Notes from the Heritage Conservation Educators Roundtable

Thursday October 11, 2007
Edmonton, Alberta

Following on the inaugural Heritage Conservation Educators Roundtable held in Ottawa in 2004, it was the purpose of this one-day gathering to recapture the momentum established at the previous Roundtable by: (1) identifying priority issues for the heritage conservation education/training sector, and (2) exploring the roundtable's interest in forming a network or group that could work to address these priority issues and undertake other initiatives.

The meeting began with each of the participants briefly describing the key aspects of their programs, focusing on the following questions:

- What is your program and what is the marketplace for it?
- What challenges do you have that affect your ability to deliver this program?
- What are the opportunities that have emerged from your program?

Each of the representatives from heritage conservation education and training institutions briefly introduced their program or initiative. Christophe Rivet summarized these presentations by pointing to the diversity of education/training interests identified: there were differences in roles represented as well as regions and professional contexts. He challenged the group to reflect on how a heritage conservation education network might acknowledge and maintain this diversity.

Group Discussion:

1. Issues and Priorities for the Heritage Conservation Education/Training Sector

Christophe Rivet and Herb Stovel then led a discussion around the key challenges facing the sector and developed a list of suggestions. In order to discover the roundtable's priorities, each participant voted on their top-2 most important issues.

Priority Issues

7 Votes

- defining "competencies" within the discipline - professionalism

- the need for "research" organized strategically, and to publish "grey literature"

6 Votes

- use of distance education modules to strengthen collaboration (through distance learning among institutions)

5 Votes

- need for small incremental steps: focus on ethics and professionalism

4 Votes

- need to speak to those outside the heritage circle

3 Votes

- how to maintain ethical standards, especially in private sector

2 Votes

- perceived need for "accreditation" (but there are inherent difficulties in achieving this)
- confront tension between "academic" and "applied" approaches in university programmes
- need for concrete collaboration between institutions (eg. credit transferability)

1 Vote

- visibility/relevance of heritage conservation to the young
- commitment by employers
- need to strengthen focus on interdisciplinarity of educational programs
- need to work with target groups (eg. planners) whose decisions are key to survival of heritage
- need for a systemic and holistic approach - focus on programs like "Main Street"

<u>Other Issues</u> (no votes received)

- more internship/co-op opportunities in private sector
- clarification the following (to aid educational program marketing, etc):
  - what is a heritage career?
  - what is a heritage professional?
  - what is heritage conservation as a discipline?
- modeling curriculum to meet buyer/market expectations
- context of life-long learning
- need for simple model for communication to ensure community involvement
- maintaining enrolment – limited human resources capacity to solicit trained professionals
- how are we appealing to all component segments?
- inherent obstacles to inter-institutional collaboration

- simplify concepts we are trying to communicate (common language) and thereby increase marketability/acceptance
- recognize we are competing with "big box" promoters, so need to promote the essential nature of heritage (eg. working with elected officials)
- promoting complementarity of programs at different levels
- challenge in meeting emerging complexity of heritage involvement – heritage has different axes of meaning (tangible/intangible; cultural/natural; movable/immovable; national/local; urban/rural; etc)
- design architects vs. conservation architects – the threat of architects who repackage "heritage buildings"

2. Opportunities for the Heritage Conservation Education/Training Sector

Christophe Rivet and Herb Stovel then led a discussion around the opportunities for the sector. The following areas were identified:

- more architects and planners are looking for heritage orientation
- "sustainability" push now happening and is popular – the challenge is the different objectives of Green and conservation interpretations of sustainability
- targets for sensitizing of green goals to heritage conservation – eg. LEED, B.C. Hydro, RAIC (2030 Carbon Neutral)
- now have common tools across the country (Parks Canada *Standards and Guidelines*) which allows streamlining and sharing of course
- recent strengthening understanding/communication of economic and social benefits of conservation
- doing a lot of analysis/program planning in absence of needs assessments
- power of television to provide opportunities for turned-on kids who have discovered heritage
- relevance of aboriginal heritage and conceptual frameworks which embrace long-term land use, continuity, and contemporary value; "sacred landscapes"

3. How to Organize as an Education/Training Group and What Initiatives to Undertake?

Christophe Rivet and Herb Stovel then led the roundtable on a discussion around how an education/training group might constitute itself.

- No interest was expressed in establishing a formal organization.
- There was interest in a formal mechanism for exchange, one committed to achieving finite goals and targets within a limited timeframe. One possibility brought forward was to work as a subcommittee or taskforce of the Heritage Canada Foundation.
- Names for the group were suggested (Heritage Education Committee, National Heritage Resources Brain Trust) but none was settled on.

- HCF: needs to update list of institutions offering heritage conservation training on its website
- There is a need to map Canada's heritage conservation education/training activity

As interest in working as a group was expressed, a core group/steering committee of educators was identified for the network:

Robert Shipley, University of Waterloo (group chair)
Victoria Angel, Parks Canada (member ex-officio)
Ronald Bean, Conestoga College Institute of Technology and Advanced Learning
Pamela Blackstock, Parks Canada (member ex-offieio)
Joy Davis, University of Victoria
Helen Edwards, Canadian Association of Heritage Professionals
Bernard Flaman, Saskatchewan Institute of Applied Science and Technology
Shelley Huson, Willowbank School of Restoration Arts
Jessica Kerrin, Nova Scotia Department of Tourism, Culture and Heritage
Yew Thong Leong, Ryerson University
François Varin, La Fondation Rues principales
Brenda Weatherston, University of Victoria
Donald Wetherell, Athabasca University

Other issues were raised :

- There is a need to clarify the goals and expectations of the network.
- Need to bring the provinces into the network.
- If HCF not interested in coordinating network, then whom? The Cultural Human Resources Council (CHRC)?

4. Message to the Heritage Canada Foundation

- There is a need for a network of heritage conservation educators and trainers.
- There is a need to map the Canadian heritage conservation education sector to discover who is involved and the current state of training.
- A core group of Roundtable participants have made themselves available to implement 5 project ideas, and to work on a possible session/track for the 2008 HCF conference.
- To move ahead there is a need for HCF to provide staff time to coordinate this education network in their organizational workplan, and to cover the costs associated with teleconference meetings.

5. Recommendations from the Roundtable to the Heritage Canada Foundation Board of Governors

See "Recommendations of the 2007 Heritage Conservation Educators Roundtable to the Board of Directors of the Heritage Canada Foundation" under separate cover.

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Recommendations of the 2007 Heritage Conservation Educators Roundtable To the Board of Directors of the Heritage Canada Foundation

October 11, 2007

At the invitation of the Heritage Canada Foundation (HCF), representatives of Canada's heritage conservation educational sector gathered in Edmonton, Alberta on October 11, 2007 for an all-day roundtable discussion of issues, opportunities, common goals and potential action to achieve those goals.

The roundtable began with a brief description by each of the participants of his or her program, its marketplace, challenges affecting program delivery and opportunities emerging from the program. This information was recorded (as was all discussion during the day) for later dissemination to all participants.

The afternoon session featured an open discussion to identify challenges and opportunities for the Canadian heritage conservation educational sector as a whole. Each challenge or opportunity was written on flipchart paper and roundtable participants voted for the five highest priority items by placing dots next to the challenges or opportunities each felt were most significant. The five priorities identified by the vote were:

1. Ethical standards for heritage conservation practitioners
2. An organized approach to research and publication
3. Defined competencies within the sector
4. Communication beyond the heritage circle
5. Distance education to promote collaboration and sharing

The consensus among participants in the roundtable was that momentum had been lost following the 2004 roundtable, and that every attempt should be made to maintain the energy and focus of the 2007 roundtable. To that end, it was agreed that the first recommendation of the roundtable should be that there be another Heritage Educators Roundtable in 2008, probably to be held—as this one was—one day before the HCF's annual conference. It was also agreed that achieving the long-term goals recommended by the roundtable requires an ongoing commitment to participation beyond meeting once a year.

A core group of participants in the roundtable volunteered to form an advisory group—with a pan-Canadian composition and mandate—to carry the recommendations of the 2007 roundtable forward and to coordinate activities designed to achieve the goals contained within the recommendations. The members of the advisory group are:

Robert Shipley, University of Waterloo (group chair)
Victoria Angel, Parks Canada (member ex-officio)
Ronald Bean, Conestoga College Institute of Technology and Advanced Learning
Pamela Blackstock, Parks Canada (member ex-officio)
Joy Davis, University of Victoria
Helen Edwards, Canadian Association of Heritage Professionals
Bernard Flaman, Saskatchewan Institute of Applied Science and Technology
Shelley Huson, Willowbank School of Restoration Arts
Jessica Kerrin, Nova Scotia Department of Tourism, Culture and Heritage
Yew Thong Leong, Ryerson University François

Varin, La Fondation Rues principale
Brenda Weatherston, University of Victoria
Donald Wetherell, Athabasca University

The roundtable participants recognized that thirteen invitees were not present, and that certain provinces and educational institutions were underrepresented or not represented. The recommendations of the roundtable will be heifer achieved by bringing those voices—as well as other potential sector representatives—into future discussion. The advisory group will seek out and where possible draw in additional members to fill gaps in institutional or regional representation.

Another initial task that the advisory group will undertake is to map the capacity and core competencies within the heritage conservation educational sector. The first step in this mapping process is to have a representative of each institution in the sector prepare a two-page summary of his or her program. Much of the information in these summaries would echo the program descriptions each participant in the 2007 roundtable delivered orally to the group.

The advisory group proposes to meet via teleconference four times over the next year, leading up to the 2008 annual conference. It will prioritize the five identified goals, and make recommendations for action to take to accomplish the goals. Members of the advisory group, supported by other participants from the heritage conservation educational sector, will undertake the various tasks that follow from these recommendations.

The advisory group needs the help of the HCF to achieve its goals. By hosting the 2007 Heritage Educators Roundtable, the Foundation has demonstrated its interest in contributing to the goal of a stronger heritage conservation educational sector in Canada. Now it is time to take the next steps that will enable Canada's heritage educators to move from talking together and learning about each other, to working together to accomplish common goals. There are few organizations with the national scope to undertake advancement of these goals, and the HCF is the best positioned to respond quickly and effectively.

The participants in the 2007 Heritage Educators Roundtable ask the board of directors of the HCF to show its support for the heritage conservation education sector by committing to an ongoing role, in collaboration with the heritage educators advisory group, in strengthening the heritage conservation educational sector in Canada. The participants in the roundtable further ask that this commitment be incorporated into the Foundation's 2008 work plan, and that the Foundation actively support the work of the heritage educators advisory group with a contribution of staff time and operating funds.

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Dear Colleagues,

Thank you for your participation in the Heritage Educators Roundtable at the Heritage Canada Conference, and for your prompt submission of recommendations to the Board of Directors (attached below). These recommendations were briefly presented to the Board on Sunday October 14th. While the board has not discussed your recommendations in detail, we are very pleased to provide a forum and a venue for this initiative, and agree with you that our 2008 conference in Quebec - *Work that Endures: Power to the People Keeping Places Alive* - is a great opportunity to hold the next Roundtable – even more so given the theme of our conference, which accommodates well the issues and opportunities surrounding the heritage workforce and education and training in heritage.

We are also pleased that you have stuck an advisory group to lead this initiative from the educators' perspective. I have been named the HCF Board liaison for this initiative, and Chris Wiebe will the HCF staff person assigned. For a start, we are more than happy to provide access to our teleconferencing service (and our meeting space as needed) and Chris and I will participate in your discussions as this initiative evolves. Let's talk about next steps and shape the workplan together. It is my hope that in addition to applying HCF resources we can engage student and volunteer effort, and attract funding.

Yours sincerely,

Odile Roy
First Vice-Chair, Board of Governors, Heritage Canada Foundation

Heritage Conservation Educators Roundtable

Heritage Canada Foundation
September 25, 2008, 8:45 am-12:30 pm
Morrin Centre, Quebec City

Meeting Notes

Present:
Ronald Bean (Conestoga College), Natalie Bull (HCF), Christina Cameron (Université de Montréal), Peter Delefes (HCF, Board of Governors) Helen Edwards (CAHP), Masha Etkind (Ryerson University), Andrée Faubert (Parks Canada), Rick Goodacre (Heritage Society of BC), Shelley Huson (Willowbank School), Andrew Jeanes (Ontario Ministry of Culture), Keith Knox (HCF, Board of Governors), Yew-Thong Leong (Ryerson University), Brenda Manweiler (Parks Canada), Tania Martin (Université Laval), Andrew Powter (HCF, Board of Governors), Odile Roy (HCF, Board of Governors), Robert Shipley (University of Waterloo), Brenda Weatherston (University of Victoria), Don Wetherell (Athabasca University), Chris Wiebe (HCF)

Agenda:

1. **Introductions, Roundtable Agenda and Goals**

   Bull welcomed participants and explained an important goal of the meeting was to refine the relationship between the Roundtable and HCF: (1) by examining how the goals and assets of the Roundtable intersect with those of HCF; and (2) to develop mutually compelling action items and outputs. The participants then introduced themselves and their programs. Wiebe provided some background on the goals established at the previous two Roundtables and how most of these had been achieved.

2. **Discussion of Progress in Roundtable Priority Areas**

   a. **Research and Publishing**

   Shipley began by saying that he envisioned the Roundtable as more of a subcommittee of HCF than as a separate entity. He then reported that over the past year with the help of research assistants he has compiled heritage articles and theses (currently around 300 documents) with the aim of making these available online. The aim was to have this material incorporated into the Canadian Heritage Information Network (CHIN). There is a thirst for research material from the heritage advocacy sphere and there is graduate student research capacity available at university level that could be better utilized. He suggested that this capacity

could be directed by soliciting research questions from the heritage community via a survey form, thereby compiling an inventory that could be approached strategically.

Bull saw the need in the heritage sector for a database of evidence that would make advocacy arguments more effective. But she said she hoped this material could be accessible through Waterloo and HCF rather than through CHIN.

b. Ethics and Professional Competencies

Huson began with some sub-committee questions: should they be looking at ethics from the perspective of educational institutions and their curriculi, or in a broader context? Should they be looking at standards like the US organization National Council on Preservation Education (NCPE)?

Cameron recalled the competencies priority identified at the 2007 Roundtable was predicated on the growing issue of heritage expert vs. heritage expert at municipal hearings: this grew out of conservation's character as a sort of soft science that could develop arguments in different ways.

Bull said Canadian Association of Heritage Professionals (CAHP) should be involved in any discussion. Etkind said ethics should be about a definition of values and need to be based on strict criteria. Jeanes observed that the professionalization of the heritage sector has led to people being for hire who end up on opposite sides of questions of heritage value, and that universality of value was far from self-evident. Shipley said that while universal value may be elusive at this point we did have the law and planning regulations – designation gives heritage a matter of fact and legal standing.

Leong said we cannot rely on people's goodwill to be ethical, and that these need to be mandated and enforced for the profession via a reward and punishment model. Roy pointed to professional mechanisms for the regulation of architects in Quebec. What, she asked, is the minimum behaviour or expertise you would expect from a conservation architect, urbanist, or craftsman? Cameron said the biggest current threats to heritage are about degrees of intervention or treatment and these are increasingly getting soft. There is lots of talk around the intangible which leads away from materiality.

Wetherell said it is a difficult subject to handle because we are not on the same page, and that the heritage field is a community of practice not a neatly circumscribed profession. Heritage conservation is now connecting across boundaries that used to be firm – from heritage buildings to intangible heritage – and this is where the ethic issue arises. There are many codes of practice in existence for other fields, but how to reconcile them all? Jeanes suggested that the Parks Canada Standards and Guidelines could be used as a pan-Canadian reference.

Bull challenged the Roundtable to strike a working group –with CAHP, the Standards and Guidelines working group at Parks Canada, professions, heritage trades, generalist practitioners – to develop a strategy and action plan to tackle this issue. If so wish, could set a working group meeting at HCF's 2009 conference as a collective goal. Bean said it was important to see the goal of the Roundtable's work of circulating knowledge and networking around issues like ethics.

c. Heritage Education Resources and Training

Subcommittee member Wetherell reported they had found it challenging to implement the goals from the last Roundtable. Fundamental questions arose such as what resources, training and distance formats fit together, what was meant by "distance", etc. The subcommittee therefore decided to look at the subject in terms of formal training (sequential, cumulative, ending in formal qualification), and informal training not tied into traditional educational structures. They therefore decided to first focus on compiling a bibliography of informal training materials (attached below).

Weatherston said that CHIN was not an ideal repository for the materials being collected by the subcommittee because of downsizing and focus on movable heritage. She pointed to excellent examples outside Canada where using current technologies to get info out (eg.Getty Institute) and that Canada needed similar initiatives. It was requested that HCF circulate a description of the initiative Heritage Education Resources and Training initiative to participants and place information on its website.

3. Opportunities to Expand the Roundtable Network and Impact

a. Canadian Forum for Public Research on Heritage (CFPRH)

Shipley explained that CRPRH was a SSHRC strategic cluster grant involving 12-people from across the country and abroad - $2million over 7 years. The purpose was to expand heritage networks, promote research in the broadest sense, and to multiply this pool of money to enable other projects. An invitation was presented for Roundtable members to identify opportunities and move the agenda forward. He requested that a summary of the CFPRH project be posted on the HCF website.

b. Working Forum on Ontario Heritage Education

Jeanes said this provincial initiative met in early 2008 and included educators and other organizations like the Architectural Conservancy of Ontario (ACO), etc. The biggest outcome was a matrix of strategies (*Target Area, Target Groups, Goals and Strategies for Heritage Education Initiative*) to coordinate public awareness raising around heritage and integrate its concerns into mainstream skills training. The Matrix provided a useful reference tool to help people see where they fit in, and encourage actions by diverse groups.

4. **Identifying the future direction of the Roundtable and establishing its medium- and long-term goals**

   a. **Discussion**

   Bull detailed the resources HCF had to offer to the Roundtable, and the ways in which the Roundtable's work could help address its current needs. HCF could offer: staff time, teleconference capacity, access to multiple HCF networks, national conference to attach meeting, clearinghouse mechanisms (magazine, website), HCF library and archive. HCF needed: to build participation and membership in HCF (including feedback on how to attract students), harness research initiatives, gather national case studies for HCF to better advocate for sector. The Roundtable initiative is important to HCF for many reasons, including indirect contact with students, the future of the conservation movement in Canada. She suggested HCF's current advocacy work around such things as increased government support for heritage conservation should dovetail with Roundtable interests because a larger heritage industry builds demand for heritage education.

   Etkind suggested it would be beneficial to everyone to coordinate HCF efforts with ICOMOS – saving resources, maximizing efforts. Cameron said her program could provide stories for HCF's magazine, including its current research initiative on gathering information on post-war heritage conservation practice in Canada – detailing major conservation projects, players, philosophy and outcomes. HCF, she said, was more of a community-based and broader-based oriented organization and ICOMOS is more professionally based and less interested in the community dimension, so she was not sure if their mandates fit; HCF, as demonstrated by the Roundtable meeting, currently enables the interface between community-members, professionals and government staff. Shipley suggested adopting a Learned Societies approach to coordinate heritage conferences.

   Powter said the Heritage Trust of Nova Scotia was building their community-based training (1-day workshops) and professional development and was willing to share this material. A central repository of training material would be a very useful initiative. Goodacre suggested that heritage tourism materials currently being delivered by Heritage BC could be made available for use elsewhere. Jeanes said support for travel and accommodation costs is crucial to secure student involvement at HCF conferences. Etkind suggested lowering meeting costs by locating in academic institutions. Bull said APT had a robust student scholarship program and welcomed working with educators to create a similar HCF initiative.

   Shipley returned to the question of where the heritage research database he was compiling should be located. He said the database should include bibliographical information, PDFs (no broken link issue), and searchable by keyword. Wetherell said this was also a question for the Resources and

Training initiative; how a database would be maintained and how the initial work itself would be done owing to time constraints on Roundtable members. Fundraising was necessary because maintaining the database would not sustainable through volunteers or HCF staff. Weatherston said the architecture of the database was important and the public profile and accessibility of it. If not a popular and well-built site then there would be issues; any database needed to be well-structured and she was willing to advise HCF on this. Etkind believed these kinds of knowledge repository portals could get external funding. Leong worried about CHIN sunseting and said that sustainability of the host site was an important consideration.

b. Next Steps

Bull summarized discussion with the following suggestions:

1. Heritage Research & Heritage Education Resources and Training Databases: craft a seven year plan for accessing CFPRH funding to collect and make available research and training resources.

   Etkind suggested building in material currently being digitized by post-secondary institutions?

2. Develop a multi-disciplinary working group on standards for heritage conservation practice: it would include educators, PCA, CAPH, professionals, and unaffiliated practitioners.

   Wetherell suggested the professional competency and ethics subcommittee should look at one or the other; he suggested looking at competency first and then move onto ethics. Huson suggested a working committee day at the next Roundtable meeting in Toronto to address professional standards; this would include all of the key stakeholders.

3. Strategy to Involve Students in HCF conferences: plan for developing a scholarship program.

   Brenda suggested bursaries like CMA which support continuing education for those in the field. Masha said effective way to attract students is through a charrette associated with a conference. Tania took a contrary view, arguing that sensitization to approaches around heritage take time to develop and charrettes can give the impression that issues can be solved with a quick design flash. Etkind and Martin were pencilled in as leads on this student scholarships and involvement initiative.

Shipley made a further suggestion:

4. Use the public awareness matrix developed by the Working Forum on Ontario Heritage Education Public as a national model
   Shipley explained the Ontario matrix provided a framework for thinking about public awareness and was an attempt to develop a self-organizing system to co-ordinate action. This matrix could be posted on the web and people could see how they fit within its list of action items. Wetherell said the matrix could be the tool to meet the public awareness objective the Roundtable identified in 2007. Jeanes said the matrix would ideally be housed online so that it could continue to evolve and attract participants.

Actions:

Initiatives

- The Roundtable will continue to develop the heritage research database. HCF will explore hosting this database on its website. The Roundtable and HCF will search for external funding.
- HCF will circulate a description of the Heritage Education Resources and Training initiative to gather more information on informal training. HCF will explore hosting this information on its website. The Roundtable and HCF will search for external funding.
- The Roundtable will develop a multi-disciplinary taskforce on professional standards for heritage conservation practice and examine the idea of a 1-day working group meeting on the subject at HCF 2009 in Toronto.
- A Roundtable working group will develop strategies to involve university students in future HCF conferences.
- HCF will post on the web the public awareness matrix developed by the Working Group on Ontario Heritage Education.

Meetings and Communications

- Continue bi-monthly steering committee meetings (ensure meeting times work for all participants)
- Distribute steering committee minutes to entire Roundtable
- Establish an internet tool (eg. Writeboard, etc) to be a repository for Roundtable documents and enable members to modify these documents.

