Biennale and for with architects against housing alienation and we're having 2 gallery shows, one in Saskatoon and one in Winnipeg to promote our work that we've been doing. Or advocate or spread awareness about our work that we've been doing in the spirit of this AHA show that was in Venice
00:47:08 Danielle Fenn	Just and I actually switched from interior design to city planning because I'm interested in policy and policy recommendations surrounding this work in the future. But do you want to add anything or does anyone else from the team want to add anything? Or did I do? A good enough job, OK? All right. Does anyone have questions?
00:47:29 Mohammad Hasan Sohaib	Like in future we will be also working with the biomaterials to incorporate that part for improving the quality and our Co investigator. Mercedes is working on mycelium and bacterial cellulose Scooby. So, like for our upcoming. It will be on biomaterials, the round table and I think we have also conducted round tables on biomaterials. In our first round table one. So like the upcoming round table will be more about biomaterials.
00:48:05 Danielle Fenn	Yeah, and that's coming up in, oh, September, I believe. And it's going to be held at the University of Manitoba again.
00:48:12 Brian Sinclair	So, I have a quick question for any of the team members. And again, maybe you're not in a position to answer this, but so super interesting and I think really important work that the team is. I guess from my perspective in terms of the notion of road maps, it's unclear the steps that you'll be taking to move your project forward. You know, even the mention of trades, for example, and Mariana was talking about policy, I was talking about policy. For changes to happen in the built environment, it's not always about policy, but policy is a big issue around it. Has the has a research site been doing any sort of exploration of the steps necessary to realize the changes that you guys want.

00:48:57 Danielle Fenn	Yeah. So, we are like one of the things with the round table in Thompson is that we we partnered with social workers, and we are thinking of partnering with some like planning like there's Sarah Cooper who runs the indigenous planning. Studio in at the University of Manitoba. I can't really speak to if this is going to happen, but it is on like at the table of conversation where we're thinking about policy and then what was the second half of your question or moving forward?
00:49:32 Brian Sinclair	It was really just, how do you how do you impact or enact?
00:49:36 Danielle Fenn	Right. So, like I think like what we're doing is just focusing on that code collaboration bit and that education link to the link between education and housing and really building those community relationships. And moving forward in a bit more of like. Like a kind of activist kind of way where it's small scale, it's, it's grassroots for now, but we're just keeping on moving forward in that way. I don't. Yeah. Do you want to speak to that? Thanks.
00:50:15 Jason Surkan	I think we're circumventing a lot of the policy because the policy is so rigid that we face, right. So, are you thinking we're going to change enact policy on housing? There's no way, right. It's entrenched. It's been there for 150 years and it's so oppressive.
00:50:32 Brian Sinclair	You know, way around or deal with the cloud because I think other sites, they probably learn as well that it's only about policy in the neighborhood. Opportunities like good luck, you guys, including your site, is really just about.
00:50:50 Jason Surkan	Yeah, we're just like circumventing because we know we're not going to change that policy within the scope of our project and our way to do it is to actually just. We're actually building deliverables like we have physical deliverables that are in houses and community, right? Yeah, yeah, yeah, yeah.
00:51:10 Brian Sinclair	You guys are….That I need….To make it explicit for.
00:51:14 Danielle Fenn	On the poster, right?
00:51:19 Jason Surkan	Yeah. Yeah, yeah, yeah, for sure. And our team has like to be kind of about it. Our team is interesting like. Like I am not in a way working on the shirt grant as much. I work on a sister project through. House many nations, but like we're very collaborative in a way, but it's not like I'm not formally part of this project at all. Actually, in a way, you know, but the work I do in Alan does like we directly support this project, I guess…Yeah, I don't know the formality. I guess we're still working now. Like it's just a formality, but it doesn't really matter. We're all kind of collaborating and supporting each other. And maybe a different way. It's not so rigid and formal like we work like that. Lots. It's just

kind of more informal. But we're all kind of headed for a common goal. I think, you know, and what we're doing is small in stature but kind of unprecedented in nature, you know, like we're really. Like we've people have tried to do the other way for years, right, like for decades. And…Decades like tell me who's designed the perfect reserve house? Well, you can't. It doesn't exist, right? Like that's always been like, everyone's like, we need to design the perfect house for the reserve, you know. And we'll save all these people, you know? And it's like, well, there's a reason nobody's being able to like this so much. Policy and issues in the way and like, systemic barriers. So, our way of approaching it is kind of just a different way. Like they're grassroots, community way where we know what we're doing is not perfect, but it's better than any other way to do it. You know it is.

00:52:49 Danielle Fenn	And just to speak about policy, again, Jason brought this to the team 's attention. There is policy recommendations for northern housing by what's that organization? The FF? Yeah. And well, so people are working on policy. We are aware of those policy recommendations or like building changes to the code. Is that what it is? Changes to the code kind of recommendation?
00:53:10 Jason Surkan	Oh I did model houses actually do them for them? They presented it and they didn't know I was sitting in the room. They presented online. They presented the designs that I had done. They had me do like these perfect reserve houses. It's like, well, they're not going to be perfect, but I'll draw you what you want. But I don't think there's hasn't been. I don't think a lot of uptake in them, of course, because everybody, every community is different. Every community is unique and every person we all want a different house. Why shouldn't they all want a different house? So. The whole model is kind of interesting but. And we do, yeah, we work in policy and. I don't know. There's lots of interesting things going on, but…some communities are doing kind of rent to own models, or they're starting to actually own houses, owners or some communities already do own housing on reserve, which is really interesting too, in different parts of Canada, so they can actually take a line of credit out against their house. They can open a business, you know, they can use that as collateral. Some communities don't have any housing that's adequate. Some are fairly like it's so diverse and different, yeah.
00:54:13 Mariana Esponda	So, like one thing that I like that. So I think that is so important this and I don't know anything about what you're doing, so I want to know more, so just to understand like. Like you who decide…That the House, if I'm correct that the House that you are. So the house that you are…Making with and training in grade 12. Those are the homes that they are here. No, that's that's so that's what you are. That's why you are in this project or it's not. It's not my.
00:54:49 Jason Surkan	In the big building…For the bigger…At Katie and there's 4 built, one more year.

00:55:00 Mariana Esponda	So you have built just 4. Just it's sorry, it's a good. No, , sorry. It's not. It's not just like, so sorry. Like, no,. So like I said, I said no, it's not just like… Sorry, so those homes. The next step that I want to know is. Who decide or how is the process to decide? Where those homes like who had the ownership of those homes like because you were saying that sometimes they there is a kind of conflicts to where do we put it like how?
00:55:35 Danielle Fenn	So the team, when Alan joined the team, we got a a shift, a 5 year grant for making the shift, which is a a funding body that's actually ending this year but it's focused on youth homelessness. So, in the last like this project focused like one house, many nations focus on eradicating homelessness for anyone but making the shift kind of focused the work in Big River First Nation on youth homelessness and we have a kind of a Council of Youth who they decide which youth gets the house in which order. And we did have someone like Sylvia McAdam was part of the band council at one point. So, there was. We were able to negotiate the where the where the homes. We go, but we have lost the connection to the Bound Council. So there, there is some difficulties. But yeah, that it's the youth Council who decides who gets home and and they kind of have to work with the band council to pick picks. The site, as far as I'm concerned.
00:56:41 Jason Surkan	I think originally that the project like evolves like all grants do, and I think originally the plan actually was to do a house in Big River, a house in El Pasco, Cree nation, broken head, Ojibway Nation and. I can't remember the 4th community. There was another community.
00:56:56 Danielle Fenn	Garden Hill, I think.
00:56:58 Jason Surkan	Basically, I think what it kind of came down to that Big River First Nation was active. They were showing up to meetings. They were very engaged. So, they ended up with all the homes out of like the project in a way the other Communities…Kind of fell off and yeah, bigger First Nation. They're really engaged. They still are. I mean, they're sending people to conferences like this and stuff, and they're really good community. Partner to work with in a really good community that. And they're all in need. Like every community is in need of, I don't know. Hundreds of homes like this. You know where other homes, but they're just they've kind of stuck it out with us, I think, and been good community partners. So, they've ended up.
00:57:35 Alan Sukut	I think from a research perspective too, like it's easier for us to research in one community like this as opposed to spreading ourselves thin and then having to…The communication barrier and all the rest it would. So I think it's great so far. I just need to, we need to follow up and make sure that these are working and keep going forward and.

00:58:03 Liz Corson	Maybe this is coming from a place of naivety, or maybe it's just quite different in Toronto, but I just wanted to follow up on what you said about like like it sounded like it was futile to try to affect the policy through your work or through your research. And I just wonder if you can speak on that a little bit more like. Are there opportunities?
00:58:26 Jason Surkan	They're always. There always are, and I guess some other projects. Maybe I'll work on that, but this kind of project I think. It's been designed in a way to just completely circumvent it, right? So that we can get stuff done. Otherwise, I don't think we would have any houses built. Right, like. But I don't know I try to stay out of all of… All of that and just serve communities as an architect, right? Like I think there's other people that are better suited to affect policies and communities. And those are like the leadership and a lot of elders talking. I mean, you choose a cultural life or a political life and you don't mix them in a way, and I don't want to get in that political realm or life really, in a way I am the President of our me to local community, not by choice. There was nobody else kind of the run or a small little community, but I try to just I don't know the leadership 's working on that. Like that's not my role. I think to affect those and the leaderships trying to. And there has been some breakthroughs and successes. I've worked on in other projects. Like Whitefish Lake in Alberta, like they've. They've come up with some sort of housing model that's really complex, but a way to kind of circumvent not being able to own houses on reserve and they are starting to like break through. There is and. Because as long as you don't let people like own their house, they're never going to be able to. Like participate. Imagine if none of us could own a. Home, you know like. Ever. You have a great business idea, but you need $10,000 to get it going. We have no collateral. So the bank just. Says no, it's a non. Starter so it's yeah, the policy has been very carefully designed right to oppress. And. It's still there more than ever, and every year it's like I said yesterday, it's getting stricter in terms of like codes and regulations and insurances and policy. It's just like life is a game of. Liabilities. Right, everyone's scared to do anything. So all the wood stove sit on the front Lawn. You know, while they can't afford oil to heat. But the wood stoves and the trees. Are right. There, you know, like it's everyone's. It's like it's so crippling in a way. Right. But I don't know, I always try to work like I like projects like this because it just. I don't know. We just circumvent it. We don't have to waste time with it, and if everybody like that grassroots group really was able to just. Yeah, I don't know. Lots of people at home just build their own house and they just don't care. But then they don't have home insurance and their house burns down or their house gets damaged in a force fire or something happens and they are left with nothing.
01:00:54 Jason Surkan	But in a way, maybe they're further ahead though than we are. I don't know, maybe we're the suckers with it. You hear about that all the time and it was like they didn't have insurance. I'm like, well, I can't understand why they just like they circumvented it all because it's… So, it dictates like your life and your health, your well being and like the quality of life that you have. So, I don't know. There are ways... Yeah, people are working on it.

01:01:16 Danielle Fenn	Yeah, like one thing that comes to mind at a Co investigator has worked on with the minimum Bedazzling project which isn't directly connected to this living Atlas of Quality project. But with that project it was again a trades education and a house building project and it was there was a lot of people who are being joining the project that we're on EIA and they somehow worked out a policy loophole to be able to pay a stipend and let the students keep their EIA benefits for their family. Whereas usually if you're working a certain amount of hours with on EIA, you lose those benefits and you lose that those insurance. So I think that. Like yeah, there is ways to analyze policy and address policy in this, but I agree with Jason 's point about kind of picking culture or politics and focusing on, at least in this project, with one house, many nations on the on the cultural aspect.
01:02:24 Jason Surkan	Yeah, even like yesterday at lunch, I sat on a meeting with Chief Daryl with Tessa Cook, and he's the one that's doing the trade training school in York. Landing that's working. I'm doing architectural drawings and design for it, and we were meeting with Apprenticeship Manitoba. It's just like the. Like they say, they want to, like, train, train, more like First Nations people and community to build homes and promote all this. But then you start getting into the sticks of it and there's so many like regulations and restrictions that don't make it like he freaked out on the call. He's like, he's like we can't. We're trying. We're doing our best. We're trying to, like, turn our own people. But like, you're pressing us, you know, like you have all these rules that are rigid and they work in Winnipeg, but they don't work 9 hours north of Winnipeg and you're not willing to change and move them. So, we just continue to be oppressed like. We can't educate our own people. There are so many hurdles, it's just like paralyzing. So I try to kind of, I support it like I support through the architectural work I do I I build, you know, facilities and buildings and that kind of support these things. But I think the leadership is the one that. They kind of go to batch for those I work with the elders more than like a lot of the leadership. I mean, I sit in meetings with them and support them, but we kind of send them to baton on those issues.
01:03:40 Speaker X	I just like, feel a lot of synergies with your work and you're probably aware of this too. But like it just it's such a guys it's such it's so misleading and it's not it's obvious but like. The outward facing policy, like that policy, is there, but it's really not because it's so, you know, impossible to actually access. Like for agriculture, that the federal government has the Agri Diversity Fund, which is to fund, like underrepresented people in agriculture, but. If you talk to people like there's someone in, he runs a permaculture thing, Jacob Beaton, Tea Creek. And it's like this very impressive permaculture-like property and it just like it. It ticks. People come and go. It's like a community. And I asked him if he accessed the funding, he's like, ha ha. Like , no. Like, they will give the funding to like, maybe a group like us. And then we are meant to use that to like, engage indigenous people. Like it doesn't go directly to the people doing the work.
01:04:45 Speaker X	And then if, if it ever does like the level of scrutiny he was explaining to me, that is like down to the scent like and he would have to go back and redo.

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You know, so much paperwork to account for every cent that was spent. Like it's not worth it. It's like.

01:05:03 Jason Surkan	Totally our major local. We've stopped like they do this inside, but they do duty to consult. Which is like a fallacy on any environmental thing that goes on like they were showing earlier, like we live in the Borough 4 star Mighty community. We were in the National Park, we were kicked out of Prince Albert National Park, relocated to a road allowance and now like all of our area and northern Saskatchewan, is being clear cut logged by PC companies. Or, you know, we don't get employed from it. We don't see any benefit from it and all our like resources are being pulled out of there to build all these great CLT buildings. It's like, so we look at that, we're like, well, it's such an inefficient use in our material that's coming out of our forest like we support wood buildings, but the economy of like the material isn't there.
01:05:46 Jason Surkan	Then they would give us. We did once they give us funding to, like, go to these areas that they want to cut so that we can tell them how it's going to affect us that they shouldn't cut it and they're completely inaccessible and they give us the money. January to February, we have to do it. And there's snow like this and they're like 30 kilometers from the nearest road. So, we went in with snow machines. The only way to get in there so machine or dog sled. So, we charge mileage for our snow machines to go in because they're about like it takes mileage to get in there, right. And they wouldn't like. They fought us over $19 for a year and a half and threatened to sue us over $19 of accounting, right, because we applied and got like $3000 and we produced, like, a study I did as an architect. I produced, like, an environmental study about how this was going to impact us, and they threw it out the window and then tried to, like, sue us for $19. Kind of thing, you know like happening us. So it's like they're like, oh, the money 's here. We do these like duty to consult policies. Everything is good. We have a consultation policy framework. But in all reality like you say it's the same thing and you see that. In building too. It's like in March. I got 4 phone calls to spend, probably $20,000,000 in building stuff for like 4 or 5 different projects by the end of March and they were given the funding like March 10th. So March was just like a write off, you know, and we're trying to order materials and pre-order building materials. Like does your landing project, I mean they bought a steel package before we even know pick the building was because if they did and. The money would be gone. Someone like oh, they get free handle to get all this free money, this and that and… But it's not like feasible without people that like work in industry like our team here to help them. So, it's often that's often how it works, right? So and then, yeah, if they don't spend the money, they kind of clawed back and they say, well, we tried to give you money and you you wasted it or you couldn't, you didn't use it. So why should we give you like funding again for project. So a lot of issues.
01:07:37 Mariana Esponda	I don't know, but I think that's. What you are sharing with us? I think that is so distinctive and so important. So, I think that probably the road map that I don't like, like I'm confirming what you are doing with mine, I think that is so different that will be extremely interesting. To show in the raw map all the all the issues that that all the bombs, all the all the problems that you were seeing, so that…

	We really understand the issue. So, because I think that. That's the main thing. Like how can we improve the quality in the built environment so that is so unique I will I want to say so. I think that is really, really important to understand all the all the issues that you are encounter so that all of us…That, that, we are we should be aware of all those things to improve it in a in a way. So I think that that's the only way like like in my opinion I think that that like I would suggest to do that if it's possible so that…Like all the things that you're sharing is incredible, like the complexity. So, I don't know anything unless like 0 so I.
01:08:55 Jason Surkan	Gallon. Even the funding for the houses that you've built building through like the grant in a way, isn't really even supposed to be spent on like building houses. But Alex is able to manipulate it to actually do it… Think that that's will be… So she's kind of.... You know, pushing and giving resistance, like, we're not even supposed.
01:09:12 Alan Sukut	To be like and then I'll have a phone call saying home can you spend this money before the end of the day? Kind of thing…And show me and show me invoices for it and I'm like yeah, I guess so. So here I am scrambling to design and think about next year's build to stockpile materials first. So, it's challenging for sure.
01:09:35 Rosa Milito	Can you…a little bit elaborate on the challenges of mitigate the the problems between the culture of behind the building of the houses, the design of the houses and the constraints of the rules and you know. All the other things that you mentioned before all policy… Here Halifax, I'm ICOMOS representative. In this context, ICOMOS International Committee of Monuments and Site, which is international, and we also have ICOMOS Canada and so and I'm also Professor …adjunct professor here for conservation. But in this context, I'm working with Mariana under the adaptive reuse.
01:10:29 Mariana Esponda	You got the strategies, yes.
01:10:30 Rosa Milito	Thank you and you are from the City of Toronto…No, OK. It's preservation services. No, no, sorry…OK, perfect. Thank you. Yeah, if you can. Sorry, the question was, sorry I didn't introduce myself because I was late. I had other unfortunately I couldn't move certain meetings. But yeah, the question was focusing on the challenges between adapting to the culture and with the rules adapting rules, cost or whatever, you have to adapt.
01:11:06 Jason Surkan	Yeah, there's a lot of levels of rules too, right? 01:11:08 Rosa Milito Impacting the quality.

01:11:10 Jason Surkan	Yeah, like there's building code… There's built the kind of building code rules… Have to get culture.
01:11:22 Rosa Milito	You mitigate that thing solutions. It would be nice.
01:11:26 Alan Sukut	Something cosmology of houses. Well, so where it's originating from and we're going with it. I guess we've just started talking about that. I kind of vaguely remember that. But I don't want like I don't know what else to add to that, but it's like what are what are we creating. But for me it's getting inputs from the participants. Before the house is even built as to what they want, and again, there's there's some shortfalls because I don't know how the horse house is going to be oriented on the property. And so that's again where we are. I'm looking forward to talking to the next participant and getting a site location so that we can refine the building for. And make it work…Criminal respective, yeah.
01:12:28 Rosa Milito	We say more constraints related to the to the actual code to the you said that.
01:12:33 Jason Surkan	Yeah. We talked a little bit about it. We talked about it a little bit about it yesterday, but like the building codes are getting more rigid and strict for energy performance and those kinds of things, which in general I mean is is good and supportive of using kind of less energy and in buildings and methods. But I really don't think like it's. We really took a critical look at it, you know, like. Then bodied energy of some things like you see CLT for example, like it's a huge waste of material like from our perspective on our landscape. I understand like the certain applications, it's good maybe roofs and floors. But when we're building like interior walls with like these huge pieces of wood when we don't need to like it's economy of like material those kinds of things that we're seeing because we see the issue like we live in the forest. I I sell my own lumber. I know how much lumber goes into like, say, one wall of CLT versus, say, a stick frame wall. So like I think it needs to be used more wisely, right? Like it's a good material, but it needs to be used responsibly and we're really pushing fully like support the use of timber and mass timber. I do lots of wood and things in my buildings but…Like we see the direct impacts right in the North. Like it's our hunting grounds that are being cut down right for these trees that are going to these projects in big cities that win awards, like we see these projects and I'm like, I almost can guarantee you one of those trees is probably from where we are, you know, and that's like we go out on the land all the time and every time we go out, there's a new area that's been cut that we've had since kids. You know, there's nothing left. There and it's not the way that they're like, it's not that they're and they're not sustainably like cutting it. They're clear, clear cutting. They're not like selective harvest, where they're taking the high value trees and those kinds of things. But…Yeah, I don't know things.

01:14:10 Alan Sukut	They say they are but they're not.
01:14:11 Jason Surkan	No, they're not. Yeah. Yeah. Yeah. And we're like, blanketing this idea of, like, sustainability over the nation, like the climate so different, the cultural context is so different and like, we're not looking at, like, where materials come from. You guys give me an example of the old mighty folk. Comes yesterday, like, everything in that House came from within, like, 10 miles of where it's built. And when it's gone, it returns back to the land that came from. Like that's sustainability, you know.
01:14:47 Jason Surkan	You know that building has lasted 2300 years and lived 6 lives. You know, a lot of those homes and like to me, that makes sense, you know. But when we get like, these huge glass buildings that we're getting awards on lead for only because of the Super advanced mechanical systems and glazing films. It's like, well, where are those glazing films from where they manufactured? Where's the glass from? Like it's not sustainable in the same way. So, like the codes are they don't know, they're getting more strict, but they're not really.
01:15:39 Narita Ico	OK, just be wary of time. I'll try to go through these pretty fast. I know we have a few more to go through. So, on the left side here, these are this is the map of Vancouver and Black, it's the parks and we identified kind of this is actually like 4, these are 4 layers of thousands of layers that Vancouver has provided and it's public and it's on GIS…
But what's crazy is like to find these you have to really sift through the information, so this overload of information that we get, it really makes things more confusing and it only causes more questions, and that's what we've been kind of finding throughout the park throughout the process. What's interesting about this parks map is… it actually looks like the parks are pretty scattered out evenly. But what we found when we kind of delved into specific parks. Sometimes, it's a dog park that's only intended for dogs. Sometimes it's actually developer land, that is, they write it off as a park to get taxes so they don't pay taxes. So, these aren't really real parks in a lot of in a lot of ways. So, our next kind of step to go through these maps is to identify these individual pieces.
And see what actually they consider a park and what's really a park on the right over here, kind of in that structural those lines, those dotted lines. This is what the city has identified as their decision-making process. So, they say that the community starts off, they put that at the top.
And then it goes to Vancouver City Council Board of Parks and Recreation. And then it kind of delves into the those specific roles within the city. So, directors to managers, to planners further down than it goes.
And to like into lifeguards and those kind of other roles. But then when we were, we were looking at them, we held these round tables, we did the first one with students, the next one with city. And we asked very vague questions, things like what are, what do you think should be prioritized in parks?
And we had such interesting responses where a lot of students said like, why are we prioritizing and whose decisions are being prioritized exactly and for? Whom? And then through their responses, we ended up kind of looking at this, the current structure of what the city says is of what exists in their decision making. And we found these areas of where could we disrupt it? Like, what suggestions could be made with the knowledge of our students,

of other city staff, and we basically just kind of out of that throughout and we're trying to add some more, but really trying to critique the current system and hopefully make suggestions on where they can improve. This section here is looking specifically at Crab Park, which I had mentioned yesterday, so we originally looked at the formation of Crab Park, so it's the only legal encampment in Vancouver. And we were looking at kind of the timeline of how it changed. What's really interesting about this park specific was that it was actually movements by unhoused people who realized, well, we don't have any housing because it's completely full. The wait list has thousands of people. We're never going to get on that list at like any time soon. So, they ended up advocating for this park. They set up a protest over. It, started like it was a few years, and then eventually the city said OK, we'll give you this. We'll give you this space. And what's interesting it's like this waterfront area. It's a beautiful park. And it is off to the side and it's hidden, it's kind of hidden away, which is interesting, like kind of by the roads, you don't really see it and what's so frustrating is that like even though like a lot of the times they want to. Like not be too much in the public because it puts them on the platform to be critiqued and for people to come in. And even though it is this area that's off to the side for some reason, the city is always going back there no matter what. It doesn't matter. They're going to find a reason, some liability, they go back and…

01:20:11 Narita Ico	They just, like, enforce onto. Space below is kind of this mind map that we were trying to look at the different aspects of what that park is looking beyond what the city sees as a park. So, looking at the land, the water, the people and just the connections and relationships between all those spaces. And then on the right here. We were looking at hostile architecture within parks. I mean, I think we can kind of, I know it's really tiny, but we can kind of guess what's in there, where it's like different lighting impacts, signage, how they put up gates and barriers, even though it's supposed to be like this encampment. That… That's a lot of people. And how they make it difficult by just constantly adding all these different barriers in the spaces. And what we intend to do is actually kind of look into how much the city has invested into putting up these barriers and also how much they've invested into bringing in police into the space to remove these people or like aspects of their home and try to remove their presence. And we're planning on looking at how much they've invested and trying to make a case for how that money could be better allocated and putting it into funds that could actually benefit the community, help with housing initiatives and and different things like that. But that's kind of where we are within our processes is very much steps. But I feel like every, every time we make…We find more information, it just causes more questions and It's just an ongoing process.
01:21:55 Brian Sinclair	Thank you, Narita. So, I have 2 questions and they relate to the end game for your project. So is the end game to render the process transparent and possibly reformed, and then secondly to address policy changes that would make you know maybe more desirable outcomes.
01:22:17 Narita Ico	That's something that we've been, uh, it's it's an ongoing discussion because, uh, I think originally what we had planned was to make suggestions to the city on how they can improve it. But then as we were going, we realized the city is the one who's enforcing it. So, they know what they're doing, you know,

at that at the end of the, at the end of the day, like they're the ones who invested that money into this so we realized like, since they know what they're doing, it's more of a matter of making this information transparent more and more digestible to the public because the information is in there. But it's just layered behind so many, like those thousands of layers. So…

Taking out the ones that we really want to focus on and making them more transparent to the public and using that information, hopefully to advocate from more change and a lot of change in Vancouver is very much like citizen and like radical based change and that's where that's the reason why that encampment exists. And in so many ways like we feel that it's the citizens and their protests and their ability to advocate for their people. That makes the biggest change.

01:23:41 Corson	Liz	So our project is very similar to yours in a lot of ways, especially not the crab pot side, but the early the previous slide that you showed. But I want to just draw a distinction, at least in Toronto, between the police.
01:23:56 Corson	Liz	The city, because they are managed and operate very differently. The city really has no jurisdiction over what the police does, and I don't know if it's the same in Vancouver.
01:24:08 Narita Ico		They're actually connected city and…Yeah, police fall under city like they're connected departments.
01:24:12 Narita Ico		Yeah. OK, it's they're just like, the the connection is like the Vancouver Parks Board is like equivalent in that in that chart. What's not shown is there's another chart like, there's an extension of that chart where it goes community Vancouver City Council Parks Board beside and then parks and then police beside. So yeah, they're very connected.
01:24:41 Mariana Esponda		01:24:41 Mariana Esponda Two things in the layers in the first slide that you have it the layers of that you have that have their different layers. Are you looking about the history?...Of who?...Like if we're there are those parts…100 years ago…Who owns the lands and to acknowledge that.
01:25:05 Narita Ico		Yeah. So, I mean, all of this land is indigenous land.
01:25:10 Mariana Esponda		See like how has been evolving like. Yes, yes, I think that that will be because.
01:25:11 Narita Ico		How it's been evolving and how it's been stolen, yeah.

01:25:16 Mariana Esponda	You are putting reconciliation, so I thought that that should be extremely important to really showcase that as as as…Not only like. Oh yes, we have knowledge that we have it, yeah…No, but how has been the evolution of those? And if if it's possible to?
01:25:31 Narita Ico	Yeah.
01:25:39 Mariana Esponda	To give it back like I know that give it back is very complicated but like I think that if not we just say it but we are not doing and I think that the action is so important.
01:25:41 Narita Ico	Yeah…Yeah…So yeah, I totally agree with you there, one of the things that we want to do with the maps is to trace back the timeline of each and see when that land was taken and then turned into that park and then over time have those have that map change and see how the more spaces become black.
01:26:14 Narita Ico	And a nice future to see would see those lands not become black, you know.
01:26:19 Mariana Esponda	Exactly, exactly. That's that. And the same with climate adaptations. Are you thinking to showcase? Also like how like the civil level rise, it's going to be like in 20. So are you planning to? Do that too…
01:26:33 Narita Ico	So. So yeah. No, no, that's a great question. Yeah. Sea level rise is something that the city is constantly talking about, especially in regards to our more like tourist destinations. So Stanley Park that that big chunk over there…In like 100 years, I'm I think it's like 20% of that land is not supposed to or supposed to be underwater. So, it's weird because we're trying to look into the past and into the future and it's so much and we're really hoping for the next steps that we can go there, but we'll see how far we get.
01:27:16 Mariana Esponda	Along the process, because I think that that would be interesting because what I am hopefully won't pass is that sometimes those spaces that they are going to be flooded or something are the ones that they put it for communities that are struggling because nobody wants that land. So, I think that that is extremely important to see like I'm sure that the people that live in West Vancouver, they are you understand like I think that. So I think that it is incredible to show that.
01:27:44 Narita Ico	And now that you bring that up, it it it also, just like maybe think that Crab Park is right on the water. So that's going to be like that…I may not be there in 100 years. So, were they going to go?
01:28:02 Speaker X	How does your? Work interface with the city of Vancouvers. I just googled it to remember the exact terminology at the equity initiative zone. And the

like… The parks planning process that takes into consideration, you know, like Canopy cover and equity deserving populations, stuff like is there.

01:28:18 Narita Ico	Yeah. Is it tide? Yeah, that's. Yeah. That's another layer within, within, within all of this. The equity things on Vancouver side is a bit frustrating because what they kind of like platform as equity is equity that they see in their eyes and not necessarily the peoples eyes…When it comes to their kind of interventions, it's very like seasonality based. And they only kind of like, put up those kinds of things specifically for like summer time. And we from our research it's all these like short term kind of solutions and it's just in response because people are saying like we need help. But it is more stuff to look into, but I haven't done my full research, though I don't want to answer too much about it, but hopefully yeah we can include in the next step.
01:29:49 Corson	Liz	OK, so I also similar to what Louis said, I'm sort of on the periphery. I'm like a reviewing partner, I suppose you say and my role in our partnership is to try to actually integrate the outcomes of the research into decision making at the City of Toronto. No. So I don't know all of the methods, but basically the road map shows the the process so far from like the data gathering stage to where we are currently. The next steps are not actually as clearly outlined as was the case with some of the others. And I think that's some feedback that I can take back to the group. They might realize that already similar to you in Calgary, I think they sort of took what they had already done and tried to fit it into a road map template with the new direction, but it's not necessarily a true like road map to the next steps. So the site gathered some of the data that the City of Toronto puts together. You can see here. We have like a Parkland strategy. We have like a facilities master plan. We have some various documents that the city that would inform this research and then they layered some quantitative data onto the map to target a specific area in Toronto where there is greater need for or I guess more equity and park development and park maintenance. So that's the Black Creek watershed area, which is highlighted here on this map. And I was mentioning yesterday that this is an area with it's an historically underserved area of the City of Toronto. And then they did some neighborhood analysis where they overlaid like various factors mostly coming out of census data, but also some like canopy cover data, land use, land cover and then picked like 2 or 3 characteristics that intersect that could potentially drive an outcome. So an example I will identify is surface temperature plus canopy cover plus low income populations. So, these areas that have higher surface temperature, lower canopy and higher lower income could be areas in the city where more trees are needed, where there needs to be more green space, etcetera.

01:31:56 Corson	Liz	And then I the latest part of the work, which I've been a little less involved in, is trying to actually figure out who in the city of Toronto makes the decisions related to all of these spaces and interventions. And it's quite complex. Again, I was mentioning yesterday, even within the parks force and Recreation Division, we have a lot of siloed branches and then there are all these different city divisions that also operate.

		And I think the next steps coming out of here are to like narrow it down the Black Creek Sub watershed is actually like a very large area. I think there's probably hundreds of parks within it. So, I think they're going to narrow down to specific parks as I guess prototypes or examples of mapping some of the elements within the park and then making specific recommendations based on our definition of quality. Which is actually similar to the Laval example as well. There's, I think, 10 elements of quality they put together and from my more selfish perspective, like I would really like to see the partnership go in the direction of refining what those quality criteria are and making them measurable so we can use it as like a template or a checklist when we are designing new parks or refurbishing parks, say yes, it meets this, no, it doesn't meet this like we need more work in these areas. And so that we can also like measure the quality of our park system in Toronto.
01:33:27	Alan Sukut	What are you guys doing in the City of Toronto in terms of? Like food, forests and…Opportunities for like Community gardens and food security and stuff. I think like there's like such a huge opportunity probably especially in like the lower income underserved neighborhoods too to like or I do like projects and moist planting like as many like native like Berry trees and those kinds of things are…Is it being done in Toronto?
01:33:48	Liz Corson	Yes, for sure. And it's definitely not my area of expertise, but I know we are actually like pretty new in our journey of embarking on like a foraging strategy because right now it is technically against the bylaw to like harvest fruit or vegetables or whatever other types of plants. If it's not a part of your own property. But I think there is definitely…Movement towards changing that and being a bit more open to that, bringing that into Toronto 's culture. We do have quite a lot of community gardens. They are actually extremely competitive. There's a long wait list to get a lot in a community garden, a lot of people want to do it. There's also…
01:34:23	Alan Sukut	Are they free or expensive? They have paid obviously. They probably are.
01:34:27	Liz Corson	I you know, I don't actually know the answer to that question. I wouldn't think that the cost would be prohibitive for most communities. But if we're talking the under House population, obviously that's a different conversation. We also have a place keeping strategy with our Indigenous Affairs Office, which is also new ish. The City of Toronto has a reconciliation action plan that came out last year, so we're like kind of…I guess young on our journey towards reconciliation as the whole country clearly is, but I think that there will be more opportunities identified through the that place keeping strategy as well to introduce you know growing on the land and increasing access.
01:35:08	Alan Sukut	Yeah, yeah, I see that as like a way to like quality of life and living in urban centers and stuff too. I live in Vancouver to pick lots of blackberries, probably illegal, but I think a lot of people do in Vancouver. I mean, they're horrible problem, they're invasive, but make use of them. If they're there. I guess so. Because yeah, Toronto has tons of parks in there. They're beautiful parks, so

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		yeah. And if you could have a strategy like that to be really interesting in terms of, like, one of those guiding principles or something.
01:35:29 Liz Corson		A lot. Yeah. No, that's a really good.
01:35:36 Alan Sukut		Point other than 2 like I know in New Zealand they do lots of like indigenous. Like steering and guiding principles for city planning and like design, I know when Auckland they have like all these projects that go through, they have to go through like the 7 guiding principles that were like put forth by the Maori people that live in Auckland and they have…Own like set of guiding design principles for all kind of landscape and building things.
01:35:59 Liz Corson		We often…If it doesn't pass that, it won't pass the City Council. It won't pass, huh? We often look to New Zealand when we're talking about this because, yeah, so I did not know about that, though. That's a really…Interesting model to bring forward.
01:36:14 Alan Sukut		Victoria's has a program. It's very Victoria also has a fruit tree program where if you had a fruit tree on your property and you're not using it, they will come and pick it and then that produce goes either to homeless like to a food bank or like there's other purposes that they have for these fruits, and I think it's even blackberries. It'll come affect your blackberries out of the the brambles or whatever.
01:36:40 Jason Surkan		You can feed a lot of Toronto offices of the parks that are, yeah.
01:36:46 Alan Sukut		And it's a fairly, I think actually the program is running for 10 years and I've we have a property there and I get.
01:36:53 Liz Corson		Where? Sorry, Victoria today, OK.
01:36:53 Alan Sukut		That…Victory piece. Yeah. Yeah. I mean, it's more maybe more longer grow season there, but I think Toronto probably could benefit from something like that too. But that's just my 2 bids…Right. OK.
01:37:10 Brian Sinclair		We want. Yeah. So you can go. There's quite a lot. So maybe you can coming since the last finish and…
01:37:29 Cara Shan		That's OK. I won't take long so…We have our we kind, we kind of took Dimitri 's advice and like you know, kind of how to structure the poster, but also I think on our own, we would have arrived here to put our guiding values on the…Up front and center. Also, like, I'm not sure where like the road map idea came from and, but it does seem like I don't know. It seems really like linear. Yeah, you know, contrasting with everything we talked about this morning in the intraweb. So yeah, we're still like working on how to conceptualize. I don't know even know if this is the right representation, but it's like we kind of laid the. The baseline,

the landscape we said of, you know what, it's what rural communities and mainly in Alberta are dealing with. So, lack of representation…Deskilling and distancing…Distancing is like, actually the term like used. It's like sounds very innocuous, but it's like the, you know, intentional. You know, like distancing from nature that they talked about this morning, distancing from food systems and stuff. And I'm going to speak mostly about food because Trish is the housing, you know…Expert in training.

01:39:12 Cara Shan   Yeah, development tied to exporting strategic resources. So that's also something that Trish can talk more about. You know the investment in rural places is tied to how much like the government is going to be able to extract from that place, so, what to say? What to say? Like the situation, what we've you know what? We based our previous project on? Is this like state of rural decline. So, like Alberta has lost 1000 farmers a year from 2001 to 2021 and then like the effects of that are larger, so in like the last census period 2016 to 2021, we lost like 18,000 people from rural Alberta, which is, you know it comes and it goes and maybe it's fine, maybe that's the way the world is going. But like it is a loss of culture, right, like, and there's a scholar at the Alberta Center for Sustainable Rural Communities…Who he writes about this like to live and work in an agrarian community to be displaced from that it represents a more severe harm than just like the economic, you know, loss. It's a it's a agriculture…
What can we do to kind of rein and why? I said I'd be short, right? Like, why is this happening? Just to put it in political context, maybe over the over the really long term like rural Alberta was built out of like a culture of mutual aid cooperatives, right?
And then after World War 2, the government was kind of more state. There was more state support, intervention, stuff like that, and then turns to the 80s and the kind of neoliberal political ideology comes in. And we're all kind of expected to fend for ourselves. And so there's like a…You know, a view that what we used to know of how to work together and cooperate, you know, we lost that ability and now we don't really know how to do it again.

01:41:28 Cara Shan   So using like food systems to like to like as a as a way to foster those social ties again is the basis of our project. So like what are we actually doing? Well, we have like $100,000 from the government of Alberta which we had to like…
I had to use their language, right? I had to. Describe it as this is going to really help our economy because we all these economic like benefits. But that's not you…Know…It's not what I meant, but…So we're going to do a feasibility for a passive solar greenhouse in Athabasca Town and the egg societies are really into this like the Athabasca Eggs Society, the Albert Association of Egg Societies…But the challenge is everything that comes after this really cool building because everybody loves a greenhouse. You talk about a passive solar greenhouse. Like cool, cool. That's like kind of the easy part. And then everything that, I mean all systems that follow distribution and storage and market and people seeing the value in that and like the peripheral values like it, maybe we can't compete with super cheap lettuce from the South. But you know for every dollar you spend in the local economy, 66 cents stays for every dollar you buy from like a multinational 11 cents stays. Or, you know, there's figures like that so if we can like reinvest in, you know, production facilities, food hubs, all of these elements of the built environment, that revitalize our rural places. It'll be good. I had a better closing line. Yeah…Yeah, this is our map, I guess. We've been having like

workshops and we will have more for sure. We have like a professor emeritus from AU who's helping with this project. So, he lives in Athabasca and he kind of knows everybody, so. He's going to help us set up those workshops. Yeah, I think what I said you get…Yeah, it's a work in progress…

01:44:17 Alan Sukut	Just a quick question, do you because you're in agrarian province, do you know if horticulture is in the high school curriculum?
01:44:28 Cara Shan	I don't specifically other than like conversations with teacher in my neighborhood and stuff that say like it's. I guess no.
01:44:42 Alan Sukut	No, it's OK. And I I'm just saying that because in Saskatchewan, we're heavy agrarian and it's been removed from our curriculum. So it's I think that's coming your way, if it hasn't already. And it's kind of sad. But so now we have to change that horticulture title to something like food sovereignty in a practical applied arts curriculum, so it's just trying to get around and still teach kids about…Food where it's coming from.
01:45:10 Cara Shan	You're preferring the word food sovereignty, like that's the that's the new way of phrasing it.
01:45:11 Alan Sukut	Ask the government…That's the word I used but but or…
01:45:20 Cara Shan	Interesting because I've like I've shield away from that in all like outside of this project. I don't say that because I feel like people like.
01:45:27 Alan Sukut	Like you could say food security.
01:45:29 Cara Shan	Yeah, but that's different.
01:45:30 Cara Shan	But people do like that better. The people that I work.
01:45:33 Alan Sukut	Yeah. Anyway, yeah, I OK, I'll in the future, I'll use food security…Because I'm the one that sort of spearheading this. I'm like, uh, we have to teach kids about food, but and to show them how to grow so.

01:45:47 Alan Sukut   Yeah, it's like it. And we would like to the point where like I want to go through the back door and get a a permanent greenhouse on our school and passive and all the rest. But yeah. So anyway, that's my 2 bits and we can talk about it later or whatever.

01:46:07 Brian Sinclair   Productive couple of hours for sure. I made a couple of notes about you know suggestions or findings out of this workshop but you know if others have other views. That's fine too. So, one was the issue of just in terms of road maps in general, policy versus anti policy or policy versus, you know, circumvention. So that's that would be the one… the second the you know here was talking about is road maps breaking out of the linearity because we're we are sort of we inherited this Montreal being this my students call it a snake.
Yeah, it has a beginning and an end, and then the the last one which I think that maybe you talked about was sort of rendering more explicit the criteria for quality as a goal of sort of a set of guidelines that we can all across the country look to and say, yeah, we've met these or maybe it's not relevant in our locality, but that would be helpful as well. Are there other things?

01:47:11 Mariana Esponda   Yeah. So, I think that would be very interesting because Vancouver and Toronto, they are looking kind of similar things, and I think that kind of like Laval, we also team you know, because they're doing like about waterfront boat so it will be really interesting to see like, which are the similarities and which are the difference? And given that the projects like? Doesn't like from ours is not related with…But I'm sure that there we could find things that we can learn one from each other. So, I thought that that would be very interesting for the next session to to think about it and look at those. But then it's like again it's the quality. So how? Like how those buildings or how their homes or the park like how at the end is the final product about quality and…

01:48:05 Brian Sinclair   Yeah, that's good. Any other thoughts before we break for lunch? So we'll be meeting this afternoon to talk a little bit about the future, about national strategies. So enjoy your lunch.

ROOM 2

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

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 3 - Action Goals for Roadmaps to quality in the built Environment
Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-25

Report produced by
Ico, Narita Reyes (University of British Columbia)

2.1. Summary

- The roadmap is a form of storytelling and should demonstrate the constraints of time, the network of actors, processes, changes, and lessons learned from experiences. How can we improve these roadmaps so that they can be applied to other sites and communities? Although each site has its own specific characteristics in relation to place and community, the key points should capture the lessons learned from project experiences.

- When creating documents such as roadmaps, we are often motivated to produce something that appears finalized and definite. However, it is important to understand that the value of this work lies in its non-linear and incomplete nature. The structure of roadmaps should acknowledge that the research is ongoing and should be open to changes. Therefore, our goal should be to document a process, rather than a solution. What tools can help us achieve continuity? This is an open-ended process.

- The roadmaps could involve different types of funding to explain how to obtain resources, develop strategies to attain them and communicate with government levels, granting institutions, or other public sectors. They can also help identify key stakeholders who can help eliminate barriers or roadblocks.

- A portion of the roadmap could be in the form of a toolkit or a booklet. This toolkit or booklet should provide a step-by-step process that can be tailored to the specific needs of the project, similar to a business plan. It should also include financial strategies and case studies. Key Process Indicators (KPIs) were discussed as a way to ensure accountability, but they should not dictate the entire process. They should be open to revisions, clearly defined, related to project milestones, and based on a combination of short, medium, and long-term goals.

- Possibly add progress indicators to show the value of what has been produced. Progress indicators help promote action and ensure accountability, and they can translate into advocacy. They ensure we are on the right path and can be adjusted as the project develops.

2.2. Detailed Transcription of the Workshop Discussion:

Time + name

[00:00:29] Enrica Dall'Ara	Hello, everyone. Good morning. I'm sorry to those I don't know. Full respect. So, we can get started with the third workshop this morning. Welcome to everyone. It is important that when we start sharing our thoughts, we say again our name for the recording device. This morning's work is specifically on the road maps as you know, and hopefully you had the chance to see in the exhibition, every site produces a draft, the first draft of the Road map to equity social value and sustainability. And today we will share impressions and insights about these first drafts trying to identify key components that make a road map effective and defining also common knowledge and action goals for the road map. There is an expectation to discuss long terms, medium terms, so a timeline regarding the implementation of what the road map is stating. So, we will display on the screen, the 14 Roadmaps. If any of you had a role in developing your sites road map, it would be great to also have an overview about it so that is the plan for this morning. Do you want to add?
[00:02:57] Izabel Amaral	Yes. Izabel Amaral. Thanks, Enrica. That's just for the first time you touched the mic. Yeah, I think that we could start a good discussion if we show some of the road maps and if we have people who worked directly on the elaboration of a road map give us an overview. So, I was involved secondarily in the road map by Université de Montréal, and it was really produced by other of my colleagues so I could have maybe someone else starting if you have any volunteers to break the ice here, give us an overview. Yes, we have all the road maps, OK?
[00:03:44] Shauna Mallory Hill	Alright. Shauna Mallory Hill, University of Manitoba. So, we'll get the picture of our road map up. I have to say, very diligent research assistants helped put together our roadmap. What we more or less did was kind of a timeline of what we've done so far. I think I mentioned yesterday that our main activities for the past two years is to hold roundtables. So here you see a summary of all the round tables which we held through Saskatchewan and Manitoba in the past. So, road map round table one was about rethinking quality and housing design, again from an indigenous perspective, to sort of like we did this morning to say, OK, what's quality if you don't have housing? This one, we did a number of activities. We had keynote speakers, and we did some cultural based activities where we did some bead making. We also visited our biomaterials labs and our skilled Trade Centre at the Red River Community Centre. So, we had an opportunity to redefine what quality means and what we put on the road map is key quotes from each of those roundtables. So, you can see in the first one we talked a lot. What about the Indian Act, about the barriers and the structural racism? I don't need to go over that. We just talked about that a moment ago. Round table two, we went hard on lived experience. We went into community and Big River First Nation one house many nations were delivering one of our tiny houses. This was the 3rd House that we delivered into community, but we also did a design build session and some photo elicitation where we talked about where we are, where we're going and how we're going to get there through the photo elicitation. And then we actually did, swinging hammers building with the youth in the community and really, that's the best way to talk about housing, over building and trying

to build something and understanding how design informs the build and how the build is informing the future. The third-round table we started with a huge group of folks from Dialog, which is a very large architectural engineering firm. We went out again into community in Starker Farms just outside of Kenora Northwest and Ontario. And we did some land-based education activities as well as had panels, indigenous panels and talked about what are the barriers to in using two-eyed seeing in practice and developing a two-eyed seeing delivery process and thinking about how to kind of redefine how we do design practice with the two-eyed seeing and it really came again, as I tried to push yesterday, the idea of stewardship and staying with the project, staying with the communities past the time. Staying with the land on which you put your buildings, that really came very strongly out of that, that round table round table 4:00 we went up north to Thompson, Manitoba and to York Factory First Nation. This is a community that we got to. We went up to Thompson. It is a good 8–9-hour drive to Thompson and then another three hours out to the split Lake community and then an hour on an ice road which was only open for five, five weeks this year because the period of ice road season is getting shorter than 45 minutes into the Bush to come to York Factory and York factory. If you know geography at all, the factory was on the Hudson's Bay, but this community got booted out of their original territory into Split Lake, which is which is interior. So, they can no longer and mount up a hydro has built dams which have put the mercury levels so high that they can't even hunt fish there because the mercury levels have made the fish poisonous, so they have to be very careful about where they harvest food. Anyways, in that community we are building a Skill Trade Centre to train folk to build houses in the community and they're also building a dormitory so folks can live. Youth can live in the community and not have to come down to Winnipeg, where a lot of bad things happen. They get to be trained in community, they're going to do prefab housing and learn about plumbing and mechanical and all the rest, and they've built these other you can see an example, the house in the bottom right corner where they've been building these little houses on screw piles and starting to use again the youth learn by doing so. They've been building the houses. We did this gallery walk in Thompson and what was really interesting about that is that there's an urban reserve, they're not calling an urban reserve, being built in Thompson, which is mixed-use. And so, we met with community members from all the housing managers from Kuwait and Tribal Council, which is a whole. I think there's about 12 different First Nations involved in Kuwait. Tribal Council the chief was there. We talked about that, but was really neat as we collaborated with Social Work North which is the University of Manitoba faculty that works up in Thompson delivers. And we're talking about all the social support systems beyond bricks and mortar, about what it takes to actually get people housed and then what happens after, again, stewardship of the people. So, you need support for, if you never owned a house. You heard Guardian Berry yesterday. We did. That was his house you were delivering and you know first time he's owned a house, he has to fix the roof. It's a lot to be involved with that for your first time to going from being houseless to having a house and all the responsibilities therein. So social work was really great to talk about. What are the social supports you need to be housed and all the, you know, folks that are coming from addiction and all other kinds of challenges and poverty. So, it was a really very informed event and you know was interesting because the housing managers were trying to develop new housing. But meanwhile we're getting calls from, oh the plumbing's not working, the heating's down you know there, I got a Wolverine

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under my deck, like it's constant calls. That job is just overwhelming and there's one person, unreserved usually, that takes care of all the housing responsibilities for the community. And you know, there's no Home Depot in some of these communities, they're super remote. So, what you'll see if you go and see the actual one. Hard to read here, but you'll see the quotes we took around from each of them. We've got hours and hours of transcribed conversations from those events and yeah, Meg wasn't there, but Athabasca had a few members of their team were also on. We had hybrid version. We had an owl in the room at the gallery walk and they were participating as well. So that was kind of new. We had kind of collision between the two groups in the partnership. So that's us.

[00:10:50]
Izabel Amaral

Yeah, I have a first reaction on your presentation, Shauna, thank you so much for doing an overview of what was on the road maps. So, my interpretation of this road map is a narrative of an exemplary practice and story about community engagement. So it's a road map of storytelling as a way to provide, a way of doing so, how can we improve this type of roadmap that is being invented now by your team so that they can actually work with others, for other sites, for other communities because what I feel is really what a road map that tells what happened, and it is a way of telling others ways to do. Maybe you can have an answer or maybe not.

[00:11:48]
Shauna
Mallory Hill

Yeah, I think it's very interesting. I should make a remark that one of my students used AI to generate that symbol at the end about this vision of where we want to get to be housed in Community. This was the image, the AI generated anyways. I think one of the really important things I'm taking away from this experience is building relationship and about its action-based research. Those of you are familiar with action-based research and being involved with community. But I think the design teams are saying, like when we were with dialogue in Kanora, saying we get a project, we got to get her done. I know projects take a long time to build, but it's four years. We have no time for consultation, and then we're getting to know, and having the fees and all this stuff with our research project. Five years, that's a long time. But really 7 generations, if you really want to stay connected to the building and the community. So, we're using some, like photo elicitation, like gallery walks, we're using some classical participatory research. We're not really reinventing that, but we are embedding those culture-based practice. We're taking the time and to be respectful we do smudges. We always begin with elders' engagement in the in the process. And it's not just ticking a box. It's very much embedded in the process. I think it's a lot about slowing things down and taking the time to build. I mean we're recording everything and we're learning a lot, but we're learning by doing. And I think that, I mean, we talked a little bit, Meg you're following along on some of the processes, and you don't realize what the problems are until you start to educate yourself about things. And I mean I had been on reserve, but not really been on reserve as I've been in with this project and then going, oh my gosh, there's a lot going on here. And some of the design strategies that make so much sense for sustainable design, and let's put on solar panels and let's do compost toilets and then you go, Oh my gosh, there's a lot of waste. Even dealing the garbage on in these remote communities or even in the ones that are land connected, is extraordinarily difficult and a youth doesn't have a car. So, you can ask them to go get propane tank filled. So, it's a lot. We're collecting, building case studies, and I think that you have to be willing to build the relationship with the

project, and I think that would be the same for where's our folks that are doing the waterfront? You can't just go and take the data from the homeless folks and say thanks. You have to actually do something about it, which is a little bit weird for academics, a little weird for practitioners, but it's a real commitment and it's hard. It's like deal with climate change, like this is suddenly boots you in the face and go, OK, there's houseless and it's structural racism, it's money it's, there's lots of things going on in the process. So, I'm not really answering your question, but I think relationship building and respect and not running away when it gets hard and just taking the time to ask a lot of questions and be present. Yeah, I think that's. But we've had folded in a lot of participatory research methods, like photo elicitation, which was very effective in design building, which is also very effective that that they actually had those. I think you have to meet people where they are. A lot of the youth are very shy as you saw this morning, they were all my folk hiding back. Then I'll get up there and they didn't want a trauma dump, they said, you saw the one girl who got up and she's just like, OK, she's kind of laughing, we had to go pump the water, but then really realizing how extraordinarily traumatizing that is. She lives in 3rd world country conditions in our land. So, you know we have to be really respectful when we come and ask questions because it's very emotional. So, I mean that's a very long answer, but yeah. Come on, push me. See if I can if I can articulate something.

[00:16:10] Izabel Amaral	Yes, I think it's for your team. You cannot answer that right now, but would there be a process flow for what you have done that could be like graphically synthesized in a way of doing, how do you start steps? Even if it's a choice of steps and the choice of doing things that goes on a time flow that we cannot really see because right now the map is on four round tables, but actually there is so much more and there's so much more things involved in the process that we could not fully graph the theory. You hear your full explanation. So, would that be possible? It's a challenge.
[00:16:50] Shauna Mallory Hill	Yeah, I think if you ask any of our team members of what we think our main output is going to be, it's not going to be about a house or designed for a house and community. It's going to be about a process for how to get there. And that's more or less what we're trying to get to say, this is how you engage with community, this is how you work through a design problem, this is the other social support pieces that you need to put in place. And we're going to work towards kind of methodology for how you engage in two-eyed way seeing. Of develop delivering homes in a community led process. So that's our objective, really to get to a process, not a solution in in that sense. Yeah. I think that's where we're going.
[00:17:39] Grace Coulter Sherlock	Yeah, I've been like chopping at the bit. Grace Coulter Sherlock. So, synthesizing one thing I'm hearing, and it's very interesting, in order to do this process, I think that it would be really helpful to describe the strategic, resources and attributes needed. This is a very time, labour, funding intensive way of approaching the problem and I wonder if we're like looking across the whole aggregate of these roadmaps. Each one of them is going to have like a certain level of how they would be able to cascade and permeate, and I think it would be super interesting to be able to build upon what would you need to continue to replicate that? Like the exact secret, it's like we need this type of funding, we need this type of students, we need this type of access to ice tires or whatever. I don't know.

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[00:18:43] Shauna Mallory Hill	I need to include a picture of my car in the ditch. Yeah, cause 4-wheel drive not all-wheel.
[00:18:50] Grace Coulter Sherlock	Drive. Right. OK. Yeah, that just sounds so sketchy, but I think having those ingredients that allowed this journey to continue to happen because it seems so powerful. Also I just had this, I wrote it down when you're talking about the Skills Trade Centre, have you guys explored accreditation for that or would it not be necessary?
[00:19:13] Shauna Mallory Hill	Yeah, they're trying to do micro credentialing and Red Seal kind of certification. For those of you don't know, Red Seal is a sort of a different version that they use a lot in indigenous communities for skilled trades training. They're hoping to get certification. They haven't been in here, Alana and Paige are our participants from York Factory are actually U of M students, and we are using tax grants to fund them to go to school. So, they're becoming trained to be architects. Yeah, like those details I think are super interesting because then you could take this to a lot of different communities and say partner with the university do all the things. I should just differentiate, again, we're kind of being pushed by our community what they want, right? So, One House Many Nations is delivering those tiny houses by building the homes through skilled trades. In the high school gym carpentry shop, so Alan's here, the carpentry teacher. He trains at risk youth to build houses. They learned all about. They build the tiny house and then it gets delivered to community. And then our community members, the youth are helping to design those and everyone, they learn from what worked and what didn't work, and they live in them. And then every year one of the youth elects one of them that's going to get the next house. So, Walter, who's also here, he's getting this year's house. So, they're floating around and that's One Houses through the high school. And York factory is doing through building the skilled trades and building a hub in their community which is non road access, they're only fly in. So, they're going to build the hub there, train on community, and then deliver the houses.
[00:21:09] Meg Berry	Can I just jump in quickly? Meg Berry at Athabasca. I echo what Grace said and I think like the step by step because when you were speaking, it reminded me of ethical engagement and creating ethical space and the work that they did for pathways and how that was laid out. So, step by step that people were able to just take it and run with it. And it is a foundation of so much consultation and engagement right now. I think that is super helpful, especially with the dialogue that we had yesterday where people were like how you do it, you tell them how to do it, and then you're leading by example and that's knowledge mobilization right now because you are the mentor to like everybody else. That's going to come along, and they did it, so we can do it. And it's just such an inspiring project and I love hearing about it.
00:22:01 Shauna Mallory Hill	Yeah, we'll do a better job of outlining our steps. It's been a bit messy, right? It's been a bit trial by error, so I have to say that it was not so clear all the time. But I think that's so super important too, because so much of engagement and consultation and relationship building is awkwardness. And if you're not uncomfortable, you're not learning, and then you're like, well that was a very smooth engagement session. And it's probably just because we talked about something that wasn't pertaining to the project.

00:22:31 Meg Berry	But that's really something that you could speak to as well. It's wonderful because nothing is perfect.
00:22:49 Michael McClelland	Michael McClellan, ERA architects. Fantastic, what you're doing, I think it's great. I had questions about issues of relationship and building trust and going into a community like that. I've done similar, but not exactly the same kind of work. And there was zero. First question about just how do you establish trust? And how you get the support of the community and that they're all these shy people were able to trust in you. And then the second part of that is the relationship. I was talking to Guardian bear yesterday, with amazing guy, but he said he wants to be an architect. He wants to study. I think that's fantastic, but what I worry about in programs like this, and it happens a lot in in academia, you do the research and then you stop the research and you're done. And so, what's the potential for continuation of that relationship? Because he's going to need your support.
[00:23:57] Enrica Dall'Ara	I need to do the brutal job. Sorry, so I want to because they advised to follow the script, so it's not me. I try to keep the schedule, so by 11, as it is approaching, we also have to address a follow up question that is about what do we think are the key components to make an effective road map, and what is these efficiencies? I think we have already start touching how the experience can be translated into processor that can be applicable to other cases. I would also say that very practical specific visualization strategy, because still as the road map has a diagramming component that is relevant to really try to concisely define the steps and the contents. So, if while addressing as this conversation, we can also go into that level about contents and representation of the matter.
[00:25:35] Shauna Mallory Hill	So, I'll quickly address Michael's question and I think it's helped. I can be the case study if your critique of this is helpful to me because it helps us and based on your own roadmaps, you can say, well if you go to mine then we can maybe address the chairs issue about how to better represent our roadmap. But I do want to briefly address your question, because it's really important and it may be important for anybody that's engaging with community, with your homeless or whatever they came to. Yes. And the other big thing was in One House Many Nations that came out of it a little more, which was an activism, and they actually fight Band Council all the time to try to get something happening in York factory. The current chief is a builder who is initiating this whole build of the Skilled Trade Centre. He's up for election, the terms are limited by the Indian Act and if he gets voted out our project is in jeopardy. We had trouble getting the road built into the tiny house location. We had the tiny house, it's still not on its foundation because the band council won't give the money because they choose who gets houses. So, they're really angry that these youths are getting houses this way without going through bank council. So, it's not an easy road and the structures that are set up by the Indian actor and the misogyny and the and the frankly male dominated band councils are getting in the way. And then funding, making the shift, which is funding One House Many Nations have been looking for addressing homelessness, their funding's being pulled. So, this is our last year of funding, so there will be no more tiny houses after this year. So, you're right. Like I want guardian bear to be an architect. I want Walter to get his house and the other youth that are still in the program to get their houses, but we're up against it. So, we have to go

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	to the Athabasca and say, can we collaborate and get another grant and to build more houses.
[00:27:24] Michael McClelland	We'll just come back to that because I think this may be part of the road map. The issue, if you're doing it, has to do with ethics in research. But I think it's part of to follow the ethical route in terms of research.
[00:27:44] Izabel Amaral	I'd like to invite Sonia to talk about the road map from McGill, which is a totally different style of road map. And then give us any kind of overview on this road map so that we can see what works.
[00:28:10] Sonia Blank	McGill University. Sonia Blank. OK, so I think what's interesting about the project is that it tackles. I was approached by McGill to talk about, to work with, around homelessness at night, but there are other parts of this project that are also about, like LGBTQ+ nightlife and club culture and also night movements. So, everything related to activism. The project is not only about homelessness, but it's also about these other movements or these other activities that happen at night. As I mentioned before, I'm not the one that was involved in putting these maps together, but we have been working through different workshops and trying to understand how the 24-hour cycle and the city has impact on different groups of people and mostly questioning this idea about ethics. Also, when we are doing this kind of research, in terms of what is presented, it's really about the lived experience of marginalized communities and trying to understand a bit better and what the needs are. I think it started with maybe a more academic approach and it rapidly transformed as they were working with us and other organizations that you cannot just come and ask questions and you cannot map what you want. I think we have been mostly discussing that and I can speak maybe a bit more about, like my community engagement, because I think it has a lot of similar kind of points in terms of building trust and yesterday we talked about the fear in the last session and I think that's something we really have to break. Also, in terms of the research, I know we have to do it slowly and in an ethical way, but I feel also like we are putting a lot of barriers on ourselves and it kind of re-stigmatizes in a certain way. Like what we call the other, as we were reminded this morning by the youth, is that we are all equal the same. I think that's something very like important teaching. And also when you go to the community in those places. What we do is just eat, draw, and talk and not ask necessarily questions. I don't know how to really explain it honestly, but the I feel like the relationship becomes something reciprocal. Exactly and rather than me coming and wanting something, it's more about what I feel like, we can work together on and reorienting the research towards what the Community needs and what has been developed with one of the organizations. UM is like indigenous peer with harm reduction patrol. So, every night they go around the neighborhood and it's a specific part of Montreal and what they were telling us is like, eventually they would like to work on their project and do like night walks to document this kind of process and see how we can redo this kind of process. But I think it has to come from them. In terms of when we do things and if they want to do. So, it's really like we are there, but there's not a specific goal that we are looking for and I think that's why also the research is really moving a lot and not in a very clear direction because we are trying to be open to how the field is evolving. So that would be maybe something to say. Should we go to the other place. Yeah, maybe. I don't know.

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[00:33:51] Enrica Dall'Ara	So maybe it is also, we all see the structure of the road map, how do you like conceive of the structure, the flow of the contents, the relationship between text and graphics.
[00:34:17] Sonia Blank	Are you asking me? Yeah, I think as I mentioned, I'm not too familiar with how it was put together, but I think the first step was really to understand the needs of the different community and then there would be some kind of idea to get into the policy part of the project. So, I don't know if that's something like you can see, like recommend. Recommendations are made by the firm of design and policy guidelines because that has been the barrier that was identified. A lot about nighttime is how for certain people, the space becomes very important and for other people it becomes a space that it is unsafe. So how can we address that with the policy making. So, the field informs us on how to have more policy informed. Yeah, guidelines. So, that's what I would say.
[00:35:41] Nic Kuzmochka	Nic Kuzmochka. So, thinking about both of these projects and thanks, Sonya, I really found one of the things that you touched on is how much the projects change and I feel like that's one of, potentially, the weaknesses and the frustrations of these kinds of roadmaps is that I don't think they catch transients very well. It feels like a finished product. If I had just looked at this road map, I would not have thought about all the ways that the project has shifted. I would not have thought about the ways that it's been citizen defined and similarly for us like with our project, we really expected to go into these schools and to kind of just talk to people about how they use things and then compare it against architectural plans and see that like. They're using them very differently, and instead we've found all of these massive political issues of overpopulation, and when you can build a school and what it has to be built to. So, we've encountered something that we completely did not expect to encounter, that's been defined by our participants. And so, I think when producing documents like road maps, I think in our current funding structure and politics of research, we're incentivized to produce something that looks done and looks concrete, and in a lot of ways, the value of this kind of work is that it is not done or concrete at any point. I think that if there's any way for the structure of road maps to become more amenable to recognizing the in-process nature of this kind of research, I think that's an important step to work towards.
[00:37:26] Izabel Amaral	Thanks, Nic. Should I question you now? How can we graphically convey the idea of a flexible process that is ongoing in a map? Maybe other people could also give some thoughts on this point because this map is very clear because it shows the start point, the destination, and the steps in the process with many nodes that probably already evoke the changes during the process, but you're right. Well, maybe something we've been trying to do is also kind of document. OK, that's crazy. There's a map about how every relationship happened in terms of persons, organizations, and funding and who. So, we're trying to see also like in terms of the process, what brought a certain people to that to that place? What kind of shifted and kind of mapped that in a way that is not like a conventional map but is like alternative kind of mapping. So maybe that's a way, like instead of having something that is flat, it could be something interactive where you can see how the different relationship evolved through time, but also with little drawings and colour codes made it super confusing because there's a lot of them. But also, you understand pretty quickly how the

process is transformed and other ideas also to trace back maybe. Just one part and try to do a little like storytelling about how this changed through time.

[00:39:17] Sonia Blank	Is that in the map in one of the figures?
[00:39:19] Izabel Amaral	No, no. It's not in there
[00:39:22] Sonia Blank	Exactly seems interesting, like the network of actors, the evolved network of actors could be an important element to include in the roadmaps.
[00:39:33] Izabel Amaral	I can just tell a little anecdote because it's a fun anecdote. I was contacted by the police. First, to do an architectural intervention in a neighborhood that is inhabited by a lot of mostly Inuit people. And the first thing I thought is like, why is the police asking Architecture Without Borders to do an intervention in a neighborhood where we don't have a presence. So just, questioning that straight away and then what we decided to do is just like, OK, we'll just go in the community and ask like people there. And that's how I actually go to. So, it's because of the police that I'm there. But now the police are not included anymore. It's like for now they're not. I think it's also interesting to map where people come from and why they come and always be like critical of like, who brought you there, why what was their interest, what are their values and can we shift this around and now we have these big projects with indigenous communities to reclaim a lot of the land and we're all working together to do that. And the police don't know, but that's OK. I think it's. I mean, that's just an anecdote, but it's just to show how not linear this process is and how it shifts so much. That's just an example.
[00:41:10] Izabel Amaral	It's a great example because it could be a great lesson if police start, but the first, reflects on a problem with contacting architects. It should be, we have to figure out ways to get more input from them, so that actually should be more work on the field.
[00:41:32] Grace Coulter Sherlock	No, it was. It's not recording. Architects is just not responding with force, like responding with who's better.
00:41:40 Izabel Amaral	It's always worth recording.
[00:41:43] Meg Berry	Yeah, that must have been a really enlightened police. No, I don't want to say enlightened, but a forward-thinking police officer, that was like, my presence here is going to be very detrimental, but somebody else's presence could be helpful. So, they extracted themselves from the situation and facilitated putting you guys in there instead. Yeah, that's pretty big.
[00:42:00] Sonia Blank	At the same time for us, I think we also had to then extract ourselves because we're not part of that community, not part of that neighborhood. So instead of responding to that, just being very critical and asking ourselves these questions like why would they ask us to do that? What is their problem? And

then going in that neighborhood and I will say this, that this is like stuff I don't do during my working hours. Like I just go there and build trust and community and actually learn from people without expecting anything, and I think in a few years then I will be maybe able to help them find a solution that can actually be adapted to their needs. And not just arrive and say like, we put a bench on that corner, put a bench there and put a bench there. The whole neighborhood is going to scream at us because they're going to say that we're letting people drink on the street and nana and it also means, I don't know. I don't want to go into the details, but yeah.

[00:43:21] Izabel Amaral	You have enough time to go.
[00:43:23] Enrica Dall'Ara	I don't think so, but there is a wrapping up moment about what we were discussing. So probably we can use these 15 minutes to both continue our discussion and summarize. So, they ask us to select main impressions, insights and the main components that make an effective road map and that would be specifically what the student will report during the summary session this afternoon. Who is the student? OK, great. So, if we can just find the like consensus on a summary and if someone would like me to pop up as their examples.
[00:44:34] Izabel Amaral	I would like to use Université de Montréal as the example because it shows a matrix. It's not a totally linear map and its a map that starts to lead towards actions. Installing. Actually, it's a map that reads horizontally. So, the lines continue on from one side to the other. Through different themes that were identified by the research team. So, the first was of course acknowledging the blind spots. That means the barriers and then integrating lived experience, then recognizing the creativity and inclusive quality of accessible design. Accessible design being much more than just the norms and then updating policies and code. There's this column of the barriers and then decision-making dilemmas, and then the avenues for actions on a short term, middle term, and then on a long term. So, the team really identified that the political actions were on loan for a long term and that the educational actions could be on a short term, because it's easier to go very quickly. Just have some research or studio the next semester that addresses something very specifically. And then the avenues for perfection of practice could come on the second. So yeah, go ahead.
[00:46:19] Speaker 1	At first there is the list of the four major stakeholders on the research and then the students. Also, we are working with accessibility in terms of physical and mental. So, we have the stakeholders from the mental health and clinic sectors and also from the other universal accessibility issues. Then we are way through the round tables. We focused to find out the current barriers and obstacles and what are the decision-making dilemmas that can be solved throughout the roadmap. At the end, can you go to the sentence? So, you can see we have goals for the road map in three. So, for the short term, we are focusing on the educational sectors, for the second half and the middle term, we are focusing on the professional sectors, and for the final and long term our goal is to make some policy actions that will be mainly the field in Montreal and maybe the Quebec. So, we can propose some policy guidelines that can ensure accessibility and other special needs. And if you see at the diagram, we took the inspirations from not the motto of, "Nothing about us, without us"

it's the motto for the people who have the accessibility issues, and you can see here the research and education through the professional service and the public procurement. In the built environment, all are getting connected. Architects and the city's stakeholders. And if you see the blue line, the experts in the public medical supports and the green line at the end, the mediators for design in municipal disabilities all are connected, all will be connected by collecting the lived experience. But the here as you see in the NB the transfer of knowledge. Between the collecting of lived experience and the actors in professional service in the public sector, that will be the green. And the public procurement remains unsolved, that will be the purple one, and we hope that our road map can create this link between the green stakeholders and the purple stakeholders. And we put people in the centre that represent the collective linked displays because we will be collecting lived experience from the people. That's it.

[00:49:27] Grace Coulter Sherlock	Can I make an observation? What I really like about what we just went through 2 examples. If you were to try and distill down the how, there's a lot of like people and it's quite situated with like time etcetera. And then this road map, although there are elements of it, it also is this sort of a catch basin for a broader policy level of change. So, I think they're almost like on two end parts, two ends of the scale. And this reminds me of something going on in Calgary with blanket rezoning and housing. It's like, OK cool, allowing for laneway suites isn't going to fix the housing issue, but then also focusing on TD. And also doing this and that's how you get to comprehensive and systemic change globally across Canada. So, if we were able to map out the road maps across this to identify which ones are targeting or have the ability to do maybe more impactful blanket approach versus the ones that, through the very nature of how they're being achieved, need that more labour-intensive community based strategic approach. It would be such an interesting range to observe.
[00:51:04] Izabel Amaral	Thank you. Anyone would like to add right now?
[00:51:12] Izabel Amaral	Yeah, anyone would like to have another map popped out so that we can see. I know that there were really different categories of map.
[00:51:44] Justine Bochenek	Justine Bochenek. I wasn't involved in the actual making of the map. But you'll see like the four lines is sort of a different approach and it's the sort of four kind of outcome themes that we're looking to achieve through the projects. I believe that the themes are all part of these opening questions. We have this sort of, how can the definition of design and excellence be expanded to further include feasibility, well-being, inclusion? Actually, I think the themes are written very faintly on the lines. I wonder if someone closer could read them out.
[00:52:43] Izabel Amaral	Then you do your line weights.
[00:52:51] Justine Bochenek	Scroll towards where the lines are. Essentially, the lines are associated with the different projects. So, we have the red line as improving processes, the green line is for pedagogy, the black line is for thinking about time, maintenance, thinking about how we recreate or how do we keep up quality and then blue is people's experience. So, a few of the projects touch on all

	four of the lines. A few of the projects only do one, but I think this is maybe a different approach than what we've seen with the other maps and that's still the thing I really wanted to point out about our map. There is a sort of future aspect of the map as well. There are a few projects that are either in the pipeline or like hopeful to be achieved.
[00:54:01] Enrica Dall'Ara	Examples is that again, I'm a visual. You used the two pages to create a single panel and expand as the flow in a timeline structure. Two examples that we saw now were. So, it is interesting. It speaks to the need of time of the processes, that needed at least 2 pages to unfold. Legibly, the process. That's the curiosity, trying to summarize for our reporters.
[00:55:06] Izabel Amaral	Yeah. So, what were the main components of an effective road map? It shows the constraints of time. Search shows the logic of time and unfolding of time. You can show the actions storytelling at the navy connection of stakeholders and the network of actors. What else did we grasp from today? The lessons learned from project experiences or individual experience through recollection of lived experiences narrative.
[00:55:44] Nic Kuzmochka	I think it as well shows change in process. So, the idea of it being somewhat instrumental and applicable actualize.
[00:55:59] Enrica Dall'Ara	I think we can also address the topic by questions, not necessarily answers. So, there was a question, how to provide a sense of continuity, tools for continuity. So ethical process. I think that was another aspect and you mentioned how to capture transients. How to capture that is the process? Is not necessarily linear or complete, or envisioning an end to it. It could be an open an open-ended process.
00:56:48 Sonia Blank	Maybe something to add that wasn't I think talked a about is the idea of funding. Maybe in the road maps we should have kind of if it involves other types of funding, how it resources and everything because that's a struggle for every community. That's also for the university, it's already a lot of time to get the funding, but then you get in the Community, they don't have the means to get funding and all the time that is spent on actually trying to get funding is I would say like 3/4 of the time and the insecurity around that. So, I think if there's also something that the road map should include is how to get these resources, what are the strategies? Something clear about that, also with like the phone.
[00:57:45] Grace Coulter Sherlock	Can you in community buy in, what levels of government do you need? Is this a municipal? Is this a federal initiative? Is this like whatever the levels of buy in from those key stakeholders that could either like take down barriers or create roadblocks unnecessarily?
[00:57:48] Sonia Blank	Yeah.
[00:58:18] Meg Berry	Speaking about you, OK. I have four points, so we might need to condense increased legibility, visualization and images, and scale back slash summarize

	knowledge. That was my own one, so maybe we don't need to include it. But OK.
[00:58:40] Enrica Dall'Ara	The visualization is key and also is something we need.
[00:58:45] Meg Berry	The second one is, show the constraints of time, network of actors, lessons learned from experiences and narratives and show change and process. So, fluidity, continuity and ethical process and capturing the processes that are not linear and that in some instances there is no end to the project. Identify funding and resources and transparently show how to get these resources. The strategies that were taken and how to ensure community buy in, and this includes all levels of buy in and key stakeholders that can either take down or create roadblocks or remove roadblocks. Let's do that instead. Are those the key ones or do we have to change that? I will wordsmith those statements.
[00:59:39] Shauna Mallory Hill	I think next points I can speak. I thought he brought up some good points about how the road map itself or how the projects tend to look finished and that the interactivity of it might be a great way to overcome some of this very flatness of it, because it is messy and if somebody wants to delve into it, it'd be nice to be able to interact with it. If you were interested in a piece of it, you could jump in and see a movie, or you could jump in and get a definition of what photo elicitation is. Whatever it is, it needs a little more interactivity and it looks so finished and it maybe needs to represent the process work a little better, I think. Then again, I'm stealing your words, but I wrote them down, but I think that we need to talk about some of the weaknesses there and I agree with him. It's kind of connected to the funding because with CMHC, we got this big old grant to build that Skilled Trade Centre and they said you have a year to build it? What the hell? Why did you put such an arbitrary deadline on it? And you know we've got these five years with the grant, you got to do this and the other thing, and you have to produce something that sure can be happy about. So, there's kind of an embedded limitation always on these pieces and stakeholder engagement. If you really want to build relationships, it takes time and ethics and respect and continuity. And I think that's in by jumping on this bandwagon we now have a commitment. So, I think we need to recognize that weakness in it. No, we're never going to get to the destination is the point I'm trying to make. It's a road map. We have a vision, but we're never going to get there in these five years.
[01:01:51] Speaker 1	I think this discussion we will have in OSHA 4; I know what will be missing in the road maps.
[01:01:58] Shauna Mallory Hill	Yeah. In the second part.
[01:02:12] Enrica Dall'Ara	If the reporters have are good, we can move to the second. So, the second part of the workshop has a first question and two follow up questions. The first question is what are common knowledge and action goals for the road maps? And we already addressed because we were in between discussing what was already done and projecting into other broader ideas and follow up questions.

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	Should these goals preferably be short, medium, long term? Should the progress indicators be associated to the road map?
[01:03:28] Izabel Amaral	Progress indicators? Let's say the number of houses delivered, not just numbers or the results of the project in terms of improving the quality in the built in environment or let's say law proposal could be.
[01:03:48] Nic Kuzmochka	Things that should prove you did something.
[01:04:05] Enrica Dall'Ara	OK. Yeah. So, this is what I was recalling. These are three points in the second part of our conversation. And we didn't mention before, but there were people already looking at that. There is also the program and the CDC collection of materials, a diagram showing an idea of structure for the road maps that can build reference for creativity. We stay with the questions now we are and if people have some questions.
[01:05:09] Nic Kuzmochka	So, where it says common knowledge and action goals for the road maps? Does it mean like common knowledge and action goals of the projects that are portrayed through the road maps or the common knowledge and action goals of the road map as a tool?
[01:05:26] Enrica Dall'Ara	As I interpret it, but is my interpretation is to find something in common across the 14 sides. That is what I interpret because on one hand, as there are different approaches, but if we think that there is something that shouldn't be missed in any of them, but probably I'm wrong, so free interpretation.
[01:06:00] Sonia Blank	Sorry, I'm talking a lot. Maybe something that I'm just going to try to do, a constructive critic about is our will to kind of universalize or find like convergence in everything because I think the richness about 14 different sites is that they're not the same, it's that they're all completely different. Maybe there are some things that repeat, but I don't know if we should. I don't know. It's just my first thought. But should we try? Like kind of universalize or like generalize some things that are common to everything, or should we try to find the richness and the diversity and in the way people in these different sites are bringing something? It's just a question.
01:06:59 Enrica Dall'Ara	Again, just brainstorming, because I don't have the answer. In terms of contents and process, I believe every site has a different topic scope, case studies or engagement with projects in the communities, so I don't think we can have content template. However, I read this question as trying to state what every site should address as we were discussing before. Ethical process or envisioning the stakeholder's policy or funding I think is more about what we would like to see addressed. In the different, in all sides, then tailoring the contents to the specific project. I don't know.
[01:08:14] Grace Coulter Sherlock	I'm wondering. I feel like I'm just observing so much, but one thing that really stands out to me. For example, instead of trying to find a commonality between this two research. I wonder, like Sonia, if you were to take, I've had the pleasure of very late nights in the beautiful city Of Montreal, it's such a different urban dynamic than what downtown Edmonton feels like, or

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downtown Athabasca would feel like at night or whatever. Some of the learnings would persist, but if you had your road map that is very situated, I wonder then if it's about amplifying this. What we've learned. It is very much about our community. There are going to be things that would translate then to Edmonton where it's like the restaurants are closing down at 10:00, but there are still other cascading urban issues in thinking about what happens at night. Sure. It's almost like understanding how the specific research process could be amplified would be really beneficial. I'm sorry and like I'm like totally derailing from the ask of the question, but that seems like a good road map. Yes.

[01:09:36] Nic Kuzmochka	I am to be, you know, super sociological, really agree with Sonia. But I think that also the recognition of difference is a commonality in the sense that I think that one of the key things about each of these projects is that they are deeply rooted in the places where they're happening. The built environment and interactions with it are like necessarily place based and so many of us have talked about working with our specific communities, whether they came to us or we go to them. And so, I think that one of the unique things about all of these projects is that they can only happen in the places that they're happening and that they require that kind of in-depth relationship building and analysis. So, in part, I think that one of the more generalizable lessons for the projects is that they have to be cognizant of where they're happening and both in the attempt to produce more generalizable things and processes. It is often about recognizing the need to adjust and be flexible to specificity.
[01:10:53] Justine Bochenek	That made me think, I wonder if we can build in adaptability into the road maps and that could be like the common knowledge, like showing options, like this worked in our community, but could it be that it wouldn't? This would maybe work somewhere else. Better like having multiple methods built in, I guess that's going to make it busy, but I love the idea of the interactive component. I'm almost thinking like a choose your own adventure kind of. Yeah, exactly. Like, are we making a game?
[01:11:36] Izabel Amaral	I would try to see if I could capture the two common knowledge because we really have to give a list of two common knowledges or goals.
[01:11:46] Enrica Dall'Ara	Scrolling because I read several times, but then I forgot. Also, it seems that they have an idea they want. They would like us to get through top knowledge and action goals for the road maps, so I interpret as something that all the sites should address.
[01:12:11] Izabel Amaral	I say #1 relation to place and community in specificity. #2 process two quality in the built environment, the components and the adaptability, flexibility to get there.
[01:12:33] Enrica Dall'Ara	I also want to keep on the table the idea of the format of the road map. Again, on one end is about contacts, on the other end the road map really is about how we represent and communicate things. So, the idea or the question could we have an interactive component of the road maps. I would keep it because for now is a true page of graphics.

[01:13:10] Grace Coulter Sherlock	I would also say maybe there's a behind the scenes component which is more like a business plan. I feel like I'm playing into a part here, but there's the part that's broadly accessible and understandable, but then someone just like written a Word document. And says, here's how, here's what we did and it's truly like a step by step. This is the funding, these are the stakeholders, these were the barriers, this is how we navigated around it, these were the resources. How to write the business plan for how you could do it again or did it?
[01:13:55] Justine Bochenek	I'm thinking more of like a toolkit then yes. So, like you have your like visual component and it can be very architectural artsy, but then also like you have a full booklet that gives you the step by step. It has your specificities, but also your adaptations built in, like business plan, but make it artsy.
[01:14:24] Sonia Blank	Maybe also something is to take advantage of these moments because we're talking a lot about participatory process and co-creation and everything. But I think a few of us said we were not involved in actually doing this. So, I think maybe even just one session at sort of a convention. This could be to look at what has been done and try to work on it. I don't know like if there's a certain way to really react to it and give like constructive feedback and use this kind of session to also like maybe talk about this. So, in the spirit of collective reflections about, how to actually do their road map, could also maybe be a something to do?
[01:15:17] Izabel Amaral	We still have time to chat here, but I know that we'll all be going to lunch in about 30 minutes or maybe less because we are so effective. All the road maps that are posted and there's a paper below each one of them. So, it's the idea of the exhibition room is that we can give feedback on the different roadmaps that are exhibited. So, we should really keep this idea that the process is not done, although we are not doing it here because it could have also been. So, let's, the road map on the table and then discuss. We hope maybe that by the end of the day we can have some direct feedback on each one of the road maps. But ideally, if we could talk to people that have been directly involved with the road maps and have a kind of a presentation. We had the chance of going here, would also have been a great idea for the next steps.
[01:16:24] Enrica Dall'Ara	The time was not sufficient to go through 14 road maps and have a in parallel discussion. So, we can keep the conversation open in the physical space of the exhibition and that would also lead to the last workshop.
[01:16:48] Izabel Amaral	Two follow up questions. Yeah, they're on the screen. We didn't address them.
[01:16:56] Enrica Dall'Ara	Yeah, should these goals preferably be short, medium, long term? Should the progress indicators be associated to the road map? So, in a strategic plan we are always expected to make assessments of the progress and implementation stage along the journey. So, similarly if we are discussing presenting through the road maps, a process, a methodology, a reflection on the timeline short, medium, long term and what can be achieved in the short, medium and long term. And how we or if we include in the raw progress indicators, I think it's a very good question. Just to make it more complex.

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[01:18:15] Shauna Mallory Hill	Listen. A couple things come to mind, and you said in a strategic plan, we're asked to make assessment of the progress indicators and I even asked Nick, what's a progress indicator? I mean it's self even perhaps, but you know, houses delivered, money raised, people engaged in working with my community. Somebody referred to the term res time. And have you ever have you worked in the community? Well, I am. Megan knows this. You make a round table, and you invite the community. You get on the radio, so everybody, we're having a free lunch, and you can come and do this thing and you say it starts at 9 and people trickle in at 11 and some will just come and eat and then leave. But then you get a session and there's some extraordinary breakthroughs at that particular moment and a few elders come in and say very quietly a few things, and you go, oh, these are big. So, it's again this kind of white privilege business model type approaches to dealing with stakeholders and their needs and the timelines that are put on them are really difficult. To say OK because it kind of goes like this going too slow and then they'll be like this. So, you may say, oh, we want to deliver, we want to come up with a solution to housing for First Nations like, but at the end of the thing and we've delivered 4 tiny houses, but we've also delivered. We've also identified a particular educational model that might work. We've identified maybe two and we're still figuring that out, but it may take us another 10 years and who knows 11 generations from now, whether that makes sense. So, absolutely I think it's great, but again I get this feeling that when you when you want to get involved with stakeholders and they're not academics, they're not designers and professionals and you say, well try to put these structures on top of them. It becomes difficult to kind of say and then you are kind of forcing to try to get to those indicators because you've got a goal to meet and that can be problematic. And we get into ethics and all sorts of things like that too. You can't force the process. Sometimes that's just a comment.
[01:20:54] Nic Kuzmochka	I agree on progress indicators as someone who worked in government. Like KPIs, are really loaded, key progress indicators. So, I think usually they're set at the beginning of a project and often before you have any idea what the project is going to look like and then you're held accountable to them. And I think often, they prevent flexibility because they aren't able to be moved if you say like I'm going to deliver X number of houses, but then you find out that only a certain number can be built in a year, or you find out that like that's not what they want. Maybe they want, a certain number that are in specific areas. So really the actual intention of the project is to meet the needs that you're identifying. And so, I think that progress indicators often end up being more in the way, and they're usually more of a funding structure, they're more about proving that you fulfilled something, especially where one of the goals of this project is that first aspect of knowledge mobilization, is just creating information that's accessible to people for a lot of organizations. That is not a very tangible impact and so I think that in my opinion, like progress indicators, I think that sometimes when you put things in the social sciences into words like knowledge mobilization, they can feel flighty. And then just producing information sometimes, then aren't considered really good progress indicators and then more concrete things can't change. So, I am very nervous about progress indicators in general and I do also understand that there's an aspect of accountability that's really important there. I think that there are ways to show results and sometimes results are nonlinear, sometimes they're steps backwards, sometimes they're steps sideways. Whereas performance indicators are focused on steps forward. So, I don't like them.

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[01:23:28] Michael McClelland	Right.
[01:23:42] Robert Balay	Well, I mean there must be accountability when you're talking about public funds and you're funding projects. I mean, at the end of the day, someone has to be accountable. If a project goes way over or it doesn't meet the needs that were outlined when you first presented the project to the public. So, I do believe in KPI's, sitting in my chair. You as a designer, that's maybe a different outlook on that, but when you're talking about public dollars, they're necessary measures. That's what I would add to the conversation, and this is Rob Balay.
[01:24:37] Enrica Dall'Ara	No, you already mentioned. I was saying that I like the good attitude in seeing the progress indicators as a tool for accountability because we are developing projects, using resources to implement them. So, no matter who is leading, this process can be the academia, with professionals, only professionals, the community by themselves providing a sense of control of how the resources are used and if the project is well implemented and through which steps. I think it makes sense for what you were saying both about accountability and responsibility of developing projects.
[01:25:45] Izabel Amaral	If I can complete. It's about going back to the middle question, which is about if the goals are short, medium or long term. I think that the progress indicators can also be related to this because having a couple of case studies done or collection of lived experiences, for example, those can be short term. Goals that we can do and can be also verified as a key progress indicator in each of the projects. While there are some long-term goals that we can see from the road maps, like changing policy or addressing the issue of housing in Canada, those are very long term. But if each side can show that we have short term middle term and long-term goals, I think it's very good.
[01:26:42] Michael McClelland	I hate KPIs but, but because it depends on how they're phrased, right? So, what is it actually? They can be loaded. I recognize they're necessary, but I wonder whether there's a way of having the progress indicators connected to the certain milestones so that they're connected, and you check. They're kind of a checking process where at certain points you stop, and you sort of say how? What have we met? What have you achieved and something that allows it to revise future KPI progressions.
[01:27:23] Robert Balay	So KPI's don't always have to have a negative connotation to them. So, on one project we got so far into it, and everything was going really well. It was going so well that we were able to add something to the project that wasn't initially there, and we would have never done that without those KPI's. So, it doesn't always have to be negative.
[01:27:56] Shauna Mallory Hill	There's so many on our side.
[01:27:58] Speaker 1	Maybe I can add like, for me, there should be short term, medium term and long term obviously, but the problem happens when we put more focus on short term or more focus on the long term. I think it should be an equilibrium

rather put focus equally to more. Most of them are not focusing either for the short term. We have a kind of longer issue, maybe five years, 10 years, other than most of the cases. I don't know if I'm right or wrong, but I have seen that the outcome for the short term often comes in a way opposite direction. Yes, the intention was good, but maybe in the long term it causes problem and for KPI I think it should be included because for me as I am doing research with social value in architecture. If you can show your value or measure anything, it shouldn't be existing in the long run. That is a simple issue and that is why still now the social value is being neglected because no one is going to show the value or true enemies that OK, this building or this space is producing not only economics or environmental value, but also this much of social value. So, there should be some indicators, so that at the end of the day we can show, OK, this project or this road map is producing, and we are accountable, right? That's it.

[01:29:44]
Shauna
Mallory Hill

Yeah. My world is completely loaded with KPI because you can measure everything, but if you don't set some key performance indicators then, it's up to you to make some comments. Usually, we'll go back to the building performance of that building. But then you're also an academic, you're generating lessons learned that could be used for the redesigning of other buildings. So, of course there's going to be very site, place specific lessons that will be only applicable to the facility managers, operational people there, but then there are other general lessons we can take forward to those beyond that setting. I was at a conference in Environmental Design Research Association, and they were talking about this discovery research they were doing. They got tons of money from healthcare typologies because of the way their system is hooked up around medical care. They got profit making hospitals there and they were hired to do research about the healthcare setting to make it safer because the owners of this healthcare, this hospital, we're getting sued and through the research they said, the number one thing we get sued for is falls. So, can you redesign the floor plan so that there's less falls and they were kind of looking, is the bed and the bathroom location and the distance we're walking, all that. They did all this spatial analysis and then they discovered what was causing people to fall was the IV poles and what they ended up doing is developing a business case for the industrial redesign of an Ivy Pole to prevent falls. So, the trajectory of that Discovery Research ended up completely different. Rather than a spatial planning exercise, it became an exercise in how to design a better IV pole. So, I feel this is kind of what maybe could happen with any of these projects. We're engaging with stakeholders. You kind of start off going, oh, this kind housing could be this, oh, let's make them off grid and put solar panels and composting toilets and you get in the commute. Go. OK. This is not going to work, but this will. And this will work for this community in northern Manitoba, but there are pieces of this that I can carry forward. So, at this point, the KPI are not really in the conversation anymore. It's more about what are the lessons learned. But I think as academics, we want to know how to repeat this process. It goes back to what Grace is saying about coming up with a business case or a sort of a plan. How can we deploy this again, where the methods we maybe could deploy again for engagement? How do we make that first handshake with the stakeholder? How do we get the money? Some of those practical things are helpful because, I'm digressing, but I do know that the KPI changed very much in this particular stakeholder engaged process because outside, when I do building performance evaluations, energy, those kinds of things are very clear

measurables. But in this engagement, it may not necessarily be the number of houses, it might be a process for building houses, it might be engaging with social sciences like social work and other supports to actually make this last.

[01:33:28]
Grace
Coulter
Sherlock

What's really beautiful about this study, it's been set up without a lot of the constraints. So, it's giving everyone the freedom to explore their specific site which is great. Then I think we can say like if we're trying to now apply a KPI, this is tricky, right? Like it's hard to do, but what I think would be interesting is that notion of if we need to set out KPI's to get funding from different levels of government. Then what is the matrix of foreseeable KPIs, that if you're going for funding, these are ones that we think are pretty solid wins, like we've already done this. If we had known looking back, this might be something. So, it's almost like coming up with that perspective KPI is when you're going to get grant funding. That would allow you to get those funds more effectively and efficiently, and then report to the public.

[01:34:35]
Speaker 1

I can understand, Shauna, what you're saying because for the last more than a year I was digging out the history of POE as a research unit for my PhD. So, what happens again? Maybe I will be complimenting or kind of will be saying different things that from the last time KPI is important. What has happened regarding POE is like they put more focus, they shifted from the goal of the project. They make the KPI as a main factor and they changed everything according to the KPI. I think that's the point where everything problem happens. So again, there should be a balance. KPI should be included, but there should be something safeguard or balance, right? Let's not be driven by the KPI but adopt the KPI so that we are accountable, and we can communicate with granting institutions or government or other public sectors.

[01:35:45]
Enrica
Dall'Ara

In the time. What we mentioned before selecting top true knowledge and action goals for the road maps and that is what our reporters will summarize this afternoon. So maybe we can have a summary now while still providing room for any additional insights.

[01:36:15]
Meg Berry

So that last one, I was hoping that you guys could summarize that. So let me just have a quick look here. Izabel, you are such a fantastic summarizer. Would you please summarize it for me? Because I got a text in the middle of that that I had to deal with as well. I'm so sorry guys.

[01:36:46]
Izabel Amaral

We summarized about the two knowledge and action goals, which was relation to place and community, the specificity, the process to quality and the built environment. But we added the business plan or toolkit or step by step which includes the financial strategies. We agreed about the key process indicators because it's a matter of accountability, but there should be a balance on how they are. They should not drive the entire process, accept revisions, be well phrased, connected to milestones of the project and that there should be a balance in short, middle, and long-term goals. There should also be a way to convey the lessons learned through different parts of the projects, such as case studies for example.

[01:37:43]
Enrica
Dall'Ara

Great. I think as a word the value somewhere about the progress indicators is not specifically in what they ask as a summary, but since we include that, so progress indicators to show the value of what has been produced. And

what we want to produce again related to accountability, but there's also a way to promote what we are doing, and it can translate into advocacy. As well, if we still see the progress indicators as something that's positive and not like a cage.

[01:38:30] Izabel Amaral	Any additional comments or to summarize our summary. Well done folks. I will not prevent you from having lunch. Yes. So, thank you everyone and we should gather here again at 2:00 PM for the final stretch of the of the Convention, the final workshop. Thank you. See you.

ROOM 3

Workshop 3- **Action Goals for Roadmaps to quality in the built environment.**

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 3 - Action Goals for Roadmaps to Quality in the Built Environment

Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-17

Report produced by
Nirmal Adhikari (Dalhousie University)

3.1. Summary

Workshop 3 focused on reviewing and refining the roadmaps prepared by various research sites, discussing their main impressions and insights, and identifying key components of an effective roadmap. Participants underscored the necessity of clear, structured, and visually engaging roadmaps encompassing guiding principles, action plans, and standard graphical elements. The workshop underscored challenges such as the misalignment between government processes and project objectives and the significance of integrating indigenous knowledge. Suggestions for enhancement encompassed establishing a unified framework for roadmaps and the promotion of genuine co-creation among all stakeholders.

Main Questions:
1. What are the main impressions and insights about the roadmaps?
2. What are the key components that make an effective roadmap?

Topics Discussed:
1. Review of Road Maps:
   - Discussion on the 14 roadmaps and their actionable steps and principles.
   - Emphasis on visualization for quality information.
2. Objectives of the Workshop:
   - Sharing impressions and insights.
   - Identifying key components of an effective road map.
   - Defining common knowledge and action goals.
   - Establishing methods for achieving goals (short, medium, long term).
3. Main Insights and Impressions:
   - Need for multiple discussions to fully understand roadmaps.
   - Importance of clear and structured roadmaps.
   - Inclusion of narratives for engagement.
4. Key Components of an Effective Roadmap:
   - Clear structure with action plans and goals.
   - Identification of barriers and opportunities (inhibitors and enablers).
   - Guiding values and principles.
   - Visual elements and diagrams.
   - Consideration of short, medium, and long-term goals.
   - Common graphical elements and legend for consistency.
5. Discussion on Specific Roadmaps:

- o Sharing strengths and areas for improvement.
- o Suggestions for clearer communication and more co-creation.
- o Inclusion of prospective future outcomes.

6. Challenges Highlighted:
   - o Disconnect between government processes and project goals.
   - o Need for better integration of indigenous knowledge.
   - o Difficulty in achieving equal communication and Co-creation.

7. Proposals for Improvement:
   - o Establishing a common grammar or template while allowing creative freedom.
   - o Ensuring roadmaps have a clear narrative and are easy to read.
   - o Defining common knowledge and action goals with progress indicators.

8. Future Steps:
   - o Ongoing discussions to refine road maps.
   - o Structured and comprehensive guidelines for effective and aligned roadmaps.

3.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:00] Terrance Galvin:	The first session in particular is that we're looking to see one, the last session that we had, like discussing how, what's the commonality and what themes or what issues keep arising across all 14 sites, that's one, we've touched on that. The second one, and I think this is another layer of complexity, you know, the RAIC, right, the Architecture Group, the Rick Hansen Foundation, the PSPC, Procurement Canada, those for instance are national partners, don't think I'm missing any, they're the three national partners in addition to the associations, and one of the questions has been, you know, how are they being engaged, like as a city partner, right, you or I are in clusters, all of us are in research clusters, but those three groups, like as I said, unless you reach out to the Rick Hansen Foundation or reach out about procurement to PSPC, they're national partners, but they don't have a role, a specific role in each of the clusters, right, so that's come up, so I think a few months ago, in preparation for this meeting, the conference, there were special meetings with those groups to see, because they keep asking, just like you were asking the question, how am I not consulted before the roadmap, they're saying we're here, we're at the table, we support it, but what's our actual role, right, so in our case, we've tried to engage the Rick Hansen Foundation, so it's been left to each cluster to kind of say, seek those groups out, like that might even be new information to some of us, right, that you may not know that there's those national partners that you're meant to be able to engage, but they're not just going to call each of us and say, I want to get involved in the Calgary project, right, so I think this national strategy, that issue of what's the national, you know, role, like what's the part of the national actions, it's, they had a few meetings to try to prepare what they could do and how they could see themselves being more involved, and I think that led to the question then, what are the commonalities between the 14 sites, and let's say you said accessibility was one, like you said earlier, you know, decarbonization, right, might be one, or climate change, and they're saying, you know, REIC is clearly an advocate for architecture in a big way, nationally, Rick Hansen Foundation are the specialists on accessibility with their own certification program, and I mentioned 3 ,000 plus buildings cataloged as case studies, and the PSPC is the one that I know least about, they're at the table, right, and they, but as procurement for national projects and big, big sites, right, and competitions and so on, they want to have a role in this and believe that they're open to how procurement might change, we talked about that in several discussions, but nobody that I know yet in the 14 sites has engaged them for a specific project directly, so those are the two issues, I think the commonality between us and how to think about if there was national action that we made, how would those three groups, any of the, not all of them, but any of the three groups be folded into that, that gives a bit of context, I think, and I'll pull up the strategic outcomes.

[00:03:06] Speaker 6:	So shouldn't we then read these questions at all? Yes.

03:14 Terrance Galvin:	Can you read them while I look for them?
[00:03:16] Speaker 6:	Yeah, I think the ones that you outlined are great ones to maybe focus, but there are also a couple of questions, so the first one is, looking at the partnership current strategic outputs after two years, are there strategic outputs missing? How does the current work being done in your research site fit within these global strategic outputs? So that's the first question.
[00:03:47] Speaker 9:	So we'll have to know what those outputs were listed as. What they were listed as. What you're pulling off.
[00:03:55] Speaker 6:	Yeah, the one that you're pulling off. But I think we can start with what Nateri mentioned about commonalities and also how we can engage those three national partners. Do you want to start?
[00:04:13] Terrance Galvin:	I mean, maybe it's come up in the discussions, right, with clusters, how to think about those groups, and maybe not, and that's where it's starting.
[00:04:20] David Down:	Yeah. I'm just trying to think. I mean, how are they engaged currently? If we're talking about Rick Hansen procurement, the RAIC, I mean, how are they engaged? If we're talking about greater engagement or more fulsome engagement, how do we change what's happening now, I guess would be my first question. And it goes to the broader question of partners generally. How are they engaged? How often are they engaged? What means of engagement are there? And I don't know how the RAIC, I mean, Mike is here. Is that the single point touch of engagement? Well, they're all here, right?
[00:05:08] Terrance Galvin:	So my friends here, Miriam, I forget her last name, from PSPC, and Dormy and Laura McBride spoke yesterday. So two people from Rick Hansen and RAIC and procurement are here. So they're following the conversations. They're here. Canadian Architect, sorry, that's the other group. So Canadian Architect is technically a partner, but they've wondered again what's their role. Is it sharing documents?
[00:05:34] David Down:	Can I just do that? Yeah, it's Canadian Architect. You're here. I don't see it.
[00:05:39] Terrance Galvin:	They're not here this time, but they've been wondering again. Like, they've been supportive, but they're saying, what's our role? Do we put updates in Canadian Architect? Do we, like, what's, they're each looking to see how they engage each of our roadmaps, let's say.
[00:05:52] Anne Cormier:	What does that mean, strategic outputs?
[00:05:54] Terrance Galvin:	I'm just looking.

[00:05:55] Anne Cormier:	No, but the, oh, what is the meaning of strategic output? I think they were defining the grant. No, no, I'm not asking what the strategic output are. I'm asking what the meaning of strategic output is. I don't know what it means. Okay.
[00:06:13] Terrance Galvin:	So there was a section in the partnership grant that says partnered research strategies and methodologies. And in there, you have to say your strategy for the partnership over the five years is, so we said, excuse me for, I'll plug in, but year one was questions and methods. So let me plug that in. I'll just read them and I'll plug in. Questions and methods. Year two was called theories and models. Year three, so that we all, this was embedded deep in the grant. Year three was called initial roadmaps. Year four was called revised projects. Oh, you're going to write it down, good. And year five was adjusted roadmaps. Remember, we said the roadmap again. So these were, like, wide, broad categories. So we said questions and methods. That was really the theme of the first conference in Montreal, like, what are your questions per group and how do you think you'll progress? And then theories was exemplary corpus and ways of measuring quality, more like what Stefan was asking about, data. And then initial roadmaps were at the beginning of year three, which was first recommendations for public procurement and participation. Let me just plug in, too. So those were categories.
[00:07:30 Susan Fitzgerald:	Year five was revised.
[00:07:34] Terrance Galvin:	Adjusted. Yeah. One of our dilemmas is for everybody to know all this stuff coming into this. How would you, unless you're writing the grant or sitting with the grant all the time, how would you know this bigger picture when you're working on your site, right?
[00:07:47] Speaker 6:	And then, Terry, does it mean that, you know, the goal is that we continue for another five years because we only get to the adjusted roadmaps? After year five? That is...
[00:08:03] Terrance Galvin:	That is what, that was, again, this was how it was written two years ago, right? Two and a half years ago? Because the church asks you for those, the color table of, you know, what are your knowledge mobilization and they ask you what's your strategic outcome, right? So we pick these themes.
[00:08:21] Speaker 9:	I think the roadmap is part of the outcome. It's like, it is an outcome and it's all...
[00:08:27] Speaker 6:	Because I don't know. I remember that there was a discussion that maybe the whole research continued for another... No? No, Terry. I might have misunderstood.
[00:08:40] Terrance Galvin:	Yeah, just a moment. Do you plug in your HDMI or is it... Yeah, but we also do. Oh, the projector. Pass, pass. What's the difference between revised and adjusted roadmaps?

[00:08:53] Susan Fitzgerald:	I think that's wrong, actually. I think revised roadmaps... And I revised projects.
[00:08:58] Speaker 4:	I don't know what it means, but it was revised projects.
[00:09:02] Anne Cormier:	But I think the project is the project of each group. What... Roadmaps. No, the roadmap is the... The one that you have there. Yes. It's an article. Okay. A little bit more.
[00:09:16] Susan Fitzgerald:	It's the roadmap. The roadmap is the project.
[00:09:24] David Down:	Right. And it probably should have a title that suggests an outcome. Yeah. Another step in the process. Yeah.
[00:09:33] Speaker 6:	I think, yeah, they put it together like two years ago. No, I know.
[00:09:37] Nirmal Adhikari:	So even up to year five, we're still adding the roadmap.
[00:09:41] Anne Cormier:	So maybe, if I may take a mic. If I may take a mic. Rereading, looking at the partnership, current strategic output, and looking at... It means in French, résultat stratégique. It gives me a better idea of what this may mean. I think it's basically looking at the roadmap, looking at where we are up to now and what we have achieved up to now. What it is that we should achieve. What is missing. That's my translation.
[00:10:17 Speaker 6:	That's actually the first question. What's missing from the strategic output? I don't know. But...
[00:10:26] Anne Cormier:	Is it just the output? I think it's the result. I think the out... No, no, it's...
[00:10:33] Nirmal Adhikari:	But what are the strategic outputs? These are the strategic outputs?
[00:10:38] Anne Cormier:	No, no, no, but I think the strategic outputs are from the roadmap. It is the strategic output that comes out of every roadmap. So what we've been... Not global. No, what we've been looking at up to now. There are... I don't know if there's strategic or not, but there's result. There's output.
[00:10:57] Speaker 4:	I think that's what it should be. Outcome.

[00:11:00] Anne Cormier:	I don't know.
[00:11:01] Speaker [00:10:	Are the outcomes what are in parentheses after each of the... Like analysis of project manuals, gray zones of quality, problems, theory, sources. Those are the outputs.
[00:11:16] Speaker 6:	Which ones are the outputs?
[00:11:18] Susan Fitzgerald:	They're in brackets.
[00:11:22] Speaker [00:11:	For the NLM project manual. There is a number. Quality problems. Universal statistics. So we're using the bold and question. That's everything that's in there. I'm sorry. I wasn't ready for this. I'll get it back to you. Question in that book.
[00:11:41] Speaker 6:	I think to your point, Anne, we can just talk about the outputs that we've heard from each other during these previous workshops. And maybe point out what's missing or... What we suggest is that. Or what's... How can we align them or converge them? Something like that. Start with that and then see what they mean. Sure. Do you want to take a stab at it or start?
[00:12:10] Speaker 4:	You mentioned something earlier. Would it be like what we discussed over lunchtime? For instance, in the case of University of Montreal, to include the indigenous component to evaluate what are their special needs? Not special needs, but how do they treat... I'm not sure it's the right word. But how do they... What's required for the people from their nation that have special needs? How do they accommodate those special needs according to their belief?
[00:12:51] Anne Cormier:	In a different way. In our case, in the case of Université de Montréal, we are dealing with the question of special need in general. And listening to the first discussion this morning, we were wondering, okay, what can we learn from the First Nation? And it doesn't seem obvious because we think the context of our research is so separated from the demands of the First Nation. But then again, there was a request from the First Nation, an invitation to consult them. And we were discussing over lunch that one of the subjects we're thinking about is how to cope or help or integrate better with architecture, people with special needs. And Virginie Lassalle, who's the specialist of our group, was there. And we said, okay, how do First Nations cope? How do they manage? And we thought that it could be helpful for us to consult with them to find out what would they do with the situation that we are discussing and we don't find obvious to solve. So it could become a strategic output for us, one that we had not thought about yet.
14:43 Speaker 6	Yeah, let's... From the source.

14:47 Anne Cormier:	Not the source, the person who talked to the source.

14:50 Terrance Galvin:	That's it, the translator. So I just said to Jean -Pierre, which strategic outcomes? And he said, you know, we need to have this bigger conversation about the project. So he said, we're always asked to describe the project to a journalist or to a group or to another citizen group. So he said, the strategic... It's not really outcomes, it's really like, how do we describe the project? So our local project, it would be interesting to go around the table and say our local project in relation to the bigger set of goals on quality in the built environment, right? So he said, every time we're trying to describe that, there's a difficulty. So what could that be? And then part two would be that how do we take what we said in the first time, how do we include those other citizen groups, REIC and Rick Hansen Foundation, into this? If you were to say it's a national strategy, right? If you say we're working on quality built environment because of this, this, this, right? It's the politic, it's the policies, it's all those things. But like, how would we describe that? Again, a bit in common language, right? So that somebody, if a journalist from CBC Radio Canada says, qu 'est -ce que tu fais? We're always saying, well, we're working on this. So like what he's saying, they're saying this session is like searching, and the other group is in there looking at their roadmaps again, right? To try to see, can you go through the roadmaps and say, what is your strategy and our strategy and your strategy? And can we try to find a way to describe that? So there's one, or maybe a few, but a couple of articulate descriptions of the bigger goals of the project. That's what he said, the strategies meant that. Like the bigger, after the fact, not specific outcomes of year one, two, three, four, five, but what are the bigger outcome goals? So like you'd say, as an example, Sneha, you'd probably say, you know, if you could end up with some guidelines that redesigned parks, right? More around, say, cultural and social guidelines, right? From knowing the bit of your roadmap. Like that might be an outcome, and you'd be able to say that to somebody who says, I want to write an article on that. And if we did that 14 times, would there be a set of things, well, I think accessibility. That's why I guess those national partners that came in, RAIC would say, I'm there because of discussing architecture in the built environment, right? Hanson Foundation would say, we're there because we have accessibility programs even, and guidelines established, right? And Procurement Canada would say, we're interested in changing from the ground up the way procurement happens. They'd say that. I don't know how we do it. It's a different question, but those are the voices, the national voices that have joined the table, given funds, and they are interested. But how do we engage them? So that's still, is that more clear? It's still a lot of pieces. So let's just say the first part is how would we describe what each of us is doing in this kind of, it's what Adrian was saying in the earlier session, in a more clear way to somebody that's not, say, in the design disciplines.

17:48 Speaker 6:	Can I just add something to this? So regarding what's missing, and how we can actually maybe explain it to other people who's not part of this research, I think narratives and storytelling helps a lot, and that's the art that indigenous people really have. And any of them, when they start talking, they're talking about the stories, narratives, and that storyline. Even at the bus guy in their roadmap, they're the only one that kind of try to put that narrative together, and that stays with people. So you will remember them. So I don't know how easy this is to make a narrative out of your research site and try to explain it

in a storyline. I know it's not like a story, but at least for yourself, when you try to tell a story, you will see, okay, where to start. All stories have, like, a starting point, ending, and let's say content. So having that, and I'm coming from that culture as well, like everything is, like, going heart to heart through stories. So that will help. So I think the missing, maybe, output is that storyline that helps everyone to explain it to the journalist, to the other people. So I think maybe we can get help from the indigenous group to start having that eye and maybe come up with that kind of storyline.

19:37 Terrance Galvin:	Just to that point, our story roadmap is not graphically that, but one of our points is to say, act like a storyteller. That was part of our gathering and listening, and we take that from, like, Albert Marshall that was mentioned this morning. His teaching was always through telling stories, and in our group you heard Will Moran tell those stories this morning and unpack different words. So storytelling is a method that's been under us for, like, one of the methods, and I think the lived experience, actually, last year, part of it, that was not in the original grant in any way. Even the term lived experience isn't used as much in architecture as it is in other fields, right? Like the Hanson Foundation, they always start with lived experience and what you're coming from, but in architecture, it's not prevalent. So I think last year, the whole lived experience, the focus on that came out of many of the indigenous partners saying, you know, this, like, I'll tell you my story, right? You heard that again this morning. So I think narratives and storytelling and then indigenous inclusion or indigenous knowledge inclusion that we mentioned, those two things might be hand in hand of things that are maybe missing throughout, like, across the board. If we say, do all 14 people group share that? Probably not, right? Sorry. You still need a mic. Here, one there. So pass that one to Smee. Thank you.
20:56 Speaker 15:	Just like in terms, yeah, I'm just wondering, so how specific or broad should those narratives be? Because, like, if we're talking about, like, are we talking about the partnership as a whole or site specific, even sub, you know, aspects of the research from which narratives come out? Because, like, there is, like, the case studies that we've done. I've actually, so this was part of my own personal research, but I ended up revisiting one of the sites that we had researched in this project. And I went and I interviewed them. And I did, like, a short, like, 10 -minute documentary. So it's actually, and it's very much storytelling, you know, like, focused, you know, so you really kind of get into their world. And so because this was my personal research, I haven't, like, included it anywhere in the roadmap. But Morteza was suggesting that it should be on the Living Atlas somewhere. Sorry, I can't speak. Yeah, but it's very much like a specific narrative within one of the sites that we've studied, you know. So it's, like, that's where I'm wondering, like, what's the, there's so many narratives, you know.
22:15 Speaker [00:10:	Yeah, I wonder if it's, like, a set of nested stories where, like, every lived experience is, like, a set of stories that tells the story of, like, in our case, like, equitable resilience at the neighborhood park scale, which then contributes to the story of redefining quality in the built environment. It's almost, like, nested. But I was also wondering if we think about, your comment about changing culture has stayed with me, and I've been, like, sort of thinking, I'm wondering if that's one of the ways in which we, like, that's one of the national actions is actually having a discussion on what is the culture of all of the industries that we're working with at the local and the national scale. And then what needs to

shift? Because it's not just the policy barriers. It's also how we talk about things and how we come together. And there's so many folks that are not at these tables. And so it's about how do we teach at schools? How do we recruit certain types of students to be in our classes? Like, things like that. So I'm wondering if there is a national action related to actually talking about the culture of industries related to.

23:27 David Down: Well, and this is the notion of bigger goal. Yes. Terry mentioned that we talked about earlier, this idea of a bigger goal. And I wonder, in the grant, in the original language, what does it say the bigger goal of all of this is? If we just refresh our minds with what was originally written, is it actually capturing what we're talking about today?

23:57 Terrance Galvin: It's going to take us a little bit of cycling. But... Do you have a mic?

24:09 Terrance Galvin: I thought this was a mic for a moment. Yeah, so I mean, this was not bad to read. It kind of tests. That was a draft. But this was the summary. It was to say we were looking for even the title change, right? So, we're looking at built environment roadmaps to equity, social value and sustainability. Establishes quality as a new interdisciplinary research field. At the junction of municipal and national forums. That's the point. The 14 sites and then national forums. Our main challenge is to redefine quality through the inclusion of growing expectations from our democratic, equitable and sustainable built environments. The five -year program addresses the rich diversity of public environments impacting the everyday life of millions of Canadians in urban spaces, buildings and landscapes.

24:55 David Down: You could just read the last three lines to me. Three lines where?

25:01 Terrance Galvin: Down? The very last. Like on this page? Yeah. So, this is the other part that with the Living Atlas, this session is really also from Jean -Pierre's point and Dimitri, they're thinking how does this stuff that goes in Living Atlas find an audience. So, the partnership will stimulate a vital dialogue between stakeholders. And that meant when we wrote it, right? It meant internally to each cluster but also across the clusters. It will demonstrate how all the actors in the built environment across Canada can contribute to a redefinition of quality that moves us to heightened equity, more social value and greater sustainability. So, those were the three key words. And then these four numbers here, they were the four, they're still there, you saw them in the slides yesterday. Spatial justice and heightened quality of life. Because we took the 14 clusters' initial titles and tried to see what they fell under and they fell under these. Spatial justice and heightened quality of life. Integrated resilience, so like your group, right, has resilience still in your title. Material culture and adaptive reuse, that was an umbrella. Inclusive design for health, wellness, aging, right, like Concordia's and special needs. And process and policy supporting the reinvention of built environments. So, those were four headings that we said the 14 projects at that time and still now. Like we still fall under, at Laurentian we're still falling under material culture and integrated resilience, right? How to be, you know, limber and resilient in a place like the north, which

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doesn't have access to the same infrastructure. So, I think those are still very much, they've been guiding, I think, the 14 sites. But as I say, lived experience wasn't in here at that time. For instance, that came in in the second year in the discussion, which led to the focus of that in the Calgary conference. It also led, I think, this was written before partners were really at the table. And just like you said, Adrian, when many partners sat down and started talking about what their expectation was, it was like, you know, I don't understand what you're talking about. The language is too rarified, like too specialized. Or I'm in graphics, I'm not an architect. I should be able to understand what's being said, right? So, then that widened it and the lived experience came in on that axis.

27:22 David Down:	And if I look at that, I see a whole lot of how until I get to the final line. And the final line says, a redefinition of quality that moves us to heightened equity, more social value, and greater sustainability at a critical moment for our planet. So, for me, that's the overarching outcome. Yeah. All of the rest. And we're still, we're in the how right now. But we always need to be thinking of that final what. Right.
27:52 Speaker 9:	I don't know if I ever wrote a book on how.
27:57 Speaker [00:10:	I think we need to continue to be in the how while we're figuring out the what.
28:04 Susan Fitzgerald:	I quite liked the idea of, I don't know who said it, but if we actually went around and each person described their local project in the context of the overarching project.
28:21 Terrance Galvin:	Yes, good idea. Let's try that.
28:23 Susan Fitzgerald:	I think that would, and very quickly.
28:25 Terrance Galvin:	Yeah. Like maybe give a, based on that last paragraph, as we're reading it, I'm thinking of all of our projects, including my own. So, I think if you say that, maybe how that, what you're doing, it relates to that. And then maybe what is.
28:39 Susan Fitzgerald:	You can go first. And maybe what part is missing, right?
28:44 Terrance Galvin:	Like that would be interesting to say, you set out for resilience and is the other part there or was it not part of your grant or is it maybe something that has gotten lost?
28:52 Speaker [00:10:	I might need a moment to think about that part, but I can summarize very quickly. For us, we are trying to create, or trying to, we've started with trying to understand the challenges and opportunities that come with or the inhibitors

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and enablers that come with layering environmental, infrastructural, slash physical, and social, cultural parameters on top of each other to find where there are opportunities for equitable resilience to be built into neighborhood parks at the City of Toronto level.

29:34 Speaker 6:	And what's the overall change?
29:37 Speaker [00:10:	And part of that was saying that quality is not just a spatial, it's not just spatial quality. Quality comes from the layering of those multi -dimensional sort of, and the interaction between people and space and nature and infrastructure. So it's, yeah, it's the interaction that happens between the layers that actually defines quality. Or, what is that?
30:09 Terrance Galvin:	That's so good, because back to the awards groups again, right? Mostly, I mean we've all sat on juries probably somewhere or submitted, right? And usually on juries, the quality discussion is always about the object in front of you, the design of the thing, whatever that is at whatever scale. So I've never been in a jury, for instance, that said the quality of a project might be the overall layers of getting something. Even though I've been on juries which try to have, like, widen the definition of what a, say, a building performance might be, right? So that, like, if we say that the goal is to kind of stimulate a debate, a new debate about what quality might be, that's a good one, right? Like, I think if people saw that quality was these interrelations between layers, already I think that opens up the discussion that it's not about this gets a gold star because it's whatever. It's like, this is actually a redefinition of thinking about what quality is as an overarching concept.
31:01 Speaker [00:10:	Yeah, because it also helps define where the gaps are. Like, if we're not thinking about the ecology in a project, it actually highlights those gaps a little bit better. Or so far, that's what we're finding. And I mean, for now, we haven't really gotten to the engagement and finding the lived experience because quality is also the perception part of it is missing from our project right now. Just because we haven't gotten to that point where we're asked. We don't know what questions we're asking just yet. And I think we've been grappling with, because our team is primarily landscape architects and planners, we've been grappling with, I guess, the scale of intervention because we started at the sub watershed level and we're trying to move to like a neighborhood park level. And so we're constantly moving between scales. And that sometimes can be debilitating in terms of process. So I don't know if that's just a challenge of where we are in the process or whether that's a gap. But that's all I can think of for right now.
32:01 Speaker 6:	So you mean infrastructure, social, cultural, resilience, and what is the...
32:06 Speaker [00:10:	Ecological or environmental. So the layers we've been mapping is like environmental, ecological, physical, sorry, infrastructural or spatial, and then social, cultural.

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32:20 Speaker 8:	I just have a question, like real quick. You need the mic? Yes, I need the mic. Okay, so my question is, is this round right now, like to summarize really in a vulgarization way, every goal of each site? Like, is this what we're doing right now? I just want to make sure I understand what we're doing right now. Like explaining briefly what we're doing in plain language.
32:59 Speaker 8:	Okay, so basically words that everyone can understand. Okay, just about that. I think I did not get what you said in plain language. It was actually quite complicated to me. Maybe not complicated, maybe more complex. So yeah, like maybe how would you explain it to like 12 years old? Okay, I can pass.
33:28 Speaker 1:	12 years old.
33:30 Terrance Galvin:	I'll just say off the record, because one of the questions here is who are we trying to target? Right, that's again the output. Like who's the audience, right? So that's why this question is a good one, because if we can't explain it internally, how is the person on the street going to know? But that is one of these questions for this session, is who's the audience and how can that living atlas of quality be a resource for somebody, like the guy that runs the cafe across the road, wants to know more about quality of his street life. So then he wants to go on our site. If they can't navigate, they can't penetrate, they can't understand what we're saying, then it's not going to progress the conversation. So they're related.
34:11 Speaker [00:10:	So I think when we started with this like sort of larger conversation around how do we redefine what quality means for local parks, so for like the residential neighbourhoods in this particular neighbourhood in Black Creek in Toronto, we started with kind of trying to understand how is quality currently understood, and at the city level it's understood as in a lot of ways like the actual object. So what is the quality of the vegetation or what is the quality of the benches and things like that? And we wanted to take that and try to layer it in with other things such as like not just the quality of... Sorry, I'm trying to...
34:55 Speaker 4:	It's a little bit more...
34:59 Speaker [00:10:	But also experiential. So like if we start from the experience, an experience of being in a park is not just about like... It's about your identity, but it's also how you use the space, and oftentimes those are not obvious things. So it's like you might just subconsciously sit at that favourite bench, but that might be your favourite bench because it's under a shady tree, or it's near a tree that smells really nice.
35:34 Speaker 8:	So basically your site, the research is on mostly parks and like... Local parks. What's vegetal in English? Vegetation. Vegetation.
35:47 Speaker [00:10:	It's not just vegetation, it's a combination of infrastructure including like pathways and where is like the urban... Like the benches and the trash cans and the lighting in the parks. How do you get to the park? So accessibility in

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terms of actually reaching the parks, fencing, like so the physical elements, the infrastructural elements, but also access to the park. So from a social demographic perspective, is there a good quality park within walking distance from every resident in a neighbourhood, for example?

36:25 Speaker 8:	What would be one or two words to like englobe like parks and trash cans and pathways and ways to reach the park and the surroundings? Like what would that be?
36:40 Speaker [00:10:	So we're still figuring that out. There's, I mean, I would say like quality might be the word.
36:48 Speaker 8:	Like urban design like she said maybe? Sorry? Like urban design like she said?
36:53 Speaker [00:10:	So some of these parks are not actually designed. Like somebody like at some point just made the decision that, oh there should be a baseball bat. I think you said that earlier today. Yeah, so that's why I don't like using the word design because it was, there might not have been intention put into the placement of the bench, for example. So I think it is about quality. Because I had to pick a word.
37:17 Speaker 8:	It's like I was looking at the roadmaps and usually the titles are like super long and not friendly for people that are not university level. So I was thinking of ways maybe that they could be shorter. And like I know that's difficult. I've been fighting with Michel about this. Everything is super long and it's hard to make them shorter. But I think it would help like, yeah, just a thought I think.
37:50 Speaker [00:10:	I think it's about when we, because as residents, like if I go to my local neighbourhood park, I'm looking for seating or for trash. But there's also ecological things. So, for example, Toronto has a lot of flooding issues. So we're also mapping where the flood zones are and looking at which sidewalks get flooded, for example. So it's also, because that also contributes to accessibility. It contributes to ecosystem services and stuff like that. So it's about, for our project, we're thinking about how can we build parks that are not only good quality for the humans that use them, but also for the more than human beings. So for the water, for the plants, for the raccoons.
38:37 Speaker 8:	Yeah. Does that? I get why you said that like what englobes it would be like quality. Yeah, I get it. Because everything is quality.
38:48 Speaker 2:	Because also it depends on who you ask. If you ask a kid what he's looking for in a park, it would be like playgrounds. If you ask an older person, it would be like, oh benches so I can talk with a friend and everything. So I think it depends on the neighborhood also you're targeting.

39:08 Speaker [00:10:	Yeah, and that's the sort of social demographic layer. Looking at age. So for example, a lot of paths and neighborhood parks in Toronto don't have seating. Or a lot of sidewalks don't have seating. And so seniors won't walk there because they need to take breaks and sit. So it's about how do we put amenities that respond to local residents. So it's by making parks fun and accessible. And comfortable. Yeah.
39:38 David Down:	And since we're talking about parks, because parks is also in my portfolio. I have urban design and parks. That's a lot. Yeah, it's a lot. That's why you're here at Toronto GAMES. That's why I'm a curator. That's why you're here. We have a 311 group as well that take calls. And so the public's biggest indicator of quality in park space is the maintenance. So it's the operation of the park that determines whether people have a positive view of the park or not. And if we run out of money to do whatever it is, clean up, repair benches, that kind of thing. That's when people start to not like that particular park. Which is very interesting because it isn't about the design of the park at all in most cases. It's about how well it's kept.
40:29 Speaker [00:10:	And I feel perception. So for example, in the City of Toronto, if more than 20 people need to assemble in a park, they need a permit. That costs a certain amount of money. And that's like a cultural barrier because a lot of non -white families are actually bigger than... Just a family is bigger than 20 people. So them gathering will need a permit. And so also thinking about... We talked about barriers in the last session. So also looking at permits and all of the city processes that are currently creating barriers to those spaces being used by different racial, ethnic, cultural groups. So yeah, lots of layers. I don't really know how to simplify it into two words.
41:09 Terrance Galvin:	Just pass the mic then. Yes, too much of a mic.
41:13 Speaker 9: 41:16 Anne Cormier:	Thank you for the refinement

Okay, for Université de Montréal, what we are working on is really thinking... We're working on designed... I'll talk to you. That's great. Designed space, like space that have been thought of and designed and built. So it's mainly building. And mainly building that were given award and public spaces that were given award. So that's the material with which we're working. And what we're trying to understand is... If they are... What kind of quality do they offer to people with special needs? For instance, people with autism. And also, how do they work for people who are beneficiary attendants? Like, the beneficiaries. So we're trying to see what kind of quality those buildings offer to those people. So the notion of equity is really important in our project. And we believe that has a social value. And also, we... In the search of quality, there's the hope to learn from those special needs that will not only benefit to people who have special needs, but to everyone. So it's to enhance the global quality and experience of building. And we believe that has an effect on greater sustainability. Because those spaces, if we're understanding and are able to communicate them properly, could lead to better design environment. So I think that's sort of summarized what we're doing. I understand that. |

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43:37 Terrance Galvin:	I love it. You're our test. You're our 12 -year -old. I know. I know. You've become the measure. So you're not like that.
43:45 Speaker 15:	Okay. I'll do my best. My God. This is going to be hard. So if the... You can't really get... Wait. Can I do that? Okay. Can I do that? Sorry.
44:04 Speaker 9:	Whisper in the mic.
44:05 Speaker 15:	If the purpose of the project is to kind of really come at a better definition of what quality is, then in that context, like for Concordia, I feel like a lot of our work that we've been doing to redefine quality has been in our direct one -on -one interactions with the people of the sites that we've been studying. Because when we went on each of these sites, like initially we would do a photo documentation, and then we would have this kind of architect's perspective of the environment. And we would be like, oh, this is not good. This is not good. This is not good. This is good. This is good. This is good. And then we go and talk to them, and their priorities are completely different. And they point at things that we didn't think about. And it's like, maybe they don't need the fanciest bench. They just need more benches. So I think in that... And then another layer of that is really kind of integrating it with, like I said, those kind of three different components. Like if we're talking about decarbonization, like where it intersects with livability and biodiversity is where... I'm talking about this. Basically, it's like you don't want to implement decarbonization practices that will have benefits for, you know, climate change, let's say, if they're kind of... they can have negative impacts on livability. So you want to pick the path that has co -benefits with livability and biodiversity, you know, to kind of... So that's maybe where you're redefining quality when it comes to, like, decarbonization as well. You know, what is it, something that will have benefits at multiple levels, not just one. Same thing, I think, with biodiversity, that too. It's like when you talk to people, you're also kind of getting more of a sense of their relationship with nature and what they actually need. And as I think you were saying, considering also the benefits for nature itself. So, yeah, I feel like having this kind of really integrated approach is how we're redefining quality instead of coming from these silos of expertise. We're trying to kind of redefine it from the ground up, like through all three. Does that answer that?
46:36 Speaker 8:	And like in one sentence or two, what would the project... I know it's a horrible question. I know it's a horrible question. So it's basically people's perspective of the built environment versus the architect's perspective.
46:57 Speaker 15:	Have a non -contaminating mic. Have a contaminating mic. Thank you. Yes, that's what I think. Okay. I think it's really giving a different perspective. And really, same thing with the... Somebody was talking about parks, right? There was really an emphasis on having benches in the shade. That's what they want. Once again, not necessarily the fanciest park. Just give the people what they really want and will use. Yeah. Yeah, like trying to understand what makes actually a difference in their lives.

47:31 Speaker 8:	I thought Concordia was like an aging community? Yes.
47:34 Speaker 15:	So that's what I mean. Like we're talking about that in terms of the aging population. So what aging people, their perspective. Yes, basically trying to redefine quality in the built environment by having the needs, the actual needs of aging population at the heart of it. You know what? This is very clear. I get it now. Okay, perfect. Awesome.
47:54 Speaker 8:	I love it. I think... She's aging too. But I thought it was Concordia. Yeah, we're together. I thought they were like Concordia.
48:05 Speaker 1:	Again, I'm too new to resume anything.
48:11 Speaker 8:	I think I'm Université Laval in this room. Yes, you are. Where is Stephane? I don't know. He's the peer. I will do my very, very best, but it will be brief and I might just pass because I have a very...
48:27 Terrance Galvin:	I think what would be fun for you and good for us is to have you explain. I know you're new, but you can try this. If you had to explain the project to my mother, what would you say?
48:38 Speaker 8:	Université Laval? Yes. Honestly, it's because I don't quite understand it. Because at the moment, what we have, it was like, well, the title is capturing quality concepts from the actor's perspective. And what I understood from that is that the actors are like architects, organizations, they're citizens, and basically workers too. Everyone involved in the whole process, basically, because we work on processes. It's where these different actors, their perspective... How would I say that? It would be like, how much these actors are present at different times in the process.
49:34 Terrance Galvin:	And the perception too. Yes.
49:36 Speaker 8:	The perception of these actors.
49:39 Terrance Galvin:	That's what I remember from Michel, in the beginning, that it's the perception of all these different characters in the process.
49:45 Speaker 8:	That's why in our roadmap, we have a space that's basically, you take environment, and then you see two times environment, and then you see how architects see environment, and then you see how citizens view environment, and then you see how they look at the same principle, which is environment, but they don't see it the same at all. So that impacts the process, basically,

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and how they will be involved in the project they're working on. So this is my understanding of the project.

50:23 Terrance Galvin:	Mine too. It's quite, I would say, your group's project, having seen it. I've seen them all because I've been on the steering committee, right? So every two weeks I see them, and then we plan these things, and then I've seen the grant from the beginning, so I feel like I have more insight than I need. But I think in there, Michel had said from the beginning, that's why Stéphane joining with the data expert, like looking at how that perception works. What I've been wondering is, and maybe you know now, is there a pilot project? It's the process of what? To me, that was always the part less clear, even now in the roadmap. Are you taking case studies?
50:59 Speaker 8:	Yeah, it's not a case study, but we are working on a project in Québec City. Specifically, it's a Quartier La Canardière, and it's like an innovation project. It's an innovation zone, and basically, we're working on this zone specifically.
51:19 Terrance Galvin:	Okay, so it's not actors in the abstract, it's the people that are involved in that project, in this process.
51:25 Speaker 8:	Yeah, and we use Québec City's consultations. We use the official city's consultations, so we have like a… My God, there's so much things to read. We use the official city's consultations, so we have plenty of material to use, and it's really for the Quartier La Canardière directly.
51:48 Terrance Galvin:	Okay, so it is specific to that. So, yeah, that's a good summary.
51:52 Speaker 2:	Okay, cool. I think Anne did a really good job at describing the project. I think what she said at the end, about when we build for special needs, we build for a better place for everyone. And I think that's something we need to put emphasis on it, because sometimes we think that it's something we add to a building, like, oh, I need to add that, so it will benefit people with wheelchairs, or people with… But actually, I think I saw it on your roadmap, that the fact that there's stairs and a ramp, but all people could benefit to use the ramp. So, at the end, I feel like the project is just… We are using special needs as a context of the study, but in the end, it's going to benefit everyone.
53:04 Terrance Galvin:	That's where it's interesting. I said the Rick Hansen Foundation, who I've known for a long time, their aspect has been… Now we have aging in place, right? It's part of senior planning and many projects. But the Rick Hansen Foundation for decades has been saying, if the world was just universally designed, accessible, when you're able -bodied, then you're using it. So, they have a term for us, right? They call us TABS. You're temporarily able -bodied, because at some point, I'll have a stroke, or I'll be… No, seriously, or I'll be 80, or you'll have a stroke at 25, which happens too, right? Or somebody gets sick in the faculty here. So, suddenly then, you don't have to move out of your

place. That's the philosophy. And I feel like that has always made sense to me. I just think if we all… But we don't teach that way. Even our design studios, I tried it, Laurentian, to say, let's do every design studio, accessibly design. And it worked for a couple of terms, and then everybody went back to the building code and the minimum requirements, and now it's lost. So, that's why the Rick Kenson Foundation is still… I would say they're national, but they're marginal in a way. And they jumped on the chance to come to this grant because they were hoping to get their voice heard. But they've done a lot of research that we don't have to do. We just have to know how to use their research.

54:17 Anne Cormier:	I'd just like to add, because it's a good point, however, when you consider a broad range of special needs, there's a next level of complication that arouses. The issue, the sort of solution that you are talking about is interesting, but it's slightly more complex than that. But it's a good way to summarize it to a journalist, I guess, that you could do it that way. However, the fact that special needs are broader is very important to consider within this project because one of the things we are dealing with is trying to avoid stigmatization.
55:19 Terrance Galvin:	Yeah, that was on your poster.
55:20 Anne Cormier:	So, anyway, I'm going to make things too complicated if I keep going through them.
55:26 Speaker 2:	And also the fact that if we answer those needs, if we answer the needs, most of the needs, the building will not be seen as... I don't know how to say it in English, but I don't know how to say it in French either. Désuets. Comment? Désuets. Outdated in a few years. Because I think that it can be more sustainable in a way if you answer those needs. I don't know, maybe it's a hypothesis, but the fact that if we answer those needs, it won't need to be re-updated in a few years saying, oh, maybe we should have put... I'm using the ramp example, but we should have put a bigger ramp or this and that. And now you need a building built in 2015 and now you need to add those things again because you didn't think about that when you were drawing it. Efficient Yeah, efficient. Efficiency, sustainability. And the fact that we need to think for other generations of people, so not build for the needs now, but building for the needs of tomorrow also.
57:00 Nirmal Adhikari:	But how do you know what will be the need for tomorrow? So there is always a question, like you never know what is coming next. What happens is you can at least think at the moment, like most possibly you can try to think, but what happens tomorrow is what happens tomorrow. You never know. So the things and need is more constantly changing. And I also answered some of the questions. So when you come to adopt, like even talking about accessibility, you cannot address everything because it's very huge. So the thing here is we need to understand the concept of perfectism, like kind of like you cannot make 100 % perfect. For example, there is, I think, the story is

famous in our region, like the god made everything, and then he tried to make a perfect animal. So he tried to add up like all of the attributes and then at the end he made a camel. So if you see like it has a body of everything, but it is not a perfect animal. So it's not like you cannot make 100 % perfect, but it's like how extent you want to include, at least like as much as possible.

58:16 Speaker 2:	That's what I... I understand. I think that what Stefan brought this morning, the prospective method is interesting and the fact that you can project yourself in a few years or build and think about that. Like as you said, Toronto has flooding areas. You need to like prevent, not prevent, but like... Yeah, but the fact that you need to... The flooding hasn't happened yet. So you need to say, okay, it may happen there, it may happen there and there and there, depending on each... So we need to do these things to prevent that. Yeah.
59:01 Nirmal Adhikari:	Okay. Natalie?
59:07 Speaker 8:	I think this is where it's fun because we do have... We're in 2024. So we have like all these years behind us to kind of not know for sure, but to kind of see how we evolve like for accessibility, like people's needs, what were they in the past? So like we can kind of guess what they're going to need for the future or something, I think.
59:36 Speaker 4:	Then I guess we could have guessed before. Yeah.
59:41 Speaker [00:11:	It's a very difficult thing to answer, but that's why we need to understand...
59:48 Speaker 8:	So, Rilando, you look like you had a talk.
59:50 Speaker [00:11:	That's why I just started.
59:52 Nirmal Adhikari:	So it's very easy to say those things, but can you think what happens to 15 years ago? What generation will change? What people will think in terms of design? You cannot. At least estimation, this is how they might think, but actually in reality, they won't because everything will be changing. The circumstances will be changing. The needs would be changing. The priority would be changing. So that's why it's the same thing like you say, why didn't your grandfather thought about accessibility and then they didn't design the building as accessibility. Maybe they didn't have a need at that time and then later we realize, oh, we have a need because there is a certain people that feels like, okay, we need to include that as well. So at least that's why you can

only imagine for certain extent, but you cannot think as like it will happen in reality. So the change is like always change. Change is not enough. The word change means like it constantly keep changing. So we cannot address everything and we don't have to think about we need to address everything. We just have to be at a certain extent by thinking, okay, this might help up to a certain level. So that's how we need to think. Thank you for that.

01:01:09 Terrance Galvin:	However, that's still quite a Western view because the people I sit down with that are elders again, right, seven generational thinking is real. And when they sit down now with people like Will Moran and others, they're saying now Sudbury draws up policy for climate change locally and they say there's a prophecy, right, even in the region that I'm in, that this was coming, that we would use all the resources, that we would destroy the planet, that things would be out of balance. So from their perspective in the two -eyed seeing again, everybody that I know would say that they for thousands of years have thought ahead and behind them, which is different than the way you just defined, which is the way I would say I was raised, right, but that short -term thinking has gotten us into, from their perspective, this quest now to try to tie traditional ecological knowledge, right, which they call TEK, with like Western sustainability. So that's one of those interesting intersections. Yeah.
01:02:01 Speaker [00:10:	I think part of that is also because from a Western perspective, where it's like this is a problem, let's solve it, and from an indigenous perspective, it's like relationality and like it's a consistent relationality, not just a this is a problem right now, let's solve it for right now. Like not a band -aid.
01:02:18 Terrance Galvin:	I walked over there for a minute or two, and I left in the middle of a sentence where someone said, all you folks, Western folks are out here, you're wired for problem solving, and we're wired for not making a problem and solving it. We think differently. Sorry.
01:02:33 Speaker [00:10:	Sorry, that's repetitive. You were at?
01:02:38 Speaker 4:	I don't have anything to add on the project, on the roadmap of the University of Montreal, especially I wasn't there, but I was thinking that one of the challenges that we would have, especially since like Camille brought this, how can we explain this to a 12 -year -old, but in general, I think one of the challenges that this project will have is how to explain to public how it, I think government levels, some people understand equality, maybe not the way we want to define it, but they might know what it is, except it's often a time or a money issue, but in the public generally, how do we explain them? How do we make them understand our work? Like you were saying, for them, a perception of a park that is working is when it's operational and it's really well cleaned, and that's what they're asking for, and sometimes also architecture or built environment are. When it comes to architect, with architect, I would say they would think that it's something that is not for everyone, like what's the role of an architect in a society apart from building projects, sometimes that are not perceived as public project, but we're there in all of the project, and what I meant is, so how do we make the public understand that a better

quality with all the addition of this social value is something that is good for them too, because it makes it easier to understand or be part of it if you understand what's in there for you, how it improves the quality of your life, and I think that's something that is hard to make understand to the public, like everyone understands what's the role of a doctor, you need to see him when you're sick, but what's the role of quality built environment, that's a tougher thing to define, and I think that should be part of our roadmap too, so how to explain it to somebody that is not in architecture, and how to make them believe what's so great about this exercise.

01:04:54 Terrance Galvin:	So that might be a good one, because in our wrap up, even though we don't have to submit a slide, it would be interesting I think just to conclude what it did say to us, what are a pointer to, like at a national strategy level, that might be, I just think what you said is a good one, in terms of explaining to that audience, how they would see themselves, that improving the quality helps, I'd probably add to that, how do they see themselves reflected in the decision making, because that's a part of it.
01:05:23 Speaker [00:10:	I think transparency, because similar to what you said, and we've been thinking about this in our project as well, is oftentimes when we're trying to achieve benefits at multiple layers, there are trade -offs happening, so I'm thinking about Toronto has this sidewalk, or curbside cafe patio program, and I remember reading a letter that was submitted to the municipality by solid waste removal company, saying that these patios are interrupting our sort of trucks turning radii, and so thinking about what are the sort of trade -offs that are happening in decision making, and being transparent about that, be like this is why this particular path is designed in this way, because we need a fire truck to enter. Often that's not obvious, and so how do we communicate the trade -offs that are being made and make a decision, because it's not always going to be okay. Everyone's not going to be happy at the end of the day, and so it's like how do we communicate that.
01:06:24 Terrance Galvin:	We have 10 minutes, so I want everyone to get a chance, so if you take a few minutes.
01:06:28 Speaker 6:	Sure, sure. Just talking about this trade -off thing, you know, oh yeah.
01:06:34 Speaker 3:	Go right, you can pass it on.
01:06:37 Speaker 6:	Okay, three. Three minutes each. Yeah, I'll be fast. So on the trade -off part, it was interesting seeing the reaction from you like yesterday about the middle ground, because as designers and as people who lead let's say the design or projects and things, yeah, we always look for the design excellence, but trade -offs have to happen. Otherwise, we cannot answer to the needs of the users and the people, because they don't look for the best let's say, I don't know, material or detail, although I'm not talking, we should have them for the

durability of the building, so those are basics, but what I'm trying to say, they would rather to spend money on maybe some other things rather than making the best quality that's kind of an egocentric from the architect's point of view. So the trade -offs should happen in all the levels if we want to be equitable with the built environment, because otherwise we don't have the money to, you are at the city, right? So we don't have the money and time to make everything perfect. So we have to pick and choose and prioritize, and now seeing the needs of the end user, maybe we have to sacrifice some of those design excellence items to get to what they want. So it's hard, I'm an architect, it's hard, but maybe we should just shift that kind of mindset. And I would actually question that it's not the architect's role anymore. So we want to say it's not the architect who has that role, it's like the whole stakeholders and actors that have that role, and we all need to be educated. I won't even get to my project because I think... I'm sorry, it was the architect that had that role.

01:[00:08:50 Speaker 4:	I just say that I...
01:[00:08:51 Speaker 6:	The built environment role, and you corrected it, and I like that.
01:[00:08:54 Speaker 4:	Yeah, yeah, I mean, but it's the role also of the architect to build eventually and understand all the needs and to incorporate all the deeds. You'll be the one in the end building the project, designing the project.
01:[00:09:07 Speaker 6:	Like the person who put the RFP together, that's the one who defined, let's say, the programs and things. So no, actually the architect, I think, doesn't have that much of power at all. So David has much more power. David has much more power. It's the traditional thinking about the architects, like building something beautiful doesn't mean that it works for everyone. So I strongly believe that David has the most power in here because he can define what the project should be, how the project should develop and prioritize the money, the time. You know what I mean? But it's the mindset. Keep going around. So that was your three minutes.
01:[00:10:00 David Down:	And I don't know if I'm going to have time to talk about this because it's too much in my head. So I'm going to talk about tradeoffs for a moment because of what you've both said. I think it's very interesting, but again I want to differentiate between civic projects built by cities, procured by cities. Those projects typically they go through a process. It's competitive. They hire good architects. They engage with citizens, say it's a public library. There's a whole process to understand what the users would like to see in that building and the city sets standards for what it would like to see and most cities feel that they have to set the example for other builders of other typologies within the city. That's a tiny, tiny portion of the built environment. And we're talking, I think, about so much more than that. The tradeoffs for me, my whole day is tradeoffs as I deal with developers making applications on everything else out there and they're working with architects as well, but they're really tied to pro formas and economics and I have my set of evaluative criteria that are pushing them to do a better job of how that massive multi -unit mixed -use building meets the street, but it's the economics of the developer's pro forma that's telling me what's possible and what's not possible and that's where I

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think that a public understanding of what's important in urban design and architecture and any kind of built environment quality will help the public to demand more and not just sit back and say, oh, that 350 -unit building is what it is, we don't have any control. I think that if the public came to that, whatever, public hearing and said, this is a piece of crap, we don't want this in our neighbourhood, we deserve better, then that helps politicians understand where they can force developers to do a better job. I go to Planning Commission every couple of weeks where the development permits are approved or not approved and the Planning Commission complains to me how staff has done a poor job of getting this project to a higher quality level, then they approve it. They have the power to not approve it, to send it back and send a message, but they almost never do. They complain that staff has done a bad job, not the architects, not the developer. We haven't pushed them hard enough and then, sorry, I'm ranting, but I think it's in that very broad, much broader area of built environment design that we also have to not forget we need to find some power there. And not just me, it can't be up to me. It has to be everybody else.