Unable to Attend:
Victoria Angel (FHBRO), Jack Brink (Royal Alberta Museum), Lyse Blanchet (PWGSC), Ian Brodie (Cape Breton University), Joy Davis (University of Victoria), Claudine Déom (Université de Montréal), Claude Dubé (Université Laval), Julia Gersovitz (McGill University), Mehdi Ghafouri (Vanier College), George Kapelos (Ryerson University), Jessica Kerrin (Government of Nova Scotia), Gregory Monks (University of Manitoba), David Osborne (Algonquin College), Michael Ripmeester (Brock University), John Scott (Algonquin College), Julian Smith (Willowbank School), Herb Stovel (Carleton University), Rod Stutt (SIAST), Tom Urbaniak (Cape Breton University), Francois Varin (Rue Principales),

National Roundtable on Heritage Education 2009

Heritage Canada Foundation
September 24, 2009, 12:00 -4:30 pm
The Galley, Ontario Heritage Centre, 10 Adelaide St. East
Toronto, Ontario

Present:
Ken Alexce (Heritage Saskatchewan), Kiki Aravopoulos (OHT), Ronald Bean (Conestoga College), Lyse Blanchet (PWGSC, ICOMOS), Peter Carruthers (Archaeological Services Inc.), Claudine Déom (Université de Montréal), Helen Edwards (CAHP), Eileen Eigl (Willowbank), Masha Etkind (Ryerson University), Bernard Flaman (SIAST), Shelley Huson (Willowbank School), Andrew Jeanes (Ontario Ministry of Culture), Andrew MacAdam (Nova Scotia Community College), Marybeth McTeague (City of Toronto), Robert Pajot (PWGSC), Enrique Romo (Universidad Gabriela Mistral), Susan Ross (PWGSC), Michael Sawchuk (Ontario Heritage Trust), Rebecca Sciarra (Archaeological Services Inc), Robert Shipley (University of Waterloo), Julian Smith (Willowbank School), Herb Stovel (Carleton University), Don Wetherell (Athabasca University), Thomas Wicks (OHT), Chris Wiebe (HCF)

Agenda:

1. Progress in the Roundtable's Three Priority Areas.

a. Heritage Education Resources and Training

Wetherell said that the subcommittee was focussing on establishing the kinds of training programs out there, particularly those in distance formats formal and informal. One of the issues is there is not a lot that unites programs in terms of basic standards – many levels and different ways. What are these competencies we are looking at and what brings them together. The museums field is more developed than heritage re: competencies and could serve as a useful model. We will be looking to post material on these learning formats in web-based form via both University of Waterloo and HCF.

b. Research and Publishing

Shipley gave an update on the Canadian Built Heritage Research Inventory currently expanding online. Have 300 French-language resources waiting to be posted. He has now added the annotation function to each reference to make it more useful. It also allows for the publication of "grey" material that has not been officially published.

c. Ethics and Professional Competencies

Déom described how the subcommittee met four times over the past year to discuss the issue of ethics. There was a sense in the end of going in all directions. Firstly, reaffirmed the importance for educators to think about defining competencies and issues of ethics in

relation to educators and how these translate into course outlines and programs. Secondly, it asked how educators can be useful in the professional thinking about these two issues. Although educators need to be aligned with what the practice of conservation is requiring of our students, but it is also important for educators to understand how academics can contribute to the advancement of ideas – there is a reciprocity that needs to be re-established.

Blanchet said that the subcommittee grappled with defining the question of why ethics and competencies is an issue, now. An illuminating quote put this in perspective for them - "Heritage conservation is more about values and attitude than knowledge." She then reviewed the work of ICOMOS, ICCROM and the World Heritage Committee and their roles in training. "Training Strategy in the Conservation of Cultural Heritage Sites" (1995) and "Conservation of Ensembles, Monuments and Sites"(1993).
*******3 quotes** These documents have a long list of competencies organized around verbs: read a monument, understand the history of a site, etc. This list was generated 20 years ago and needs to be updated. They can serve as the basis for present discussions. Deom suggested interested members of the Roundtable could read their course syllabi in light of these competencies; could be a useful exercise in self-assessment.

2. **Workshop on Ethics and Competencies. Facilitated by Herb Stovel.**
   A. **Overview presentation on key elements of the conservation discipline: (Stovel)**

   We are all educators. We all receive education over a lifetime and are involved in passing what we have learned on to others. Lyse and Claudine have already helped set the stage. I do want to spend a few minutes to set the stage for the discussion of ethics and competencies, because this subject has a long history, and frame some of the questions we might want to address.

   Ethics and competencies need a context, can't just jump into them before you ask the question of what is the nature of the 'discipline" we are all a part of – does it really exist? We have been talking about the emergence of a discipline of conservation for 20years, but it doesn't have hard edges. I think we need to back up and think about, "What are we part of?" The discipline may exist in some peoples' minds, but it is not a kind where you pay a professional fee to join and you are either in or out, it is still a kind of loose thing that brings people together. They may begin as researchers, architects, crafts people, policy wonks who end up as administrators, everyone of these is critically important to the conservation process. We often call ourselves a discipline – but I think we need to talk about who is in and who is out, what the focus is, with a little bit of clarity if we are going to come back to the discussion of ethics and competencies.

   Other disciplines, like law or medicine or architecture, are quite clear. They talk about educational requirements and experience requirements (eg. apprenticeship requirements before you can call yourself a professional and they also have their codes of ethics. We in a way are trying to parallel those initiatives, but without having a kind of clear commitment of governing authorities which say there shall be a discipline and it will consist of this and that.

This has come up in the conservation world for a long time. “Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites”(1993) is a reflection of ICOMOS’s efforts to define what the conservation discipline might be. It was led by Sir Bernard Fielden who identified the need for greater clarity about the conservation discipline; he pushed for a list of training and skills that Lyse mentioned earlier. It wasn’t entirely successful. I was at those discussions and quite often, people observed that Fielden’s conception of conservation was very buildings- centric and they argued that the idea of conservation had greatly expanded in recent years – thus the title “monuments, ensembles and sites.” Conservation is a moving target, with a constant more holistic enlargement of what we mean. Any list of competencies and ethics has to account for and incorporate the potential for this future expansion of interest.

Fielden was asked by the Getty Conservation Institute to write a book called “The Discipline of Conservation.” He wrote it, but the Getty didn’t publish it. At the end of reading it they were not convinced there was a discipline of conservation. Even today, I don’t believe we are still there; we still are not sure what the boundaries of such a discipline might be. Fielden felt we should all be called “conservationists.” If you read Articles 2 or 3 you will see an attempt to put together a fairly wide focus for the conservation discipline.

Competencies and ethics are part of that general larger discussion. Personally I think it is useful to start with ethics. Not to say that one is more important than the other. But when we ask what we share within this imagined discipline of conservation it has something to do with the attitudes and ethical commitment we bring. We all join conservation from different angles, but while the beginning competencies may be something different in the end they all stick together through ethical stance. Ethics is also not a new discussion; many groups have put together ethical statements and codes over the last number of years. This really came out of Australian ICOMOS where they saw conservation going mainstream and thought the ethical core could be lost. In the Canadian context, public policies, developers and the professionals providing advice in both directions has become harder to manage.

In 2002 ICOMOS came out with “Ethical Commitment Statement for ICOMOS Members” and members must now swear an oath. I’m not sure how seriously this is taken in Canada. Canadian Association of Heritage Professionals has a “Code of Professional Conduct and Ethics.” The Canadian Association for the Conservation of Cultural Property and the Canadian Association of Professional Conservators have a “Code of Ethics and Guidance for Practice.” If we have these codes in place, why do we need to discuss it? Despite the existence of these codes, there are possible ethic breeches and grey-areas which raise the question of the ethical stance; unfortunately these existing documents don’t help very much. Most of these documents have a built in review commitment. I asked Australia ICOMOS is any one had been brought before them on a breach of ethics, and they said no; the reason is because it is touchy when you challenge a fellow professional and risks involving lawyers, etc. We then have to ask if we really want results, do these words, these documents really enable us to get there?

Another reason to discuss ethics is whether we can develop a document that will reflect the full range of interests in this conservation world.

When we think about ethics, I think we have to focus on behaviour and responsibility:

- responsibility of professionals to heritage
- responsibility of professionals to each other
- responsibility of the profession to the community it serves
- responsibility of the profession to the paying client

So what I have done with today's agenda is set up a series of questions which will lead us from the general to the specific through about 4 or 5 large areas and see whether we can generate consensus around what is important.

1. Is there a discipline of conservation?
2. What do ethics and competencies fit into all this? Can we define these words?
3. What are some of the key ethical dilemmas we face today?

I have listed some of these dilemmas. Heritage professionals often say completely contradictory things in hearings. When I tell this to lawyers, they say they have no problem with this. Their role is to tell their paying client's truth; the whole truth is not necessarily their business. My view in the heritage field is that we are closer to the role of a doctor rather than a lawyer; they swear that they will do nothing to let a patient die or to weak the health of that patient. I believe this is what we should be doing with heritage, that through our actions we should do no damage to that which we call heritage. I am not saying there is one way. But within the field where there is scope for dissent, there is an overriding ethical commitment to maintain the heritage we are responsible for in the long term. You see an effort in the ICOMOS document Article 2 to define the responsibility of the professional to that heritage. But maybe this discussion is too touchy, because to discuss it we end up naming names and talking about people.

Another concern, is when we are working with a paying client, how do balance giving them the services they want with our professional commitment to the heritage itself? More and more these days in Ontario, since the legislation came in in 2005, we do Cultural Heritage Impact Assessments; you can no longer change a designated building without undertaking one of these. Of the 17 that have been undertaken in Ottawa, for example, all of them have strangely found no worth in any of the heritage sites considered. So there are so questions about terms of reference of people giving this kind of advice.

Another issue is the inability of professionals in the government sector to speak up about cultural values because they are constrained within a government environment. This is important because there is often a muting of public advocacy view points in public forums that would benefit from them. Do people who work in conservation have an overriding responsibility to that larger heritage protection goal even though they may work for a government which asks them to keep it quiet?

Information sharing is a key part of all the Codes of Ethics we have before us. They all say all research is public and should be shared with those who subsequently work on the same building. I often run into situations where I cannot distribute reports because they belong to the client who paid for them. Last point, in a list that could be much longer, is the issue of whether it is fair for non-profit entities with paid staff, or academic teams with students, to compete against private companies for heritage contract work. We have not carefully articulated what a level playing field might be.

You may have other ethical areas that I have not identified. I would like to hear about these and to begin turning our attention to better approaches to deal with these issues. And in the end, as educators, we need to turn to the link between ethics and competencies and or responsibilities to infuse these into our course and programs we organize and teach. This is a discussion that many people want and we should also be asking who else should be involved in this discussion. I used to teach ethics at the end of all of my courses, just before students went on to professional work. But now I am trying to place it at the beginning, because it is something that needs to inform teaching all the way along – a kind of constant reference point.

B. Group Discussion

<u>The emerging discipline and implications for practitioners</u>
Jeanes: Even if I am not involved directly in conservation every day, I feel that the work that I am providing tools and information to others to do conservation. I am always thinking about it. A quick definition of conservation would be managing change in what people value.
Shipley: I believe there is a discipline of conservation, or a least of cluster of disciplines. I think it is important to think about what the fringes are. Lyse was talking about the conservation of federal buildings where there is money and the will to have the best practitioners and oversight and control. On the other edge of the spectrum is where I live, where you are trying to convince a councilor in a rural municipality that their modest building is worth recognizing and saving. You have no control and there are many forces working against you in that context including the fact many people don't believe that is important at all.
Stovel: Would it help you and the struggle generally if over the next decade we formalized the discipline of conservation?
Shipley: Yes, I think we have a public relations battle, in a sense, to establish the basic premises of conservation.
Etkind: I also teach conservation courses and I find that you have to start by talking about a system of values rather than moving to application. You immediately connect the act of conservation with a way of thinking and then are guided by these values. In the profession today there is a buzzword – sustainability. And if we approach it from the point of view of professional ethics, value-guided descision making process, I think we can equate sustainability to conservation as a approach to a decisionmaking process. What are the values that guide certain decisions which in the end formulate or intervention with the environment. Whether saving energy or saving cultural material, the shared value of conservation is there. By establishing a Code of

Ethics we will establish a humanistic approach to our cultural heritage. When you take conservation into a context of cultural animosity it becomes a more difficult exercise. When you work in the context of balancing the rights of a majority and minority culture, then that system of values becomes essential. If look at it from the point of view, economic disparitites, what happens when we rehabilitate neglected areas like Jamestown in Toronto – will the population be moved into another ghetto or do we take them as a main client or partner in the decision-making process.

Stovel: From what I have seen over the past 20 years, that a lot come out of an effort to formalize designation. I don't feel any loss without having that in place because I have a strong feeling I belong to something.

Deom: The reason why I think conservation is a discipline comes from my own role as a teacher of conservation, where you have to answer questions from students. I come from an architectural history background which has its methods, structures, key players and that is my analogy to consider conservation as a discipline. As I prepared for my Theory of Conservation class it became very clear to me that conservation has its references – it has a strong methodology, framework, key players, policies. Having said that it is not like the discipline of architecture. I don't think you can belong to a discipline called conservation without being rooted somewhere else. I think it requires full commitment, but one coming from the full knowledge another discipline provides. Architectural history is a sort of metaphor for this: it is not a discipline in itself, but rather one embedded in art history. I remember as a doctoral student that I had nothing in common with other students studying contemporary art, installations, etc – our methodology and references were different – but we were still under the umbrella of art history. So, I'm not searching for a more formal discipline of conservation. We need to raise awareness about our method.

Smith: I'm not conservation is or should be a discipline. I think disciplines came into their own in the 20th century and if we are going through anything now (and I think the heritage movement has partly been responsible for it) we are questioning that sense that a discipline defines its boundaries, allows people to become practitioners, and blesses them with a certain mystique. I think that disciplines have created a kind of elitism that the conservation field may envy. And if our efforts to create a discipline follows that 20th century model, we will be doing ourselves a disservice. So I think there is a question of how we define discipline. At Willowbank our efforts are partly to undermine the role of disciplines and particularly the role architects play. We want to go back to an 18th or 19th century model where there were books called the Carpenter's Assistant full of architectural models. We are engaged in a political activity and I think, Herb, in your list of four responsibilities, the responsibility to the community is ultimate most important because conservation activity has an impact on cultural identity. And that is where the ethics are really critical. Perhaps we are a political party and you can choose to belong to it or not.

Stovel: If values are important to us as a basis for decision-making, those values are not necessarily articulated by those in the profession. A lot of our processes are elitist, like the Ontario Municipal Board where you need to be a professional to speak. I think what you are saying Julian is that by insisting on a discipline we may solve the problem of who is qualified to work on the Parliament Buildings, but create a host of other bigger problems. The 1992 Rio Declaration on

Environment and Development said that sustainability is achieved when decision-making is closest to those effected by the decision. It doesn't say sustainability is achieved when professionals are involved in a project, it says let people talk, and when they talk you listen to them and then you will get sustainable results.
Carruthers: When I was on the Heritage Toronto we would send letters to raise money to 500 area architects; we would hear back from 200 of them and 100 of those might have some experience in heritage conservation – most of whom I'd never heard of before. Heritage conservation is a profession and a discipline, but most of those people who responded were never formally connected to heritage conservation. I started out in Ontario need a regulatory of guideline environment and then the implementation A lot of the conservaton that happens with birds or swamps it is all based on legislation and regulation – without that, you're nowhere. Is the conservation side of biology a sub-discipline of biology? Maybe not. Some of the best work is done by "amateurs."
Romo: I see conservation as a result of sustainability values and will. I have read a lot over the years about how self-interest can be directed towards a common goal. What really matters is not whether it is a discipline or not, it's whether we are successful in maintaining heritage buildings. Is it here because common value is transmitted through political process to create legislation?
Shipley: Ontario Heritage Act uses the word "may" a lot. But as long as it is an option activity for those who make the decisions, that is why we are not taken seriously. Would it be useful to have a more defined professional to get government like Ontario to take conservation seriously.
Blanchet: We need to think of conservation not as a discipline but as a domain of application – it is an applied science, not a pure science. If I have an association that can recognize this expertise as a unique domain, I'm in the right boat. I have talked with the Association of Quebec Engineers to recognize conservation engineering as a particular specialty so that there can be particular training made available. At the federal level you can only be recognized as a specialist in a field if you have a certificate recognized by an accredited institution. There are lots of people who call themselves conservation specialists, but if you look at the fine print of federal policy this doesn't count because they do not have this certificate.
Stovel: What you are saying is that we should forget about the discipline idea, but that what you need to do your job better is recognition. Shipley is also taking about recognition as well.
Jeanes: In government bureaucracies one often hears talk of professionals "pulling one over" on elected officials by inserting strong material into official plans. What are the boundary between heritage conservation as a movement and the responsibilities we have as professionals. Is this dangerous and we should be stepping back and examining?
McTeague: I think the word activist is important for conservation. I think we need to recognize that it is still a movement, something which has motion and still ongoing because it is not generally recognized. Part of the shared values of heritage tie in with larger rights and freedoms – how does it sustain life and support life.
Smith: I think subversion is part of activism and I think that is integral with where the movement started. As far as heritage legislation, I think it was a reaction to modernism in the 20th century and I predict that in 50 years we won't have heritage legislation because we will have achieved an idea about sustainability

and heritage will be in the planning act and the normal way of doing business. I would be very concerned if the heritage movement used competencies to define itself. I think it is right to start with ethics to define ourselves, because that is a much healthier place. To find a shared set of values and maybe a methodology about how ethics and values are carried out.

Stovel: What can we do to bring great recognition to the work we do and the heritage movement.
Alexce: Being an old community development person, I remember a Minister once said to me, "Ken, the person who knows why will always have a job working for the person who knows how." During this meeting I have been thinking, why is this group so concerned with ethics and standards and it came together for me in one word, cynicism. We are cynical that the legislation and policies we have put in place will be ineffective. This legislation represents a social contract with the general public: that you will have an acceptable way to identify what a heritage is, you will have due process, educational standards to foster works who will manage heritage on our behalf. We are talking about preserving social assets, they represent community values of living and working together that we want to pass on to other generations. When I listen to you, you are taking responsibility as conservationists. I'd like to see the day I can pull a person off the street and they will tell us what a heritage asset is and not the other way around.
Stovel: I don't think we have the time to go into greater depth about ethical dilemmas. But as educators, if we accept ourselves as custodians of social assets, what can we be doing as educators of students.
Bean: I am trying to bring on stream a new program. One of the problems I am encountering is that students need a professional organization. The lack of this discourages students.
Stovel: I think what students often want is to belong to something, to understand what they are a part of. There is the effort on the part of the teacher to put together the paper content, but I am convinced that the learning occurs outside the classroom. I am aware that students want work – part of what I try to do is put them into real life, applied situations (municipal heritage advisory committees). I encourage them to come to conferences which help them see they are not alone – there should be free access to conferences. Also, need to expose students to the complexity of the heritage field through invited guests who show them that there are many professional profiles. The big question for them is "Where does success come from?"
Eigl: As a student I want to be able to give good competent advice. I want to fight apathy. The way I see the field, they give up before they try because they don't know where to go. Willowbank has taught me volunteering which is essential.
Pajot: The Heritage Conservation Directorate at PWGSC is about 60 conservation professionals in Ottawa – 17 architects, 10 conservation engineers, 11 technologists, 3 landscape architects, heritage reporters and support staff. We are probably the largest group of heritage conservation professionals working in the country. We also contract others – last year we did about $750,00 worth of contracts for mostly architecture and engineering, conservators and architectural historians. Role of our group is setting the direction of a conservation project which will then go out to the private sector. In terms of the discussion of

competencies, the issues we are struggling is the procurement of services from the private sector getting the competencies we require. We have to wiggle around the words we use to hire consultants because we cannot use the term "conservation architect" because those terms aren't recognized by our contract people; we must say an architect with experience in conservation. Hiring for our own office, how we describe those attributes is also difficult because they are not formally recognized.

MacAdam: My students see the sense of belonging as crucial - who can they get in contact with in Canada. They see its importance for employment. What we are trying to bring out in them is a sense of craftsmanship to distinguish themselves.

Sciarra: Even though I'm at the start of my career, I find myself getting cynical writing heritage assessments for the development industry as well as public undertakings under the Environmental Assessment Act. From my viewpoint in the private sector, I see huge differences in ethical approaches in the conservation field; the question is always, will you give us the answer that serves as the purpose of the undertaking, there is an ultimate goal they are looking for and the heritage constraints can become a problem. I'm finding proponents are becoming quite direct about it – "Where are you going to fall?" Even though you may position yourself ethically, there will always be another company in the private sector which will do the work and give them the answer they desire. It does leave you or the heritage resource any further ahead except that you feel a little better about yourself. That's why I really lean on legislation and policy regulation. If you can point to a document it really lends credibility to the decision that you are making.

Stovel: Is it possible to live without a heritage act? Sweden has never had a heritage act and they look after their heritage very well through a planning act.

Flaman: After 5 years in a regulatory role with the Government of Saskatchewan overseeing interventions to heritage properties, I was exhausted and decided a year or so ago to get out of heritage. I think, Herb, in Edmonton you made the point about how discretionary all of our laws are in Canada – it says the minister shall. I also started history/theory/design course at SIAST. I think I would come down on the side of conservation not being a discipline because it is so closely tied with other things – theoretical, technical. I am now with PWGSC and also working on contemporary projects. What I see is a general decline in professional expertise, and nicheing out like project management. So I am dealing with project managers on projects and they know nothing about buildings; the idea is that it doesn't matter, but buildings are complex – they don't have the competency to resonably tackle these projects. So now to break heritage out as a separate discipline is actually a disservice. I had an experience lately with a 1968 building where the owner and designers, neither of which had a heritage background, are excited about working with the building. There are many different reasons to retain heritage and these need to be supported by multiple arguments. At SIAST, the course I teach has a small heritage component, but it ultimately bleeds into their other work.

Edwards: If you are looking for an outlet for your students, look to the Canadian Association of Heritage Professionals. CAHP is a conglomeration of disciplines that share a passion for heritage. Not all our members work exclusively in heritage.

Ross: I like what someone said before, “Conservation works best in combination with another discipline.” And I suddenly realized I’m not fighting between two identities I’m actually on a bridge, a place of dialogue. I’m also bridging another area – environmentalism, sustainability and green building .I think the Code Ethics for the Association of Quebec Architects is focused on conduct in business relations, and I find they address very well many of the concerns raised here; it is a good model and we need to look beyond the conservation realm for these models. There is a law that says that for certain projects you must have an architect – this is a powerful disciplinary engine. Green building is interesting, because it is a movement which is becoming a discipline; LEED an accredited green building discipline which has gotten away from them and they are having to deal with it, so there a lessons there. Berlin Order of Architects offers continuing education. These were basically 2 hour workshops were architects would expose their work to their colleagues, they would walk through the buildings and debate them without pulling punches. And there was a whole level of debate implicit there about ethics – is the working or not. That was one of the strongest experiences I had in education.