01:[00:12:51 Speaker 4: I know I'm not supposed to add, but that's what I meant in a way. I'm just not talking about my project or the project we do. Generally, I think the challenge is to make understand the public of how the quality of the environment counts for them and that they are better than us, they are the better porte -parole, the ones that will be asking for more. That's what I meant, apart from whatever, whether it's us building or you guys giving the project, together we need to convince the public.

01:[00:13:22 Terrance Galvin: Everyone having that shared understanding. Yes. So that's one of our national, we'll have two national points at the end. We are finishing in Susan's last person.

01:[00:13:31 Susan Fitzgerald: Susan's last person. So what we are doing, we are rethinking the design of schools to enhance social value and to heighten equity. Do you understand?

01:[00:13:51 Susan Fitzgerald: We are rethinking the design of schools to enhance social value and heighten equity. So clear.

01:14:03 Speaker 8: I did that.

01:14:05 Susan Fitzgerald: I would just like to say, one thing is when you meet with many different groups, most of the time, when you are working on something, a school, there are many, many schools designed, it's one of those building types that, it's not a library, it doesn't have the process that something such as a library has, or an art gallery has. And what I find is people ask for staff, they ask for bigger gyms, they ask for staff, they don't really ask for quality in the built environment. And therein, we go back around to the education. Because people don't know how to ask for the quality in the built environment. That summary is very well done.

01:15:04 Terrance Galvin:	So that's very good. And can I say this, even though we are not reporting the conversation, I think two points that we said, two ideas for national actions, right? That was the question here, and what would they target to see if that comes up in the summary plenary? So I wrote down public understanding, the public's understanding of what is important makes them demand more, that was a point you mentioned. And the point you mentioned earlier, quality is the relation, I like that a lot, just not as a quality of the thing, but the quality is the relation between many layers of, what you said, information, design, metrics, and so on. So I think those two things could be national, if we said what are we extracting from this for a general discussion, then I think each of those national partners can see what their relationship is to those two points within the sites. Is that fair? Madame?
01:15:04 Terrance Galvin:	The second point you said, this is a great summary for the whole project, actually, like what is quality in general. Like that's actually kind of great and so easy to understand, like just at all.
01:15:54 Speaker 8:	The second point you said, this is a great summary for the whole project, actually, like what is quality in general. Like that's actually kind of great and so easy to understand, like just at all.
01:16:13 Terrance Galvin:	We have to stop. But now that we have that great understanding, Camille, then how do you do it is the whole other, the next three years. To be continued. Thanks, everyone. Thank you. It was fun doing this with you and all of you. Hope it was okay.

ROOM 4

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

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 3 - Action Goals for Roadmaps to Quality in the Built Environment

Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-05-02

Report produced by
Rahimi, Negarsadat *(Concordia University)*

4.1. Summary

During our discussion, we identified the need for improved communication between teams and partners as the most crucial action item. Furthermore, we acknowledged the importance of establishing a unified methodology or set of guidelines for all teams to adhere to throughout the process. Here are the detailed points:

- Enhance connections between universities: Strengthen collaborative links between universities to minimize redundant efforts across sites. Sharing successful practices and insights helps improve efficiency and effectiveness in projects.

- Develop a comprehensive roadmap: Create a unified roadmap encompassing the activities and goals of all 14 universities. This mega roadmap will provide a clear overview of the project's status and future direction, helping each university understand its role and coordinate its efforts more effectively.

- Share resources, including a comprehensive set of documents from all thesis programs across Canada: Facilitate the exchange of resources and documentation from thesis programs nationwide. This extensive collection of academic work can serve as a valuable reference, promoting knowledge sharing and ensuring that valuable research is accessible to all participants.

- Introduce awards to encourage more students to be involved: Establish a series of awards and recognitions to motivate and reward students for their participation and contributions. This can include scholarships, certificates, or public acknowledgments to boost student engagement and commitment.

- Share case studies between research sites: Facilitate the exchange of detailed case studies among different research sites. This fosters collaboration by allowing sites to learn from each other's successes and challenges, ultimately enhancing the overall quality of research through shared experiences.

- Implement pre-design assessments and systems data analysis: Conduct thorough assessments and analyze system data before starting new projects. This helps determine the most applicable technologies and methodologies for each specific site, ensuring a more tailored and effective approach.

- Establish consensus-building frameworks: Develop structured frameworks to build consensus among stakeholders. This involves identifying and compiling the strengths and weaknesses observed during various roundtable sessions, which aids in making informed decisions and enhancing collaboration.

- Define community criteria requirements: Clearly outline the criteria and requirements for community engagement and participation. This ensures that all partners understand expectations and standards, promoting a more inclusive and effective community involvement.

- Create open data sets for sustainable design: Develop and share data sets that include crucial information such as embodied energy. This transparency facilitates sustainable design practices by providing researchers and practitioners with the necessary data to make informed decisions.

- Provide policy recommendations, educational resources, and accessible content: Offer comprehensive policy recommendations, educational resources, and easily accessible content. This supports stakeholders in understanding and implementing best practices, promoting a broader adoption of innovative solutions.

- Focus on site-specific studies, community involvement, and living maps: Prioritize research and studies specific to individual sites, actively involve the local community, and utilize the living maps. This approach ensures that solutions are tailored to each site's unique needs and characteristics, enhancing their relevance and impact.

- Explore ways to incentivize innovation: Investigate and implement various methods to encourage innovation. This could include financial incentives, recognition programs, or resources and support to foster creative solutions and advancements.

- Address isolation at some sites by forming smaller groups: Mitigate the sense of isolation at certain research sites by organizing smaller, focused groups. These groups can discuss processes and manage research teams more effectively, fostering a sense of community and collaboration.

- Share methodologies between teams from different cities: Promote the sharing of research methodologies and practices between teams in different cities. This exchange of knowledge and techniques can lead to improved research outcomes and the adoption of best practices across various locations.

4.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:01] Fatih Sekercioglu	Just to be more inclusive, I can just maybe circle around. We are still going to do the popcorn. I just loved the smell of the popcorn yesterday, so we will continue it. But you know, you can just raise your hand. Maybe I can just circulate it to give us an equal opportunity because Tally was complaining that I spoke so much yesterday. Sometimes you know, and you have the microphone, you have the power, and you feel like sharing all your wisdom all at a time. So, we just want to make sure, you know, everyone has the opportunity to share their ideas and whatnot. So, I think the second workshop yesterday afternoon was really a heavy one. I would say content-wise and ideas. And I think we did great when I saw the outcome. Thanks, James, for your notes and the presentation by Negarsadat. So, it was a really good presentation. Two of our student groups, too. They did an amazing job, too, presenting our ideas and discussions. So, it was fantastic. So today, I'll just read the objectives of the workshop. Just a point format. Again, Dmitri made it really easy for us, so the idea is to share impressions and insights about the road map. This part of the conversation will be all about the road map. There were posters obviously upstairs, and we had the chance to look at them. We also have the links here. James is completely trained and certified to open any link that you like. I guess that's what the media told me; I didn't pass that certification. That was a long training required. Yeah, it wasn't easy. I failed a couple of times, but James did it. So he has full control there. So we we just have to identify key components that make an effective road map. We are going to define common knowledge and action goals for the road map and define the best methods. So we have this 14 Rd. maps to the first part of the discussion. So there are two questions. I usually go with the follow-up question, too, just to give you that kind of sense of what you know coming next. So the first question is, what are your main impressions and insights about the road maps? Try to be as specific as you can, and follow up on the question that you may want to answer with your discussion. What do you think are the key components to making an effective road map? So we are going to talk about Rd. maps and then we are going to think of an idea for an effective road map and we can probably even give some specific examples from what we have seen or what we haven't seen and that could have been really nice to see in Rd. maps. So I would like to start this great conversation.
[00:03:04] Doramy Ehling	I actually have a request which is this I'm. For me it would really help because I'm not in a research group. It would be really cool to have people present on here from their perspectives. I think that would really help to inform. So if someone could give concrete examples of here's my road map, here's what we're doing. Here's the action. These that we're leading to, right.

[00:03:27] Miriam MacNeil	I'll let go since I'm a national partner. For me, we're not on a specific site, so absolutely, yeah.
[00:04:38] Trishtina Godoy- Contois	So, for the AU site, we kind of, you know, if you kind of look at the center, which is hard to see, and you know, apologies. So, if you look at the center parts, this was coming out of the round tables that we had with different communities like the town of South Sundry, Sampson Creek at the Basca, Fort McMurray, and Fort MacLeod. So, there were 4 communities that we spoke to on a continuous basis, and we developed some micro-credentials based off those community discussions, too, like cases that were case studies based in a couple of different areas, but the common themes that we are seeing with the rural landscape at least from an Alberta perspective and we try to keep it relevant to what we know of other rural locations is that: a) there's a lack of representation in rural policy making because if you can't afford to get to Edmonton, you're not in the discussion. You're one person, small budgets. You just don't have the tax base right, so that was kind of one common factor that we saw. The second thing is there's limited financial accessibility and we mean that from like an individual scale. So that ties into all the other factors where you don't have a tax base, if you don't have any income that's being generated and that led into lower average incomes in general, compared to urban counterparts. So that ties into your cultural integrity and social dynamic, your well-being and health, your economic development ability, and that leads into the next thing that we saw, which was a deskilling and distancing from Lifeway Systems. And we use that terminology to mean, if you're like in Attawapiskat or if you're in a rural location, you have no real means of training the labour you need to develop the capacity that you need in your built environment. And then moved into, it was also into education and capacity building as something that needs to be looked at and that's connected to geographic isolation because a lot of the times you're reliant on infrastructure and transportation. How are stuff getting there? How are you developing your economy? Is it mostly resource extraction? Which is mostly the case for rural environments. The next case was infrastructure deficits exceed funding commitments. So I'll give you a little example with that I can tell you with First Nation housing and mean. Josie looked at this when we were developing that micro-credential was that there was something in the order of, like, a commitment of $10 billion towards on-reserve housing. But when we translated what that turned into, it was really only an increase of 175 dollars per house. And that's not enough to do anything with. So we see these big numbers, but what it translates to on the ground is nothing. And that's kind of the idea is like, if you have what your needs are, if you're not even, even if you're increasing or it looks like a huge number, it's still not meeting your needs to cover the minimum. And that's tied to the fact that development is always tied to exporting strategic resource. So if you're a farming community, then your strategic resource is the soil and the food that you produce from that soil. Once that's depleted, you have no longer strategic importance, so your funding gets cut bit by bit until you move out, or unless there's another thing to extract. Sad but true. That moves well when we look at environmental sustainability and carbon tax, which are huge issues for rural folk, right? They really have strong feelings about it. And not just them, but really they're vocal about that, and you think about why that's a problem for them, and it's because it's a top-down implementation of

regulatory frameworks. They're not the stewards; they're not designing it. It's not done coming up with the strategies. It's them being told this is what you're going to do because you don't know what's good for your environment and that's what we were seeing when we were developing what's our plan of action. There have to be some of these factors of advancing dialogues of rural culture like that's what these outer layers were the short term and medium. So, first of all, I'm like, we have to compile localized rural development data. One community we wanted to talk to them about is greenhouses and being able to do small-scale food production, and that might solve a lot of their issues with their food banks and being able to feed people and lowing their cost. And they said, how much can that produce? What are the numbers around it? And so we're like, OK, well that makes sense. We have to actually develop that data.

What's the housing stock? We don't even know.

There has to be a level of launching targeted pilot initiatives and advancing dialogues more, there needs to be cross-collaboration across communities like Samsung Creek sits on a sinking on a high-water table that was from one of our roundtables. So, their housing that's even built new or their daycare built new is sinking.

[00:10:00]
Josie Auger

That was one of the that's one of the issues and it's affected the water table and the drinking quality. So that's what I wanted to kind of like I was looking up at the outer circle. There where, it's talking about the policy improvements for these rural policy improvements and advocates for responsive rural policy reform. But like looking at the rural policy improvement and the rural policy reform, those outer areas you're saying, like that's kind of like what's needed out there, right?

Yeah, because when I was looking at this, I wasn't sure what the circles were. But then when I saw your other visual on your poster, that was what I was kind of like talking to yesterday with the if you wanted to go to the. I'm not sure if you're ready to go there, but that's where I saw, like, the peak of these, you develop these resources like planning handbooks, and we see so much of this like in Canada, we're really good for putting things on paper. But then when it comes down to following through, that's what I think your frustration like with the TR Truth and Reconciliation Commission, because there's not a lot of, how do we this living Atlas to me, that's the problem there is. It's a fault, and it kind of declines. What happens to all these good recommendations and how do we improve the living atlas?

[00:11:50]
Trishtina
Godoy-
Contois

The visual is kind of just my way of explaining that, but it kind of starts with these little dots above. This is kind of where we saw the partner rolls.

So, for example, you know, we're really in our foundation stage like we spent time talking and then then observing and putting this together, and now we're going out for funding. Because ultimately, I mean, I think dormy, you know this like we need to fund the projects in order actually to do them and what we get from QE is a start, but it's not enough to do anything really tangible. And so that's what we're doing. We're trying to figure out how do we go forward and do that. We're trying to partner with some of the other sites, like maybe Manitoba, they have a lot of synergies with what we're doing, but without repeating it. so, that's the next part. The next one is the research and development side. So there's like systems mapping that goes into how hence why I was doing the policy review.

There's three real things that needs to happen. There has to be a really extensive and specific policy review that impacts this specific rural, remote and regional communities. And the second thing that has to happen is there has to be more discussion so that the design of the criteria that leads to design has to be decided by those communities. Then, we also have to be able to connect the dots between communities that have those similar geographic conditions like rising water tables, permafrost layers that that with those shifting permafrost layers, communities where you're going to build and not have basements, right where the designs have to be a bit more specific to those common places and then bring those people together so they can also talk about the common issues they have. And then you got to think about it from that systems perspective. Once you have that map, you can start to see, oh, well, there's these zoning laws or bylaws that are kind of in the way. And you can start to develop case studies in these communities that are driven by them and that's where this you move into the systems mapping part pilot design. So, we're doing food and housing. So that's really going to be where you bring those criteria down the policy change framework. So, what are the preliminary directions we need to really go into and then we start developing our pilots, which would mostly be like with the greenhouse side, they're going to develop a greenhouse at the VASKA, they've partnered with them and got funding for it already with the housing side, it might be a design competition of sorts.

And then that's based on more geolocalized assessments. So, what's the land? What are the resources around it? What can you design that's local instead of avoiding that whole infrastructure transition point?

And then you move into a capacity building. So, while we're doing that, one thing mentioned in another round table from Walter was that I have a tiny home, but it didn't come with a manual on how to set up my solar panels. So, then it's about developing those like for the people type of educational modules, that is simple, easy to follow and anyone could learn how to do it themselves; that's the idea. And you move from that into evaluating it. So then going back to the communities and going OK, let's critically assess this based off the criteria you initially stated, does this actually work or are the design still off and you have this process of funneling or like kind of filtering out those key things, where our team can go back and review it, compile the data for finalize the had books for example. Pull more resources in and then we could essentially take that data, compile it, and turn it into three real outcomes. One is planning handbooks that are specific to them and that would include economic developments. How are other places in the world or other communities doing it? How are they? What are alternative ways to look at how you can do it? What resources are people doing and using in similar climates? I think the Navajo right now are working on using a CNC machine to redesign modern vernacular designs and revive them, and they have the timber kind of set out for that. So, like showing what people are doing around the world, that is kind of different. And then moving that and then we would have our policy recommendation reports that we kind of take as well from this whole process and we would launch it on a web platform similar to what we already have with the living Atlas of quality, but it'd be more of a location where rural community leaders or developers or builders could look at it and have a good starting point.

So that's kind of our game plan.

[00:16:34] Doramy Ehling	Thank you so much. That's enormously helpful. Since, this is a great example of a project developed, my question would be how do you actually then develop the action plan? You've got the action plan. So my question would be as this national partner, this is where I get excited because I go, hey, how can I help with that, you know, and you mentioned funding. So I guess one of my questions would be, what else other than funding like this is a really interesting microcosm? As you were talking, I thought this could be kind of like your problem-solving team. We've got tech, we have government, we have like we have such a variety of people around this table that could come together, and you could come back to us and say OK, here's the stumbling block, and we could say, well, OK, here's how. Maybe we know someone, or here's how we can build a connection. Or here's how we could bring a different perspective to the table. I was inspired by the presentation this morning and thought, OK, how do you and you've already done it? But that's the two-eyed approach of saying, how do we do this so that we change the systems that we have in this country and how we approach the built environment and this alone could give us a wonderful model for doing that. So I guess my only question back to your posed question is how can we help you with the actions? What are the barriers to getting in the way, and how do we help you communicate that? Because that's also part of this question.
[00:18:10] Trishtina Godoy- Contois	I have to give Josie credit for this because she's the one who told me to look into the non-housing strategy. I got really inspired by what they did, which they assessed with their communities, which is 51 nations and the 2/3 northern part of Ontario. It's a huge territory, but what they realized is, the problem arises around understanding their housing stock because it goes beyond what states Canada's records; you have to understand what material was used with the current state of it, and that extensive kind of understanding of that portion of it, which I guess really comes into that design phase, the systems mapping pilot design and the policy change framework where there's kind of all of those dots on top of it. I would say that's where bringing on our national partners would be good to be participants in those community discussions where they're outlining these aspects, and then we're just kind of taking that back as a bigger group and going, OK, well, you already do assessments for commercial buildings. So, you already have people that are trained in that area, and that's a specialized thing that you do and why not create use that to form the basis of a community to form the basis of creating a usable handbook where they can then understand what they are looking for. How do they develop their own way of compiling their own housing stock data? I see that being part of the design process where we bring in the partners, and they can share what they're doing in their own locations but teach at the same time.
[00:19:57] Steve Bowers	I just have a question regarding the partner legend. There's home building, there's research and academic, there's agricultural, there's research and academic institutions, there's advocacy, civic groups, community members. I'm thinking about the technology partners. So, it's going to be a conversation

about the technology partners, and I'm just curious what approach is being thought about on the technology side.
00:20:20 Speaker 6
Done.
00:20:21 Speaker 8
Interesting. Interesting. OK. We need to we will connect.

[00:20:21] Steve Bowers	Interesting. OK, we need to we will connect.
[00:20:33] Trishtina Godoy- Contois	I wanted to say I'm wondering if I could throw this back at the QE bigger group. Everyone is kind of mapping out their own process like this, and we've done it in our own ways, but is there a point where we can bring our work back to have discussions in this area? And then we can say that's the gap; how do we bring you?
[00:21:05] Brian Lilley	I really think that's what today is about. As you were saying, Dormy is like building partnerships. And then I'm really excited because I see many cross-group interactions. So that would be really great. Just two quick questions: Do you have something in place with your community roundtables and moving into mapping pilot design? Do you have something in mind in terms of achieving consensus?
[00:21:39] Trishtina Godoy- Contois	No. And we've been looking at that aspect. The answer is no, but that's something that we also need support on, because consensus building is like you want to get deep into it. I did a bit of work as a cultural researcher for an architectural firm, but like 3 months, that's all. But what I saw there was even with the best of them; the setup was not really conducive to extracting really detailed information. It was set up more for symbols and icons that are important or cultural references, as the grant was kind of critiquing. So that's another process. I think we're all going into round tables, and I've heard from other groups, too, the students, that they're a little frustrated about how the round tables are being approached because it's somehow lacking the ability to cross over to the youth and get their voices or and it's not from like malice, but it's just from we don't have a design process for that.
[00: 22:42] Brian Lilley	Just a process. Can I just ask one more thing? Then the, with the pilot deployment, do you have like a scale in mind, or do you have the like with Athabasca's design program, or how do you see that pilot kind of moving forward?
[00: 23:03] Trishtina Godoy- Contois	I think that's something we can open up to all of the students. Personally, I think everyone's on the same page about that because the idea would be we have so many design students who are also research assistants and even in your programs. So being able to kind of like take that information and the constraints and do it. I think would be quite interesting to see what comes out. And then you let the community evaluate it.
[00: 23:28] Brian Lilley	Yeah, for sure. I mean, here at Dalhousie, we've got a design and build program in the summers. It's a two-week program, but we often accomplish quite a bit in two weeks. And I'm just thinking maybe across the network, I'm

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	sure other universities have design and build programs as well. So it might be, I think, we're hinting at this yesterday afternoon; like, what if we pulled some resources, so to speak?
[00: 23:51] Trishtina Godoy-Contois	Yeah, and it'd be nice to know what the other sites are doing because I imagine a commonality is that everyone wants to do a design-style competition. Maybe that's not the right word, but a design vision is more tailored to those sites' needs.
[00:24:15] Doramy Ehling	Just to say that, I think it would be really important to see how you start capturing these cross-unit opportunities for the students, and then we as national partners can come and say work with you to hear how we can help you know, I mean so to get concrete ideas of how we can actually assist because I'm sure like I know Sara UBC also has a design-build they've been talking to us about. So maybe Brian, to your point, there's a way that we can do this collaboratively, and that just raises the bar faster.
[00:24:44] Brian Lilley	I think for the kind of next two years this could be really concrete.
[00:24:56] Simon Blakeley	Of all the road maps, not sure favoritism, but I felt that this was the one that went into the most amount of detail the most. Like kind of steps along it and could form a basis for a unified road map for the whole project potentially. So I love what you've been doing and congratulations and taking that far. Suppose like, I'm part of the McEwen School of Architecture Hub in Laurentian universities, and it's been a little bit slow and a lot of that's been kind of capacity, you know, within the university, but also some of the nonprofit partners in our community. So, we're behind in terms of developing outputs for this project, but maybe we're ahead in terms of other ways because during COVID, as mentioned yesterday, we had the sub-2050 Urban Design contest, which was an international competition. And so that actually we had local groups of which I was part of one of them, and that provided a whole. There were so many resources from that that we could extract from and really learn about best practices and ways to, you know, identify, and rejuvenate and restore downtown Sudbury, essentially. That is feeding into the official plans and it's really starting to move forward there. But we did do some consultation last spring with youth as well. We brought some high school students in. It was difficult to get them to talk, and I'm not sure that they had too many ideas, but I hope that that session was actually useful for them because it planted some seeds that, like wow, buildings don't just appear from anywhere, right? It's a participatory process. You can get involved. There are opportunities to reimagine revision of what your cities can look like. I hope we can do more of that and I've been kind of pushing shortly a little bit out. I hope to do more. I'm saying let's go to the mall. Let's just have some stands there and pull people aside and get talking to people and say, how do you feel about these spaces? How could it be improved and start to document that. So, it's just building on some points that was just here in there. But, I can see lots of synergies and different groups and I'm pretty sure we'd love to be part of any spin-off projects that come from this.
[00:27:03] Josie Auger	So the quick question; do you see competitions like for the like through Laurentian, do you see any competitions like for the last phase like moving towards like implementing like policy recommendations?

[00:27:21] Simon Blakeley	Yeah, that's probably the biggest challenge. I would say in our region, probably. Politically, a lot of people are not on this page at all; this way off their radar. And so there's a lot in terms of the foundational education capacity building to get people to understand the importance of these issues before we can even get to embed it into policies with official plans or broader, you know, social policies that are applied at the regional level In the province of Ontario, as I may be mentioned yesterday, we are kind of there's a comprehensive renewal of the whole planning system taking place that the Planning Act is being renewed, the building codes being looked at so in a lot of municipalities are waiting for that to solidify before then building out their plans at the local level. So we're also kind of in a little bit of limbo land right now before we can advance within that framework. Not that it's the only framework we should adhere to, but, that's what people are leaning at.
[00:28:19] Fatih Sekercioglu	OK. In the interest of time, can we just maybe look into another one? Maybe since we're in Halifax, Brian, would you mind? So we can probably act better and answer some of the questions here. If we see one or two more. We only have like 10-15 minutes for this part.
[00:29:02] Brian Lilley	So, our interest really started with an idea around feedback systems. We talked a bit about that yesterday. The lack of feedback systems, the lack of research into feedback systems and really a difficulty, I think in architectural practice of how to take that information on and what to do with it. So, it seemed to me that schools and public space. I think, James, you were talking about public space yesterday, and these were the two big things on our minds when we started. Unfortunately, there was a wonderful design for the Nova Scotia Art Gallery. It was predicated on First Nations kind of design principles; Many elders were involved. And Jordan Bennett, a very good indigenous artist, was also a key member of that team. And then, unfortunately, the Nova Scotia government decided to can that project, although it was won in competition and that money was all rolled over into healthcare revitalization. Which was what the premier had run on, but never mind about all that. Here we very quickly just shifted our focus to what was happening in schools and especially K12. Just to kind of move quickly through this, we had a framework.
[00:30:32] Josie Auger	I'm just curious; by any chance did you look at that Lunenburg Academy at all?
[00:30:41] Brian Lilley	Yeah, we know. Lunenburg Academy works really well. It's one of our case studies at school here, and it's a pretty interesting example. Part of the problem was finding schools that our partners had worked on and could gain access to, so we actually picked 3 high schools here locally. Two of them, Susan Fitzgerald's firm, has done the work on and had built, so we had great access, and the other was a very good school here locally as well. So, essentially, we went through the process of thinking about definitions of quality. Of experience, we were fortunate to have an anthropologist on our team. She had done a lot of work in New Orleans, and she had a great framework for assessing living conditions. Last summer, I led a free lab like one of these designed and built free labs. The reason why it's free is because the ideas are free. It could come from anywhere. It could be anything, and I decided it would be really interesting to simulate or work with our students to think about how we could engage in the feedback system. So, we designed space, worked with our Faculty of Computer Science, and designed it as a kind of

	augmented reality space for our students. We asked two questions: one was about curiosity, and the other was about empathy. And so, our students actually designed kind of an experience room, if you like. At the end of that process, there was something like a fire vessel where we would collect our thoughts, and that was the interesting part. Like the reflections on the experience that that was very revealing. So that's something we are going to apply for a grant to develop a bit further like a smaller SSHRC Grant. But that's something that we're going to do over the next two years. On the other side, we did a lot of analysis around the frameworks for design and what exists now in terms of provincial recommendations, forward design and the whole idea about going back into the schools was seeing how well they actually work and getting feedback from the three levels that I was talking about.
[00:33:10] Steve Bowers	Question of the last right you know, is there also consideration outside of the you know design thoughts on what those places look like or you know have you reached out across borders on that?
[00:33:25] Brian Lilley	Yeah. So our initial research phase was looking at exemplars if you like. There were two schools in Copenhagen that we thought were just excellent. And then we uncovered a few others, but in terms of this amount of time and our research focus, it really came down to the provincial governor controlling the whole process of design. I mean in a way you have to satisfy their criteria.
[00:33:59] Brian Lilley	So in a sense looking at how those criteria have been applied in the last 10 years and then being able to talk to or try and gain feedback from this set of kind of respondents, the students, the parents, the teachers has been our major focus.
[00:34:17] Steve Bowers	Copenhagen is a great place to take some.
[00:34:26] Josie Auger	I just have a comment, and I guess it goes back to Albert Marshall's seeing approach. I'm wondering if you will follow the provincial guidelines; I don't know if they do or do not consider the two-eye-seeing approach, but given his quote on Micmac education and space opening up spaces, Will you grant it? Or maybe I guess as a comment, is sort of encouragement to include that two-eye seeing approach like on your grant.
[00:34:55] Brian Lilley	Yeah, When we were selecting schools there, there was a school up near Eskasoni that Susan had also worked on, and I was very keen on it, and unfortunately, it just became too difficult to gain access to that school, but there, but definitely a kind of a part of our thinking. I remember yesterday we were talking about the people who weren't at the table. For me, this is a big one, but we have had some experience with it, and it's something definitely worth developing.

[00:35:34] Miriam MacNeil	Thanks Brian. I really appreciate the time to take the road maps and all the work it's very super helpful for the national partner to better understand and make the links and support in the future, as Dormy has mentioned. Brian, I was wondering you just mentioned about reviewing the design criteria that's embedded I guess in provincial legislation the requirements for the schools and I'm just wondering as the work progresses, do you see emerging new design criteria is coming from your work like I guess I'm always looking to you know those that those recommendations and I like what Trish had shown like just at the end there. That's where I kind of I'm waiting to take all that in into the work we do at the federal government on procurement. So, is that are you seeing that kind of coming as part of the work in the next phases and just trying to, you know look forward and see how that that's looking like in your research site? Thank you.
[00:36:41] Brian Lilley	Yeah. So, this is a good time to bring up the next slide. So about the criteria, these are essentially typical elements of site design across the top and then typical arrangements of the schools and in terms of teaching space, informal space and support space. And then on the left is kind of a scaling exercise from town through neighborhood through school. And so, then the idea of the processes that we're working with and the consideration of, if you like, our interviewees as being actors. And then essentially combining it with the idea of composite principle evolution across processes, composite principles with geodata. So, this is like architectural data, and then with that, there is a corresponding set of kind of anthropometric or, say, data that's been done through research questionnaires and any kind of feedback mechanisms within the school. We've just finished the first school, the one on the upper left, and next week we'll be going into Marine Drive Academy, which is just outside of Halifax. and we have plans for one more. So, I guess one of the reasons I was asking you that question was because this is kind of what we're facing right now. And there are certainly having an anthropologist on board helps us considerably because there are statistical means. For creating some kind of I don't know combination view if you like. And on the other hand, what we're really after is how it gets to back into the architectural kind of guidelines. And for that, we're actually considering right now the plan is to draw out about 300 responses, is that right, James? So, within our crew of students, the thought was that, OK, so the verbal responses are excellent, and we can start to form or give feedback to policy with it, but for the architects, maybe it's better to actually draw it out. Like, what do those words actually mean in terms of floor plans, section site plans, that sort of thing? So that's where we're right now.
[00:40:25] Josie Auger	And so maybe this will feed off of like, the Rick Hanson Foundation. I was teaching a course a while back and it was like with indigenous educators who are like working like in several communities and they work with many students who have, like different types of seen and unseen disabilities and how that's like, really important to bring that to two-eyed seeing approach into the classrooms. Because they'd have tactile areas, areas for teepees, light sensitivity and sound to help them with any number of disabilities. I think our Alberta provincial website like had had a thing there for all the different types of disabilities and how to accommodate learners in their learning environments. So, I was just wondering if there could take the two-eyed seeing approach to culture and maybe making it kind of broad in general

	for the next generation of people coming up in those spaces so that they can maybe incorporate it like a little bit of like land based teachings, ecology, ecology and so forth like as per like the two-eyed seeing approach.
[00:41:42] Brian Lilley	Because that's been my thing. Like I've always been saying, what about the indoor-outdoor relationship? Why does the school have to be so enclosed? And I mean, these schools all sit on at least two or three acres of land. And sometimes there's actually forests attached to them. And it seems to me like that's such a great learning resource in its own right. So I'm fully with you on that. And I've been following that one. Yeah.
[00:42:08] Doramy Ehling	I'll just go very fast. Yeah. And this is where we do get passionate because we have a key to 12 school program. So I was talking yesterday, we could look at how we introduced in curriculum about design for high school students. We could do that, we could do that in a month, we could do it in six months. You know where we could take the learnings from this and say how do we help students across the country because we're in every province and. Story we're talking to all the provincial premiers about the importance of ministries of education and the designs of schools because we said that's where schools are in every community in this country. So, every child has to go somewhere. So how do we make sure that the start of their experience is inclusive and whether they have visible or an invisibility, disability or whether they're a parent or a grandparent? Or whether they're an elder in a community coming in to teach learnings in the classroom, right. So the one thing I was going to share with you, too, is that in BC, one of the things we're seeing, especially in rural areas, is that they're doing a lot more of combining schools and community spaces. And I didn't know if that's something you're seeing in Nova Scotia, but it's becoming a bigger push. So that when they design it's not just during the school day. Actually, the afternoons and evenings are being used by the community in some way. So, how can we have some thoughts on that? And I love the two-eyed seeing approach, and that whole approach for me is where I'm like that's just hit the spark for me. Now I'm just like, OK, how do we take that forward? But thank you very much. It's really interesting.
[00:43:39] Brian Lilley	This has been a big part of Nova Scotia as being a poor province like absolutely maximizing resources, and schools have always since I've been here, at least my knowledge have always been like community centers. And the real problem that we've seen arises with safety issues. And so the Citadel High School, which is just literally three blocks away, has a complete lockdown system. You know, where steel doors actually kind of come down, and it really is like one of those negotiations. How open is it versus how secure is it? And we're finding that a lot of it has to do with the time of day and basically if we can get community events earlier in the day, it works much better.
[00:44:23] Doramy Ehling	We have the same thing with middle and high schools in different security provisions.

[00:44:30] Steve Bowers	My question or comment is related to exactly what we're talking about, guys, which is inclusion. And that is, you know, in the design process, is there a consideration for hearing impaired visual impaired, all of those things have to be a consideration that's built into the design for sure.
[00:44:46] Brian Lilley	Yeah. And So what we're seeing is that the schools with more active parent associations can actually contribute money to the building of the facility. We have two or three schools with almost state-of-the-art theatres attached to them, which is not equitable in any way. But it kind of reflects a kind of an addition if you like. They are fully equipped for various impairments, which is great to see. And the reason I accept it is because I feel it's like a model that if proven successful can get rolled over into legislation or design guides. I just want to just to say to Miriam, like the where this is going we one of the fellows on our team is from the provincial government and he's responsible for our so-called DC-350 which is, you know this document, and we have actively had a dialogue with him about this going forward. And so our next phase is actually starting to take our research data and come into conference with him about what can be as like on a first level say successfully integrated and then what's going to take more time and more research what are the, what are the big question marks moving forward? That's in a nutshell.
[00:46:12] Fatih Sekercioglu	So, for the interest or time, we just for just for James and Nagar more than anything; we just need to report back to the group. So we have two tasks; one is selecting and considering all the road maps you saw yesterday or in the document, other than the two that we discussed in greater detail here. The two main impressions/insights and components make an effective road map. We need to report those things to the group for main impressions and insights. We just have to select two main components that make an effective road map. Any ideas that we can think of.
[00: 47:20] Josie Auger	Well, I was listening to Brian, and I saw the visual like of Athabasca University' visual. So there seems to be an importance in trying to bring that information back to where it started. It's almost like another circle of it like so that they have this idea of what the quality and the built environment, the Living Atlas is about and to say, OK, So what more? What more needs to be done or can be done?
[00:47:58] Trishtina Godoy- Contois	It seems like the activity of us producing our site-specific ones has led us to the point of needing to create a master one so that we can understand where all the sites are doing, where they're going, how they work when they work together when they should work together, and then also when the partners need to step in and at what points. So it's almost like a not to say like a work breakdown like a Gantt chart, but something of the sort that a layering of it all that allows us to go. OK, these are the actual outcomes we could have collectively. These are the site-specific outcomes. These are where the national partners intervene.
[00:48:40] Josie Auger	But also, Trish, I think it has to do with what you said we're partnering across universities. I just think that to build on what Trish was saying, I think it goes back to, you know, finding the synergies between the partners to be able to work together. So that one university doesn't have to do it all by itself, that it can work with another university and other partners.

[00:49:13] Miriam MacNeil	I'm saying the same thing, and hopefully in a concrete way. I agree; I think the road maps all exist independently, and there needs to be a thread that brings them together. I don't know exactly what that is or what kind of. So, we feel like the work you used to, Trish, about the collective, what is that next phase like when we get together next time next year at this time of the year, what are we going to be bringing, and it should be kind of whole, so we can kind of leverage all the individual work into kind of something. And I don't know what that's like, you know that circle is, but I think that's the challenge we all have here today, and we shouldn't leave this convention without kind of understanding how at least understanding how those steps, what's needed for that to come together. And I think it'll just strengthen the partnership, but I'm supporting what I'm hearing anyway. I wish I could hear, and this may make me need to do the research or review all the road maps, but I love this moment of those who have been working on this sharing; I think it helps us certainly as a national partner kind of bring clarity as to where that intersection might be of where things come together. Yeah. Thanks.
[00:50:42] Simon Blakeley	With what I've been saying here and unified this somehow and have an overarching kind of road map, a pathway. But what's also great is that because everybody is trying to focus on different topics that there's again, there's so much like rich, like information about that, about the schools, about the nighttime, who has the right the night and all this. So, in England, like years ago, 20 years ago, I mean, like there were attempts to do this at the national scale, and they call it like a compendium. So, I don't know if there's something like that. And again, if it was digitized like interactive there, there'd be overarching kind of principles that could guide people at whatever level, but then you could, depending on how you practice, delve deeper into a particular topic so all forms one big maybe that was the original goal, but I can just it needs work, but like I can see synergies like you were saying between all of these.
[00: 51:35] Doramy Ehling	I'm just going to riff off of that for a minute because one of the things like, you know, Infrastructure Canada, did that infrastructure assessment, you know, for Canada. And so, we've got a meeting in a week or two now with the Deputy Minister there. So, we could have that conversation of saying, well, maybe this project could lead to your next version of that. You know, I mean saying and looking at it through a holistic lens, through equity inclusion and sustainability, because that wasn't done that way. So, it would require a different way, but it might be a nice link for another project, too. I was just also going to say what you asked, you know, and I mean the insights for me when I looked at the road maps. Obviously, I go very selfishly and look at, you know, what are people doing around inclusion, accessibility. But I also look to see which ones have an action orientation and have something that's concrete that says here's how we're going to move from theory into practice. Here's how we're going to consult the community, which we said as a group was a value that we held near and near. So, I look for that and say how, how is that actually going to be translated into action? How is knowledge going to be mobilized so that I can see at the end of the day. Because I'm a big believer in research, but I also need to see how it's going to be put into practice. So that, for me, is really key in the elements that are here.

[00:52:55] James Barrett	It kind of builds on what Dormy was saying there as a complete outside of looking at this. When we were looking at the basis slides, an important part brought up was also kind of where the shortfalls or would be not hitting, not that every group where every road map can hit everything, but how to the partners? Maybe triage as we go and recognize what we're not addressing, whether it's tech or other aspects of this ecosystem and how we can turn those shortfalls into actionable things or integrate them better into the road maps to meet these goals.
[00:53:34] Gavin McCormack	So I like the idea of the compendium or what I might call a meta road map. I think in order to do that, it would need to be. You know, we need to think about how that would happen, right. And I don't think it would work necessarily. Having the individual teams leading that. It would need to be sort of a national oversight even maybe a group that's less familiar with the individual sites to be able to pull it together, to look at sort of an objectively or objective sense. So, I think in order for it to happen, the project itself or the program itself would need to invest resources in doing that. And then having obviously project sites involved with that, but someone central taking the lead, the one thing I liked about some of the some of the road maps was that they included that feedback loop. Others were not, so it wasn't too clear whether that was happening. Assume it would be, especially because they are working with various community partners and stakeholders, but I think it would have been nice to see that sort of a little bit more clearly in terms of what groups are doing. And also, I guess again, back to these compendium Meta Road maps, I think that would also facilitate for those, or at least at the same stage, because you know these are different projects, they're happening in different timelines. The ones that have moved ahead or are further ahead could then know that there are lessons learned, right that they can share with those who are sort of trailing behind and those who are sort of in line with each other at various stages. Sort of. The sharing of resources and ideas, and approaches and again lessons learned, but sort of live, so to speak.
[00:55:33] Brian Lilley	I appreciate that comment, Gavin because there are things we're doing with augmented reality in computer sciences. I'm sure there are other resources across the network that might have similar knowledge or better knowledge than we do. So in terms of putting ourselves out there, part of it, we're experimenting with things, some things, some technologies that we're not incredibly sure of, but we feel how is the right direction. So I think that that would be a wonderful sharing of resources, and the troublemaker in me thinks that it would be really wonderful to share a comprehensive set of documents from what we've produced for every thesis program in Canada. Because, in a sense, the thesis work that I've been involved with falls so squarely under these categories that we're dealing with, and it's really wonderful actually to see approaches from across Canada and to kind of get out of our Nova Scotia silo a little bit. That gives me a big breath of fresh air.
[00:56:50] Trishtina Godoy-Contois	So, Gavin, you kind of took the words out of my mouth because I think that like from me looking at it from afar, I can kind of see like the flow of what our research group wants to do from an academic lens. But, I think the outcomes like yesterday, we were talking about outcomes and I was in a

different group with that one, but I tried to make the partners kind of talk about what they need to for them to act because they are the ones doing the actual relationship work on the ground work. And we're not. We're just like interpreting the information, setting off, putting our eyes to work, researching information and doing this and this and that. But we're kind of working in the area, but you guys are actually implementing it and setting the direction of it. So I feel the partner should really be the ones that determine what the overall QE outcomes need to be.

And what would that synergy be? What are those main categories like? Is it we need to have a repository of policy recommendations from each of the site's activities? Do we need to have an outcome that is accessible and has educational content? Cause the Calgary Homeless Foundation, I think Matt Nomura was talking about how you have to also have some video series, or you have to have an ability to explain why it's important, and it has to be catching and simple.

And policy needs to be specific so I can actually bring it to my meetings, and it was all of these items, those are the outputs that all of us should be adhering to, but in our own respects. And I'm wondering if that's really what should be happening at this stage as the national partners need to come up with that?

[00: 58:38] Doramy Ehling	My only quick response would be that I would never want to be in a room just with the national partners. Because that's kind of been where we've been in the past to a degree and maybe where there's more of us now, which is great with different perspectives, but it would need to be a collaborative effort, I guess. And I know that's where you come from anyway. But that's my only hesitation if I hear; you should go away and come back with here's what we need. I'm like, no, it has to be from this group. It has to be collaborative effort and I don't disagree with you at all that there are tools that we may have or resources that we may have or relationships we may have that we can bring that could help accelerate to the progress that we want to see here.
[00:59:21] Miriam MacNeil	Thanks, Trish, for that. And just, it's great to hear how much you're listening to the national partners and what we need to, you know, just to, like, from a practical perspective, what you've just mentioned, this idea of a repository of recommendation, it it's really important for the work to land in a good place that can be accessed by many overtimes. I think you know if you just think in our world when we're preparing like procurement documents for projects to be able to go to this type of work, and research and thoughtful work to say, OK, this for this space, for example. And I'm always thinking of the parliamentary precinct in the public realm, but, you know, to be more inclusive and representative, what is the process, what are the recommendations for me to get there? So I can put some of that in our procurement documents and know that it's been well thought of. As you know, those that are affected have been consulted, etc. And there's some advice there that I can take into a very practical place for a better outcome for the built environment or the natural environment, depending on the situation. So I really like you know what you're saying about these, and I'll be on a bit of a panel in the afternoon, and you'll hear me kind of mention that again, and I'll use some of the words that I'm hearing today about this practical like, continue to work, do the work that you're doing, and make it available in a very practical way that can be leveraged by me. And Dormy, you're saying Infrastructure Canada makes me think about what

other national like federal partners I can bring to the partnership. I think that's kind of one of my homework is to bring other colleagues that can listen and take this in. So, I just wanted to mention that from the national partner, I appreciate seeing that they're listening to what we need and or are looking for as part of this great exercise. Thanks.

[01:01:33] Brian Lilley	I think that makes a lot of sense, Mariam, toward the idea of the design manual or the design recommendations and then being able to specifically point to projects, you know, where things are actually happening. And then my question for the group is, what if we actually gave prizes? What if we gave awards? What if we could start small and say, why don't we honor thesis projects that are working within these categories and then the fun part is bringing them into our site, and so that there's like a point that we have as a reference or a draw for our website that says here's the collection from ongoing interesting work across Canada because this isn't fixed. This could be our legacy that we have an idea of a go-to site.
[01:02:40] Doramy Ehling	I've actually been talking to Jean Pierre about creating some kind of awards program. So that would center on this because we always hear about how awards are not doing it. So, I'm like, why don't we just go create something we could do that, but can we find some funding? I've had experience with other words where you don't have to spend much money. But it does stimulate interest, and it is amazing how you can build it. So I agree wholeheartedly. That's all I was going to say, and I'm already on the track of it. I'm with you on the trouble making it sound good.
[01:03:08] Trishtina Godoy- Contois	So, it was kind of listening and then mapping out based off seeing what you guys are doing as well and some of the stuff I was seeing with the posters and for the outcomes, that's what we were envisioning with that living map, but we can call it anything. It's we are all doing case studies based off like we're looking for case studies based on listening to communities. I know one community I was listening to had consensus problems. So, then I started looking for case studies where they had different ways of approaching consensus building. So, this kind of work is really what we're doing in our sites, like there's a design element, but it starts with case studies. What if we also had a living Atlas of that? What if we actually had a map that showed, OK, Nova Scotia or in this community, these are the case studies that this team found. These are the case studies these teams found when they were in sundry, and people can start seeing all of it. Because sometimes we might be repeating our work on the case studies. Like there are different elements that are being gleaned. So, I thought that might be a good outcome for our actions for roadmaps.
[01:04:13] Fatih Sekercioglu	Trisha is so good. You are answering the next part, too, already. Which is great. That's saving so much time here. That's wonderful. So for the next part, I think we can just continue this conversation because this is exactly what we're going to do next. What are common knowledge and action goals like you just mentioned for Rd. maps, so you just need to select two for reporting back to the larger audience here. What are common knowledge and action goals for the road maps and for your consideration, just a couple of key points we should consider should these goals preferably be the short, medium long term? Should the progress indicators be

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	associated to the road map? Those are the two kind of consideration you can just take into account when answering, but the major task is two common knowledge and action goals for Rd Maps.
[01:05:11] Trishtina Godoy- Contois	I actually have a list. So there needs to be an element of taking stock so that systems data and that's where you would go into pre-design assessments for whatever the site is. And that's for the partners come in and be able to apply like this is the type of technology you could use. This is the type of assessment you could use. The third one would be consensus-building frameworks. We're all in different roundtable sessions. We know what our shortcomings are and what our attributes are. Let's compile it. The next one would be community criteria requirements. So, we can start to see what's going on across Canada on all the sites. That would lead to open data sets. So, for example, you can't have sustainable green design if you don't even have an open data set for embodied energy. So, you can't do that unless you have that data. The next one would be policy recommendations and educational and accessible content. The last one would be site-specific, community and case studies, and living maps. That was all I got.
[01:06:30] Simon Blakeley	Our focus is obviously sustainability and environmental space, and you mentioned embodied carbon. And so, for the green upcoming program, we've been working all across NE Ontario, really trying to understand what businesses and communities are doing and drawing out these best practices. And we're massively under-resourced. So, it's like an opportunity to tap into whether it's a GIS-based map that's got these best practices and to really kind of integrate other networks, other nonprofit best practices, case studies into that. It saves reinventing the wheel, but it really acts as that forum to pull the board together. So I, Like where that's going.
[01:07:14] Doramy Ehling	I think all of the things you've listed there, Trish, a lot of those are innovations. So they're innovative, different approaches that we can look at generating as a result of this process. And so the only thing I would add to that would be, where are there ways that we can incent innovation? What do we need to do to do that? Awards might be one way of doing that, but there may be other ideas for the use of technology, like innovation or invention. Because that's something that I know as a country we're lacking in terms of productivity, etc. And this whole area that we've been talking about, I think could really be a contributor.
[01:07:52] Simon Blakeley	Just a quick comment on that. Yes, that's been part of our experience as well as that; we do have a number of kinds of inventors and entrepreneurs all across the region doing stuff from sand battery technology, may have mentioned that yesterday, to kind of different innovative products and technologies, more funding, more financing for that. And we found that we have a micro-grant program. It was short-lived, but it really did an incent action and so now, as those projects being implemented with its air source, heat pumps, solar windows, cavity wall insulation, we go back and monitor those buildings and look at, you know, what has been the GHG reductions and then you can show it in science communication form, everyone likes to see like a graph or a chart that shows progress. And I think that's really important part of this is to see the progress of the outcomes.
[01:08:42] Brian Lilley	I think there's a hole in our award system right now around innovation. I think you're absolutely right, Dormy. The RAC Awards Prize for Innovation and Materials related to architecture used to be three prizes, and now it's one prize. So, the judges are faced with comparing apples and oranges. Basically, it's really problematic in my mind. We're doing a lot of innovative

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	work around ceramics, painting, ceramics and there we wouldn't have a hope of any one of the prizes. It's just too broad. And this year, I think the prize went to a big architectural firm in BC for their whole body of work. So, in a way, if we could jumpstart anything around innovation, I think it would be a real help. And I think there's a real hole there.
[01:09:40] Fatih Sekercioglu	Great. And I think just to add my two cents. One thing I feel like the first couple of years assisted for our side was trying to situate our understanding, just developing that collaboration with our partners and whatnot. But right now, I think we are in a mode for the next couple of years. At least, as an action goal, we should probably break these silos and just collaborate a bit more between sites like we kind of have certain. I think there are four mainstreams. I don't even recall having a meeting with our stream partners. So, maybe we can because when we have like a much larger meeting, you kind of get lost in the train like there's 14 universities I can follow up like every, you know, a road map and idea. But since those four groups have more like condensed approach to things, we should probably enhance our collaboration among at least those as starter and then just maybe come up with some common new projects along the way.
[01:10:48] Trishtina Godoy- Contois	This is more of that going back to that question of inventions and awards, so would that be kind of interwoven throughout each of those identified steps that we not steps but like those points in the process, so if we're talking about like consensus building frameworks, would there be an element of awards for in inventions and there'd be an element of awards for thesis? Or work really large contributions to the body of work around that that specific process is that kind of how we're seeing it all work through.
[01:11:25] Brian Lilley	I agree completely. And to further it, I think there's a question perhaps about this idea of collaborative design that might make that might give more flesh to that kind of description. I don't know what do you think, Gavin?
[01: 11:48] Gavin McCormack	I don't have any comment.
[01: 11:59] Doramy Ehling	I have one other question. Sorry, just for the students, what would be helpful? Like what would help you participate or enhance your experience in participation? You know that I'd be really interested to hear that because that's part of for me, you know, answering your question of, you know, how do we build those action goals for the road maps? The students are a big part of where we're going to go in the future. I'd love to hear from people.
[01:12:32] Taly-Dawn Salyn	Because I'm not an architecture and I'm in social work. It's very like the scope is very different and I don't think me alone as a student can do that. I would have to be partnered in some way with architect students. I don't know this is like this is a very interesting conversation, so I'm doing a lot of reflection upon like and I don't know if Gavin wants to chime in, but just on our site specifically and how it can improve. I don't know if you feel this way, but I feel like there's a little bit of maybe a disconnect that I'm feeling right now with how our site can move forward. But that's also because I don't have an architect background, so I feel very disconnected. Maybe Steve, you feel very disconnected as well because I mean us three who are from Calgary are not in architecture. So, we're not and it's so I think and it goes back inside. I don't know if this is something I

it's not proposal to like the larger group. It's not maybe like a Calgary conversation, but there is some kind of and maybe because we're so like multidisciplinary and have so many different community partners in so many different areas that it's almost like we're still so separate and we need to kind of find like a common thread that's bringing us together.

[01:14:22] Gavin McCormack	I think, similar to Tally's thoughts, sort of the first stage of this has been really explorative, and part of that has been building trust in our community partners or with our partners and trying to identify which partners should be at the table. We've had three round tables, and it's been about relationship building and listening essentially. And we've gotten to that stage now where our partners have asked, can we have someone on one with students or with the team and sort of air their sort of thoughts and concerns about quality and the built environment? And so the relationships are transforming and strengthening, and I think we're moving into a phase now where we can actually start to apply some of what we've learned to specific projects and so on. But in terms of feeling within the team that disconnect, that's sort of the nature of a transdisciplinary approach. It's sort of a discovery in itself. This is a sort of project or the type of work that we're doing that requires many different voices, different perspectives, different lenses, and trying to marry that together in a way that creates something central to the union. Everyone agrees that it is challenging, and I think the students in our project are kind of because you're coming from different faculties. And then you've got mentors in the team that come from different faculties, like everyone's speaking maybe different languages have different expectations coming into the project. So, in addition to building trust in the community, it's been about building trust and faith in the team as we've moved forward.
[01:16:15] Taly-Dawn Salyn	One thing just to say, and I think this is something that Trish mentioned. So we've started to do these like coffee conversations, which was our fourth round table. So it's kind of migrated to be these one-on-one where two students go and meet a community partner and we just have a conversation and we treat them to coffee. It's rooted very much in relationship building and reciprocity, but what's interesting that I've noticed has come out of them a little bit is this desire for Community partners, for us in academia to dictate the projects and dictate how we're moving forward. And I really believe that it is the community partners that need to tell us or like together. But we really need to steer the next phase of this Community partners, Steve. I don't know if there's again, this disconnect with academia and community partners, and I think maybe in Calgary what we've really been working on is trying create this bridge between them and like create this this common thread again between us.
[01:17:34] Gavin McCormack	Sorry, so I think this comes back to the comment about bringing the sites together that have some commonalities and talk about these sorts of things. So we don't like it; we're isolated in Calgary. We don't know what's being done at U of T or at Dalhousie in terms of creating the projects, incorporating the students into those projects, the role of the student, and the role of Community partners. Everyone, every group, I'm sure has their own sort of unwritten structure or way of doing or framework. And I think more opportunity to bring some of the sites together, not so maybe so much as an entire group like in the Convention, but certainly sort of smaller

	groups to talk about just process. Not just the project itself but managing these research teams.
[01:18:29] Fatih Sekercioglu	And obviously, when creating case studies, I'm just so happy to meet you, and we are in public health kind of real and even like designing case studies that could be like one can be Calgary and another one could be Toronto. I feel exactly the same, I'm just so happy that I'm not alone. I feel very disconnected as a public health person I felt so guilty that I designed a complete graduate thesis work starting in September. I accepted the student just for this project because I felt extremely guilty of not contributing enough to the bigger picture. Because, when we have certain projects and since the Department of Architecture, like those guys that kind of the mainstream there and that's their day-to-day life, it's almost like me creating a public health-related project. That's what I do every day. But I don't do this every day, and I just have to think strategically to find ways to contribute to this project; I was just trying to be as helpful as I can, but I also wanted to put a bit more emphasis on a Masters student for at least the next two years. I hope to start and finish a pretty good project about Toronto's waterfront from the public health, HealthEquity kind of perspective because I feel like for the past two years, I kind of waited, but I just couldn't find an opportunity to kind of really, really contribute, put my stamp on something significantly like I was always a part of the conversations, but I never felt I was contributing well enough to write to that point.
[01:20:00] Gavin McCormack	I think there are opportunities for collaboration across sites, and I'll give you an example; the work that we're doing, one of the case studies in Calgary is the plus 15 and I think Brian mentioned that even before that started, it was created for the purpose of the SSHRC grant. So it's a case study specifically for that. I was never going to be looking for funding to do that project. But just having a couple of students came to me wanting projects and so we dovetailed them into the SSHRC and the Calgary site. As we're going along, I became aware that this could be done in Toronto, in the path system or in Montreal. And so these are environments that exist all across Canada, and what we're finding could translate, or at least the method that we're using could translate to those other locations because obviously it's context specific. So that's an opportunity where we can bring together a couple of teams from Montreal Toronto or Ontario and then look at these as sort of a group of pedestrian protected pathways.
[01:21:15] Simon Blakeley	It just reminding me. Obviously you've been from Calgary. That so green economy in the program we offer is part of the green Economy, Canada national network. They've been expanding and they've recently this spring launched a brand-new hub actually in Calgary. Green Economy Calgary if you've heard of them, but I can certainly put you in touch with them; they're obviously looking for friends and partners to build relationships with the community. I feel like they've done some ground work with the City of Calgary. So again, I don't know how far your relationships have advanced there in terms of this, but the more people talking about this project in from your lens and what you're doing and supporting that and reciprocity obviously would help. And then further north in Edmonton, it's called Joshua Book. He led the Edmonton hub. So he's got certainly great experience. He's been working there four or five years, really kind of building in this experience. So I'd be happy to connect you both with them and see if there's ways you can support each other.
[01:22:16]	This isolation that you mentioned, I can feel even like in our group. We have different teams, and I sometimes feel isolated in my teams and say that maybe they are not well connected. We are trying to connect, but each of us

Negarsadat Rahimi	is focusing on one aspect. And I guess the same thing is happening between different sides. So, each of us is focusing on different approaches, which is really good. So right now, when we look at this 14 Rd maps, we can see different kinds of approaches, and each of us can find different things to look at in our city. For example, we have three universities in Montreal, and it was wonderful that each of us has been focusing on different things. We have been focusing on the elderly or McGill has been focusing on nightlife, so it's amazing, but I think that maybe it's time to have the same approach, like not the same but something mainly between all universities and maybe we should collaborate more. For example, we do not just present to each other; we have such meetings, but maybe PIs can have meetings to check everything. Are we going to the right that way? Because it's one year, lots of things will happen during one year, so maybe we can have more meetings between PIs to check if their approach is correct. If the students are going forward the right way. So I think maybe the process could be checked. I'm not saying all the processes should be the same, but I think there should be a pathway for us, like a methodology.
[01:24:16] Josie Auger	So I'm looking at like this map, like in front of us. The road maps to healthy cities. And so they have all of these points like one to six. And so it starts off with questions research Rd. maps and inside all the road maps. Includes, like the broadband community voice to consider lived experience 3. heightened educational impact, 4. from prescription to performance 5. Catalyzed policy reform 6. Ensure a holistic approach. Then there's implementation, and then there's feedback. Then, the question that we've been asking ourselves is: What are the key effective components of Rd. maps? And so I think it's not just about like those points one to six like after the questions have been phrased and after you know part of the research has been conducted, I think it really we really need to be at the application stage like of grants and so forth to be including those that two-eyed seeing approach. And also, I guess the part that seems to be missing for me is not just about cities, but it's like about the rural and it's about like other areas. I think that's important and it needs to also come back to even those regulations like our #5 catalyze policy reform, and I think in public health, we know that, you know, you want to have healthy public policy. And so if we're having a healthy public, then even those policies need to include that two-eyed seeing approach as well. I think the two-eyed seeing approach needs to be right across from the grant application to provide that reiteration like that communication across the long term.
[01:26:24] Doramy Ehling	You might also get to know whose voices you are missing.
[01:26:26] Josie Auger	Yeah, and I know, like within the Academy, there are indigenous people like and respective institutions. But I think more of that partnering within institutions is very helpful or even across institutions as well.
[01:26:46] Gavin McCormack	I appreciate your comments, and I think that's something we need to consider as a group. certainly, I would take that back to the group, and we can discuss that as well. I appreciate your comments about the sort of the six, what I would call more sort of their sort of conceptual directions to some extent. They're not operationalized, and they're deliberately like that to allow scope and how we actually address them. So I think, yeah, I take your feedback, and I think it's valuable, and I will consider that.
[01:27:24] Josie Auger	It's nothing specific to Calgary per say, but it's overall because we do these land acknowledgements. And so, but then we're just talking in this instance, it's talking about healthy cities and yet we know that a lot of indigenous

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	people live in the city, but they also live in the country as well. So, I think we need to look at it through both eyes to be able to kind of see the health of people.
[01:27:54] Gavin McCormack	So I mean, we do have an Indigenous voice within our team and within the project; we haven't explicitly sort of made that. But to your comment about rural as well and for sure that's important. I guess for us, like others have focused on a specific project or, you know, like, for example, schools in Dalhousie or whatever it might be, we sort of focused in on the urban environment partly because that's where our expertise is. David is from the city; Yeah, he's involved with that. So part of that was based on our expertise and networks and the need to sort of at least scale it to certain scope. But again, I agree that the rural is just as important as the urban.
[01:28:43] Fatih Sekercioglu	So did you get what you wanted for the reporting back? Are you missing anything from this? You have all the points. OK, I think we are going to finish off then with final comments.
[01:29:01] Josie Auger	I just was just going to say one other thing. I think that the entire approach of this project was an innovation So, I mean, we're learning as we go and so we have to give each other grace, but we're also here to support one another. And so I think that was one of the things that attracted me to say yes, to become a national partner to this was because it was an innovative approach. It was involving lots of different people. It wasn't just the schools of architecture. The whole idea was that we're designing in collaboration and making sure there's other voices at the table, and so I think that's part for me of where we should be capturing those learnings as we go and it gives us a chance to get better at it so that we can pass it along to the next group who might want to tackle this in a different way that has been done in the past.
[01:29:41] Fatih Sekercioglu	it's a great point. And this afternoon, actually, we are going to continue with the strategic outputs and national strategies. We have great national partners in our group, too, so I think it will be quite interesting after lunch. So now we can break for lunch and get some fresh air for a few minutes.

ROOM 5

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

Room5_ Location: G.H. Murray Building - G214			**13 Participants**
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 3 - Action Goals for Roadmaps to Quality in the Built Environment

Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-05-26

Report produced by
Larose, Alex *(Carleton University)*

5.1. Summary

The group discussed the initial question, which encouraged thinking about the key components that made the roadmaps successful. There were a few key takeaways:

- We need to determine who the roadmaps are for to tailor the roadmap to that specific group. To this point, there were discussions about who was choosing the audience. Is that a steering committee, or does this happen at the level of each site?
- Will there be a collective roadmap at the end of the research? If so, perhaps a shared audience could be helpful.
- There was feedback that, at this point, the roadmaps are still a little bit confusing and that including more images or diagrams instead of text could help to clarify this. It is best to present the information in the simplest way possible. It was acknowledged that this is challenging to do at this stage because it is hard to summarize research that is not yet complete.
- There were discussions about the inclusion of process in the roadmap and if including process could help provide clarity.
- Defining audience and purpose is essential to the success and effectiveness of a roadmap.

When discussing shared knowledge or common goals, participants covered the following points:

- The audience could become a powerful connection across research sites if we were to target a similar player, such as local municipal governments or education and training.
- This question potentially identified a missed opportunity to share resources and make more connections across the research sites.
- SMART goals could be employed by each of the research sites to understand better if the goals we are embedding into the roadmaps are achievable.
- There were some mixed discussions about the feasibility of traditional progress indicators in the roadmaps and what those indicators would look like, but overall, people agreed that if they are possible, they would be useful. In many ways, they would be useful, but they can present problems for roadmaps that extend beyond the life of the grant. Specific guidance for long-term goals could be an indicator of future success.
- Shared learning is a commonality across sites that is essential to all of our research.

This is an opportunity for collaborative learning with partners and across research sites.

5.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:02] Henry	Good morning, everyone. I hope everyone had a great night in Halifax last night. Welcome to Cafe workshop, #3. And today we are talking about knowledge and action goals for road maps. The objectives of the workshop today is sharing impressions and insights about the roadmaps, identifying key components that make an effective roadmap, defining common knowledge and actions goals for the road map and defining the best methods for these goals. Which could be long term, medium term, Etcetera. So, I believe you've seen the road maps in the exhibition room, so that's what we're talking about today. The various sites have developed road maps to achieve the goals of the various research projects. So I have the maps on my computer, If we need to refer to them today but the two questions that we need to answer in this first session is. First question. What are your main impressions and insights about the road maps? And follow up question is, what do you think are the key components to make an effective road map? So I'll repeat that, What are your main impressions and insights about the road maps the ones you've seen in the exhibition room? And what do you think are the key components to making an effective road map? And if you want to see the road maps, I can show you and maybe you have that file as well.
[00:02:14] Sara	Is that the QR code?
[00:02:16] Henry	oh, yeah. You can. You can download it with the QR code.
[00:02:23] Sara	I guess we can just use the projector and project it?
[00:34:32] Alex	I think it's just an HDMI hookup, hopefully you have a HDMI.
[00:02:41] Sara?	I think you can use a USBC too.
[00:03:01] Sara	Yeah, yeah. I've never been here before so.

[00:03:03]
Greg

Oh really?

[00:03:05]
Sara

Yeah, it's just tetting them, like, I walked over to a neighborhood that I guess is called the North End.

[00:03:15]
Sara

So yeah. And it was like a really nice walk over there. And like, I yeah, I definitely enjoyed seeing it. And I think coming from Vancouver, it's like to be somewhere a little bit smaller because Vancouver is just so dense.

[00:03:25]
Greg

Yeah, well the municipality is technically the largest in Canada, well … anyways

[00:03:31]
Sara

Yeah. And it's the third densest city in North America after New York and San Francisco. And I think I don't realize that is also housing.

[00:03:39]
Martha

Yeah, oh yeah that's true.

[00:03:41]
Ben

I worked at Coal Harbour and was living in West point Grey which is like super south.

[00:03:48]
Sara

Yeah. But everything you go through like Kits, and South Grenville have to go through to get to downtown is all it's all apartments. And then Downtown where Coal Harbor is, it's also all residential. It's businesses on the ground floors. Anyways

[00:04:08]
Henry

OK, so I can't read anything. But we have all 14 of the road maps. If you want to see a specific one we can scroll to that one, but just to give you an idea of what the road maps are looking like right now, this is the one presented by Dalhousie. Feedback? Comment?

[00:04:40] Ben	Should we just talk about this?
[00:04:49] Ben	So, this is ours. Mine and Martha's. So this is the Dalhousie University one. And we essentially we just want to document a lot of our current like outputs and where the research is taking us in this moment. So, a lot of this is based around what has already occurred, so. The first was like the definitions of the quality and lived experience that one, along with #3 the analyzing professional frameworks of the design of learning spaces that was based off of us as we spoke about yesterday about our work of actually going into the schools. So, the pictures you can barely make out over there, are from a school that we went to that was in, that's in Bedford. So, it's a neighboring community, part of the Halifax Regional Municipality. And then the third is us. Going back through, so we take like I think when we went through that school, we took about 1200 pictures of every space and we go back through the architectural plans and remap the use of the rooms where all the furniture is. We map where people are seated where the teacher is what they're doing because this, the provincial guideline has some intriguing points, like for classrooms, for example, they say that we should have decentralized learning spaces with no distinguishable front of class, but they also state that one wall should have the majority of white boards. Which essentially creates a frontal class. So we're seeing with those kind of tensions how teachers are adapting those spaces and also correct me if I'm wrong Martha, I believe the still the schools are built to the current catchment capacity or around that.
[00:06:56] Martha	It's more complicated than that.
[00:06:57] Ben	Oh, is it? Okay. But these schools are rapidly, rapidly being overcrowded, so a lot of these rooms that when they were built were meant to be for a certain specified curriculum or use are being changed and altered. So that's been a very interesting exploration. And number the second point is something that. Is we also have partners in computer sciences. This is the thing I'm not incredibly familiar with, but they are using like alternative reality and VR and mapping to map the use of the spaces and create like all artificial environments of schools. And that was on through Dalhousie we have something what are called free labs every year. And those are a series of labs that students take part in that have something to do with the community in the built environment. And one of them was through a theatre company where they created alternative reality sets and objects that would then be used to help us to conduct the study, and I believe there's a second page.

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[00:08:25]
Sara

Can you remind me the schools that you're looking at? Are they like, are they all recently built or are they ones are like supposed to be having like sort of like progressive educational spaces or are there older?

[00:08:37]
Martha

The schools that we chose to look at are all ones that won architectural awards, so that was the design that. So there are six schools and they are High schools in Nova Scotia that won awards. Three of them are in Halifax Regional Municipality, which means they're under the same school board. So we decided to focus on this one school board initially.
At any rate, and interestingly it just so happens that they represent different eras of school building. So Citadel High, which you probably you may see if you go past the citadel like there's a high school kind of by the hill that is leading up to the Citadel, so it's very central. That was the first opened one which I think was opened in the early 2000's.

[00:09:23]
Ben

2009.

[00:09:25]
Martha

2009 was it, huh? Interesting the year I moved here. And then Charles P Allan is a suburban school, was opened in 2013. It existed in a previous, very old building previously, but, and then the third school is Marine Drive Academy, which opened in 2020. Yeah, so the schools …Marine Drive Academy is also insanely rural, it is 2 hours drive east of here is still Halifax Regional Municipality. Even though it's basically, fishing villages and forests, and you know, very, very rural, that's why the density thing surprised me because it's like the HR density is very low because it's so big. So we're going there next week. But my impression is that in this session, we need to kind of pull out the more the sort of generalities from like comparing the road maps rather than talking about what they are.

[00:10:31]
Sara

And it was entirely like my own curiosity

[00:10:34]
Martha

Ohh right. No, not your question. But I was thinking more about the goal of the session, but yeah,

[00:10:46]
Henry

Would it help if I scroll through them all 14 of them?

[00:10:51] Sara	Maybe just as a reminder of what were thinking about.

[00:10:55] Henry	So this is Dalhousie.

[00:10:59] Sara	And so we're thinking about main impressions and insights about the road maps, all of them, not just the ones we worked on. And then what do we think are the key components that make them successful? Or effective?

[00:11:17] Martha	I think one of the problems with the idea of road maps that I've had since the beginning of the project, or since we first knew that we were supposed to make road maps, is getting my head around who the road maps are for. Like, are they for other partners in the project like so you and Calgary can understand what we're doing in Halifax? Or are they for the school boards and the school planning, in our research where we're focusing on schools, like are they for the partners who are involved in it? Or are they for future architects and planners and designers? Or like…..To me, it's still not clear who we're guiding with the road map.

[00:12 :12] Sara	I have the same question. I think the question like audience is still not clear to me. Which makes me wonder if then identifying audience is one of the things that would make an effective roadmap.

[00:12:20] Martha	Yeah, that would.

[00:12:28] Henry	There, there has been a monthly research site meeting where we've kind of discussed that quite intensively because it was quite unclear at the beginning. Because, as academics we tend to do research proposals with the outcome of research findings, right, publications, conferences and whatever. And I think at the beginning that was the impression that we had. How do we get to public publishing 2 papers and presenting at a conference in somewhere? And that was how we had originally tried to plan it around. You know, we're going to do a research, the methodology to collect the data, how we're going to analyze it, how we're going to summarize it and how we're going to present it. But we were told to completely scrap that and to

think about it as in terms of the outcomes of the research at the specific research. That's and to think about how do we achieve the goals of the impact goals? So whether it's to improve policy through, you know, the standards or the bylaws or whatnot, so that's one way to think about it. Or is it to train people through the exercise? Is it training program at the end to think about it more broadly in terms of what is the largest impact of the project and how do we get there? So, I think you're right, every research site will be a little bit different in that sense on what the project is ultimately trying to do and how do you get there? So, that's how we kind of framed it around, I just wanted to kind of explain that because we've talked about this and it's not a research project and not about publishing papers and we're told that that's not how we should think about it.

[00:14:38] Isabelle	I went through all the road maps yesterday and my main impression was that I needed somebody to explain every road map. So, I understand that the road maps are not finished and speaking for our road map, it's not finished. Maybe you could put the road map from Montreal? You will see it's very, well different, because there is a lot of text. So it's really where we are right now. We're still at a stage of reflection. We have ideas, but they're more in a text. But it's even if it's text and there are columns and we're trying to find a way of visually express the process. But we have now I think 2 like what we are we were saying, be empathic on the people who will look at them and to I think that the challenge is a graphic challenge that we have. For us the process is there, but now we have to put it in a visual way that can "rejoindre", because I found out that she's a really bilingual.
[00:16:38] Isabelle	That can reach different public and even if we're asking ourselves, who is the road map for? Even if if we define that it's for professionals or politics, even in that group, every people catches information differently, so it has to address all our senses, so some people like to read details, some people will "acrocher" with the title. It has to be with colours, not too complicated, enough elaborated, sketches. And if I go to ours for Montreal, we have a lot of text. We tried to find some images, maybe they could go before, I don't know. And on the second one, I guess at the end on the second, you see this says nothing. What we're saying is that it's complicated. We have all we have identified all the public and all the stakeholders and now we're trying to make some links, but we're not there yet. But at the end, if you have to present your research for professionals, maybe you start with your resume as in a sketch and then you decline with text but all the information has to be there depending on the public. And of course you will have your research is really more detailed and if you do a presentation and. In your area of research, this is just the first slide of our presentation. So, I think my main impression some road maps are let's say we… Let's see the 1st and the 2nd you presented the one from Dalhousie. It's easier for me to understand where what you did and where you're at because of the centred, you have numbers, you have a title, A two point explanation and some visuals, so it needs less explanation for me. And the second one I saw it was Universite

Laval. You see, there's 123 but for me, I would need something more of a resume before the one and I saw another one with a drawing on the left side. Which this one. So this one, I like it. On the left part, you see the whole process. You have numbers, then you go 123 and 123 is from a title and then some visual things. So, that's my impression. But I understand it's a process and you have to go through the whole thing to be able to present it at as a simplest way, like if you do a report you do your research, you write, you write, you write and then you make a summary.