Wetherell: What do we mean by heritage in the Heritage Rersources Management Program at Athabasca University? My answer is that it is a community of practice. I’ve heard words like discipline, skill, profession, competency, speciality and movement here today, and we would add words like vocation. This is part the problem in coming up with an overarching ethical approach to the field. We teach them a wide-range of skills but these are actually quite precise in terms of practice. We have courses on Preventive Conservation of Moveable Cultural Property, Historic Properties, and Collections Management, etc so we are crossing many lines. I think there are links between all of those fields – tangible or intangible, moveable or unmoveable. I think the aim is to create competency in a range of activities and teach them how to behave professionally, while not training them to think as a profession. My background is in social history. So I am rather sensitive to people saying to me, “We you’re not a heritage conservationist because you’re not a material culture conservator.” We do build boundaries and we need to be careful. I think what links our field is that we are dealing with resources that are public, that involve conservation (not necessarily preservation), and dealing with questions of significance (definition and values-based management), and a connection between theory and practice. In terms of ethics are our program, we are developing a course in the philosophy department on heritage ethics, but we also have to think about ethics within each of these areas of practice – archivists, archaeologists, etc – and that there is no single framework we can apply.

Shipley: I like this idea of bridges and domain of application. I think in the end I am pushing for the idea that this is a movement which brings people together rather than a discipline. I try to take my students out into the community. I find that communities and politicians that would resist professionals are so much more open with students; they can raise the awareness of heritage through their surveys or through presentations to council, but are much less threatening. On the topic of the difficulty of speaking out, I believe that university tenure gives me the obligation to say what I think in the community.

Blanchet: Continuous education is critical for recognition of our field. We need to think about succession planning. Heritage should make better use of the media.

We need to take better care of setting up project teams with a wide diversity of competencies.
Huson: At Willowbank we try to impart the idea of the importance of the project team and the collaborative nature of that group. And ensuring that we have a public venue for the community to gather to discuss heritage resources in the area generally.
McTeague: Your discussions seem a bit like rearranging the deck chairs on the Titanic. I had a discussion at lunch about the fact that when a developer comes forward with architectural drawings for a project, it's almost too late, its out of the gate. But I have been thinking, what about the architect who drew those plans. I thought you might talk about the education of children at the grade school level today; my child gets nothing to do with heritage in her curriculum.
Stovel: We need a continuity of memory and action. Part of that is the need to repeat ourselves and get ourselves in synch in our knowledge. I don't think our conversation has gone on long enough for outcomes and next steps on this subject. We need to think about what brought us into the movement in the first place as an idea that we keep at the forefront when we consider actions we might take in our workplaces. I think there is some energy around this subject, the discussion isn't finished yet and we need to consider later how to keep this discussion going.
Shipley: I will be away most of next year and we need to have someone to act as chair or first among equals of this committee as I will be away most of next year. Claudine Deom has just volunteered.
Edwards: I look forward to continuing discussions and liaising between CAHP and educators.
Shipley: So there are discussions on setting perimeters or definitions on practice. Another subject has been to communicate heritage ideas to the general public. Lsye and I were involved in an HCF initiative about 10 years ago which involved bringing heritage ideas to other professions, and I think this should be followed up on. Finding people in other professions (law, engineering) with heritage sensitivities, and have them speak to others about their concerns.
Ross: I wanted to reinforce that point. I've been making proposals to the RAIC over the last number of years to give conservation courses, and they have picked them up. They are very interested in developing the conservation curriculum. What is the level of training that an experienced architect needs to bring them up to speed in conservation, training that isn't introductory but assumes substantial knowledge.
Shipley: One of the things there is that there are initiatives underway that we collectively are not aware of.
Jeanes: Public education through Doors Open, plaquing have an under recognized informal education. Leveraging heritage education into the primary and secondary school education is a difficult nut to crack. We have found that informal education is more immediately rewarding and assessable than getting into the schools. Reaching out the professions happens at the Government of Ontario. We go to the professional associations building officials, planners, fire marshals, is a place we see a role for ourselves.
McTeague: I'm wondering whether, given the nature of the planning act in say Ontario, whether heritage training for planners shouldn't be mandatory. Last year at the Canada Green Building Council's forum on education there was a

discussion whether accreditation for schools should only be given when the school's themselves prove they are approaching sustainability in a serious way.

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Issues:

- Is there an emerging conservation discipline shared by practitioners?
- If we are moving in this direction, what are the key elements of this discipline?
- What would we expect of a conservation practitioner working in this discipline? Education? Experience? Competencies? Ethics? Other building blocks? Definitions and relations between these.
- What are some recognizable ethical problems confronting practitioners at the moment?
- What are responsibilities of educators for preparing practitioners for ethical challenges?

B. **Group discussion** –

- General discussion of the emerging discipline and implications for practitioners: relations between competencies, ethics and other building blocks of the practitioner's make-up

- Review of Ethical problem areas identified in Stovel presentation: relevance of these problem areas? additional problem areas?

14:45 – 15:00 Coffee Break
15:00 – 16:30 Workshop on Ethics and Competencies

- Relative to agreed Ethical problem areas: - what are the particular issues and problems associated with each?

- Relative to agreed Ethical problem areas: what are possible solutions and approaches for problems identified?

- What actions - collectively or individually - can we take to carry this discussion further?
    - How should we deal with Ethics in our teaching and educational programs?

    - Passing the message of this workshop :
        - What is the message of the workshop: articulation of views expressed?
        - Who can we pass this message to?

- Opportunities for write-ups/ publication/ dissemination?

Unable to Attend:
Victoria Angel (FHBRO), Ian Brodie (Cape Breton University), Christina Cameron (Université de Montréal), Joy Davis (University of Victoria), Claude Dubé (Université Laval), Julia Gersovitz (McGill University), Mehdi Ghafouri (Vanier College), George Kapelos (Ryerson University), Yew-Thong Leong (Ryerson University), Tania Martin (Université Laval), Gregory Monks (University of Manitoba), Luc Noppen (UQAM), David Osborne (Algonquin College), Andrew Powter (HCF, Board of Governors), Michael Ripmeester (Brock University), John Scott (Algonquin College), Rod Stutt (SIAST), Tom Urbaniak (Cape Breton University), Francois Varin (Rue principales), Brenda Weatherston (University of Victoria).

"Heritage Conservation is more about values and attitude than knowledge."

1. Who are we?

Fielden: we are "conservationists"
Part of a movement, activists.
We are a group with a common goal, comprised of a variety of skill bases
Our students are not buying a commodity but finding a shared sense of purpose

We are diverse but our ethics may be rooted in what we share

2. What do we do?

Conserve monuments, ensembles of buildings, sites and intangible heritage
Manage change for those things that people value
Does the discipline of conservation exist?
Disciplines are elitist; conservation is a movement
Subversion may be a necessary part of the movement
Grads are not decision makers but they can influence those who are.

3. Ethical guidelines are needed to determine how we do it in relation to:

Heritage
The profession as a group
The community we serve
The client

Has heritage conservation professional ever been charged with a breach of ethics?

4. If we can determine why we do what we do, we will have a code of ethics

5. What do we need?

Definition and regulation like professional bodies
Provide a sense of belonging (esp. for students)

Have recognizable credentials.
Have specialized credentials within regulated professions
Regulations/codes to determine how we act

6. Education of heritage professionals

Conservation of cultural heritage is a specialized discipline requiring specialized training.
How are we useful in the professional world?
How would a definition of core competencies translate into course curricula?
Education needs to be in line with practice but practice needs to be informed by evolving theory, such as values-based education.
Education needs to start with a system of values that become part of a way of thinking that will guide decisions making.

7. What is the relationship of conservation and heritage and the community?

In spite of legislation, heritage is still seen as optional
There is an on-going public relations battle to establish the basic premise of conservation.
Education and ethical codes are important for conservationists, but there needs to be consideration of public education so that developers, architects, councilors, the general public and all those who have an impact on heritage are informed of its value.
Some level of public education is achieved through programs such as Doors Open.
It is our professional responsibility to recognize that our decisions and actions effect humans' relation to their habitat
We must apply universal values that respect human rights

8. Future Visions

Heritage started as a reaction against Modernism but one day it will be part of sustainability.
One day there will be no heritage legislation.

9. Possible Courses of Action/Final Observations

Talk about ethics first and then competencies
Focus on values
How doe we provide a code for a domain of application?

Record of Notes Taken at the Meeting:

Robert Shipley reports that an on-line data base of heritage research is now available on-line. Unpublished materials will be included as pdf's. (Suggests student projects include annotating the sources)

Claudine Deom

The group has dedicate their time and interest to this matter for the past 4 years through conference calls they have spoken of the following themes:

- defining core competencies and how this relates/inform course curricula
- how are we useful in the professional world
- education is to be in line with the requirements of practice but at the same time practitioners need to be aware of the advancement of ideas such as values-based education

Lyse Blanchett
What is a code of ethics?
Numerous quotes about the issue were presented including "Heritage Conservation is more about values and attitudes than knowledge"
ICCROM documents from 1995 and 1999 on training were cited.
Ethics are an essential part of the training in the principles of conservation.
Conservation of cultural heritage is a specialized discipline requiring specialized training
Today in the UK ICOMOS is updating the guidelines referred to in http://CIF.Icomos.org

Herb Stovel

Conversations on the phone started with ethics and competencies, but what is the context or discipline?
Does the discipline of conservation exist?
Many different disciplines contribute; who's in or out?

1. In order to define ethical responsibilities we need to define the goals of conservation
CIF: Sir Bernard Fielden initially defined it as the conservation of buildings, now extended to monuments, ensembles of buildings and sites and more recently the intangible aspects of heritage.

Fielden: we are "conservationists"

2. While we have diverse competencies, what is that we all share that would help determine ethics? One is a shared commitment to conservation

3. Can ethics deal with the full range of interests and participants?

4. Ethics are needed to determine responsibility and behaviour with the following points as a framework:

a. relation of professionals to heritage
b. relation of professionals to each other
c. relation of the profession to the community it serves
d. relation of the profession to the paying client

5. What are the five key ethical issues today?

- We need something like the doctor's Hippocratic Oath that the patient should not die. Professional dissent should be kept, and heritage maintained
- How do we balance duty to the client with respect for heritage?
- How do we deal with the muting of heritage professionals – do we have an over-riding responsibility to speak in spite of our employers?
- Should information remain the property of a client or be part of something larger?
- In competing for work there should be a level playing field for all professionals

Discussion topics:
What are the goals?
What is conservation?
Answer: Managing change for those things that people value.

Need for education and the public relations battle to establish the basic premise of conservation with the public
Education needs to establish a system of values, which becomes part of a way of thinking to guide decision making and intervention.
Professional responsibility of conservationists as their decisions affect human's relations to habit and therefore should apply universally shared values.
Conservation is not a discipline, it is a movement and it is political
Conservation is undertaken by many disciplines sharing similar goals but these need to reflect values which respect human life and rights.
'Conservationist' is like the 'activist' or 'environmentalist' etc. as the cause is not yet fully established and has to be part of a movement campaigning for its acceptance as a fundamental and integral element of the society and its legislation
There needs to be a focus on values
There needs to be regulation to determine how conservation is done.
Concern that municipalities still see conservation as optional
Conservation represents a unique domain of expertise, which needs to be recognized as a separate category within the professions, such as heritage architect, engineer etc.
Conservation grads are not decision-makers but they can influence those who are.
Heritage started out as a reaction against modernism, it is predicted that in the future it will be part of sustainability.
Ethics should come before competencies.
Reinforce the idea of heritage as a movement, which may need to be subversive.

Part 2
Concluding comments:
Element of cynicism
If we know why we will be able to define a code of ethics.
We are custodians of social assets which have value for the community.
Need a professional organization for (students for) identity and belonging.
Learning occurs as much outside the class and through application
We need to be able to be seen to provide reliable advice, fight apathy and provide expert authority.
Witnessing students at a lime slaking – they were not consumers, but had a sense of common purpose.
Defined competencies are essential in procuring from the private sector
The ethical challenge of private sector work, the client's expectations which may not be the best for heritage.
Heritage laws are still too discretionary

National Roundtable on Heritage Education 2010

Thursday, September 30, 2010
Basilica Museum and Library, Basilica of St. John the Baptist
200 Military Road, St. John's, Newfoundland and Labrador

Present:
Ronald Bean (Conestoga College), Terry Bishop-Sterling (Memorial University, Newfoundland Historical Society), Claudine Déom (Université de Montréal), Mathieu Dormaels (UQAM), Helen Edwards (CAHP), Stephen Fai (Carleton University), Barb Hogan (Yukon Government), Shelley Huson (Willowbank School), Thomas Hutton (UBC), George Kapelos (Ryerson University), Noel Keough (University of Calgary), Ned Kaufman (Vinoly Architects, New York), Andrew MacAdam (Nova Scotia Community College), Hilary Meyer (Concordia University), Robert Shipley (University of Waterloo), Julian Smith (Willowbank School), Angela Specht (Athabasca University), Chris Wiebe (HCF).

Agenda:

1. Introductions
Barb Hogan referenced a heritage education pilot project in Yukon at a local college and will have more info in the coming months.

Stephen Fai explained that Carleton University's undergraduate program in the School of Architecture now has four streams – design, architecture and philosophy, urbanism, conservation and sustainability. At the moment, only the design stream leads to the professional Masters in Architecture program. The School is currently completing an application to the OCGS for a second professional entrance from the conservation and sustainability stream. They are simultaneously developing a stream of the professional MA with a diploma in conservation.

Tom Hutton said that UBC's School of Canadian Regional Planning has a growing urban design stream which attracts conservation students, particularly those interested in the interaction between planning and the built environment.

Hilary Meyer, who is currently enrolled in Concordia University's Urban Planning program, pointed out that it has very little emphasis on heritage conservation, but there is strong student appetite for it.

Noel explained that while the University of Calgary's Faculty of Environmental Design does not have a program focusing on heritage conservation, there is some overlap with programs in Architecture, Urban Design and Planning, and Environmental Science. Faculty member research interests included cultural and natural landscapes, building and neighbourhood conservation, and the synergies between heritage conservation, sustainability and the social economy.

2. 2009/2010 Roundtable Activities

Chris explained how the steering committee met by teleconference in January and March and then by email. One of the things it undertook was the development of materials for HCF's website. Robert explained that on the Canadian Built Heritage Research Inventory on the Heritage Resources Centre website, students and others were creating write-ups for individual articles. The Distance Education and Ethics and Competencies subcommittees have deferred their reports to the next meeting.

3. Presentation – Thomas Visser (Vice-Chair, National Council for Preservation and Director, Historic Preservation Program, University of Vermont)

The National Council for Preservation Education: History, Workings, and Efforts to Serve Academic Programs in the United States.
http://www.uvm.edu/histpres/NRHE/NCPE.htm

a. NCPE's Organization and History – NCPE was established in 1980 with two main objectives: (1) assisting the improvement of historic preservation education programs in the US; (2) disseminating information concerning preservation education and coordinating efforts with public and private organizations. It is a volunteer non-profit without paid staff which is directed by an Executive Committee elected by the membership. Preservation programs are initially vetted for inclusion in the Council, and programs pay an annual membership fee. There is an annual meeting held in conjunction with the NTHP's annual conference and the organization recently added the publication of an academic journal – *Preservation Education and Research Journal*.

b. The Organization's Evolving Interests – Initial efforts involved publicizing preservation programs and establishing the credibility of the field (including 1984 report *Toward Promotion and Tenure: Guidelines for Assessing the Achievement of a Preservation Educator).*

c. Organizational Opportunities and Challenges:
    - Academic program standards developed in 1981 as review criteria for NCPE membership: including program components, faculty assigned and degrees granted.
    - Student internships were developed with the National Park Service and other federal agencies.
    - Lack of public awareness of preservation education led to publication in 1977 of the *Guide to Academic Programs in Historic Preservation* – a resource now online.
    - Professional recognition of preservation credentials needed to be inscribed in public policy directives.

- Dues payments became an issue when a key faculty member left a program. Created a mechanism to remove a program and delist members if necessary.
- Preservation programs suffering from chronically weak support from their institutions, including a perception of a lower academic status relative to architecture and planning programs. Accreditation by NCPE is no longer seen as enough and hence recent efforts to create a mechanism to certify programs.

d. Utility of NCPE to individual members – Membership helps with reviewing curriculum content and planning curriculum changes; *NCPE Promotion and Tenure Assessment Guidelines* have been helpful in guiding career paths and providing performance guidelines for non-preservation academics; networking with other educators; knowledge of the other academic programs in the field;

e. Visser's Research - *Career Opportunities in Historic Preservation: What Are Employers Seeking?*

f. What Can the Roundtable Learn from the NCPE experience? – In North America work opportunities in the conservation field tend to be broad-based and interdisciplinary. With so much interdisciplinary breadth in the heritage conservation field and similar breadth in the approaches being offered for professional heritage education, the articulation and acceptance of basic standards for academic curricula may: (1) help to strengthen the identity of academic programs and promote their continuity; (2) and help to serve the needs of professional conservation practice, especially in light of the fragmentation of the field. By working together as an organization with a common mission and by sharing news of this with the public, academic programs, the conservation field as a whole may be strengthened. Beyond adopting standards, academic programs in heritage conservation may also wish to consider certification or accreditation. Visser recommended that the National Roundtable continue to work together. He observed that there have been benefits in HCF support; NCPE, by contrast, has not had a close relationship with NTHP. Option of the Canadian heritage preservation programs to work with the accreditation body, the Council on Preservation Education, currently under development.

3. Discussion on Roundtable's Current Mandate based

Claudine asked about succession planning within NCPE as many of the people involved are first generation. Tom responded that he thought the strength of the membership, not just those on the executive, seems to show that there is a well of ongoing support. Part of the sustainability is being address by the creation of COPE as an accrediting agency; though there are financial risks involved in this move.

George asked how NCPE does or does not define the core disciplines given the proliferation of emphases in recent years and whether research has been done on students entering programs directly out of an undergraduate program or come later with more life skills. Tom responded that in 1960s and 70s America the federal regulations were premised on the existence of two groups responsible for heritage conservation: architectural historians and historical architects. It has been a sensitive issue. There has been more work with archaeologists to get involved with NCPE in recent years. The most

typical period for students entering the University of Vermont programs would be 26-30 years of age with only 10% coming directly out of undergraduate experience.

Chris asked about the state of "competition" between preservation education institutions in the US and how this has figured in NCPE. Tom talked about differentiation between programs through geographical location and discipline (architecture, history, preservation) and therein finding their niche. Vermont, for instance, has carved out a niche in broad-based preservation education without an explicit career track. The recognition that there is not that much head-to-head competition has lead to a genuinely collaborative dynamic in NCPE. The focus has therefore been on the institutional chart and the collective desire to frame it as fairly as possible.

Given the more fragmented and dispersed nature of the Canadian conservation education scene, what can we learn from NCPE's "policing" of who is acknowledged as a bona fide preservation education centre? George said that while conservation began with architectural history it has naturally morphed into other areas. The tension between specificity and inter-disciplinarity remains a challenge for academics; where do we sit and how do we connect the dots? Tom Hutton said the Planning School at UBC is also accredited every 5 years by CIP and the American review board so that they can recruit US students (typically 20% of the student population). At UBC interest in heritage is spread promiscuously through many departments; a UBC urban studies committee was founded four years ago with connections with archaeology. UBC is currently working at new institutional frameworks to raise standards and network better with the heritage sector. Noel said the question for heritage conservation is whether the professionalization of the field is desirable or whether the continued interdisciplinarity is the way to proceed. There are positives and negatives to accreditation and the burdens it puts on departments.

Claudine observed that the NCPE chart included programs in conservation and those with an emphasis on conservation, and asked how these were defined. Tom said by asking the kind of degree they are giving. The NCPE standards are designed to embrace all of these groups. Discussions in NCPE to expand its reach to include the trades are currently underway, though there are currently some – Belmont Community College, College of the Redwoods. What about programs offering preservation courses? These would not be NCPE members because they are not offering degrees. It raises questions about whether preservation education is academic and where "trades" training fits in.

Chris asked how people are driven to the chart and the field. NCPE has done this through limited advertising driving people back to the NCPE website. Having a presence at the NTHP conference and other conferences is also mechanism. Hilary suggested that the chart would be extremely beneficial in the Canadian context; she had had great trouble in unpacking the various Canadian programs. Tom observed that the internet has become the primary recruiting tool for most programs; today virtually all initial contacts with students are coming by email, clicking through from the NCPE chart – they then follow up with personalized package. Ned said that in his mind the end game for conservation was to move towards an interdisciplinary model, understanding all of the difficulties this raises for universities and institutions. This reflects the pressure around the world to expand the definition of heritage: intangible, folklore, local practices. And we are not equipped with our current emphasis on core disciplines to respond effectively. How to include the perspectives of anthropologists, ethnographers and geographers, is the new

frontier for conservation? The goal should be to think beyond North America to the entire hemisphere as we share social conditions, tensions between immigrant and native groups which provide tremendous opportunities to exploit for education and training. For instance, the government of Columbia recently required universities to establish international relationships; faculty are now being professionally reviewed for their international relationships. Bogata's city government is on the cutting edge in melding tangible and intangible and new processes of community involvement.

Terry, who has considered herself a heritage educator for years but doesn't teach anything about buildings, wondered where she fit in the Roundtable? They have a certificate program in the Faculty of Arts at Memorial, but they don't have a Planning or Architecture school so they don't foresee a graduate program in heritage. A registry of Canadian graduate programs would be very useful for university student advisors; it would also be beneficial for Memorial to know the entrance requirements for these schools so that curricula could take this into account.

Julian said with this interest in intangible heritage and traditional knowledge is how we gain respect for the absolute equality of theory and practice and some of this will be the First Nations voice – "where is the wisdom we have lost in knowledge, and the knowledge we have lost in information" (T.S. Eliot). On the question of accreditation, while the end of the 20th century was interested in codifying, I find today's young people are open to new ways of thinking. Tom made an interesting observation that perhaps these shared rules allow more experimentation because there is a minimum standard of excellence that will be shared and taken seriously which students respect. If we can find commonalities that don't create homogeneity but in fact foster diversity, that is the important challenge.

5. Roundtable Goals for the 2010-2011

Robert observed that this is the fourth year of the Roundtable, but from the very beginning we wanted to continue the work of the group throughout the years via conference calls. I think this remains a good idea and would hope it will continue. With an eye to interdisciplinarity, he suggested we may want to think about which people we want to have at the 2011 Roundtable; can we have a meeting that involves historians, archaeologists, etc and to have them take a piece of the Roundtable and begin to broaden heritage in a tangible way.