[00:20:45]
Martha

Yeah, exactly. To me, that's one of the reasons the emphasis on road maps is so frustrating because we can't produce a road map until we've done the research and have something to say and know who our audience is. And so yeah, our road map is really a bit no offence to Brendan and Ben and any other person who has put time into it, but it's not great because we don't know what we're saying yet. So, for me It's really hard to figure out well, what should it say? Because we're in the thick of it right now, so it's all very well kind of having an emphasis on graphics. Like, all your comments about the accessibility of road maps are spot on, but we can't produce that yet. But yes, to when we can.

[00:21:42]
Isabelle

But I thought that even if your road maps is not showing results, it shows your process and that's where you're at now. Yeah. So I don't find it… I prefer yours than ours visually, but ours I know it and I know it represents also a process and now I think maybe if we had more time or maybe next year we will have put the text in a more visual and simplified way.

[00:22:25]
Sara

It seems like just having looking through them now. Also I'm noticing it just to sort of since we've already talked about the Dalhousie in in Montreal when and stick with that, that they're both right now sort of identifying more of like a research process. What I really like on the Dalhousie one, I don't remember the exact order, but it was like share, document, analyze like there was the bold words. Which to me speaks a little bit more to like a research process than I think the sort of intention of the road map, which is like how do you sort of achieve this idea of quality. But it also maybe raises like is the process or method of research actually like.. Is that part of the road map itself? Or is that something that has to happen prior to the road map, which is sort of…. Because I think it could be like quite interesting to start to see the process or method of research becoming part of the sort of road map itself.

[00:23:22] Alex	I think that's something that our state struggled with a little bit because it seems like process is a big part because we're in the process of figuring it out, but we were given direction that like process really shouldn't be part of the road map. So, to make them more actionable items.

[00:23:51] Sara	Yeah, I have a very similar impression, but it makes me wonder whether that's a bit of a of a gap in like how the research is currently framed, and whether the sort of process and method needs to be part of the road maps themselves.

[00:24:05] Alex	Okay, agreed.

[00:24:09] Danielle	So not being part of a research site, it's a bit of a foreign concept to me the road maps and I haven't really been part of the conversations or receiving direction on how to create these. But so if I'm understanding correctly, "They" meaning Jean Pierre and the direction that you're receiving is to elaborate on strategies on how to reach specific outcomes of the research and not talk about maybe specifics of process, but just what your wanting to achieve and how you'll kind of get there, the strategy to get there?

[00:24:38] Sara	A little bit, I'll try to answer that and maybe, Henry can add to it. Some is that, my understanding is that the road map is not meant to be sort of a timeline or sort of a research steps but instead is actually kind of the result of things is identifying kind of pathways or road maps to quality. So, for within each of the projects themselves, there are sort of actionable items that that become the sort of, I'll use the word process again, but it's a different. Not a research process, but actually becomes the sort of steps for how you would achieve quality within the specific sites. So it's like a….

[00:25:20] Martha	It's kind of like best practices in a way. A distinction.

[00:25:22]
Sara

Yeah, and I think it's a distinction that that's taken a while for me to get my head around. Of this, it's the direction that I feel like I've gotten from Jean Pierre. Is that it's very much not a sort of a timeline of our steps to doing it, which is how I would normally think about sort of the process of research. That obviously exists within the project, but that the goal is these sort of actionable practices or like the term like guiding principles. I think that Matt used yesterday as well. I don't know if that clarifies or if that confuses more but.

[00:25:57]
Henry

There's also, the clarification that the road map is not a timeline, but it also doesn't have to fit within the five years of the research. It could go beyond like 10 years, 20 years. Like let's say if your goal was to improve the quality of school buildings, what kind of actionable strategies could you approach? Is it, you know, are you looking at changing bylaws, training teachers, designers? I think that's in the broader sense. What is the goal and how do you get there is more the idea of the road map? It's not like I said, it's not like the academic process of research outcomes. But how do you get that to actually be implemented and have an impact in the larger context of the built environment. But I mean, that just makes it more complicated. So how many road maps, they could be more than one road map right.

[00:27:14]
Greg

Is Christopher Alexander's approach to road map. Christopher Alexander, pattern language is that a type of a road map?
It's basically a written form. I mean, you've probably all read the book or seen it.

[00:27:30]
Henry

I'm not aware.

[00:27:32]
Martha

I mean Christopher Alexander. So it's a big book called pattern Language and it's kind of a, you might really love it actually. It's all about patterns and architecture and spatial forms and so on.
I don't know if it's what the idea of a road map is here because it's kind of, it's a design philosophy almost.

[00:28:00]
Greg

It is, but it's also a way, if you if you took it another, he takes it in one way, but what if it was a pattern language for quality? How would you define that? Because it could be all written, I mean, if you look at your garmen on your

dashboard, right, if you watch your Garmin, you're going to telephone pole. It tells you where to go your GPS on your…

[00:28:22]
Greg

OK, it tells you rather than looking at the picture and I find that architects have a reliance on putting drawings up and talking about them. And I'm not sure that that's the type of road map we really want in this. Unless you're planning to produce a discussion point.
But if you're planning to produce something that maybe has an impact on practice, then maybe the text is more interesting augmented with some images.

[00:28:55]
Martha

I think again that comes down to the question of audience then, doesn't it? It's like.

[00:28:59]
Danielle

I was just going **to** say the same thing about audience. So like, once you've established your goals or outcomes of your research, you've established also who that audience is in relation to your goals. And then your road map needs to be created with the understanding of who it's going to be addressing so that they can properly understand it and digest it. Because, yeah, I just texted Dimitri and asked, like, who are these road maps for? Like who's the audience? Because I can't get past in this conversation past this to actually contribute to the conversation. Like, well, yeah, that's something that you all should be considering right now we're talking about, but that the goal is that it would be not only for internal but also to be external. So, I think even at this point in the research, if we want to expand the conversation or discussions with others that are outside of this group, then these road maps need to be able … people need to be able to digest them that are outside of the partnership. Even at this point and if it's strategies with specific goals or outcomes, then it's for sure not going to stay here when the research is done, it needs to be given to those people who can actually implement those changes.

[00:30:15]
Alex

I think that it would be really helpful if maybe all of the research sites tried to have a similar level of audience, like obviously we're looking at different things. So, we're going to be having like different exact audiences. But the goal at the end is to bring all the road maps together to make a collective road map, right?
So wouldn't it like …if Carlton is addressing like policymakers, but then University Of Montreal is addressing the general public. I'm not sure how that would happen, so maybe now is a good time to start to think about that.

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[00:31:02]
Thomas

And maybe Henry, you can speak to this. What I remember there, there was a debate at the beginning about what the road maps were going to look like for and Jean Pierre wanted them to be the same. That was originally. So there was a commonality across the all the sites and people were really upset about that. They're like, there's no way we can do that because we're all looking at different things. And then there, there was a point at which the road maps were almost off the table. And then there was an agreement. OK. No, we should do the road maps. And I think what I recall, they were originally kind of for the groups to help guide this massive thing that was happening right, so many different research sites, and then that and then to share across those research sites so we could quickly try to understand where people were going and what their intentions were. So it was kind of a visual within the research project, but I guess the question is, is there, I mean you know and so that visual and understanding is going to evolve as we chat about them, right? But is there an audience beyond the research group for the road maps I guess is a question that would be important to ask.

[00:32:23]
Henry

Yeah, I think that's a question that can be…that kind of connects to what we were talking about yesterday, right? I think the question of the audience has been back and forth quite a lot. You know, I think originally even the website was meant to be an internal sharing device and I think you're right. I think these road maps was kind of part of the same idea that that it we were between the 14 sites that we would be able to kind of you know, share what we're doing and maybe find synergies and maybe have comparisons and kind of share some strategies and maybe connect and do things together, right. I think it's it was a way to kind of work together. But I think there was also this intention and maybe not compatible, right, that it also wants to be this thing that we share with a larger audience, and I think it's kind of not quite clear right now. Right? Are, are we going to keep it to ourselves? And now that we've got so far, should start sharing with partners and the larger public, so I think that we are, it's quite it's unclear what they are what they are right now, I think maybe it starts to have another version of it that we have to kind of develop for the public, and maybe this was, you know, as you said, it was meant to be more of a sharing of information between the sites, but I think that that hasn't been clear. I think even for the steering committee, the information that we've received hasn't been very specific and I think we there was a lot of confusion about the road maps. Like I said, I thought it was like a normal research proposal that we had to do and within the two years, what are we going to? What's the outcomes and you know how we're going to use the money and how we're going to disseminate the information. But it was not, it was much beyond that. I think the vision was to be an actionable plan. But I kind of like the idea that we are doing this at the same time we are doing the research because it kind of helps us align the research with the end goal. Right. I think if we kind of see it as part of the research that we're also looking at what are the strategies that we're going to who we're going to talk to, what we're going to partner with. You know who are the stakeholders within, like, maybe school districts or healthcare environments and we're looking at rural environments, you know, at least we start to

identify the players early on, which is something that we're not really used to in, in academic research. That I find kind of an interesting process.

[00:35:32]
Martha

I disagree. I find that it the road maps are a massive distraction from what we're actually trying to do because we know who we're working with already and the trying to kind of produce a 2 page thing for the project is like is actually a… Put you know, trying to get our head around what we're supposed to produce when I'd much rather be analyzing data and writing which you know is still the way that we're going to get to visuals at the end is you know that that's my experience and it's also partly I have to confess it's also partly that I'm an anthropologist. I'm not an architect, so I don't have a really strong visual way of doing things. So doing posters or you know, I can do it, but it's not my primary way of intaking and producing information, so I'm always very impressed by what the architecture students do visually because it's very much far advanced and so this may be completely a disciplinary bias, but it's also like it can also be a massive distraction from doing what we're doing to have to explain it within a really constrained format that we're not quite clear about what it is. But you know we'll do it. But you know I don't feel it's. Anyway. Yeah, I think it's hard to do it. Maybe the hard thing is a good thing. I don't know, but it's a, you know, maybe it's a good exercise, but it's also.
Yeah, it feels too early in a lot of ways, but then you know, I don't know.

[00:37:24]
Sara

I'm curious. I think that's a really interesting point and I think I like sit somewhere in between because it sort of brings up questions of method for me, as someone who's trained as a designer a lot of times like we use drawing as like the research method. And so, I'm curious how much folks have been incorporating the research itself into the road map posters or whether the road map posters are.. the Dalhousie one. I guess I can go back to it. I think that the first two points, one and two, were describing sort of like what you've done and maybe the second page was more was like actually starting to be some of the research itself. And then I can talk about UBC's. I think of how we've tried to do that because we essentially had a bunch of drawings that we've done through the research process and then we're like, oh, we got to figure out how to put this on a poster to make it into a road map. Which maybe I'll just I can.

[00:38:26]
Martha

Yeah, its coast to coast, isn't it?

[00:38:30]
Sara

Yeah, maybe that's how they're organized. So just for example like on I know it's very small and probably quite difficult to read, but particularly on this last page. We are looking at a case study of Crab Park and so like in this last one, it's a socio spatial dynamics, is drawings of the park which has an encampment on it. And so trying to draw kind of all of the ways that sort of

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hostile architecture is enacted. So where are their fences? Where are there sort of bowlers and Ballard bollards put that sort of stop people from moving between to start trying to use the road map to actually, visualize the research and put the research up there rather than sort of just describing the process itself and so I'm just, I'm curious if others are kind of approaching it in that way. I don't know if that question…hopefully that makes sense.

[00:39:40]
Thomas

It's a good question because the way we approached ours was not to sort of disseminate any research at all really. I mean, we had a few images from some of the activities that have been going on and then there was some notes about things that have come up that we've realized are probably barriers to moving forward that we have to address. But in a way, it was kind of a poster board like this is where we're at and this is kind of how we hope to get here and so there was no intention like, I don't think we felt that all that we were really there was an intention to kind of share our process or our research developments at that point more just a kind of guide like a, you know wayfinding device?

[00:40:31]
Sara

Yeah it seems kind of like a steps you need to have to..

[00:40:36]
Thomas

Yeah, it's like just a kind of package of information.

[00:40:45]
Danielle

So I just pulled up the SSHRC proposal summary because it mentions road maps, so I thought I just found it here in the program has three aims and one of them talks about road maps. I thought I would just read this one sentence because it might clarify the purpose of the road maps in the grand scheme of things. So it's defining new frameworks for the Co construction of knowledge as ways of enhancing the social value of the built environment through road maps to quality.

[00:41:37]
Henry

Tongue twister.

[00:41:39]
Sara

I feel like it just doesn't need the roadmaps part. Like if it just had the social… what is it?

[00:41:43]

Enhancing the social value of the built environment.

Daniele

[00:41:51]
Thomas

From the way it sounds, road maps is at the end, right? So it sounds to me like the intention is on some level that they are disseminated to the public, right? Like it's these are now going to be road maps that someone could take and use to achieve quality in architecture
That's what it sounds like from that.

[00:42:15]
Martha

Yeah

[00:40:31]
Danielle

Should I read the two other points about what the research aims to do? Maybe it will help as well, so they're quite short actually. So, the first one is understanding and Co designing the paths to equity, diversity and inclusion in the built environment. So, understanding and Co designing the paths. And the second is analyzing the current limitations of environmental norms and sustainability models to better implement quality toward the United Nations Sustainable Development Goals.

[00:42:52]
Martha

Oh. Sorry but, have you all looked at the United Nations Sustainable Development Goals?

[00:43:01]
Danielle

Not recently.

[00:43:03]
Martha

If you go down into the weeds of them, they are really specific and I recently actually did go and look at them because I was thinking, you know, I was thinking how, how do I fit? How does my, cause I think of my work, my research as relating to social sustainability in particular. And then I went and looked at the UN SDG's, and they're all super specific, technical things, about achieving particular technical outcomes that are then kind of subsumed into higher headings and so sorry, that's just my immediate reaction to being told that we're working towards the UN SDG's. It's just like I don't fit there. Sorry. I've looked at them and I don't. I thought I did. I hoped I did, but I don't. I really hoped I did. I really hoped that thinking about the ways that communities you know fine sense of belonging, value and social solidarity would be part of it, and I couldn't find it anywhere. I really couldn't. So, it's interesting that UN SDG's are in there. But I also want to say that, it's really good to be able to go back to it. So, thank you for pulling that up the

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SSHRC partnership guide. We're also allowed to change it, I think and to have changes along the way. So, there's kind of a it, yeah, it's always fun to go back to one's original SSHRC plan and think, oh, what did intend to do in the 1st place and then you kind of see, oh, things changed a bit along the way and which is, you know, partly because it's a long process. And you get brilliant new students who arrive and have great ideas. Or you have, you know, constraints that you realize you have along the way or you can't get started on your research for whatever reason, on the field, work for whatever reason because of a teachers strike or something? I don't know. So yeah, but it's, I think especially partnership grants are subject to change cause the whole point is to be working with partners who have a have a say and have an input in it, right. So there's also that sense of it's like there's a kind of tug of war in a way between…Maybe a tug of war is a too militaristic a metaphor, but like a push and pull between a kind of interest or a creative tension between, you know, the original goals, the input of all the different partners, and all the different groups, and then the kind of the process. So, it's a very tricky thing to get one's head round. But yeah, as to UN SDG's I'm not there. I wanted to be, but I'm not.

[00:45:55]
Sara

I just want to keep the conversation moving, and so ask if there's anyone who hasn't spoken yet who wants to. Otherwise we'll sort of move on to just think about. So yeah, please.

[00:46:11]
Matt

Just listening to the lovely conversation, I have a different view on road maps from a strategic perspective. We're two years into a grant and you know to your latter point, Martha, when you have new people coming on board, you're trying to keep the line of sight on, on strategy, the road map really allows us to understand our stakeholders and our risks along the way. And if you have clearly defined objectives within that based upon your research project.
It's allowing us to keep us on point, allowing us to continue having the dialogue and having the conversation, without a clear road map for your specific project. It's quite difficult to do our interpretation of that was exactly that. It's our research project, what is your objectives? Who are your stakeholders? How do you continue to bring your community along? In the Co creation aspect, because that's the creativity and curiosity that we need to have in our community for, for innovation. You eliminate those two prongs, you have nothing. And so, in a SSHRC grant in a five year project, if you don't have that, we're going to be, well, in a lot of trouble. We have a lot of people that are turning over on research group as well. So that's the way that we we've kind of approached it, from that that mindset, was just that.

[00:47:28]
Martha

But I think you're talking about the kind of the road map for doing the research, which I agree you need kind of goals and partners.
And I think what we're being asked to think about at this stage by the steering group, Jean Pierre and everyone is road map as a product of the

research in a way and something that we're sharing with and the kind of that that outcomes.

[00:47:50]
Matt

My understanding was main impressions, insights from the road maps created was my interpretation of the of the question right?

[00:47:57]
Martha

Yeah

[00:48:02]
Sara

Yeah, but I think this is an important distinction is that it maybe does seem like where most people are at in the research right now. The road map is serving as sort of an internal guiding document. But I think to Martha's point, my understanding of sort of the objective of the overall project through the five years is that they're sort of Road maps as the result of the research also.

[00:48:26]
Matt

I think that's the second question is trying to get us to is what are the key components within that for an effective road map?

[00:48:33]
Sara

Yeah. So, I I'm going to… Alex and Ryan, are you our kind of student note takers today. OK. So, I just want to like, I'm going to kind of try to keep us on the tasks that have been asked of us. Also, but it continues this this sort of question. Is to sort of think about as a group, and this is all sort of report back on is what have been our main impressions or insights that make an effective road map so kind of continuing the question that we've been asking and I think we've talked about kind of audience and sort of questions of like process and method versus outcome and I don't know if those are effective, but that's sort of I think we should spend a few minutes wrapping up this conversation and thinking about if there's two or three kind of takeaways about what makes an effective road map at this. And I would say at this point in the project which to me also means the road maps are kind of doing different things for different groups.

[00:49:36]
Martha

Could you repeat the question?

[00:49:38]
Sara

Yeah. Main two to three main impressions or insights that make an effective road map.

[00:50:01] Danielle	Well, start just by two items that I think is just from what we've been saying. One is the audience, so, who the road map is for. If that's defined, then that helps create a good road map. And then the other one is the purpose of the road map, so, what are you using it for and if you know the intent of it, then you can create it appropriately, so yeah, two that we've just been talking about, yeah.
[00:50:31] Martha	Yeah, because it sounds like we've got different kinds of road maps going on in spite of the instructions that we've shared and certainly we started like our first version of a road map. The first time I wrote a road map in response to questions was very much like, this is our timeline like Henry was saying, the kind of the idea of the road map as a as a timeline and or a research proposal of like, these are our stakeholders. This is what we're gonna do. This is what we're going to produce at the end of it. And then we got the feedback that that wasn't what it was supposed to be. So. Yeah, it's, it's. But then it's hard to make the processual road maps, but in a way, it sounds like you've hit a happy medium in your team.
[00:51:26] Thomas	I think, we were really just kind of following the timeline without putting time on it, right? Like this is step 1, step 2 step 3 to step 5. These are the things that are at stake. These are the things that are missing. This is kind of some of the work we've done and then display. So, I don't know, I mean I guess to the to the two points is. Suppose the audience is important because then method of communication is important, and I would say like for a road map that's what it is. It's a method of communication. It helps like it helped us kind of say OK, now we actually have to kind of settle all this mess down and put it in a graphic so we can agree upon it, right. So that was useful but I would say that it has to be something that can communicate the information if not to each other then to a broader audience. I think that would be one point I would make that's important.
[00:52:24] Yolene	Thank you. I well, I agree with you in the sense that we have to find an audience. But I think at this point, I think the intention as you were saying Alex is just is to share it with with ourselves to find out if we as a as a team are able to understand what we're doing and that's where I found relevant, your comment Isabelle, is in the sense that if we don't even understand or we need help to understand our road maps maybe, no. Of course we haven't finished. We are in, like in the middle, but that's a good reflection like in the sense of saying OK, so we need to maybe make it simpler so we understand it. And then once we define our audiences, we can say, OK, these are the audiences and then we will like target no, depending on the audiences where maybe to change a little bit more visual or more writing or more, etc.

[00:53:39] Ryan	I guess for me, I feel like for Toronto metropolitan, our road map was maybe a bit more divided. Sorry, a bit more divided than some of the other research sites. I was working with my professor, Professor Anonymous, and I was essentially just doing, do you want to go Maybe go to the next slide? Like the you can't really tell, but like the top the top left chunk, that's essentially was what I was like working on. It was like such… and I didn't even realize that, you know, until a couple months in, there was like part of this larger project and then our schools project was also part of another larger project, right. So I think maybe, just for me personally, like the road map could be… Like a lot of like clarification, I think, I feel like is needed on like how these different parts of the project connect and then how these you know, all of these research sites kind of connect together as well I think is a major thing for me.
[00:54:47] Sara	It's a great segue into our next set of questions. Thank you. I think I. Yeah, I think those are great points and hopefully sort of Alex, you're able to get some notes for.
[00:55:03] Alex	I think so. I have like defining audience and purpose are essential to the success and effectiveness of a road map. I feel like that is maybe the best way to sum it all up.
[00:55:11] Alex	I feel like that is maybe the best way to sum it all up.
[00:55:12] Martha	Very concise.
[00:55:19] Martha	Yeah. So, it seems like there's maybe not dissimilar to yesterday sort of this agreement that there's a need for all of them to like look different and sort of have different purpose and audience. But our next question is sort of within that then, is there common knowledge or action goals that we can take from the road maps and I think thinking about them as a set, now rather than sort of of individual. So are there ways that they're starting to relate to each other or speak to each other, or are we seeing commonalities between them?
[00:55:49] Alex	Can you repeat that one more time?

[00:55:56]
Sara

Yeah. Are there common… What are common knowledge and or action goals within the road maps? Or for the road maps?

[00:56:14]
Danielle

For the.. Goals for the road maps, so not goals of the sites?

[00:56:19]
Sara

Yes, for them. So, I think we're thinking about how the road maps relate to each other, commonalities between them, but I would think maybe within the sort of the overall project as well. Sort of going back to, I think what the pieces that you read.

[00:56:39]
Alex

Maybe our common commonality could be audience like we're all studying really different things going towards a similar vision of a better future, but they're all very different. So, the way that we need to approach them is different, so I think, it may present challenges to try and make them the same or like try and give a set of like outcomes that are similar, but if we have a similar audience, maybe that could tie us all together, like maybe we're all targeting like the education system, and like how we could Whatever or like we're all targeting policy makers or something because like, those are things that touch each of our sites and could make change potentially.
I'm not sure that I see that now, but maybe that's something we could see.

[00:57:51]
Isabelle

Well, if I look at our road maps, we already have avenues for educational actions. So, I guess everybody could have these actions. We have avenues for professional actions. So, everybody is studying, architecture, urban planning. So, we could all have goals for professional actions and we have avenues for political actions. So, it's more of a long term, but if we want to change some things.
It cannot just stay in our sites.

[00:58:41]
Thomas

I like that, you know, like the specificity of what you want to change, right? Like, is it a policy? Is it a guidebook? Am I close enough to be here? …So that makes sense because there's the educational piece and then there's the professional piece, which we all do we write papers or whatever? And then there's at the end. It's like something really specific. Like, is it a policy or is it a guideline for school design? Like to really nail down something almost, you know, some really specific, actionable thing, which seems fairly common. Everybody's trying to get to that point from what I can see that's in a road map. Does that make sense? That's really just saying what you said?

[00:59:28] Danielle	I just have a quick question is everyone looking at those 3 avenues like are all the sites looking into the avenues of education and professional and policymakers? Or is that just your site because you're saying like you talked about those 3 avenues, so everyone is?
[00:59:44] Matt	I don't know, I can just say that we are, yeah.
[00:59:48] Thomas	Yeah, we are for sure, yeah.
[00:59:52] Martha	I'm not sure we're looking at …. if you're talking about education of architects and so on.
[01:00:01] Danielle	I just kind of said three avenues
[01:00:04] Martha	Which is, I think.. I don't know. I'm not sure we're looking at education as such. Professional guides? Yeah, I mean, obviously we're looking at the school system, but not that's not the pedagogical part.
[01:00:17] Isabelle	But at the end with your research you will be able to… you will have data and results that could be included in, like, when we say educational education of architects and professional well, the architects that are already practicing. And the politics, if you have people deciding that they want to implement what you will have as a result, everything goes from them down.
[01:00:57] Martha	Hmm, yeah.
[01:01:05] Isabelle	So I think everybody we're looking for quality. But we know that the system doesn't aim always toward quality. So at the end, we're well, I'm hoping that all the results put together will probably show that the system regulation or has to be, well, changed. Easy to say that. Because we're not doing this for us to keep for us, we're hoping for a real change.

[01:01:59]
Ben

If we think of like the three outcomes, I don't know if they have like those three like, think of it as like education and like policy. They don't have to be really distinct. I don't think, like through us through our like guide book, it is technically like a policy change of the guidebooks, but it's also going to educate practicing architects because it gives them a new set of rules. So, we don't and like. We also I think we kind of just by having like a little like school, like participation through telling the teachers about this guidebook. We're educating some people along the way so. I think like we, if we think of in this lens, it's important to acknowledge that we don't have to have like 3 distinct massive things. Things can be grouped into different buckets.

[01:02:58]
Alex

Yeah, maybe it's like a choose your own path kind of thing. Like there's like five key like impact goals and like the sites can pick like three that makes sense for them. And so you'll see these like interconnections like if policy change doesn't make sense for one site then they don't have to make policy change. But like maybe it's like a like pick your path thing.

[01:03:33]
Henry

Does that answer your question?

[01:03:38]
Danielle

It's about commonalities, right?

[01:03:46]
Greg

As a matter of compliment Martha's is the most interesting to me, as a project because it comes in a sense, not filtered through the eyes of an architect and I think your research is probably going to be the most interesting piece here, not to insult anyone, but as a practitioner, I would say that's going to be probably the most impact on the on the practice of architecture. If people pick it up and read it.

[01:04:15]
Danielle

That's very nice of you to say so. It's also, it does have architects involved. I mean, I think the. what's more interesting is maybe the combination.

[01:04:25]
Greg

The Lens.

[01:04:26]
Martha

That it's in but It's also sort of a fortuitous meeting of the partner, the provincial partner we have, who's kind of head of been head of school planning for years, who's revising the guidelines for school planning and it's

kind of cool that we get to help him do that through our research and hopefully that it'll, you know, be useful as he's doing that revision. And that we can feed in some qualitative data on how schools are experienced and used. And do something that most architects don't have time to do, which is post, post, occupation, post occupancy evaluations, which is not.

[01:05:22]
Greg

They are also not necessarily trained in that anymore.

[01:05:24]
Greg

They are also not necessarily trained in that anymore.

[01:05:26]
Martha

Yeah, that's interesting. I don't know about that.

[01:05:28]
Greg

That's something that was lost in probably about the 1970s.

[01:05:36]
Henry

I don't believe we were every properly trained for doing post occupancy.

[01:05:41]
Greg

Absolutely. In nineteen 1960s in the UK, absolutely. Absolutely. That was a huge portion of academic training.

[01:05:51]
Ben

I think that's an important point though, like the like, Martha, the perspective that you bring as well of like it seems like through either collaborators or and through partners, we all share that. That is a commonality that could be highlighted within the road. Maps is also like how we are learning from people outside, like we're learning. I'm sure you're learning a bit more about like how schools are built and how buildings are built and we, me and Brendan, are learning a lot about the more like this, the people perspective and the sociology perspective of it. And so maybe the road maps can also like share this commonality of shared learning as well.

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[01:06:37]
Martha

Yeah, that's good. That might be a nice thing to take back to the group is sort of thinking about the….because it's a partnership grant…Some kind of, I don't know if it fits on a road map or if it fits elsewhere, but some kind of way of acknowledging the different things we've learned from different types of participant in the project. And if we think about the plenary this morning, the you know, the gift. This sharing that we heard from the people at the front of the room from different First Nations, you know that that's another aspect that we you know, maybe it's not, It doesn't… Anyway, whatever. What I'm saying is that we, we we've learned different things from different types of participants and because that's part of the goal of doing a big interdisciplinary research grant, maybe that maybe it would be rewarding to have an opportunity to catalogue that somehow or document it somehow, but I'm not sure if the road maps is the right place for it. Like in some ways the road maps also miss stuff as well, you know. Yeah, it would be. It would be interesting to think about, well, what have I learned from Sociote logic and the idea of a nonprofit that's working in a very general way to increase quality and accessibility or you know, yeah? What do I learn about parks and hostile architecture in parks, but the different each different type of participant, brings a different type of contribution as well.

[01:08:43]
Sara

Yeah, it makes me think a little bit about our conversation yesterday afternoon as well as some of, I think the questions were brought at the very end of the day with the larger group and. How maybe how the like the specialty and sort of like expert knowledge within each site is highlighted more. There was sort of the idea of like short videos or interviews or things as part of like the website but also.
I wonder how those that like comes into the road map, because I think there is this both within the sort of academic teams. There's a lot of different specialties represented, but then also with the kind of community and citizen groups within each site. I feel like there's also, like, there's a lot of just people who really know a lot about the thing that they're that they're doing. Either, you know, I think either through lived experience or academic training. And so how… Like I guess maybe the question is like, how do the road maps become specific to the sort of knowledge within that group or that site rather than trying to become too sort of generalized? That they're speaking to each other like I find that sort of the academic, professional, policy/political, those were like the three. I find that that helpful but at the same time, I feel like there's probably like there's a there's like a fine grained specificity and sort of expertise within each site. So it's both like, how do they, how do the road map speak to each other, but how do we also maintain the sort of uniqueness of each project and it and I think because I I feel like I still don't have a strong sense of the type of sort of like really specific knowledge that's held within each group, whether that sort of is a kind of coming from, from anthropology, a sort of an academic perspective or. You know, kind of, I think like Calgary has like a zillion partners and citizen groups, it seems like on their team and so like I I think like that would be really interesting to sort of know more about that.

[01:11:15]

Can you repeat the question?

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Danielle

[01:11:19] Sara	This wasn't a set like a set, a set question.

[01:11:19] Danielle	Oh, this wasn't something that we like have to talk about?

[01:11:19] Sara	No, I was. No, that was just my thought about, you know, kind of this this question of like, what are common knowledge and action goals for the road maps. And I think there's like commonality but also how do we maintain sort of uniqueness and specificity within each? Because Jean Pierre has also, like, repeatedly referred to these as like situated projects which to me speaks really to not only the like the place where they're happening, but also the sort of knowledge that's held within each project.

[01:12:03] Henry	I think one thing that seems to me that's not happening yet is collaboration between sites. I think even you know start to look at the themes some of them seem to naturally fit better together, and I think that could be a start to really, you know makes sense of this partnership grant that we have as I feel like we're still very isolated in our research. We haven't really leveraged the knowledge base that we have on the various sites and even the experts who we have in our in our membership, so you know I would love to have maybe society logic looking at accessibility. That's what we're looking at as well in our project. If I… you know, I wish that there was a better sharing of knowledge and also maybe a directory of expertise that we can start to kind of match make a little bit better. I think that that's not really happening yet when we talk about specificity. Reminds me of something called the smart goals. I don't know if you guys heard of those before the SMART. It's S for a specific M for measurable, A for achievable, and that's something we haven't really talked about. Is the feasibility of our road maps. Is it really achievable? Is it like 100 year goal or is it something that we have the means to do so? Specific. Measurable. Achievable. Reachable and also risk and T is time. So, what is the time frame that we're looking at? So I think that kind of starts to give us some hints on yeah maybe how do how should we look at these? How do we set our goals for these road maps? And maybe we're, are we thinking? A little bit too utopic in the sense that are we trying to achieve the impossible or are we actually thinking of achievable goals that we can you know actually undertake as a group. I don't know I just wanted to put that out there.

[01:14:39] Danielle	I will say that on the living Atlas of quality website, the research sites, if you go on the main page it has themes of spatial justice, integrated resilience

and so on. If you click on that you see what research sites have commonalities around those themes. But there's also a directory that you can easily filter and it shows each individual and who they're representing for each team. You can filter it by team or there's a lot of filters that you can play with research site, partner type, institution to get a better understanding of the different type of knowledge within each team. So just putting it out there that that resource is available.

[01:15:19]
Isabelle

And it's the last page of the 286 document and there are four teams at 4 subject and integrated resilience, social justice, processes and policies. You're in, and we're in universe… inclusive design, so the categories are maybe.

[01:15:47]
Ben

So, one question I have for the website is who's the like, who's in charge of the maintenance and like the upkeep is at each site? Is it Jean Pierre?

[01:16:00]
Ben

Oh OK. Yeah, because I went through the Member directory at least for our site and it is quite out of date… a couple of the people are no longer in the project, so I think that perhaps could be like a bit of a blockage there, but maybe also.

[01:16:17]
Alex

They do give us access, so I recently figured this out like a couple days before the conference. That we can request access, and we're supposed to be the ones maintaining our own research site. So, ours is also out of date, but it's something that they will give you access for to do yourself because I don't think that they know exactly what's happening like in each site, so. I guess that makes sense, but it, I guess it's kind of shared authorship in a way.

[01:16:54]
Ben

Yeah, perhaps for these we have this once a year and we have the four, the four different groups that are there and they're on the website. Maybe there's something that should be incorporated into the project to bring those people together like be it by like a zoom meeting or something to discuss shared outcomes occasionally throughout the year.

[01:17:20]
Henry

So I just want to put this in recording maybe next year. It would be nice to have a research site grouping. Maybe people in inclusion could have a time to actually sit down and talk for two hours and kind of flush out our synergies and our project because I think we still have no opportunity to develop these relationships and we're talking about like very holistic grand scheme topics

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here, but I think it would be nice to have a partnership session where we actually kind of talk about the project.

[01:17:55]
Isabelle

But I would suggest not to wait for next year. So because we have some little meetings during year or so it could be a suggestion.

[01:17:58]
Henry

Well, I mean in person right .. But it'd be nice to when we're in person to actually have that opportunity as well.

[01:18:12]
Isabelle

Oh yeah, I prefer in person.

[01:18:14]
Henry

I'll fly to Montreal, don't worry. OK. Maybe I'll just read the follow up question and maybe we can kind of segue into that. Should these goals preferably be short, medium and long term? And also, should the progress indicators be associated to the road maps? So that's kind of a spin off from, what are the common knowledge and action goals? So now we're talking about short term, medium term and long term goals.

[01:19:22]
Greg

I'm going to be very nasty and I'm going to say timeless.
OK, because good design is timeless and I'm thinking quality should be timeless as well.

[01:19:44]
Martha

Yeah, though it changes so much, doesn't it? Like ideas of what quality is.

[01:19:49]
Greg

Are there timeless designs then?

[01:19:50]
Martha

Are there timeless designs? Yeah. I don't know. That's a….

[01:19:58]
Ben

I think for our project no. It's like we I can't remember. We were talking to, I think yesterday where it was like doing some of this planning for schools and for catchment areas and the areas like here like in this post COVID and like

post like 60,000 people from Ontario, mostly coming to reside in Nova Scotia and massively unprecedented like increase in population, the areas in which population have increased in the areas in which schools have been required were not what they expected in some spaces and like where development is happening like we have a huge development on Strawberry Hill that's going to come up and everyone's like what, why what no one would have thought that would have happened. So some of the like maybe some sites but other sites like ours is we would have to be so general to the point of just like reflexes, and it's something that needs to be continued, like have like a continual like 10 year, maybe revision to determine any changes in outcomes?

[01:21:10]
Martha

Or even just thinking about schools, the pedagogies are always changing as well, and so. You know, a 1930s school building that was thought beautiful and everlasting and you know it, it's not adapted to the way that teachers are taught to teach now because nobody approves of the chalk and talk. Idea of somebody standing at the front of the class and teaching and they're not supposed to be doing things like that anymore. So, then the classrooms have to change. But yeah, that's possibly a bit of a distraction from the specific timeline of the road map.

[01:21:59]
Alex

I think that the notion of timelessness can be a little bit problematic, especially with like heritage buildings, because it makes people precious about it. And I think in order for a building to be successful, it needs to adapt to the time so that it stays in use, because if we're too precious with the building, people are scared to change it and so eventually it gets made into a museum that can be forgotten. But if we make short, long, medium and long term goals. It sort of builds in this notion of maintenance, Co authorship change, which I think keeps buildings relevant, which is maybe more important than timelessness.

[01:22:49]
Greg

Yes, exactly. I threw it out there. And I'm going to say I threw it out there to launch the discussion.

[01:23:00]
Martha

There were some really specific things in the question weren't there about like being measurable and stuff. What's a KPI again? Knowledge performance indicator? Something. What's a KPI?

[01:23:16]
Matt

Key performance the lagging indicator.

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[01:23:18] Martha	Key performance indicator, that's it.

[01:23:20] Alex	What does that mean?

[01:23:22] Matt	It means it's already taken place, so it's been action. You can't intervene, so it's for efficiency mostly. Too late. So how efficient were we at getting these tasks completed? That's it.

[01:23:46] Alex	How can we evaluate that if we aren't done?

[01:23:50] Matt	Well, because you're evaluating task and you're not. You're not moving into a space of evaluating impacts. And so, to evaluate impact, there's specific evaluation methodologies that you would incorporate mostly what you would do as principles based evaluation, because what you're describing is you're describing behavior. With an outcome so a lot of organizations that are moving into the realm of trying to understand impact and influence behavior change have gotten really prescriptive with the way that they evaluate through a behavioral lens. So, for example, the work that we do because it's so adaptive and complex from a human sciences perspective, we have to take a look at evaluation from a behavioral component. So, a lot of the stuff that we've talked about in the Calgary site is when we take a look at our our road map and just how are we going to really articulate impact or behavior change specifically in our last bucket when we talk about policy, policy or systems change to us as defined by the behaviors that we wish to see the patterns of which that hold us in place. And so the better that we get as a community to say, OK, that's kind of shitty. Why do we do that? And then what's the policy that actually holds us there and what's the behavior that needs to change? Right. So, tearing down systems becomes about us articulating the patterns that are actually holding us in place. So that's the major difference between the two.

[01:25:14] Alex	Okay, thank you.

[01:25:21] Sara	I guess maybe that leads to a follow-up question of whether progress indicators should be associated to the road map.

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So, should progress indicators be part of the road maps? Can you elaborate on that just to…

[01:25:44]
Matt

I would think so, just from a Community perspective, people need to see themselves in the change to a degree. And so how do you blend the academia, the academics doing a lot of the research behind the scenes and pushing this forward with the community members. I think for our just speaking from our experience, we talked about what the indicators look like once again just went back to the earlier point that I was talking about moving more into a descriptive state of what indication of impact would sound and look like from our perspective specifically we're trying to push the policy aspect into it. So, if there's an ability to do it, I think that it makes a lot of sense but when you look at the road map, so it's very clear that there was a lot of interpretation as to what to do with that so.

[01:26:39]
Sara

Thanks. Other thoughts on that question of should progress indicators be associated in the road maps?

[01:26:57]
Isabelle

Well, I'm not able to answer, but I'm just thinking and with you. I think it's difficult to have indicators. If you have indicators on road maps, for me, it means that the road maps that they will be finished in 2 1/2 years and if you want to have indicators, you have to keep them. You have to follow because for me, if we only have short term action. Well, if we have indicator for me, it means that we only have short term actions that we could measure and keep the indicator in the short term. But like for our road map we have long term actions, so if we want to include indicator that means that the Montreal team has to be still in place, and when 10 years what? What is long term? I don't know. But it's complicated to have these indicators included in the road maps but it would be nice to have them. But how do we do that, I don't know? Because if we talk about political actions and changes. For sure. Well, the ideal change would be to change our building code. For our part, and we know it won't happen. It won't happen. So, I don't know how we can include the indicators, yeah.
Maybe you have ideas?

[01:29:07]
Danielle

I was actually wondering because we're talking about like goals, but the goals are supposed to be action items, and obviously these won't be actioned while the research is underway. So it's after, and then is the intent, because if you're measuring, they're measuring success, failure where you're adding it. But is that the intent when you're developing these action items to for them to be measured in terms of success or not, or where you're at like I'm trying to figure out what is the intent of measuring it and after research?

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[01:29:36] Matt	The way that we would probably look at it is when we state within the buckets that we're trying to influence specific goals, it would just be a matter of what would be our indicators that if we were to do it would lead to success. And so, what we're what we're trying to do is we're trying and even with the long term goals because I agree with you, it's you're not going to solve this issue. In, by the end of the grant. But if you were to state that bylaw, zoning needs to change, then what are the options that we would need to take as a community to do that? So, there would be, you know, specific bylaws that we would need to address. There'd be specific meetings that we would go to council like it gets to that granular behavioral level and not to say that you would have to do that, but what we've been trying to do within the research project are, OK, So what are some of the behavioral actions that would indicate that? It's leading to success to push this all a little bit further and that's the way that we've interpreted it, but I do really appreciate that you know that you guys have three buckets there and the long term ones, I mean that's where that we would probably try to wrap our head around it is it's our road map, it's our guide that if you were to continue these actions or iterate upon these indications of success, you will move that goal at some points.
[01:31:00] Ben	So it could be like if, like in the long term, that like within the realm of the partnership and the time period of the partnership is impossible to acquire and finish having a key goal of perhaps like a framework that will start that emotion. It could be your like indicator of like success indicators. If you're able to like create a framework that can keep that rolling.
[01:31:27] Matt	We would look at the opportunity with road maps. Sorry, is that when you look at the website, there's those four big buckets. And so, when everything is getting to the near completion stage, you come back to revisit this conversation. And you start defining more specific goals based upon what we've learned as community and academics. And then as such, you're able to recreate or iterate upon what those indicators of success are. That then becomes the framework of action that then becomes that living document that that communities can take with them. You know, the questions then is, you know, how do you bring communities together? After the end of a SSHRC grant, because we all know that when big research grants and that's it, it ends. The next question is upon us to try to answer. Further, but this is the opportunity because it's quite unique with the amount of community partners is that framework. So we we've seen it as a real need opportunity to involve indigenous communities and the city of Calgary, specifically on what we're trying to influence here.
[01:32:31] Thomas	Thank you. I'm I suppose I'm just gonna kind of follow up. Now I do like the idea of having some indicators and building in a framework that that creates action even after say all of us are out of the room or new people come on board. So, I think there's some value to that. But that does then speak to the audience of the road maps, right? Like it's sort of for anybody who wants to

continue that piece of the project, right? So, then it, I think defining is that public is that within the group or does the road map kind of just grow out of the end of the SSHRC grant? But I like the idea. I think it makes sense, like if we're going to start building these road maps and do all this work to be able to reflect back and say OK, based on that, these are the action items that need to happen in order for the behavior to change or the policy to change to affect that behavior or something that makes that makes sense to me.

[01:33:42]
Henry

So, my feeling is that there's going to be some things that would be measurable and some that won't be. And I'm just wondering, if we're going to be able to kind of create these progress indicators that would be meaningfully reflecting the actual progress of the various projects. Or is it more of a checklist of oh these are the things that we've done. Check it off. You know, is it more of a kind of a done and not done To Do List? Or is it an actually measurable progress indicator? Is it you know it might not even lead to any change in the actual built environment, right. We've done all of those things to change policy, but at the end it was not passed and we spent five years doing it and at the end it doesn't influence anything. But is that still progress? It's still kind of a progress, right? We've taken down some walls and maybe caught some… I don't know it's a question

[01:34:59]
Thomas

Yeah. I think, yeah, I think our road map right now, it's basically a checklist like we set up a checklist that we're going to do. So it's. I wouldn't say that. Yeah. So, I don't know if there's progress indicators in it for us. So, I mean I think there's…. It's useful for our research group to have that like it's absolutely like, I think it's essential like we would not be able to move forward. I mean everybody's on their own trajectories and this time of year, students are you know, crushing exams and it's just a bit of a mess, so to have that map, it's really useful to have and have those checkmarks. But I think, you know, there is a potential for them to be a bit more than that too.

[01:35 :35]
Sara

We're almost to the end of time. So I want us to wrap up and to think about from this conversation, if there are two knowledge or action goals that we've kind of come to and this is what we will sort of present back to the…Or maybe there aren't also? Which I think is OK.

[01:36:01]
Martha

Separate from the things we said earlier?

[01:36:01]
Sara

So earlier we thought about, let's see how it's written, main impressions or insights that make for an effective road map. And now we're being asked to select or identify two knowledge and action goals for the road map and I think this probably relates back to the sort of like common knowledge

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between them. And I don't know if an answer is that we're not ready to answer that.

[01:36:38]
Alex

I think the only thing that we really like agreed on was the notion of like shared learning and like maybe that's something that we can mention like we aren't exactly sure what those commonalities are yet, but there is this commonality of shared learning that's been integral to all of our research sites.

[01:37:10]
Martha

Yeah, the opportunity to learn from different experts and partners and…

[01:37:13]
Alex

So, does it make sense to present that? Yeah? Okay. I just want to make sure that I'm not like putting words in everybody's mouths so that's good.

[01:37:25]
Henry

Knowledge and action.

[01:37:26]
Ben

So could we say about the… like the we seem to agree on some sort of like reconvening between the buckets and the like, the four groups and maybe that could be an action item as well to like add on to that of like increased collaboration between projects through commonalities.

[01:37:56]
Sara

Yeah, I'd like that framing of it. I think there's been a need, I think positive to sort of move away from the four groups that we're sort of like originally bucketed in. But I think that that kind of like identifying commonality, you said it very nicely, so.

[01:26:39]
Martha

Yeah, because there's definitely kind of there might be commonalities of method that aren't apparent in the commonalities of the original full buckets, yeah. For instance.

[01:38:41]
Sara

Any concluding thoughts that anyone wants to share?

[01:38:50]
Martha

Thank you for keeping us on track and pushing us through that. Everyone's doing a great job, everyone with shepherding responsibilities is being a good a Good Shepherd.

[01:39:03]
Henry

We want to make sure you have enough time for lunch.

[01:39:05]
Sara

Yeah. So, I think we'll, we'll break and then we'll start back again at 2 for our final workshop, and I believe that one we'll focus more kind of continue this, but also start to look at like what is seen and what is missing and sort of how do we kind of again like move this project like further into sort of a public discourse and dialogue. But enjoy your lunch and we'll see you at 2:00.

ROOM 6

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

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 3 - Action Goals for Roadmaps to Quality in the Built Environment

Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-28

Report produced by
Langevin, Andrée-Ann (Carleton University)

6.1. Summary

Workshop number three focuses on the best dissemination way and how the roadmaps could be the best adapted to be easily digestible for the reader. It brings questions about the target audience of the projects and precisions to be done about the outcomes.

- Representatives of citizen groups and the city were asked about their impression of the roadmaps, and what they would need from academia. For now, the roadmaps presented are considered too dense and academic-oriented.
- The need for education about participating design process where mentioned, to raise awareness about its importance, and information about how to process it, to reduce its timeline.
- The group discussed the importance of educating the public about the different issues but also integrated all levels of Government to be able to make some change. To do so, the dissemination strategy should be sophisticated. Capturing attention is a hard challenge in our present time, and the user experience of the reader is important.
- Ideas about getting inspirational people to present the project in a short video were mentioned.
- The need for specialist graphic designers (UX and UI) is considered a necessity to be able to deliver the outcomes efficiently. The task of making efficient and digestible content is not the specialty of researchers about Build Quality.
- The dissemination by itself will be an important part that we should start to plan now.
- For the best way to present the roadmaps, a layering of the information is determined to be the best. As you explore the website, you should be able to get digestible information, and then a bit more precision, and then, specific information (link on policies by example).
- Different types of users should be able to enjoy the information, from the public to professionals.
- A certain uniformization would be desirable through the different roadmaps, but difficult to reach, as the different projects have specific goals, scales, and target audiences, often driven by the partnership specific to each research site.
- Those three words were mentioned to promote traction: Inspire, Inform, and Change.

6.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:00] Polyzois, Panos	We're trying to challenge our understandings, find a common understanding and move forward in that regard. The third-round table was a little bit different. It was mostly practitioners. So, our architectural practitioners from the organization called Dialogue and many of them had no experience whatsoever with working in Indigenous communities, but they were showing interest and so we got a lot of their insight. These issues are from their perspective, which is, you know, practitioners that may not have much experience working in First Nations, so I guess that most architectural practitioners in Canada are in the same boat even if they're willing and want to do good work. It was interesting to hear their perspective as well and this tension of quality versus speed and deadlines and funding, and there are tensions between that and, you know, they want to deliver good quality buildings. But at the same time, they've all these restrictions. One of the main outcomes was that relationship-building seemed to be a secondary thing. Yeah, it's almost like they want to. They want to build relationships, but it's hard to just meet the deadlines that they're given so they can deliver a good quality project in the end. But it seems like they all need more time, and maybe their higher-ups need to understand that their relationship-building is a key aspect of ensuring that you can deliver quality projects in the end because it's not just about the building, it's far beyond the building and that's that was one of the key outcomes. In our last round table was in Thompson. We went to the north to try to get a little bit of a northern perspective on what quality entails and challenged our understanding of it as well. We haven't dived into the analysis of this final round table, but we have some preliminary feedback, and we also went to York Factory as well. It's not listed, it's not mentioned here, but we did visit the community and worked with the youth. We did a workshop as well to get their ideas of what kind of things they want to see in their school that they're proposing. That was a big success.
[00:02:41] MacLeod, Douglas	Would anybody like to go next? But I'm going to ask. You to just address a couple of action points like two or three action points and the communication strategy in terms of your roadmap. Does anybody want to?
[00:02:41] Tureli, Ipek	May I suggest that we just quickly look at the questions posed, like page 160 of the PDF? Because there are specific guidelines for the workshop and just to be a good student.
[00:04:59] MacLeod, Douglas	So, well, let's use these (PDF SLIDES). This will be helpful and maybe we will move. Let's move to the general concept of what are your main impressions and insights about the roadmaps. So any point, it's a good one. Does anybody have, having seen all of them, does anybody have any comments about the general impressions?
[00:05:27] Perrin, Leah	I had a quick look at them this morning when I came in and something that struck me is the academia of it all. You know, we had a conversation earlier about acronyms. Even amongst our disciplines, we all have the same we all have jargon

words that mean something specifically in architecture might mean something different in planning might mean something different in another discipline. They're not particularly accessible to anyone who's not entrenched in this work. So I think it's fine for this forum, but if we're thinking about communicating to a broader audience and communicating to people across disciplines will be important, that there's more kind of plain language involved.

[00:06:20] MacLeod, Douglas	I think you're right. We need to make them more accessible if. we're interested in the general public.
[00:06:27] Armstrong, Maëlanne	I'm going to give my input as a graphic designer. In our case, we fought a lot to have synthesis, like to have synthetic text, to communicate to a broader public. Having big blocks of text is just not optimal. I will say that oftentimes using images or graphs is something that cannot be used to convey points anymore. It's more concise and it says more and it's more engaging for people as well because the goal of the roadmap, as I understand it, is to get out of the academic setting and make a tool for people to use in many contexts. It's a challenge to make that accessible.
[00:07:22] MacLeod, Douglas	Yeah, it is a challenge. Any other kinds of perceptions or impressions?
[00:07:27] Langevin, Andrée-Ann	I'm working on our roadmap and it's a really big challenge to take two or three years and summarize it in a couple of actions. So yes, we are researchers, we tend to go far, and we have to cut and a lot of the things we wanted to say are not represented on it, we will find a way to integrate them later in the process, but it was complicated and also, we have the question of for who we are making the roadmap. We have more than one actor. We have the user, the citizens, the planners, the city. Trying to combine all the actions of all those actors in one roadmap makes it more complex. So if we wanted to have, we should make two or three roadmaps to keep them very simple.
[00:08:40] Armstrong, Maëlanne	If your target audience is the general public, it's the worst because it's not really like it's not precise and it's hard to please everybody. And so maybe we were talking about personification yesterday. It's a tool that we use a lot in graphic design, and it can be really useful to keep in mind the goals and aspirations of your target audience. You can have like three or four and it helps or orients the way you communicate.
[00:09:08] MacLeod, Douglas	That's an interesting approach. We could almost do an exercise in personification and say what would somebody? What if we pulled somebody in off the street and stood them in that room, what would they take away from it? But I think we've already answered that question to a certain extent. It would be so dense. Our messages are so dense and it's a natural thing with academics. We've done so much research and we want to share it all. But I remember, this was back in the 70s before Bernard Tschumi became a kind of a building architect. He was first a poster architect, and he created this series of posters about architecture. Each one was just an image and a single line of text. They stick in your mind because they were graphically really interesting, and the text was also very powerful. And it was all about different aspects of architecture. It's

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almost as if we should have done one image in one sentence and that could have been a great series of posters that people would remember.

[00:10:18] Wright, Robert	One of the things that is on our poster is that we have an obligation to our partnership. Working with the Toronto Environmental Alliance, working with the park system, we were trying to identify and roadmap some of the issues that they were looking around neighborhoods that are in need that are represented in the landscape. It has a very specific target around our partnership, so it's not necessarily intended for public use, but where they were trying to combine things about. You know, surface water, shade, light, all that sort of stuff, along with things about maintenance in their parks to understand what the relationship of these neighborhoods and the amount of facilities and resources they were getting in terms of neighborhoods in need. For us, it's very much driven by the partnership and putting our skills at their behest, so to speak.
[00:11:11] Jucker, Jonathan	I guess like if the sort of ultimate end goal of the project is to change the way that buildings are kind of evaluated and awarded and assessed or landscapes and urban plans after the fact, it's the people and organizations that do that, that are the kind of ultimate targets of this.
[00:11:37] Fournier, Marc	I think speaking on that, looking at the different Roadmaps, there's a lot about the process and the research of it all. But a lot of the roadmaps failed to kind of look at the outcomes or the specific ways in which aim to raise quality in each of the projects. Having these kinds of very precise deliverables that are easy to understand and knowing someone who doesn't know the project could just go up to a roadmap and see, by example, we're thinking of developing a new policy for this and we're thinking of exactly this. It makes it more digestible and more concrete rather than looking at broader objectives like building trust, which we talked about yesterday, which isn't very quantifiable, but if we kind of developed the outcomes of implementing it within policy within education, then become a useful roadmap because we know where we're going and what we are aiming for.
[00:12:55] Armstrong, Maëlanne	Also, we were told when we were starting to work on the roadmap that. It was going to be almost a step-by-step thing to help somebody reproduce the research, for example, that people were doing in my group, but it also focuses on very concrete steps and that's helpful because it's less abstract. Essentially, this is good if you're not an academic.
[00:13:28] McBride, Laura	Are the roadmaps meant to be like the outcomes of the research? Right. So this is explaining, I guess the process of getting to those outcomes like you had all the focus groups, but will the roadmap be OK based on that input? What is the recommendation?
[00:13:49] Polyzois, Panos	That's what it was. I guess it's unclear on our. It might be unclear in our poster, but I guess when we started this project, I mean we didn't even envision having to build the school in the community. So sometimes these outcomes are goals, you know. Change and shift and they come about through the process. And so ours was a little bit more focused on you know the process and not so goal-oriented necessarily or outcome-oriented which I know is what we were asked to do. But I mean, if I feel like if we're framing everything in that way, then maybe we're missing the mark cause we're going to ignore other things that could come about that may shift the project completely in a different direction

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	and instead we're just like they could just narrow our vision. So, kind of kept it more general and broader. And who knows, in the next two years what will happen?
[00:14:41] McBride, Laura	Yeah, that's kind of where you're at today, where the stage you're at today of what you've learned from those steps?
[00:14:49] Polyzois, Panos	I do envision that our final or our next roadmap will be different as well it might. It might evolve and be more action-oriented and directive.
[00:14:59] McBride, Laura	What will people learn from that?
[00:15:07] MacLeod, Douglas	Jean Pierre was very explicit to us that we were to create actions, not more research, but actions and he kind of smacked us around a little bit about making sure we did that. But that's a maybe, you know, we had to do this step to get to that step. But I think what? That is if I'm reading questions properly. Not just the main impressions, but also what are our action goals. So, having seen all this, are there things that we could do and particularly do together that would be very useful? Like for example yesterday you were speaking about heritage, and you were speaking about accessibility. And then the fact that sometimes they clash. Is there and then last night I had a great conversation with Michael Ouchi, who said that his firm is developing a course on heritage and accessibility. These are kind of maybe action things which would be like a handbook on heritage and accessibility. Together could be an action item, for example.
[00:16:18], Huxley Sarah	I just wanted to mention I think well for our roadmap and let's remember that John Pack is part of the group. So it was very, very like not at all on the process and very much on the on results like on the outcomes. But I think that one. The interesting part is I didn't work directly on the roadmap but is that they took out the without focusing on the process but focusing on what dilemmas came out of the process and what barriers and obstacles were mentioned throughout that process. So, the process can differ from one group to another, depending on the project. But like, here's what to look out for within those processes, which I thought was interesting. In our roadmap and then like it, they also divided sort of the actions for different groups as we mentioned earlier, depending on who our audiences are, it's 40 on 280 (Page of the PDF). Although I have the 286 pitch one, so there might be a bit aside. So the second page, the second page, yeah. I don't understand that, but there are a lot of question marks in it. I think it's a work in progress, they sort of divided by who, like, who's targeted for different types of actions which I also think is perhaps something to keep in mind while answering your question.
[00:18:04] Tureli, Ipek	It sounds like research is not action in this kind of conceptualization, so research is reduced to data collection in our conversations and it's that's a problem. Research itself is an action and when we are using research or jumper is using research it's referring to data collection because I mean what we do is research in the university setting. And then maybe action is what you know theoretically

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	what our partners will do with the research. Anyway, I don't know if you have any of you have been problematizing this distinction.
[00:19:03] MacLeod, Douglas	It is a very good question, and it is an essential question too, because what I think I don't think Jean Pierre is saying, you know, denying that we have to do research, but he's saying we've done a lot of data gathering so far. We're at the kind of the midpoint of the project. What are the actual outcomes of the people from the general public? But could be utilized to help make a better quality of the built environment, so I don't think he understands. I think that in the background research will continue. We will continue to gather data, but now, OK. So tell us what are you going to do with that research? How is it going to become relevant to the public? How are we going to communicate that to people? And that's, I think what he wanted to see in the roadmaps.
[00:19:53] Jucker, Jonathan	Just to add to that, we at the Calgary site are doing a lot of engagement with community partners with a variety of community groups and this is something that we've been hearing from them. As you know, we're doing a lot of data collection, case studies, and consultations. What is it all for? Like, why are we giving up our time? These are people who work in NGOs and they are very busy and under-resourced usually. So like what is? What is going to be the benefit of their participation in this? So I think there is a need or a desire to at least understand what is going to be the output or the deliverable from all of this.
[00:20:44] Tureli, Ipek	But that's all we normally do in all that research, right? And then, it's part of the research you collect, maybe the data, case studies, or whatever it is, interviews, and then you interpret, analyze, and interpret, and then dissemination. It's all research. That's why I don't understand why we trap ourselves. To think we, you know, we are not anyway. So I don't know why we are making this distinction, but it's great that you can mobilize your partner to do data collection for you because this is what we are doing at the university setting and our relationship with the partners has been because they are so under-resourced, they cannot give us much feedback, they have existential problems. For us, I have to say the roadmap had been useful for our team, for our students who are coming and going, and they don't know the big picture, so it's been useful for our students, if they're doing a case study where, like it's a brick, where does it fit in the big building? Metaphorically speaking, yeah. But I don't know if it serves any other purpose.
[00:22:15] Langevin, Andrée-Ann	I'm going to respond about the little trap that I think a lot of teams have fallen into. We start with that roadmap, and it was previously focused on our process. It's more what we look at where we see what we do and to go to the outcome and we present that at first and after we rewrite everything to do what we present to make it more digestible for the public, but it seems to go with this one that nobody understands. We have to I think for us to do it and he made us reflect a lot of what we did, and it was annoying to make, to have that comment that that was not the roadmap and that was not what we should prepare for the outcome, but if helps us. We all need to translate it into actions, so rewrite, and reword it to make it more for the public. I think we all needed to do something like that to pass the point where the research interpretation is turned into clear action.

[00:23:39] Polyzois, Panos	So this is not that's an earlier draft, I guess.
[00:23:42] Langevin, Andrée-Ann	Yes exactly. Each month 2 universities present roadmaps at the online forum. So, we presented that one in the forum, and with the comments we had we proposed this one we were the last in the last forum to present. We had like two weeks at the end of the semester to do all of that, so it was still a bit rough, but we minimized it to one or two sentences, so we got one action in a bit of explanation, and we put graphics that we already have to support it, but they could be absent, but it's summarized that.
[00:24:31] McBride, Laura	I was just wondering if the outputs are really like research, if the roadmaps are the outputs of the research, like what the learnings are and what the recommendations are from the research, right? So what did all of this research find so that other people can learn from it and adapt to it and create something? Is it about communicating the results and the findings in an easy way?
[00:25:10] Langevin, Andrée-Ann	It's not what I understood exactly. I mean, I think the outcome will be a step-by-step to go somewhere. The somewhere will be different in every university. What is the goal? But what I understand is how do us are adaptive. How to do the best project in adaptive use? Do research, go see the good, the best people to help you. If I'm talking about the owner, check the policies, check what you can do or not. Where do you go, for someone who wants to accomplish something, it's what I understood, but I think it's still in the process and understanding all of that, but it's action one step by step.
[00:25:55] MacLeod, Douglas	Well, let's turn it around, for those who are not academics. What would you need from us to help you? To change the quality of Canada's built environment before and we have it, we had that list from yesterday of possible outputs. So for example, is it a pilot project? Is it a prototype? Is it a handbook? What would be valuable to you?
[00:26:28] Perrin, Leah	One thing I was struck at looking at the roadmaps this morning was so many of the projects talk and rightly I think about the importance of participation and this sort of participatory design process. I'm in a municipality where we need to build a lot of housing quickly as lots of cities are facing the same thing. And you know, I think there's this ongoing conversation probably at the political level, more so about participation being a barrier to getting those things done quickly. And so one thing I think that would be helpful is reflection on… It's sort of like timing, like if we had these sorts of Roadmaps to equality to say, here's what you do in this sort of situation when you have years to build a project and then a separate set of things on like, you know, what are the foundational pieces we need to write a zoning bylaw. That's going to get the best outcome and get us to a quality-built environment. What do we need to help us? You know, incorporate good public realm elements into our open spaces. We don't write zoning bylaws for open spaces like public parks and things, but how do we? Are there ways that we can kind of streamline some of these things? Because we've learned all this, like really important information, we know what quality is, where we can say these are best practices and kind of move on. It's hard, and our values, I think, change over time. What we do today in 2020 might be very different than what we think about in 10 years. Time or 50 years or eight years? It's not static.

[00:28:16] MacLeod, Douglas	I think that's a good point. How do in that situation, if we streamline what? Well, I was very, I thought about what Carmella said yesterday and showed the graph and is it how do we move from just tokenism in terms of participatory design to real partnerships, but also do it promptly and that's the real challenge. Does anybody have a solution to that one? I mean but thinking about that. If there was a good process that was laid out in a handbook or some way of moving forward, would that be?
[00:28:52] Perrin, Leah	Useful. Well, and I think we're all doing much the same. So, like right now, there's this federal government housing accelerator fund program and every city. Across the countries, rewriting their zoning bylaws in different ways and like. Japan has 10 zones, and you pick from the menu and that's done. But it's like we need almost a collective energy around. It might be OK if we Canada-wide came to some agreement on how this might work. I don't know like that there's it's I don't think it's useful. I think by the time I'm retiring. OK, I will do my job. So I mean that's maybe a thing we haven't talked about here is computers might do everything we're doing.
[00:29:39] Wright, Robert	So one thing to think about, because we're talking about the regulatory environment that we're existing and planning building codes, all that sort of stuff like that. What is the role of the government regulatory environment in the delivery of, let's say, a service like housing? One of the issues as you know is you know Doug Ford in Toronto and Ontario; contacts have changed automatically. Doesn't matter what municipality you're in. The whole issue of being able to build fourplexes on any particular property in these yellow zones or single-family houses, you don't need to ask any permission. You can go ahead to do it as long as you build it to code. The municipality's problem is that that sounds great. So he did two things when he walked it back in other municipalities, they didn't want it. It forced it on Toronto, which never voted for the Progressive Conservative Party, and secondly, removed the development costs and thought about changing every house in a like I say, large neighborhood to fourplexes. What does that do to services and infrastructure? Are the sewers big enough? Are the water mains big enough for the streets? Have to be changed. All of that was then transferred onto the Miss Pallies and they're struggling to figure out how to do it. So what looked like a very speedy thing like you. The Canadian government released all the 1950 houses which we love to look at, you know that were built after the war for all the people coming back, which were as of right type buildings compared to what we need to do now, which are much more complicated and more intense or dense buildings. And that strategy is not so simple, right? The question is if you do it, does it reduce the cost of the housing enough to make it affordable? So my story was always that if you tell a developer and this is the story we talked about yesterday, I once talked to Hugh here in Holmes. And I said if I give you land free for Toronto, what could you sell a house for? And he laughed at me and said if you gave it to me free, I'd sell it for the same price. And make more money because I make 600 and $800,000, for three-bedroom, 4-bedroom homes and I make 15%. And if you gave me the land for free, I'd make 25%. Because their stuff is a profit thing. So there's one thing about people thinking all of a sudden, if we find more land the house would become cheaper. And the other one is we build denser, it will become cheaper and we're not cracking the problem right because the problem is around financing and access to resources to be able to pay for these sorts of things like that. And municipalities are now struggling with this. What seems to be cutting the red tape but not filling in the gaps which the planners come back and go like, Oh my God. You know, for

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example, in all the streets they're in these areas. You put a fourplex in. What happens to all the street trees now that the boundary you're allowed to build a proper property line or onto city property? What happens to all the street trees? So it's a very complicated thing. The problem is that we seem to want to have a quick solution, but we don't step back enough to say what are all the kinds of issues and this is what every municipality struggling with within its context, right, and the fact you walked back the four Plex houses because smaller communities and neighbors said that we don't want that. We don't want to be. We like being the way we are, right? I have a friend of mine who says there must be an awful lot of unhappy people in subdivisions all over Canada because you know, they're so terrible that nobody likes them, and that's not true. We know that's not true. You know, access to schools, quiet neighborhoods, the perception of no crime, all that sort of stuff drives a lot of the markets.

[00:31:52] Wright, Robert	Because their stuff is a profit thing. So there's one thing about people thinking all of a sudden, if we find more land the house would become cheaper. And the other one is we build denser, it will become cheaper and we're not cracking the problem right because the problem is around financing and access to resources to be able to pay for these sorts of things like that. And municipalities are now struggling with this. What seems to be cutting the red tape but not filling in the gaps which the planners come back and go like, Oh my God. You know, for example, in all the streets they're in these areas. You put a fourplex in. What happens to all the street trees now that the boundary you're allowed to build a proper property line or onto city property? What happens to all the street trees? So it's a very complicated thing. The problem is that we seem to want to have a quick solution, but we don't step back enough to say what are all the kinds of issues and this is what every municipality struggling with within its context, right, and the fact you walked back the four Plex houses because smaller communities and neighbors said that we don't want that. We don't want to be. We like being the way we are, right? I have a friend of mine who says there must be an awful lot of unhappy people in subdivisions all over Canada because you know, they're so terrible that nobody likes them, and that's not true. We know that's not true. You know, access to schools, quiet neighborhoods, the perception of no crime, all that sort of stuff drives a lot of the markets.
[00:33:20] MacLeod, Douglas	But my question would be how we turn that into an action goal that the quality of Canada's built environment can do and I will say live you do have a serious issue. We work with the social impact lab, and they've been going around communities in Alberta and their process, takes months and months because they have to come in and gain the trust of the Community first, and that can only happen through a long series of exercises and meetings. They have a whole process and it's very successful to get, you know, the community to communicate what they want and then the social impact lab helps them do that. But it's slow as molasses in January and almost of necessity, so that's difficult to figure out. Sarah, I think you had.
[00:34:18] Huxley, Sarah	Is more as an answer to your previous question as organizations, what do we need as output? From these Roadmaps we build housing, we build projects, and just from our experience, when you talk to the builder, he's like, oh, well, design-build is the best way to go. Like we do design, build. We'll manage your architects. Like we'll do it all. Let's go with that and then we talk to the architects

and we're like, no, you can't do it this time, but you must take the time to give us time to think about it. And we're like, we want to be part of the conversation. They're like, no, no, no it's too expensive, we'll take care of everything like that. But I think it's important we have our lived experience and I think it's important too. You get into this project, and we get contacted every week by people who are trying to start their projects for different marginalized communities and trying to start their housing and nonprofits that are trying to start these projects and every one of them is like how do I get started and who do I talk to and how? Like. OK, fine. Like I have funding, I have like what it takes, but how do I get it to where I want it to be and who do I work for that?

| [00:35:29] MacLeod, Douglas | If I could, sorry don't mean to take the fight back again, but we have the same issue where communities across Alberta desperately want to access the federal funding for this project or that fund project. But the projects have to be a quote, shovel ready, which means it's ready for somebody to come to the place and start digging. They can't get to that point because they don't have the resources or the expertise. So, if we were one thing we could do as an action goal is to create a shovel-ready handbook. So if you're going to embark on a building project, here's what you have to do to get it ready. Here's how you access the funding. Here's what they'll expect. Here's different even. Yes, there is controversy between design-build and the traditional way of doing it. But if we explain to people this is what design-build means, here's its advantage. This is what you go with the traditional model of architect client. |

| [00:36:27] Huxley, Sarah | This is how an IP bs building is, this is what a design project is. |

| [00:36:30] MacLeod, Douglas | Exactly. Even a little, you know, section on if you want to do a participatory design project. It's recognized it's going to take time. But here's how you would do it. And if we had a series of handbooks that were easily available, perhaps even just a website that you could go to. Would be shovel-ready? That could be like an action item that we could generate. |

| [00:36:58] Perrin, Leah | Yeah, that's great. I was thinking, the roadmaps as they exist today are just sort of function as detailed case studies and what you almost need is to work to a place where you can combine them in some way. There are two thoughts, I guess, which are related but different. One where you might have, you know we want to do participatory design, and here's what that looks like in these different contexts. And here are different ways of doing it and then building on your idea around it like a handbook. It's like if you're this kind of organization with this set of resources, here's a way to do this, and here's where you need to build capacity. But if you're this type of organization and doing this type of project there needs to be a way of taking the lessons from all these different contexts and figuring out how they relate to your context because every project is going to be different. |

| [00:37:52] Jucker, Jonathan | I just wanted to build on what Sarah said, also about the challenges that your organization and people with lived experience have dealing with architects or design builders and getting them to incorporate what you need. I think I mentioned yesterday that we in our School bring in people from community organizations as Co-teachers to educate the next generation of architects and |

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planners, and landscape architects to be more aware of and open to these kinds of inputs. And I think that's something that everyone here who is in an architecture school could like maybe, we need a handbook for that as well, like how to how to incorporate these kinds of lessons into what the students are taking away with them.

[00:38:43] MacLeod, Douglas	I just would even challenge our schools because the way we do design studios, of course, is every student is on their own. They work individually and, please help me out here. Does anybody do a studio based on the concept of participatory community design? Where the students have to go through even a simulated process as if they were doing community-based design. Marc.
[00:39:15] Fournier, Marc	I know there is an optional studio at Universal Moral in 3rd year that works with indigenous communities and one decade and it's a participatory design and every week people meet with representatives from the community. It's piloted by architects that are already working with that community and who have a trust established with the community already, but there is feedback from the theoretical clients every week, so I think these studios exist and are probably scattered around.
[00:39:56] Wright, Robert	We have two studios. One is an Indigenous space studio that is working with the Nation. And there are several Indigenous homes and code clients and then the students prepare schemes around whether they're renovating a residential building at a residential school landscape and how they're turning into community centers etcetera, etcetera. We have an integrated Urbanism studio, which we're looking at, for example down to 100,000 people working with their clients on there. And potentially the number of users that they're looking for because they're funded by the pension plan, they have very high social objectives. They're upping the amount of affordable housing by 40% over the provincial standard and things like that. And every student works in a team. And the minimum size of the team is 3 and it's based on the fact that even though architectural studios have often operated under the egotistical view that every designer has their sun, and all the planets rotate around them. The fact is they'll be working in groups their whole life because you work with clients you work with, you know the public, that comments on your design and everything like that, that actually group skills are more important than individual skills. Even though people have different individual schools we also make the classes work together. We switch them off with the architects and the urban designers. And they argue about their designs and that brings that back. So it is a different participatory environment that we're working towards because you know most architecture schools are 19th-century schools, right? It's the same beaux-arts model forever, right? My work, me, me, me, me, me. And now it's about them. Them them, them them. So there's a big transformation happening.
[00:41:32] MacLeod, Douglas	Should I just ask Laura and Sarah? Have you guys ever been invited into architecture schools to be part of a studio?
[00:41:40] Huxley, Sarah	No. Well, not a studio. I had just a comment sort of after the fact on the project. Like on propositions on.