Mathieu encouraged the Roundtable to think beyond a mere website list, but use it as the basis for something more useful for students and faculty by using it as a place to post research, heritage management studies, etc. In this way, the Roundtable may be able to identify gaps and approach individuals about participation in 2011. Ron recommended taking students to visit other heritage conservation programs, because there is a great deal of movement between institutions. Claudine reminded the Roundtable that the idea of a detailed program list arose because the Ethics and Competencies Subcommittee had a desire to understand the bigger picture of who does what in the conservation field. She felt quite positive about what the Roundtable had accomplished this year, because although it is a slow process establishing a list, she thought having it posted would allow us to take the next step in terms of competencies discussions. Terry said that it was important to relate jobs to academic programs. There is a need to work together to post

jobs from across Canada (small and large, regional and national) to show students that there are the prospects for jobs at the end of their degrees and what kinds of skills employers are looking for. Tom Visser suggested a Roundtable member take the job posting question on as a project and to present on it in 2011; his US-based project has given very useful feedback especially in these times of economic uncertainty.

Robert said that the University of Waterloo Co-op program has a "job of the month" to promote what students are doing. He suggested that Steering Committee members come up with a "heritage job of the month" – with a description, name, picture for posting on the website; this is a small thing, but significant in flagging the kind of careers available in the field. If we all agree to bring a colleague to the next Roundtable that may be a mechanism for expanding and diversifying the group. Hilary said that the jobs network, a literature catalogue that people comment on, outlining current events, list of educational programs, in other words creating a real heritage conservation hub – like Planetizen, general interest hub on planning.

Unable to Attend:
Ken Alexce (Heritage Saskatchewan), Susan Algie (Parks Canada), Victoria Angel (FHBRO), Lyse Blanchet (ICOMOS), Ian Brodie (Cape Breton University), Christina Cameron (Université de Montréal), Joy Davis (University of Victoria), Masha Etkind (Ryerson University), Julia Gersovitz (McGill University), Mehdi Ghafouri (Vanier College), Andrew Jeanes (Ontario Ministry of Culture), Yew-Thong Leong (Ryerson University), Tania Martin (Université Laval), Gregory Monks (University of Manitoba), Luc Noppen (UQAM), Robert Pajot (PWGSC), Stephanie Phaneuf (Parks Canada), Michael Ripmeester (Brock University), John Scott (Algonquin College), Herb Stovel (Carleton University), Rod Stutt (SIAST), Tom Urbaniak (Cape Breton University), Francois Varin (Rue principales), Brenda Weatherston (University of Victoria), Donald Wetherell (Athabasca University).

National Roundtable on Heritage Education 2011

Friday, October 14, 2011
Sidney Room, Victoria Conference Centre
720 Douglas Street, Victoria, British Columbia

Sponsored by the Canadian Forum for Public Research on Heritage (CFPRH)

Present:
Ronald Bean (Conestoga College), Rebecca Bishop (Vancouver Heritage Foundation), Christina Cameron (Université de Montréal), Joy Davis (University of Victoria), Kayla Jonas (Heritage Resources Centre, University of Waterloo), Stephen Fai (Carleton University), Julia Gersovitz (McGill University), Adair Harper (University of Western Ontario), Barb Hogan (Yukon Government), David Holdsworth (City of Edmonton), Berdine Jonker (BC Heritage Branch & University of Victoria), Ned Kaufman (Pratt Institute), Alastair Kerr (University of Victoria & Hong Kong University), Judy Larmour (Athabasca University), Richard Linzey (BC Heritage Branch), Hilary Meyer (Concordia University), Judy Oberlander (Judy Oberlander and Associates), Susan Ross (PWGSC & Carleton University), Julian Smith (Willowbank), Angela Specht (Athabasca University), Jim Stiven (Vintage Woodworks), Nadia Thorpe (University of Victoria), Michael Tomlan (Cornell University), Tom Urbaniak (Cape Breton University), Brenda Weatherston (University of Victoria), David Woodcock (Texas A&M University), Chris Wiebe (Heritage Canada Foundation).

1. Introductions

2. Educating Curatorial Managers of the Built World – David G. Woodcock (Director Emeritus, Center for Heritage Conservation, Texas, A&M University)

I've been interested in the changing face of heritage conservation education for a long time. This presentation will focus on the interface between heritage conservation and sustainability, the integration of heritage conservation principals into the broader field of education for the design profession, the relationship between heritage education and training and the outreach to the general public. This presentation grows out of a 2009 APT Bulletin article "Academic

Preparation for Preservation Practice," which was a follow up to a 1998 article surveying preservation education. My 2009 article identified five challenges to preservation education through the lens of APT and I would like to focus on them in this presentation.

Challenge 1: Interdisciplinary Education While Preserving Disciplinary Rigour and Quality.
There are 26 graduate degree programs in historic preservation in the US, and a similar number of graduate certificate programs. There are roughly a dozen universities/colleges offering programs or course components offered in Canada. In the US, the National Council on Preservation Education (NCPE) has been the focus for developing standards. NCPE has identified four foundational preservation education components: history of the built environment; history and theory of preservation; documentation and recording; and internships (eg. 2010 University of Vermont workshop to discuss common interests between preservation and civil engineering). Note APT's first president Charles E. Peterson stressed that you cannot use technology without having a philosophy.

Sustainability has been on the preservation agenda particularly since the 1987 Brundtland report. A current driver of interest in sustainable preservation is dwindling resources (financial and material) and trying to use existing resources more wisely, but the message is still not clear for some. For instance, the American Institute of Architects (AIA) award programs measure all design submissions on quantitative data like energy use, green building metrics, but there is no reference to reuse or rehabilitation. Life-cycle analysis – measuring construction materials from extraction to disposal – and the construction side of facility management people also need to be brought to the table. The National Trust for Historic Preservation (NTHP) has carved out a very broad mandate including sustainability, urban sprawl, and, as a result, the organization has gotten into trouble in the political arena.

Challenge 2: Integration of Practice and Education: Connecting to the Real World.
What are the incentives for educational institutions to respond to practice needs? Does practice actually assume, demand, or even welcome concern for cultural heritage and existing buildings? France has been expanding the range of people qualified to work on heritage properties, but in the US there is a reluctance to adopt specializations for heritage practice and no official recognition for a preservation architect. The focus on general practice has influenced the National Architectural Accreditation Board (NAAB) Student Performance Criteria: for example, the "Integrated Building Practices, Technical Skills and Knowledge" criteria make no mention of existing buildings. However, the pressure for architects to understand precedent in building design and to embrace "evidence based design" is growing.

It often takes some convincing that observing and gathering data through preservation documentation is also "research." Involving people with the educational institution's campus has tremendous potential; Texas A&M is beginning to do this in managing its historic buildings and

streetscapes. Advocacy in education is always a difficult subject and needs to be handled carefully. Advocacy involves dealing with values and there are troubling case studies; for example the Diorama building at Gettysburg which pitted the building, diorama, and the site against each other - where did value lie?

Challenge 3: Expanding Professional Education

There are few organization aside from APT – with has technical committees for engineering, building codes, modern heritage, etc. – where trans-disciplinary exchange can occur.

Challenge 4: Develop Preservation Contractors

Preservation movement and educators need to do a better job of connecting engineering and construction management spheres (including facility management and contractors).

Challenge 5: Access to Preservation Education

On the matter of access to preservation education, an 1987 American study, *A Heritage At Risk*, promoted K-12 education in heritage. At Texas A&M we have not found it very easy to work with our College of Education and Human Resources, but have done some work with high school social studies classes (gifted and talented schools). Historic American Buildings Survey reports that the biggest users of its material are K-12 teachers.

Future Challenges

These include: the various ways of understanding heritage such as the intangible; modern movement preservation; maintenance and recycling; designed and cultural landscapes; land use management; climate change; disaster planning. And finally, establishing the role of the academy in heritage conservation: heritage conservation's role as curator and creator.

3. Discussion - The Changing Face of Heritage Conservation

Davis: How can we measure and evaluate our effectiveness as educators? Woodcock: It is very difficult to gauge whether a particular course or program has had a lasting effect for a student until they are out for a few years; an important emphasis is to keep a record and follow the careers of students who have come through your program – this is very difficult to do in practice. At Texas A&M, we make sure that when a graduate achieves something of significance it is posted on our website, highlighted for university administration, etc. Tomlan: I've had the challenge of evaluating projects I've been involvement in countries where professionals have limited heritage understanding; because not Judeo-Christian, environmental, etc. Without a base line in -economic, social, physical context - there is no way to evaluate a project over the long term. Davis: It is very important to ensure that the work environment students are entering after a program are receptive to and value the skills being taught in your program. Woodcock: Anthropology, archaeology, recreation and parks, engineering, architecture, have said the cross-

disciplinary discussion and learning was enormously valuable. Interdisciplinary skills are key for educational programs.

Kaufman: David's talk was initially framed in terms of architecture and design but I'm wondering if we are able to broaden this discussion to heritage generally. Also, the challenges were framed from inside the preservation field looking out, but it would also be helpful to look at how the world is changing, how demands on what we do changing, and what might the opportunities and challenges be? Woodcock: Yes, it is key to look at both internal and external challenges. We have assumed for a long time in our field that we know who we are and what we are about.

Gersovitz: It would be great to have an expansion of conservation programs in every university across Canada, but, in lieu of that, getting each Canadian architecture school to teach one conservation course could have a substantial impact on students, plantings seeds. For instance yesterday, John Diodati suggested establishing a geology course in the analysis of stone for construction; these kinds of course generate more cross-pollination. Encourage small steps as well as big ones. Oberlander: We also have the opportunity to think about the social agenda – social justice, community development – areas where heritage preservation can be a catalyst. Re-use of buildings can work towards sustainability, homeless housing, fulfilling community functions, not just fixating on high-style design. The other challenge is incorporating field work/internships so that town and gown can meet around issues.

Cameron: A latecomer to heritage education, I was shocked at the great divide between conservation and architecture, which is slowly being bridged. Reaching out to the facilities management sphere is important. At University of Montreal we worked with department of physical education on a project which simultaneously got people walking and discovering the history of the campus. I also had the serendipitous opportunity to incorporate material about conservation of World Heritage in Quebec's Grade 6 reading comprehension tests – a seed planting exercise that would be hard to measure. Speaker: Gave example of one professor at UBC School of Planning who is teaching heritage planning, getting students excited about the subject and keen on specializing in this area. Tomlan: Of those who go into graduate heritage preservation programs in the US, art history and history (often American, Canadian studies, etc.) undergraduates have always been the base (2/3 –3/4) of students. This has remained consistent, and architecture undergrads seem minimal. Archaeology, anthropology have increased noticeably, as well as urban planning and sociology students. Gersovitz: We do not need to restrict courses to architecture and should emphasize this openness to other disciplines. I have art historians, geographers, planners, coming to my courses. Jonas: I came out of an Environmental Resource Studies and anthropology, and I was exposed to heritage conservation through an anthropology related co-op. Formal education is important but internships and volunteer positions are key as well.

Lindsay: Are we reaching out to the engineers? There are 27,000 professional engineers in BC working on building envelopes, 107 BC Hydro energy managers working on the upgrades to provincial buildings, are we reaching that audience because they are going to be spending millions of dollars in the next decade? Kerr: Reflecting on teaching conservation at the University of Hong Kong, there is a difference between those university-based students looking for a degree vs. those coming for continuing education reasons seeking a certificate. For instance, a professional group of women in land development/management took this certificate course as they were looking to do development differently rather than conservation per se. A lot of their work is adaptive reuse, but others are instances where they are trying to knit new development into existing communities. They are looking for a broader context in which to understand their work. I find this encouraging, as they are self-selecting into the conservation sphere. Weatherston: I think of it more as community-based outreach and the focus on entry-level programs is very important in terms of integrating heritage principles into other practices. Even if we aren't actively reaching out, we are certainly being found by sociologists and environmentalists looking at heritage in a more critical and effective way than we have internally. Those from other programs are finding potential in preservation.

Woodcock: Assuming an "evangelical" posture is dangerous. Must know that what the conservation community has done is good but it is a *value-added* service, so when doing outreach it is important to maintain an open mind. Kaufman: A twist on converting people would be to say, how can we get other people to do our work? I suggest we might follow the curricular model of the Polytechnic Institute of Puerto Rico in which every architecture student takes a course about working with existing buildings. In US, around 70% of architectural work is with existing buildings. It is necessary for preservationists to get a basic preservation course integrated into other disciplinary programs. This would leave preservation programs, which will always be small, as places with value-added content, cultural, ethnography, cognitive mapping but also to maintain a specialty program for those who are interested.

Smith: I believe that "professional" has been defined in highly specific terms and that Willowbank defines "professionals" as those with professions, not necessarily an extensive education: our professionals are more likely to be carpenters and masons than planners or architects. I would argue that the younger generation is not as concerned with professional certification but interested in more practical skills. I question whether the future of heritage conservation is within or outside the university. University applications are declining and community college application rose 40% last year. The design-build sector of the industry in the fastest growing part of construction – without architect or engineering involvement. Same with planners: largest drop in real estate values in the US happened in communities designed by professional planners. There is a questioning of expertise. And I would say that expertise has to

do with theory *and* practice. ICOMOS has so far resisted including trades in the professions. I question the role that theory plays in these programs given the attitudes of a new generation. Ross: The focus on moving away from the professions here is interesting in light of the discussions at the APT conference around the need to better connect with engineers. I am concerned because there will be some professions, like engineering which will have a critical role to play as we face dilemmas around non-viable buildings in the age of peak oil and climate change. We will be facing new pressures. Smith: I would argue that engineers are quantitative and that young folks are absolutely moving away from this. Engineering students haven't embraced this notion that they should be green; UBC's sustainability course for engineers, for instance, is terrible. Ross: Engineers can play an important role in the profession. And I know engineering courses at UQAM teaching heritage well. Gersovitz: I believe Julian is misinterpreting the term "profession". The word he means is "job" which should be considered equally but distinctively. Theory and ethics based courses seem to produce more adaptive professionals, otherwise you have many people who know how to repoint, but don't know whether they should or not.

4. Education/Training Programs and the Promotion of Heritage Conservation to the General Public. Facilitator – Judy Oberlander, Judy Oberlander and Associates Inc.

Judy Oberlander: Spoke about heritage education for the wider community with summaries of the major programs in Canada and alternate programs. Today we will be looking at three programs that have excelled at bringing together professionals and "the community" together in training. Unfortunately, Heritage Montreal couldn't be here as their program has been a model for the past 30 years. Two questions:

- What are the opportunities for heritage educators/trainers to help broaden the heritage movement and promote conservation to a wider constituency?
- How can general audience courses and more specialized high-level programs work together to expand the reach and effectiveness of heritage conservation training?

I think it is really important for us to think about all the things we do to interact with the public that doesn't fit within a formal program:

- Community open houses and public consultation projects, heritage commissions, design review panels.
- Graduate students undertaking research in communities and internships.
- Sharing knowledge through publications (juried and not) and op-ed, letters to the editor, media interviews, these and other informal education methods can contribute to the general public's knowledge of heritage preservation issues
- Networking with professionals through their continuing education programs. We need to look not just at those entering the professions but those in mid-career.

<u>Rebecca Bishop – Vancouver Heritage Foundation's Old School Program</u>.

- "Old School" Courses – accessible and affordable public courses.

- Theory and practice of making decisions about the repair and rehabilitation of heritage buildings
- Taught by local professionals including architects, government officials, heritage consultants & trades people
- Potential stepping stone into diploma and degree programs
- Courses can be taken towards a certificate or individually; the first class is "Heritage 101"
- Material first presented in lecture, then in a field study and hands-on workshop format
- 15 unique courses have been developed, with 700 seats filled since launch, 430 unique registrants, 25% are professionals, 12 certificate graduates, most students are from Vancouver
- Financial structures: courses range from free to $125 for a one-day course, professional development credits costs 25% more; instructors are paid based on an hourly rate of $100/hour or $500 for a full day course; funded through grants and donations; expenses are $30,000/yr revenues - $45,000/yr
- Marketing: printed newsletter and bi-weekly emails; paid newspaper ads; free event print and online listings; credit providers' distribution; social media
- Old School courses qualify for professional continuing education for architects, planners, landscape architects, appraisers, engineers, etc.
- Challenges & future discussion: long-term feasibility of financial model ; finding new audiences; instructor fatigue and a small pool of qualified effective instructors; partnering with local post-secondary institutions.

<u>David Holdsworth - This Old Edmonton House Public Seminar Series, Edmonton</u>

- Runs annually during February, March and April; they provide a "Heritage 101" course that aims to give owners enough information to maintain the heritage integrity of their houses.
- Target audiences are the owners of heritage inventory listed properties; also owners in mature neighborhoods (will sometimes target a specific area), realtors, some students.
- 3 topic areas: 1) how to research properties and the administration process for getting on the inventory, 2) practical restoration practice, 3) design.
- Instructors are preservation professionals or in the trades; there is always a heritage professional on hand to maintain a focus on heritage preservation.
- Instruction format includes handouts, models for demonstration and an overall emphasis on heritage. After instructive time there is a question and answer period as most people come to the course when they have an issue with their house.
- House doctor: A walk around an old heritage house identifying issues and discussing options for repair and preservation.
- Initially offered for free but people wouldn't show up, now a minimal charge to ward against cancellations. Instructors either teach for free or a small honorarium.
- Has attempted to make ties with educational institutions, but this has been variably successful.

Kayla Jonas - Heritage Resources Centre Heritage Workshops, Waterloo

- Based out of the University of Waterloo, they offer 6 workshops (five 2-day courses, one 4-day). Their goal is to be financially self-sustaining but accessible to public.
- First day of a class is all theory and the second day is a practical field course in community.
- Instructors are HRC staff.
- Attendees: municipal staff; heritage committee members; architectural conservancy of Ontario members; students; historic building owners.
- 7 – 25 attendees at workshops.
- They are connected to research and this is emphasized in workshops (conservation district workshop, architectural styles workshops, cultural heritage landscape workshop).
- Promotion through social media, networking events, website, professional organizations.
- No core funding; money comes through research contracts or small projects.

5. Discussion

Smith: While Willowbank has a diploma program which is internally focused, we have just set up a Centre for Cultural Landscapes as a way to connect externally to a much wider audience. The annual lecture series, the short courses, workshops and conferences will all be handled through that centre along with consulting and advocacy. The school is not in a good position to advocate because it represents all its students and instructors who may have many different views on any given subject. With the cultural landscapes centre we think we can advocate for policy change or goals that are not necessarily specific to one project. One target audience we have is the development community because it turns out they are very keen to get good information on the heritage field. They are interested in understanding where cultural resource management, natural resource management, and good design converge. We are hoping that out of that will grow a course specific to the development industry.

Urbaniak: This is a request for advice. We started with experimenting with a new model at Cape Breton University which is our housing applied research group which has been working in demonstration projects in housing revitalization. Essentially it is a citizens commission model: we've done it as both a design competition and as a single group where the student members (from various disciplines from the university and a community college) they meet with practitioners and subject area experts and spend some time on on-site work. In the end they complete the exercise with a series of recommendations, many of which are implemented. These are still early days with a model that is experimental so if others have insights or similar experiences I would be grateful.

Berdine: At the Heritage Branch we consider ourselves trainers with local government and community members. Attending other sectors' conferences (eg. Planning Institute of BC, Cascadia Green Building Council, Building Sustainable Communities) and integrating into what others are doing, can be a method for interdisciplinary communication.

Kerr: I really appreciate this discussion around the integration of heritage training at various levels. In 1989 I was Chair of ICOMOS Education and Training Committee, the subject of the conference that year. Today, the conservation education field hasn't grown very much (similar pattern in the US) and I think there are a number of factors: we are a big country, with a limited level of demand. Perhaps we have reached our limit. Of educators, the question then is, given this level of demand how we can improve what we are doing within this context. We should be proud that we are still here and our level of impact is growing.

6. Closing Remarks.

National Roundtable on Heritage Education 2012

Thursday, October 11, 2012
Parish Hall, St. George's Anglican Church
1101 Stanley Street, Montreal, Quebec
Sponsored by the Canadian Forum for Public Research on Heritage (CFPRH)

Present:
Victoria Angel (Willowbank), Ronald Bean (Conestoga College), Lyse Blanchet (ICOMOS Canada), Christina Cameron (Université de Montréal), Walter Cholewa (Centennial College), Shelley Crawford (Centennial College), Claudine Déom (Université de Montréal), Helen Edwards (HCF Governor, BC), Masha Etkind (Ryerson University), Mehdi Ghafouri (Vanier College), Julia Gersovitz (McGill University), Barb Hogan (Yukon Government), Andrew Jeanes (Ontario Ministry of Culture), Marcus Letourneau (Carleton University), Andrew MacAdam (Nova Scotia Community College), Richard MacKinnon (Cape Breton University), Nancy Oakley (Carleton University), Robert Pajot (PWGSC), Fernando Pellicer (CAHP), Gregory Ramshaw (Clemson University), Amélie Renouf (Heritage Montreal), Susan Ross (Carleton University), Françoise Saliou (Stained Glass Conservator), Robert Shipley (University of Waterloo), Julian Smith (Willowbank), Laurie Smith (CAHP), Angela Specht (Athabasca University), Kathy Stacey (Heritage Mill Historic Building Conservation), Rod Stutt (SIAST), Christienne Uchiyama (Stantec Consulting), Hilary Vaillancourt (ACO NextGen), Donald Wetherell (Athabasca University), Tom Urbaniak (Cape Breton University), Cristina Ureche-Trifu (Carleton University), Chris Wiebe (Heritage Canada Foundation).

1. **Introductions –** Roundtable Chair Déom welcomed participants to the 7th annual meeting of the Roundtable and summarized its mandate and history. The format of this year's meeting has a particular cast in order to feed into HCF's National Heritage Summit general reflections on understanding and responding to changes in the heritage conservation sphere. A panel format was considered most appropriate for this and while their perspectives on education are different they will hopefully be complementary.

2. **Panel Presentations on Key Questions**

   - What are the tangible impacts arising from the apparent shift we are witnessing in the field of heritage conservation? Is the workforce demand changing, are new skills required, where do traditional skills fit in?
   - How do heritage educators respond to this shift and contribute to the revitalization of the Canadian heritage conservation movement?

a. Victoria Angel (Willowbank) – An Educator's Perspective

While I now work at Willowbank, I taught at Carleton for two years, as well as at the University of Victoria and courses within the federal government. I am only expressing my own views in this talk, and I'm looking forward to being a bit provocative during the Summit. We have a wonderful opportunity for debate and discussion are at a critical juncture in heritage conservation and conservation education and so I am going out on a limb today with what I'm saying.

I think one point which has particular consensus is that in the broader conservation movement we are in a period of significant flux as a result of changing societal values, ways of life, economics, cultural practices, technologies, etc. Major areas of impact are changing ideas of development. We are starting to see tendency toward more holistic frameworks and strategies across disciplines. Gustavo Araoz says that these changes are so significant that they represent a paradigm shift in the field of conservation; there has been much debate about whether that is true, what that means, and how the conservation field should respond. As a practitioner and educator, my own position is that we are seeing a paradigm shift; they are profound and deeply meaningful. I've had this reinforced by my interactions with students whose approach to and understanding of heritage is very different from a generation ago. In the past I have worked within some very traditional conservation education frameworks and I've found it very challenging to make these traditional courses make sense within our world. We can only pack so much into these courses before they break apart, but it is very difficult to make these courses relevant to the new generation.

We are seeing a breaking down of barriers between silos. This is a great opportunity and I would like to see this go further: breaking down barriers between theory and practice; design and craftsmanship; tangible and intangible; and between the historic environment and contemporary layers. To do this requires new linkages, new collaborations between institutions, public and private, academics, and stakeholders. This gives the heritage discipline an opportunity to re-theorize its practice, incorporating more critical approaches and perspectives. The field has moved to a series of processes, procedures and tools and we aren't thinking critically enough. The fields of Critical Heritage studies and heritage conservation need to be brought into dialogue. It is not just a matter of creating new courses, but of rethinking and retooling our conservation programs. This will be a long process, but we are looking at some fundamental shifts in where conservation sits within conservation institutions and where those institutions may be. We are already starting to see new types of programs, like those of the Prince's Regeneration Trust are showing these new directions. A new program in the US called the American College of Building Arts bringing trades right into academic programs. I think there will be a much closer relationship in the future between practice and theory.

b. Christienne Uchiyama (Stantec Consulting) – A Recent Graduate's Perspective

I am approaching the discussion from the perspective of a young professional and recent graduate. The questions I am raising come out of finishing my Masters in Conservation at Carleton University and my quest to find mentorship in the field. There is a need to move beyond a more architectural bias in the conservation field. How do we stop talking to ourselves about the place, and provide advice to non-heritage decision-makers so they can address their problems on more than a building-by-building basis? Decision-makers are increasingly seeing the message that heritage is vital to their communities, or at the very least seeing heritage as a necessary evil in the development process. What they aren't necessarily getting are tangible solutions and guidance for their long-term strategies. There is no unified voice or organized heritage sector in Canada.

So where are the gaps in heritage education? Heritage conservation was developed mid-century as a government process: identification, recognition, and management. These old frameworks are no longer adequate. Heritage is no longer just about historic sites and monuments, but students are still taught how to identify value in these kinds of places without the push to go further. To continue to focus on the best of the best and heritage designation plays into elitist and small market perceptions of the field.

In building ties with the green movement, we need to emphasize the importance of heritage to vital communities, the importance of adaptive reuse, and to dispel universal myths old buildings as inefficient energy users. Heritage and natural conservation have been linked from their infancy and reinforced in the 1987 report, *Our Common Future*. We have been unable to reconcile the separation between these two movements and they remain separated in theory and practice. As a result, heritage conservation is difficult to translate into environmental assessment and planning processes in a way that sounds as equally scientific or authoritative. At the same time we are living in a culture of consumption and disposal that results in millions of tons of demolition waste each year. We are not making ties with energy management sectors in Canada which are also in their infancy and struggling to find their processes.

There is currently a disconnect between academia, public policy, and heritage conservation practice. Public policy is increasingly moving to a system which is offloading responsibility to the private sector and students are leaving universities unprepared for this. From an educator's perspective, where do your students go after graduation and where do they go in the conservation field? In recent years colleges have been increasing capacity in skilled trades but there is still a gap in project managers and developers who are heritage-minded. There is a need for an influx of people who can build an inclusive heritage practice. There is a need for skills development for conservation workers involving environmental and planning training in which conservation is increasingly operating. For instance, a student studying the natural sciences might take a course on environment assessment or public consultation, but would a heritage student? How many schools teach project management?

More internship programs may help bridge this gap during the move from public to private sectors.

There also remains a lack of published materials on heritage impact assessment, which remains wildly unregulated across the country, but increasingly required. The Ontario Renewable Energy Act requires Heritage Impact Assessments be completed for new projects and requiring an unprepared private sector to respond even though the Ministry of Culture has not had the opportunity to provide guidance documents or to determine how they are reviewing these assessments. With so much responsibility for heritage being downloaded to professionals and advocacy groups, there is a huge need for continuing education for continued skills development.

c. Kathy Stacey (Heritage Mill) – A Trades Perspective

My perspective comes from working in the UK for 20 years and running my own conservation practice. I often call myself an immigrant in my own country. I want to speak from my experience as a construction manager and give you the perspective from the construction site level.

We currently have a work framework that doesn't reward excellence or education and a higher calling. In Ontario we have a bidding process, so if you want to bid low you will probably not be investing in education for your workers, etc. There is still a frequent disconnection between the specifications we receive from architects and what can be done. Often if a project goes to a low bid, it is low because they aren't qualified to do the work and then the architect may have written specifications which they can't complete.

One of the questions we get asked, is how do you know all of this? It comes from 30 years of experience, it didn't come from one program or course. Short course programs then definitely have a place. I see Canada as struggling to provide a conservation field; there are people with very good intentions, but people haven't gotten around the table, they aren't connected with what really goes on. Working with the trades is important, often programs work solely with architects and engineers. The S&Gs are great, but we don't necessarily follow it through, in the execution because it comes down to the education and experience of the trades. How do we find our next generation of workers? We need to educate our children in arts and culture because if we don't we may not get the wonderful stone mason at the other end of the process.

d. Julia Gersovitz (FGMDA & Associates, Architects) – A Professional's View

I'm wearing two hats here. I've been an adjunct professor at McGill for 32 years teaching conservation related courses and architectural history; since conservation is often called "applied history" I see the two as inextricably linked. I also taught for about 13 years at UdeM. But I'm also a founding partner in an architectural office now 80 people strong, so I'm also here as a potential employer. Almost all of the people in our office are architects, we haven't yet hired engineers, and most of these architects have Masters of Conservation or

years of experience in conservation, and we also have interior designers experienced in historic interiors. We could have a whole other discussion about historic interiors – which are being massacred, across this county – and where the decision-making rests with a new group called interior designers who have zero qualifications in heritage conservation.

I'm speaking as an office that will largely hire people with professional degrees. The question is do you want to position yourself as an office as doing the prime design work and some material conservation, or whether you want to develop your practice as a firm that only does materials conservation and therefore will always be working as a consultant to an architect who may have no background in historic buildings. That would be the first decision, because each approach would entail a very different approach to the education of those individuals. Two things lacking in conservation education in Canada now are materials conservation at a very serious level, and conservation theory. Theory is crucial, because there is no reason having a person out there who knows what to do but not the reason why.

I just came from the APT conference in Charleston and they are in the same turmoil about how to get the professionals and the craftspeople together. And we had a very powerful talk by Gerald Lynch about traditional craft. In talking about the alliances between professionals and craftsman, another important discussion is the relationship between the craftsman and the contractor. Contractors don't know how to deal with new conservation workers who talk about collaboration or refer to a kind of medieval guild approach. Contractors are trying to understand how these individuals fit within the very narrow roles the other subtrades work within – this is a problem.

Some final thoughts: we need materials conservation in this country and it may involve partnerships between universities. But do not allow your graduates out the door without a strong understanding of conservation theory, otherwise you will be doing great damage. Finally, what do we do with conservation in the new government frameworks – short time horizons, design-build, contracting through PPPs – and what is the impact of those kinds of frameworks in a conservation context.

e. Robert Pajot (PWGSC) – A Government Perspective

The federal government by necessity moves slowly in its changes. What I'm going to present is a particular perspective from the Department of Public Works but also the Heritage Conservation Directorate (HCD) in which I work, which provides technical advice and services to the other departments. So it's not the Parks Canada policy perspective, but rather the perspective of a department that owns heritage assets and hires private contractors to work on them.

Looking at the Roundtable theme, it is not clear how the federal government's role will play out in this paradigm shift toward building sustainable communities. It would be fair to say federal departments are unclear about the role they should play in the communities around them; the heritage buildings it has are kept only because they have and ongoing use, so their integration into communities outside is slightly different. In these days of budgetary

restraint, federal departments are increasingly focused on their prime mandates – health, RCMP, etc. One of the results is that maintenance budgets declining: money if often only available when things fall apart. And so, an odd result is that the projects we are dealing with are much larger projects with more complicated mandates, and these require large, multi-disciplinary teams. Given tight budgets, any kind of lateral thinking is quite difficult. The procurement process is a complicated, byzantine process. This is partially a result of efforts to be transparent –all documentation needs to be very complete – and the fact that the public sector is held to very high standards, whether it be in health and safety or heritage conservation.

So if the field is evolving, I don't see a time when the federal government will not need highly skilled technical expertise in conservation, which leaves us with the same issues we have had for years. There is extremely uneven capacity in the private sector: many regions only have a limited supply of workers and one or two large projects can busy them all. This is exacerbated by the fact that governments are increasingly diminishing their own internal capacity and pushing things out to the private sector. There is also the issue of nationally consistent accreditation for consultants; at the moment there is no simple way of quantifying experience.

As architects, engineers, and technicians in HCD, we need to make sure our technical expertise stays up-to-date and relevant, but because we are doing less actual projects ourselves this is becoming a challenge? Thus the themes of collaboration, partnerships, memorandums of understanding with other organizations, these are difficult, but we need to be creative in how we continue to stay current. We see the need to integrate our office with our client's processes, we need to understand their financial planning processes, understanding their constraints and trying to influence them in the ways open to us. So HCD is growing into a kind of general interest role, recognizing that broader role is critical to spreading heritage influence. Also, we absolutely need to record, after each project, thorough lessons learned and thereby quantify the demonstrable elements we bring to projects. One of the most challenging things is often the heritage conservation attitude, that high-road attitude that we often have when people are not, say, following the correct conservation approach. We need to understand the compromises that have to be made, and how that process requires us to work together and understand and respect each other.

In conclusion, the procurement role of the federal government is not going to change significantly in the short term: we will continue to need to obtain highly technical specialized conservation skills from the private sector. On the policy side of things, the Heritage Canada's need to put more pressure on the federal government to consider community interests in their planning.

3. Discussion

Cameron: I was struck by how project-oriented Public Works interventions were, that we only intervene when they're falling down. I was thinking of the upstream processes, and how much

Claudine and I worked together at the University of Montreal and most of the damage is done by the guys who do repairs. I was thinking about maintenance – custodians or homeowners. Is there a place in heritage training institutions or universities for heritage maintenance training? What would that look like and who would be involved? It's about fostering a culture of conservation. The projects themselves, then, are a minuscule part of the big picture.

Gersovitz: A lot of universities are now increasingly aware of the maintenance men who are trained to do caulking are not the same guys who do the masonry. There is an increasing sensibility to the market that this is needed. There are first indications that that is being done. There is a sense that this should be pursued at the level of administration. Work that Heritage Montreal has been doing now for 30 years or more is the education of the homeowner. Every maintenance person is a homeowner too. If you can get them young and embed that kind of sensitivity into whether you're taking care of your home or a building you're being paid to take care of. It's an issue that goes across many boundaries, not just the maintenance men but the homeowner too.

Stacey: Speaking in the trades, one of the things we as trades people do with the building owner is we try to help them understand their building. So if they understand then hopefully they won't make the same mistake twice. It's preventative maintenance. It's the education of the building owner to put that in place, that maybe it isn't just a regular maintenance man that you want, more of a specialist. Maybe it comes down to just a handout or pamphlet.

Uchiyama: It's also related to pride of ownership. I don't think maintenance or home owners that don't want to know the heritage of the buildings they're working on, that don't want to take care of their building to help it last as long as it can. Introducing the standards and guidelines is what's needed, and I think that's the sort of thing that a lot of institutions lack.

Gramshaw: Victoria Angel mentioned the challenge of critical heritage studies and conservation, which have taken aim at heritage conservation. Some of these are major arguments that have been around for a while, some are more recent; heritage conservation through legislation fossilizes places; heritage is a dynamic fluid process; heritage conservation is political; and the idea that maybe in terms of built environment we have been too successful as a movement and have too much heritage. We have very few resources to keep what we have and maybe let future generations add to the canon. How might these be used in heritage conservation education or heritage education in general?

Gersovitz: If we put aside the 10 commandments, everything else is written by a human who has some sense of self interest. The comments I hear in the critical theory about how we have too much heritage conservation or let's just let the marketplace determine we can all take care of what we think has value, generally architects who wish to have free hand over a project, and are developing a critical theory to do that. Who's saying this? Without understanding where is

comes from, it's very difficult to debate it. I think it's always a sense of understanding who is speaking.

Angel: This is an issue I think that's increasingly being discussed because theoretical discussion in critical heritage studies and heritage conservation (taught as an applied discipline), there's no bridge between them and right now they function as these polar extremes that are both weakened by not speaking to the other and at the moment, in terms of societal shifts and shifts within heritage conservation that we're living through right now, I think some of the questions and debates within critical heritage studies, we need to be asking those within the practice of conservation.

Gersovitz: I do want to say that if a lot of them lead to the same question and when you come into the presentation to ask how a building like the West Block on Parliament Hill will be conserved, and someone stands up and says "why are we keeping this anyway, it has no value let's tear it down". I don't respond in the collaborative way, I think to myself how do I get out of this room now before I do some serious damage. So you might be getting to a point where I'm frustrated by the idea of spending more energy re-debating a lot of the issues we now need to move to another level to deal with them. I think the whole issue about how much you conserve is a perfectly valid question, but I don't know if we should sideline ourselves. Should we ourselves as people dedicated to this allow ourselves to be derailed into some other conversation?

Déom: Je pense que sa soulève un point intéressant, je pense qu'il y a un certain intérêt dans les ombre les plus grise. Je comprends la frustration, mais la propension à ouvrir de façon latérale pour inclure d'autres points de vues, sa deviens important quand on est dans les endroits qui sont pas nécessairement facilement associable.

Crawford: My colleague, Walter Cholewa, and I are new to the Summit, and we come from a program, and we're going to ask if we fit. At Centennial College, it's a new program, cultural site heritage management, eight month program. So I noticed that there's sort of the use of the two terms conservation education and heritage education and I'm not sure how closely they're tied together. We look very holistically at the term heritage education and we're looking at students who are learning about national historic sites, municipal planning, theory in cultural policy, collections, conservation, but they're also looking at marketing and fundraising and management. So do we fit? Are we talking broadly about heritage education, or is this a more focused group that doesn't cut across all disciplines. I was recently at a conference and over the past 20 years management has cut across all those silos and it's always a gap, something that needs to be developed. Is this something you're looking at in your field of study and work here?

Déom: I think you cannot *not* fit. But, jokes aside, I think from what we've heard from our panelists is we need to go toward the silo breaking process. The "we" we are always talking about ourselves that way and the panel reinforced that we need to talk to others more. It was

Christenine who said we have to talk to others and communicate. But how do we all the while maintain our ground, we don't want to lose what we've worked hard over the past 20-25 years over Canada. I think we have to strive to reach it somehow.

Crawford: I noticed in the Standards and Guidelines it doesn't address how to get funding and support and partnerships to complete many of the projects.

Uchiyama: We sit and talk about heritage, where there could be programs that touch on heritage without focusing entirely on it, and we don't know how to raise funds or work with certain types of technology. We're not going to engineering programs and saying maybe you could talk about heritage for a term, and foster a sense of heritage. Rather than work with an engineer or fundraiser ally who has a heritage inkling and those types of programs where we're fostering that sense of a broader concept of heritage. It's important to have programs focussing on conservation techniques but also including maintenance with a heritage section and fostering a sense of understanding rather than a rigid inflexible "we're saving this building".

Ross: I couldn't help but think about the loss of the FHBRO maintenance course , this was definitely a model. Think of all those years of training and powering and I had the opportunity to help teach those people the Standards and Guidelines and why it's important to clean gutters and how that impacts the building you're saving. I'd like to take this opportunity to speak to a paradigm shift I'm noticing here. It's not just about heritage but also in education, there's a big change happening in education. One of the ones I'm enjoying is paying attention to the students and what the students have to say. This community based way of looking at heritage education and wanting to hear what the teachers have to teach us. To the students here, I don't think you should be too discouraged because it's not just in heritage that we have these challenges in finding reasonable and appropriate employment. When I graduated it was a similar time, really difficult to get work, you got a job and you held onto it as long as you could. And because of that, you did a lot of continuing education. Someone else said how important is it that we take all kinds of education into consideration. They're all good, continuing education for professionals, workshops at conferences, they're all useful. So I don't think we should be too negative, I think we're in a good time but we need to encourage you that there is actually a lot out there. It's all good to try – there isn't a single solution.

Angel: In terms of education, I was reading the recent series in the Globe and Mail about universities and this huge shift in education and to experience-based learning. These shifts are ideal for the heritage field; it really could actually be a golden age for us given certain directions right now. So I think there

Déom: Le « experience-based learning » est peut-être associé de façons plus traditionnelles dans l'enseignement de conservation dans tous ce qui est matériaux des technique. Sa commence avec un entrainement pratique. Alors sa commence avec « experience-based learning. »

McKinnon: We have a program in folklore and multidisciplinary programs. Victoria's comments about paradigm shift, and Chris's call for great interdisciplinarity and I agree, but its' difficult to do that in practice, our academy is built in silos, so it's very difficult to breakout of those silos. And that's why I like these kinds of conferences where there are a lot of disciplines represented, where you can hear different points of view. I find this round table very interesting from that perspective. I think there are challenges but we can do it, and there are models than do work – Montessori approach to teaching. But we may not see that in universities for a long time. I'm the editor of a journal called "Material Culture Review" and we welcome interdisciplinary debates and articles. Were not just for historians or architects, we welcome a variety of perspectives; we welcome new submissions regarding paradigm shifts.

Jeanes: I'm wondering about the role of post-secondary education in a broader sense, not specifically heritage conservation education, but how it fits into society in terms of creating opposition discourse, creating questioning and critical thinking. My perspective is there are a lot of baseline assumptions that are grounded in neo-liberalism, and grounded in different ideas about what the relationship is between citizens and their government, a very strong emphasis on the citizen as a customer rather than citizen, and the idea of customer service, because it's part of the way the governments interact with their citizens and the people are becoming more alienated than ever in the way government affects them. So I think heritage conservation taught now can be bent to fit into a neoliberal framework. It can work with the kinds of approaches favoured in public works or government services Canada. I don't think it's a comfortable fit; I think that a focus on objective performance measures and quantitative analysis of decision making without consideration of qualitative factors really doesn't leave heritage conservation and the kinds of ideas that heritage conservation has evolved in a good position. It leaves it in a subordinate position and just plain old "let's find efficiency where we can." Sometimes finding efficiencies and focusing on quantitative decision making leads to bad outcomes, and we don't see the result of those bad outcomes until the people who made those decisions have moved on. So I guess I'm wondering, can we still see heritage education at a post-secondary level as a place where critical thinking an opposition t some of the underlying position in society is possible, or are we more focused on training people to find work? There are some tensions there; if you want to train people to fit into the system and do their jobs and be rewarded in the way it's not such a great thing for them to be questioning these underlying assumptions that sort of surround us in society today. So where do we go? Are we focused on training the workforce or creating a cadre of students and young professionals who are trying to change the underlying mechanics of society?

Stacey: When you talk about critical thinking, where do we start back with that? Because I certainly know we're going speak very specifically to construction or carpentry, the Ontario ministry curriculum is not supportive at all of critical thinking or problem solving, so when I went to the instructors and asked why they were teaching this to the children, they said this is what the ministry sets out. So then we were told that that's the aptitude, that's the level we're

going to go to. So I guess it could be your grade 10 math class, if you're going to go to a certain level, too bad if you're the one who could have aspired to higher than that level. What happens form there is those children go out to the construction programs or postsecondary trades, and their critical thinking isn't there. It's been squashed right from the get go. Which is why we need these interactive programs, we have to keep going with this education and have people who are going to stand up and be critical and they might be wrong or have a different opinion, but it doesn't mean what they're bringing to the table isn't valuable.

Saliou: Je suis restauratrice en vitraille. Effectivement, le patrimoine c'est un dossier politique. Des protecteurs de notre héritage patrimoniale, sois dans les édifices religieux ou le culture du passé. On va chercher des intervenants de protection du patrimoine, et on demande souvent de signer des pétitions pour sauvegarder le patrimoine. Je vois sa tous les jours, et nous on est vraiment choqué de voir des manques de sensibilité et la seule moyen d'avoir plus d'argent dans les arrondissements c'est de démolir. J'ai vu des églises se faire démolir en plein jour. Alors moi je suis très heureuse d'être ici. Je viens de France où le patrimoine est riche; on est toujours dans notre tien du patrimoine, mais je vois ici depuis quelques années c'est beaucoup plus exercé, mais il y a encore des travailles énormes a faire. Les gens veulent conserver leur vitraille et les inspecteurs leurs dis que sa vaux pas la peine. C'est très difficile parce qu'il y a pas un discours uniforme. Après le travaille, la collaboration dans le patrimoine religieux, au niveau de la formation et la collaboration sur chacun des métiers, ils sont beaucoup plus pointu dans le monde de patrimoine.

Déom : Les interventions sont en effet, mais ses bien soulever la France, une très grande différence dans l'architecture au Canada, dans la spécialisation pour l'intervention sur les monuments de France, et très rapidement distinguable de la formation de l'architecte. Donc depuis le 19ieme siècle ya une formation très accès sur l'intervention particulière. On développe ces spécialités.

Saliou: Comme j'ai eu la chance de voir deux cultures, c'est souvent travaille sur le terrain ici différent de la formation académique, je la trouve très riche et intéressant parce qu'il y a un certain dynamique évolué et beaucoup plus interactive et ouverte qu'on a en Europe. On est bien au Québec. Y'a une écoute, une sensibilité, comment on va faire pour le mieux. Mais avec une tres grande écoute et sensibilité. Ces traditions sont pas les mêmes, ils on leur droit de mérite. Mais je pense qu'on a du travaille à faire.

Blanchet: Je voudrais juste renforcer quelques points concernant l'expérience que le Canada semble vivre. Je vois ce qui ce passe sur la planète, et je dois dire partout ou on peut regarder, la formation de l'éducation ressorti de tout part, tous le monde est très conscient, développer des initiatives. Des ressources de différent niveau. Si y en a qui veulent, je suis prête à partager concernant les point la. On vien de découvrir avec UNESCO, UQAM, et ICOMOS, c'est un point qui est très important pour le moment, « capacity building. » On va travailler pas juste au niveau des intervenant, mais aux institutions et gouvernement; les gens qui peuvent conserver le

patrimoine. De plus en plus nos professionnelles ne réfléchis plus, et je pense qu'au niveau d'éducation on a arrêté de demander au jeunes de réfléchir et questionner. On a oublié d'identifier l'intention. L'esprit d'un concept. Il y a toujours un intention derrière une loi, politique, ou code, et on c'est habituer dans les 20 dernières années. C'est très important de revenir à la source de définir des moyens d'évaluer et d'améliorer la capacité de la réflexion du questionnement des gens. C'est « on time, on budget; » ils ne voient rien d'autre. La revue des qualités sont vues come des éléments qui sont exclusivement là pour retarder un projet. Il faut vraiment revoir le tous.