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[00:41:52] MacLeod, Douglas	I mean it would seem to me if we could involve either of your groups at the start or throughout the entire studio, that would be most valuable. And would that be of interest?
[00:42:07] McBride, Laura	Is studio how new architects learn their professions?
[00:42:11] MacLeod, Douglas	Yes, we are a studio where you're given a design problem or a design brief and then you work throughout the term on that typically you'll meet with your studio instructors every week and the studio often runs in all afternoons, sometimes Monday, Wednesday, and Fridays. from 2 till six, sometimes all week long from 2:00 till 6:00 and then. They're mid-term, maybe about six weeks in you do a mid-term presentation of your preliminary stuff and then finally 13 weeks later, you'll do a final presentation. That's a rough summary of how it works. Typically we will invite critics, and external critics in at the end, but they're usually just other architects, right? So that's the traditional way of doing it. So if we were, if we wanted to change quality in Canada's built environment we need to change the studios and give different kinds of experiences, exactly as Rob was just describing, because he's right, you in school, it's always individual or not, but usually individual. But in the real world, it's a group.
[00:43:22] McBride, Laura	Do architects learn and being selfish shared? Do they learn about accessibility in the curriculum?
[00:43:29] Wright, Robert	They learn things like codes and standards and things like that. You do a project over a 12-week term like who builds a building in 12 weeks right in Toronto, it takes three years to get your site plan approved let alone build a building. And so, they're here's an example. A friend of mine who wrote an article once called the Hidden Agenda of Studio and he said studios are like this: He said pretend we're trying to teach people to skis so they take a class on bindings. They take a class on ski wax, they take a class on boot types, and everything like that. And the studio is where you take them to the top of the hill, and you push them off. At the end of three years or four years or five years, depending on the type of program you have, you look at the students and they're wonderful skiers. And you say that's because of how we put all our curriculum together. Well, if you push anybody off a hill over five years, they're going to ski better than they were when they started and so each studio has a way of operating which there are hidden agendas in those things. So you can imagine the problem with let's say accessibility. And I sit on a group that we are looking at all Victorian buildings that are in, let's say UT campus and trying to work out accessible accessibility. It's complicated in heritage terms, right, particularly where you get a Victorian building, Class 1 Heritage building, and nobody can get into the damn thing because every washroom is separated. The doors are up as you know. Seven steps, everything like that. How do we integrate those things? Those are very complicated problems with building codes. People with the heritage group. People are arguing and whichever direction. So, we, you know, students get half their education in the university and the other half in practice dealing with those problems in much longer. Details and over long much longer term, so we can just

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scrape the surface of all the things you're supposed to learn, and hopefully you give them enough tools to begin to navigate that space, and then the offices are supposed to give them their other half of their education.

[00:45:27] McBride, Laura

OK. Yeah, because I was thinking about our we have an accessibility course, and I don't know if that's because we're trying to go beyond the codes and get people to see different barriers from different perspectives. So how is that best incorporated into the curriculum? So that's just something that everyone's knowledgeable on and every I know it's or can help problem solve when they get into a real situation.

[00:46:03] Langevin, Andrée-Ann

I feel it could be a very nice idea that people in accessibility or planning are invited and even better at mid-term crits so the students have time to reflect and integrate your comments and another point of view in the project. Yes, we check accessibility, but it's not the main point. Usually, we have so much to do, we must design everything and so little and the feeling that has to be pushed through the hill is quite right. But having that perception will be very beneficial because you are at school to get those tools of design, but also to get the awareness of what you should look like as an architect and. thought for more than you. Often, we have two legs, and we design for what we know. But to learn about those things. Did you talk about it? Could be nicer. Integrate your entry or whatever you want to point out, but it could be the sound. Did you talk about the light? It's a lot of things that could help students learn a lot. And to go back at the parts participation in the, I never have a studio with participation like you described, but as a citizen, I participated in one that my neighborhood gave to project in the like, do you want a bike station in the neighborhood? So, they invite they have a budget, they say neighborhood. What do you want? And then they make the session. I think 4 sessions spread in the neighborhood. And just to go at my experience, it was amazing. People were very attracted to go there, and I felt proud because two years after I am still in the neighborhood, and I see the things that we talk about being constructed and this. Participate with all the neighbors and see the things that we see being put in place. It's amazing, so I know it takes time, but on the other side, when you see that your opinion is being heard and being put in place is the best feeling you can have for the neighborhood right?

[00:48:27] Tureli, Ipek

I think we've moved to architectural education from research and maybe it would be good to bring it back. But speaking for McGill, last year I lived in a studio master housing studio where I had the School of Urban Planning, Students and Architecture students collaborate for actual sites the city has reserved for social housing, and they worked with public consultation which are housing. But part of the design requires the content like because they are professionals, we can consult them but participation in designing the context of the studio is problematic. In a 13-year-week studio, because of the time it takes and also because we have ethics protocols, our students are not trained for social work, so we must always be mindful, especially if we are working with underprivileged communities. So we were talking about collaborating with potential in the future with social work? Yeah, because they are trained. Maybe we could go back to the two-hour nighttime one at page 208. Just back to the questions we were asked. What we understood coming from one-to-one conversations with Jean Pierre and Dimitri was like a visioning exercise. So what happens after our research is done? Like the impact of it, we understood the roadmap to be out. We see the second page, for example, I don't know like I would love to. So we are missing the first page but one thing we understood when talking to NGOs is that they are not coordinated.

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We thought we could do a system. This is a placeholder where they could share resources, whether it's a night shelter or van that goes around the city that delivers warm food, or, you know, a washing service, drying for the on house. So, they're all these different things. We don't need to do more of them necessarily. We need them to communicate.

They have awareness of each other, but they just do not communicate and share resources. And could we develop something? So it's an idea. That will allow them to develop resources and then the action would be them developing resource sharing resources, not us going and you know so that's where we see our position and that's what we try to explain here and then. We also propose as an idea right now, like guidelines for nighttime design and then our NGO partners and others would implement them. The trend for our experience is to make it more accessible and the city champions this kind of accessibility, I'm not talking just physical accessibility, but that's how we imagine the action items. So this is we are not the actors. Or what happens so we try to envision what our research will lead to and that's that was our interpretation of the roadmap. I don't know if it works.

[00:52:37] MacLeod, Douglas	Could you expand on the guides that are mentioned there? Those are the kinds of output.
[00:52:45] Tureli, Ipek	Prospective outputs is an idea at this stage, but other cities have guides. London and other cities have guides, but can we develop guides specific to Montreal's realities, right? For example, other cities that have these guides don't necessarily have our winter conditions. They don't have our vibrant nightlife. If I mean, I'm not Speaking of London, but each city is specific to itself, and so one idea we have is what would be the platform. So that's what we'll be thinking about to connect existing resources. We are not going to design new resources, but what kind of platform? Is it pamphlets? Is it the website? Is it? What is it? So that's what we try to explain and then What? I guess these action items we thought of are things where the actors are not us but others, you know who are working on the ground. I don't know if it makes sense but.
[00:53:56] Wright, Robert	Some cities have nightmares like literally nightmares. Yes, that run the city at night, yeah.
[00:54:01] Tureli, Ipek	Well, they are symbolic. My colleague will still, maybe you mentioned he's an expert on that night governance.
[00:54:12] McBride, Laura	The part I like about what you're saying is that a lot of NGO's do specialize in their area, and they can offer a lot of expertise. So I kind of like the idea of bringing them together as a process to advise or and then I like the idea of the guide too. I think that's a tangible thing people can use.
[00:54:35] Tureli, Ipek	We don't know what form it will take, but.

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[000:54:40] MacLeod, Douglas	Well, now this is interesting. I'm also a little cognizant of the time that we've got 45 minutes left. Marc, could you bring up the whatever? I know we've got differing sets of questions, but let's see how far we are in terms of do you remember those.
[00:55:33] MacLeod, Douglas	There are a lot of different things, unfortunately, there are a lot of different kinds of ways. That these questions are being framed because I'm looking at, you know, they've asked about action goals. They've asked about communication strategy. They've asked about the best methods for these goals long, short-term, medium, and long. And then a summary of the main perceptions exchanged by participants. So, we've got different sets of questions, but I think what we're trying to see is if we have to say, maybe there isn't common knowledge that we have a diverse set of projects going on, and so maybe there isn't common knowledge. There is, I like the part about the communication strategy because we've talked about a whole bunch of different things, how we're going to get it out to the general public so that we would change the way that the built environment is constructed. I thought just as an example, I thought what Josie showed this morning, the Albert Marshall Video was well done, and it was only 3 1/2 minutes long and that's, what we now have, I understand all of us have the attention span of a goldfish, so if it's longer than 5 minutes. We're just not going to get any traction, but what we could, you know what we can do is make short video segments that point to bigger resources, and if we made and then used social media to point to the videos. The videos point to the longer documents and the research. This seems to be a strategy that would allow us to reach as many people as possible. But then the question is at the end. What is it that we want? We want to provide for, for example for Laura, and what could we get from the Rick Hanson Foundation and from the groups that you work with to change the way it's like I've seen it almost cyclical that we got to change the schools so that we can change the way we design things, but we have to help municipalities also to be able to appreciate the kinds of things that they have to do daily in Alberta. We talk about AHJ's authorities having jurisdiction, and some of them don't even understand that some kinds of buildings need an architect. We were starting from a very basic foundation. So that's what I'm trying to see how we can knit all these things in together because while we've got diverse communities here and diverse projects, they all kind of have a similar need in terms of getting the right information in a timely fashion and streamlining processes.
[00:58:36] Wright, Robert	If you look at the end of the name of our grant, so we have the quality and can have a built environment in Canada. It says Roadmaps to equity and social justice. So my question to all of you in all of our projects is, what are the actions that bring equity and social justice to our project, and are sustainable?
[00:59:01] Fournier, Marc	Yeah, I think I like the way that Ipek just framed the roadmaps as being resources for the partners themselves. So the academics in that regard are kind of the facilitators and they offer tools and resources for the people to use within their practice, if I understood correctly with the design guidelines and the platform
[00:59:31] Tureli, Ipek	That's our purpose, yeah. We hope that the actions will be taken by the partners and the city based on the suggestion.

[00:59:46] Fournier, Marc	I think that's interesting. It's pretty similar to what we're doing also at Waterloo. It's one of our main outputs is coming up with recommendations for the reform of social housing guidelines in the region. Working with our partners in the region and we are lucky to have three cities in the region that are involved. These are the ones, but creating new public housing standards for the Waterloo region is kind of leveraging it as a tool for people to use. But I liked what you were saying about a platform that was available to the people to be able to connect between them, we've been working with so many partners that it's I think it's interesting having this kind of shared place for NGO's and procurement agencies to be able to interact and find each other.
[01:01:06] MacLeod, Douglas	I think the platform is the concept that we might want to embrace because it implies, that people can dip into the information to different levels according to their needs and so and it also implies the integration of the website with social media, with the longer-term products of research. So I think, yeah, if we could, if QE could define a platform that we could all buy into and that would be a tremendous action goal that would help us move forward even in terms of the communication strategy.
[01:01:49] Langevin, Andrée-Ann	Maybe a bit far away to say that, but as a user I would like to just open a page and see like 7 bubbles with a big title, and when I pass my mouse on it or I click I have a bit more information and I have links to go to other resources to push even more. So that will be something that I can understand in 5-10 minutes, read a bit more in 20, and after starting my project with the resources link that will be nice.
[01:02:20] MacLeod, Douglas	Yeah. That's exactly yes, that's. We kind of have to aim for the idea that you might get a maybe you follow QE on Instagram and there's a post that somebody has published something new and the introduction to that you go to the website, maybe there's a 2-minute video that explains what it's all about. And then if you want more information, you dive deeper, and eventually, you might even get to a policy handbook that you can download as a PDF. So yeah, exactly just deeper, deeper, deeper into it. As far as you want to go.
[01:02:54] McBride, Laura	What's QB again?
[01:02:56] MacLeod, Douglas	Oh! Its Quality built in Canada, this is the acronym.
[01:02:59] Fournier, Marc	Talking, but the question of the audience then becomes critical because some of the outputs or Roadmaps are to be used by procurement or NGOs, but some of them are for the general public. How can we define various sets of outcomes? Or kind various ways to raise quality that involve everyone and that are differentiated.
[01:03:33] Armstrong, Maëlanne	That's why you all might benefit from talking to UX UI designers. This is not my specialty, but there are ways to organize a website that is adaptive to the different kinds of users. So, I'll give you an example of the kind of tools that we use, say, Illustrator, right that you can use as a beginner. You can use it as a

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graphic designer. You can use it for different kinds of people. Physically you can use the same tool to achieve different outcomes and there exist ways to organize the website in such a way that it serves a majority of people, let's say.

[01:04:30] McBride, Laura	Yeah, I think the question of target audiences is important because the general public is maybe not going to be using it, they don't have the power to implement some of these things like it's not for them. So, I think it's really important to think about who these resources and tools are going to be used by and then target those people to get them that information.
[01:04:59] Jucker, Jonathan	I just want to gently push back on that just a little bit. I think if some of these changes are happening at like a policy level like within city or provincial or federal governments, I think we do need to have the public kind of on board with that or else you know you'll end up with very contentious situations. And like we're seeing in some of these communities where there are blanket rezoning attempts and two weeks of Council hearings and sometimes heated exchanges. So I think having a public education side of it, like you're saying, having maybe part of the website oriented towards just like general lay people.
[01:05:41] McBride, Laura	But is it the public and the local community where the projects are or just the general public a word about what quality and the movement is?
[01:05:49] Jucker, Jonathan	I think general awareness is this must happen at all levels, and I know I don't know if it's changed, but at the beginning of the project, it was noted that we did have municipal people and we had federal procurement people. But I don't think we have any provincial representatives and that's where the building codes are at and if that's something that needs to be adjusted to improve the quality then I think all levels of government need to be involved.
[01:06:20] MacLeod, Douglas	But that's what's so exciting about the concept of a layered platform. For example, first, you want to inspire so if you're Canson did a 3-minute video for us on the importance of accessibility in buildings. Well, I've heard him speak and if we want to engage the public, we need speakers like Rick to reach out. We get it just like this morning a 3-minute video by an inspirational speaker. And then at the end, it goes for more information you could dive as deep as you want to get right down to policy recommendations, but you only go as far as you want to so we keep it at various levels so that everybody can find something that relates to them on their level. The general public may only watch the three-minute video, but I guarantee if they're inspired, it's going to change their outlook on the built environment and policymakers and planners may want to go all the way down to the handbook or the recommendations that they can print as a PDF. I'm just saying I think we can have our cake and eat it too in this case. If we strategize the communications properly.
[01:07:36] Wright, Robert	We have to think about our behavior when we're on the web and what we look at, I can get a community engaged by telling them as a 40-story house going in their neighborhood and I'll get everybody's attention all at once, depending on what the issue is. We know that, for example, with our students, 90% of their information, they get on their phone. If our websites don't work on a phone and we live in a three-click universe. If you can't get three clicks on what you're doing, you abandon the website and go to something else. To capture people's

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attention has to focus on a very specific target audience and an issue. For example, aging in place is a great one here. Things like disability and every human being who's going to age cross over because we're all going to be disabled in a certain sense as we age, right? So, stairs falling, safety bars and bathrooms, all that sort of stuff. Certain aspects will capture the public imagination or certain public. I don't know if you're a teenager, it would matter that much to you if your parents were lying in the bottom of their bathtub. I think that it's a much more difficult thing than we're just saying in terms of, like, capturing everybody's attention is almost impossible because we're so siloed today in our echo chamber. We can be very specific about the issue. So, if you just did a 3-minute video and said how much can you afford for a house, based on your income, just engaging people in talking about what the financial aspects of their lives relative to their ambitions in terms of housing would take you a long way to starting a whole issue around financing, housing, and affordability. I think we must be very specific on our strategy. It's very sophisticated, the world out there, we pay thousands and thousands of dollars to people who were making these websites and stuff like that hit our audience. It's and sometimes even then we don't do it because if the students don't like our web page, they don't use it. They talk to each other, right?

[01:09:36] Perrin, Leah	Yeah, this is an interesting conversation. I think for me, it's useful to even think of the public as your general audience because it at least helps us break down our silos across disciplines and we use terms like even aging in place, which means something to probably everyone in this room. But like we make these at some, we start using these terms so frequently and they mean something in our context, but then you don't realize that the general public might have no idea what that means. I used the word streetscape, and my husband was like, what does it even mean? I was like, oh, all right. Then these terms sometimes in the public lexicon get turned against us. Like the 15-minute cities conspiracy, right, we never really used that in Halifax, we were talking about complete communities, but even that is a pretty jargony thing. You know one thing I think would be helpful is as the roadmaps are developed, how do you talk about these concepts without like turning them into like a trademarked thing it's like.
[01:10:52] Wright, Robert	We had Jordan Peterson at UT and he was the one that brought up the 15 minutes city. It's a kind of anti-democratic movement. He lives in his 50s. He lives like 10 blocks north of where I am, and he lives in a 15-minute city. Everything he can get to you can walk to.
[01:11:07] Perrin, Leah	This is it like I think that a lot of you know challenge and a lot of the work that we do is it's like building trust within the community as we work with them. And if we've we're sort of starting at a place of working with terms that people can't access easily, it sounds big and scary when we're just like, we just want to make a nice and agreeable place to live. I think in that sense they're like quality in the built environment is helpful. It's a little bit academic sounding, but it's not too jargony it hasn't added.
[01:11:48] MacLeod, Douglas	There's also a level of agility that will be difficult for us, because as soon as all those things about rezoning started coming out, ideally, we should have had one of our experts respond in a short video to explain, the nature of what's happening or what happens to me if my neighborhood is rezoned, that would get a lot of.

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[01:12:11] Wright, Robert	But it's already happening. Our university has people in planning but responding to the CBC in different areas. Every one of us who's in that area is responding in terms of stuff like that. It's not if the question is how do, where is it that we want to respond on that on that issue?
[01:12:28] MacLeod, Douglas	Exactly. And then how do we make sure, though, that media outlets also know that there is this thing called quality in Canada's built environment? And if they need an expert, they could talk to these are the kind of pieces of a communication strategy which typically, as academics, we're not very good at. I know we spoke yesterday about even social media like it's we're talking time and resources to do these things. It's going to be difficult. Nonetheless, if we want to impact, we must consider this strategy
[01:13:03] Perrin, Leah	And I don't know, it strikes me. Like is the quality immutable and unchanging thing. Or are we thinking about quality as it adapts and changes with our values, you know? Equity and social justice were certainly not a thing that I was learning about in planning school, and I graduated 11 years ago that's the landscape has changed considerably, even in 10 years, and it will continue.
[01:13:35] Wright, Robert	To think about the issue of access to housing rights, I mean that was something that we never even thought about. Everybody could have, you know if you got a job and worked you would have access to housing and if you were lucky, you paid it off in the end of your life and you would stay in your house as long as you could, that was the narrative, and now when I talk to my children who are in their 30s, they go like this is not going to happen for us. Unless something changes and this is not going to happen.
[01:14:01] Perrin, Leah	Well, I think of the Indigenous people and youth that we're hearing from this morning like that has never been the case for them certainly not since colonialism. We had these dominant narratives and part of this work is like breaking down those things and then figuring out how you build a system and I think we're going to start breaking down the sort of regulatory and legislative frameworks that we work within. We're so and his policies are creatures of the province. We're so like bound by all these other levels of government in the way that we work, but we're not going to be able to get any of this until we start to confront, I mean capitalism.
[01:14:44] Wright, Robert	Well, who would ever think that in 2024, we'd be arguing about the right to access clean water? Holy God. You know what? What happened, you know?
[01:15:05] MacLeod, Douglas	Could I just do a quick time check because we've got 25 minutes left? Are there any students who have to do the reporting? What are you asked to report on this? Oh, I think you might be trying to summarize those three questions at two points each. I guess two points. For all three, which is awkward. We didn't touch on the short, medium long-term.
[01:16:13] McBride, Laura	Mean public awareness isn't going to be a long term? Short term, it could be it couldn't have a phased approach.

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[01:16:29] Perrin, Leah	I think in someone's thing. They had broken them down by short, medium, and long-term actions or goals. I think that's helpful and the other way to maybe break some of those down might be scale like we talked about yesterday morning kind of at the different scales. If you're planning projects that are individual site level versus the citywide, those are going to be different depending on the roadmap and the type of thing you're talking about, it might be useful to have. Or if you're thinking about grouping the roadmaps over time, maybe it's useful to think about those different scales as well as the time horizons.
[01:17:25] MacLeod, Douglas	Again, because of the diversity of all the different approaches that we're using trying to find common ground is going to be as we know, difficult. I'm just thinking of a structure where first we want to kind of inspire, then we want to inform and then we want to change and I've just made that up, but the idea that could be is that short, medium, and long term like we I think we have a in this whole world where there's so much going on and there's so much online, how do we get any attention whatsoever? Because there are all sorts of research projects and all of them have knowledge and mobilization plans. Frankly, I suspect most of them don't work well. It's it, you know, in the attention world that we live in, it's difficult. So how do we get people's attention? How do we inspire them? And then how do we inform them whether the general public or planners or municipalities and then how do we use that as a lever to change? And that's I mean that that's about as common ground as I can see that we've got going. I've tried to help you guys so like.
[01:18:45] McBride, Laura	When I think of a communications plan, I always think of it in buckets. So like you have your earned media, which you can pitch publications and get editors to cover stories that are interesting to the local community. Internationally as a topic and then you have, and you can issue press releases and things like that. And then you have your paid media, which I don't know if there are many resources in this project to have paid media, but things like paid social media ads or ways to reach people, and then you have your own channels which are like newsletters and Town halls or events or so when I'm when you're making a communications plan, you're thinking about. OK, here's the objective of the communications. Here's the target audience. And then these are the different channels to reach them and how do you do that based on that target audience? How do you do that in the best way? So maybe it's kind of like? A layered communications plan where you're saying, OK, general awareness we want to use these channels and we're reaching the general public to create culture change and create awareness of the importance of this project. Then there's this audience and we're going to reach them by the kind of the way I would think of it as in a communication strategy sense.
[01:20:20] MacLeod, Douglas	That's good. Thank you. They also just to share with you now, that this is about 10 years old, but they always held up the Canadian Heart and Stroke Foundation as having one of the best communication plans in the sort of the nonprofit sector. So it might be I think they I know there is a communications group, but I think they got waylaid a little bit in the first couple of years and I think they're back on track now. So hopefully they're seeing how some of this would all unfold, but we haven't heard from them recently. So it would probably be good to do that. But again, are those our work objectives?

[01:21:05] Fournier, Marc	I found the document that you were sharing there. The first one was for the moderators and this one is the actual slide.
[01:21:24] MacLeod, Douglas	So how do you guys feel about do you have enough to report?
[01:21:28] Langevin, Andrée-Ann	I feel like I can answer the effective roadmap. We talk a lot about the trend layer and how it will be efficient in defining knowledge and actions. One of the questions we didn't answer and maybe we'll help me wrapping up in the moderator one, it was. What shows the progress indicator to be associated with the roadmap and with start to spoke a bit about the process and all the research we do. So, do you think the roadmap should be only for the reader and be just actions or do you think we should put a bit more of how we get there?
[01:22:38] McBride, Laura	Capture them short and snappy. And give them a longer.
[01:22:41] Wright, Robert	Well, it's also got to deal with the partners, right? I mean, that's why each one of us is doing projects with partners. And so, we're trying to meet there. And then what is the public implication of that? What comes out of that partnership that the public might be interested in or uninterested in?
[01:22:57] Huxley, Sarah	I'm not sure what they mean by progress indicators.
[01:23:03] Wright, Robert	Zero to five. How far are you in your project?
[01:23:07] Huxley, Sarah	Yeah, I'm not sure what they mean by progress indicators.
[01:23:11] Langevin, Andrée-Ann	We going to give actions, but by example, it can be like one action is researching policies. Why do we propose that in that specific situation and goal, do we explain it? Or we say it's a fact you should research on policies you know.
[01:23:34] Tureli, Ipek	It's still not clear.
[01:23:36] MacLeod, Douglas	This one is a little bit murky today, isn't it? Yeah, so it's framed, I guess.

[01:23:42] Jucker, Jonathan	I also noticed that the number four seems to be a lot of overlap between the objectives of four and three maybe we'll approach them together before so kind of set the sizing things.
[01:23:58] Langevin, Andrée-Ann	Yeah. What are the best means for dissemination? I think we answer that question in the afternoon.
[01:24:38] Tureli, Ipek	Well, there was an important suggestion from Maëlanne to higher graphic designers. Architects don't assume we can do this.
[01:24:49] Armstrong, Maëlanne	UX UI designers specifically.
[01:25:00] MacLeod, Douglas	I used to think. Yeah, I'm an architect. I can do all sorts of design. And then my son became a graphic designer, and he just looked at my stuff and said oh gosh…
[01:25:14] Armstrong, Maëlanne	Architecture of information is a specific branch of design that is useful to organize a website so that your information is optimally fed to the public.
[01:25:30] Tureli, Ipek	And posts are posted to… I routinely work with the graphic designer and the first thing she does is to check out my font!
[01:25:42] Armstrong, Maëlanne	There's also what we talked about for the website a very like it's a hierarchy. It's shorter content than longer content and then even longer content. This is good, but you need to have a way to navigate between these. Like layers very effectively because this is good for a first-time user, somebody who's coming back to the website and is looking for something precise and won't want to go to the short video than long video than longer video. In French, we call it ''fil d'Arianne''. It's a way for the user that is more experienced to go where they want in a very efficient manner because otherwise your website won't be liked. After all, it's not easy to navigate between these layers.
[01:26:40] MacLeod, Douglas	One of the things that I think we're getting out of these sessions is we need some professional expertise in terms of our communications strategy. Except for you. We're kind of amateurs at this.
[01:26:55] Armstrong, Maëlanne	I'm immature in all that is about architecture so.
[01:26:59] MacLeod, Douglas	But it's important that as an architect, I wouldn't design the structure of the building. I would get an engineer to do that, so it's not unreasonable to say that perhaps we need some communication specialists to help us even when we talk about KPIs, key performance indicators, like what we're not, we don't do this regularly. So, what would even be an effective KPI for this is its publications. Well, we could all have streams and streams of publications but frankly, they're just playing to our audience, right? Is it viewed on YouTube? Is it impressions

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on Instagram? Is it visits to the website? Are those good KPIs that we should be looking for? Because if we want to try and measure the really deep things like, how did we change policies in municipalities Across Canada? I don't think if we do that it would be a reasonable goal that's going to take a decade or more. And so maybe it's that we need some deeper expertise in some of these areas and maybe that's a good recommendation. You know that that's what you know. You can get an extension to your partnership grant to go for another five-year

[01:28:30] MacLeod, Douglas	But to get that you need to start thinking about it now.
[01:28:33] Wright, Robert	But you can't talk about indicators unless you know what performance you're after, right? And so that's the thing. What is the performance that you're looking at? We're trying to look at our project in spatial equity and how we can represent it. We could present it to people and say based on social justice and spatial equity, these are how neighborhoods are now evaluated very differently than they were before, right by income, by resource access, by maintenance, by all those sorts of things, you know which people are realizing, you know something as simple as St. tree planting shows inequity and. Yeah, the middle-class environments and upper-middle-class environments are all shady trees and everything, and other neighborhoods have nothing. You know, even though we have streetscape policies and tree planting policies, there's inequity in the way we spatially allocate our resources.
[01:29:24] McBride, Laura	Yes, I think experts and writers synthesize communication, and then a designer makes an infographic. That's easily digestible.
[01:29:39] Armstrong, Maëlanne	But again, you have to pick a designer who specializes in what you want to achieve because graphic design is vast, and we don't all have the same skill set but that's why.
[01:29:56] Langevin, Andrée-Ann	Sorry, just for the summary, we spoke a bit about it. I think what I want to say for the last question, defining the best methods for this goal long-term, medium-term, etcetera. What should be your ideal in the action? It is long-term use accessibility is awareness will be long term. Do you think we should integrate action in small terms, like, Do we need all of those layers also in time? I think it was expressed a bit. Just want to go back on that so. We need all the layers, all the actors, all the time.
[01:30:55] Fournier, Marc	I mean, maybe just going for differentiated outcomes and not letting ourselves believe that that one single output is catered to everyone that we're trying to address and that it's also not short-term, long-term, and medium-term. So maybe having differentiated outputs. For the short, yeah, the scales. And for the various people that we're trying to help or trying to address.
[01:31:33] Huxley, Sarah	Yeah, I think we can well reuse the words you use like inspire and I forgot the other two but like inspire.

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[01:31:43] MacLeod, Douglas	Inspire, inform, and change.
[01:31:45] Huxley, Sarah	Yeah, inform and change. And then, sort of associate that with short-term, medium-term long-term like you mentioned, and then perhaps with different publics like on the short term we can inspire students through like I think that's relatively easy to integrate the medium term we can create like pathways for geos that want to start projects. With like concrete steps to help them with that in other long term we can influence we can influence policy and change like, more profoundly ways of doing. I think we can tie together different scales.
[01:32:59] Wright, Robert	Maybe it's to find the intersection between all the goals. Is there an intersection between housing spatial equity? What are the intersections between these things? Cuz we're supposed to share information anyway, so what is it we're learning in each thing that relates to other activity? I do think it's an exercise worth doing because you need to look at what everybody's doing. After all, there is no common. We're all in our silos doing our own thing. So what is common because part of the thing of this SSRC grant that, you know, Jean Pierre and everybody struggles on The Steering committee is that SSHRC would like to see how these projects relate to each other, that it's not 14 projects we're doing. It's one project with 14 sub-projects in it and how they're integrated or what common elements are coming up. That's why I said before. I believe it's somewhere around the sustainability, social equity, and social justice thing where it's each one of those hitting in that territory, and then we can talk about time scales, and we can talk about you know. Time scales or actual physical scales so that those new things need to happen right? It's multi-layered.
[01:34:12] MacLeod, Douglas	We are their themes, common themes that are emerging and I think we're going to talk about convergence this afternoon. So for example, this, as you said, housing is really of interest to us and I can see connections to Manitoba and to Waterloo and I would love to be able to sit down. With all of our three teams and look at that, but we're also interested in equity and inclusion and there I'd like to sit down with you guys and see how when we're working on housing that we're including those things. It's almost like we've got multiple dimensions to this project. And you're right, the words almost define it for us that we have three major themes of equity and sustainability, and equity social value and sustainability. So, underlying a lot of our work are those three ideas. But then the manifestations of them are projects or ideas like housing, and also parklands.
[01:35:01] Wright, Robert	Exactly. We have are trying to show gaps. Well, we're trying to showing gaps in equity is what we're trying to figure out how to show gaps in equity that would give directions to cities in those particular areas.
[01:35:29] MacLeod, Douglas	So its interesting to think is housing one kind of aspect of the built environment that many of us are working on is public space. Because I also see a connection to what McGill is doing with the nightscape and with what you're doing in Parkland. So if we look at, you know, housing and public space and are there other things that we see convergence?

[01:35:53] Tureli, Ipek	Parks and public space are housing for some.
[01:35:58] Huxley, Sarah	But for like if I don't know, I feel like thesis we could see those convergences is to have like Roadmaps that are coherent in their structure and that because if one is a mountain and then another one is a loop the loop and the other one is lines like every time I see a new roadmap I have to paradigm like. And so drawing those parallels between projects is hard because the information is presented differently and so I feel like if we can agree on a basic structure for the roadmap, then that work will be so much easier rather than going it the other way around and saying, OK, where are the convergences? And let's build 1-2 or three Roadmaps out of that. Let's build 14 Roadmaps with the same structure and then compare and find perhaps narrow it down to three or four Roadmaps.
[01:36:47] MacLeod, Douglas	That's a great idea. Actually. It'd be almost fun to ask a couple of graphic designers to come in review all of the roadmaps and see if they could make one or maybe two or three out of all that stuff. And what would it look like?
[01:37:02] Wright, Robert	We don't have enough money.
[01:37:05] MacLeod, Douglas	But it would be kind of, yeah, I mean we. Yeah, well, maybe yeah, the optimal roadmap I love that concept. Get it outsider to come in and see if there are any connections between these things that could be expressed in a single roadmap. That and may. And you're probably right. It's probably two or three it's an interesting exercise.
[01:37:34] Wright, Robert	I'm a beta tester for an AI called perplexity AI, which is a research tool. And.So you can we could literally take PDF's of all the report and have it and have it run an analysis of what's common and what's not. Different about all of them.
[01:37:51] MacLeod, Douglas	We have to include that as something we. Short-term delivery. Yeah, short term we came up with the roadmap.
[01:37:57] Tureli Ipek	Right. I was thinking of AI in terms of students. Will plagiarize because. But at the recent meeting, we are related maybe to think about AI. They said it's going to make your life easy. And I was like, how is it going to make? Well, it can make summaries of long reports. You're right, for example. And I'm like if I write the report, I can make a summary. It's not life. But I'm thinking if you have an assignment like this, it's very suitable.
[01:38:31] Wright, Robert	Well, in perplexity by example, it starts by you write research, then you're interested. For example, it starts with whether you want to look at a conceptual level or whether you want to look at a specific paper. It generates all the papers that you've done that have been in the area of your topic, then tells you how many citations have been made of it, and when they were by. Yeah, exactly for researching it's like Oh my God. And we'll ship it to either Endnote or Zotero for bibliography.

[01:38:52] Tureli, Ipek	Was this the name?
[01:39:02] Perrin, Leah	I think sometimes it makes perplexity. Probably I heard some story about how lawyers tried to use it and it was like making up weird briefs, but they're getting it's like the technology is so quickly.
[01:39:13] Wright, Robert	But it gives you also this chart that it makes in Excel. It gives you the link to that. So you can check every link.
[01:39:18] Tureli,Ipek	So, who's going to make our common posters through AI in the next hour?
[01:39:21] Wright, Robert	You know, here's what I handed back to you.
[01:39:26] MacLeod, Douglas	Let's suggest it as an idea, like something that we could do to see if there is it be, and we don't have to agree with it. We certainly don't have to accept it, but it might raise some interesting issues. I've seen it used on the fly in meetings too. When we've reached an impasse on something. Just to jog people's minds and to think a little bit differently. So I think this would be a wonderful exercise. Feed all the PDFs in, see what it comes up with and it may be terrible.
[01:39:54] Huxley, Sarah	Can it realize the graphics of them ? No ? So really just the words.
[01:39:55] Wright, Robert	No, no, it's, it's all I think about. It's mostly text-based and it's only based on the information that you give it. So it's most effective when we use it and I use it a lot with students because I teach a course in generative design. It's also good when they have expertise in an area, so if I use it in landscape architecture or something like that I can recreate, you know, garden plant lists all this. I know enough when I look at it, I go in no way. That's ********. That's good. And then I can check it against other sources. But if I just put in something like, you know, how do I remove a word on my foot? Then I'm in trouble, right? Because whenever it hits the Internet, 1000 people are telling you how to cure cancer and stuff like that. So, you do have to have a level of expertise and a level of what I call skeptical optimism and the thing it does is a lot of times what it does for me is it triggers me thinking about things in a different way because it is just what I threw at me. I go like, oh my God, I didn't even think of that.
[01:40:57] Polyzois, Panos	I was going to say something. I mean, this project is developing over time, and I mean with technology growing maybe in two years, AI will have expanded to something different. I'm not an expert or anything but seems to be a rapidly evolving field so maybe in two years it wouldn't be, maybe it would be able to do a better job than.

[01:41:19] Wright, Robert	I get about 50 posts a day on large language model changes that they're making, and they're all competing and how many buildings and pieces of information they're based on and all that sort of stuff. So, they're good about analyzing things that have been listed in the past, but they're not good at predicting the future because they can't They don't make assumptions about the future. They can only tell you what people have thought about the future. Right. And it depends on that's why, you know, dating the information, there's another AI called site that it doesn't matter what it generates, it must generate citations for you and where they're from, like where those ideas are from. So anyway. But they're coming out fast and furious.
[01:41:53] MacLeod, Douglas	Yeah, that's just crazy. And I'm aware that lunches begin, so it is there again. Do you guys have enough?
[01:42:05] Langevin, Andrée-Ann	I think we will rework it just a bit, but what I wrote is roadmaps are for now, too complex in the reading and are destined for academic readers. The publication of the roadmaps should be expressed in layers of details, adapted to the user is destined too. Make different outcomes for different users. That sentence and the use of AI could be useful to analyze. Communities and Uniformize the roadmap of all universities.
[01:42:40] MacLeod, Douglas	That's not bad at all, we are done! Great.

ROOM 7

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

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	Ensight+ 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 3 - Action Goals for Roadmaps to Quality in the Built Environment
Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-05

Report produced by
Reding, Kaiden *(Athabasca University)*

7.1. Summary

The discussion in Room 7 focused primarily on long-term, large-scale goals, including the initiation of a society-wide shift in the way value is defined and measured. Participants emphasized the need for broad cultural change if the project's goals are to be fully and meaningfully achieved, namely an overall "paradigm shift" that changes the way wealth is conceptualised to centre aspects of equity, sustainability, and social value over purely monetary/financial valuations. The need for this change is becoming more urgent as we become increasingly aware of the interconnectedness of physical, mental, social, and environmental health.

Several possible ways of achieving this paradigm shift were discussed, such as introducing guidelines or requirements for every new architectural project to contribute in some manner to community health and wellbeing, accessibility, diversity, etc. Ultimately, introducing these requirements would aim to decouple financial capital and decision-making power in the architectural design and development process. This was brought up repeatedly in relation to residential housing, where construction projects under the current monetary-value bidding system enter a 'race to the bottom' that may encourage developers to use shoddy or unsafe materials or otherwise cut corners in their work; furthermore, our monetary-based values have led to the current national housing crisis due to the commodification of real estate and concentration of rental property ownership.

Relatedly, it was noted that cultural shifts are often brought about by young people and youth culture, as in the case of recycling and the green movement. As such, it was decided that that there should be a concerted effort to engage and involve young people in the project goals, using both formal and informal education as vectors to more quickly achieve the necessary paradigm shift. Further discussion centred around accessibility and inclusion (physical and cognitive) as communal good – allowing marginalised people to participate fully in society without being immediately othered (e.g. categorised as 'special needs') while also making the built environment better and more pleasant for everyone regardless of identity.

Finally, the group also discussed achievable short-term goals and outputs that might be applicable to each individual site (of those represented by those in the room). Strategies focused on concrete ways of positively contributing to the communities in which the projects are based, resisting the often extractives approach of academia to instead work collaboratively and develop strong, mutually beneficial relationships inclusive of all community members. The notion of Two-Eyed Seeing was discussed at length and suggested as a way for each participant to incorporate different perspectives, lived experiences, and forms of expertise in their worldview and in their ongoing projects.

7.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:00] Susan Speigel	Should we go around again and just say our names? Yeah, so let me just get this started. And I think for our two new ones if you could just give us a little background. So, I'm Susan Speigel, the one who's been doing all the talking, and I'm going to pass it on to you.
[00:00:35] Cara Chellew	OK, we're all set.
[00:00:53] Sam Oboh	I'm Sam Oboh, I'm with Ensight+ and I represent the Alberta Association of Architects.
[00:01:01] Marjorie Knight	I'm Marjorie Knight and I'm with the House of Friendship and University of Waterloo.
[00:01:07] Brianna Brown	Hi, my name is Brianna Brown, and I'm a graduate student working at the University of Waterloo.
[00:01:12] Federica Goffi	I'm Federica Goffi from Carleton University and I teach in the architecture school.
[00:01:19] Cynthia San	I'm Cynthia San and I'm an undergraduate student at the University of British Columbia.
[00:01:25] Cara Chellew	Hi everyone, my name is Cara Chellew, I'm a PhD student in urban planning at McGill.
[00:01:31] Victor Bouguin	Hi everyone, I'm Victor Bouguin, and I work for Vivre en Ville.
[00:01:35] Virginie LaSalle	Bonjour, Virginie LaSalle, désign l'intérieur à l'Université de Montréal.
[00:01:42] Kaiden Reding	Hi, I'm Kaiden Reding, I'm a Research Assistant with Athabasca University.
[00:01:48] Susan Speigel	Great. OK. So, our mission for today is, in a way, sort of what we started yesterday. I'm just going to read what we're tasked with and then we can interpret as we see fit. So this is our third Café-Workshop on our action goals for the roadmaps to quality in the built environment. So what we looked at yesterday is, we were trying to understand the outputs and the convergences between all the 14 universities that are in this study. And we focused really on the ones that we know best from the people in the room, so we focused on Waterloo, Carleton, UBC, McGill, U de Montreal, Athabasca, and Laurentian.

So those were our representatives here from the committee yesterday, so we looked particularly at those projects. But I don't know if we want to continue to do that, or if we want to expand out a bit. Maybe we'll work with ours because we know them best, but if there's ones that you've seen that you would like to pull in because we've all been in, in the floor up above you can see all of the 14 research projects, we've got all of them up on the screen and we could pull anything that we want.

So, here it is. We are looking for how we can make come true, to find some actions that can come out of the roadmaps, and these would be low hanging fruit, medium-term, and long-term with the KPI's. Defining those action goals and a communication strategy for the roadmaps to quality, and then a summary of our main perceptions that are exchanged by all of us.

Who's recording today? You are. Perfect, this is the person who will be recording all our comments and presenting it back to the larger group. So, I'm just going to go this way to start with you. Maybe we should look at Athabasca?

[00:03:53] Kaiden Reding	Sure.
[00:03:54] Susan Speigel	And maybe hear from you first, what you think those comments were, you could produce in terms of action items.
[00:04:06] Kaiden Reding	I think for us we've struggled to kind of, up until recently we didn't really know what we were doing, and we didn't have a good plan, or we couldn't really articulate it. And so partly that's because our funding changed and we kind of like didn't have as much capacity as we thought we would. So we kind of had to do a seat of our pants, like change things up and do kind of scale down. And yeah, so this is still kind of new and we're still kind of evolving and figuring out what we're actually going to be able to produce in the end just with our more limited scope and whatnot. And I think one of our first, kind of in the process still I think of like articulating and really having a good like quick summary that we can explain to communities and people who are engaging with us, of like what we're actually trying to accomplish and what we want to do for them, and we want to really make sure we're not approaching people without like having a plan to give them something. We don't want to, like we were kind of talking about yesterday, we don't want to just go in and solicit all this information and collect this stuff from these people that are not getting anything from it. So yeah, we're trying still to come up with a really concrete way of benefiting the communities that we're taking, that we're using essentially.
[00:05:26] Susan Speigel	So, if I were to say to you off the top of your head quickly, just 30 seconds intuitive, what's our first action item?
[00:05:35] Kaiden Reding	Like— for us specifically? So, I think we are— we're kind of split into two groups, my group we are coming up with, we're focusing on small scale

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food production and greenhouses specifically. And we are trying to, well we have currently we have a grant for Athabasca town to help them build a greenhouse, a passive solar greenhouse specifically. And we're trying to use Athabasca as a sort of testing ground that we can then expand to other small communities across Alberta. And the other side, the housing group is going to most likely work with Samson Cree Nation to, and I don't know as much about this, but they're— Twylla is part of my group, so we are going to go into that community and sort of just use Twylla's connections with her community to figure out what they need from her, as far as housing and community-led housing since they have been like, as with many Nations, like struggling with having enough housing for their community members.

[00:06:37] Susan Speigel	So not to leave you being the total only responsible person for what your actions are. So would you say like food sustainability is?
[00:06:47] Kaiden Reding	Yeah. So our kind of keyword, I guess is food sovereignty.
[00:06:50] Susan Speigel	Food sovereignty, I like that. And do you have any partners at the moment that you're working with?
[00:07:00] Kaiden Reding	Yeah. So the mayor of Athabasca actually is here, and we're working with the town council. And we are also working with the food bank in Samson Cree Nation and the school, and so one of our thoughts is to put a couple of sea cans in the community and use that as a vertical farm.
[00:07:23] Susan Speigel	Any farmers?
[00:07:30] Kaiden Reding	Well, so one of my other group members, she's in the Ardrossan Agricultural Society, and so she's very active in the sort of like small scale producer area. And she's the one who knows, like, a lot of people in central and northern Alberta. And so she's still working on getting more people involved.
[00:07:46] Susan Speigel	So what I what I find interesting about Athabasca and your particular presentation is I don't see anybody else involved, unless somebody wants to contradict me, in food sovereignty or food sustainability in the 14 sites. Which I mean, I'm extremely involved in that, and you really vote with your fork. I mean, that's the kind of new thought about how to make change in a very big way for Big Ag, Big Farm.
[00:08:00] Kaiden Reding	And I think we're kind of trying to capitalize on the like increasing popularity of and more awareness of like the local food movements and like, being more aware, having people be more aware of where their food is coming from and where it's traveling from and how far it's traveling and maybe trying to make more seasonal and more local choices.
[00:08:33] Susan Speigel	All really good. So do you have plans— I mean, there's a communication and it seems like you've got a short term and very good strategic plans

	with, if you're working with town council and with food bank. I'm just wondering if there's farmers you could get involved as well.
[00:08:49] Kaiden Reding	I think that's something we're working on, I don't know all the specifics of that, but we did just recently sponsor a sort of like one day workshop convention in Vermillion, Alberta, which was a gathering of food producers and distributors. So there was Loblaws and Safeway and a few other, Co-op, a few other bigger distributors and then small producers. And so kind of trying to connect those two groups that aren't, often are kind of siloed off in separate areas.
[00:09:23] Susan Speigel	Interesting. I have very big opinions. But I think for the moment I'll keep them to myself. If anybody else from any other group have any relationship to food security, food sustainability, and sovereignty.
[00:09:39] Marjorie Knight	Well, in Waterloo, it's very interesting how it, because Waterloo is a mix of urban and rural. And we did a plan, last year, to hold the line so that where development would happen and where development would not happen because we have some of the most arable and, you know, desired agricultural land in our outlying areas. So we were protecting these areas to keep them in farming, and it's mostly smaller farmers. We do a lot of farm to table things. People shop, you know, locally the 100-mile thing that that we need to go 100 miles, but of late the government has all of a sudden decided that they want this land to build some big EV plant on, I guess they call it, 0.1% of the land is grade A agricultural land and what they want to build on is that. 700 acres of it. And so we are having a big fight because we did this all this planning to make sure that we would have the land for agriculture so we could feed ourselves. And now they're going against it. We set it up that way so that we would not build housing or other things on there. This is where all our water comes from because we don't get water from the lake, we get water from aquifers on those lands. So, you know, the fight between food, farming, and equity versus building. And you know, we're all suffering from the— we have a housing crisis, we have a food crisis, affordability crisis also. And it's important that we be able to produce food there. But yet here we are, so.
[00:11:57] Susan Speigel	Basic necessity, food. If you don't have food, you die. I mean, if you don't have shelter, presumably you could make a shelter, but I mean, number one—
[00:12:05] Marjorie Knight	And we can live without big business.
[00:12:10] Susan Speigel	Yeah. So, Brianna, do you have anything to contribute to this from the Waterloo project? Is there any?
[00:12:16] Brianna Brown	I think insofar as what Marjorie has added to the conversation, I think sums it up.
[00:12:22] Marjorie Knight	It's just a very mindful thing for all of us there because we took a decision as a region to direct where buildings would be. We had one willy-nilly

with these multi level buildings because of our schools and our universities and the number of students that we have, and we are looking now to see where we went wrong with some of that. But we know where we are likely to build as we move forward to suggest, and to all those kinds of things, where it will not be is on those lands. And we're mindful of that.

[00:13:08] Susan Speigel	So in your project. In Waterloo, is there any discussion of this at all? I guess is what I'm wanting, not that I'm asking that you have to respond to this, but in your project it's mostly about rapid houses, but it would, would it not have some impact on where that rapid housing is being built in terms of the land.
[00:13:27] Brianna Brown	Yes, absolutely. I would say so.
[00:13:31] Susan Speigel	So this kind of issue I think would be really important for youto take back to your group as an action item. Like in their group as opposed to the larger action item, and it seems that your group is very ground related in terms of arguing a little bit with the government about what the quality of a rapid housing initiative would be, and I think if we were to add this issue in, it would give it a lot more "Oh my God, what are you doing?" This is the most arable land. This is what's going to feed all the people in this part of Ontario, and we don't want, what is it? Uranium? that leaks into the soil from EV battery factories? What is it? Lithium
[00:14:15] Marjorie Knight	Well, there are so many poisonous things in those batteries. It's not just one thing. It's a lot of things.
[00:14:23] Susan Speigel	So is there any in the Waterloo project, is there any activism possible? Are you involved with the government or are these student initiated ideas that you haven't connected up with a partner or kind of a person in the real world?
[00:14:42] Brianna Brown	I mean, a lot of our work is readily involved with partners, so for instance Marjorie is one of our largest partners. And in assessing 18 buildings across the Waterloo region, we have to develop partnerships with each of the corresponding I guess governing bodies of these buildings. And then so long term then we would also develop relationships with the city, or I guess we have already from what I'm.
[00:15:06] Marjorie Knight	Yeah, because they're planning people that are turning up there and people from various cities that make up the region are turning up as partners there.
[00:15:19] Susan Speigel	So maybe what we should do is go around and have a first like understanding of where some potential action items are, and then we could look at short-, medium- and long-term plans. Do you have anything that you want to contribute or learn from or kind of have as some kind of trajectory because it seems like you have a

little ideal situation. There's all the town council and the food bank and everybody's kind of in, as opposed to opposed.

[00:15:43]
Kaiden Reding

Well, actually just one more thing to add. I guess one of our longer-term concerns or issues that we've heard a lot from farmers and producers, as I'm sure you know, people are leaving agriculture like farmers' children are getting educated in other things and then leaving, either the province or going to the city or whatever the case may be. And then that knowledge isn't getting passed on, and so those more healthier, regenerative relationships that some of these smaller scale producers have are being lost and they're having to sell their farms to the big, bigger corporations. And so that's—

There's a lot of factors obviously involved in that, but some of it is just there's not enough funding for agricultural education, and so that's one of our longer term sort of things to tackle is trying to figure a way to get people and families to stay in the industry.

[00:16:37]
Susan Speigel

So there could be a really good educational component which might be a short-term— you could watch Farmers Footprint, take note, and Food Inc. 1 and Food Inc. 2, they're both on Netflix. And Farmer's Footprint is like a big worldwide movement on desertification of all of our arable land. There's also Kiss the Ground. So I mean, you could kind of run as a short term action education component, which we're all looking at. That could be you know, a town council, food bank education about it. Because you're in an area where there's a lot of Big Ag, and over on the other side of the GGHA all on the lake there's smaller farms where kids are coming back, they've left and they're coming back because it's not these mega farms. So there's a possibility of really getting kids back into the land, maybe if you have some of this really interesting awareness about what we're doing to our land. I've always thought education is always a really shorter and immediately impactful short term action plan.

So anybody else want to talk? Like I told him yesterday I talk a lot. So I could be told to be quiet and other people please really feel free to interrupt.

[00:17:57]
Sam Oboh

What about the connection to health and wellness, you know you're talking about food, I think, talking about quality in the built environment, one of the main ideas is to enhance the quality of life of people. And that quality of life there is a direct relationship, right? You know, between food production and healthy living and making sure that the environment that people are living in, the environment where you work, play, or live. Everything is kind of like directly connected. So I'm kind of curious to see that interconnectivity between the food production or the food sovereignty aspects, what the Waterloo site is actually working on and the whole idea of health and well-being, being connected together because they all flow into each other.

And how do you now bring this trajectory into an architectural process. You know where, when you're considering the location, for instance,

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what Marjorie talked about is more about zoning, planning. Where this area of the community is probably good for certain things more than the other. Putting an industrial building in an arable area, is that something that should be permissible when you're talking about quality of the built environment?

So I think those are some of the some of the areas, how do you link the whole thing so that it's not in silos or it's not in isolation. That link, ultimately, if this will affect the health and well-being of people, in that environment maybe that could be a trigger to say we should revisit this kind of decision, but that ability right now, what I see Marjorie from what you're saying, it's more of an economic interest debate that is happening, not necessarily discussion around, the health, the wellness of the community.

[00:20:25] Marjorie Knight	Oh no, that's in there too. It really has energised the entire community because that's where all our water comes from.
[00:20:40] Susan Speigel	I think the funny thing is, you've skipped over because it's so obvious. I mean, I think it's just so obvious that people in a way you haven't talked about it. You haven't said it particularly, but neither have you. And I have two master's classes and one is dealing with health and wellness and the other with food. And even with those, they didn't bother to speak to each other about this.
[00:21:07] Kaiden Reding	That actually is another thing that we're dealing with. It's not part of this project specifically, but we do have one of the towns that one of the other professors is working with, is designing a campus of care like not just a hospital, but also like holistic healthcare. And that's another problem in Alberta right now, and that's another reason people are leaving rural areas and it's been exacerbated since 2016 when the UCP decided to centralize emergency services. And so now it's like, in some rural areas it's about an hour before you can get out there like because they've been moved from rural stations to like the cities. And so there's one operator for like all of, the whole region and it's split into six regions now. And yeah, I mean it's a big province and so it's not great for rural residents and there's no ability to get emergency services and there's not a lot of, like we were talking about aging in place yesterday and there's not a lot of services for elderly people. There's no mental services. There's not, yeah, there's not much other than, you can maybe get an ambulance and you can maybe get a family doctor but you have to drive for an hour kind of thing.
[00:22:21] Susan Speigel	And you have to drive.
[00:22:22] Kaiden Reding	Yeah, exactly. So that's a big issue and something we're trying to tackle a little bit, but it's like I said, it's not directly part of this project so I don't know again as much about that, but we did get a grant to work with town of Sundre to help them design this new healthcare campus.

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[00:22:41] Susan Speigel	You know we're supposed to come up with strategies, and that's strategies for every group and maybe you're going to become the lens or the original lens, which will be that one of our strategies, or priorities is going to be health, wellness, food, and aging. Like I think we should start a list of, in a way what every project has to take into account, and if you're not, then you have to have reason that you're not, rather than just not. I know you were going to say something.
[00:23:07] Cara Chellew	Yeah, I just wanted to continue this thread moving a little bit away from food, but looking at well-being and care because that is very much what our project on nighttime design, with and for marginalized communities is about. Looking at spaces, looking at night spaces as spaces that are very important for community, for care, both entertainment, but also non-commodified things that support people's well-being at night. So it's very interesting because there's a lot of services and supports for people in urban areas in the daytime, but not so much at night, but then like thinking about the urban rural continuum, how also there's less services available the more that you kind of go outside of that concentration of density. So yeah, just like thinking about, maybe Susan, like care would be something about quality, like really making sure that we're caring for each other, caring for the planet and caring for non human-beings as well.
[00:24:30] Susan Speigel	Now, do we want to move to, do we feel we've talked enough about Athabasca and we could move to another school because like we'll be cross referencing back and forth again.
[00:24:41] Virginie LaSalle	When we are interested, when we speak about real situation, about real story, everybody is listening and we are, it's interesting for everybody, but it's only the extreme case that really help us to understand what we really need to change in our built environment. And I think I will say a few words about the research I do for designing for neurodiversity. They have a hypersensitivity to the build environment, autism, and then when we better understand how they, how we have to design for them we will begin to understand how to better design for everyone. So this is the extreme case that will help us to have a better understanding of the well-being for everyone. OK, so I think this is a good strategy to have arguments combined to convince eventually the institution how to have a threshold of quality that have to consider the needs of the ones who are really specialized. And then the public space, the space for everyone will have this this principle of designing. So in short term, this is really relevant to better understand how to conceive for, how to design excuse me, for autism and long term, we have to demonstrate that this will be helpful for everyone to design in this way. And for example, if workspace if public space is designed for people with autism and other special needs they will be much more able to participate to society, to work, to be part of the world and not only limited to their special to their special spaces.

[00:28:25] Susan Speigel	That's a really good point. And I just realized you're in this room, and we welcome your commentary, just because you're not officially on the roster, you're welcome to introduce yourself and I know you have things to say and going on in your mind. So I would like to welcome you to speak. There's a lot of citizens here and not architects. Everybody here is here, you know, because they're interested. So please.
[00:28:48] Rhonda Eckert	Yeah, OK. Hi. Good morning, bonjour. My name is Rhonda Eckert. I'm here as a guest of Sam Oboh as part of Ensight+ architecture. And I'm here because I have an interest in architecture and the built environment. And it's also nice to see that this is also being done in English and French.
[00:29:14] Susan Speigel	That's good, because if you say something into the microphone and your voice comes on the table, then you feel like you're part of the circle. So I think that's really interesting and you know, I do a lot of accessibility work and when you make something accessible, the space is so much better. Like suddenly you've got a sidewalk that's this wide or so two wheelchairs going to pass. But it's that's a nice scale or, you know, the bathrooms, you could probably put a bedroom in there, but for a lot of the things it makes you feel a lot better and so you know, I think one of the things when the accessibility legislation came in, it was about human rights, the right to enter in the front door instead of through the garbage room, because garbage room always has a ramp, right? So that's where people with wheelchairs were entered. And so this is, I mean, if we could kind of turn the ship a little bit to be about human rights, I think it starts taking a much bigger concept, which is what you're talking about. I like that a lot.
[00:30:19] Virginie LaSalle	Yeah. And to extend this right to cognitive access to the built environment. Not only physical. Because if we are in a space where light is an aggression and we're not, à l'aise— comfortable to be with people in front or people or so near of other people, or with a big group of people, then it's not an inclusive space. So we have to think this way too, not only physical challenge, but cognitive challenge too.
[00:31:07] Susan Speigel	Is neurodiversity-- I know it's neural, but is it considered like on the spectrum of mental health, or is it more biological?
[00:31:16] Virginie LaSalle	That's a hard question.
[00:31:17] Susan Speigel	Well, because if it's mental health, I mean, we've got like a big wave of mental health, you know, awareness. But there's a lot less about neurodiversity, so.
[00:31:27] Virginie LaSalle	There are different way of thinking about neurodiversity, because there is a medical way of seeing it, and there are another way that it's just diversity like, we are all different and that's it.

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[00:31:50] Kaiden Reding	I'll just add a little bit because I actually am autistic. So there's different ways of thinking about in the community and this is just way that I feel, but not everybody has the same exact opinion of course, but autism isn't seen as an illness or a detriment. It's just like a part of your personality. It's part of you are. And if you weren't autistic, you wouldn't be who you are like, you'd be a different person. So it's not seen as something you need to fix. And so it's under the same umbrella, but it's not necessarily as seen as something that you have to treat or deal with it's just part of who you are,
[00:32:23] Susan Speigel	That that's new because it used to be seen as a medical gene fault.
[00:32:26] Kaiden Reding	Yes, absolutely. It used to be, much like homosexuality, used to be very medicalized.
[00:32:32] Susan Speigel	Yeah, or Down syndrome, I mean these are just different, some people call angels so or you know, special, people with special capacities, talents and skills. So I guess we can't roll that into mental health but or health and wellness. But maybe it's just having a wider window for all people, it's really.
[00:32:54] Cara Chellew	Can I just add something quickly? Yeah, thinking about, physical cognitive disability, we're all going to get old, we're all going to experience, a temporary disability at some point, people in our lives are going to develop dementia and different things. So, we may not be disabled today, but we may be tomorrow. So that's why we need to really take this seriously, and absolutely it's a human rights thing.
[00:33:30] Virginie LaSalle	[FR: individuals will go through periods of temporary impairment, refers to the social model of disability] There is no handicap where the environment fit to the person.
[00:34:19] Cara Chellew	I'll just quickly throw—
[00:34:20] Susan Speigel	No, no, quickly.
[00:34:23] Cara Chellew	Just a recommendation for reading based on what you just said, there's a great book called Mismatch, I forget who the author is now, but it's on inclusive design. It's fantastic, and it's basically the premise is that it's the built environment that presents the barriers to accessibility and it's not, it's rethinking what disability means.
[00:34:52] Susan Speigel	I have to say I have a problem with disability, I mean, I always wanted to be, have a different word, but the movement has taken on being disabled. It's like I don't want to say not low-income people, people who temporarily have a low income. I think there's a big distinction between, there's people and then there's the circumstances in your life. So I really wish that there was a different word because you're right. I mean,

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there's periods in everybody's life that, you know, they're more or less able-bodied. I don't know if that's a good word either.

So it seems to me that we're coming up with some pretty clear strategies, like no go if you're not, if this is not a human rights, health and wellness food secure place then those have to be the premises upon which the quality and the built environment is sitting on, so I'm making a list here.

[00:35:47] Sam Oboh	And I think looking at some of the areas of focus on the various sites, it will seem as if most aspects of the human what are called the human environment has been dealt with, for instance, like the University of Calgary, looking at healthy cities, right, so whether it's the rural-urban continuum that you talked about, some of those items that we mentioned in terms of food sovereignty and health and wellness. These are all basic elements that can make a city be healthy or not. So whereas the focus in the rural area is a little bit different, in the city is not any different. It's just for instance urban food production, which is a phenomenon that took some, got some attention in the 90s and early 2000, where in a lot of cities, there was a time that it was actually an offence or it's criminal for you to plant certain food in the open area and in your front. So how do you address some of those policy issues? Right, connecting it to food sovereignty and connecting it to health and wellness and all that and those elements are some of those basic things that can make that healthy city, which it's not much of an issue in the right area because of the mindset that rural areas are supposed to be providing food for the cities, right? So can that be turned around
[00:37:59] Susan Speigel	Endless amount of opinions on this stuff. I mean, all through history, they're larger people wanting to make more money and enslaved other people to do their work, and so that they have more money and more products. This is a phenomenon and so that's a similar model that nobody in the city wants to grow food. So they're going to colonize the rural areas to feed us. So there is a movement in the city to actually kind of reverse that.
[00:38:31] William Morin	Hi again this is Will, good morning, everybody. A thought that came to mind, and continuing from some of the themed messages that were presented earlier, was the values and the value systems that we have. So a paradigm shift is needed in society to fix a lot of what we are talking about. We're going to talk about food sovereignty— I was talking with Trish the facilitator this morning. One of the things that we joked about, in our families, as Indigenous peoples, as immigrant families, we understand my last name is Morin and I'm actually the Bank of Morin. Meaning that those that are in possession or have will share with many of their family. And that value comes from a lot of minority groups, immigrant groups, Indigenous groups that recognize the necessity to share. That's fundamental, that's fundamental. And one of the resistances to a lot of reconciliation Calls to Action are the fear that Canadians have that, oh, you're not going to take this from me. I worked hard for that; this is mine; I was gifted this;

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it's handed down; my family's been here for so many years. This is mine.

The value of sharing is fundamental to all human beings, but some societies don't know how to. And when we talk about honoring of being a TRC Calls to Action, one of them is land tax. So, if you have and it was given back to Indigenous peoples, we would show you how to do what you're not doing. So there's a paradigm shift that needs to be done. The value system is controlled by those that have, that want to maintain what they have and no one else does. The key here is a bigger social experiment and plan that we need to be putting into place. We can talk about all these wonderful ideas about quality, about inclusion, but when our values that we work with, that we go about every day, doesn't support those values. Doesn't support that value, so.

We got more work than what's been proposed by these initial plans and presentations. So I think that's one of the things that needs to be included in what we're doing, what we're continuing to do, what we need to be doing, so here's the catalyst. What we're proposing is you, Joe Jane, Canadian, got to make some changes that you don't want to do. And that's the discomfort that we've been talking about. So we live in discomfort, but our discomfort is emotional. It's real, lived uncomfort—discomfort. Ask anybody that's an immigrant. Ask anybody that's marginalized. Ask anybody that's, you know, divergent. That's the reality is that we are uncomfortable in the environment. And until that environment gets uncomfortable, they won't understand. And once you get uncomfortable, you don't want to be there. Well, we don't want to be where we are. We got some work to do here.

[00:42:18] Susan Speigel	Yes. Can we go to whoever would like to talk about their school project next, and then I think as we're gathering these thoughts about basic premises that we want to have all the projects take into account, let's look at your projects with those lenses, paradigm shift, sharing economy, care, food sovereignty, planet care. The big umbrellas.
[00:42:47] Federica Goffi	I guess for our site, I find that when we started we all went from, I guess methodologies and approaches that we are familiar with. And then every year, coming to the partnership meetings and listening to all the sites and all the perspectives, there are perspectives that we don't have in our group in terms of the capacity to even think from this other viewpoint, but we are trying to think about our own methodology as something that gets complicated as we move along. So we are adding layers, we're going to the same case studies and saying, well none of us has ever done these post-occupancy evaluations. So we're going to have to learn because that will give us some of the other perspectives, right. So this next year, we're going to choose one of the case studies, it could be one that we've already looked at, but we can also look at possibly a new one that's actually going to bring in some questions that were not initially in our original question. So for example, the issue of housing was not in our original question, but then what we are hearing is really bringing us, this is actually adding something that can connect

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us with what others are doing and it's very urgent. So we're trying to fold that into our work and so going back and kind of refining what the methodology is, which I find really interesting, so I sort of feel that one of our outputs at the end possibly is the idea of methodology and how you have this cycle of learning where you keep on adding a layer, right? You get more complicated.

So by multiplying the methodologies you are really changing and you're getting these different methodologies to work with each other and against each other, because sometimes I go OK, now I discover something that contradicts what I thought I knew and what I thought I understood. Now one of the case studies that we might be looking at is one which we haven't started yet, but it's on the experimental farm in Ottawa. It's near the Dominion Observatory, which is really part of the original, colonial project and there is one building that has been repurposed to the circle of nations. And so we will be able to actually understand, what is that repurposing of that building, that history, what was the process through which that happened, what was the dialogue that allowed the building to transform in this way and really bring this other viewpoint.

And I guess, for example, for me, thinking about this notion of the Two-Eyed Seeing which is new to me as a concept and I think it's really important and I think, what can we learn from that again in how we are looking at this. So for me the first thing that came to mind when you spoke about this, I thought about heritage statements, yeah, because heritage statements when we research and when some of these buildings are designated heritage sites and when you go and read the statement, I often feel it's one view. And it's like you read this and it's almost, it's this micro violence that you feel like something is missing there.

So with my students, every time they discuss heritage I say what does that mean? Whose viewpoint? So we go and read the statement and in some cases initially, if it is a building it's this built artifact, right? So it talks about when was it built there is this year of foundation, but it doesn't talk about this deeper rooted history. This building has a foundation that sits on the land and there is, heritage statements have this other thing, other significant periods of history and a lot of times what you read there is not applicable. And so I actually had this student who was working on sacred Algonquin territory where there was a mill, and the title of the thesis became not applicable, so she wrote all of what's missing in the heritage statement. And I feel that, possibly one of our recommendations could be how do heritage statement become more inclusive of this history, which is more complicated? There is a lot more that needs to be said.

| [00:47:30]
Susan Speigel | That's a really, really good point, and/or be contextualized to the layer it belongs to, acknowledging the layers underneath that it's built on suppressing. And the layers could come on top of it. That could make it, return it to the usefulness of our world. If you have the lens of the Two-Eyed Seeing, and the things you're talking about here on all the projects, it actually gives a much more profound understanding of your |

little category called Heritage Buildings and if Carleton's doing adaptive reuse, which is a great idea, but it has a more much more profound impact if you bring that lens to it.

So we're going to move on because it's, we've got our first hour and we have another hour, so let's keep going. All right, Cynthia.

[00:49:00] Cynthia San	Yeah. To give a little refresher, we're kind of looking at the rights to land specifically in Vancouver's public realm and parks, and the policy making decisions that might be going on behind that, as well as specifically looking at the case study of Crab Park encampment. And I think at this moment, since I'm in the half where we're looking at Crab Park, an output that we're hoping to do afterwards, is actually connecting with the residents of the encampment and having a more discussion-style informal— just chat with them, a more face-to-face conversation. But I think that would come later on in that process just because we have Michelle, who's kind of mediating that in between zone at the minute. I'm not sure, I think I did mention her beforehand. Yeah. One of the main things we'll probably do is just go down to the park and chat with the city, because they have a meeting every single week on Thursdays that we can get to know a bit of what the situation is a bit more and ground ourselves in the space, rather than just seeing and perceiving what's happening at this top down perspective. Because I feel like right now we're just at that preliminary stage where we're still researching about the past, the history, and the context. So just moving forward and actually figuring out who's in this space and who needs to be designed for or how we can go about enhancing this built environment at the minute.
[00:50:37] Susan Speigel	So we have these two, like how can you apply – let's kind of get really complicated – Two-Eyed Seeing to the situation, as well as the premise we're starting to build as a base for each project that it has to address, you don't have a true project and quality unless you're addressing all these really basic fundamental paradigm shift issues. So if you were to apply those two and come up with some short, medium, and long term strategies. What would you do? Anybody can help.
[00:51:33] William Morin	Back to what Federica was just saying about that heritage acknowledgement. One of them is first, recognizing we're on someone else's home, someone else's land. And that Two-Eyed Seeing is recognizing that everything we know, we have to adjust and unlearn in many ways in a lot of what we do and that's difficult for a lot of people. It's like somebody who goes from Canada to England has to drive on the other side of the road and it's an adjustment. And that's one of the hard things that is going to be asked of individuals in the Two-Eyed Seeing, is that there is another way that is needed. In other words, your lens on your pair of glasses has to be adjusted for you to actually see what you're looking at that you can't see because you're not looking with it. That's the keyword, not at, but with. OK, so when you look at Indigenous land, you look at Indigenous peoples, it's arm's distance, there's no connection. When you look with

	them, then you're seeing how they see because you're with them and engaging with them and communicating with them and including them and participating with them and helping them and they're helping you. It's a collaboration. It's a cooperation.
[00:52:53] Susan Speigel	So, the interview process might be very different with this lens, so you have a short term strategy that's already enacted, and maybe what could give it some life, or more depth, grounding in the basic principles and to use the Two-Eyed Seeing approach
[00:53:12] William Morin	So it's simple, there's a Western scientific deconstructivism approach from looking at whatever. But an Indigenous one is about a relationship with and that's hard for people because, we talk about in academia and medicine as an example, specifically where there is this disconnect between the doctor and patient. They have to see the patient as an illness that they treat as opposed to a person they get to know. But some of what you're trying to treat can't be treated with the method of science and medicine. In the same way, with treating a social problem with the tools that we have, maybe we need somebody else's tools and other people's ways of seeing the problem.
[00:54:09] Susan Speigel	Well, and this works very well with what Sam was talking about, health and wellness. I mean, we have a, and the United States has got a trillion dollar industry of medicine. But if you if you work in a pre-emptive way to with food and care, you can reduce that bill.

And people are really worried that they will ruin the economy if we don't have big pharma. But if you actually take care of people and help people learn to take care of themselves, they become really productive, engaged members of the world that they live in and so are not having this ridiculous amount of healthcare that, it's not helping, it's just one drug running into another. |
[00:54:51] William Morin	Is there a School of Medicine in Vancouver?
[00:54:56] Cynthia San	Yeah.
[00:54:58] William Morin	Why are they not set up on the beach? Everything that they would learn in their field, sitting there on that beach, sitting on that camp, those people, these are the problems that— again, that's at arm's distance, looking at and the would be with social work studies. The same with psychiatry. The same with city planning. Get them out of their offices that are disconnected and get them to where the problem is, and you can't solve the problem from a distance. You got to be in there because now you're connected. You could actually see it. And that brings it back to some of the points that we've said yesterday, as well about the importance of that in that lived experience, there's an understanding. Without that you have no authority. That's what I tell so many people in so many situations. How is it that you're telling me

when you don't have a knowledge of your own history or of your own understanding.

So those heritage elements, Terrence [inaudible] going from Florence University in the School of Architecture studied here in Halifax, and one of the assignments he was working on was about redesigning elements of the library across the road. And during that time, they were also noticing these humps that were starting to rise up and rise up. And there's a reason why the library is no longer there, it's over there because those humps that were rising up were ancient graves. So if we don't know the history, if we don't know the story of someone and their history, then we're just colonizing.

[00:56:38] Susan Speigel	So the word from yesterday, which we will credit you with, was re-spect. So re-looking, repair, this kind of big notion. And today it's still connected, when you're doing your activities whatever they are in your group, short, medium or long term it's aligning with as opposed to observing from a distance, and I think that even listening this morning, if you actually had any feeling about what was going on in the room, you had a much more amazing experience of it than if you were kind of keeping it at arm's length. And it affects you deeply. So I think the notion of connectedness is pretty important when we're thinking about what our strategies are, they're not things we're doing to people. The things we're doing with. You've got the microphone.
[00:57:29] Sam Oboh	Well, I'm kind of curious about the area of focus of UBC, looking at public room and the parks and taking it along the line of the Two-Eyed Seeing, I think it will be interesting to expand on that aspect of implication for equity from a very historical perspective. For instance, like in Vancouver, there's the Hogan's Alley Society. I don't know if that's part of the focus that you guys are looking at. So these are lands are belonging to the Black community that the government actually seized, which they are now returning back, but they're going through a lot of difficulty to get in the City of Vancouver to actually release the land because this piece of land, I can't remember how many blocks it is actually in the middle, in the centre of Vancouver, and is a very expensive piece of land right now. Millions and millions of dollars. And this is where families were stripped of their land in the 60s. But looking at that, equity aspects should also be looked at from that historical perspective, which is actually not different from what Will was talking about, the Two-Eyed Seeing, that when you look at it from another perspective you know you tend to get something. So that public realm, public park, inclusiveness, should be looked at from that point of view. So I don't know if that's something that you guys have looked at but, access to those kind of lands, they're expensive in a community like Vancouver, becomes very critical, right? To look at that equity aspect of it because most times the debate right now is about affordability, right? People are worried about the value of their property,

	that if you bring in this kind of community in that area, what will that do to the value of property. Which is actually the wrong lens to look at.
[00:59:54] Marjorie Knight	I just thought that part of it also was the accessibility thing. I was talking to somebody yesterday evening about this garden that they have here, this beautiful Victorian garden. And they said to me, yeah it's really nice. You have to walk on the pathways, and you can sit on the benches. But not for too long, because then they'll think you're homeless and then they will make you move. Really. Yes. So is it public?
[01:00:26] Susan Speigel	No.
[01:00:30] Marjorie Knight	Definitely not. But it's the same thing when you are homeless, and you literally carry your things with you, and anywhere you go, you are easily identified that oh you're a homeless person and all of a sudden you're loitering, which is punishable. So if I am not homeless and it's just me and my little purse, I go and I sit down there and I loiter because I love to people-watch. Nobody troubles me. But when I was homeless, because I would have a lot more stuff with me because you have nowhere to leave your things. So the things that are important to you, you travel with, so you would have several bags. So, when I was— and you can't stay in the shelters, right? Once it's daylight and you have your breakfast, and then they kick you out. So where do you go? So I worked six days a week, on the 7th day I would have to go out. And so I would want to go and sit somewhere and just relax, but I couldn't because inevitably security is going to come to me and go, "You are loitering and if you don't move, I'm going to call the police." But nowadays I can go and sit at the same spots, with all my book and my little purse, sit down, nobody troubles me because I don't look homeless.
[01:02:00] Cara Chellew	These laws are selectively enforced based on identity.
[01:02:03] Marjorie Knight	They are. It is, oh, I don't even know what the word is. But it is very selective, and the public— is not public. Public is for some people, not for all people. And so, when I look at projects like this it's something that has to be borne in mind.
[01:02:35] Virginie LaSalle	C'est profilage sociale.
[01:02:41] Cara Chellew	Oh, I was just going to make a quick comment. So I just finished my comprehensive exams from my PhD and— thank you, and so yeah, half of my PhD was looking at the night and the other one was public space. And so part of what I was arguing is that itt's not just physical access to public space that makes it public, but it's about being able to engage in activities that make the space public. So non-consuming activities, sitting as long as you want, political protest and activities.

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Right now we're seeing massive crackdowns across the continent on public land. It's not public because we are seeing it cannot be used for public activities and right now we're seeing the clash of that, of one vision of what the city should be for, should be used for, what these public lands should be for, and then another vision of what it is. So I just kind of wanted to... Yeah, I absolutely agree. Public space, we can think of it in terms of ownership, but it really is about access, and it really is about… you see a lot of space made public. It could be privately owned but made public through public activities like these protest camps, like Occupy Wall Street started on privately owned space, but they made it public through their activities.

[01:04:20] Cynthia San	Yeah, even in the park, there's only one specific area where they could actually comfortably sit and stay. The rest of the park, it's basically just like "you shouldn't be here because this is for the public or the community", and I guess they're not really considered part of that community. Especially since it is along this area called Gastown, so it's a historical landmark of colonization in the space and it's super gentrified and if they're even able to cross that road and hang out in that area, they're pushed back into the park.
	So it's really showing the social inaccessibility in that space, and I think we can definitely broaden the horizon of how, like the space and the public realm is not as public as we deem it to be. They only do have a small pier – if you can scroll a little bit here – all they have is just this little corner which is push to the very edge and there's just the rest of it is just water here, so they do have access to water in a way, but it's also sewage outflow and just like rain, it's not great. So you're not able to do much about that.

| [01:05:39] Susan Speigel | So, William, you wanted to say something. |

[01:05:41] William Morin	Yeah, two things, first a little story and then a quick cultural teaching. For those— how many political parties do we have in Canada? Anybody know? We actually have over 23 registered federal political parties and a list of approximately 30 deregistered political parties. I was the leader of one of those deregistered parties called First People's National Party of Canada. I ran in three federal elections and during the last one, the city in Sudbury, where I was running, one of the radio stations shows too, as Susan has just assumed, there were four parties. And had an all-candidates debate that excluded me. So I let them know, I'm sorry if it's an all-candidates debate, I'm coming. And they said no, we haven't invited you. Well, this isn't an invitation. This is an all-candidates debate. I'm an official candidate. Elections Canada says I'm to be there. When I show up, they say no. I also informed the media. When the other candidates showed up, the Liberal candidate specifically, she said, "He's my guest. We're coming in." They called the police; they wouldn't let me.
	Eventually, the other candidates showed up and they all sided with me, that they would include me. But by then, they came out with the police, escorted us into the building and the bully policing, the way they tend to

be, came to me and made reference to the fact that this is private property. Well, the bold warrior that I am went to a guy who had two feet on me and said I'm sorry, freedom of speech trumps private property. And that freedom of speech is key to have our voice heard, and the voices of those homeless, those voices of the divergent and minority groups that are not being heard. Who's speaking for them? And that land which they're on is where that free speech is to be seen as free for all. Not owned by, making public space actually private space based on an exclusive group of people's values, an exclusive people's values.

The Ojibway word for Earth is *aki*, okay. The word for medicine in Ojibwe, listen for it, *miski-ki*. So when you are standing on the earth and you say that word and you tap one foot for each "ki". You become medicine when you walk in balance, when you are connected to the earth as Daniel was saying during the presentation this morning, echoing one of the other students said that all architecture is what? A destruction of the land. So that relationship, who are actually closest to the land? Not us, the homeless. They're on the land. And we are denying them their freedom to speak and be heard. So the values that are at play within our infrastructure, as I said earlier, that's what's missing.

Paradigm shift. We've got to change what we got to do, but the people that are benefiting don't want us to. But we have to push that message, because Indigenous values are human values. You go to Africa, the Indigenous peoples would say their values are human values. Go to Jamaica, human values, go to Asian cultures and you do the same thing. These human values, we as an industrial society have forgotten. So we are the abusers. We are the trespassers, not the homeless. We got to shift our way of thinking. So I hope that's helped.

[01:10:26] Cynthia San	For sure.
	I think also on that note of discomfort, coming from an immigrant family and not being the wealthiest, living, renting in the east side. There's always this notion of complacency, at least in the culture that I grew up, and accepting that like, this is all we have and not really questioning or enforcing what we could have, and I feel that's also reflective of what's been happening for the Indigenous people for so long. So. Yeah, I think definitely going to the encampment and actually speaking with them one-on-one, like face-to-face and not having maybe a formalized round table, because I feel like that's really imposing to them. And actually having, fostering real connections and listening and learning would be definitely the next step.
[01:11:26] William Morin	Active listening.
[01:11:23] Marjorie Knight	And that's kind of what I was talking about yesterday, when I spoke at the end of the day, because we were talking about the plan to end chronic homelessness. But there was an entire group that was people actively living homeless, whether by choice or not, but they have their

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voice. And it wasn't just that they were being consulted They had their voice. They had their report. Their report was a part of our report, that we had no say in what their report was. Our only job was that it had to be given the same weight. And it had to be a major part of the solution, because how do you make a solution for somebody else? And so, yeah the days of complacency and accepting what somebody is putting on you, or saying "this is what you need", pat-pat on the head, are done. We will not be able to move forward without those voices having an active part, not a consultation but an active part. Our true partner in how things move ahead, and that's what has to happen.

[01:12:57] William Morin	Just an addition to that, having studied art, one of the things that they qualify in art history, if we understand history is that oil painting was superior to watercolor, which was superior to illustrations and drawings. So there's a hierarchy in architecture as well, or the mindset of architectural construction, industries and so forth, that they're at the top of the food chain. There's some humbling that needs to be done, so we've got to start baking some humble pie. That's the disconnect that is key here, is that there needs to be an awakening to the fact that there are individuals that have a greater value that are not being heard or listened to. And so the measure of every society, you study philosophy, you get this, but the measure of every society is how they treat their poor. We fail. We got some learning to do. So I could say that, but you got to get some plans to do something, start planning that. So I would say if anything in summary, we got to get humbling, and that's an action. Because the Ojibwe language as many Indigenous languages in the Americas are verb-based, not noun-based. It's the doing, and if you're not doing I don't have time for you, because you're stagnant. You're a thing. We need to be doing and that's that relationship to the earth and human beings.
[01:14:38] Cynthia San	I had a quick question actually, in terms of like integrating people on this space, these encampments. Would it be appropriate to ask them to record them, I guess if they're comfortable, I'm not too sure because I haven't tried yet.
[01:14:58] Cara Chellew	Just from my experience of, you know, being friends with a bunch of folks that live on the street, yeah, just, they're human beings. Introduce yourself, tell them who you are and what you're doing. Ask them if they're comfortable with being recorded, be transparent. It's, they'll be fine. It's uncomfortable. We're not used to it. We're not, we're afraid, like I know for myself I was, a barrier for me was fear because I was afraid of doing something wrong. But this is about being humble, about recognizing that you're there to listen, to learn. You might make mistakes, but it's about learning, about being humble, about taking responsibility for that as well. And yeah, just being your authentic self, just be real, I think is important. I don't know if anyone has something to add.

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[01:16:01] Marjorie Knight	It's an invitation. I mean, we often work with street outreach. I don't personally work in street outreach, but I have met a lot of homeless people and I think that is the— there's almost a demonizing of homeless people, as if they're something crawling out from under the Earth. And I was homeless, and people kind of get very taken aback when I say there was a period of time that I was homeless, I was working full-time, and I was homeless, and I had children. And there are so many different stories of how people came to be where they are. You cannot make any assumptions. There are people who have more degrees than you and I combined who are out there living in tents, who could analyze and tell you things that you wouldn't even begin to understand. So it is a discourse of a human being to a human being, who is no better or worse than each other. And then it's an invitation, asking to be allowed to come into their space, and an invitation for discussion. And you go from there.
[01:17:34] William Morin	Western categorical thinking is about divisions, separation, spreading people out. Western values— So I take it for granted as part of Indigenous culture, there's always this understanding of building the relationship. So to be a lawyer, what's the test you got to take? What's it called? The bar. What is the bar? It's actually the railing on a ship. Just like a judge and a captain of a ship can marry you, that's the role that Canadian law, the laws that are subject to forcing these homeless to these small little isolated areas, are a foreign legal system on a land that is not theirs. It's British maritime common law. And most lawyers have no clue about that. So we're imposing laws we don't even know the history of, by a people who don't know their own history on a people who they don't know the history of. So we are actually part of the problem, because we don't know. And that's why I anecdotally started with that story this morning, about realizing that until we know our histories, we're not authorized to say no to these people. And so taking it that one step further, how important it is that those voices that these Indigenous peoples have, these homeless people have, these marginalized people have, are valued and equal, so relation-ship. The key part. As you were saying about being your own authentic self. Well, if you don't know who that is, how can you be authentic? So, you're on a ship and you're only relating to one side of the ship, your boat's going in circles because you're only paddling on one side. But relationships, when you are on a ship that you take the time to look at those that are not like you, on both sides there's paddles. So the key part is the relating. And once you are relating, your ship is going to go somewhere. So we got to start rebuilding that relationship in order for our ship to get somewhere. And maybe get rid of that British maritime common law.
[01:20:05] Kaiden Reding	I think that culturally, and especially historically, needing help is seen as shameful and bad, and— I remember reading this report one time, or it was like a survey of autistic adults in supported housing care, like with part time caregivers. And one of the individuals, their feedback said, it was "what would you change about the housing?" And they said I just wish I could be able to go to bed when I wanted to, whenever I chose.

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And that's the sort of— So it's like, if you need help I think you're not seen as fully an adult or fully independent, but the truth is nobody is actually independent. We have all this rhetoric about the self-made man and whatever, but nobody's actually independent, we all need help. Every day and we all help each other. And we have roads and hospitals because of one another, no one's actually doing things on their own. And I think yeah, like emphasizing people who don't usually have voices and whose experiences haven't been recorded is. Yeah, it's a way of to overcome that sort of cultural bias thing.

[01:21:26] William Morin	On that note, I just— sorry for the, well I'm not sorry. I'm not sorry for adding elements. You speak to the necessity of those values, and again things I take for granted. Indigenous languages, I can talk about Marjorie and I, excluding you. And there's a pronoun and a suffix and a prefix that will qualify, I'm only talking about her and I, and excluding you. And then you change them up and suddenly I'm including you, and our Elders would echo. And that's the value within which I'm coming from when I'm speaking, the we. It's inclusive. When we do ceremonies, we have the medicine wheel as a tool, symbolism, but when we do drumming on the drum we hit the drum four times. Do you know who it's for? You. It's for everyone, all the four colours of humankind, and so even our ceremonies are inclusive. Our thinking is inclusive. That doesn't exist in construction and architecture, it's not inclusive, by its nature, by its evolution. So that's the value element that's missing, is whose values, and where are they coming from?

So within these, these schools of structure that are telling you with the curriculum and the formula and academia, a value that is actually designed to separate us, not include us. Divide us and dismiss us. So like I said that that's where my head is, always thinking about that paradigm shift— I'm shifted. It's lonely over here. OK, it's lonely, but every day I make an effort to, and some of the Indigenous students that are here, they're still trying to build up that courage because ultimately, they're in a sea of people who have no clue. And they're in their own land. We are in our own land, and we're dealing with people who are flooding us out of our land with their needs and their values and their disconnections and their exclusionary thinking. So that's kind of what's fundamental. What's missing is a voice, you're deaf to. Like our Two-Eyed Seeing.

Who here speaks more than one language? OK. What if I were to tell you you speak more than five different languages. Smell, sound, sight, texture. All of those senses are themselves a language, and there are still Indigenous cultures on the planet that have that as part of their vocabulary of understanding and knowledge gathering. Architecture just, it doesn't listen, doesn't look, doesn't feel and doesn't relate.

So these are the things that are kind of what I'm speaking to is, is we need to be learning other languages of relationship. Without that, then we're the foreigners. We're the aliens invading in everything we're doing, but we're not even thinking that because, well, they did it to the moon, they went up there and stuck a flag in. But that's not the Indigenous way of doing things. It's back to the we, because we can't

survive as humans individually. And you were saying that, we can't do that individually. We've got to do this collectively, but some of that is going to require, and forgive me for saying this. There's some that need to shut the hell up. And if they're not ready to shut up, I don't have time for you. Because I know you're gonna listen. With all of those senses, they're not going to look, they're not going to hear, they're not going to see, they're not going to smell, they're not going to feel. And that means they're the oppressor. They're the aggressor, they're the invader. They're the colonizer. And it occurs every day. Ask a homeless person who their invader are. It's the police saying, come down get off that bench.

[01:25:49] Sam Oboh	So how do you— I mean, to what you're saying, the most dominant language right now is not any of those that you mentioned, it's money.
	So how do you mitigate that? I mean, there a lot of strategies, but I think it's important for us to really dive into that a little bit because— you're going to speak to the homeless people, to make the project to be inclusive, it's trying to deal with that. But the greatest opposition, similar to what I saw in the Hogan's Alley Society in Vancouver, is people with money. They see inclusiveness as a threat. So from a Two-Eyed Seeing perspective, how do you bring them and nudge them in the right direction to say actually this is even better for you, it will actually make you wealthier because in the African society for instance, we don't measure wealth by money, right. Wealth is measured by the amount of relationships that you have.
[01:27:01] William Morin	OK, I'll give you an example specific to BC. The potlatch. Have you had— anybody familiar with the Potlatch? Well, guess where the potlatch was. BC. And it's just cultures on the coast. One of the things was, a measure of wealth was not how much you have. It was the amount that you give. But that was banned. It was outlawed. Many of those cultures out there have similar values of, not the wealth of the individual but the wealth of the people. Because what was more important was the culture, not the individual. And so the premise, I was a medic in the armed forces before I did all those other stuff, so forgive me for giving a bio of my diversity, but having studied medicine and then academia and various fields within a university, recognizing let's diagnose the rich. Let's diagnose those that are in possession of those elements.
	Well, if you had a broken arm, what would you do with it? You nurse it, you cuddle it, you hold it, you protect it. That's what we're dealing with. Anybody that's got so much more than they can ever, ever sell, they're working. And those values that I'm talking about, that paradigm shift, it's a people who are wounded, a society who is wounded. They came over here and imposed that wealth on others to protect themselves, to hope, heal themselves. But it's a wound they can never heal because they're doing it externally, not internally. And they do that externally by taking from others. And so that form of wealth is itself a symptom of generational trauma. Indigenous peoples know that all too well, but we all have generational trauma. How do I know? You're breathing air in Canada today.

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Because of what you unconsciously are aware of, is that you are part of a system that is a system of trauma. And we do that by, oh we've got a building named by this guy and we've got this park named over there. And we've denied people access based on criteria. You can't get into university unless you've got certain level of education, you can't enter that mall because you've been shoplifting, you can't go down that street, well, because you don't live there. So there's all of this, it's a reflection of those values. So how do you solve that problem? Wealth is both a disease, possession of material things is a dysfunction, and exclusion of others is a symptom of those. So we need to be feeling for those who are not well. Cause they are not well. Like I said, the society that doesn't care for their poor are themselves poor.

But that's easy coming from someone who was, as I'm speaking from that theme of Two-Eyed Seeing, and other marginalized groups again. So, a person that's got a heart attack but doesn't want to admit they got a heart attack and they don't go to a hospital. Well, that's what we're talking about. There is a heart attack that's happening in the society, but they're denying they're having it. How do I know, it's called climate change. All that was done for the pursuit of that almighty dollar has led to a global catastrophe that is going to affect all of us. So no matter how much money you got, you can't change the climate. Oh you did already, you can't fix. So we got to start healing, it's a bigger symptom than the individual. So it's a societal shift that needs to be addressing that, because wealth is an illness.

[01:31:20] Susan Speigel	So, I didn't give us a break in the middle hour because we were so intensely involved. We have 10 minutes to help try and come up with some way to communicate the depth of our conversation today. I don't know if you could find one, do it on your own or if you want some help from us. I'm taking notes so I'm just going to—

So from yesterday we really dove into the notion of respect and active listening, reducing, and repair and that was a concept that we brought forward and can really slice and dice that word any way that we can, really kind of apply to everything and all our projects. And I think that was extreme and helpful. So today, and this is coming from all categories, I see that you've got— so piling on to respect, connectedness, relationship aspect, access, relating all of whatever those components are, whether we want to apply them to, your richness is your— I loved that concept. Like your riches is how many relations you have, I mean it's so beautiful in every Indigenous culture, so somehow I think we have to have that as our base. Like what, that's what we need to be building on, as well as the Two-Eyed Seeing, which helps us to see that we're not there.

So we have these bases, we have Two-Eyed Seeing that allows us to determine, to see that we're not there, but if we would like to constantly be digging into and coming out of the steps we have to apply a bigger look, and then kind of building on top of that. We're looking for strategies because we do have to build this world, so what are we going to do? How are we going to build this world? This is what this is

about. We are continuing to build, and we have to build it properly, not too quick, and not without climate awareness and care.

And the things that I think that we were talking about today, and I don't know what order they're in, but for me it's like, we have to care for the planet because we probably have 70 harvests left before, there's just not going to be enough food. So there's like care of the earth, the land stewardship, and then on top of that comes the care of people and the care of food. I don't know in what order that would be. So those are what our strategies are, I guess you could say, the strategies that we want to enter into this quality in the built environment. Without those qualities, what do we have? I mean, if you don't have clean drinking water, what kind of life do you have? I mean, let's just say pretty basic, you don't have a life. And so I think I would personally, I don't know, people say whatever you think that we need to have those really basic premises as our common ground.

[01:34:17] Brianna Brown	I think also in conversation it becomes apparent that we're often speaking to how we're hoping to afford people the dignity that they're deserving of, as experts of their own lives. So I think that would be important too.
[01:34:28] Susan Speigel	Yeah, very good point. And that's kind of from yesterday the dignity that people have to record it. And so when you're talking about interviewing, because the dignity of the relationship and the respect that you have to bring forward into your strategy of helping, helping everybody, not helping 'those people'. It's like you're helping yourself. You're helping everybody.
[01:34:53] William Morin	I think the threaded element in there is those that have need to actively inventory their privilege. And then actively recognize how it does not benefit others. So that's where the humility has a place to be.
[01:35:13] Susan Speigel	You know that sort of ramps up when you look at developers building purpose built rentals. And the reason it's so expensive and we don't build them is because they don't make enough profit. So it's down here in the park encampment but it's also way up there. You're not getting stuff built because their developers aren't making enough profit, so they've just cancelled all those projects until they can make enough profit. So this echoes all the way through the system.
[01:35:39] William Morin	It's the short sightedness. It's not looking at the value of the benefit to the community. When we talk about, so the organization that I'm representing is the Coalition for a Livable Suburb, the quality of life, we're going to talk about the quality of life. Well, the premise here is first and foremost is that those developers have a responsibility. If you're a knowledge carer, you got a degree, you're in a position of authority, you've been elected, that comes with responsibility. If you've got a job and you got money in the bank, that comes with responsibility. Because it's part of Indigenous cultures around the world, you're in a position of influence, that comes with responsibility.

[01:36:17] Susan Speigel	So one of the big questions is, and the endless big question, and I sit at these tables with both sides. And developers say, we're just not going to build. What happens with that?
[01:36:29] William Morin	And that's back to that paradigm shift, is that the people that are not wanting to build, get them out of there, I'm sorry you're not qualified. These are the kinds of criterial elements that we're getting there. Is that, what is your social value? What is your understanding of the importance of the broader society?
[01:36:48] Susan Speigel	That's the paradigm shift. We need a paradigm shift, what that is I don't know.
[01:36:51] Marjorie Knight	Because it doesn't feel like it, but it is still a two-way street. And that's why we have now places like Indowell[?] and other kinds of building people who now are willing to come in and build. That's why we have nonprofits like mine who now are doing away with their offices and are using this space to build supportive housing. It is a two-way street, and the shift is beginning. Now, so how do we how do we make sure that that shift really happens?
[01:37:33] Susan Speigel	OK, that's really, really important. Thank you, Marjorie, because I was starting to feel like I wanted to—
[01:37:38] Sam Oboh	I think loyalty because what I see there, you use the word responsibility. Everyone involved are responsible, but what are they responsible for? What kind of responsibilities? They – the corporate world will tell you that their responsibility is to their shareholders, right? Whereas some of these developers, one of the things when you look at it from a historical perspective, I can give an example with Africa as a continent. The colonization experience in Africa differs, depending on the mindset that was used in colonization. So in the Francophone area it's a policy of assimilation and association where we colonise your soul, like you belong to Paris, right? And the British you have that indirect rule, where depending on if they are there for business or if they're there for settlement. So in southern Africa, the British colonization experience is different from in West Africa, where in West Africa they're just, they're transactional. They're not there to live. So they're like developers, we're building, we don't make profit here, we're not building. Whereas in southern Africa, where it's "Oh no, we are here to take this land." So, you understand, is the same thing I see now. The difference now is not the British or the French or whatever. The difference now is, who has money or who does not have money. So as a developer, I'm not going to build in this community because I'm not benefiting, irrespective of the fact that others are supposed to benefit from it. So I think that's that loyalty, that shift that you're talking about, right? How do you shift that loyalty to the communal good? So you as a developer having that corporate responsibility to say, my loyalty is to this community. The more this community thrives, the more I make money. Right, I think it's that mind shift.

| [01:39:45] William Morin | Yeah, the new monarchs are CEO's. Yeah, Bezos, and these are the challenges that we have is recognizing that that's a shift that occurred. So we need to shift that back, and at the end of the day, we are all just peasants if we don't— We're all just peasants of those monarchs, of those emperors. So those are the challenges that are part of at play. But back to that element of being responsible. That's, so how responsibility is administered is a reflection of their values and their wounds.

And so here's a simple path by which, then we lobby our municipal bodies to make sure that the policies— that there are policies in place for developers before they build, that they recognize that in order for you to have a license to build and a permit to build, you got to do this, this, this, and this, which it then provides the opportunities for the homeless in the city. You don't, get out. It has to be done at that level.

We need to find other ways other than just approaching and saying, hey, will you do this and then architect or the firm says no. There are other ways and we need to look at the bigger picture of finding where the solution is to fix those problems, to get those corporations and those CEO's realizing the profit and the benefit isn't to themselves. It's to the support of the community. |
| --- | --- |
| [01:41:14] Marjorie Knight | And you remember, strange as it is that the power is with the people. So a politician goes like this: Which way is the wind blowing? Because I want to get back in power, so I'm going to— So we are the wind. We are the wind.

So there are times when I go, when certain issues come up in Council and I go and I sit in the front row. And they're like, "oh shit, there she comes again." And now because I sit there, and I remind them of the value that they claim to have. And so it always goes back to staff, because they can't pass it. They cannot sit there and look at us and pass the foolishness. But you have to engage. |
| [01:42:14] William Morin | You have to lobby, because the people that are lobbying, the ones that have the money are lobbying those politicians in favor. Tell me that that building that blocks the view wasn't done by lobbyists that had money in mind, not the people. So that's the complexity that we're dealing with, this is what we the people need to be lobbying those policies.

And so, architecture and architectural schools and academies need to look at educating, as was qualified by a presentation yesterday about we need to be educating our students beyond just simply ABC 123. We need to give them responsible citizenship roles and paths to make changes so that that the strength of the community— so we cannot survive without each other, so we need to show them that. You want to make a change, get in there. Get down, have class at City Council. You know, like that. That's why you get the School of Medicine down to the beach because ultimately, you're going to be dealing with this mess eventually. So you might as well hit the ground. That's the trenches. You know, I was in the military. That's the trenches. But people don't want to get uncomfortable. We've got to get into our discomfort. |

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[01:43:33] Marjorie Knight	That's how you make a paradigm shift.
[01:43:36] Susan Speigel	There were strategies that came out of this, but they're all premised on the depth of the conversation, and I think that everybody's looking for the strategies. It's a little bit differently, not like how do I do this now. It's more like from this understanding, how do we go forward. And I think you two in particular, from your three schools. You know, we made examples of you, but it's like these are things that we could not only take back to your groups, but you—
[01:44:03] William Morin	And who to reach out to partner with. Because I I'm just excited to hear how that grows. I'm totally excited for you guys, both, all three of you. I mean, this is the beauty is you engage, incorporate, include and magic will happen.

ROOM 8

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

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 3 - Action Goals for Roadmaps to Quality in the Built Environment
Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-18

Report produced by
Hutt-Taylor, Kayleigh *(Concordia University)*

8.1. Summary

Generally, the group felt that roadmaps need to move farther away from methodologies and processes while still maintaining a connection/context to the work. The audience wants to feel connected to the project and understand questions of: where does it take place? Why is it important? Who is involved etc. Several group members felt that emerging principles of research could be a useful link between process and action.

All participants identified key issues to moving forward (communicating interdisciplinary work, translating research into action modes, projects changing hands etc.) however, everyone is also struggling with how exactly we move towards change. Synthesizing the complexity of research projects into transferable actions has been a universal struggle across research sites. Perhaps we need more mediums to reach our audience. For example, through video, a graphic novel etc.

Overall, the group felt we must strike a balance between providing context to our research (through connection and buy in) while also offering actions that go beyond a singular context (don't go too broad).

- Themes of striking the right balance or tension between research and action
- If roadmaps move to quickly to generalization, then we lose contact not only with the research but also with credibility
- Roadmaps should consider accessibility in how they are designed (e.g., fonts, colours)

Are we missing audience members? If the idea is to reach anyone (without knowledge of our project) maybe we need their input. Maybe that audience changes slightly for each project.

8.2. Detailed Transcription of the Workshop Discussion

00:00:00 Adrian Blackwell	Do you want to sure say hi.
00:00:04 Derek Reilly	Yeah. So, I'm at Dalhousie University. I'm a professor in computer science, my area of interest is how physical spaces influence how people use digital technology. So, I'm a human computer interaction researcher and that's, I guess enough for now. I'm sure we'll talk more.
00:00:30 Adrian Blackwell	Yeah. And everyone knows Jean Pierre. So, he's joining. So, this morning, the idea is to take a look at these roadmaps and try to understand how roadmaps could work, how they're working in different cases and how we can develop a method to improve them. So, the first we have two different parts. So in the first part we're asking: What outputs are coming out from your research site and where would they fit? Sorry, we're in two here. Uh, three. Sorry. What is? What is your main impression and insights about the road maps? That's the first question. Follow up question. What do you think are the key components to make an effective one? So, maybe we can, maybe we can start down there and move around and we'll focus on the ones that we where we have people here who can talk about them. So, let's we're going to be wandering, I think the whole workshop rather than sitting here with our name tags. So, let's move down there start.
00:01:42 Jean Pierre	Don't forget that we're going to learn from all your comments. Comments, you know. Report your comments, share comments, so don't be shy to, this is not a crit (critique). Don't be shy.
00:01:55 Anonymous	Looks like a crit I've never done.
00:01:55 Jean Pierre	Well, I know but it's not. It's all about making this work.
00:02:03 Adrian Blackwell	Do we have somebody from Dalhousie? Yeah.
00:02:05 Derek Reilly	That's me. Yeah. OK. Wow.
00:02:10 Adrian Blackwell	Let's see, we have with 14 roadmaps. What did we decide? We have two hours. So we have 8 minutes per road map. But we don't. We probably don't have them all. I'm going to be closer to 10.
00:02:20 Adrian Blackwell	So we've got a little bit more than 10 minutes so.
00:02:25 Adrian Blackwell	I think if you could give us a sense of the road map in a concise way like 4 minutes or so.
00:02:34 Adrian Blackwell	I think just a yeah, kind of the, the skeleton, rather than all the details.

00:02:37 Derek Reilly	Yeah. That's a good thing that it's a skeleton, because that's about as much as I can give you don't. So yeah, no. I can tell you a little bit. I mean, I don't know how much, has this project been described already at all? OK, good.
00:02:54 Anonymous	Last year.
00:02:55 Adrian Blackwell	Nobody else here.

00:02:57 Derek Reilly	No one else is in the group. No, no, I'm the only one. I'm the one. Great. OK. Yeah. So generally speaking, we're looking at the quality of lived experience really in sites of education for education. So libraries and schools. And what we've done so far is conducted a thorough literature review, looking at quality of the built environment of schools. We've developed a school building report card that people who like students and administrators and teachers fill out to provide some feedback about their experience in schools. We've spent some time doing ethnographic observation of activities in school spaces.
	And we're starting to try to synthesize or connect that collected information with various forms of documentation of the space itself. What I mean by that: architectural drawings design intent, rules for management and the use of the school, spatial analysis using, you know, [unclear] analysis and other forms of analysis of the space to try to look at the,
	Points of contrast and connection between intent and maybe sort of fundamental aspects of the space and lived experience, OK, and in order to do that we are developing a tool sort of an in situ visualization tool that will show points of convergence and divergences between the documented or the OR the analyzed and the experienced.
	And use that in situ to have conversations about decisions and policies around the structure of the school and how it's used with decision makers, but also with people who are spending their day-to-day in that environment.
	We then are taking well, sorry. Actually I'm missing an actual important piece. Another way that we're trying to express or sort of not codify, not codify, well express, I guess is the best word. Lived experiences through story. So we'll be spending some time in the coming year with students.
	To collect stories of lived experience in different spaces and we want to use again in situ techniques for allowing people to experience those stories. So that might be live acting. It might be kiosks. It can also be augmented reality manifestations of those stories in the in the in the space. So where are we going with all of this? We want to develop guidelines and frameworks that inform the design of learning spaces. And ultimately we want to produce a school building guide that will sort of codify and encapsulate the the learning that we.
	Yeah, that we. How did I do that was I mean, completely off the cuff. I had no, I had no idea this was what I supposed to do. I've never done a crit before. So does that makes sense? So sort of. OK. Good.

00:06:46 Adrian Blackwell	I think one of my questions uh [inaudible], Yeah, I think this is we should really be looking at the road map guide, I think. Because the road map is complicated because it's meant to be, it's like the guidelines are, are where you're going right in a sense, like your output. So the road map is: How do we get to the outputs and so in a way I feel like you gave us a kind of description of your research pathway and also your some more your methodologies in a sense. And I think we've... Jean Pierre here is listening quietly at the back, but I've been to enough of these.
00:07:29 Adrian Blackwell	Presentations to feel that the methodologies and like this is what we've done step by step is not exactly the roadmap.
00:07:39 Adrian Blackwell	So I'm wondering if others have thoughts about that, yeah.
00:07:45 Benjamin Dunn	I don't specifically have thoughts that address that, but just a question if, you know.
00:08:09 Derek Reilly	What if we feel in our research that we're not quite at the point where we even know what the output outputs are going to be quite yet to define that road map, then how to kind of share what we've done and that path forward, if it's not fully clear, which may or may not be where you guys are too, I'm not sure. What if we feel in our research that we're not quite at the point where we even know what the output outputs are going to be quite yet to define that road map, then how to kind of share what we've done and that path forward, if it's not fully clear, which may or may not be where you guys are too, I'm not sure. I'm sure if you asked Susan Fitzgerald, you'd have a better answer about the road map. In particular, I I have to admit, you know, this is we. This is a fairly interdisciplinary group and we've been, you know, we are in somewhat of a different methodological silos. Doing specific kinds of work within this larger framework, Susan has tried to weave a right a a road map through our collective efforts, and sometimes it's easy. It's it's difficult to, you know, as as as one person focusing on a particular subset of this work, it's difficult to to have that synthesis all the time. I think, yeah, yeah.
00:09:05 Anonymous	All right. Oh, I think when we were thinking about the road map, we were wondering if it's best to explain the process like the step by step, or if it's best to frame how the research question, how we're, I guess, putting the research question in the middle and then trying to show, how the work is building towards answering it, maybe with less focus on what the specific little outcomes are, I don't know. Like I think it's tricky and it depends on the project and it depends if you have one clear project that everybody's contributing to which I think you do.

00:09:32 Derek Reilly	Yeah.
	Right. We kind of do, but at the same time, I think there are definitely strands that are informing each other. So you know Martha Radiche is an urban anthropologist. And she's been doing work. Really. This really, mostly ethnographic sort of observation, collecting synthesizing observations and then that feeds into other work. So the work that. Myself and Nirmal I've been doing is more.
	Currently more like a design effort prototyping, right. So we're building technologies that can be helpful for visualizing the collected data, but also for expressing story, right? So that's it. So that design process is very different from the ethnographic work.
	And but I think what's interesting is that you can see that in the design. So design is also research often right? It's a way of reflecting on how is how best to manifest quality? How best to right? So we're learning as we go there just as through the ethnographic work we're learning, you know what people are experiencing or at least trying to and then you know obviously through sort of more architecture based approaches we're, you know, analyzing, creating, you know, School Report card, analyzing spaces in, in sort of formal and other in other ways and all of it is you know.
	I I think I think what we're learning the outcome maybe a little bit, it's important, but what is equally as important is how we.
	What are the tools that we can use to identify quality right and to assess to visualize, to represent it? And it turns out that there are many and and perhaps you need many right? In order to manifest to truly manifest quality.
	I think that, you know, visualization is great, but storytelling is also important. For example, right? You need both.
	Yeah.
00:11:58 Adrian Blackwell	I mean I would think your interdisciplinary approach. I really love like the fact that you have anthropologists and that you're involved and you've got this AI or augmented reality storytelling project that engages people and brings partners. And that's I mean, in the road map there are 7 elements in the action…
00:12:10 Derek Reilly	Right.
00:12:18 Adrian Blackwell	Action modes of the road map and one of them is engages all stakeholders equally at every stage of the project and I think #2 here is really a powerful way to do that, but also having the anthropological expertise to really get in there and talk to people and understand things is amazing. And I think the outputs are very clear.
	They're realistic objectives of the guidelines, such a clear goal to be working towards.
	So I wonder if just to kind of keep the conversation going and I think we want your input on everything and we can refer backwards, maybe we should move to the next one. And I think do we have anyone from Laval? I didn't we didn't yesterday, I don't think.
	OK, so next is, yeah, great.

00:13:08 Derek Reilly	Did you want to take this one all?
00:13:11 Adrian Blackwell	Right. Thanks. That was great.

00:13:15 Kayleigh Hutt-Taylor	So I think some of you may have already seen an iteration of this potentially in one of our last meetings. This is what we put together for our road map at Concordia.
	We similarly kind of have an interdisciplinary, interdisciplinary approach where we're kind of bridging 3 expertise. We have a team working in decarbonization, a biodiversity team, and then a livability team.
	What we really tried to focus on through many series of this road map, it was a difficult process to create this and reformat this in a way that we felt was looking forward and looking to action rather than looking to process which I think is going to be a big part of the conversation today.
	But what we really focused on were these ideas of emerging principles. And so as we move through the road map, looking at where we're going, which is to improve the quality of life for aging populations in Montreal, we tried to consider what the emerging principles have been at each stage of the process. Process thus far and ask what that means.
	So we started out our kind of stakeholder process where we're trying to engage with both the key stakeholders involved, us kind of acting as a middle ground between the change makers, which would be policymakers, municipalities, community groups that we're working with and creating a flow of information.
	Between the two.
	We've been working a lot to try and connect our fields, because a lot of the time they can be siloed, similar again to what we heard earlier. So we've been doing exercises with, for example, the biodiversity and livability side and one of our emerging principles was that biodiversity actually seems to underpin.
	A lot of aspects of livability and so we broke down kind of big ideas of biodiversity, so we thought, OK, what are the key components of biodiversity? If we're thinking in terms of urban biodiversity and what are the key components of livability?
	And we walked through and said, OK, how are they connected? How are they feeding into each other? Is it one contributing to the other? Are they both unilaterally connected? And we found that in terms of biodiversity, a lot of the time it's this kind of under the ground actor that's really contributing to key aspects of livability.
	So that's kind of what you're seeing here. And so we kind of need to acknowledge that it is this hidden driver, a hidden actor within creating more livable environments for aging populations. We did a similar exercise for decarbonization.

And then we really tried to pull on the emerging principle of that barriers to quality. You're going to significantly differ based on a local context. So as we went to these focus groups and as we saw different residences, we found that each residence had key issues that were unique to their space.

And so if one was well situated in a neighborhood where they were along the Saint Lawrence river. They loved having access and walking, but there was another that was away from transit lines and wasn't being able to connect to the greater community. And these lines weren't necessarily connected from residents to residents. So it's really key to understand the lived experience and the place based context of where you are.

And for that we need we needed improved communication channels to the city. And then finally we were looking at other emerging principles and decarbonization and biodiversity. And then we found that to enable to promote biodiversity, we have to balance human experience and nature. So this idea of nature for nature and nature, for people.

And oftentimes these spaces are used or prioritized for human use. Understandably, however, that means that for nature for nature, these coming from an ecologist perspective.

These spaces could be designed very differently, and so we need to strike a balance between human use and the environment

. And then what I touched on yesterday was kind of us trying to merge these principles into some kind of tool or resource that would merge the ideas across decarbonization across livability.

And biodiversity, and this is where we have tried to integrate this, we're starting to integrate a mapping tool where we essentially have a map of all of the island and all of these buffer zones essentially surround an individual residence for older adults in the city, and we've made a 15 minute walking a buffer and so it's asking the question of what is accessible within those 15 minutes. Trying to integrate all of the components that we have looked at within our team. So how far is a green space? How large are those green spaces? How far is a pharmacy? How far?

How far is a grocery store?

And how many are there? And we're looking at creating it's imperfect right now, but.

And trying to create a scoring system so that they can better understand maybe where there is access and where access is missing.

And yeah, I think the last one is maybe the one that needs the most thought. We're really trying to link back to kind of these social order probably issues of institutional barriers of we've had a lot of conversations of we have principles, and we have these tools that can provide us with information.

However, there are existing barriers and processes that we don't understand as researchers. That are preventing projects from reaching success, for example, within our research sites, there was one of the buildings that had a green facade and a green roof integrated into the design project. It was a large part of the initial kind of architecture of the building.

And it's six years on and there's lots of nice wood set up on the roof to create a terrasse and there's no greenery. And so there is some kind, there are disconnects that we don't understand yet of why these things

	are not actually coming into existence. And that's where we'd like to dig in moving forward.
00:19:58 Adrian Blackwell	Thanks so much. That was so clear. Wow. I love the principles and recommendations and all the stages. Does anyone have comments? Well, I just have a quick question just because it relates to our Waterloo project, there's so many overlaps and so many things where we're we have a lot to learn from you. Yes. Because we also have a kind of try structure that's related to your biodiversity in the building, maybe we're a little heavier on the livability end. OK, yeah, but similar categories. But are you dealing a lot with the building itself or more the context of the building?
00:20:37 Kayleigh Hutt-Taylor	We're dealing, we started. Dealing with the building itself more, we started with a lot of photo documentation in the early stages of the project. It was going visiting, doing photo documentation both inside and outside the building, which we still have, but we've I would say that we've now shifted really trying to focus on the lived experience and so instead what we've done is created in the focus groups. Targeted sections really trying to we have one section that's really targeting the built environment. So what is the building elements that people interact with, the residents themselves then looking at the broader neighborhoods so questions about, you know, what services you access, where do you walk?
	You know, how do you use transit? Is there transit and then questions about biodiversity that we've integrated now of kind of how do you interact with nature? Do you have access to nature? What does that look like for you? So I I'd say we've spanned out, we still have it integrated, but it's mostly in this lived experience context which is interviews, coding, kind of a thematic analysis. Yeah, I do remember your spider figures though, which I really, I call them spider figures. I don't know if that's the correct term from your presentation. But I feel like we have. There are a lot of nice alignments between the two projects.
00:22:11 Adrian Blackwell	Yeah, great.

00:22:13 Jonathon Monfries	I know it's more of a comment question, but I think it's interesting looking at, you know, just looking at how this focus group, there are some residents concerned and like struggling with gentrification and which I think is probably prevalent like most cities now. And for me being in Edmonton there. You know, there are like, so many shopping malls that are now kind of being demolished and redeveloped into. Kind of the high density kind of flashy districts that we all see and but at the same time, that neighborhood is also like street like it's a very there's like a very high number of like long term care residences in the area and they love this like old dying mall because it has like a little health shop inside, it has little mom pop shop. Has a Safeway a Shoppers, you're good. Like it has everything you need. And so. But it's interesting how, like their voices aren't necessarily always included in like the larger scale discussions they'll come to the public engagement, and they'll show up in numbers to the to the session, but it's not really captured in like you know, a higher level like, you know like official plan for the city or whatever. So it's interesting to see because that's kind of like the trend we're going to in terms of. You know more sustainable design and like you know increasing density and access to transit and everything, which is kind of a part of the whole decarbonization effort. But at the same time, like how does that address, you know?
00:23:35 Jonathon Monfries	The folks who are there and still use those services; you know as is existing even if it's not. You know necessarily the right solution for biodiversity or decarbonization, but for them it's high on livability. So yeah, yeah, it's. I think it's really, really interesting.
00:23:50 Kayleigh Hutt-Taylor	Yeah, I think just some of the things that I feel like I've taken away from the case studies at least is that we have two very clear examples where it was a very community led publicly funded building I think location is a is definitely a huge thing of where it's situated and kind of what is around it, but those if I were to think of the exemplar cases that we have it, it does kind of go towards those themes of kind of Co creation of rather than consulting and saying I think I have an idea of what an aging adult really needs in the city of saying, oh, I think I'd want this or yes, I want to have transit. But I I like you said it it's it's contact specific. It's that mall that they love to go to or it's you know that walkway that they don't use because I don't know. Somebody is putting their garden out and there's too much litter and it bothers them. But yeah, I think the most successful cases that we have have like actually had boards of the seniors that are going to be living there actually deciding what it's going to look like.
00:25:02 Benjamin Dunn	I might have missed this when I was in the bathroom, but in terms of aging populations, are you looking at all elderly populations across the city in all different contexts? Are you looking at nursing homes? Are you looking at, you know, sort of multi unit residential towers that just have high numbers of aging populations? Because I would imagine that like. Approaches to improving quality might differ depending on where that aging population lives.

00:25:28 Kayleigh Hutt-Taylor	It's a very good question. In our context, we are looking at specifically retirement residences, so they're not hospices, they are not nursing homes, which I agree have a very different context. We made that decision both because of resources and we had to kind of. Make a decision of where our focus and case studies would go. Also, in terms of how aging adults are accessing the city looks very different. I think one blind spot that we have that we potentially need to revisit and reintegrate is the ideas of seniors that are living in private homes still, which is a huge proportion of the seniors in the city, which is great. But we have no access to people that are living at home or in apartments or with their families, and that is a perspective that I think is very important in this context still.
00:26:20 Derek Reilly	Yeah, I work with an organization here in Halifax that says for people who live in their own homes is a community outreach organization, that what's interesting is there is a lot of the infrastructure that you would see in a care home is still there, but it's offered in kind of a satellite fashion, right? So people are still coming together. It's a very different dynamic, but really interesting. Yeah.
00:26:42 Jean Pierre	So it's very tempting to go into the project itself.
00:26:45 Michelle Gagnon-Creeley	Yes, sorry, it's true.
00:26:47 Jean Pierre	And I was I was no, but I think you know first of all, I think the strategy of you know the kind of running dialogue between the emerging principles and the recommendation, it's quite it's a good strategy that that some of the sites could use. I was wondering what kind of strategy did you have for the illustrations you know? From where I am, for example, some of them really don't work. It means I really need to get into the picture. Do they give? Do they add or do they confuse? Did you have a chance to reflect on that guys?
00:27:11 Kayleigh Hutt-Taylor	Mm-hmm. I we did have a few conversations. I think post our initial presentation. I think we actually had more figures like more data-driven figures. I would say in our first iteration. We definitely knew that we wanted to keep the stakeholder map and then I think we collectively we're struggling to take away visuals. I think it was simply just within our team of not wanting to take them away, whether they're adding I think is what we need to hear.
00:27:54 Jean Pierre	The reason the reason why I say that is this this image.
00:27:58 Jean Pierre	On the focus group. So does it mean that for you it's the only way to gather live, leave the experience and why so, you know, when is it easy to talk to, you know, elderlies should you, should you be in there, you know, private realm or rather?
00:28:18 Jean Pierre	Collective, you know, these are questions that we in in Montreal we dealt with because.
00:28:23 Jean Pierre	We inventoried it like something like 30-40 methods to actually collect, leave the experience and there is no one which is really working

	perfectly. It really depends on what you want to do. So when you send and when you put an image it means oh live experience is you know a bunch of scholars around the table with a microphone. You get what I mean?
00:28:29 Kayleigh Hutt-Taylor	Yep. This is what it is. I mean, yeah, I do. I think that or does anyone else have something to add? I think that gets at a comment that I might have had earlier, and I think it's a fair point that this is 1 iteration of what this could look like, and I think it gets at the question of who is the audience and. The audience could be if the audience is we're speaking to anyone that could be doing this, the reality is yes, it doesn't have to look like this. And so this is 1one iteration which is maybe not clear, but I think that that's a really interesting point to discuss today is who is the audience because one thing from my perspective of creating these roadmaps. Is e went back and forth so much about who the audience was and I think there's an interesting contradiction that we are making these roadmaps as emerging principles as things that can be taken away that are somewhat digestible. But who are we presenting to? I do think we are here presenting in a room, back to the experts again and I think my critique is that.
00:29:58 Jean Pierre	Is not the intent.
00:30:01 Jean Pierre	The intent of a road map is always. Just to be easily understandable by the most basic journalists who somehow pops in and says, what is it? What is it about? And then in three seconds they get it. What we're doing, that's the challenge.
00:30:14 Kayleigh Hutt-Taylor	Right. I agree. I think that's the challenge. I think we just as the exercise, I think that. I also think we need that audience here. Then I think that would be my, my, my critique is that is that I think we've all struggled with showing the process moving away from the process moving towards what the actual practice is. And so I think I know I'm trying to widen that bubble of what that looks like. But I I would love to hear that audience and I would love to hear what they think because to me this is such a departure from a a of how a scientist, a scientist from my perspective, presents my work and that's and wonderful, enriching exercise. But I would love to hear whether that translates to the audience that we're trying to get at.
00:31:10 Adrian Blackwell	I'm just thinking jump here while you're here. Carmella gave us a little introduction to UdeM roadmap yesterday. Fairly detailed 1.
00:31:19 Jean Pierre	We have an expert in Montreal.
00:31:21 Adrian Blackwell	Yeah. So, but I'm wondering also you're an expert in roadmaps, so you have a lot of investment in roadmaps. And I'm just, I'd love to hear your thoughts about your own road map. Yeah. More. Yeah. Yeah, yeah, yeah.
00:31:32 Jean Pierre	Don't you want Jeanne to explain it?

00:31:36 Adrian Blackwell	So, I mean, I feel like we have a bit so I think, really concentrate on what Jean Pierre is interested in. Which is like how does roadmap itself work.
00:31:43 Jeanne Leblanc-Trudeau	Oh, I see. So I'm we're all in front of the university de Montreal's roadmap. I actually don't have the credit for the amazing structure, so I will try to present it as clear and complete as possible, and I ask the University de Montreal team, to complete me if thank you. So to where the, the, the title toward the creative integration of qualitative accessibility for all. The team is presented to the team composed of a university, researchers, students, professional partners, partners representing users with special needs and institutional partners representing the public sector. Which I'm part of. So how the road map is structured was structured and is now in two main categories. The first page is about the barriers. And obstacles and dilemmas. And the second page is actions, actions, prepositions, actions. So and… Four main lines of actions were are presented here. They are precise and it's and it's an intention to be more precise than general. So the four is the first is acknowledging the blind spots of our design approaches towards special needs. I I will not read all the two pages so. And then a current barrier and obstacle is written here like let's say for me it's easier to talk about the awards. So the three, the third line of action, recognizing the creativity and inclusive quality of accessible design, this is a line of action. And then a current barrier, an obstacle, was found that current awards of excellence and architecture are failing to take social values of accessibility into account. Then a little graphic that tries to represent maybe a solution or a dilemma.
00:34:38 Jean Pierre	Yeah, they were picked on online.

00:34:39 Jean Pierre	And we acknowledge the copyright and, but the idea is really.
00:34:45 Jean Pierre	Actually, the idea is do we need them?
00:34:46 Jeanne Leblanc-Trudeau	Do, do we need these graphics? Are they useful?
00:34:52 Jean Pierre	We remove them, that's why [inaudible]
00:34:59 Jeanne Leblanc-Trudeau	Well it may….It makes the…
00:35:02 Jeanne Leblanc-Trudeau	Yes. OK. So let, let's go. But this is important. It's part of the of the line it's present. And then one of the dilemmas, it's a question promote a new aesthetic. So we're kind of evolving towards solutions, promote a new aesthetic of accessibility. How can we judge and reward creativity of accessible design? So, this is. Maybe a research question. A, a way of finding potential solutions.
00:35:36 Jean Pierre	So professional dilemma. For example, in most juries of awards now, they say, yeah, OK, accessibility, they respect the norm. You know, how can we judge? About it, you know.
00:35:44 Michael Otchie	What's the second one?
00:35:47 Jeanne Leblanc-Trudeau	So it it's an actual dilemma. It's a, it's a, it's an existing dilemma, it's not, it wasn't invented for the sake of the road map and then three groups of stakeholders and um, moments of which the actions can take place are identified. So the first group of stakeholders is all its avenues for educational actions. It may, we may think it's easier for the educational.
00:36:26 Jeanne Leblanc-Trudeau	To action to how do you say?
00:36:30 Jean Pierre	In the short term.

| 00:36:32 Jeanne Leblanc-Trudeau | Yes, in the short term, so develop a network of qualitative accessibility, creative design workshops in all schools of architecture, landscape and design in Canada.
Like the example of what happened at University de Montreal, with the tactical laboratory of inclusive projects. And then we're moving for the middle term with the professional actions, systematize the inclusion of accessibility values in awards of excellence by integrating criteria centred and lived experience experiences of diverse users by maybe guided tours.
Yes.
And then in the long term, because these machines are more complex, establish a benchmark of accessibility for all awards in the built environment.
So as you can see, we can read the road map. Well, each lines of actions the same way I did for the third action, the third line, and this is the premise of maybe.
Solutions that kind of not unify but reconcile all the groups of stakeholders around collecting lived experiences because we think we don't know yet how to implement it. But we think that it's a good way to.
Uh, uh. The fact that that this is so complex, and all these questions are really complex, it seems like it's a simple way to converge all these matters and people into this question of lived experiences. |

00:38:31 Jean Pierre	Yeah. So it's a matrix that for now it's a matrix.
	And it's true that what we did were was we went through three series of reports of the round tables with the stakeholders and we picked up the best quotes and then we transformed the quotes into sometimes principles, ideas or problems.
	For examples, you know most the most experts on accessibility tests says that current standardization requirements is the problem.
	Is that the norm is actually a problem and if you tell architects or designers to follow the norms, then you are far below the, the decent level of quality. So if you stick to the norm, you're never going to improve the quality and they say it quite clearly. So we transform this into you know we you actually name the barrier.
	And then you try to name the dilemma.
	When we talked with other in a in a second round, tables with experts on special needs, you know, at the end of the day it was quite troubling because they say that for in the spectrum of autism there are, you know, specific recommendations that fit one and contradict the other.
	So then, hence the decision-making dilemma. Why choose between generic and special needs? Because when you talk also to the people in the city, they say well, can we actually program public space that will fit all?
	You know, does it mean it's generic or specific? So you know that's it's important to have a dilemma so that you actually then you face a dilemma and then you try to formulate a proposal then the proposal in the in the in the in the case of question one becomes expand the definition of qualitative accessibility.
	So we don't say universal accessibility, we call it qualitative accessibility as an you know, experiential spectrum in all design briefs.
	You know, these kinds of things. So yeah.

00:40:43 Speaker-10	I think that, yeah, it's, it's interesting, but I think it's too late at that point because in school, that's not what we're learning. I tried to bring up, for example, in the first year, I wanted to make my space accessible and I was shut down.
	Because that's not that was not the topic.
	I said, well, I mean no. And I went too minimalist and I wanted that for to be accessible and it was completely shut down. And it's just the first year. So how do we move on with that? If at this point everybody graduated, nobody talked about it in school.
	Or I believe that it was less talked about in school.
00:41:24 Jean Pierre	The principle of a road map is really to try to formulate a problem. Yeah, from a specific situation, but from a more open context I guess.
00:41:38 Adrian Blackwell	We're still in the first short term actions here on educational.
00:41:41 Jean Pierre	I'm curious, I'd be curious because you know, I know even Jan who is, you know, we shared with her. And then I'd be curious to have your reactions about the kind of metrics strategy does it work or not because sometimes I feel that it's.
	Not clear at all that there is a kind of matrix.
	So, if it doesn't work then we have to change it.
00:41:59 Benjamin Dunn	I I think hearing you explain it, it is it is very, very clear and like I'm already thinking about ways to sort of integrate the same sort of framework like it is. OK, here's principles. Here's barriers to the principles. Here's the question to begin to understand how to address that barrier and then and then and then steps. But like, I think maybe it sort of needs.
	Hierarchy in terms of like how, how to read it like there's a lot of text that is all the same size fonts like the only sort of clue as to how to read it is the number on the left, and so maybe if there was like another title on the left that was like, you know, barriers. And then and then action to address those barriers or something, something like that. And then maybe like more diagrams along the way visuals. Otherwise, I think it does read well.
00:42:44 Jean Pierre	So that we were trying to respect as much as possible the rules of reading accessibility.
	So you know biggest the bigger fonts, but.
00:42:55 Benjamin Dunn	Totally. Totally. Yeah. Yeah, even.
00:42:57 Jean Pierre	The colours were tested for that.
00:42:59 Achraf Alaoui Mdaghri	And if I may, my sort of the graphic designer had his comprehensive exam, so I apologize for that. So yeah, there is a there is a high hierarchy to be reviewed, but what I urge you to see is like how like it's structured both as in like what we're trying to do.
	And what we want to do, so you'll also like notice like the short-term middle term and long term are based upon like what we can immediately act upon our schools or our immediate surroundings and what we can mobilize as a partnership most readily and also by resilience, because those three groups. So they are a timeline, but also three different groups.

00:43:44 Benjamin Dunn	Yeah, I'm not. I'm not disagreeing with any of that. My mine is only in terms of like. Just like titling kind of kind of. That was all.
00:43:52 Jean Pierre	Yeah, I forgot to say that behind the sorry I forgot to say something very important because for the text it's because behind the QR code you go to the page on the living Atlas and then we put all the extracts in the reports to make sure that you know we are not just inventing this, it comes from the partners. So we're almost quoting them. You see what I mean.
00:44:16 Derek Reilly	Just a quick question. Since we're talking about the layout and so forth, do the arrows indicate a current status of the project? So are you further along in the blue than you are in the green or?
00:44:34 Derek Reilly	It just says this is the direction that we go in.
00:44:36 Jean Pierre	Try that one point to wave it. Perfect PowerPoint. OK, it's. no, it's not meaningful, but I like the fact that it's confusing. So we're going to correct that. Yeah, yeah.
00:44:51 Adrian Blackwell	Maybe a quick response.
00:44:52 Jeanne Leblanc-Trudeau	Yes. Well, if I'm being totally transparent, when Jean Pierre told me the structure about the road map, I I'm. I'm. You will think I'm biased, but I thought it was genius and I already saw it. And maybe it's true that somebody has to explain to us and I agree with you, maybe titles and every. column and also I agree with you because I was questioning does it mean that we're here? So if we're here maybe we make it we put a date but it's to tell people that we have to read it that way. Yeah.
00:45:40 Sarah Danahy	Yeah, I think the matrix part is definitely making sense. There's the disconnect to like the piece in the top that I think is just trying to illustrate. That it's more chaotic than the matrix looks like right? I'm not close enough to see if like the arrows are supposed to mean something in particular in that top in set, but like maybe I don't know what the solution to that is, but is is that an important piece of your storytelling of like the matrix looks too clean? Or like too defined as pathways.

00:46:09 Jean Pierre	Well, no, no. The what we were trying also to acknowledge and I think at it at this stage, all the sides should be doing this is we they are you know it's a bit like in a project we know it's it should be in this direction. We don't know how to get there. So what we are saying here.
	You know, don't forget the last the last round table in February, was it on March we presented to the partners 30 methods for collecting with lived experience at the end of the day, the city of Montreal and people in in public procurement said. This is amazing. We are not just going to be able to implement this, you know, in the regular life of the way projects are being dealt with in city. So it means.
	Even if we are able to collective the experience we don't know yet how to transform it into professional practice, procurement and even education. So I think there are you know it's also fine to acknowledge in a roadmap.
	It's a bit like in a research project at the end of the, the, the, the scientific paper you say, well, you know, I know that the mice like the cheese, I just don't you know next step change the cheese and we'll see if it works. You know that's.
	So it's also important to be frank, in a road map.
	You know? Yeah cause otherwise it's wishful thinking and that's?
00:47:37 Sarah Danahy	Definitely. I think that's where my question is trying to go. Is there actually needs to be more intention in pulling that into like a fourth piece of the process that there's other steps afterwards, it's not just like a random thing on the side.
00:47:51 Jean Pierre	But To be honest, at one point we first of all when we started the matrix we said we don't have to fill up all the boxes. You know the Excel kind of temptation to fill up all the squares.
	But we had so much material that in fact, you know, we removed the that's when we decided to keep only four axes. But it's already too much, by the way. We could have a roadmap with you know say. Just.
	Let's try to have an impact on the awards because now I I know it's a painful thing. The awards, you know, for the most designers, it's the epitome of success. If you tell them that, you know, they are just totally unable to deal with accessibility, well then that's something to act on that maybe it's enough. Maybe there is too much here.
00:48:44 Jeanne Leblanc-Trudeau	The title says toward a creative integration of qualitative accessibility for all. Could we say that when this is all complete, we arrived to this result? What is the result?
	Could we? Maybe, I don't know. Write it. Is it the main goal?
00:49:08 Sarah Danahy	Is it even a goal that is like an actual endpoint or is the creative integration and it's always.
00:49:13 Jeanne Leblanc-Trudeau	Changing exactly and what you were saying is I realize that yes, this is really clean, and this is a bit messy and it's completely normal and we acknowledge that the complexity of all this.
	But it seems like it's maybe the continuity and maybe collecting lived experience is always the living evolving part that is staying at the end of all this process.
00:49:43 Michelle Gagnon-Creeley	I guess I just have a clarification question. Is the idea that like anybody should be able to look at this and understand?

	I don't. I don't. Yeah, I think like, I get it because I'm. I'm in this field and I work in this stuff and that makes sense, but I really don't think that if my family were to come and look at this, that they would even like, understand or be drawn to look at it. So I think that that's, yeah, yeah, I don't want be like.
00:50:08 Jean Pierre	Could you be more specific? That's what you project on there. It's like, you know, they're not going to be. They're not going to understand. Well, what? What are they not going to understand? I mean, first of all, do they want to care about the question or not? They said they don't want to care about civility then.
00:50:13 Michelle Gagnon-Creeley	Yeah. Well, I think that that's an important thing to be considering. Yeah, I think it's again like the question of audience that we were discussing in the previous project. But just even like putting those graphics in, I think it's great to have some kind of visual, but I don't even know. Like I don't really understand the association between the graphic and and what this this line is supposed to be, and I think there might just be something as simple as like. Kind of like almost. Because this seems to be like what? Avenues for like…It's like one here and then like short term. It's like it's kind of like, I mean this. Yeah. Like, you know, when you draw like this. I don't know how you graphically represent that, but yeah, I could just feel like this is what we figured out and this is where we're hoping to go with it. Could be, I don't know. Just yeah.
00:51:05 Benjamin Dunn	You're trying to figure out what your hopes are for the future, and I think it could be as simple as just having like an extra title that kind of outlines this space and this space, like kind of another hierarchy.
00:51:19 Jean Pierre	But again, by the way I'm not convinced at all, but the matrix way is the way. Yeah. So for now, it's where we are.
00:51:22 Michelle Gagnon-Creeley	Oh, yeah. Yeah, no, that's OK. I mean, it's a draft, but I think, yeah.
00:51:28 Jean Pierre	You know, we're not pretending that this is the solution for any roadmaps at all.
00:51:35 Benjamin Dunn	Should we move on? It's been an hour and we have like, I think 10 left.
00:51:45 Adrian Blackwell	Where are we going? Was anybody in McGill? No, there. We don't have a McGill rep here, do we? No Carleton? No takers for Carleton then? We're maybe at UofT.
00:52:00 Benjamin Dunn	Have more time than I thought, no.
00:52:03 Anonymous	What about TMU.
00:52:05 Adrian Blackwell	Oh, sorry, sorry. Can you?

00:52:09 Anonymous	We already have almost the same name as you.
	OK, I will share our road map for the TMU team. We called it. Let's all meet by the lake: inclusivity and well-being on Toronto's waterfront. Our strategy with the road map was to have our research questions.
	Here, here, and here and then try to show how the case studies that we're working on relate to the research questions that we're working on.
	The structure of having the research question and then sort of showing a little tiny summary of the different research projects that we're working on that address, that is how we approached it. We did go through many different iterations of this road map trying to make it a circle.
	It did not work for us, so it's linear and it wasn't exactly how we wanted to do it.
	So this is what we have for now and then we have these four strands here that go through it. That we've kind of colour coded that we think relate to our research goals. So improving the process of quality creation, enhancing pedagogy, quality examined through time and people's experiences are central to quality.
	Some challenges about making a roadmap graphic that we thought would work. I've been thinking about the, the roadmap showing the benefits of our project, like if.
	In all of our roadmaps, our underlying reason for doing the work is that it will make better architecture like there will be benefits to people and better architectures.
	So, I think it's important to show pictures of buildings and architecture. And so we talked about that quite a bit because if you show a couple of buildings, it looks like that's the only building that you're doing and we actually have 12 case studies within our research questions, so it didn't make sense to.
	Just show that. We're also looking at different scales like we have a research project on the case study on the waterfront, for example, where it's actually not even building scale, it's room scale, it's threshold spaces. We also have a scale of a research project, which is a building scale.
	We also have a scale of a research project which is a space scale, so we're grappling with case studies that address our research questions that are different scales, and then how to show that. And there was a decision to make more or less similar size amount of space for each of the case studies, even though they aren't exactly equal in their like importance in in the project like that's still sort of emerging.
	And we what else can I say about this? I guess the outcomes. Are shown in a way. Or our intended goals. These four lines are shown as smaller, but we wanted to show them kind of weaving. their way through the research questions because we have found a lot of interconnections because we have all these disciplinary team where we have architecture, public health and urban design and we also, I should mention, we decided to put a few of our future research projects like our proposed projects on the road map because we were thinking of the road map concept. Showing.
	Future projects not only what we've currently completed, so.

We have the kind of status of the different ones, whether it's ongoing or whether it's proposed.

So, I think it's an interesting exercise to make a roadmap and to think.

What level of information can you communicate effectively? And I think it might have been an idea to do the QR code. I think that's a really good way of pointing to more information. For example, you could point to publications, or you could point to additional images because I feel like images are what draw people to it so.

00:56:41 Kayleigh
Hutt-Taylor

Thank you. I think this visually is a very interesting like I think it's a roadmap that draws me in. I really appreciate the moving lines. I think that they do a good job of separating some key ways in which you're approaching your research questions, and I like that along the way we can follow what's going on. I think one thing I would love to have is here. Rather than having a description of what happened, I would love to have a description of what came out of it of a like. This is what we learned or this is…

You know, in a sense of weaving a line of of, OK, so we learned this here and then we learned this here. I guess in terms of reframing, reframing those projects into kind of communicating the takeaway. I think that's all I would.

Crave.

00:57:45 Anonymous	And then almost you can put the QR code as the description for people who want to know, kind of…
00:57:47 Kayleigh Hutt-Taylor	Yeah, yeah, yeah. Because there's also tons of relevant information that people would be interested in. It's just framing.
00:58:00 Jeanne Leblanc-Trudeau	Thank you. Can I um.
00:58:04 Jeanne Leblanc-Trudeau	Thank you for the presentation you you you will probably think that I will well I will be proposing as an entire change of the roadmap but not at all not at all. But.
00:58:23 Anonymous	I couldn't it be done on these two pages. I don't know why.
00:58:25 Jeanne Leblanc-Trudeau	And but I I don't know that I don't know the Toronto waterfront at all. What is the shape of the waterfront?
00:58:36 Anonymous	OK, that's a good suggestion to just like do it. Well, that brings up a larger question of what is waterfront?
00:58:41 Jeanne Leblanc-Trudeau	Would you like?
00:58:44 Anonymous	We have been talking about what is actually our waterfront zone. And that would be. There's a lot of debate. Do you show the actual historic shape of the waterfront or the infilled area all the way up to the bentway. So I think that's… Not as important in our I think that the shape of the waterfront or what we definitely count as waterfront isn't as important as our other parts of the project so I think. We don't really want to highlight that? Also, it's really long and we picked on different zones. I don't know. I mean, yes, we've thought of that.
00:59:20 Jeanne Leblanc-Trudeau	I see I see because when you, when you were presenting, I saw these lines and you were talking about maybe the circle and the the examples of the different projects may I was wondering if it was really impossible to show some parts of the water line and then look geolocate what you wish to do, because I guess there's some places that are already built and maybe it's you, you.
00:59:51 Anonymous	Will I see what you're saying to locate it to its place more.
00:59:52 Jeanne Leblanc-Trudeau	Yeah.
00:59:56 Jean Pierre	That would that would be a project, right? She's talking about a project and what you're showing is in fact a roadmap of a research project. So where are the action? Say I'm looking for actions. I suspect that the actions are the, in fact, the less readable lines.
00:59:59 Anonymous	Yeah. Those were our goals, so.
01:00:17 Jean Pierre	That's what I mean, yeah. But our goals? Yeah, but. How do we transform them into action right?

01:00:25 Anonymous	So that's maybe the suggestion to put the text being about what came out of it perhaps, and not describing what it is like that could be better or more effective.
01:00:38 Sarah Danahy	But then you still need a like, what are you going to do? What comes next? Like what are you doing with the takeaways, is also sort of.
01:00:45 Anonymous	Like how does it change things? Yeah, yeah.
01:00:52 Adrian Blackwell	Yeah, I think I like this a lot too. I like the fact that we get a glimpse into the research, and it's tied to the roadmap. The research projects. I think it's great. I think Jean's suggestion is interesting. One thing I find especially with UdeM is the context. Doesn't the sorry of the. The content of the research seems relatively hard to figure out. And I feel like that's really important. Like we should be looking at these and understand. Like what are we talking about? Like it? It feels. And somehow like the picture of the waterfront, or locating things on the waterfront for for spatial people and for people who aren't spatial but are interested in spaces and the problems of spaces seems like a good way to.
01:01:36 Adrian Blackwell	Get people into the road map, so I think it's a good suggestion here. I feel a lot more in the project, like in in I'm like, oh, I'm interested in this because it's about a certain kind of research, but I find the topic very somewhat broad and so how do and when I look at the four goals?
01:01:52 Carmela Cucuzzella	MHM.
01:01:59 Adrian Blackwell	I don't. I sometimes, I think. Are they? They seem very different like some seem like concrete actions like enhancing pedagogy, and some seem like more general goals and I feel like that's I like the comment. I like the matrix a lot. I think it's very interesting and we have a similar matrix. Here, although this is less temporal right in in the in the matrix.
01:02:22 Adrian Blackwell	We're moving. It's more structured. You're not really structuring your matrix, you have three, you have multiple strands, but they're not as structured. But the important thing is what are the four things? And that's the thing that's not labeled on yours, and it's the thing that's not labeled here. Like, what are those four lines and how do we explain those to people when you say, like, you call them action modes, you call them goals.
01:02:57 Achraf Alaoui Mdaghri	OK, Sharon, I just want to complete the question. So I see many intersections, but I don't see any labels on those intersections. So I'm thinking, why are they there?
01:03:07 Anonymous	Do you mean like these?
01:03:09 Achraf Alaoui Mdaghri	No, no. The intersections, like if those were like four straight lines, it wouldn't change anything.
01:03:16 Anonymous	This doesn't mean anything like. I feel like if we had four straight lines, we didn't like the idea of showing the research as linear, like

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	we just couldn't do that. And so what we really wished was to show that the research is feeding each other and the other projects. And then we thought.
01:03:36 Anonymous	Graphically, how would? Show that not as a line would be a circle, but like what goes in the middle and like what's on the periphery and.
01:03:39 Achraf Alaoui Mdaghri	If I may so. Why isn't the intersection here then?
01:03:45 Derek Reilly	Those three goals.
01:03:46 Anonymous	Well, these three are supposed to show that, like, so we kind of thought about. Yeah, like how the how does this case study address our research questions and our like, it's closer to this research questions. So we put it here and then looking at what our goals are it seems to be, but this isn't very perfect either because it kind of… I don't know when you start to really think about does it affect all of the goals? Sometimes you feel like it does, but in not in the same amount with each one. And then you're like, oh, do I break this down into like a little circle with like a little quarter piece and then you're like, OK, we need to stop because it's already late. So we really struggled. Especially with the different people involved and the different scales that was very challenging of should this look more like an urban…
01:04:54 Benjamin Dunn	Like the waterfront, as more like an urban design project or like a building project or like a room scale project like scale kind of of our case studies, we found sort of. Yeah, I would echo what a lot of other people have said. I really like a lot of what's happening. I think I do agree with Ashraf in terms of the lines like it's hard to get a quick snapshot of how many goals each of these colours is representing and I think it's the kind of thing.
01:05:27 Anonymous	Where if you can simplify. Why not like if if an audience is looking at this and they're just kind of struggling to follow, and then it's almost distracting from what's important and that is understanding how many of these goals are being addressed by each these projects
01:05:31 Benjamin Dunn	Like in in some small way, they're all addressing the projects and so. But you're. But you're creating the hierarchy by saying these are the most important goals. And like, that's what I think you're trying to get across. I think whether it's geospatial or in some way understanding that there are different case studies happening isn't immediately clear when I look at it. So maybe if you are moving from big scale to small scale in some capacity or in some way kind of helping us to see like it's the same way. That it's the waterfront and it's really important to our research that we understand that there's lots of different scales of intervention and that's like the waterfront scale. There's the park scale, there's the building scale in the room scale or whatever, whatever those

	scales are. I like the I like. I'm sorry. I can't remember Jean, Jean's idea of, like, of it, showing this is the Toronto waterfront to like really tie it into a sense of place, but.
01:06:23 Anonymous	However, that occurs.
01:06:26 Benjamin Dunn	So, it's like a third panel. Like if we had more.
01:06:26 Anonymous	Yeah.
01:06:29 Adrian Blackwell	Really small. But yeah, I think that's a good suggestion.
01:06:34 Sarah Danahy	We should, we should move to the next one, but we have one comment from Sarah first. Yeah, I just. It was just a thought about how case studies or examples are shown and tying all of the ones we've talked about so far together cause I had this thought at the Concordia one where because the if all of the sort of like principles and I forget what the other things were called. Those…. Boxes sort of like float to the top as like the key piece of what your takeaway is and all the other pieces are just like examples underneath it. Then you could pull in things from other projects. If we think about that kind of structure expanding out into what the living Atlas is in an online version later, then maybe you have those key roadmap pieces 1st and then the like research takeaways, case study examples methodology examples is sort of like nested under them, but at a lower hierarchy. Maybe that's a way to think about how to address all of these together in a way?
01:07:28 Adrian Blackwell	Great. So, let's move to UofT.
01:07:37 Benjamin Dunn	Yeah. So again, my name is Ben. This is our work from U of T. Um, I have only been involved for the last year of the project and in a very small capacity doing this. And so I'm kind of piggybacking on a lot of the amazing work that my colleagues have done in the years prior, so I'll do my best to represent that. Our work is generally looking at. Equitable resilience in Toronto's neighborhood parks, so those being the ones outside the downtown core that people don't necessarily go out of their way to visit but that are very community oriented. And So what we've done with this roadmap is. Still being in a place where we're trying to define quality and what those outcomes really are at a, at a scale of intervention, what we've done is sort of take our research and almost imagine that as a roadmap and say, well, OK, if you took our work and you wanted to apply it to a park in another context, this is a road map you could use. To reach similar outcomes. And find benefit in the same way we have so beginning with really defining what a park is and then who the stakeholders are that are involved, the various organizations and then the specific users and who is being represented and who is not being represented in in the stakeholder process. So you know you see there's no lines by indigenous communities, people with disabilities, unhoused populations.