Etkind : I would like to support Andrew and what he was saying. The shift of a paradigm, the change of context and the role of graduate and post-graduate education, from my point of view, we are in a shift on a huge scale. Not only we are in a multi-disciplinary discussion post-national, if you wish post-cultural, post anything, time, but to also deal with the development with a new development, where heritage is really the only informing tool. Everything else is available and accessible and the adaptive reuse of industrial in a contemporary urban setting, and the abandoned infrastructure of the city and transportational means, take us to the level of heritage conservation theory and practice, where unless we are very clear on the universal value of it, we will find ourselves I'm afraid with younger generation doing phenomenal things without any concept of the next step. With the next generation, the people we are educating today will have to deal with a lot of, not only material, but a lot of intangible questions which we don't answer for them, and to some extent leaving a void. In addition to that, the presence of digital tools makes this task doable, and to some extent accessible and therefore even more complex. So this combination of abandoned industry, abandoned infrastructure, aging modern built heritage, aging concrete and rusting reinforcement, I think that unfortunately I don't think we have the luxury of teaching trades in the traditional manner. I think what we see in today's young people who are attracted to digital media and contemporary means of communication will have to find a way for them to apply that new knowledge and bring that new tools and skills and perception in relationship to the surrounding world, to the context of that, which is for us something recent. So unless we focus on values and fundamental principles, I'm afraid that on all levels we will lose control of the process. And I'm very supportive of your concern of how to deal with a trade but I'm afraid that we don't have the time or the means of controlling it unless we take it on a much different or greater scale of larger paradigm shift, then we can. Otherwise, we won't see the end of it.

Déom: I think it ties in a bit with sustainability and some of what Christine was saying about thinking about other reasons, other ways to convince and certainly all that discussion that we're not really having about "we" again, embodied energy for instance.

Wetherell: A lot of talk here about silos and architectural bias and whatnot, and I'm going to a lot of museums conferences and everybody there uses the word heritage all the time there as well, and I appreciate the differences of practice we're talking about here. But there is a whole sector there that really is quite isolated from us, that I think is one that we need to think about in

terms of our practice and yes, they're involved with cultural property on the whole, but at the same time they're dealing with many of the same issues in terms of assessments of value, all of those things have different applications and perspectives but come from the same base in a lot of ways. I would invite people to not forget that there's that whole other side to heritage practice, and surely Richard McKinnon can talk about cultural bulletin is moving in that direction, as were you folks, about a management program. So I'm encouraging people to think a little bit outside of the silo here where we're very much concerned with landscapes and architecture and to realize that there's that other side, and architectural bias is part of that. Inclusivity is not always possible, but in what we're doing and I think many points of political strength are a part of it. The federal government has abandoned cultural heritage because nobody makes it worth their time, politically. Stephen Harper isn't going to be defeated because he doesn't like heritage. In many ways these things do become political issues.

Oakley: This topic, this roundtable brings up so many ideas and thoughts that I'm not going to touch on. What I find interesting, listening to the discussions, it's the heritage education roundtable but maybe it would be more apt to rename it the Project-Based Architectural Conservation Education Roundtable. I guess I have a background in history, social not architectural, so im not necessarily focused on buildings, but different types of heritage, and how to integrate different approaches and how natural and cultural heritage conservation philosophies conflict and come together and that knitting together of tangible and intangible. This conversation is very focused on post-secondary education and graduate programs, my question is, what about other types of education? What about public education, and I think talking about this being a fundamentally political thing, how are we educating outsiders to what this field does? Not only that, where is this fitting into high school education, elementary school education, also more informal ways of being educated. We talk about nurturing the culture of conservation. Where can homeowners access those workshops and learn how to restore their windows and how can we educate them on when they need to bring in an expert? There's an architect in Illinois who teacher grade 7-8 kids during a day camp, where he has them building architectural things and recordings. It's those types of opportunities that create receptors in people, which when they grow up they have the eye to look at heritage courses, they would be interested in that. What are we doing to promote cross-disciplinary education in terms of we are a type of conservation, what about natural types of conservation. Are there any self-identified natural conservationists in the room today? Another brief comment, in the past our education has been very open and very openly shared through universities and the government, and as we're seeing increasingly privatized industry, the tendency to not share knowledge, to hold on to that, to give ourselves competitive advantages, that's something we're going to be coming up against as well. To put education into a broader context, we're seeing a full on attack on social sciences and art education in the west. The governor of Florida says we don't need more archaeologists; the governor of Texas cut the library budget for the state by 88%. We need to look at how we can take our education to the public, to different publics and build that conservation, also building ourselves a market of people willing to buy these services and

nurturing private industries. What are we going to do, how are we carrying this conversation forward outside of this room once we wrap up the day?

Angel: First of all, something interesting that I don't understand myself not being of this generation, in terms of what to do about the place of traditional craftsmanship, traditional trades, and where that fits within education, it's an interesting issue because something that we have seen at Willobank is actually among younger people there seems to be a growing interest in this, and the idea of working with one's hands and one's head seems to be very much part of a paradigm shift, and this sort of gets to my point; I myself am trying to observe this paradigm shift and trying to understand it, but I learn the most about it by working with students and trying to understand their preoccupations and values. So as we continue with this discussion I think getting a range of viewpoints from students in the room is really a critical component because there seems to be such a shift in values and perspectives at this point.

Pellicer: My frustration dealing with many engineers, in terms of lack of sensitivity in heritage built environment and what it is, and having to teach them . It's a lack of sensitivity of the engineers and knowing you don't necessarily have to replace a structure with steel, but it's the only thing they know. They don't know wood restoration. I've had to fight this, and it's unfortunate and the issue of values. Education in terms of the engineering side, bringing the subject of historic structures, that needs to be brought forth in the engineering field, and in projects for building managers for people who manage buildings, who only look at the bottom line, not at how heritage structure can be destroyed. Having professionals involved that are knowledgeable in how heritage structures work and what kind of damage can be done by poor maintenance and other bad practices, needs to be brought at the ground level at the training of these people for building managers, but it's not fair. The other point is the issue of what is heritage; at what point does something become heritage? We ask that because something buildings built as temporary or poor quality buildings or low value buildings, just because they've been around long enough automatically becomes heritage; that is a problem because we want to preserve appropriate heritage. If it's been around long enough it becomes a character defining issue, but sometimes buildings are inappropriately built, and we need to evolve. Our built environment evolves over time. We built and we move forward. Buildings are not static elements, they are dynamic, and they change in time, and as they change in time, how to adapt current standards, yet conserving our heritage is the challenge. How to conserve the heritage character defining elements yet introduce modern facilities and amendments? It's a difficult balancing act to achieve. Future professionals need to look at that particular question.

Stacey: In response to the questions about trades. I don't think we'll be able to let our heritage trades disappear, and there is a great interest with young people, including young children. They want to do this hands on work, so when I said that in 15 years we don't want to be having the same conversations, hopefully we'll be seeing a lot more people in the heritage trades. But I think the problem is how much do we value that? So when the child goes into their high school guidance councilor and says I want to be a carpenter, what does the councilor say? At my

daughter's school, they made a big celebration of a carpentry graduate's success, and I was delighted to see that, and so proud of that boy. He's always going to have a job, so just the fact that maybe he didn't complete a four year university degree doesn't mean he's not valuable. Make sure what we're telling our children is valuable.

Ureche-Trifu: The students seem to be asking "how". Coming back into talking about interdisciplinary and how this seems to be very much focused in architecture, my question is how do we teach heritage in an interdisciplinary way. My own person opinion is you can't teach it the same way when talking about architecture, intangible, engineering. When you're starting to expand the field, you want to talk about heritage and museum studies and cultural studies. How do we do this?

Pajot: There are examples happening now I think not only in specific programs, but you look around the range of what's happening in different institutions of what's happening in this room, there is a more serious technical focus in certain areas. It's the discussion between the programs at that level and breaking down the barriers between our academic institutions, a sharing of students and programs. Because overall when you look at it, we have a fairly healthy heritage education system when you look at the range of what's available. It's a matter of speaking to each other perhaps. There are many options for students to go through the various programs. The range of ways you can get to heritage conservation are multiple, and I think if we have more people with that kind of range of background, can bring that.

Esponda: At Carleton in architecture, I'm going to have students from engineering, architects, historians and planners in my class, so for me, I'm very challenging right now to see how I'm going to teach heritage in the same class of 80 students all together. So it's going to be students not knowing anything but the basics, so it's going to be challenging for me to work with them.

HERITAGE CANADA NATIONAL TRUST

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National Roundtable on Heritage Education 2013

Thursday, October 31, 2013

CIMS Lab, Visualization and Simulation Building
Carleton University
(1125 Colonel By Drive, Ottawa, Ontario)

Presented through the generous support of:

Carleton UNIVERSITY

Canada's Capital University

School of Canadian Studies
Architectural Conservation and Sustainability Engineering

Present:
Miranda Angus (University of Victoria), Ronald Bean (Conestoga College), Krista Bell (Carleton University), Jean Carroon (Goody Clancy), Mariana Esponda Cascajares (Carleton University), Peter Coffman (Carleton University), Bruce Dawson (Govt. of Saskatchewan), Rachel Gullage (Carleton University), Shannon Kyles (Mohawk College), Mona Lamontage (National Capital Commission), Judy Larmour (Athabasca University), Andrew MacAdam (Nova Scotia Community College), Krista Macwilliam (Carleton University), Luciana Girardi Omar (Carleton University), Andrew Pamenter (Algonquin College), Lisa Prosper (Willowbank), Nancy Oakley (Yukon Historical & Museums Association), Mario Santana Quintero (Carleton University), Nicholas Roquet (Université de Montréal), Susan Ross (Carleton University), John Scott (Algonquin College), Josh Silver (Holland College), Robert Shipley (University of Waterloo), Angela Specht (Athabasca University), Alan Stacey (Heritage Mill Historic Building Conservation), Tom Urbaniak (Cape Breton University), Cristina Ureche-Trifu (Carleton University), Jack Vandenberg (PWGSC), Rob Van Hees (TNO, Delft), Kaitlin Wainwright (ACO NextGen) Chris Wiebe (Heritage Canada The National Trust).
Submitted Written Comments: Lynn Berlin (University College of the Caribou, Quesnel), Tania Martin (Université Laval)

Roundtable Theme:
Teaching Challenges in Heritage Conservation: Common Threads, Common Solutions?

Facilitator: Susan Ross (Incoming Assistant Professor, Canadian Studies, Carleton University)

1. **Welcome and Introduction: Reflections on the Roundtable's Origins, Past Work, and Future Role**
   - Chris Wiebe – Heritage Canada The National Trust (HCNT)
   - Robert Shipley – University of Waterloo

   Chris provided a brief overview of the Roundtable's origins in 2004, its purpose, evolving goals and scope of activities, as well as the role the Roundtable's annual meetings have played in breaking new ground. Elaborating on some of these ideas, Robert remarked that the Roundtable had not completely achieved its potential, which he argued would come from closer alignment with the HCNT Board of Governors.

2. **Exploring Challenges in Heritage Conservation Teaching:**
   Three short presentations were selected to lead off and set the tone for a the Roundtable discussion.

   - Nicholas Roquet (École d'architecture, Université de Montréal) – *Recent Curriculum Review of the Master of Conservation in the Built Environment Degree.*

     Nicholas gave an overview of the Université de Montréal's review of its Master of Conservation program, the oldest such graduate program in the country (1989). The process was valuable in that it forced academic staff to look critically at what they do and why they do it. A key element was looking laterally and assessing where the program fit in a heritage conservation education landscape (in Quebec and across Canada) in which there were many established and emerging programs, and looking at whether the UdeM program could be modified from a two year program to a short course model. The university concluded that the program was still needed and moving to a more truncated program would be a mistake. Links with heritage sector professionals was identified as a key growth area.

   - Andrew Pamenter (Heritage Carpentry, Algonquin College) - *Enrollment and retention, expectations and delivery. What can the heritage community do to meet the demands?*

     Andrew outlined the origins of the Algonquin heritage programs: Heritage Carpentry (1989) and Heritage Masonry (1991). He then discussed issues of program demand and interest, and some of the marketing challenges for the Algonquin program. While some students came to Algonquin's heritage program by chance, many current students sought it out: often they were making career transitions and looking for jobs that couldn't be outsourced. In marketing they point to the employment success of their graduates – for example two-thirds of the current masonry workers on Parliament Hill are from Algonquin. There are some concerns that new graduates are not paid enough. Also, as many students entering the program come from applied high school backgrounds, they often find themselves unprepared for the skill levels the heritage programs require.

   - Mario Santana Quintero and Mariana Esponda Cascajares (Carleton University, Architectural Conservation and Sustainability Engineering Program)
     – *Heritage Conservation and Interdisciplinarity: What are the Goals?*

     Mario pointed to the fact one of his recent grant proposals to NSERC was turned down because "heritage conservation is not a strategic area in Canada." This marginalization should be of concern to the entire sector. Meanwhile, PWGSC estimates that it needs 250-300 heritage professionals to address the future needs of the federally-owned

heritage buildings in its portfolio. He pointed to Blue Green Canada (NGO, union, civil society collaboration) as an example of how to promote "green" initiatives as an employment booster. Mariana explained that Carleton has been actively working to build its interdisciplinary capacity in recent years between Architecture, Canadian Studies, Engineering, and Architectural History (Art History). These have including a recent workshop looking at Ottawa's Chaudière District which attracted students from other schools like Willowbank, thereby building intra-institutional links as well. On introducing the recently launched Architectural Conservation and Sustainability program, she pointed out that there have been challenges in the interdisciplinary approach: in teaching engineers and historians at the same time, for example, a class has to address the difference processes and assumptions brought by both groups.

3. **Issue Roundtable:** Participants were invited to briefly present themselves and the programme they are associated with, and to identify a key issue in heritage conservation education teaching. The issues were recorded for immediate display.
    - Lamontage – The key issue is the education of the public; they don't see heritage as worth the financial costs.
    - Bean –College/university administrators need to be sensitized on the utility and appetite for heritage conservation education in order to expand heritage education in new directions like facility management.
    - Kyles – The need to educate high school guidance councillors about heritage education so they can direct bright young people to heritage programs. Trades/college programs are still treated as "second class" by councillors who continue to privilege university education.
    - Larmour & Specht– Heritage programs often teach broad principles in heritage resource management, but application is always local. This leads to challenges in adapting educational material for different provincial/territorial regulatory contexts. There are also challenges in getting heritage programs noticed and valued given current discourse around "useful education" which typically slants towards resource extraction related streams.
    - Dawson – There needs to be more research into assessing the need for different types of heritage conservation education/training – much currently rests on anecdotal evidence.
    - Carroon – She pointed to Randall Mason's observation that historic preservation programs are almost always located in design schools and he saw very little cross-pollination with other disciplines. In the US, there is very little evidence on how much need there is for preservation education, and therefore it is a challenge to sell the education to students and administrators.
    - Angus – Identified the challenge of anticipating the needs of the heritage sector. How can we partner and collaborate with other departments or schools effectively to offer the best educational experiences for participants? Other challenges include the rising cost of education in general and creating learning experiences while being mindful of financial challenges for students.
    - Shipley – Suggested that most preservation decisions are not about history, but about zoning. The Heritage Resource Centre (UWaterloo) is addressing the need to collect practical answers on these kinds of process issues.
    - Prosper – What is the heritage expert of the future? Willowbank addresses this challenge by teaching a perspective, not a specific skill set. There is a need to create

heritage experts who are multi-abled. How do we connect with current outsiders like sociologists and anthropologists?

- Esponda Cascajares – Heritage is always more challenging than new build because there is a need to incorporate the needs values of the existing community.
- Ureche-Trifu – Heritage students need better preparation for the workforce.
- Oakley – There needs to be a focus on heritage education for the general public.
- Wainwright – There needs to be more work done to connect students/graduates and employers.
- Pamenter – You need to develop a critical mass of heritage projects in a community and connect it with sustaining local value.
- Scott -We need to demonstrate the value of heritage skills to the industry more broadly. Need to spend time with contractors talking with them about how they can sell their skills, and to talking with those who hire contractors.
- Coffman – How can the different facets of heritage conservation education cooperate with each other – currently working in rigid silos.
- Roquet – There needs to be better inter-generational transfer of heritage skills and knowledge. We are often too dependent on one skilled expert and there needs to be a better mechanism for mentorship/apprenticeship.
- Vandenberg –What role do educational institutions have to play in addressing the employment needs of the private sector? There is a real need, for instance, for architectural technologists. Heritage education currently has a very low profile; for example, civil engineering rarely talks about existing structures.
- Silver – Need to move beyond disciplinary and institutional silos. Trades programs are currently treated like the dumping ground for underachieving students and this needs to change. Graduates also struggle with low wages after becoming craftspeople because the public doesn't always see the value of their skills – lots of general renovators diluting the market with poor work. Colleges/universities should work more closely together: they are not teach trade secrets, but rather providing tactile experience.
- MacAdam –There are challenges finding students who can do sustained work with their hands: not fostered inside or outside of grade schools. Also challenges finding master instructors for courses.
- Van Hees – How to make conservation look more sexy?
- Urbaniak – Continuing education and outreach are key. There needs to be funding made available for service learning. Work needs to be done to ensure heritage conservation is not seen as esoteric and elitist.
- MacWilliam – More and more students are seeing heritage as a fascinating nexus with sustainability. It's capturing their imaginations.
- Gullage – Students don't necessarily find their way to heritage programs directly.
- Bell – There needs to be better communication of heritage projects and activities outside of universities/colleges with students. This helps with keeping students motivated in the programs of study.
- Girardi Omar- We shouldn't get impatient. Change takes time; no quick fix.

<u>Written Comments Submitted</u>:

- Lynn Berlin – Residents of remote communities tend to have lower education which makes online-based education programs challenging and face-to-face training essential.

Paradoxically, provincial governments are requiring that heritage buildings be preserved but the funding is not there to subsidize training in this area

- Tania Martin – There is a need for continuing education for architects. Rectifying myths that historic preservation is necessarily costlier than new construction – life cycle costs including all the different dimensions need to be conducted – this concerns students, professionals, developers and clients and the general public. Attracting students to learn field recording essential to existing condition documentation, interpretation, and restoration

4. **Roundtable Discussion:** During the coffee break, participants were invited to examine the list of issues and vote on the three issues of greatest concern. The top three issues would then be explored through discussion. Possible directions or action items for the Roundtable would be identified.

- **What is the heritage expert of the future?**
    - Or is it cultivating heritage aware people in other fields via workshops, etc. (real estate industry, etc)
    - What is the role of the heritage "facilitator"? Taking into account the intangible dimensions of heritage? Bringing people together.
    - Collaboration between skill sets.
    - Training and apprenticeship?
    - Definition of heritage needs attention – inclusive of other old or valuable things?
    - Making heritage affordable (cheap=sexy?)

- **How to breakdown barriers that make silos?**
    - HRC's Lazarus report – making the economic argument gives this velocity; tell the successful stories
    - Facilitate collective projects via social media. This provides and important feedback loop.
    - Demonstration projects and charrettes

- **How to give value to the trades? Recognize how critical they are?**
    - Recognize how critical the trades are
    - Need to counter our current economic models which make heritage trades uncompetitive (eg. Carbon tax on demolition?)
    - Unions – certification
    - Guild system
    - Locating knowledge (making it accessible)
    - Use title of "Conservator"

Appendix A :

Whiteboard Synthesis of Roundtable Issues (by Susan Ross) and Voting

- Awareness of existing educational programs
- Education in trades and professionals – needs interchange
- Disconnect between design and preservation (3 votes)
- Teaching with computers vs. Hands on
- High school counsellors (trades as dumping ground for underachieving)
- Complexity – applying principles in context
- Identifying true gaps – document research about students and craftspeople (3 votes)
- Need practical research
- Need quality students
- Sharing Curriculums
- Public education (continuing education) (4 votes)
- Education of institutional administrators
- Silos or double degrees or bridging; systematic cooperation (6 votes)
- Value of heritage conservation in governments and colleges – make it sexy\
- Anticipate needs
- Student placement and partnering (students in organizations) (3 votes)
- Architectural technology training
- Education for building managers
- Heritage planning and social justice, heritage for the people/community, sustaining local value
- Importance of individuals to heritage sector – need a succession plan for current experts
- Recent grads – difficult reality of transitioning to employment (2 vote)
- Common language, Integration
- What is the heritage expert of the future? (8 votes)
- Who is missing at the Roundtable?
- Field schools in Yukon and apprenticeships?
- Regional labour supply
- Connect to contractors (1 vote)
- Qualifications? – Defining heritage compitencies

HERITAGE CANADA NATIONAL TRUST HÉRITAGE CANADA FIDUCIE NATIONALE

National Roundtable on Heritage Education 2014

Breaking Down Silos: Disciplines, Institutions, Generations, and the Heritage Workforce

Thursday, October 2, 2014

Centre for Applied Science and Technology (CAST Building), Room 318
Holland College (300 Kent Street)
Charlottetown, Prince Edward Island

Presented with the generous support of: HOLLAND COLLEGE

Present:
Victoria Angel (Carleton University), Miranda Angus (University of Victoria), Robert Buttle (Nova Scotia Community College), Christina Cameron (Université de Montréal), Claire Campbell (Bucknell University, USA), Peter Coffman (SSAC & Carleton University), Luc Cyr (Nova Scotia Community College), Bruce Dawson (Govt. of Saskatchewan), Mathieu Dormaels (Université du Québec à Rimouski), Hilary Grant (SSAC, NL), Barbara Hogan (Yukon College & Govt,. of Yukon), Shabnam Inanloo Dailoo (Roundtable Co-Chair, Athabasca University), Marc Johnson (Historic Joinery), Liz Kyte (Nova Scotia Community College), Judy Larmour (Athabasca University), Andrew MacAdam (Nova Scotia Community College), Nancy Oakley (ICOMOS Canada &Yukon Historical & Museums Association), Andrew Pamenter (Algonquin College), Larry Pearson (Govt. of Alberta), Lisa Prosper (Willowbank School of Restoration Arts), Nicholas Roquet (Université de Montréal), Robert Shipley (University of Waterloo), Josh Silver (Holland College), Angela Specht (Athabasca University), Tom Urbaniak (National Trust Board & Cape Breton University), Chris Wiebe (Roundtable Coordinator, Heritage Canada The National Trust), Shelley Withers (Nova Scotia Community College).