Etcetera. We began by gathering data and obviously doing a lot of research. So, we would suggest that in any road map that's an important step engaging the community. This is piggybacking off of work from another research project that we did where we built these, they were called design action cards.
And they were almost like.
Climate positive. Socially positive.
Interventions that could be placed in in parks and kind of showing community members how much they would cost, what the various benefits are, and sort of imagining what that might look like in their park. From there we were like, OK, we're interested in, in, in parks. We're interested in improving park spaces for the community, for the environment. How do we decide where to begin? And so we used overlay mapping techniques to look at a lot more metrics than are being displayed here, but just to show you looking at percentage of canopy cover and low income measures after tax. We decided, OK, well, the Black Creeks have watershed makes the most sense to prioritize intervention on an equitable basis. And then our.
Work continues to zoom in from there, so you know, once you've decided where to begin, let let's analyze the neighborhood for various factors such as canopy cover, land use, land cover. How much is permeable? How much is impermeable?
Or the minority populations, the percentage of minority populations living there, how many people are living in apartments? How many seniors are there really just, like, really important to understand specific site context to understand how we can improve quality based on very site-specific factors? Was our goal. And then once we have these metrics you can begin to.
Sort of push and pull and overlay one on top of the other to see what those interactions are. Again to sort of prioritize intervention and really understand well, OK, if we know where the elderly population is.
Where are the parks and how far away are, you know, residential towers that have high elderly populations and parks, which are where they'd like to spend their time and go play chess or go have a sit on the bench and just watch the world go b. Looking at things like surface temperature and canopy cover. So if if there's residential populations that have a lot of industrial zoning around them, there's going to be a lot of concrete.
And so.
It's going to be more important for them to have a high canopy cover in the area where they can get shade in the summertime in Toronto where it gets really, really hot, so you know we we.
Kind of title that spatial analysis.
And then again, thinking about whatever park that you're intervening, it has a specific scale. It has a specific typology that has use cases within. You know you can't put a soccer field in a little parquet. So again, your intervention needs to be really site specific.
You know now, once you've decided what park you want to intervene on.
We would like we were thinking about whose responsibility is it actually to intervene? Who? What are the layers of management

that intersect these park spaces and how are they working together or not working together? And we found that they are not working together really all that much. You could see these different colours within the park environment show the different jurisdictions that are responsible for.
The elements within the park.
And.
I'm not sure exactly where I'm going with that, but this this is just like beginning to understand who are the stakeholders and spatially what that looks like within a park, so that when we go to the Toronto parks Forestry and Recreation Association, we could say, hey, this is kind of what we found. Let's see how we can make this work together.
Actually the elements came before this, but we were really thinking about quality in terms of the built environment in, in, in the elements of the park as well. So the benches, the garbage cans, the slides, the trees, and then how those how we can begin to categorize those. So we looked at them in terms of subsurface surface, the.
The objects, the vegetation and the program that occurs in parks so.

01:13:20 Adrian Blackwell	I will say this isn't a very specific road map to action or outcomes, but what we've tried to do again is to sort of take our research process and to turn that into a road map that someone can kind of take and apply within their own context.
01:13:44 Benjamin Dunn	First of all, I must commend you like on the graphic design of this map. It's absolutely brilliant. Really. Like kudos to that. I would have it debates about the arrows, the choosing of the colouring and they can be more visible. But my biggest concern is when I look at your road map. My first thought is OK, you're done.
01:13:53 Achraf Alaoui Mdaghri	No. So because like to me this looks like some like what we would do in a case study basically. So I just have the feeling that this is the first step to seven more steps. I'm interested in this. So this is what you did. What are you going to do?

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01:14:07 Benjamin Dunn	Yeah. So I guess next steps for us is we want to really. We haven't defined quality per se. You know we've looked at so many different metrics of what quality looks like and now we really need to narrow in in terms of how do we begin to intervene and take action and we want to engage the Community in a more hands on way. We're not exactly sure what that looks like and we want to make sure that the way we engage community is done through the specific lens of landscape architecture, because that is, that is what our team is comprised of. You know, we have the benefit of being generalists, but we want to do more than the ways that Toronto parks associations have already been conducting research. We don't want to double up on the questions they've already asked, like how do you like to use your park? How does how do parks make you happy? Like, no, we want concrete ways that we can use design to improve these spaces so.
01:15:02 Achraf Alaoui Mdaghri	Just in this engagement by just speak of where does it [inaudible]?
01:15:07 Adrian Blackwell	Reason number two.
01:15:08 Benjamin Dunn	It's a little bit number, it's a, it's a little bit in #2, but this is like this wasn't formally done within the Black Creek Sub watershed per say, but if we were to make it a road map, this would be a really important step but.
01:15:21 Derek Reilly	Two should be between six and seven or somewhere around there or done again.
01:15:25 Benjamin Dunn	Yeah. I see what you're saying.
01:15:29 Jean Pierre	Yeah. So. Yeah, sure. Yeah, sure.
01:15:34 Belle Gutierrez-Kellam	First off, it's a very, very clear poster and I I mean, I don't have a design background, so looking at a few of these posters, it's very like. I don't understand what's on them. But this one is very easy to read and like all of the visuals are like they really. They really draw you into wanting to come and see what it's all about, and I just, I just wanted to say it's a very, very well done poster and as you said that you only worked on a bit of the project it, it doesn't sound like that when you present it. So yeah, well done.
01:16:06 Jean Pierre	So I would a little bit diverge on that, but well, first one question, should we say that when we deal with questions of landscape architecture, urban design, general, the idea of an action plan is maybe irrelevant. Is that why, for example, there is no real effort yet to actually attempt toward an action plan is. Is it because in a way you guys are reluctant? I say you guys, you know your

	landscape architect them rather than on architects. I'm trying to understand.
01:16:37 Achraf Alaoui Mdaghri	Yeah.
01:16:40 Jean Pierre	Because we, you know, really invited the team to reflect in terms of an action plan. But yeah, now my second. Now I'm realising something I want to share with you guys. I think there are two kind of dilemmas now in all the roadmaps. Establish the proper tension or proper balance between research an action and I and I hear your comments for example on our roadmap you know UdeM roadmap where somehow you.
	If you are not connected to the research, then you cannot really understand or even believe in what is being proposed. You know where does it come from? So, I like that. Second, you know, how much can we digest how much text for example, and that that was one of our concerns.
	You know, someone said yesterday a road map should be like a table of content. This is not the book. Not even the 4th.
	You know the back cover, you know it's not even a, you know, a scientific review of the book summary it's, you know, it's a table of content. And I kind of like this idea of a table of content.
	But anyway, so the reason why I diverge is that yes, I mean you know I want to look to.
	Look at all you know maps. Yeah, but what am I going to do with it? Yeah.

01:18:08 Benjamin Dunn	Yeah. Thank you for. I definitely encourage like as much feedback as anybody has in terms of the action plan, balance of research and action. The reason why I we haven't taken a very strong action plan approach with this is because we're just not at that stage yet, at least in at the place where I'm coming in. It doesn't feel like we are and it's almost like I'm kind of inheriting this project from other. Researchers and it's kind of like, OK, well, now we've set the stage and we just really wanted to make sure that any action we take is coming from a very strong research foundation and not from that top down. We're landscape architects, we have the best ideas. No, we don't know what the best ideas are. And this is us trying to figure it out. So I will say that's to come. And then the table of contents. I guess I kind of like that, but I also don't like that in a way because it's like it doesn't give you anything. It's like, OK, yes, here's the titles, but then where's the meat and potatoes? Like, I like the idea that whoever is reading this. Gets the table of contents, but also understands why it's there, why it's important, and then what we want to do with that.
01:19:11 Jean Pierre	Try. Sorry, did you try calculating the time it takes just to read all the text that is.
01:19:18 Adrian Blackwell	I mean, the interesting thing is you don't have to read all the text you can just read the title.
01:19:22 Jean Pierre	That's why do we need this.
01:19:23 Adrian Blackwell	Because you might want more information and spend more time.
01:19:24 Benjamin Dunn	Yeah, it's like.
01:19:25 Jean Pierre	That's what we said. The QR code is a what to, you know.
01:19:30 Adrian Blackwell	I'm concerned about how many more projects we got to see we.
01:19:32 Benjamin Dunn	Yeah. going to.
01:19:32 Adrian Blackwell	Got half an hour, so we're going to move on. We have Jeanne and uh Kayleigh.
01:19:37 Adrian Blackwell	So you can go first and then John and then OK.
01:19:42 Jeanne Leblanc-Trudeau	Thank you. I think you were first.

01:19:43 Kayleigh Hutt-Taylor	OK, I have similar feelings. I think the visuals are gorgeous on the map. I think it draws you in. I think people want to come closer to this and see what's going on, which is exactly what you want. I think one comment of moving towards similarly this idea of actions or transforming this into. I know you're saying that you're still somewhat in exploring phase, but I can think of an example where I look at this and rather than this saying surface temperature canopy in low income it's saying something. What is it? What is it like? Are people living in low-income areas not having enough canopy, or are they? Does it depend or, you know, do elderly people live close to parks or most of them more than 500 meters away? OK, I feel like those are the things that you've you can elicit from these figures and will guide the next questions or guide where it is. We need more attention. You know where are the visible minorities, are they really far from? Yeah. And just the connection, I don't know if it's necessarily necessary, but it wasn't fully clear to me what chunk of this was here. Does that make sense of that? This is a piece of this larger puzzle, but it would be nice to understand the connection.
01:21:10 Benjamin Dunn	Yeah, thank you.
01:21:20 Jeanne Leblanc-Trudeau	Was the are the all the eight steps I would say. Uh, chronological?
01:21:29 Benjamin Dunn	The yeah, I would say it's been chronological in terms of the step that it's been in the research process that we've been.
01:21:36 Jeanne Leblanc-Trudeau	OK.
01:21:37 Benjamin Dunn	Except the engagement.
01:21:39 Jeanne Leblanc-Trudeau	Ah hah, except the engage with the community, because when you talk about equitable, equitability I I feel like engaging the community and maybe experts would, would be a line that talks to all the these steps because it's it sounds like it's at the beginning and then we forget the important.
01:22:08 Benjamin Dunn	[inaudible]
01:22:10 Jeanne Leblanc-Trudeau	And maybe the other thing I really agree with Kayleigh, because if you want something that is readable, I think it's less than 30% of the population that can read plans. So if if you translate what we're reading into something like a conclusion and what the map says.

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	Not. Not that I'm saying remove the maps. But what? What are we looking at?
01:22:44 Jeanne Leblanc-Trudeau	Because you talk about equitability, it's important to you, yes.
01:22:52 Adrian Blackwell	Great. Thanks so much, Ben. So now Waterloo. Oh, I have two. Now I don't know if somebody else wants to pass this around. So I think compared to the road maps we've seen so far, this is not so clearly laid out. This is more like a smorgasbord of things you can choose. But there is some hierarchy. We have our objectives in white on dark blue, so that's where we're going, so. I guess this is sort of a synopsis here. This is of the study less than our objectives, but we're going to look at 18 multi unit residential buildings in the region, nine private nine public in three different eras. So they're 18, but there are six from each era. We're going to survey a number of people and we're also going to do environmental modeling and have focus groups. So in order to do these four things which we talked about three things, sorry that we talked about yesterday. So I think one of things we didn't talk about yesterday is, is this part on the problem? And I guess maybe this is getting at some of the barriers that are part of the road map. So the long term quality of MERBS is adversely affected by the commodification of housing through which housing is built to maximize developer owner profit rather than serve resident needs. Commodification produces long term costs because buildings are developed to perform well over a limited time period. If they're being sold for by a developer, then all they're really interested in is maybe they're maybe the sale, or maybe the warranty period, but beyond that they don't really have any obligation. If they're built for rental, there's also a limited time. Once the building is basically paid for itself, then it's not as relevant how the, how well it's maintained. So in both cases, we're interested in both rental and commodity and and ownership buildings in this. So we want to look at commodification both ways. Housing standards in both market and non market multi unit housing are driven by this process of housing commodification. So both market and non market. As a result MERBS in general in Canada are built to lower quality standards and produce greater social alienation than in countries with greater percentages of non market housing. Low quality MERBS in Canada alienate residents from their ecological mileu, their social world and subjective agency. And so I think these three categories then form the kind of matrix of qualities that we're interested in analysis and analyzing within the project. So our goal is to look at these through both user feedback through both the survey and the focus groups and then also to analyze them through different to through modeling, digital modeling that will both be environmental and social.

01:26:23 Carmela Cucuzzella	And so in the end, rather than a road map, we have our five years of the project and what we're doing in each phase. So it's a purely chronological analysis. We don't really have, we haven't in this case rebuilt our seven-part roadmap to kind of get to these three goals.
01:26:23 Adrian Blackwell	Can I just thank you very much. That's very clear. And this is probably one of the few that has such an elaborate problem statement. Right?
01:26:31 Carmela Cucuzzella	Yeah, of course.
01:26:37 Adrian Blackwell	So, The thing is, it's a problem statement with a lot of bold statements and so there's no references. So I I'm uncomfortable even with some of the things that were said. You know, for example, the rental properties have a similar problematic like condo development. It's not entirely true. So it's, you know, there is a difference.
01:26:51 Carmela Cucuzzella	Yeah.
01:27:30 Adrian Blackwell	Between the maintenance that is taking place in rental properties across Montreal, across Quebec, across Canada, when you compare and is it drastic difference when you compare it to the maintenance that is that is done on a condo level and that all depends once the you know the conduit administration takes hold. So what I'm saying is if just because it's a, it's very important and I do like the fact that there is a kind of five point problem statement here, but I would be more comfortable reading that problem statement with references.
01:27:38 Carmela Cucuzzella	I mean, I think what we were saying about we were saying about the similarity was that they, they're both limited term. That's all.
01:27:39 Adrian Blackwell	Yeah.
01:27:44 Carmela Cucuzzella	They have different. They're very they're. Well, I'm saying they're very different term limits. Yeah, but.
01:27:46 Adrian Blackwell	What do you mean by limited term?
01:27:55 Carmela Cucuzzella	That the that from the point of view of the owner of a rental apartment building, there's a limited term where maintenance is.
01:27:56 Adrian Blackwell	That's what I'm not sure about that. OK, I'm not sure about that.
01:27:59 Jean Pierre	Required. Yeah, but yeah. Yeah. Yeah. I really like the. So let's forget about the table of content of the research project at the end. But I really like, you know, it's very clear in terms of the problems, the values, of course the, the, you know, the way you put the problems involved. But what I think is important and we seem to miss it in a lot of the roadmaps is you acknowledge the fact that it's a very situated problem that you are trying to address. And I think that should be even, you know, again for us. In Montreal, it should be a reminder that if we go too fast to generalization, then we lose the contact not only with the research, but I would say with the credibility. So I, I think you found a very nice balance, you know, even calculating the number of a bit like Concordia did with the elderly residencies and so I think that that's important because it gives a figure, it gives a it gives a measure. It

	gives a measure to the problem.
	Yeah, and mapping and mapping the variable is absolutely amazing. I really like that too, because again, you know, with these keywords you start figuring, like you said, it's it becomes a definition of quality and it's that's really wonderful. I like it very much.
01:29:39 Adrian Blackwell	Michael, you don't need to comment on this, but I'm just. I'd love to hear from you this morning on something.
	Not to put you on the spot, but it's. But I also thought you might have something to say about the Black Creek project too, because it's a lot about history. I mean, both of them have historical.

01:29:46 Michael Otchie	For sure.
	And but with honestly, with all of the projects I'm so interested and I don't want to take the conversation in in the wrong direction like I thought yours was really interesting. Like when? As soon as I saw that reference to Henri Lefebvre.
	Like I was really interested. Like there's a there's a book on skateboarding and architecture which is makes reference to the Lefebvre's work a lot and I was wondering about kind of like almost like how do you understand the unintended qualities of schools, which are very much about structure and systems and uh. Yeah. And I I think.
	I think with all of these research projects there are there are I have these questions about kind of like the unintended effects of the quality of the spaces that are being designed.
	Similarly, I'm not sure if you've connected with Sam in the TMU group, but she did she did work on dementia and we were kind of talking about how, yeah.
	How people with dementia have to kind of hack the built environment to sort of make it manageable for themselves. And I think that says a lot about like the whole lived experience thing is like, yes, people work within… have these experiences that are reflective of the intended aspects of design, but then there's also these, this other layer of unintended and whether with our research methodologies, we're able to pick up on those.
	And then also with the accessibility study, so I've been fortunate enough to participate in developing a course that looks at heritage and accessibility.
	And.
	One of the things that I've really learned from David Gibson's work, I'm not sure if you're familiar with him, but he's
	He he's kind of wrote the book on Heritage and well architecture and disability like that's his book. But he talks a lot about not so much about.
	Accessible design being about the removal barriers, but also what can you add from the perspective of disabled users that what is the what is the history of disability and with a with a place and then also.
	I guess because you're having to think about, you know, the entirety of the human experience, like all the different senses. You know what can be added? You know what? What's a a blind tour of a heritage building, for example, look like or how do you emphasize touch or a?
	You know, sound within a sound within a space rather than focusing on the visual.
	Yeah, yeah, you know, is accessible design, just the removal of barriers or is there something that could be added?
	Yeah.
01:33:06 Adrian Blackwell	So those were a few thoughts, but how it gets integrated into methodology or roadmaps, I'm not sure.
	Great. I wonder let's keep moving because we've got a lot more to go to.
	We do. We have someone from Laurentian?

01:33:22 Zen Thompson	Think so? No. So maybe we can move to [inaudible]. Oh. So I want to preface this with. I don't know everything that's going on here, but I want to try to represent it as well as I can, so we're kind of moving through this with lots of round table discussions, lots of communicating with the people in the community, which is really important to get the housing that is desired by people so it reflects what they want historically, what materials they want to use and what kind of the education… They want in their community is there, is there a lot of people who want to learn plumbing, a lot of people who maybe aren't so good at math so they don't electrical kind of stuff isn't as much of an interest. So lots of discussions on that. We started with rethinking quality and housing design which to us kind of meant. What? What? What are the problems right now that people are experiencing right air flow quality was talked about a lot problems with molding which is something that is affecting lots of people's health to, for, for the design. We kind of walked through. How we did the round table and then kind of what we got out of it and we pulled some quotes from the community members that we think represented what our conclusions were about the round table discussion. In our second round table, we talked about lived experiences. So what were experiences with mental health food, unemployment, which is a really big problem in rural indigenous communities, this program is hoping to also provide employment opportunities for youth through education and for people of all ages. So just kind of how we can deal with those lived experiences of poverty, food inequality through this program and what is most pressing to people and how to address those first, like food and employment for the third round table. And how we can engage knowledge of the land that has come with the community for you know, generations and then for the fourth round table. First Nations housing for northerners by northerners. You know, getting people involved, getting youths building.
01:36:33 Jeanne Leblanc-Trudeau	Yeah, starting with hands on experience. What? What do people like? Are they enjoying it kind of things. So yeah.
01:36:39 Zen Thompson	Thank you. I understand that it's very wordy. It's very text based. I kind of want to say that. I'm not. I'm not an architect. I'm an environmental science, so I I do see like that road maps are very important, especially to certain groups like who are these people reading the roadmaps. I think in lots of communities what is most received is not. Maybe roadmaps. We've focused on a lot with video. Lots of films have been made. We have lots of youths in the community who love making videos. I think it's what community members want to be involved in more. I don't think lots of community members have been very excited about making a roadmap. Themselves, but there have been lots of youths who have been excited to be in videos to make videos, to edit videos, to make the

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	sound. So I think that's kind of how we're showing people what we're doing a bit more than with roadmaps.
01:37:43 Jean Pierre	OK, so don't forget this time we kind of impose the format for the roadmap, but like Adrian reminded us that it's just the principles that we have to look at, you know in a so if it's you, if you're doing a video and I totally agree that. Probably the oral and visual media, it's probably not, you know, through reading, it's how it answers or how it feels this kind of you know. You know, needs actually. For example, how do you engage with the community properly? How do you actually establish an objective which is actionable objective? So what is an actionable objective and you can use any media. So. For the sake of doing this Convention this time we decided that we should be on 2A0, blah blah blah. You know, it could be a book, it could be 10 pages. It could be a video or song, whatever you want, in fact. But the content remains.
01:38:50 Speaker 9	Now I love the project. Obviously it's close to my heart and everything. I'm just wondering what it seems like. There's a lot of round tables going on and that's to collect information to figure out a better way to house like we're taking principles that don't apply to northern housing and that's the problem it sounds like. So is the goal here to, to create better houses or to create more houses or.
01:39:13 Zen Thompson	So there's kind of a lot of goals with this actually. Yeah. But to create more houses is really important, but also to create better houses, right. We don't want our houses molding. We're also trying to make, you know, institutions of learning. We're trying to make universities that people can, we're trying to make dorms, you know, for educators that come in, so that educators want to come in. You know people, plumbers or architects or anyone like that. They don't want to come into a community. They don't want to bring their family into a house that's molding. So we want to make places that people want to come into so that we can enable education like this too.
01:40:01 Speaker 9	Tying it back to the roadmap concept like how is there any identification of why? Why that's not happening yet. I mean we found a lot of ways that we can improve housing. But like, why? Why isn't that it already? Like that, you know, like anything like that, like, is that the next step? Like, do we build more of these or do we do more?
01:40:19 Zen Thompson	It's kind of the next step. There's also a lot happening right now that is not included in the road map. We've had discussions with Chief, we've with the chief. We've had discussions with the Council. We there's lots of talk about budgeting right now. We're trying to budget things properly. We've had people come in to look at foundations on concrete about structuring and none of

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	that is involved in the road map, but it is things that are happening in real life, yeah.
01:40:54 Adrian Blackwell	Just quick intervention and then and then to Nyla. I'm just thinking like I like this idea that the round table is the guide, right? Like that somehow the road map is through the round table, but I wonder if the quotes could be even more carefully chosen to to create. I think what Kevin's looking for, which is more like where are we going to?
01:41:19 Adrian Blackwell	You know, like I think I think it's in the quotes, the barriers are in the quotes, but somehow the quotes are like at the end and harder to understand to organize.
01:41:25 Zen Thompson	Yeah, yeah. And the colour isn't as.
01:41:27 Adrian Blackwell	But it's something but.
01:41:30 Zen Thompson	Pop back.
01:41:30 Speaker-10	Different subject.
01:41:32 Jean Pierre	OK, So what about the graphic novel? What about a graphic novel? Would that be a format that would be because? Because I was about to build on the quote idea too, because in any of our research, because we actually have round tables to establish the problems, to understand to.
01:41:37 Zen Thompson	I think that would really good.
01:41:50 Jean Pierre	You know, think out-of-the-box. So again in our in our case, we could only start building the road maps once we had a series of quotes. We said that was said, you know, at the second round table it was so important and you know we we grasp on it So what? What if we would forget about the even the, you know, regular book or whatever, just a graphic novel where.
01:42:06 Zen Thompson	Yeah. I think that would have a lot of.
01:42:14 Jean Pierre	It's more narrative. More narrative. Yeah, would be nice.
01:42:20 Speaker-10	Yeah. OK. So, for me, it's more of a comment. I think it's good that you brought up the fact that you guys are thinking of building for any professionals that want to come up because that's one of the main issues, right? Nobody wants to come up and it's really dangerous. I mean, I'm a half white and when I'm there, I'm considered as white and it's dangerous for me. So I think it's really important to build these infrastructures for people to feel safe and also sometimes. People don't want to come up because they can't leave their kid behind, so we need more than just a dorm and sometimes like maybe not mixed because that's a big issue. Yeah. So my parents, like, they built a few homes just for families to come up for teachers or doctors.

01:42:51 Zen Thompson	Exactly, yeah. Yeah. Yeah, that was something that was focused on actually there was just like two weeks ago there was, we had a meeting with the chief and talking about what do we want the dorms to look like and how do we want extra like housing for professionals coming in to look like and how we want to make it. You know, we want to make it possible to bring your kid right because nobody wants to leave their kid for, like, what? How long is the course like a year like, so to make. That's. Yeah. Something we're really trying to establish.
01:43:37 Speaker-10	Yeah, yeah. Nice. Well, I found that if I can add that, the more that the home looks like a home down South, the more people want to come back and like decoration, making it really pretty and again safe, because that's really one of their main concerns. Mm-hmm. Sometimes even animals can help.
01:44:06 Derek Reilly	I also like the fact that it's organized around these round tables, but just looking at it from here, I have a question about. A couple of things. So first does the does the first round table inform the topic for the second round table for example, and so on? Like what was the process and then? And I don't know why. I guess. Maybe if I go closer I get a better sense, but I don't know that I would understand the process being followed in in this work is. Similarly, perhaps there was work that happens outside of the round tables, right? Which isn't necessarily represented here. I I don't know if there's a way of incorporating that, you know.
1:44:54 Zen Thompson	I think there definitely is. I think I think this was very round table focus and a lot happens outside of outside of roundtables talking with chiefs. Talking with the band, you know? Not exactly. The people involved in the program, even though they are important and they're the basis of the program, but a lot of decision making and power comes from that. And that wasn't really, it's not really reflected in this. Yeah. That's definitely something we could add in the future, yeah.
01:45:31 Adrian Blackwell	Thanks so much.
01:45:33 Speaker-10	Just the last one just you said the chief is included and the band just to keep in consideration that those will be the the privileged one of the community and and they don't always have the voice for everybody. I know you can't.
01:45:46 Zen Thompson	Yeah. Exactly.
01:45:50 Speaker-10	If you're only trying right, and that's what we're all doing. Yeah. And it's really thank.
01:45:55 Zen Thompson	You. But yeah, just to keep that in mind. Yeah. And it's especially hard because elections are every two years. It's like what can you do in two years? Yeah.

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01:46:03 Speaker-10	Yeah. Yeah, no.
01:46:08	And we're doing more things than that.
01:46:08 Adrian Blackwell	Can we? Yeah, we should move on. Can we? Is Athabasca Calgary's next? I'm just thinking maybe Athabasca would be good Segway, I don't know.
01:46:22 Achraf Alaoui Mdaghri	There's a lot, yeah.
01:46:24 Adrian Blackwell	Some is somebody's representative, yeah.
01:46:48 Michael Otchie	OK. So I mean, I'll just sort of preface it with the, you know, I haven't had the same depth of involvement as a lot of the other participants, but I think it's a fascinating project. I'm really excited to share. So what we're looking at is regenerative communities, which is, you know, very broad concept that really sort of networks in a lot of the issues that we're seeing today to deal with like climate change and resiliency and you know, sort of precariousness of… Different economies that we're seeing around the world and culture as well, like culture is a is a big part of the exploration of regenerative communities and really what does it, what does it mean to have a community that is self-sustaining, you know people are able to stay there for a variety of reasons, whether it's economic or, you know, environmental. And then also you know these are places that were able to grow as well appropriately. So as I say is very broad topic and that's really what we're sort of describing here with this graphic is just. We're dealing with this this sort of network of issues and it's something the Canadian wide and what we found as we sort of went through this sort of litany of issues that we, we were sort of considering is we really need to focus. So what we're doing is we're focusing on food and housing affordability. So looking at food sovereignty and the commodification of housing. So these were reoccurring themes and there's a real sort of sense of urgency with the with the participants and the community leaders that we've consulted so far like that, that was the real thing that was were the stand out items to explore and. I mean, as a sort of very ambitious research project, what we're, what we're really looking to do is look at, you know, this the social impact of design through testing ideas through situated projects. And you know the real goal is that communities feel involved in their own futures and. So where we where we started is, is this sort of background research similar to the last project we were looking at, there's been a lot of community roundtables and from sort of the assessment of the dialogue that's been happening. We're looking at the systems that, that are in place that need to be explored and sort of understood better and map those out and. What we what we really want to do is pilot designs create, create prototypes, look at how policy can change. Deploy. So actually, sort of get some of these projects into the real world and start to evaluate them with the goal that we could sort of with confidence, pull together like handbooks that describe kind of like solution, almost like ready made solutions that could be replicated like models of.

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	Housing or?
	Sort of approaches to agricultural co-ops, so almost like a a a toolkit of micro-interventions in places that that you know, have shown merit, that could, you know, help with this whole notion of, like a regenerative community and.
	Another thing that we've been discussing and I'm not sure to what extent we'll be able to discuss it at this point, but is the idea of working with universities on competitions where ideas can be explored in consultation with community groups and?
	Yeah, we.
	Yeah. So look at looking at all of these. These broad topics, one of the things I think I may have not mentioned is that we're in terms of the situation, projects that we're looking at. We're Athabasca University is in.
	Northern Albertas that we're…a lot of the students from the university are remote. It's an Open University, and so we're looking at building on that. That whole idea of being remote. But at the same time engaging with the local communities in the proximity to the university and.
	And we're also interested in exploring kind of like the age that we live in now where we have the technology to do things remotely and the sort of the, the benefits that you know that have emerged as people live a more remote based lifestyle. What does that mean within a rural, sort of remote context, you know, particularly cognizant of the cultural issues that exist within rural remote communities like the sense of, you know, lacking opportunity, the sort of suppression of a lot of the cultural practices that have been beneficial for traditionally.
	Which aren't part of contemporary life like so.
01:53:06 Speaker 9	You know, there's many layers to this and you know, we're as a group. We're very ambitious about how we can sort of demonstrate the possibilities.
	I think it's very clear. I think that that first poster, the graphic there is is very, very clear. It's like your title is easy to understand. The problem is at the centre of the circle and it radiates out.
01:54:13 Michael Otchie	You got, you know, kind of a barrier tied to each one and then you have a timeline with objectives on the outside of that too as well, each of those being cleared, the right one is well, you got a timeline. The only thing I don't understand on the right, that's the Y axis and that's been the case for a couple of things. Does the what does the height represent anything?
	That's a good point. I think it's more to do with kind of like the level of kind of involvement. So like the push to to. Sort of gather information and participate in in projects and then it's like once, once that initial. Once that process is kind of like reached its apex, then it should be more of the process of disseminating which.
01:54:19 Speaker 9	You know, maybe certain things drop off because you know things have been tried and aren't necessarily the way to go.
	Gotcha.
	Sure.
01:54:24 Benjamin Dunn	Yeah. Thank you. Thank you.
	Yeah, I would agree, I think that there are like both clear and interesting visuals that are getting across what you're trying to

	say. I think what I. I'm interested in is like how you came to those sorts of buzzy, you know, lines of text there like, right, you know, the lack of representation in rural, you know, all of the are those research based are those from things that you've read. Are those just like you guys had round table discussions and you sort of chose these things? Yeah, I think a little bit of that. Yeah, a little bit like understanding the context and kind of with those as well, like why this has become your process. I mean it it all like I read it and like I I believe that it it makes sense like it is is clear and it's strong.
01:55:09 Benjamin Dunn	And then I think somehow like understanding this spatial context a little bit more. So you did touch about at the end about like northern like I've lived in rural Alberta. So like I am really interested in this.
01:55:19 Michael Otchie	Yeah. Ohh yeah, right, yeah.
01:55:23 Benjamin Dunn	Like who are you working with? Who? Who are the stakeholders? Who are the actors? Where are they and what are the? Well, I guess those are the problems that they're facing in, in the middle there. But yeah, I think I think there just those two things for me.
01:55:44 Adrian Blackwell	We we're going to go a little long right now because I want to get to Calgary and UBC. I don't know how long we want to go. It looks like people are going to be in here in a second to eat lunch. So let's so maybe I I agree. I think this is super clear. Thanks so much, Michael. And why don't we move to Calgary?

01:56:12 Speaker-10	So.
01:56:15 Belle Gutierrez-Kellam	Similar to Athabasca, Calgary kind of took a different approach to building the posters to most of the ones that we've seen.
01:56:22 Jean Pierre	Maybe another strategy could be we take half an hour of the next session just to finish to so that everybody because it's important that everybody get a feedback on the road map that I fully support and and you might see that the the, the next workshop will be more on you know on National strategies, but people will need to have their own road map, so maybe one now and then a couple later. How many?
01:56:46 Adrian Blackwell	We only have two more.
01:56:46 Jean Pierre	OK. OK. So it's true that it's going to become more noisier. Yeah. Yeah. Yeah, I think so. Yeah. Thank you. Thank you, guys.
01:56:50 Adrian Blackwell	I think I think maybe it's better that we just do both.
01:56:56	Great.

| 01:57:03 Achraf Alaoui Mdaghri | Thank you very much. |
| 01:57:07 Michael Otchie | Oh yeah, yeah. |

ROOM 9

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

Room9_ Location: IDEA Building - Room 1003			**14 Participants**
First Name	**Last Name**	**Organisation**	**Research Site**
Veronica	Madonna	Athabasca University Mino Bimaadiziwin	Athabasca University
Shirley	Thompson	University of Manitoba	University of Manitoba
Darryl	Garcia Wastesicoot	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 3 - Action Goals for Roadmaps to Quality in the Built Environment

Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-06-17

Report produced by
Yu, Nicole *(Concordia University)*

9.1. Summary

The general impressions of the road maps and their goals, as well as the pathway to achieving the goals of the roadmap were discussed. Three main aspects were brought up, 1) the roles of the different actors in the process of the roadmaps, 2) the need to adapt the current roadmaps for broad communication, and 3) factors for making feasible recommendations for successful policy implementation.

Through sharing the experience and thoughts when working on the roadmap, the roadmap process was discussed where it was agreed it should be an iterative and cyclical process, rather than linear. This brings the question of the role of the different players involved, specifically practitioners, the public, policymakers, and researchers. The researchers in the group deliberated their role in the roadmap, pointing out that researchers are able to contribute to knowledge creation, innovation, as well as monitoring the outcome of policies. They can also be brought back to the process after implementation of policy for such purposes. However, they are not trained or equipped to make on-the-ground changes, so practitioners and policymakers are crucial in the implementation stage whilst researchers serve as a bridge between knowledge and action. The public, users of the space, should be at the centre of the whole roadmap process as their lived experience is crucial to understanding how to design for better quality in the built environment. The project should therefore ensure open discussion with the public to make sure results are creating positive and desired impacts.

Where the roadmaps are currently at 2024 at the mid-point of the project, an end point is not yet in sight. Now, communication with partners is key to make sure the roadmaps are involving the users and partners to co-create the final goals, where adapting the roadmaps to the language of the audience is vital. As there are diverse stakeholders involved in the roadmaps, the group discussed how the current roadmaps were not in the best format or "language" to be communicating the project to non-research partners and stakeholders of the targeted subject matter. There was a consensus that adapting the research findings and goals into the language of the audience would be important for communication. A strategic communication plan was suggested to make the roadmaps accessible to diverse audiences, potentially with multiple versions of the roadmaps to speak to practitioners, policymakers and the public.

As there was a resounding consensus that policymakers were important players to carry out the recommendations from the roadmaps, the discussion circled around how to make feasible recommendations and action-goals in the roadmaps to bring about change in policy. Ultimately, the goals of the roadmap should be future-thinking and holistic, coalesce shared values, and consider the interrelatedness of the diverse factors and drivers within contexts. They need to be regenerative and equitable, and ultimately centred around primary participants and involve adaptable tools for practitioners and policymakers. To persuade and motivate the change, goals should also be envisioned and visualized with demonstrable precedents or international examples.

9.2. Detailed Transcription of the Workshop Discussion

Time + name

[00:00:00] Fadi Masoud	Here. So Shirley and I were, even though we're told to follow the script, we're not going to do that because we didn't even follow the script yesterday. I know it's all on the mic after. No, I think it's, you know, the the way these questions are structured, they're kind of like leading into each other and it's very hard in the flow of conversation to be like "No. You're now answering the second question. Go back to the first one". So I don't think it's very useful, but maybe we'll start with what the students actually have to present at the end of this session and put it on the slides because they're a kind of goal ultimate goal of the conclusion. And if we keep that on our minds, maybe it's easier to steer the conversation towards those two things. So by the end of this workshop, this morning's workshop, we have to select the top two knowledge and action goals for the roadmaps. It doesn't mean for every single road map, but the general goal of these road maps. So what are the top two knowledge and action goals that we ultimately want to achieve through these road maps? Not as individual projects, but as a general method? I think, if I'm correct. And so the two, the first question on the agenda is to kind of have an open conversation instead of going one by one about our impressions and insights of the road maps in general-- what could be key components that makes them effective? We're welcome -- We're – we have them here too, in case you want to point to something specific on your own road map that helps you answer that question, or if you have something just more general that you want to share, you're also welcome to do so. And then for the second question, there's a idea about common knowledge and action goals for the road map. So if there's threads that we can tie together and we started talking about this yesterday again too. So again, I guess in the fluid nature of the conversation, we can combine the first and second questions asking about what are our main impressions and insights about the road maps, I guess, as a method or as a framework or as a tool, and what are the components that make them relevant or not? And then the second one, if there's common threads between them between the action goals of these road maps that we can connect across sites and across methods. Again, ultimately answering the question of selecting the top two knowledge and action goals of the road maps. Did I miss anything?

[00:02:47] Shirley Thompson	That was brilliant. OK, so maybe I can just start, to get it going. Is… just a general impression, is this idea of a road map -- it is a journey, but I guess I teach project management and usually it's a circular journey where you revisit and it's adaptive, right? So this road map that seems one way might be kind of a -- like it's already creating a path that, a linear path that might not help our, you know our way of thinking, right? because we have to revisit and I don't know if that's what you do in architecture like that. You don't think of project management and adaptive management. So I'm really intrigued at this approach and I would like to know more.

[00:03:39] Chris Wiebe	I think it's probably it's probably embedded within SSHRC. It's embedded within the reporting system. So I think well, we can be, you know, creative or innovative or more broad minded, I think, in the way we think about these road maps. We're sort of stuck in this kind of one-eyed seeing that this funding

path leads us on anyway, but I mean, I'll have to say like we'll have to be creative within it if we want to do something slightly different.

[00:04:16] Firdous Nizar	Could I respond directly to that? OK. Yeah. I don't think the intention of the road map was to be linear because I had this conversation with Jean-Pierre when we were making our University Of Montreal road map as well. And I was like, oh, this looks a little too linear for me, because even in design thinking, we're always thinking in iterative processes, right? So I don't think that was the intention. I think it just came about that way when the way the panels were structured. But definitely in terms of time, I think the intention is to set short term, mid term and long term goals that can circle back and forth. But maybe the intention of creating a road map then was just to identify all those milestones. All those steps that you have to take and what are the different things that -- OK, you went through that critical path, but maybe that wasn't it. Maybe you need to branch out, start doing something alternative and then come back, circle back, and then, yeah, so I think it's OK to have a combination of the two, so to speak, because yeah, I think the road map at the end of of the day is trying to be forward, thinking toward the future, that I think that was the only intention. That it appears linear, but I think it's a time thing rather tha -- yeah, because the process I think still it can be circular, yeah.
[00:05:47] Veronica Madonna	Yeah. At Athabasca University, we're feeling the same thing that it was challenging to think of it as a linear process and that there was a beginning and an end. But I guess, you know, there had to be an end at some point. But maybe one thing that we can think about is what's the future? Once this grant ends, like, how do we continue the circular process? One of the things that we did to try to mitigate that linear kind of condition is that within, well, first of all, we developed the first diagram, which was a circular diagram. That was our guiding tool as we're working on our research and these are the main objectives that we are looking at and starting to look at because it's going to be more that get developed. So that was and the reason we put this first is because it was most meaningful for us. These were the, you know, the conditions of the rural landscape that we're studying, the enablers, the short term goals, and the medium term goals, and these are the things that we're following through our guiding principles of regenerate design. But then in our road map diagram, which is the next one, which is kind of like a journey uphill and then we start to come down [referring to Athabasca university roadmap] -- I guess maybe there should be more mountains after this. But there's a circular process in there that maybe doesn't come clear in here. Maybe we can kind of make that stronger in that when we are working on the foundation and design implementation, at each stage there is community engagement that helps guide that process and so, I think we have like four or five community engagement processes planned and hopefully we can actually do that in the time frame because they it's very important that that happens at every step of the way. And I think that's one of things that gets missed in practice is that you meet with your stakeholders once, twice, maybe three times? And then you go off and design your building, right? and hope everybody's happy in the end. Usually no one is. So there's a circular process that we try to develop here. But yeah, disturbing that there's a beginning and an end. There needs to be a continued landscape here.

[00:08:01] Michel de Blois	Well, I think it's obvious that in design we go through the iterative process. It's even more than circular actually, there's back and forth between different elements. I like the dream catcher this morning, like the web illustration of how things are connected and if you leave one out or if you cut one link, everything falls apart. So in our approach, in the design process we do a lot of mind maps. And I like your wheel where you identify all the different elements. But what we do from there is that we explode the different elements, so we separate them in order to be able to draw connections between these elements, because now it's like a 2D representation, so you see all these elements, but how they interact together, we don't see it. So I think in the web spirit, it's how can we take some of these elements and see how they do interact. So, and then you can build and to come back to the timeline, not the timeline, but the linear process. I think inevitably there's a time constraint. There's a there's a time dimension to what we do. So things will unfold on the timeline in a linear manner, but. Within that timeline, you know there's a lot of iteration that happen between different elements of the project. So I think we should be able to identify what are the key elements that are a priority for us. And how these interact together? You know, there's always three things that we deal with in projects, it's human beings, like actors, environments, and then objects or devices that we use to, you know, work for our projects. So how these actors within context interact with different objects. You can either identify problematic takes differently, so for every step of this process you always have these two elements that interact and as an objective I think would be to -- I liked also your map [referring to Firdous, University of Montreal's road map] because you said actions for teaching, actions for policies and the third one was action for the first one.
[00:10:30] Speaker 5	I think the first one was, yeah, short term was the education. The first term was *inaudible* recap of the content of the roadmap
[00:10:37] Michel de Blois	But there are actually 3 spheres that are that are interacting really interestingly. Yes, we want we want to modify policies for sure. We understand that it's if policies don't are not modified, we won't go anywhere -- professional that's it. So, I think one of the objectives of road map is to say If you want to take action now, how can professionals use what we do right now? Generally speaking.
[00:11:13] Veronica Madonna	I just wanted to explain something about the circular diagram and maybe just to kind of lead on that comment. One of the things that we're going to plan to do next and -- we were inspired with the circular diagram. I'm sure if anyone has seen the planetary boundary diagrams? where they judge, you know, the impact of the planetary boundaries on -- you can do it on Earth as a whole or you can do it as a city or a town -- So each one of the challenges was kind of the darker orange elements [referring to roadmap]. One of the kind of key objectives as we move through the project in a way to kind of assess are we actually being, you know, are we creating something of benefit through our actions and we're going to start to test those against the short term and medium term goals and start to create planetary boundary style diagrams to say are we hitting them? Are we actually going the full way or are we falling short? And if we're falling short in any of them, it's a question of why and how we then focus on that and making sure that everything tries to stay in balance. So that was kind of one of the things that we were going to be looking at next

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through this diagram and try to use it as a way to gauge -- is our research actions actually having benefit as a balanced system rather than an individual element than the other.

[00:12:36]
Sarah Jervis

Firdous, I was wondering if you could speak to the diagram on the University of Montreal Road map entitled "Nothing about us without us" because that strikes me as very nonlinear, but also. I don't understand it at all. It's visually overwhelming.

[00:13:00]
Firdous Nizar

I hate to say this, but I wasn't there when they made this diagram. I literally there was just like, OK, to be continued. There was just like boxes there and they were, they went out and made the diagram. But I was there. I was involved in making the other three chunks in here, I think "Nothing about us", "without us", it came from the design justice literature that I'm very close to when I'm doing my research. So the idea is that, I think it's similar, it ties back to what Carmella was mentioning in the plenary yesterday morning, is like, leave no one behind, so ensuring that we involve all the stakeholders necessary to find all the pieces that we're trying to get to the end goals. I would say in this diagram, from my understanding is that collecting the lived experiences at the core of the whole thing. Then we have issues regarding research and education, and where does lived experience fit in that? So we have all these questions in the way that we want to ensure that we interact, we holistically interact with all of our partners responsible. Particularly in our case I think special needs more and more, realizing that -- I think I mentioned that this yesterday as well. – it was somewhere around the third round table that we had with our partners that we started to realize that -- oh, no, it's not only the lived experience of the people with special needs, but also the people accompanying them to take them to these different public spaces. One anecdote that one of our partners shared was that when they for example, took kids on the autistic spectrum to the Musée de Beaux Arts to show some of the exhibitions. They're very not only visual, but they're very tactile. They want to go and touch the exhibition. So the people accompanying them were also trying to manage the interactions in that lived experience, in that environment, right? So you need to also consider their needs and their requirements as well. In some other cases where like OK, we might for people with neurodivergence, or if they're feeling over stimulated in the surrounding, they need to have a room for isolation or to calm themselves down. But does that work with every, you know, is that just like a one-off solution that's just like low hanging fruit? So to speak. So the idea there was that OK, we're making sure that we're having. All the actors figure it out to them. Try to interact with them and not just have this -- OK. For example, at Concordia we're studying elderly. They were studying elderly, but we're not only focused at the elderly, we're focused at the caregivers. We're talking about the healthcare systems, all of these connected to. The built environment that they're -- because that all affects the experience. So I think that, yeah, to answer your question.

[00:16:19]
Fadi Masoud

Someone else want to say something? I'm gonna lead onto the follow up question that about effectiveness of the road map and ties to the impression. I struggle to fully understand if these are research posters, you know, the way at a conference like they're basically in some way or another, a summary of the research that we're doing as a poster format. But they're also trying to have teeth and power and change things. I've personally never seen

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something that a research poster that somehow is also trying to be, affect policy and have change or affect -- have like meaningful change in, for our partners or in, you know, the real world, so to speak, which is I think a really interesting dichotomy to be in. So on the one hand, you walk around the room and it feels like a research conference poster to a specific format in which we were asked to follow a road map, whether it's linear or circular, jumbled, mumbled -- whatever it is, I don't. It's not that, it's -- I think it's trying to be something more than it can be in this format and I don't know how that translates, because absent -- my first instinct, and I was telling this to grant yesterday, is that if this doesn't turn into some kind of policy for our partners that they could then implement, it's very hard to understand it as just kind of like a set of recommendations that are just summarized graphically with arrows and icons and little more arrows and more icons and words that most people don't understand. So, I was thinking for example, how did Toronto get its green roof bylaw? You know, 20, almost 20 years ago now. It was, must have been very vanguard. It must have been way ahead of its time. Someone advocated either from the bottom up or left to right to force every developer above a certain square footage to put green roofs on there, even when the technology was not that great as it is now in terms of how easy it is and load and maintenance. Somehow it happened and became policy and we here maybe collectively agree that it's a good policy to have green roofs. But who you know, 20 years ago, was it who? Who got to convince them to do that? And how did it become a bylaw? And what are all the co-benefits? You know, you can talk about the green roofs from the pollinators' perspective, from the seeds, from the living beings that were excluded from the roofs of Walmart and are now there. Or we can talk about it from its environmental benefits. But it would have been something that, if we were, if this was to become a road map. I'm just using that to illustrate an example, but it could be anything, you know any of the different projects. What does it mean? How do we translate these from what seems to me like a graphic exercise, a visual summary of our ideas and research, and translate that to something that has teeth. And by teeth I mean like really have spatial and physical impact, not abstract concepts like, a lot of these things are noble abstract concepts in some ways, but if we are to make these things physical and spatial and manifest in the real world, I think there's a gap between the road map as a summary of our research and partnership and how it becomes real in the real world. So I just want to put that out there.

[00:19:57]
Veronica
Madonna

I was just going to maybe add to that we struggled with what is the road map as well and we took the approach that it was about the journey we're establishing to go on, and not so much about the research summary just yet. So that was for, for us to get organized in order to then be able to have wholesome discussions with our partners and even within ourselves. So it's really just a visual organization of our own research methodology and journey, really. But it can get very tricky in terms of putting too much information on that. It then becomes a summary of the research you've done versus what are your steps and actions. Maybe you have to go back and forth. Maybe there's another kind of poster that's needed to then assess what you're doing. Are you on track? We struggled with that question too, yeah.

[00:20:55]
Chris Wiebe

Yeah. Oh yeah, really quickly. That's really interesting. Funny like that to bring that forward. Because I think it's, it comes back to that conversation. Maybe it was you Grant, or somebody brought it up yesterday. People don't have-

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- we're sort of down in the weeds with this project. We've jumped ahead. But like, the first part of it is actually the sort of the consciousness raising with the public. If you want to actually have an impact, it's 99% invisible -- people are not noticing. They're not understanding how the built environment is hurting us, it's what's, it's killing us with the with the, with the planet in terms of the extractive industries, I think Grant, others on the panel this morning, two-eyed seeing, talking about the kind of, you know, the pollution, the resource extraction that's happening over the horizon in other people's communities and destroying, you know, indigenous cultural landscapes, what have you. And it's unsustainable. I mean, like, thinking about those planetary boundaries that you were talking about, Veronica, we're way over. And like, even in that in that there's something that came out of the UN environment program. They had these buildings, building and climate global forum in Paris just in March. And even in there, they were talking -- It's no, no mystery to anyone. We're going to run out of raw materials. Certain kinds of raw materials, like aggregate for concrete, what have you, very quickly in in a couple of decades at the rate we're going. So I think like, I don't know where we get maybe we need to back up and sort of. Do more work to, I don't know, communicate the fact that, the built environment, you know, consciousness raised around that too.

[00:22:31]
Nicole Yu

Yeah. So I think like one of the things I agree with most of the people here about making the road map, I think why it's so hard is because it's not something that researchers usually are expected to do. You're doing the work of like policymakers and like advocacy and also lobbyists. I think, all of that. And then that was expected in the road map. I think when we were thinking about what we wanted to do then, to suit the criteria given to us was to really think and imagine if we were not researchers, we were actually people who are trying to make these changes, what will still be needed, and then the outcome was just that we had to talk to our partners with the findings that we had because, this is, we're now at the stage where we have the information and we know what the barriers are, we know this current situation, we need to ask our partners what they need to make it actionable and which was why I asked Dawn that question yesterday about what would actually get the government like to pass some of the bureaucracy, you know, get an over dated document abolished. And so I think with our respective partners, we need to have that communication and understand what format would be beneficial to them. Is it a guideline because the, Quebec like they put out the 11 principles for livability, right? And that helped us with the research and making, coming up with a new one within more specified terminology would be the next step coming from Laval's research. And so I think. The Knowledge Action goals need to -- the process, the circular process has to be like going back to the partners all the time and involving them as much as possible and in our stakeholder mapping. Our final goal is to not have the researchers. If you zoom in on that [referring to Concordia roadmap]. Under one. Yeah, it's really blurry, but we know if you down. Sorry, thanks. Yeah. So we bracketed the researchers in dotted lines because ultimately this would be removed from the equation when the project is done and it just be the partners who we had and people who we didn't have in this project who are also involved to be able to take this road map and do their own thing with it to address other problems that they can identify. So we have emerging principles that kind of like bring out some of the issues, for example, that also show relatedness that we can't have biodiversity. We can't try to address biodiversity issues

without giving the basic needs to people, if they can't access regular healthcare there, it doesn't matter they're in a very green and luscious maze, and so these are the things that we need to talk to partners about, like what is the barrier? How do we first address this and then to develop the actual final goals. So all this to say, I don't think we have the actual goals right now.

[00:25:34] Lyne Parent	In my experience, when you want to get some changes, some policy making changes, you have to do your research. Who has the power to make the decision you want to be made and what sort of decision making system they work within, and then every time you have to adapt your basic tools. There's no universal tool to convince somebody. There's a tool that is adapted to that person. Way of thinking to that person. You know, some people have to work within a system, and most of these people work within the system. If you don't know that system, you won't be able to adapt very well. So for me, it's adapting your tools, it's getting the door open. Finding the way to get the door open, finding the way for to convince somebody that there's something needs to be done. And then readjust its iterative like Michelle was saying, every time you need to adapt and every time you need to redo your document, your memoir or whatever you do. And some people need words. Some people needs, need images or graphics, so you have to adapt. What do these -- who is in front of me? It's a lawyer. OK. Lawyer have a way of doing things is which is not the same as designers and then it's a human contact. It's a tool that will help you but it's. Talking to people and working with them to get to where you want to go, but you always have to keep in mind what system they work within and what they can do for you. Maybe it's going to be a little step and maybe in two years, it's going to be another step, but it's a long process. You have to be patient. But you always have to readjust your communication tool, so that's why I was talking about a strategic communication plan. So who do I need to talk to? How do I speak to these people? What sort of tool do I need and who is the best person to speak to these people as well? Maybe it's the citizens, maybe it's the architects. Maybe it's together both of them. I don't think there's any universal tool. That's the thing.
[00:28:05] Darryl Wastesicoot	For me, I don't know if these are either for policymakers or for the public. They're more like, they're kind of in between, right? They're more getting their thoughts on the page and clarifying your own ideas for, for the researchers. And I feel like from there, we should probably be speaking to both policymakers, like decision makers and also the public and users so we might need two parallel paths and can our, does the idea fit within both of those? Because ultimately you have to like, the policymaker has to be able to communicate the meaning of it to the public and the public has to understand it in order to care and push the policymakers. And so having both of those tracks might be important in terms of communication. Like what the products would be might be a white paper on the policymaker side and might be like -- anybody familiar with Vox? Like a Vox video. That's an explainer that is like, you know, here's the complicated aspects of zoning and why you should care about it, you know? That both of those things and then is our job to sort of close the gap a little bit in, in the way of thinking and creating a methodology that it can live on afterwards. Because you said that we kind of step out of the picture. So how are we bringing that closer together in dialogue? Afterwards, I think like those two streams need to be thought of the whole time and I think some are data, like -- I think your work is very like. Logical and data oriented. And you could take it, you could say like here

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are all the points that emerge from it. But then sometimes like well, what if I'm coming in, what does that mean for me? Like how if I told the story and I said we're world building in the future we implement these changes and here's what it means for somebody going through that path. Right. That would be like one way to tell it. But then when the policymaker has it in their hands and they're saying -- this is the policy. And now I have to rationalize it. I have the diagram that explains here's how decisions are made. It's clear, you know. But. But I don't think that type of clarity is the type of clarity that the public necessarily could relate to.

[00:30:11]
Nicole Yu

Yeah. So one thing yesterday from what Dawn had said that I kind of parsed out, even though you didn't have an answer was that we need to, like you need to know that there is mobility or like there's a general consensus among the people who. The policy is supposed to benefit like knowing a patio, and then it needs to be tangible. So I think one of the things that we also talked about is like we need a change of perceptions of people, maybe? Like, I'm just going to go to mowing lawns. The education needed have since started much earlier for people to now be like, more OK with not having. Wood, grass. So what? We need to be maybe doing urgently is now that we have these findings to do education or like promote quality like that these people thinking about this. So maybe this is something that we could start to do with what where we are currently so that by the time the project ends there will be enough mobilization or motivation to adopt the plans that come out of it.

[00:31:12]
Dawn Clarke

When I'm looking at these diagrams, I actually wonder if we should put the professionals again at the end after policy, because those are the people who are actually getting the product on the ground, right? Like it's not research. It's not us sitting here, it it's not. It's architects. It's builders. So what we find is that the policy is a critical piece and it's not a problem of care, like lots of people care, everyone cares. It's not that people don't care in a general way, but. At the end of the day, economics rules the world, right? So you've got to get these things embedded in policy so that people are required to do it, not just talk about what a nice idea it is. We know these are nice ideas. We've known these are nice ideas for a long time. If you're not required to do it, some people are going to do it. Right. Most of them are not. Because it costs more. In a lot of ways, you know, and that's part of the exercise that we're going through now is trying to determine how much more it cost. Does it have to cost more? If you rethink your process and you embed these things from the very beginning instead of add them on at the end? You know, maybe it doesn't actually cost you more in terms of. You know, time, time spent in your process or you know, whatever. But the issue in my opinion is not about people caring or knowing. It's that. How do we require them to do it? Because at the end of the day, the person who's paying the bill is going to say, well, you know, that's a really nice guideline. I'm not going to look at it because according to the land use bylaw, I am only required to put in four trees and they can be Columnar Aspen and I don't give a single shit about the fact that you want canopy trees because you know I want to sell, you know, 4 square feet more on my site. So if it's not policy and if it's not part of decision making, are we going to make our decisions based on findings that come out of this? It doesn't matter. I mean, it's nice to sit and we've got all of this data and I know we all want to -- we all think that what we do really matters and of course it does, but at the end of the day when the rubber hits the road right, and I think that's what we're talking about, we're talking about what's actually being built

and getting out of the ivory tower and getting it on the ground for people to benefit from. I think that's where it really has to, and it makes a difference in the way we handle our processes and it has. Makes decisions about the process and decisions about whether that ultimate product is going to be approved or receive grant funding or you know, things like that. And maybe that's a way to disseminate, you know, some of this information is, you know this if you're going to get federal funding for this project, whatever that is. You know it needs to meet 80% of this criteria or these kind of common values that that we're kind of looking at identifying that are specific to projects, but if we look at all of you know, if we look at the commonalities as we've all said, you know, there are absolutely shared values here, right? Whether it's about well any of these, any of these road maps, these shared values and I think that's maybe what we have to kind of coalesce. And then turn that into something that actually influences the decision making the policy first that the people are required to do. It is my opinion.

| [00:34:54] Shirley Thompson | Great. So I'm not an architect, but I did work with a group of architects. I'm still working with groups of architects. But two student groups and they came out to a First Nation reserve. And there was 40 students. Did we get one good design that the students would, you know, our program? No. Did we ask them to work together to get a good design? Yes. Even the kids, even these people who are 20 years old said, you know, these are a lot of interesting designs. I can see how knitting a building would be very, very interesting. Or whatever beautiful designs. They're all artful and beautiful art, but we really need something pragmatic. So that was that was useless but interesting. And you know, it's artful. You saw a lot of pretty pictures and diagrams, and now I'm working. Kind of in a program where we are doing design and some of the stuff we do are, you know, it's just reinventing the wheel, right? We're not doing anything big, but what we want to change is having a workshop, you know, building a workshop in a community means those kids can stay in the community. They can learn building skills and I think instead of a road map, I'd like to see building blocks like the, you know, the capacity, the other things that are part of a, because you are very situated in construction of buildings or construction, you know, parks and, so yes and yes, we're just doing one and we're just doing one dormitory and we're just doing one program and testing it against apprenticeship. But we would like that for the entire of Manitoba, right? We're doing a model and we're showing and we're writing about it. So you know it is going to be a reiterative of process. You know, I've did this before in other communities. We ran into roadblocks. We're resolving those. We're moving to the next step, right? Which is, I don't know whether you use project management like Pcda, right? Which, umm, you know, part of it is participatory research, which is action research. So, yeah, I do think it's possible to make some changes even in small little, badly funded projects, it's fun to try. |

| [00:37:46] Darryl Wastesicoot | I have to respond to two, OK. There are fundamental needs on reserves, absolutely, but when we say the world gets designed, everything non-indigenous gets the benefit of design of architecture, of people valuing it and thinking it's important. And then you go on to reserve and it's like all we need is just the the bare minimums. You're like, for me, our community and from. Our pride is like we're not valued, we're not worth it. You know? Why should we have to say we can't have things that are also well designed that also speak to cultural values. Also embody things that we see embodied |

around us that all the time in the cities in which we live. Like it's unfortunate that we come down to economics then of like, why are why are we making those decisions right? It's constraints and it's it's largely the political will to do more. But in terms of the economics, like the thing is, we've been bad accountants in, in the costs, right? Of decisions of the past, right, we apply something called the discount rate that says future value is worth less than present value and that's embedded in how we make economic decisions fundamentally. And now we are in a situation where the costs are absolutely massive because we have pushed them down the road and pushed them down to the road, and now the bill is due and we have to pay them. And so that's partly the issue that we've had. And so we have to account differently in our cities, and we have to point out where are the issues where we're miscounting things so that we can rationalize policy, because I think you're right. There needs to be an economic rationale, but it can't be based on the same logics that have gotten us to this point where it's, you know, in the in the 20-year time frame, in this very, very short scale that that we're making decisions we have to. And that's how developers work. But we have to apply different sort of policy frameworks and I don't think can just conform to that logic and I think the economic point is a good one to think about it as an implication for this, because it also constrains us in what is it that we can deliver and what can we do, and how do we rationalize the decisions, but I think I just. I hope we don't fall back into the same logics that have led us to where we are.

| [00:40:21] Veronica Madonna | I don't want to hog the Mike here. I think the conversation of policy is a very important one. I've been practicing architecture for over 20 years and I've had to break a lot of policy and regulations to kind of achieve what we wanted to achieve by policy. As you said, forces hand and so does regulation. I think the question is, what happens with, like who is making the policy and do they have the right capacity to do so? And I think that's where research can come in. So right now in my practice, we work to take research into industry for that particular reason, because I think with policy there also has to become prototyping and capacity building. If people don't know how to implement innovation, then it doesn't go anywhere. It actually falls short. And it's also skills building. So I think those have to go hand in hand with policy making. One of the tasks we're doing right now because we're focusing on housing in rural communities, is they're doing a systems map of policy against policies that have been in place in terms of housing since the Halifax explosion, actually. What was the outcome? What was the architecture that it resulted in? And you know what was the event, the policy and the architecture? Did the policy actually create architecture that was beneficial or not? And then we could start to analyze which policies were productive and which weren't. And I think it's important because sometimes policies get made in kind of a vacuum and it's not quite seeing the full scope. And sometimes you have bylaws and regulations that just don't see the full scope of what it is that someone's trying to achieve. So there has to be the policy to force the developer. There has to be the policy flexibility, though, in order to implement innovation, because sometimes innovation and policy don't hand in hand, but I think without capacity building is important. I just wanted to end up with, you know, the fact that Anonymous is in our research theme and group and I work with her very closely. And to see her break down was really challenging for me because, you know, some of the things that she talked about today are some things we're trying to change and we have to come back to that and |

remember that is her and communities like that that we're trying to make change. So we have to be very careful in how we navigate that because the end, it's the people. That we're really serving. So I think we have to just be mindful of that, I just want to share that.

[00:42:54]
Fadi Masoud

I just want to quickly build up on that. I think, I mean I. We can see -- I did a lot of teaching and research, mostly in the US, and it's really fascinating. And in Toronto, too, you can actually trace the boundaries of where Red Line neighborhoods were where essentially, you know, only people of color were allowed to live in cities. OK, so that was 50-60 years ago. They're the exact same neighborhoods today that have no trees, that have flooding, have more paving and are hotter and chronically sicker. So a policy as simple as zoning regulation that then has physical impact within the city creates this distribution of physical manifestations that have long term effects, as Grant was saying, that we continue to see like 50-60 seventy years down the line, and those policies often are written, you know, with biases, with discriminatory practices, with things that might have both social and environmental ramifications that are not often seen until they manifest with like, you know, it's hotter in blacker neighborhoods because there's less trees and the air quality is worse. So it's really fascinating to think about things like. You know, minimum parking requirements in buildings or in neighborhoods or surface parking changes, or standards that now can be easily also linked to the demographics that live around them but also have spatial design implications. And we don't think about the interconnectedness of those things. So. The Ministry of Transportation regulations for street design, you know, size of fire trucks actually changes. How people inhabit space and then has an impact on heat and that has an impact on road safety, like, these things are all interlinked, but they all boil down to these very banal, from my point of view, standards that we often don't think about as having design, you know, design ramifications, but are also never thought about both as social and environmentally linked. Nor do we think about them in terms of the quality of life they create for their citizens. So as Toronto now embarks on their green street standard transformation they we've been advocating for those to happen in the in equity deserving neighborhoods first, not on rich streets in downtown Toronto, not in other areas where those are going to be the most visible, but in places where they're going have the most impact on the populations at the intersection of climate risk and social risk. But those also deserve design, right? Like they're not just going to be another nice -- they're not just going to be a street that performs in terms of the utility of it, but it also has the added benefits of ecological benefit and social experience to have, like a nice street to walk on, right? And those are going to be in, you know, Black Creek and in Scarborough and in places where design is often never thought of as relevant. It's just the standards that are given, but those are coming down to policy again, like it's like the change in Ministry of Transportation guidelines that are trickling up and down that are then forcing the city to design their streets differently. But the road engineer would have never wanted to do that first, right? Like, have a nice sidewalk in Scarborough.

[00:46:25]
Firdous Nizar

So, when I was working at Concordia University on the livability aspect of the aging infrastructure for age-friendly cities, so I was looking at the WHO guidelines and the fact that they have a distinct set of indicators for economic concerns, not just their social and physical environments, but they're also,

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they identify, they're acknowledging that economics, socioeconomic disparities within elderly communities actually play a big role in their way in their quality of life. So I started from that bigger guideline which is supposed to be global, and then I also looked at City Of Montreal, had a few, I think action plans back in 2018/2020 framework, I believe. I looked at some of those action plans. Which you can see there are some inspirations drawn from the WHO guidelines as well, and then it's localized, right, contextualized. There are more added action items. But what's interesting to see, even when I was doing the content analysis of some of these policies is that I spoke with some quote-and-quote, not experts, but like they're involved in like making policy documents and I was trying to understand what are their intentions behind making these documents. And OK, I was trying to imagine, OK, what was the room like? Did they really have elder citizens in that room and did they really listen to them? How did that document come about? What is that power relation like? What were the intentions behind putting that document together? And I wonder if we can reach out to them and we and get their insights now, because maybe they're the ones who can critically tell us that, OK, we put together that document that that, that. Because we were motivated by these, these funding agencies, for example, or, you know some kind of more pragmatic concerns, but. Maybe these, these things may not work because, etc.They can give us a more clear idea, because then on the ground when we're doing interviews with the residents, we are clearly identifying barriers in their built environment, so we are identifying issues that they don't have access to public transport, like just bus stops would be nice in front of you know, accessible bus stops in front of the elderly care homes. They don't really have just that, let's just start there, because the assumption is that the older you get is that you don't need to commute a lot. But no, that's it's different, they want to go out there and be in the commercial urban centers as much as, you know, so the elderly homes in most of the cases that we studied were in the suburbs and that that kind of dependence on resources, to a point where their autonomy and their economic independence is also question. But I'll like to say there was a definite disconnect between what's on the ground with the interviews that we did and with the policy. So, in some of the questions, because we were also revising our interview questions with the for the residents we were trying to think, OK, how can we start a conversation with the elderly citizens on the policies that are existing, how do we start that conversation? Because it's, I'm not we need to first build awareness on, OK, these are what's on the ground, on a municipal level on a provincial level and on a federal level, this is probably why there are some conflicts and this is probably why it's reflecting in your lived experience at the moment. Just there, we already have a challenge. So that that's something I feel like needs to be more, we need to figure out through this research perhaps is to try to also -- I think this is something that Grant brought up earlier, is that, yeah, policy and public, but we need to try to find a way to bridge that, to try to make policy accessible. And now for the public to then give their opinions about it and from their own lived experience as experts on that, and then how that then goes back to policy. Another thing I think I wanted to point to, yeah, definitely the education system needs to reform alongside that. Yeah, raising awareness on economy. OK. So the point that came to me was, you were mentioning about how the students had submitted the, the thing, I think for them, they gave the designs with the tools that they had. I think the thing is that in in academia, the architecture training that I was given, it was like, OK, you should you need to put your creative spin to whatever

that you're bringing to the table, right? You need to be artful. Yeah, exactly. But the issue there is that we're not taught about the economy, the economics of our design we're not talking about the finances of our design. Those pragmatic aspects of our design, unfortunately, we always given a rosy picture about architecture, even in I don't know where you studied but in India was five years. I wish they had just like one semester or one course talking about finances. And they didn't. And then you're just like, hit with reality when you go to internships and yada. And then you realize that, oh, it starts with a very beautiful you all seeing the memes on architecture, right. It starts with a very beautiful design. And then there's a iteration iterations and then becomes a box. There's just so much so much that's cut down. And it's because they don't realize it's about bringing those pragmatic approaches from the get go in in academia and yeah, I think that's where we need to start too, yeah.

[00:52:51]
Shirley
Thompson

Yes, I know you have something to say, but can we do this first is we have to select two main insights and main impressions. For the road maps, can we distill it and help the students? Is there anything you're working with now that you want to bring forward as students that you think are two main impressions?

[00:53:17]
Fadi Masoud

Not the individual road maps, it's the bigger. Yes, thank you.

[00:53:19]
Shirley
Thompson

Yeah. Ohh the bigger, OK

[00:53:27]
Michel De
Blois

Well, I wanted to just. What I sense from our discussion here is that policies at the center of our concerns, is that if we want to have an effect, a real effect. It's going to be, we'll have to be able to influence policy. Lynn, you mentioned that in there, in order to influence, excuse me, to influence policy, you need to modify tools to adapting your tools to the decision makers, so identifying who the decision makers are and how to address or adapt our language. And I think the question of language is very important here and I think that we've mentioned as well that the gap between policymakers and citizens is very important and we want to bridge that gap. So tools and language to enable citizens to be able to influence policy makers, this is the goal we want. And the other thing is we want to have academia disappear from the portrait, not disappear, but being maybe on the sideline. So we're there to be able to understand the concepts and maybe provide tools and language and simplify things, but we don't want to be at the forefront of it. You know we want to help educational, we want to help professionals, we want the citizens to be able to influence policy making. We're not the one who's going to do it, you know, and we don't want to. We don't want to be the ones who will do it. So how do we enable citizens? And as you said, you know, yeah, it's nice, that and all these nice things. But what we were trying to do is to return to the citizens what they were saying in order to be able for them to be able to talk to decision makers. It's like if you don't understand what is the language of a policymaker? Say, when you say we need more housing, we, so it's it's not articulated enough for those people. So we need to give them tools so they can convince policymakers so citizens policy, you know, extract a bit academia and providing tools and language.

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[00:55:49] Shirley Thompson	OK, so some key points are policy that's pretty clear.
[00:56:59] Veronica Madonna	Just wanted to add with policy, though, I think it's critically important that the policy is supported by research and development, education, capacity building and the skills building, because without that, the policy won't be implemented properly and I think that's where academia could actually come into play, because industry just doesn't have the time to do that kind of level of, you know, digging and I think the key issue with decision makers is who is appointing those decision makers. I think that's really important. I think community has to have a say on who is sitting to make the decisions. I've been on committees where major code reviews have been implemented in the Ontario Building code on some very important you know ways of moving forward to low carbon design and I realized that decision makers had no knowledge in the innovation, yet they were deciding yes or no. They were industry organizations that should not be there because they had biases. So who is implementing the decision makers is a really important point and I think the Community needs to do that.
[00 :00 :00] Dawn Clarke	I think another thing that we run into, we need to come up with an equally compelling narrative that overrides the fear that is a huge it plays a huge role in decision making, like you're talking about the role of the fire trucks, and we're designing cities around the biggest possible fire truck, and you sit in a room and you say, look at smaller fire trucks and everyone is like, "Oh my God, we're all going to die." And it's because of you. And like there's a project that I've been working on very recently at the City of Calgary. They've, you know, blamed me for, like, the blood is on my personal hands for what happens in the next, like COVID, like, epidemic outbreak, because I want them to put, you know, doors facing the street. Like so, like people are very fear based, very, very fear motivated. Right? Like, we cut down trees so that the traffic, you know the speed camera can see the intersection. You know, all of these like major decisions that are made for emergency or the like, the fear narrative, right? And people can understand that people can relate to that people, you know, don't want it to be their family that dies on the, you know, 24th floor because, you know, we didn't have a fire truck that was big enough, fast enough to kind of get there. So, I think that's something we also need to work on if we're going to have the compelling story. That's like, why make this change? Why do it right? What is the benefit? And it's not just because it feels, I mean I, I don't know what it looks like.
[00:58:50] Fadi Masoud	I think precedents.
[00:58:54] Lynn Parent	Yes, knowledge is really important to make things change, and I think we we've been talking a lot about co-creating policies. But as I was saying before, when you speak with decision makers, you speak to human beings. You or have sometimes share your preoccupation or. If not, you try to get them there, but I think we have to talk about co-learning as well because as the co-creation of policies you have to share your knowledge. As I was saying, we have to understand the system people work within to change things. But we have to make them understand. Why we want to change things? So it's a. It's a co-learning as a co-creation. So how do we? Bring that knowledge that's

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complex to these people who have a lot to do and who have a lot of other consideration. We have to take their considerations in, into our, bring them into our way of thinking. It's economics, it's social, it's many different constraints, but we have to be able to answer these constraints with our knowledge.

[01:00:05]
Fadi Masoud

I think that knowledge. Could easily be brought in with precedents. You know, like you can show fire trucks in Tokyo that have been killed. Millions of people that are the size of this, you know, like a little box, or examples of from places around the world where it's been implemented and has succeeded. Think this project maybe lacks a little bit of precedent translation to substantiate our road maps' goals. You know, like a lot of the things that we're talking about here could be learned from elsewhere also as well and show and prove that could be done and could succeed. And I think that's one thing, maybe we could think about in this context, like, it's also I think all of our solutions are very much driven by a set of amazing values, but they're also somewhat universal I think, in many places where there is examples of these things happening that could prove proof of concept. And I think decision makers and communities really actually gravitate towards seeing things that are not abstract, but like built, and you can point to as an example.

[01:01:23]
Sarah Jervis

I I may be playing devil's advocate a little bit here, but when you mentioned like fear-based, like the public fear having a huge influence on the way decisions are made, like I think about the way that crime policies are made and how like fear of crime has led to over policing in neighborhoods and things like that. So I'm wondering how we can meter, like prioritizing citizen involvement without fully going into populism. I don't know if it's clear what I mean there. Yeah. And that's kind of my question is, where is the? Yeah. And that's kind of my question is, where is the?

[01:02:07]
Dawn Clarke

What balance is that?

[01:02:08]
Sarah Jervis

Yeah. And that's kind of my question is, where is the? Yeah. And that's kind of my question is, where is the balance?

[01:02:17]
Darryl Wastesicoot

I think you're right. You need to be considerate of fears, but you also have to provide vision, like world building -- what is it? So as an indigenous person, how can I, how can I look forward and see myself in a city? And what would an indigenous city mean? Like how would we, what would our zoning policy be might be based on a totally different understanding of relations of of space for other considerations and things like that. So like part of my work as a designer is like figuring out what that looks like, what it means so that I can explain to an indigenous person. You know, maybe the seven grandfather teachings could be our design guidelines that and it would look like this, right. I think we need to provide the. Vision. A little bit for each each one of these, which is like the way that you communicate to public and users or what the implications of this are, how do I situate myself within it? What does it mean? And what are the possibilities so that it it also you see that in parallel with. Well I'm worried about this and I'm worried about that you have to maybe like be able to assuage some of those, but you also have to provide the more projective, the more compelling and the more relatable aspect of like what

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might it be like in those situations and what these implications are? We're very focused on like the like, the sort of how, and like, not what is at the end of this like, we're not really like drawing that out very much in a lot of the road maps.

[01:03:54] Firdous Nizar	I think it goes back to the fear of the moment. We visualize an end, it might be too, like constraining or restrictive or reductive. Maybe that's probably why, because at the end of the day, this project is going to be there until 2027, I believe. So I think we're still acknowledging that we don't have the end in sight, just yet.
[01:04:40] Darryl Wastesicoot	Yeah, we don't have the end but like if you don't play it out, what are you? What are you doing with turning all these knobs right? Like if you're not thinking about that end goal, what are you doing leading up to that? I don't know what you know, you're just passing the process that you're you.
[01:04:47] Firdous Nizar	Right, right. Yeah, I think it was, Scott. Yeah. Yeah. I also wanted to agree on what Veronica said earlier that I felt like, yes, we all have a sort of a consensus that policy is something that's critical in our partnership. But also it shouldn't just rest on policy alone. It should be a whole system that we build. For me the issue with policy and the weight or importance that we're giving it to that is that OK, what happens after a policy is made? Where are the accountability mechanisms? For me, that's something that's never really talked about. Accountability and evaluation systems. Did we come back five years after our policy was implemented and understand the impact of it? And where is that research being done. And it needs to be done parallelly is what I believe, there needs to be a continuous improvement way of seeing things in my opinion. We can't just, like, stop at. Oh, OK, I work here is done after the policy was made, and then that's it. We're dusting our hands and moving on. But no, we need to be having really strategic accountability mechanisms, because, for example, I can just give you one and you can disagree with me. But like LEED certification to us, when we were trying, Dr. Carmela and I, we were very critical of that certification system because it's just a checklist. We're just going through that because it's, uh, it's a formality. It's just one cog in the the whole thing. So but are we really being? Yeah. Is it really an accountability system that works because we realize that a lot of lead certified buildings are not very livable at the end of the day. So just going to end there.
[01:07:20] Lynn Parent	You just said something very important. When policies are made, we really don't monitor the effect of these policies and that should be something that we ask for, is to monitor the effect and we need tools to do that with the criteria that we think are important because they will monitor it with their own criteria, with their own system of beliefs and way of thinking. So, when you ask for policy, you have to ask for monitoring tools and co-creation goes to after we've done it for two or three years. How do we improve it?
[01:07:56] Firdous Nizar	Because one other thing is that in the built environment disciplines, it's harder for us to visualize the impact on our lives. But when we think about Medical Sciences, for example, the way they do their research, so in line with practice for them for the doctors and for the nurses, they have to be

constantly up to date with the research that's out there to, to not prescribe the wrong medication to someone because it's critical, it's life threatening. It's urgent that they need to have a research and development to be so in line with practice. So in line with policy and it's always changing and shifting in their acknowledging that, and they're very pragmatic about, and I feel like somehow in the built environment it's not that that kind of mindset or that way of working together. I feel like sometimes it's very siloed. One department puts out a policy document that does not, that it's actually in direct conflict with another department. Let's say I don't know Transportation Department puts out a policy on something, and then that's in direct conflict with another, like I was trying to see that in the in some of the things I was doing so, that's just, yeah.

[01:09:07] Fadi Masoud	Just to keep us a little bit on track, another half an hour, so maybe can you just put those two points out there?
[01:09:20] Nicole Yu	So I tried to to pool everything together. The first one would be mainly on stakeholders and the second one would be the method and content. So first one is "Action goals should coalesce shared values, be envisioned and visualized and in the language of identified decision makers, and ultimately centered around primary stakeholders where they have a say in all stages from the research to decision making."
[01:09:47] Darryl Wastesicoot	I don't know if that sounds very clear to me as a distillation. I thought strongly that there was. We were talking about public and users and policymakers and having to communicate with both and like maybe coalesce the way we're communicating, that's more what I heard, and then I the other thing I heard was about once you develop the policy, what's the life afterwards? How is it supported? How do you build capacity? How do you, you know think through not just OK, we've created the policy, we've implemented it, we walk away but that we need to sort of play it out and understand that.
[01:10:32] Nicole Yu	OK. Well, I should maybe mention the second one also and then we can comment on that too. So goals should consider the interrelatedness of the diverse factors and drivers within the context be creative within existing systems to address pragmatic requirements to make goals actionable whilst motivating change to the present status quo.
[01:10:51] Michel De Blois	Is it possible to? Would be nice to see it on the screen.
[01:11:13] Dawn Clarke	So I have this second job that has this mission statement. It's a really, really concise mission statement that it's really hard not to buy into, it's easy to understand, and I wonder if that's maybe a something else that needs to be an output of this project. So the mission statement of this other company, is to get safer products into the hands of everyone. Right? It's concise. Everyone understands what it means, you know, buy their products or don't. But it it's not about, you know, their products, it's strongly educational, but everyone can understand it and everyone can see the importance of it. And

I wonder sometimes, and it's plain language if you know that's a start or a point that we need to bring out in this as well, just what's your elevator pitch on this? I don't have one and I've been working on essentially this project for like 7 years and it's a paragraph, right? It's not a sentence. So if you're pitching it to your citizens, if you're pitching it to your community associations, if you're pitching it to your policymakers, they have 3 minutes of attention. Can we distill any of this in 3 minutes?

[01:12:45]
Shirley Thompson

So I came up with something, just throw stuff at me, there's food over here. I started with homes and education for everyone in and by community with local materials, but extending that to parks and infrastructure. It's built environment and education for everyone in and by community with local materials. I know it doesn't include policy, but it is policy.

[01:13:20]
Lynn Parent

I would say it would be interesting at one point to come up with something like you'd put on the LinkedIn Post and it takes two sentences and people understand the objective of this partnership. I don't think, but I don't think we're there yet to come up with something like this. I would avoid the slogans because I'm not sure it reflects what we are. Our values, but to really have a nice. Short sentence, we need some more work, I think to to get there.

[01:13:51]
Michel De Blois

Yeah. Yeah. Well, in in every project I I work on, they always start with our mission is. But for me it's, if you want the mission is how you get going to get there. And "there" is the vision we want to be. "There". This is what we want to achieve and the mission is how we're going to achieve it. But it all starts with values. So what are the core basic fundamental values that we need as our target. You know, the values are things that will not change. Whatever you do, if the project, the vision goes beside your values, you'll be pulled back in. So you will not miss the target if you have identified your core values and I think our values is, you know, putting the stakeholders at the center of the process. You know, they're the ones who will envision their projects according to their needs and the needs of the environment. So I think it's it goes values, vision and mission.

[01:15:02]
Shirley Thompson

So by stakeholders, do you mean equity or like you know, because often the stakeholders are not everyone, right? So like ideally they are.

[01:15:13]
Michel De Blois

Well, actors, actors, stakeholders, people who will benefit from the project, not necessarily the people who will do it. But people will benefit from it as well. And not only people, you know, we're talking a lot about environment. You know, today we in design you used to say like "user" or "human centered design". It's not there anymore. We're really like durability and the user, the human, is within an environment so your goal is to make sure that these are respected.

[01:15:55]

All right. Yeah, I think you did really good.

Shirley
Thompson

ROOM 10

Workshop 3- **Action Goals for Roadmaps to quality in the built environment**

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 3 - Action Goals for Roadmaps to Quality in the Built Environment

Thursday, May 2, 2024, from 10:00 am to 12:00 pm

Date of report: 2024-05-02

Report produced by
François, Dener (Université Laval)

10.1. Summary

Very often we are confused on the first step to do and continuous way to follow when conducting complex intervention, initiative, action, project, politic, or programs. We require then a guideline as a reference framework to lead us through a set of well-designed and organized action accepted by each other expressing clearly where we are going and met more sense at the end.

So, insight maybe about the roadmaps as a tool built on some key components to make it effectively happen. Based on that, Roadmap as a tool and guideline must be approached as an iterative (Agile) and collaborative process with enough flexibility to identify key objectives, steps, actions, results, communication, dissemination initiatives and smart indicators. When correctly built, Roadmap should help us raise, understand, and answer to some critical questions: how do we get there? How do we go from where we are to the results?

For workshop participants, roadmap, and research strategies different somewhere in the sense that Research is more going from a problem, a question and trying to build knowledge out of it. In other hand, knowledge is only part of the roadmap. So, that the roadmap is more active, is more invested in action, in fact, instead of knowledge as the road map is mainly dedicated to telling us how to get to the place where we can change things.

Potential diversity of roadmap is aligned on the fact that context is typical and specific to addressed problems included actors, constraints, risks, and favorable factors. In fact, we intercept differently phenomenon, get different thought system, practical and scientific culture impossible to be applied everywhere in the same format or perspective.

In this perspective, roadmap could be a convergence point between multiple partners working together in a very versatile way, dynamic and complex environment where all steps are graphically integrated to guide visually.

According to the participants of workshop #3 day 2, the roadmap should contain elements necessary for proper management of the next stages for an intervention. Knowing that each actor has their own vision of the process of co-definition and co-construction of quality, we should expect multitude of roadmaps anticipating several

results and associated indicators. That said, it is difficult to expect a single roadmap with one set of results. In addition, the roadmap must integrate the needs of all stakeholders including the end user who must feel comfortable.

These differences of view were quite visible and palpable during this session considering the way in which certain participants who disagreed with the roadmap approach tried to make themselves hardly heard and understood. Some participants openly expressed their frustration with the focus assigned to the roadmap strategy or methodology as guideline, saying that minority groups such as Indigenous nations have their needs elsewhere in this process. For them, programs mobilizing as many resources should rather address the primary needs of these portions of the territory such as access to quality drinking water, access to effective education, access to homes to protect themselves, particularly during the summer season 'Winter.

The criticisms directed at this roadmap-oriented approach have also highlighted the fact that there is a sort of dichotomy in the levels of language used. For example, they mentioned that the content of the exchanges is too scholarly to be easily understood by representatives of this social category who constantly struggle to access quality training. At the same time, the approach used to identify and select the representatives of this layer of the vulnerable population does not seem sufficiently representative to them.

Naturally, this dynamic involving such many actors whose organizational processes are so specific and complex induces a certain level of complexity and uncertainty. Ultimately, by defining sufficiently well-defined key indicators, it will be much more obvious to obtain tangible results in the short, medium, and long term. It's very important to think about defining the public target of such a roadmap: Researcher? Final User? Promotor?

10.2. Detailed Transcription of the Workshop Discussion:

Time + name	
[00:00:30-00:01:11] Helal, Bechara	We're saying it's like a soft critique, basically of what we were of the road Maps. We discussed them yesterday, we presented them individually and, well, some had a few elements that the others didn't have. So the idea today is to discuss things maybe about what could be, what is more effective as Tools. You know, should we have indicators? should we have short term? long term? medium term results? etcetera. So we have a very specific sets of questions. We have somebody new with us today who was in there here yesterday. So maybe before we start, we can do like, a very Quick run of you presenting yourself, like, just a sentence, so that everybody knows who's who
[00:01:17-00:01:35] Biglieri, Samantha	And OK, just so everyone knows who's who and for fun, what your favorite fruit is. So my name is Sam vulgarity, and I'm with the Toronto Metropolitan University TEAM. I'm a professor of Urban planning, and my favorite fruit are raspberries, because I Love going out to Pick them. Ok You Go Next.
[00:01:36] Bashar Halal	Next, SURE. So my name's Bashar halal from the site of University of Montreal. I'm a professor at the School of architecture and my favorite food is speeches peaches, because it's Summer.
[00:01:47] Garcia Holguera, Mercedes	Hi, my name is martha's garthia. I'm an assistant Professor in/at the University of Manitoba in the Department of architecture, and my favorite food is watermelon, and it's the same reason because it's Summer.
00:02:01] Kylie Zeter	All right. Hi, everyone. Kylie zeter, assistant Professor of Biology at Concordia University in Montreal. and I think my favorite fruit might also be raspberries, just such a good Summer, Summer fruit
[00:02:15-00:02:21] Anonymous	See, thank you. Anonymous, Arthur Aske University. I'm an associate professor. My favorite fruit is definitely peaches as well, because you can Pick them on the trees in the Okanogan where I live
[00:02:28-00:02:43] Paloma	Hello everyone, my name is Paloma. I'm also phD Student at the University of Montreal with Bashara and I think my favorite fruit, one of them is lychee because also I like to Pick them from in the South of Spain. Nice to meet you again.
00:02:48 Brendan Roworth	Hi, I'm Brendan rowers. I'm a master's of architecture Student here at dalhousie and my favorite fruit is saskatoon berries.

00:03:00-00:03:17 Maria farfan	Hello everybody, my name is Maria Farfan. I'm a postdoc at UDM working with Amazing Project and my favorite food is Lulu, which is a South American tropical fruit.
00:03:25-00:03:36 Unidentified	Executive doctor FIB Community Calgary, I'm sorry frapping here yesterday a presenter Fanégasse. My favour foot is pineapple, it's like a fruit in the face in the Morning.
00:03:42-00:03:57 Dener François	Thank you. Dener François from Laval University. I am PHD Student in Land use and regional development trying to understand actors, process dynamic and the built environment. My favorite fruit would be pineapple too.
00:04:03 Alexandre Néron	Good Morning, Alexandre Néron from McGill University and Student. My favorite fruit is blueberries special around lac Saint Jean in Québec. Wre my family from everyone.
00:04:18 Kevin Ning	My name is Kevin ning, I'm the technical director, the Real and Foundation will of the national Partners for this Research and my favorite food would have to be pineapples.
00:04:30-00:04:48 MacDonald, Darrel	I'm Daryl McDonald. I am with the province of Nova Scotia. I'm responsible for the school projects all over the province, and I'm rewriting this design standard for them now, which is why I'm on this team that I'm on, and my favorite fruit would be blueberries. Like. Like Alexander it because it brings me back to my childhood, where. Where I grew up, there were blueberries everywhere.
00:05:00-00:05:21 Paula	Student in Engineering Education in the University of Manitoba. My favorite fruit is cachou that is a fruit and in Canada I found out a what of people think that cahuz but notice that not of the cash and cash a fruit use ever.
00:05:27-00:05:42 Jenna	Hello my name is jenna's from bigger first nation and Saskatchewan. I'm a part of the Winehouse Mani nations, and. My favorite fruit is bananas.
00:05:47-00:05:54 Unidentified	Indiana Hill Research at the even video over. My favorite fruit is watermelon special cold in the Summer.
00:06:02 Lara, Birdy	Madame's Lara, Birdy.
00:06:- 00:06:16 Biglieri, Samantha	From your glanding to break the Ice. Paker question as well, so bisra show start with a first question. I think you were going to introduce it.
00:06:29-00:08:11 Helal, Bechara	Reading it where your main impressions and insights about the road map so basic, what's your first reaction?

We have all been through a few of putting Beast together in the forum, you know where we are presently and show at the beginning where all of this was going

…Cleared up at the end, especially for us it wasn't even clear were going and met more sense at the end. So your Insight maybe about the roadmaps as a tool And the like a for up question that we can already would like you think of the key components to make in affective road map the ideals to make it affective relied on your thinking about it as a theorical thing, but what do what work best to make it a useful tool to do something? I can just give a questions: I'm probably going to go and jump into the road moved through to help to see them again. Maybe away of approaching this is in your own road map. Are there specific Tools things this is today. I'm thinking about the mapping that you know you present Carly for example. That Kind of highlight thing are the specification you find or are very visually striking Or very useful to organize without.

Anybody wants to start?

Sure.

00:08:13-00:10:00 Biglieri, Samantha	Ok, so I Guess the road map is something that I have really struggled with, like through this, through this Kind of whole processor of this Project. Like we're like, yes, it's been clear since the beginning that we all have to work towards a road map, but like, what a road is. It's not a concept in my Field. It's not something I have ever encountered or used or created at any point before joining this Project. And we really went through a lot of kind of iterations of like, is this a road map? Is that or what is a road map? How do we make this? Is it like a timeline? What is it? I'm not, I'm still not sure. I understand whatever we went into the monthly forum being like. We'll see if they like this. Kind of being prepared to talk like us on a road map and I think something i've still been struggling with, like looking at all the road Maps of the different teams is that some are, you know, specific to kind of a Research process like this is the Research steps and process we have taken. We did this, we did this, we. This some are essentially a timeline, either a timeline of a Research process Or a timeline of, you know, here's the steps we're going to take and some are more kind of abstractions of, you know-how do you get to a certain destination, a certain definition of quality and it's not entirely clear to me which One of those and maybe you can help clarify this like what is it that we're ultimately meant to, to get to and How much of it is like the Research that our site has been doing versus something that's a little bit more. We try to get these to be conceptually across is very, very different projects.
00:10:19-00:11:21 Helal, Bechara	can clarify maybe the difference between a time of a Research and a road out the road map something. And that the basic way you're even title the road integration approach of so, so the road map has an objective of getting two results. So how do we get, how do we Go from where we are to the results? The Research is more going from a problem, a question and trying to build knowledge out of it. So knowledge is only part of the road map. I think the road map is more active, is more invested in in action, in fact, instead of knowledge. It's the AIM of the road map, is to tell us how to get to the place where we can change things. But I know-how is do have

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the same title as the Research Project. You know what it was a different thing.

| 00:11:27-00:13:53 Paula | So my impressions around like the roadmap and the method logical focus of the conference like from like it. From what Carly shared of like How much work it took to understand the road map and like how methodology sometimes get like as the goal like to fit a methodology and then this morning we had like a very practical example of this, like we were going to have a presentation about who I've seen that is a methodology like it's a methodological approach, however. Half of the room Diot literature review on residential school so I believe and like in action Research methodology first that is that study context and local problems of the wise focusing of methodology we go to on size fixe all solutions.
That is the American colonized way of thinking. So Lake, I don't know, it's road map. Ten, Eleven different Project. Ten different contacts and TEN different Environments. Like it's planes in Manitoba and in Alberta there are mountains, in BC it's the Pacific, here it's the Atlantic. I don't know if road Maps are going to consider the oceans and the lakes and the Rivers like in every specific One like the methodological.
I don't know first I study and get to know the context of the place I am. So if I'm going to work with Big River like I'm going to stay the residential of Big River until what time World Day there and understand from there where you want to get and then I'm Lake okay, the road map could be away to lead me there but sometimes I get confused Lake, what's trying to feat a methodology that not necessary sometimes. Know if Heath of the room School that I found my first morning in Canada and then I did Lake three courses about it because I'm my coming Canada I should know so like it's inacceptable that Canadians didn't that Research. And I think this Research comes before methodology. |
| 00:14:01-00:15:00 Biglieri, Samantha | Who's fastest? Oh, OK.
Foundation Background Knowledge, part of why like that was want to first steps in our road map. Know the frameworks there you have in our case you don't get maybe it's understanding. How do you? How to bio decarbonisation folks, but in your case it my be you don't have you down the Foundation Research on Resident schools in this place on the Storm on going impression of this play so having I think was really important for US. It's like, well, if you are going to try and get to a solution. The problems of my history of that place Or not Field and then for. |
| 00:15:13-00:16:11 Helal, Bechara | And I'm just so I just want to add something, and it depends also of where you want to get, so it doesn't mean that what you guys are Doing is the same and can be applied to everywhere at the same time. You know, that's the thing you say it's crowded into reality, into the Ground basically. So what you're saying is you're saying the way our Research is really. Located within, you know, One community, One, and that's very enough.
The only thing is then to I think the roadmap is more like.
What are the stepping Stones that we're going to go through to get to the result and I think you present in your road map is very clear with I mean the title is very clear it's getting to affordable sustainable first housing for sorry first nation housing and also in a very specific local geographic I think this is a really important by example I could be part of the road mapping, this is where we work and then the work needs to be eventually informed |

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something else in another Provence, another Community, another like you know geographical setting, but it's not the same thing, you know?

00:16:32-00:16:33 Paula	Just to be clear like, I don't think roadmaps are bad, and like, they don't need defense. Like, I'm not attacking roadmaps like Or methodology, but like, I don't.
00:16:40-00:16:47 Helal, Bechara	Absolutely.
00:16:43 Helal, Bechara	I'm not citing photo Or Maps
00:16:47-00:16:51 Paula	I would do like we do have a road map that is beautiful when there was a lot of. Put. This but my perspective is of starting a Project with a methodology of methodological approach already set.
00:16:52	I am SURE.
00:17:01-00:17:07 Paula	That is the same for like it like in every Project. Yes. Has kind of the same output as in framework. I don't know, we could have painted this Wall zero, why didn't we do that now like this would like this is hours of work. So like people put I don't know over Fifty hours to like to put this review like and I'm not sure. I'm not saying it's wrong, I'm saying I'm not sure and I don't know if, you are sure.
00:17:36-00:18:18 Paula	If it is the best four ten Eleven but in the back over mind sometimes we think Or we should use used to White thing but like really should we state is to White Sing before having like a Deep presentation Residential system on this Mont Lean the doctrine of Discovery of the colono ways of thinking Lake. II just like am really skeptical about One size fits all, but it is a good road map like it is a good like setting. Like I'm not criticizing anyone's work, I'm just saying. Like we should have autonomy to choose our focus and the way we want to present our work. And the Community should have this autonomy too. We shouldn't bring a shape to something because this limit thinking.
00:18:32-00:20:29 Unidentified	I Guess it's about a ****** of time and time and effort. From what you're saying, last Fifty hours into this, I mean, everyone's road Maps look awesome. I personally not graphic person so I didn't make the final like images or anything like that, had an input to some content, but if you want it's about time the time that we have as a Group. To make a difference in the Community and the Partners that we are working with and hearing. By hearing one of my Partners toileted, I described her living in Samson CRE nation brings it all home because you know what is needed is actually some good housing which is Secure for Winter. It's safe from bats and rodents and Leaky Windows and coldness

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and four Or five families in One two bedroom House and the children Sleep in the basement. Urgency but Youssef Allah collective Briens and time and Energy to and other University Thunderbird United. Anathingly feel very inspired to twenty use my time with whoever I'm without a basket, but whoever wants to Partner with any of our secret getting different groups altogether, we're all like fourteen schools together. We're like a safe kind of psychologically safe Family to talk about stuff here.

We can, we can really use our efforts to make to start delivering. Our focus shouldn't necessarily be on the road map, it should be on actually building stuff and delivering. Inch, and That's why I'm picking up when I hear you talk, and that kind of inspires me to. To share what it is.

00:20:42- 00:20:47 Biglieri, Samantha	Both maybe shuffle a Little bit. We want to send. Be careful with colonel's equipment.
00:20:52- 00:20:21 Unidentifier	She looks nervous. There is a Space here, truly needs to find. Hola. Sorry to see. I'll be on the Scene.
00:21:05- 00:23:47 Unidentifier	Thank you so. Yeah, so I would like to continue, like, since it seems that we are talking about like this approach something that I would like to share is like, yeah, I was a little bit confused at first. Like OK, did we do a road map? Did we do it well, what was it? And when I was going over the rope mask, something that I noticed is that in our case we were describing what we did and in some other cases projects or teams were described what we were planning to do. So is like, yeah, that makes sense and well, but we are telling. Something that I also think in our case I need to go back a Little bit to what Paul was mention is like I think in our Group is they match action focus so we really want to do things and we have cleared the man from the indigenous groups indigenous communes that we are working with and I'm not make the first person to speak about that but I do know that we are try in Doing best to listen and to do what? And from that point of View, it's very difficult for us to build a clear map, road map because we don't even have a clear picture of what might happen tomorrow or next Summer and these things change. And for example, I still remember super clear my mind with Sylvia mentioned like the House that you deliver in One of our, I think it was in the December or November commission. It's not working. Like what guys? How is it that it's not working? The architect, where are you Doing so? For example, maybe fixing that and making that work, it's going to be of our goals. But there are other things that will start and keep happening, and I would say that. If we have something clear within a group is that we are using this participatory approach in the way that we are trying to do thing and lengthening I think at lease for me it's more about lesson in try to provide whit it as for us I don't know it that House to address a question about like what is in affected probably. Up, if you ask me as a researcher, I will say, OK, anything that can provide miserable deliverables, so if it's like kind of

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a map Or, I don't know. Yeah, like province or like that is something that can help US measure, but I don't know if that applies. We can use those same. Yeah, parameters to all the that's where my Head is a Cell tried to wrap around.

00:23:57- 00:26:00 Dener François	Thank you. And I remember again when we had to approach the Road Map construction process within my team at Laval University, it was very difficult at the first time to choose the first step to begin the Road map and the key component to align from One step to another. Some members of the team have thought that It would be interesting perhaps to express the Research at the time to put focus on data that we have analyzed. But we have concluded. It would not be ok because. It's not a Research Guideline. It's a Tools. A way to share with other who wanted to work with processes and actors Dynamics, a Dynamic to help clearly from the first The Last type to Connect together each element on the problematic solving using theory of change that was adopted. Read on the way to archive the reality that we expect. Then this is the quality building process experience that I was living with my team.
00:26:12- 00:30:17 Paula	Mercedes. What you said really spoke to me and then I remembered like because this is a frustration feeling we have like when we don't a methodology we have to feed a methodology we are researchers and we have to understand but why don't we understand because some it doesn't feed but we have to understand, we have to make a feat then I my Masters Project waster, developpe a website to sell the landless workers movement in Brazil like to saw there organic food. So we had to build the website with them and then this process after the diagnostic that is the brainstorming that I see set with all activities people like from the rural area in Rio de Janeiro and we were like, OK, this is brainstorming. Everyone share what you want. I'm a Marine engineer for my bachelor's. Like, I don't do program. I mean, so I was a Little skeptical of, like my abilities of Doing the Computer programming for doing a website for them. And then when we sat down, they were like, okay, think of anything, brainstorm, Go. And they were like, oh, we should have like a bot. We should have, like when you open the window, it like shows the sails and pop UPS and things coming up and like, all this started stressing me out. And then II pulled my coordinator aside and I was like, look, I don't know-how to do this ****. Like, I really don't, sorry. II really don't so like I'm a ringing engineer. I don't have this training. And then he talked back to me. He was like, Paula, stop. This is the brainstorming. When you sit on your computer tomorrow, all these limitations are going to be there. Today is the only Day we can. Like, this is the Dream process, so like, this is part of the process, diagnose, brainstorming, Dream, and then you find, like the the shape you're going to take. And then it just made Sense like that I was limiting their Project because I was scared, and I was frustrated because I had a deliverable to the University that was my master's thesis and I was like just my master's thesis. You know, for them it's like they're selling their work. So like this is what is important. Like, it's the website should be usable for them. So if I had to learn bought and hire a team, I will like if that's what's going to make

sale the most. Like, we didn't have to do that. I didn't have to learn popups, but like.

Because there that was what was going to give more say you and more like a good time for them in the Store more time so like we have to be care Lake up this feeling that you share like Oh I was frustrated Or like I feel like I had to feed there and on How this will limit our participants are loco actors and Lake just like this shapes.

00:29:20- 00:30:20 Paloma	You want to Go first? Ok. So here you guys talk listening to you II had some kind of an idea I Wanted to share and see what you think. I feel like there's this kind of idea of taking a sort of a step back regarding the roadmap and what I Research could be previous to this kind of work and that could be done in the context of the partnership. For example, you've talk about Foundational Research. You've Talk about inclusion of people that our concern by the Research around the table, so ICS use of ceps, that could be Point of Kind of convergence in the different Research being done that are so Amazing. Different, but yeah, so this kind of idea of ethical steps that could be taken by all, I don't know, maybe it's maybe it could not work because there is so much, so many differences in the different in the Research Project, but I don't know, II see kind of a something here hearing you guys. So yeah, it's just an idea.
00:30:41- 00:31:20 Unidentified	I think what you're saying kind of makes a lot of Sense for me. If we keep in mind what we were discussing yesterday about the user, the user the user and How for example in the plenary yesterday there was this Lady I don't remember her name that you were saying Hey like there are a lot of users that are not here that they are not being represented. So I'll think that it might look like a step back but I think all our processes like the sign in architecture Research is there iterative so bringing those voices Or in in and I'm going to the user, but it could be methodologies and. I don't think it is necessarily going back. It's like US feeling Or Or restocking like what, what what's in there, but II think it makes Sense to me what you were saying.
00:31:40- 00:33:18 Indigenous Nation Representative	So yeah I feeling. I have a unique position here because I am an user in a researcher. And monting last year a professor of University in Manitoba Shirley Thompson she use this Cana dragon around trina give my film to finnow build my skills in Stuart but that ichelly turn it a Real like work. 1It's really interesting because these two and I been to buather communities last year. Big Bravery Saskatchewan I want your last August and the Day had a School bring in a Little Bill to be built by Student. Travel cross highways to get the House out there and even up there is no road at the time and they had to pave a road through the Truth like on the Day it was delivered. Yeah, and What's interesting to me is over here at York landing, they're building a home building Enterprise that started like this last year, a couple years ago, and I see a connection about housing and building on that, you know? Like, these, like, are people want to, like, bring Education into our communities, like, we don't want to have to Chase it, you know? So yeah.

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00:33:32- 00:34:35 Alexandre Néron	So I this is my 2nd year at the convention. I think the first year I was trying to understand what we are Doing. I think a lot of people like fell that way as Wall you that were was a lot of frustration last I think I de another convention I think this year like I'm really enjoying like the conversations that will having out the workshops a setup but I do I was thinking about the same thing that Paloma mentioned early as you like I think we know take us back the looking at it mol from a high level perspective. You are each working on your individual Project like you have like you own setup deliverables your method. Like a lot of it like looks like this. It could be the same as well, but I think it's really about like really thinking about like, ok, what is missing? Like what are the lessons learned for from each of your projects and what's currently missing? Maybe There's a piece on Education like maybe the Education system isn't covering like those aspect, those more Human aspect of the work that you're Doing right now, right? Because we well what hearing a lot of stories people are sharing. Like that gets like and all these things. So we're learning like we have this Space right now. Like every year we meet, we gather, we learn about each other. But is this happening like outside of this convention? So maybe the road map is like, How can this be replicated outside? And like thinking about it more like high level, broader, not necessarily from your Project, like, what other commonalities between those different projects more from that perspective.
00:35:06- 00:35:35 Unidentified	I'm just wondering if maybe somebody could clear up my fog about all of this. I'm. What I'm seeing here is. Broad representation of of all of the groups, all of the different projects, but. But we're being asked to define action goals and a communication Strategy for the road Maps, plural. What? What's the Intent on Doing that when I haven't worked on anybody else's Project? Am I able to give any input into How they might do it? Do their communication Strategies?
00:35:57- 00:38:55 Helal, Bechara	Joyce World Two things. Well, I think the road Maps themselves again. The way I understand them is they're basically steps of where we want to Go, and those are not the same. We have fourteen sides, fourteen projects. Every Project has its own goals. And the first two years, you know, like every Research, are kind of kind of figuring out what exactly you want to do, what exactly is the State of the, you know, the knowledge and. A cabinet in contact and building de teams in understanding ready where we heading and Doing staging to do thing you know underground trying to understand talking to people and better understanding who we can do and what's the State of things. Of the road Maps is that this is what happens in the next two, three years and what need to be done to get to what you consider individually for every site as the Gold. Is this building a House, multiple houses, a prototype coming up with knowledge on eventually having something that could be, you know, could have an impact on other talking about, you know. We are focusing on user lift experience. What does it mean? How do we get it? Who do we talk to? What are the ways of understanding what to live the experience is, and How can we integrate this into a design process. So those are where we want to Go, but we don't we we're trying

to set the way of getting to these results, you know about having a common.

Road Map, I think that that's really ****. It's impossible at this point because we can we know we're redefining quality for my own, our own perspective, our own Project. With our sets of, all sets of values that we consider are important. And eventually this is this would be like I think this afternoon's question more like How can we get something that's more global and How can we, Are we going to end up with One deficient quality? I don't think so. I think it's going to much broader than that. So I wouldn't try to end up with one Position where everybody else is working together on One specific thing.

Unless that's not what you were saying, maybe I got that wrong, but there's no One Strategy, One idea at the end One result. I think it's going to be multiple results that that Kind of building a global, you know, understanding of quality.

00:39:01-00:39:56 Biglieri, Samantha	Bien satisfest Building of There's Command on like the communication strategy is and Tower, something in my Beatles a reflect down is who's the audience for these, right? Like if we have the ID is to have fourteen road Maps that our you know, hosed on living out this website Or that form relied the score outcome of the Spode national Partnership Project. But who are these road bats? Four like is for other researchers is it for decision makers, is it for you know and users Or community members all of the above and is that something that is know of defining by each group or is or we need to have some collective vision around like who do we give these kod of paquet of fourteen of going without going. Right back here if you Go.
00:39:57-00:41:34 Paula	Here I Wanted to. Ok, we were Born and the roads were there already, right? But like Ford had a Great influence on these roads. So like there was no slavery in in like it was last history of slave in Canada, slavery in Canada, then in Brazil. But like slavery ended in Brazil because it was not profitable anymore because after industrialization we need customers to keep the machine going, because the capital machine is like the economic machine is a cycle, so we need customers. Ford had a Great idea, cars. We need roads. Just like containerization, it is not a Great idea to have the same asphalt all over the World. In Winnipeg we can see. I'm sorry, but it's dump like we have to take the Snow from the streets every week. Yellow in Summer it's construction every Summer because of the port hose because the East is not made for that and fearlight sainte for ten thousand years people were using the River and the Ice roads for ten thousand years and now we have to be repairing that every ear sol the roads Wake break the roads in our light like not necessary a road mat maybe it's a Ice Road Map? Maybe it's a River. Maybe it's an Atlantic Ocean MAP, like tides map, and then by limiting it to a road, we limit our minds. So like, I think like break the road, Go from scratch. What do we need to get? Is that a road the way? Is that A Nice road the way like? Is that plain the way like? And then I think this helps.
00:42:05-00:43:13 Unidentified	I Guess is One of the Partners, industry Partners that's not based directly and working all the time with the University I've also had a bit of difficulty kind of wrapping my mind around the idea, and to me it seems like a kind of reporting back to others on methodology's Progress and next steps with eventual conclusions.

I'm wondering, though, if they could be shared or opened up in a way that would help achieve the goal that I think a lot of people described yesterday, which was finding New people to get engaged, New ways to open up the conversation and to bring more people to the proverbial table. And that to me, that would be the benefit of.

Sharing these road Maps more broadly and more publicly because otherwise it's really for the teams to kind of keep on track and for US to kind of self-report to each other on where we are in this Grant process. So that's my feeling kind. Not sure if others agree, but.

00:43:16- 00:45:08 Biglieri, Samantha	I was just going to say I really like that idea because it's about How do we invite more people in. I think for US compared to other sites at TMU, we're kind of like, we've got like a ton of mini projects that are all sort of like leading to the same thing. But we are mostly many versus like I think a lot of folks are all working on the same game thing together. So for US we did struggle we did want to make and I I'm like looking at this and I'm like a road map like similar idea towards like you know everything we're Doing is iterative it's really like a loop de loop trail that we're like for like making as we Go along right? Versus like a linear process which like as a researcher trained in a western tradition that's What we want to see right linear One to the next thing when truthfully. It's more like this Or in a Circle. So I think there was, I forgot which University it is Or maybe at the basket that made like The Big Circle One. Yeah, like that to me, like seems to make more Sense like in my Brain because, like, truthfully, it is not entirely linear. Everything we do, it is easier because that's How we've been trained to think about How projects happen, I think. But yeah, it's really, like, for me, it's this, like, convoluted trail that loops back on itself. And yeah, and I also Wanted to just like the idea of, like an ethical, like, different kinds of steps that we've taken that context setting that deciding on what the best methodology is something that I also identify with and and this idea like where we want to get, which is Great, but also like working with the folks that were working with to define what that end goal is, right. And maybe that end goal changes. I think we're all sort of like realizing that too, that that end goal can change as we do the work as we find out more things, see more barriers, etcetera. Go Ahead, Megan.
00:45:11- 00:45:56 Unidentified	Yeah, this good information here for the dissemination and Outreach Committee Meeting Tomorrow Morning, so I'll take some of this back. And at the Calgary site, I mean we've had a few Community Kind of gatherings and so it was a really interesting time to try to test drive explaining the road, right? And it's it doesn't Convert. and I think what we Heard and we're a community Partner, vibrant communities, it's like, so what? So that's cool. So do you know what I mean? And so and it's I mean people have set a variation of that here, but I think something to keep in mind, I Guess I Wonder maybe our facilitators can answer this, what is it that you want to?

Out of conversation as it relates to the road map, is it just to talk about some of the challenges or do we need to get something else out of it here?

| 00:46:11-00:46:58 Dener François | Is there interesting the discussion about the what map, the World Map construction and the World Map Component? But what I'm saying is if we take into account that the Word map is deliverable from the from is a One deliverable from the whole partnership Project. I understand that we would like to have an alternative about. Against the way we consider achieving the Research from action plan. Where we want to Go with that? |

| 00:47:07-00:48:05 Unidentified | Ok, it seems that maybe we need a New Word Or a New term in addition to road map. The linear Nature of the road map doesn't seem to align with the experiences I've had with this. This whole Project, which has been very divergent in this thinking, is supposed to linear. Being able to share and hear from people across the country different, different Viewpoints has been Great. And at some point, yes, you have a Project and you May have an end goal somewhere there and like the Dalhousie One, I can't take any credit for it, but they have very specific end goal which was to affect change in that specific topic and I'm here because of that because they're eventually going to Hope that I can influence my colleagues, who are the decision makers on some of these things? So you know, they had a very Plan. But I do struggle with the road map ID because of How linear it is, because you know, getting together like this is anything but linear. |

| 00:48:19-00:50:44 Biglieri, Samantha | Yeah, that's something we struggled a little bit with two where there's steps that are in our road map. It's like this is not actually step three and then step four. It's like those are happening at the same time and we're going back and forth and then we're looking back to here. But then we need to try to visualize that. It's like, well, now this is a mess. And maybe that's just like, that's a challenge that we need to work through in terms of. How we visualize, right? Because the road map I don't think has to be linear, right? Like it has an end point, so there is going to be a, you know, a start and an end, but there's no reason that I was thinking when you were talking about. Your like the House that you delivered and then it wasn't working and then but that's like a feedback loop, right? It's like we did this and then we collected lived experiences and then we adapted, and we didn't get like, we went through this loop until we fixed it and then we went to the next step. And so like those things, I think there's a lot of Space to put that in a road map. It's just thinking about like, how do we do that in a way that is clear and not like this web of arrows Connecting every piece, right? But partly I think we're where I've struggled is like we're in it right now. We're like in the middle of this process and we're still deciding like. Wait, what? We did this, OK, that's going to totally change our direction. And so maybe it'll become clearer as we get Closer to the end of ok, what is the path that we took to get here verse trying to sort of Project forwards and we still don't know-how many of those loops we have to do. And just to clarify my comments too, II don't think that there's no merit to the exercise and that there are not lots of different ways that it could look Or it could be interpreted by different groups. I think there is a lot of value |

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to that, especially because we're talking about Research. And actions, but at the same time in terms of their use Beyond this Group and How we're using those to communicate. What is being achieved here? I think that the formats that they're in, while full of really amazing information, is maybe not the best way to achieve that goal. So it's not. Again, it's not to say that's not without value as an exercise, but when we're talking about why we would be sharing them more broadly, I think to me it's about. Looking for opportunities to expand our projects and to achieve the goals that are stated in these Maps.

00:50:53-00:52:03 Unidentified	A thing like the road map is basically two pages which we're trying to put everything we know for this process on to, and it's really difficult to do that. You know, everyone round the table has got their own perspectives. We all, we all have different experience and goals as part of this common goal of quality in the built environment. To get so distilled like the Circle that Trish and Tyler and co worked on for Athabasca. Took hours of hours of planning and graphic skills. But to unpack it for US to understand like we're One of fourteen would probably take US a good morning worth to unpack together so we can fully understand. It's Real challenge to get the depth of knowledge and information in Institute pages of bullet point and Graphics attractive to look at Freddy canvi a message. It's really valuable plot. The courses that really a run o have been on depend on where we are, but it does have limitations on Hell Mitch we can get from each other is right mats and experiences.
00:52:20-00:55:48 Paula	What's the Weather for? Like One feeling that I have? Here a lot is like lot of Times I've been like in North America, I mean, a lot of time I've been like in meetings discussing methodology and then like when I asked the question a like, what is the goal of this? We're certainly the final objective like. People get defensive about their methodology and then like, I'm going to just State like what the goal I see personally on One House. Many nations like the goal is indigenous sovereignty. Indigenous sovereignty means being autonomous from the Systems, so like being Independent. So you don't need to Go to the City for food for your water and you can handle it. You can handle your Technology. If for example, I'm an engineer, if my AC breaks zero trying to make all the Guy. Five years in School, I don't know-how to fix an AC, so I Call a Guy, I. Saw, I'm not autonomous, I don't have my knowledge. So indigenous sovereignty, keep the knowledge there. How are we going to do this? It could be food sovereignty, it could be housing. It could be, you know, like there are several ways towards indigenous sovereignty. We will Go on housing. How do we solve housing problem? Housing people? So we have to study the Indian Act we have. I didn't even get to like, I don't know, like the methodology I'm going to use, like, it's this is the like, I think this should be very clear on everyone's mind, like the final objective and then everything that happens in the middle. It could ship. Shaped Shift, SHAPE Shift. Like it? ****** because if your final objective is being like, it doesn't ****** that you put a couple of hours like this road map actually is not taking me to indigenous sovereign team Or maybe this I'm like, no, I have to present in this Conference that there will be a lot of White scholars that they will understand better this road map and I need these people for my funding, so I'm going to put Fifty hours here so i'll get these people's funding so I

can get the houses fine. That's good. Methodology, I would use a road map to show people in this Conference. I think everyone here, but maybe I wouldn't take to community because they're going to be like, so what? So like when I take to community, I will bring like a Big like piece of card box like and pants so we can like all draw together and like post it that's How we do and then check if everyone is literate if we should just do all Row and want people taking notes. So like and then I'm going to check and then in. End maybe it's going to be like a manual, maybe it's going to be a mural in the Community, maybe it's going to be a House. And then something that is going to lead towards indigenous sovereignty. So like, I think when your goal is set, it doesn't ****** the road you take if you're always going towards your goal. So like, but it's very **** for me as an engineer, it was very **** to like give away stuff like put all this work, but actually it's not taking to individual sovereignty, and I have to settle down Or sometimes I'm like, okay, I have to write this paper just because I made this authorship, and that's fine because the system needs US. So like, I write papers just for authorship too. That's fine. Like I shop in Walmart too, that's fine. But yeah, that's What I mean. Like, I'm not judging the work of anyone like, and I think we put good work to do. This roadmap isn't like we are seeing this, but maybe this like will Or not lead to our final objectives.

| 00:56:12-00:58:11 Unidentified | I want to add to that, and there was something that you just mentioned that is like letting things Go and something that I've learned, like at least from when I see myself on Day One and now is that when I first joined this Group, I was like a researcher, like with a Research agenda, and my topic is biomaterial. So my work was going to focus on that. And as things have developed, as I think that I've been learned That has come Or that has changed and it has moved into a 2nd, third level of priority. So now, for example, I think that at least the way I understand, I think I understand My Research team work, it's we put our indigenous communities at the Center. And that means that if they think that biomaterials might be a way for them to achieve sovereignty, then yes, I'm going to do as much as I can, but it might be that they are not necessarily interested in biomaterials and they want to learn about construction materials that are very local that they they have all the requests. So giving up and being able as researchers Or as organizations to give up part of our, I would say. Original mandate is something that i've experienced and I think that's fine and it's way that I think it's a potential way for you putting the user Or the people at the Center. And What I see is still in some of our roadmaps is the Research mindset like This Way, okay, I'm going to do this, this, this and I'm going to achieve publication and I think we if if we want to Move away from that, we need to give something up that's. That's. What I keep coming back to and. |

| 00:58:21-00:59:47 Alexandre Néron | It's all very interesting what we're discussing, and I think something you said about autonomy and just generally sovereignty. I Guess we're all talking about empowering users, right? And something that affects me, though, with autonomy is that we As western culture keeps telling US that we're like these individuals, but again we're all like if some if we have something to learn from this mornings session is How interconnected that we are. And maybe this could be like a shape of a road map this like web of connections rather than like a very step by step because again we keep |

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saying How iterative it is and maybe the goal is just like that, that thing in the middle and we're just like slowly going around and getting Closer and Closer, but Again, some of the actions are from US researchers, but a lot of it is coming from communities because that's where we're pulling all of our, all of our insights. and I think that's the part that troubles me most with our road Maps. This is a lot about what we were Doing, Connecting to Research to communities Or to users. But There's already so much already happening without US even in the room. That is something that I don't know. I feel like the road map doesn't encompass that portion enough of what is already happening on the Ground and. Yeah, I think we have to have humility in our approach to recognize that and to to because otherwise it's just taking credit for something that we're not Doing. Yeah. Sorry, I'm being maybe a bit Blunt, but.

01:00:02-01:00:08 Biglieri, Samantha	Hands over there first new then Megan had a Hand, I think, and then OK after go then we'll come back.
01:00:10-01:01:42 Unidentified	I know that you just said that it's a Community Partner. It's Kind of what we've been thinking and if I think about some common sort of action goals that could come out of this. I think it is understanding the audience, you know, as we've brought different groups into this Project through our Network, the community groups and grassroots groups, but not just It's Kind of like, well, do people need to know or is this just an extractive process? I think it's Kind of Felt a bit extractive from the grassroots anyway to say, ok, well, How do you Link to this Project Or road map, not How does this think to you? And so I think if we were clearer on the audience, that would be like a really Fantastic action goal. And then that gets US a bit clearer on the site sightline build, you know, that has to happen with this road map. So at every Juncture, I Love the concept of like, no understanding where we're the end goal, which was something that was missing with some of our community roundtables, like, really understanding the end goal, it's like, How does this make my Life better Or the Life? The people I serve better And also we need that kind of like check in along the way to make sure that people feel like they're participating. There could be something here around principles that's around the road map, that's it feels like you can always build the road map to show the principles, but if we had common principles actually inform our road Maps Or How we change them, that could be a thing. I don't know, something i've been thinking about. Ok, that's.
01:01:50-01:02:50 Biglieri, Samantha	II Think for US coming back to this idea of kind of audience and your comment Alexander on kind of who this roadmap is for the users, it's and for me and I think for our team, it's been a really useful almost internally to Go through and develop like what are the steps we have actually been taking if we kind of abstract from like, yes, we did this specific analysis, but what is the broader thing that we did here that was useful and it's more a road map of like How do we do partnership Engaged Research, like How do we?

If you are a researcher Or a community Partner who wants to work with researchers, if you want to be a part of partnership Engaged Research, what are some of the steps that can get you through to achieving some goal? It's not necessarily something that.

To like show our road map is focused on quality for older adults, I wouldn't Go to like Of residents for Older Adults and like, show them our road map and be like, this is How we're going to fix your building. Like, that would not be a good use of this tool, but if I was talking to, you know, a New, you know, someone from the City Or from an Angel Or another scholar who was like, Oh, we're Doing something similar. It would be useful to be able to Walk through and be like, OK, here's the steps we took, here's the like tension points we found, here's the here's the process that Kind of got US working together and getting to an outcome.
And that might be useful. Like, I found it useful to see some of the like in the monthly forums when like University of Toronto presented their road map around Parks. and I was like, OK, there's some similarities there with what we're trying to do. Could we Kind of focus in This Way? And so it's been a useful tool to talk amongst members of the partnership, but it's not necessarily going to be the best like public facing tool for our outcome for all aspects, and I think there's other there are other ways to communicate that like we're not, each of our groups is producing lots of outcomes. We're not only making a road map.

01:04:15-01:06:01 Dener François	just a comment about? About the timeline for the World Map Action plan. And If we consider that the what map is just. AAA condense step and action that is not the detail. I think. I think that immediately we know those the State and that we know the beginning, the beginning step and the final step, the final objective goal says we have say. Made and the details about at what time we will.

We will end a piece of the World Map. Is it immediately important? At this stage we are focusing, visualizing the World Map and because behind this, what map would be a proclamation plan?
A more detailed document that should guide implementers about what we have to do and the. It would be it's important, it's important information and to know it's a short term, medium-term, long-term objective Or steps. But on the road map I'm under myself if is really. An input that we have to find Looking up the Roadmap?

01:06:14-01:10:01 Paula	I want to put like the road map aside because, like, the road map is not important to my like argument here like it's not. This methodology specifically is by having a methodology when you reach the community, by having anything in your mind. And then I'm going to give you another example. In this Project I was at like it was a Store, like a Store in the City Center, that of Real that we were going to map. I've worked in supermarket before in a Big multinational like AB and bath is like the biggest brewery in the World. I've worked like supervising supermarkets, so I know-how supermarkets work. and I was like, OK, this is a Market, I'm going to get there. I'm going to do a process map to show like them in the diagnosis process. So I arrived, we did interviews with everyone, got to know everyone. We had a dear Day that we went for beers to be like Friends, smoke together, have coffee, and then we're like, okay, we're going to build this diagnosis and then we started visiting every week.

But they didn't have processes, they only had problems. So we couldn't build a process map because they didn't have process. It was not a conventional Store and I got there with all my wife's knowledge. I was like process map, of course, from the multinational of course, and it was not. And then we had to build a problem Tree like we built a problem Tree. Like there were so many problems that it became so many branches and they were all interconnected that we called problem Tree and then we showed them it made Sense because we built together with them and like, it's not that like, map processes don't work, they do because I did use them in supermarkets and they do work for the purpose of making processes more efficient when people already have set processes by and there are so many things on the back of our minds that like we only have Access to like ten percent of our Brain capacity that like we are not aware of the time of what we are Doing. So like that's my point. Like by having a methodology before talking to who you're Doing. It's something I see very like North America and like Research way of Doing and then I will recommend again like action Research by tiolan he explains Lake that diagnosis process with Community and there is the a Canadian Chris scholar is Sean Wilson Research Ceremony. So it's a very good book to understand relationality in Research Too. And It's like, I'm like, I know the feeling because I felt it, and i've been like, like, Hurt from all this. Like, you can like, be Hurt at me. I'm fine with that. But like, get over it in like a Day, a week, a month, like, and then think of this, like, and be like, Oh, okay, like, I'm over. I don't, like, hate Paula anymore and like she. She did this, but. I'm sorry again, sorry. I say a lot of course words From Real.

But like, there is something here because, like, I felt it and like, I got over it, but it took so long. Like that I I'm here, like, I'm sharing to like, I'm ok with people being Mad at me and like, I know I have like this looks different in Canada. So like, I'm fine, but like, if this means something in the end, I'm grateful. So like, anyone that wants, like, to come chat at me and be like, you Hurt my feelings Or something, like, I'm going to be outside, I'm fine, but like, Let's like It's not about the work we did. I really don't like mean to harm you, but you can use me as a tool. I'm fine with that.

01:10:11- 01:14:15 Helal, Bechara	I get the complexity of the idea of a roadmap. I get the fact that it blocks a few things. I don't think it's supposed to put methodology before the rest. I think it's all about the goal. Actually, it's Why you Want to And this is what you're saying. I think in the end it's about the action. So it's basically setting a goal and saying and I think that's is why it's also important to see is it should be short, medium Or long term. We have. I never. We have three more years of this partnership. So the first two years were again basically a way of understanding the bit better, jumping in, talking to people really, you know, touching the Ground and understanding what the problems were. And now the idea of the road map. Or it could have another Word. I understand that the problem is basically to say, ok, listen in the next two years if we want to get to this point, this is where we want to Go. This is where we want to Go. We don't know-how we're going to Go there, maybe, but we have already a few things that we already said. You know, we already talked to people. We already figured out a few things we did. We prototyped a few houses and we kind of had a few feet.

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Back. So these are stuff, I mean, it's a reflexive process. Like Carly said, this is not about communication. It's about US trying to understand where we came from two years ago, where we are and where we want to Go in two, three years and eventually say, ok, listen in the short term, medium term, long term and because I don't think any of the work's going to stop after two years. It doesn't make Sense. You don't do all of this to say, OK. We don't have, you know, housing independence in two years, but Hey, it's Life, you know, this is, I think, the beginning of something, I mean, probably the continuation of something else.

So the idea is for the road map to just be a way of crystallizing where we are, what we can do and where we want to Go. And sometimes it's not. Sometimes things are not as Easy as saying, OK, I have a few Stones that I want to, you know, jump in and then I'm going to get there. Sometimes it's not that Easy, sometimes it takes, I think more iterative processes sometimes we don't know, but we know that it's important to have feedback from a certain Group, information coming from another thing going on site and you know, making sure that our Prejudges, assumptions are, you know, valid Or we have to change our assumptions. And most often it's changing our assumptions because we come with a way of understanding things that is absolutely not what, you know, reality tells US. So again, it's to me it's just a way of putting on Paper, unfortunately, not all the content, not all the information that we built. You can't have all of the **** history that you've been listening to, you know, from the people who need those House.

But to understand that they are part of the system, the not the system, the discussion, the process, and that they have to be included all the time. So they have to be included before the Project, during the Project, do they build the projects with you? Do you get feedback from them afterwards? How do you get the feedback? And One of the I'm looking at the knowledge mobilization plan in your case, I mean the archive of Citizens experiences. I think that's super important because everything that they're telling you is like.

So important for more than just this One House, it's for the others, for, you know, making this public site **** history archive of, you know, those voices, so.I feel, I mean, I understand everybody's been struggling with the idea of road map. It's not clear.

I don't know if, I mean, Carly, I kind of the way you're presenting it, I think it's really that just a way of taking a step back and understanding where we are and where we want to Go.

01:14:28 Unidentified	Ok, I disagree with some things you said Bashara like so I'm going to say like what I see where we were last year, the primary opening that was an anti Land acknowledgement in last year convention and the land acknowledgement.
01:14:31 Unidentified	Sure, of course.
01:14:46- 01:20:06 Paula	Yes, unless your convention in Calgary, the opening started with a Man thailand acknowledgment. The keynote speaker hired by the convention paid by the convention gave an anti Land acknowledgement. So this was very harmful. Indigenous People left their own and this was not contextualized in the workshop until I brought it up. I brought it up because

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they could not. So I will bring it up when they can't. But it was very harmful that Conference, and I Bet a bunch of people here published papers this year, a bunch of people here had good outcomes from this Project.

And like this is wrong. No One has whites representative in there. And then this is because we have to do literature on tokenism. We can't put the indigenous people there in the front. Like you paid for a Guy to give an anti Land acknowledgement Or like you invited the Guy, why don't you get someone to speak on residential schools Or to understand the Land acknowledgement?

Like this is why where I see we are half people today didn't raise their Hands on googling residential schools. We cannot be giving anti Land acknowledgments and tokenizing indigenous representative on the thirty year of the Project. That's What I see. And then we're going to speak of like two hours of road map. Like my hours, twenty dollars an Hour. Like and probably this is One of the cheapest here. If we sum all these hours here, we are spending like these two hours like five hundred a thousand dollars to discuss methodology. Honestly, I think we should be discussing tokenism because a bunch of people are going to be harmed after this Conference because of this. This is not right. So this is what I Wanted to discuss, and I think. Is superficial. Now, because I think we are much behind, and now I'm. I'm saying, like, you can't be Mad at me, you can use me. I'm from Brazil, I'm fine with that. Like I'm here for that?

Like, I don't have like Family here. No One can like Go after me, so I'm fine. I came here. That's my purpose in Life. So I'm going to say this, this is wrong. Yesterday, people took every indigenous Youth from the cocktail to chat and they could not have cocktails. Yesterday, yes, because we are telling them to do. I will work for US. Yeah, during the cocktails? Yeah, like Walter, Jenna. Guardian they were taken from the cocktail to chat about today's Conference. They should not be taken from the networking and they should be having drinks and they should be enjoying the Conference. They should not be working for US. We should be researching. We should be studying Residential School. And like, I think it's very superficial to have two hours of road map when we are in this stage of politicization. Like we're not politicized enough to talk about methodology. It's like we are much behind and that's fine to assume. And that's **** because most people here like Masters, PHDS, like we know it all. But, like, Let's get down off the throne like the marble. You know, yeah, yeah, I've been there, like i've worked for the Third, like richest Man in the World, like lemon in Brazil. And when I found that that out, I was like, my mom worked eight to five for thirty five years for me to work for this Guy. No, I'm going to work for them. So like, to work for them. We have to study this and stop Doing this. We are getting publications. They are getting harm so this is what I'm saying, like, I don't care about the road map if we don't talk tokenism, we don't talk in thailand acknowledgement like so I'm going to be harsh because, like, now it's harsh, like, until now it was theoretical, now it's harsh. Like, study, we have to study. I'm sorry, it's not personal. I like everyone, but, like, we have to study. That's wrong, that's wrong.

We'll give you no One thing. It's a quality, Easy Environment Conference. And like, I didn't have over 6 hundred calories yesterday and I worked twelve hours. Like, we are not using called environment for people travelling across the country who are on the Edge of the country, people that came from BC it's a whole Day of travel. They are tired. My legs are like tired and I didn't have a thousand calories yesterday. Today I just had

this cookie like, this is not quality, like we have to understand like what are we Doing, you know, like what are we Doing? So yeah. This was a harsh One. It's on the record. I'm. Yeah, I'm. We should hug after so we can. This together All right.

01:20:08-01:20:39 Indigenous Representative (Jena)	So, yeah. I forgot. Oh, yeah, OK. So I think right now what you're going through is what you said earlier. It's frustration. And my DAD tells me this a lot. He said. It's good, it's just really good. You know my DAD. He had. He got his PHD and he was the first One in my community to ever do it. And he says he mastered the White system. And he tells me all the time, this is just the start, the changes we have to make. It's not going to happen in my Generation Or the next. Who knows when it's going to happen. But I feel really means to be here. And this is the most open i've ever been anywhere. And I really feel like. I really am at the start of change.
01:21:48 Unidentified	Thank you.
01:21:55-01:22:10 Biglieri, Samantha	Just Wanted to also say thank you for sharing that with US. It's not harsh. We need to hear it right. Don't apologize. Thank you. Thank you. Take a 2nd.
01:22:22-01:22:25 Indigenous representative (Jena)	I'm sorry, I didn't know I get so much talking about. Dad like.
01:22:27 Biglieri, Samantha	Don't apologize. Yeah. I think I Miss him. Fat. Yeah, feel Free. Thanks. Yeah. Feel Free.
01:22:43 Indigenous representative (Jena)	For inviting me.
01:22:58-01:23:04-9 Unidentified	I think we have a responsibility to ignore is that and. Talk about it. Yeah.
01:23:14-01:28:29 Biglieri, Samantha	Yeah, I mean, I think that was. I mean, they're not here, but really brave and. Sort of does speak to frustration, and community like this does look very far away. You know, like what is quality and all those sorts of things, right? And so that's something that we see in our intersection with the projects. And so is there is there a mechanism in which we like? I agree. I was at that Calculation Conference, and I Left and I Wrote a Pretty Scathing Evaluation. And I had to be convinced by Brian to come back, because I thought it was so offensive to the Partners that we personally

invited into the room. So, you know, is there a way in which we can. Reset. Or is this like integrating this, learning at this point into the in the Project into all of this and to have that discussion because it keeps kind of getting suppressed? Right. Just even like in How this is written, right, this is very western and **** to understand and like not accessible. How these questions are written is not accessible. And so like where is the venue for that is the challenge I would have. I'm on the Research Or the dissemination REACH Committee, I Ask those questions there too. I want to be part of the solution. I don't know-how to be part of the solution. Like it doesn't seem very clear to me.

What the venue is for that. So i'll just that's a complaint with that solution. But I would be very happy to like step into any venue where we were talking about this meaningfully and not sort of like community groups are upset, communities upset, but we're just going to keep like plowing on because we have these, you know, objectives, right? So I don't know-how we can Honor what they told US, but I think it's quite important.

Sure. Yeah, I am processing and talking at the same time. I think it is important that we have a meaningful that we have a meaningful conversation about this and I think. Important to think as a partnership, yeah, How do we How do we actually integrate what we're hearing in these perspectives going into no future meetings, future conventions where I do feel like there's been. Almost an uncomfortable it's like this expectation that people are going to like air their trauma for US in a way that I feel very uncomfortable with and I and it's not it was it was mentioned this Morning it's not it's not their job to it's not anybody's job to educate US. It is a gift it's appreciated to have that Education but it's also then our responsibility to respond to that in a good way and to do something meaningful and not be like, thanks for this going to Go build a road map now and so what? What can we? What are the meaningful steps we can take and How can we maybe?

How can we? Give some of that Power and that leadership and that decision making to. Community to the non you. Ivory Tower, Western academics in the Group who are making the decisions to say, you know, what do we what do we want to use this time for if we get together, you know, in person for two Or three Days once a year, which is a, you know, it takes a lot for everyone to leave their Family, leave their community, leave their work, come together, be here. What is the most meaningful way that we can use that time and is there a way to do things differently? Next Time.

I think Paloma mentioned something earlier about principles and maybe this is an opportunity for US to take a step back and look at who is participating, who's not participating. What our relationships to each other could look like should look like How we're communicating and How we're speaking and kind of returning back to what's actually the objective of having. All of the Partners that we have, Beyond it being a requirement to make this a Solid Grant, you know that this is about the end result. This isn't just about what has to happen in order to sort of check the boxes and I think everybody. Feels that, but maybe One, maybe not everybody shouldn't speak, but I think most people and what I'm hearing is that people see that and feel that but are not sure How that can be kind of manifested within the process that has been set forward since the process is such an academic. Process that is from sort of this well-established

tradition that doesn't have a lot of flexibility, although I know that, I know that we're trying to find ways to insert some flexibility into that existing process. So, I feel incredibly. Privileged to hear about People's experiences in ways that I don't hear in my everyday Professional Life, but at the same time.

To. Hear it and not have change happen in terms of the work feels. Like awkward doesn't begin to cover it, but III think it's deeply uncomfortable, but it should be deeply uncomfortable. This is about shaking up, I think. Our established. Methodologies and ways of Doing things to Open up and make meaningful change in communities and our Professional lives and just all across the country, and that in and of itself is an Amazing outcome. Could be an Amazing outcome of of this, of this Project in addition to all of the other goals that we have, but I think it's really well received that if we're not achieving the goals of the Project in a way that is making everybody feel Welcome, included, comfortable then. Work. We're not really making the contribution that I think this could and should make as the largest, you know, Grant in the humanities in Canada.

01:29:42-01:32:10 Paloma

II don't know, you Tell me if. If if I'm not clear, I'm not being Or I'm being. Yeah, Two. To insist, but I think I want to Go back to what I mentioned earlier about giving something app and to me One like if there is something that I think in our case we are Doing Or like trying to do well is to let these voices guide US and I wouldn't **** other teams to do the same. So for example I would Love and the reason why we are being able to hear them and to reflect on How our work, How would we do, can be improved is because they have been invited, but it would be Great if we could have seen more.

More Voices like the person who mentioned yesterday that she was homeless at some point, so if we could have representatives of the homeless population and.

Any other Group of users, if we could have elderly people here also to tell US what they think about our work, I mean we keep going back to the users and if we want to have those voices and be able to.

Put a Mirror in front of ourselves. I think we need to bring those voices. We need to actively and really like in terms of talking to actions, I think we need to bring them here or in our. Groups Or and we need to give them Agency which means that maybe the road Maps Or questions they are that those are not the questions that they want to answer, those are not the way that those that is not the way they want the process to Go into progress. And I think, until we don't have that honest.

Feedback Or interaction Or I don't know conversation. I think we will keep going back to our own ways of Doing things like as researchers, as leaders in our groups etcetera. So if anything III would try to bring like have them here physically more of those voices. Bien. Ohh, that's Closer.

01:32:16-01:32:49 Alexandre Néron

I do think it's so important to bring. As many voices as we can, but if we have to do be very careful in How we do it and that's something that I don't think is achieved right now and that is why I think so frustrating. And just on our site, I think we've been Doing very slow progress towards. Being in contact with, like, the groups that we're working with, because. We have to be careful, and I'm. I don't know, I think I was expecting a bit more. From such a huge Project, so I think we definitely should have more voices, but we should be so, so careful because, yeah, cousin harmons.

01:33:02-01:33:12 Biglieri, Samantha	Yeah. and I think maybe it's about as being Creative and do it to what we do best in finding ways in which we can. Bring those Voices and maybe it's not physical representation. Maybe there are other ways, but let them guide us.
01:33:25-01:34:10 Unidentified	I agree, I'm having to be. I Love. I think we can't bring people into the 2nd Calgary. I will say very I think we're very proud like Been setting up the spaces, paying on our rooms for people with the experience of taking care of childcare because that's actually you have to accommodate for people's Life, you know, their transportation and making things Easy to understand. I think it does lead a bit though to How the road Maps might need to change, like if the road map is the North star. And People can't engage with that, then that's tricky. I think the other challenge is that we are separating ourselves. Like, everyone here is a member of your own Community. That's Let's start there. I'm a Trained Economist that's Doing my Ph. D so I know-how to Research, but do you? But I'm like, slotted into. Community Member, Right. Like, I think that's becoming problematic as well, you know, because that's How people start off. But everybody here is a community Member, so maybe if we started there, that could help. Like, it's a bit of a reframe, I think I know.
01:34:27-01:35:08 Unidentified	II totally agree with you that, and I think it's you were Reading my mind, I was thinking like we are also in many ways representative of some. Minorities Or groups and we just need to change our hats and targets. In my case as a woman, immigrant, etcetera, there are so many things that you can tell about yourself when you detach yourself from the researcher. and I think that's in this case what we are asking from our from from all the indigenous people that are with US today, we are asking them to speak about their personal. Experiences, but as Diana mentioned earlier, She is also a researcher and she's a videographer. So, but it seems that we are placing them in that position of exposing their lives while we are, we could also try to expose ourselves and be brave as they are.
01:35:21-01:36:22 Biglieri, Samantha	Yeah, I think that's a really, really important. I just want to reiterate that that's a really important point about like the positionality that we all bring to the Project and to our teams where. It feels like certain participants, certain Partners are expected to be speaking on behalf of their personal lived experiences, and others are expected to be speaking on behalf of, you know, their Organization and others are supposed to wear their researcher hat. And is that, you know, is that a problem? Is that something? We should be. Breaking down and bringing more of, you know, ourselves and our positionality to this work and thinking about. You know-how do we all relate to the built environment, to a quality environment? I'm immune compromised. I Wear a mask in this environment because there is not clean air, right? And so bringing those things forward is really important. That One around?
01:36:27-01:36:53	I don't know what the plan is for this afternoon session, but maybe. But maybe the maybe we could, I don't know after seeing what the plan is for this afternoon when we reopen the session, maybe we could take

before answering the question trying to ask ourselves if these are the questions that we would. That we want to discuss and if not define ourselves. The questions would be most useful to do just as a suggestion. Yeah, the forms and.

01:36:55- 01:38:07 Biglieri, Samantha	I do think the just looking on what's in here, the next session is really on. Like what's next? Where? We are going and so that does feel like something we could. Reshape and keep this conversation going about what shifts are needed. Agreed. I think we Go Rogue, whatever we think we need, and I also think that I think Paula's are representative this Morning. I think to repeat those things, I don't know what other people think in this room, but I think they need to be repeated for The Big, larger Group, right? Like we have to do something about it can't just remain here, right? Also don't want to hold people from food, really hoping it's twice. I ate like 6 cookies yesterday. Did anyone want to have like a last comment? Sorry before we wrap it up. Just Wanted to say again, thank you so much for sharing and also will thank Paula and deanna again as well. Yeah.