Goals for the Meeting:

- To map the disciplinary and institutional barriers that continue to challenge heritage conservation education and practice. To identify key barriers where the Roundtable can collectively work on building new relationships.
- To identify a pilot project(s) that allow the Roundtable to test out these new kinds of relationships.

1. **Welcome, Background, and Goals for the Roundtable Meeting** (Facilitator – Chris Wiebe)
   Wiebe provided a brief overview of the Roundtable's origins in 2004, its purpose, evolving goals and scope of activities. He underscored its key goals, including identifying and building the heritage workforce, promoting heritage conservation education, and breaking down barriers between disciplines and institutions. Please see Appendix A attached.

2. Subcommittee Updates & Discussion

Three action items were identified at Roundtable 2013 in Ottawa with subcommittees struck to move these areas forward.

a. **Interdisciplinarity: Breaking Down Silos and Barriers** – Bruce Dawson and Robert Shipley (with contributions from Susan Ross)

Dawson provided a brief overview of the Provincial Roundtable on Heritage Conservation Education and Training in Saskatchewan held in March 2014. Saskatchewan's economy is booming and the construction industry is a key part of this growth. However, a by-product of this growth was that owners who wish to repair or restore their historic buildings report tremendous difficulties in finding design professionals, contractors, tradesworkers and craftspeople who have the time or proper heritage conservation skills to undertake these projects. As a result, work was not being done well or in a timely fashion, leading to increased costs and, in some cases, either the loss of these buildings entirely or the historic character-defining elements that make them special.

As Ross was unable to attend the Roundtable, Dawson then presented her ideas about the challenge of interdisciplinarity for heritage conservation. Ross identified two basic visions for breaking down barriers:

- That there is a whole and bringing it back together;
- That there are separate pieces and trying to make a new whole in which they fit.

There are challenges in understanding or representing the problem: quantities (many players and discipline types); types of educational training; time (stages or processes in which these disciplines engage with heritage); the objectives of the disciplines (heritage, conservation, or…). To organize and make sense of this complexity, the key question is at which stage(s) do the "silos" happen or between which stages? Who is involved?

She said then that in each area heritage educators need to ask questions about our objectives, our role(s) in relation to the larger ideas of heritage and 'complete' processes of conservation. A matrix was then offered as a way to compile the information around who is involved at each stage.

	Public	Trades	Academia
1. Maintaining	Critical	Critical	---
2. Understanding	Critical	Important	Critical
3. Planning	---	---	Critical
4. Intervening	---	Critical	Important
5. Using	Critical	Important	---
6. Monitoring	---	Important	Critical

b. **Trades Education: Giving Value to the Trades** (Andrew Pamenter & Josh Silver)

How to give value to the trades? Recognize how critical they are? Pamenter pointed to Historic Scotland's landmark report *Traditional Building Skills: A Strategy for Sustaining and Developing Traditional Building Skills in Scotland* (2011) and English Heritage's *Skills Needs Analysis 2013: Repair, Maintenance and Energy Efficiency Retrofit of Traditional (pre-1919) Buildings in England and Scotland*.

Pamenter had spoken with a number of Algonquin graduates, contractors and colleagues – there did seem to be some energy to continue a conversation and support some action in nurturing the trades in heritage specifically and heritage in general. Key insights:

- Need to counter our current economic models which make heritage trades uncompetitive (e.g. Carbon tax on demolition?)
- Explore heritage certification through Unions
- Guild system
- Locating knowledge (making it accessible)
- Use title of "Conservator"

During conversations with Algonquin graduates, tradespeople and employers working in the field of the conservation of built heritage, he had encountered a number of common statements:

- There is a demand for tradespeople with an understanding of the requirements of historic buildings
- Provide training – colleges, on the job-site
- There is often a challenge to find acknowledgement of this need through wages, consultation and relations with clients and professionals
- Collaboration on projects produces more effective and economical results
- Job ready workers are a challenge to produce/find
- Provide job experiences – internships, co-op, work placements
- Recruit effectively for quality candidates
- Acknowledgement of skill set through certification/guild may be a way to promote, recruit, validate, differentiate practitioners
- Greater understanding across disciplines should be fostered – trades/consultants/specifiers/architects/planners/engineers etc.

c. University/College Heritage Action Successes (please see document attached)
A document illustrating recent initiatives by heritage conservation programs/courses to use student ideas and energy to generate solutions for endangered Canadian heritage sites.

d. **Discussion - Key barriers? Where do we go from here?**

- Heritage Action Successes – Profiling this activity helps university programs demonstrate/justify what they do. Should do more of this.
- Silver – Heritage programs need to raise their profile, get more material online. The challenge is to quantify the impact of heritage interventions – tourism numbers? Other data?
- Roquet – Useful to have a source of courses given at different university or college levels online (makes comparing offerings easier) and to have a clearing house for employment opportunities. On the subject of institutional collaboration, Canadian heritage education providers should look at sharing resources (e.g. providing credits for field trips or work experiences).
- There needs to be more visibility for the heritage education sector, and this can be achieved through more sharing and collaboration between institutions. Heritage Canada's education listings need to be updated.
- On the subject of bringing value to the heritage trades, collaboration between the schools primarily involved (Algonquin, NSCC, Holland College, Willowbank) would be invaluable. Need to publicize stories of students getting jobs. Need a common language for accreditation to give value to trades: CAHP could be key for this, but could also work within existing regulatory bodies (Red Seal?) rather than creating a new regulatory body.
- Angel – How do we see heritage education reflecting the expansion of the field from heritage buildings to notion of the historic environment? Everything is expanding and there is a movement away from using "heritage" language, even though pursuing heritage goals. Prosper – Ideas around landscape are driving expansion. Roquet – Is the opening up of heritage a threat or an opportunity? Campbell – There needs to be more disciplinary blending, for example heritage and environmental history.

3. Roundtable Pilot Project Development (Facilitator - Chris Wiebe)

a. Review Heritage Action Projects (see document attached).
What were the next steps in these projects that you may not have had the time or resources to undertake? Using these projects as inspiration, are there opportunities to undertake a new project(s) as a Roundtable?

b. Defining 2 or 3 projects with greatest potential impact to actively address these barriers (e.g. institutional, community, corporate collaboration)

c. Next Steps – identifying goals, committing to actions

Discussion

Defining a Project

- Silver -Need to integrate industry into any pilot project model as there is hyper-sensitivity around perceptions that projects are taking away work.
- Oakley pointed to collaborative models like the one developed by the Canadian Museums Association during its Whitehorse 2013 conference.
- Pamenter – At Algonquin, people are approaching them, emphasizing the need for help saving older buildings and seeking to harness educational power.
- Campbell – Would be useful to choose a site and then have students from different disciplines looking at it. Define projects not just by site, but by the programs available to participate.
- Pearson – Suggested nomadic courses that could seize on opportunities throughout Canada, play to the strengths of local/regional institutions, and expose students to different regions.
- Withers - Could integrate distance learning students as well. Some students would need to be on-site and hands on while others could work remotely.
- Dawson – Would need to link supply and demand. How do you hook up projects that are not commercially viable for private sector to bid on? Would this be the focus?
- Coffman – Stressed focusing on what students need to get out of any field school project. How to ensure academic credits?
- Roquet – There would be great value in interdisciplinary learning: e.g. connecting architecture students with masons.
- Working out the funding and the length of the program will be key.

Potential Models

- Prosper identified the need for research. Where do field schools already exist? Tania Martin (ULaval) currently runs a Field School in Built Heritage and Cultural Landscapes in the Gaspé each year in May/June.
- Hogan pointed to archaeological field schools in the Yukon which run in 6 week cycles and students get a university credit.
- Angel pointed to E.R.A.'s "Culture of Outports" program as a potential model: winter involves research oriented activities, while summer brings students on site to work with communities. Urbaniak pointed out the need to leverage the social dimensions of any projects.
- Historic Corps in the US uses volunteers to restore National Parks properties. Katimavik in Canada. The key would be to have meaningful results that inspire students, institutions, and funders.

Next Steps

- Who is going to take on this work? It was suggested that Heritage Canada could help prioritize projects and seek geographical partners. For instance, Parks Canada is in need of partners. A link with Heritage Canada's Main Street program could also be possible. Potential partnership with Ontario Trades organizations?

- Need to explore getting academic credits. Need an institution to consistently host a course, credits can then be transferred to other institutions.
- That the Roundtable's current subcommittees be dissolved and a new one created on Pilot Projects. These members volunteered to participate: Inanloo Dailoo, Silver, Oakley, Pamenter, Shipley, Angus, Grant, Withers. Others would be invited to join.

ACTION ITEMS:

1. **Wind up current Sub-committees (Interdisciplinarity and the Trades) and create a new subcommittee on Pilot Projects to further develop a project(s) with the aim to launch in 2015.**
2. **Update Heritage Conservation Program and Course Listings on the National Trust website. Find a way to include links to student research and activities.**

Appendix A:

National Roundtable – Overview 2014 (only available in English)

Appendix B:

University/College Heritage Action Successes (only available in English)

National Trust for Canada
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Le patrimoine en vie

National Roundtable on Heritage Education 2015

Mid-Century Modern and Conservation Education: The Challenge for Teaching, Training, and Public Education

Thursday, October 22, 2015
Athabasca University, Room N231, 322 – 6th Avenue (Calgary, Alta.)

Roundtable 2015 hosted by: Athabasca University HERITAGE RESOURCES MANAGEMENT PROGRAM

Attendees:
Alberta Museums Association - Katrina Peredun
Algonquin College – Christopher Hahn (Dean), Jack Hollinger
Athabasca University – Aimee Benoit, Shabnam Inanloo- Dailoo (Roundtable Co-Chair), Judy Larmour, Taraya Irene Middleton, Sharon Morin, Sandra Morton Weizman, Frits Pannekoek, Veronica Thompson (Dean)
Canadian Association of Heritage Professionals – Jo Ann Pynn
Carleton University – Susan Ross (Roundtable Co-Chair)
City of Calgary – David Down
Edmonton – Marianne Fedori
Government of Alberta – Ali Nayeri, Larry Pearson
Heritage BC – Karen Dearlove
McGill University – Julia Gersovitz
Musée Heritage Museum - Sharon Morin
National Trust – Chris Wiebe
Olds College – Dan Daley (Dean), Sharyl James
Queen's University – Marcus Letourneau
Université de Montréal - Christina Cameron
University of Calgary - Marc Boutin, Andrea Isfeld, Graham Livesey, Michael McMordie, Brian Sinclair
University of Victoria - Miranda Angus, Tania Muir
University of Waterloo – Beth Davies, Robert Shipley
Vancouver Heritage Foundation – Judith Mosley
Yukon College & Government of Yukon – Barbara Hogan

Goals for the Meeting:

- To update Roundtable members on initiatives, opportunities, and challenges in heritage education and to set Roundtable priorities for the coming year;
- To explore how mid-century modern conservation is being/could be integrated into traditional heritage conservation courses/ programs; and
- To identify the ways in which heritage conservation and design educators might collaborate to shape public attitudes towards mid-century modern architecture.

1. Welcome, Background, and Goals for the Roundtable Meeting

Wiebe provided a brief overview of the Roundtable's origins in 2004, its purpose, evolving goals and scope of activities.

2. Roundtable Member Updates

- Hahn (Algonquin) – Talked about the challenges of promoting craft in their Carpentry and Masonry programs.
- Daley (Olds College) – Trying to eliminate silos/barriers at the College. Discussion is around partnerships.
- Pannekoek (Athabasca) – Heritage education can also create barriers – putting desks between professionals and communities. Highlighted Calgary Indigenous students in training on archaeological sites and the potential for built heritage MOOCs.
- Cameron (Montreal) – Planning and Environmental Studies are creating a new program offering a design studio on heritage conservation and successfully placing students with the City to do projects. Students and craftspeople need work and experience. There is a chance now with the change of government to push for the revival of the Historic Places Initiative, tax incentives, and federal legislation for heritage buildings.
- Gersovitz (McGill) – Good exercise to try and understand who we are trying to educate. Program managers at the federal level need to be educated through courses (FHBRO, Parks Canada) but these have been cut and need to be reinstated. Engaging people who do the work and manage it. If the managers don't understand our work, it doesn't matter how good a job we do, they won't get it.
- Muir (Victoria) – UVic has been teaching cultural resource management for over 30 years combining face-to-face and online courses. Have launched a new partnership with BC Heritage Branch and they are launching two future courses educating mid-career professionals. Incorporating more work on intangible heritage.
- Shipley (Waterloo) – Noted he will be retiring this academic year. The Heritage Resources Centre at Waterloo is actively seeking heritage allies and hence becoming more involved with environmental and ecological concerns. The Centre curates public discussions to further the field and is always seeking new students to continue its research program. Areas where we need to extend our demographic reach is the real estate and banking industry.
- Hogan (Yukon College) – Yukon College has created a 27 credit program with an eye to capacity building for the heritage community. Many of the courses run in short 6 or 3 week modules, and include the Management of Traditional Knowledge, Documentation of Historic Structures, log building conservation,

- Dearlove (Heritage BC) – A non-profit organization, Heritage BC offers capacity building courses for the heritage sector.
- Letourneau (Queen's) – Developing and looking to launch a Heritage Planning Program in 2017. This program would target mid-career professionals who work as planners. It will partner with the Queen's Real Estate Roundtable.
- Mosley (Vancouver Heritage Foundation) - Program offerings have matured into half-day and evening courses, or lunch time talks. These increase capacity for homeowners and professionals and aim is to change attitudes.
- Sinclair (Calgary) – School of Architecture could benefit for more connections with heritage conservation education sector.
- Nayeri (Govt. of Alberta) – The government is having difficulty finding professionals who have heritage understanding, particularly engineers. They are looking at partnerships with UBC, UofC, UManitoba to increase the capacity in heritage architecture and engineering. Lack of accreditation for heritage workers is an ongoing challenge.
- Inanloo (Athabasca) – The Heritage Resources Management program is collaborating with other departments such as RAIC Centre for Architecture at AU and Museums Studies.
- Ross (Carleton) – Gave background on the Canadian Studies Heritage Conservation program as well as the Architectural Conservation programs in the School of Architecture and Faculty of Engineering. Canadian Studies is having good success with heritage courses at the undergraduate level and looking for ways to engage with Indigenous studies and archaeology students.
- Fedori – Disconnect between academic heritage conservation education and public history.

3. Special Presentation – Dr. Brian R. Sinclair, FRAIC – Integrating Architecture Education + Indigenous Culture

- The gathering of educators involved in heritage from across Canada included goals of seeking compassion and deriving lessons from the *Moh-Kins-Tsis | Calgary Indigenous Heritage Roundtable* that was held the day prior to the Heritage Education Roundtable. It also considered the TRC recommendations and responses from various post-secondary institutions, including empathy in classrooms and research programs. Dr. Sinclair's invited address to the Roundtable focused on EVDA 682.04 "Comprehensive Design Studio", involving a unique and intensive pedagogy that was centered on the Calgary Centre for Aboriginal Culture. Sinclair's approach underscored the importance and value of attending to 'softer' qualities, fostering openness and nurturing compassion. His studio was opened to counsel from leadership across an array of communities, including Indigenous Elders, local architects and city planners. Visits from and conversations with Elders and talks from Band leaders, participation in ceremonies, and visits to museums were some of the experiences invoked to provide meaningful engagement with and immersion in culture. An overarching emphasis was on empathy, empowerment, and engagement.

- While Architecture schools conventionally target technical competency they also have important responsibilities and roles in building respect for Indigenous culture and communities. Students undertaking professional studies are usually endeavoring to make sense of this world – they need to construct both self and world views that inform their decision making and inspire their efforts. Sinclair questioned the potential implications Indigenous perspectives might have for environmental design education and practice. In his teaching, Sinclair has addressed this objective by creating studios and other educational opportunities that integrate environmental/structural/technical systems with social and cultural dimensions. The major studio project centered on the Calgary Centre for Aboriginal Culture was explored and expended upon in the context of the Heritage Education Roundtable.
- Dr. Sinclair highlighted the significance of celebrating 'soft' qualities as part of the learning path. Such qualities included understanding the sense of community, nurturing personal passions and demonstrating compassion. For example, the studio mindfully delved into the legacy of residential schools – guided by Elders who are products of this dark period of Canada's history. The students and Indigenous leaders talked together wisdom and values (e.g., traditional ways of knowing) and the need for a deep connection with nature. Such strategies stood in contrast and tension with the Euro-centric notions such as dominion over nature.
- The studio project was located in Calgary's emerging West Village. While sited adjacent to the Bow River, water was not the focus, but the path. Elders advised student to spend time on the land in order to listen to the guidance nature will provide: "The land will tell you what needs to be done if you are open and listen well."
- The studio was concerned with balancing awareness of contemporary pressures/forces with a historical understanding about 'what it means to be Indigenous'. An overwhelming goal was to propel the design forward embracing multiple views – in essence creating a sanctuary for members of many communities and developing a place of healing for all. Student teams interpreted the charge in various ways. For example, one team looked at weaving as a metaphor. The class took serious steps to build awareness, overlaying technical necessities with cultural understanding and traditional knowledge. Together the students, instructor, Aboriginal members and practitioners from the environmental design professions charted routes forward that celebrated culture, respected needs, and honored project end-users.
- It was noted that Dr. Sinclair participates in/with numerous initiatives and groups concerned with Indigenous culture, communities and rights, including one on the University of Calgary's Aboriginal Policy Committee. He expressed concerns that Indigenous dimensions are often lacking in the curricula and cultures of higher education. The novel studio work he presented at the Heritage Education Roundtable was in part driven by a desire to counter such deficiencies. Architecture students in his studio participated in many aspects of Indigenous Culture, including for example joining a sweat lodge. Such efforts, in Sinclair's words, allows us to "see through the eyes of the other", bringing students into tighter connection to Aboriginal culture and communities. Empathy, empowerment, and engagement all prove fundamental, necessary, and potent.

4. Mid-Century Modern and Education – Panel and Discussion

a. **Susan Ross**

- The subject of "Mid-Century Modern and Conservation Education" needs to talk about modernity more broadly. Where are we at? UQAM has played an important role in moving the discussion forward. Some architecture schools are teaching modern heritage without knowing it. Ross was involved in the Standards and Guidelines second edition which includes guidelines for concrete and not just woodwork. Difficulty drawing the line. Purpose built modern architecture brought hybridity to the design and construction style. Many were built during the era of cheap energy.
- Major national events around mid-century. Conserving the Modern conference at Trent and second conference in Ottawa (NCC, 2015). FHBRO and Parks Canada offered workshops as part of custodian training. The Curtainwall Symposium focuses on the technologies of modern heritage. Getty Conservation Institute also has videos to integrate into teaching.
- Craft questions – Assumption is that there isn't craft in modern assemblies. But there are craft-based appliques etc. so this is erroneous. Explosion of books on the history of modern architecture in recent years. Carleton working with local groups like Heritage Ottawa to raise modern building profile.

b. **David Down**

Cities generally have very few tools to regulate heritage. Collaboration between heritage educators and advocates to influence public debates. Examples of mid-century modern challenges in Calgary have been the Ogden Grain Elevator (featured in a book by Le Corbusier), Barron Building, Calgary Board of Education Building, Elveden Centre superblock, the Centennial Planetarium, Century Park, Maryland Heights neighbourhood, and the Calgary Tower.

c. **Graham Livesey** – Nothing offered or addressed at the U of C architecture curriculum geared towards heritage conservation. One challenge is the emphasis on technical training. There used to be a request to teach local architectural history but that was removed 10 years ago. Would be difficult to integrate into a 3-year curriculum but perhaps a specialized certificate could be added. There has always been a challenge selling modern architecture even though uniquely Canadian figures emerged in the 1950s. Jack Long's legacy in Calgary, for instance, has been completely destroyed; this is equivalent to burning the paintings of cultural figures. Architecture is treated differently – a commodity not a work of art. Experts need to be the advocates to change this perception. Sometimes the way assemblies were used was novel. University of Calgary has the Canadian Architectural Archives with 50,000 documents – a huge resource.

d. **Marc Boutin –** Diversity in trajectories make it difficult to push conservation and these include public perceptions. Eau Claire smokestack retention was an important discussion; what is the use of this chimney when all of the industrial buildings have gone? Schism in the public mind between old buildings and modern ones. The idea of optimization and mechanization. Architecture schools are focused on the culture of the future rather than present and the past.

e. **Marianne Fedori** – From an advocacy perspective, architectural research is crucial. Important that there are internal advocates in City administration. Capital Modern

project in Edmonton gave the city a mid-century inventory up to 1960 – the only such in Canada.

f. **Discussion**
    - There needs to be a broadening of the discussion around mid-century structures beyond architecture.
    - Century Gardens (Calgary) –Important to find unlikely advocates. Parkour people use the brutalist park site for their sport. Rather than see them as vandals, the City is using them to advocate for the park's preservation.
    - Urban exploration movement – Transforming industrial heritage into sites for play. When people play with things how do you characterize the engagement?
    - Mid-Century buildings are often challenging to work with. How do you modify them? Are they worth saving?
    - Accrual accounting works against the rehab of these buildings. Depreciation schedule of 30 years was introduced in the 1970s bringing on a whole range of problems. Many buildings may not have been built to last.
    - There was a situation in Kingston Ontario where a brutalist building was bricked over in a "heritage style" so that it would fit into a historic area. This was a loss and a misinterpretation of what constitutes heritage.
    - There is a shift in the kinds of places Canadians want to preserve.

5. Priorities & Observations – Notes from Participants

- Architecture schools fully included/engaged in heritage conservation. Architectural accreditation tackling heritage conservation is achieved**.** Indigenous knowledge and issues are meaningfully included in curricula and conversations.
- What are the barriers in creating a pan-Canadian post-professional degree program in conservation? For us, the program would be a two-year program with professionals from architecture, engineering, and urban planning coming together in a multi-disciplinary environment. The program would have core courses in theory, documentation, Canadian history, etc. along with discipline specific courses. The program would be offered through a consortium of institutions rather than individuals.
- Capacity and knowledge among those doing and influencing projects on older buildings; e.g. architecture students and key trades. We need support in developing a university course. Who can we involve/learn from where this is already offered?
- How do we teach/integrate intangible heritage in our teaching?
- Important to think beyond urban and built heritage. Cultural landscape approaches offer an important way to incorporate rural heritage and Indigenous ways of knowing.
- We talked a lot about advocacy and public perceptions, but we didn't talk much about value. I think it is important to focus not just on our own "expert" valuations (i.e. architectural value) but to talk around and ask communities what they value. I think an important part of education is being open to being educated; in this sense community values are also critical for advocacy.
- Accreditation criteria for schools of Architecture need to be rethought to include conservation learnings.

- The most important thing that came out of this meeting was the overwhelming need to educate and make people from outside our traditional heritage communities aware – realtors, appraisers, etc.
- Invite the rejuvenated CBC to talk about heritage and buildings as part of its arts and cultural heritage mandate.
- Database of mid-century modern restoration/renovation techniques.
- Question of changing/shifting public value place on buildings/cultural landscapes. The necessity to understand? To shape? Is there a contradiction?
- Accreditation criteria needs to be challenged.
- The people that will support the preservation of buildings or landmarks are people with emotional connection. We talked a lot about urban loss, but just imagine rural loss across the country. Education and awareness must begin in secondary school then carried to post-secondary to instill the value of landscape culture.
- Exploring the idea of how public sees what is heritage and what is worth saving. As a person living through modernist and brutalist architecture I don't see its intrinsic value at first. Why? Is it because I see it as old and outdated and not historical? I see the comparison as my grandparents having lived through the era of "new" houses in the 1950s and seeing the older Victorian homes as old outdated. They moved out and built newer/updated. I look back at what they discarded with fondness. They saw it as just old.
- I feel like there were many assumptions and inquiries about who heritage education audiences are/are not. It would be fantastic to engage in a national needs assessment or collect data in this area as a follow-up to the 2004 National Trust report on education.
- The discussion today has many parallels with furniture making. The craft of furniture construction changed little for centuries (many different styles but the materials and methods of joinery were quite consistent). When modern adhesives and industrial processes (sheet goods, formaldehyde, PVA, etc) furniture "design" exploded. <u>But</u> modern furniture (although very expressive and wonderfully designed) is largely disposable. At the least it will be extremely expensive and problematic to repair. Is the same true of modernist architecture? This is my issue with the craft involved. Authenticity speaks many languages.
- I believe that all public engagement is helpful. Just because people are young or from a different background does not mean that they can't become advocates of history.
- How can we work across disciplines to bring more people to the table? i.e. architects, politicians, real estate industry experts.
- How can the Roundtable be more effective annually (outside of this yearly conversation)? More students need to be involved in the conversation.
- In London, Ontario several mid-century modern buildings were just approved as additions to the City's heritage register! So changing conceptions of heritage <u>are</u> happening, albeit slowly.

National Trust for Canada Fiducie nationale du Canada

National Roundtable on Heritage Education – Annual Meeting 2016

Sustainable Heritage Conservation Education: New Relevance for an Old Discipline

October 20, 2016 (12:00 noon – 4:30 pm)

Hamilton Convention Centre

Participants

Lloyd Alter (Ryerson), Ron Bean (Conestoga), Hallie Church (Willowbank), Carly Farmer (Carleton), Chris Hahn (Algonquin), Andrew Edmundston (Algonquin), Randal Goodfellow (Faith and the Common Good), Barb Hogan (Yukon Historic Sites and Tourism), Manja Horner (Institute for Heritage Certification), Shabnam Inanloo-Dailoo (Athabasca, Roundtable Co-Chair), Shannon Kyles (Retired, Mohawk), Blair Lipsett (NSCC), Andrew MacAdam (NSCC), Andrew Pamenter (Algonquin), Nancy Pollock-Ellwand (Calgary), Carl Pope (Institute for Heritage Certification), Neal Pope (Institute for Heritage Certification), Susan Ross (Carleton, Roundtable Co-Chair), Robert Shipley (Retired, Waterloo), Meredith Toibin (Algonquin), Sasha Tsenkova (Calgary), Laurier Turgeon (Laval), Chris Wiebe (National Trust, Roundtable Coordinator).

Goals for the Meeting:

- To exchange about pan-Canadian ways that principles and practices of sustainability are being or could be integrated into heritage curriculums.
- To leave with a clearer view as educators about the direction conservation education in Canada should take to ensure its relevance and sustain enrollment.

12:00 – 1:00pm Lunch (provided)

1:00 – 3:00pm

The Way We Teach: Sustainability and Heritage Conservation

Over the last decade or so, sustainability has become an objective in everything from community planning to cultural heritage management. How and where are the integrated skills and new types of knowledge needed for sustainable heritage conservation being taught in Canada? What are the challenges of introducing the subject in history and planning courses, design studios, or craft workshops? What has worked (and what not) when trying to integrate sustainability theories, practices and skills in heritage conservation education? What are the resources available for Canadian educators in terms of reference materials such as case studies? How can heritage and conservation education collaborate with others to foster

learning that connects conservation and sustainability? Should sustainability be taught as a theme course or is it part of a social turn to be reflected in all courses?

This session has invited two groups of panelists representing a range of disciplines and educational contexts to answer these questions. Each panel will be followed by a brief response and then the floor will be open to all Roundtable participants for additional comments.

- Wiebe – He provided a quick overview of the Roundtable's past work, including reasons for being and themes grappled with over the past dozen years. The theme for the 2016 Roundtable in part built on a fertile discussion on the relevance of heritage education at the conference of the Association for Critical Studies Conference (*What Does Heritage Change?)* in Montreal, June 2016. Particularly at the session, "An Intergenerational Conversation About Heritage Conservation Education: The Rise, Fall, and (Necessary) Redefinition of Expert Knowledge."

1:00pm – 2:00pm – Humanities and Planning (5 minutes each)

- Laurier Turgeon (Département des sciences historiques, Université Laval) – Laurier explained that he has been delivering a undergrad course on Heritage and Sustainability since 2011, offered to a broad range of students – archaeology, architecture, geography (sustainable tourism and development). The course begins by teaching international conventions on sustainable development – Stockholm, Rio 1992, Johannesburg, Rio 2012, Brundtland – and then the relevant laws, including the recent Sustainable Development law in Quebec. This gives them a grounding in basic understandings and how to recognize sustainable development. The course then moves on to international heritage conventions picking out references to sustainable development beginning with UNESCO Convention of 1972, the underwater convention of 2001, Intangible 2003, 2005 Convention on Protection of Cultural Diversity, and then look at how sustainable development has been explicitly introduced into heritage conventions. The 2011 Quebec Heritage Conservation law makes explicit reference to sustainable development. Then moves to case studies where sustainable development can be used in heritage conservation; uses of new technologies and interpretation in heritage; food heritage (a good intangible heritage link); and there are units on sustainable development and heritage management practices, and on sustainability and heritage rehabilitation of buildings.
- Susan Ross (Co-Chair, National Roundtable on Heritage Education; Indigenous & Canadian Studies, Carleton University)
  Like Laurier I will focus on one particular course and it also happens to be in the humanities; this is interesting because these themes of heritage and sustainability are often framed in more technical courses. I taught Heritage and Sustainability as a course in 2014 and it may become a permanent course in our program. It used very interdisciplinary material and depending on who is teaching it, could take very different approaches. Get them to think about natural and cultural heritage and how they relate to each other and that sustainabilty can help us think about that. We then have a class looking at terminology. I then have a student-led class where students research apparently different words and see how they connect. We then started looking at themes from ecology and environment and put them in parallel with heritage: environmental knowledge and cultural landscapes, for instance. Readings come from

critical heritage studies, planning or other discliplines to look at bridging, and new journals like Cultural Heritage Management and Sustainable Development, Getty Institute. Topics like tourism are connected to sustainability and ultimately walkability. Literature review where they compare articles from two different disciplines. The outcome for the course was putting a sustainable case studies website online: lessons learned, stakeholders, timeline, natural & cultural heritage. Experiential learning is an important part of heritage courses, and there are always sites nearby campuses to explore.

- Respondent: Hallie Church (Willowbank School of Restoration Arts)
  I'm replacing our director of Education Nancy Oakley today, and she wanted me to talk about how we have integrated sustainability into our courses. Previously a graduate of Ryerson and Fleming College Sustainable Design, I am on the verge of graduating from Willowbank. Should sustainability be taught as a themed course or as theme that should be incorporated into all courses. Julian Smith at Willowbank has traced the development of the ecological and heritage cvonservation counter culture movements and how they have developed alongside each other in their own separate boxes. "What is a sustainable community?" he asks. One that makes its own music – a dynamic and connected place where people come together. We are in a period of great technological and social change and it increasing calls for a more ecological approach. These aproahces will help vclose the gap between ecological approaches and heritage: 1. Practical hands-on learning. 2. Community engagement – Teaching students to harness community wisdom as a listener. 3. Interdisciplinary learning – Appreciation for other disciplines. 4. Teaching students to utilize and analyse and critique policies and toolkits. 5 To be futurists – Traditional knowledge and modern technology adapting older places. 6. To embrace diversification. 7. View World through a cultural landscape lens

Discussion

- Ross - Traditional environmental knowledge experts are something we would do well to connect to. There is traditional knowledge and traditional indigenous knowledge. By looking at cultural landscapes we come to the recognition that traditional knowledge is embedded in practices.
- Tsenkova – I teach a course that builds on case studies as well. I'm wondering whether there would be appetite in the Roundtable for packaging this scattered material together and making it more widely available. I think what we struggle with all of the time is published Canadian examples of good practices that could follow comprehensive sustainable conservation practice framework. The web offers many practical platforms.
- Ross – Syllabus exchange postings on website and course materials could be exciting. We can talk with the National Trust as a group to talk about sharing information. Laurier – Coming back to traditional knowledge, we have been working with Indigenous communities and often oral history is incorporated.
- Others – How does the story of the place (the intangible) become part of the case sustainability study? Important for students because reinforces that the value of a place is not just built environment. For Laurier, examples of new technologies referred to in the courses? Online inventories and digital technologies, videos & 3-D representations

can assist linking stories to tangible places, or capturing the stories of those who worked on conservation projects (like Quebec City in 1960s and 70s).

- Pollock-Ellwand – On traditional knowledge, conservation thought has been evolving and this is challenging Eurocentric origins of conservation – what is authentic, integrity, valued. New wave of thinking of teaching at universities and move to indigenous teaching and campuses – Winnipeg, Manitoba, Thompson Rivers University. There is a huge opportunity to draw from those perspectives.

2:00pm – 3:00pm – Design and Trades (5 minutes each)

- Lloyd Alter (Interior Design, Ryerson University)
  I teach Sustainable Design at Ryerson School of Design and the core of what I teach that heritage is a template for the future. The Original Green.org Stephen Mouzon he explores how we love old buildings because their useful and frugal – opening windows, thick walls and thermal mass, and communities as well, accessible and nourishing. One year I gave student projects where they went to heritage houses in Toronto to look at how people lived in them – cooked with local food, adapted to the seasons, recycled things, sleeping, and cooling. Insertion into 19th century understand it is not just about buildings but about how they lived.
- Carly Farmer (Architecture, Carleton University)
  I am here on behalf of Mariana Esponda an Assistant Professor at Carleton and wanted to give my perspectives on Carleton's new programs in Engineer, Sustainability and Architecture. I graduated from its Sustainability and Architecture program and will be graduating from the Masters of Architecture program. On the whole, the inter-disciplinarity has been a good experience and the program has improved a lot. I tried to tailor my degree to sustainability and heritage as much as possible.
- Chris Hahn (Perth Campus, Algonquin College)
  Algonquin has two heritage program - Carpentry and Masonry programs and also Carpentry Program – Advanced Housing. Addressing climate change gives us the opportunity to embed the craft in education, you are the change. Standards are a crucial distinction for the heritage education sphere, otherwise can easily be lumped in with renovation. Partnerships and experiential learning are very important to students. There are important opportunities to collaborate between institutions. The idea of posting syllabuses on line is a great one. Sustainability should be threaded throughout all courses.
- Andrew MacAdam (School of Trades and Technology, NSCC)
  Our carpentry program has a 3rd course Sustainability and Environmental Applications which has three course outcomes: responsible lifestyle, responsible use, responsible workplace, and cultural issues related to the planet. In this course we visit the landfill and look at how it is sorted and handled, visit a Net Zero house to understand it. We want our students to be critical thinkers and can question environmental footprint of "green" products. My students wanted you to know that they want sustainability to be included in all courses, understand how school campuses are becoming more sustainable, institutional upgrading of campus structures. The students say they are fighting the new and now culture; new is not always better.
- Respondent: Sasha Tsenkova (Environmental Design, University of Calgary)
  Sustainability happens at different scales. But what can we learn from the past? Some of the best LEED buildings today will have a walkability score of zero, whereas old buildings

will have very high ones. At the U of Calgary we integrate the sustainability of design in all of our courses. Reflect on the balance between theory and practice: could be helpful to think about sustainability on three scales - places, people, and practice. This would also help embrace the holistic aspects of sustainability. We often focus on projects, but should shift to places. The people are not just the future practitioners, but also consumers and decision-makers in historic places. As educators we need to infuse that culture of collaborative decision making in our students. Need to help students make the economic dimension of their projects work – breaking the culture of decline, for instance.

Discussion

- Pamenter – We need sustainability threaded through all courses so that they are embedded in our culture.
- Goodfellow – I am with Faith and the Common Good and work with National Trust have a project around faith buildings the second largest type of buildings in Canada – 27, 600 buildings. At least a third or a half of these buildings will soon be named redundant, practice or use (with a sustainable enterprise inside). Many energy inefficient and there is often limited use on this. From an educational perspective, is there any focus on this in any Canadian educational program?
- Pamenter – Algonquin is currently working with two churches near the college (windows, etc) but there is the question of ongoing use.
- Farmer – Many Carleton course projects focus on faith buildings – great because rich heritage resources with many questions.
- Ross – When I was studying in the mid-1990s there was lots of attention on tangible/intangible heritage so this should be explored. I think there are a lot of assumptions around sustainability terminology in other disciplines and we need to work on that bridging.
- MacAdam – Students ask whether revitalization is possible without gentrification? I am seeing a much more educated student every year, they are creating change themselves – they want mobility and don't want debt.
- Alter – Sustainability is a moving target and attitudes are changing all the time; it is a challenge to convince them how to change how they live their lives.
- Kyles – Is there a way to link rehab of buildings in small towns and link them to cycle tour routes? Could link to college programs as renovators.
- Goodfellow – NT and Faith and Common Good about what to do with rural places of faith, is to create a trail along the Rideau Corridor. There is less opportunity often for rural places and this could give them a new purpose.
- Bean – I teach at Conestoga College and there is not a lot out there on the economics of heritage and adaptive reuse. Sustainability is great, but unless we are teaching economics with this, it won't save a lot of buildings.

3:00pm – 3:20pm – Coffee Break

3:20 pm – 4:30pm

Communicating the Relevance of Heritage Education

Preamble
While existing heritage conservation programmes across Canada strive to address critical issues and perspectives to ensure their relevance, declining enrollment suggest more work is needed to keep heritage and conservation education relevant. Are these trends a trigger for educators to explore the balance between new forms of practices and established ideals or aspirations? While the heritage and conservation fields continue to expand and evolve, are we doing enough as educators to equip students for the current workforce? How can heritage conservation education inform and lead the market by providing professionals trained in emerging skills? How is the growing need for management skills in project development, communication or disaster and risk to be addressed? Is finding relevance for heritage education about new modes of teaching or rather about instilling a new attitude/way of seeing the world? To lead off this broad discussion, a brief report will be provided on the conclusions of a related panel of educators held at the Association for Critical Heritage Studies in Montreal in June 2016.

3:20 – 3:50pm – Table Discussion
Ross - To lead off a discussion of the questions indicated in the Roundtable agenda, it is useful to build on the conclusions of a related panel of educators held at the Association for Critical Heritage Studies in Montreal in June 2016. That session organized by professors Christina Cameron and Claudine Déom from Université de Montréal, questioned the relevance of our educational programmes in relation to changes in defining what heritage is, but also the role of the expert, needs for new skills, types and sources of knowledge, and the relationship of skills to knowledge. Speakers from Canada, Australia, Japan discussed these questions. They represented:

- Architects, archeologist, historians, engineers, planners, conservators (disciplines)
- Government agencies/employers of experts (authority)
- Academics/educators, including full-time research faculty and adjunct instructors (knowledge)
- Recent graduates of diverse programmes (learners)
- Practitioners of diverse backgrounds (professionals)

Some keywords/concepts from the recommendations/education needs identified include:

- Fostering a range of complex technical, management and soft skill sets
- Integrating interdisciplinary perspectives
- Reflective practice-based learning
- Strategic connection of diverse programmes and pedagogical methods
- Democratization and digitalization of heritage education
- Studying traditional techniques to understand, improve, inspire new design
- Communication and project management skills
- Small to large scale contexts of problem solving, implementing technologies
- Respect for diverse educational paths and types of knowledge
- Mentorships (including with elders, and between students)

Which of these perspectives, issues and ideas coincide with those in your educational context?

What other elements should be considered to keep heritage/conservation education relevant?

Plenary – Table Report Back and Discussion

- MacAdam – Need to maintain connections to industry representatives and this will help keep programs relevant. Project-based learning that utilized real world industry-based projects. Ability to be a lot more flexible is crucial and particularly students coming back for up-skilling expect just in time learning, flexible timing for them – digital platforms for class materials and assignments or 24 hour access to labs. Industry connection feedback through advisory committees. Intercollegiate projects would help with relevance, not just interdisciplinary.
- Toibin – I am a graduate of Algonquin. We started our conversation about what is not on this list and money is the crucial one. How do we create a culture of conservation? We talked about places like Scandinavia that integrates design in primary education. Students find meaning in being part of something larger like the continuation of a skills tradition.
- Horner – One thing that resonated was mentorship and the inter-generational transfer of knowledge is the key. Co-op experiences at the undergraduate level is very important. Teaching about the knowledge of grants and funding to make projects thrive is important. Bringing more resources from the university to high schools to direct students to the heritage field – guidance councillors are crucial. Andrew E – Parents also push university studies as does society.
- Ross – Community context for education is important. With older programs there is self-examination about "what next" and for newer programs exploration of how do we build, so there are different stages for different institutions. Some programs are on the chopping board so there is a survival discussion and anxiety around reinvention. Decolonizing education should be added to the list. The list is about how but also needs to be about what – we need to limit what we teach because we have limited resources.
- Shipley – The idea of case studies and sharing on the National Trust website about all of these issues would be important to consider.
- Tsenkova – Need to conceptualize the case studies so that we can compare apples to apples would be good. A concept matrix so that the case studies are addressing particular questions.
- Wiebe – Research generation by the Roundtable should be looked at again and how we can focus research to further public policy goals.
- Ross – National Council on Preservation Education has a regular journal publication – Preservation Education & Research Journal. Or we could propose a special issue to a journal.
- Discussion - Student research papers could be published and get beyond the peer-reviewed journal dynamic which is limited. Places to publish should be gathered from all participants. Also a discussion about what a potential "publication" should be about.

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National Roundtable on Heritage Education
Annual Meeting 2017

Indigenous Heritage as Part of Heritage Conservation Education

October 12, 2017 (9:00am – 12:00noon)

Westin Ottawa

Participants

Ron Bean (Conestoga), Lyse Blanchet (PWGSC), Patrick Brown (Willowbank), Christina Cameron (Montreal), Claudine Déom (Montreal), Emélie Desrochers-Turgeon (Carleton), Andrew Edmundston (Algonquin), Kyle Ellsworth (Algonquin), Kristian Falkjar (Carleton), Barb Hogan (Yukon Historic Sites and Tourism), Shabnam Inanloo-Dailoo (Athabasca, Roundtable Co-Chair), Michael Kassman (International Masonry Institute), Judy Larmour (Athabasca), Tania Martin (Laval), Nancy Oakley (Willowbank), Andrew Pamenter (Algonquin), Susan Ross (Carleton, Roundtable Co-Chair), Carolyn Ryder (Calgary Public Library), Carol Sheedy (Parks Canada), Peter Simister (CSV Architects), John Spodek (Ball State), Tim Vandewalle (Christman), Chris Wiebe (National Trust, Roundtable Coordinator), Darren Zanussi (Carleton).

Roundtable Theme:

Roundtable 2017 will start a discussion on how diverse educational contexts are engaging with Indigenous communities across the country, to share some lessons learned, and potentially identify opportunities for deeper engagements. This could be in terms of specific places and projects, educational approaches or ideas of heritage and conservation. The Truth and Reconciliation Commission's *final report on the Indian Residential Schools contains specific Calls for Action on subjects including Education, Language and Culture, Museums and Archives, and Commemoration. How are your programmes, courses or other educational activities addressing these calls?*

9:00am – 9:10am – Welcome and Introduction

Susan Ross spoke about Carleton University and the renaming of the School of Indigenous and Canadian Studies where the M.A in heritage conservation is located as an important context for this kind of reflection. It is a great opportunity to collaborate with recently hired Indigenous colleagues. She and her colleagues are bringing the Truth and Reconciliation (TRC) recommendations to every heritage course – broadly in relation to questions of ethics and in terms of specific recommendations that touch heritage more directly (e.g. museums and archives; burial places). She suggested this context calls on us to think more broadly about teaching in any subject, not just heritage, and also mentioned the book "Decolonizing Education" as an example of the kinds of resources that exist with respect to teaching.

9:10am –10:45am– Reports & Discussion

1. Athabasca University

Shabnam Inanloo-Dailoo spoke about Athabasca University and its collaboration with Indigenous Colleges in Alberta. She mentioned Athabasca's Centre for World Indigenous Knowledge and Research (CWIKR), their programs such as Bannock and a Movie monthly series, and the elder-in-residence, Maria Campbell. The new monthly speaker's series called *Kiskinwahatoyak* which translates to 'teaching each other' aims to provide a forum to discuss what reconciliation means and how the 2015 TRC's Calls to Action can impact education.

Athabasca's Faculty of Humanities and Social Sciences and Research Centre collaborated with the Commonwealth Association of Museums and supported the Indigenous Heritage Roundtable and Heritage and Nation Building Symposium in June 2017 in Calgary. Athabasca's Heritage Resources Management Program also integrates Indigenous culture and heritage in its courses (through course revisions and development of new courses) in response to the TRC's Calls to Action.

Judy Larmour spoke about course revisions she has been involved in within Athabasca's Heritage Resources Management Program. Discussed integration of Indigenous heritage in courses. For example, the Heritage Research course, includes evolving thoughts shown in our thinking. It also includes discussions on cultural landscapes and ecology within Indigenous cultural landscapes. The course also discusses provincial government's approach to researching and presenting Indigenous heritage. She has observed that discussions among students are more informative especially with Indigenous students.

2. Willowbank

Nancy Oakley brought lessons from the Yukon to Willowbank. In response to the TRC's Calls to Action, she tries to find a way to reconcile with the Indigenous culture and has made a personal commitment to reconciliation. Patrick Brown spoke about the Conservation Management course (Woodland Cultural Centre which was a Mohawk Residential School, oldest in Canada). It was not a linear project and they looked at the TRC Report to plan a place for cultural regeneration for Indigenous peoples, including finding significant features to conserve and present. The challenge is how to tie history to present and to what is going on in contemporary communities?

3. Laval University

Tania Martin spoke about her Canada Research Chair focused on Indigenous peoples. At the School of Architecture she worked with Innu peoples creating culturally responsive houses/buildings. How to integrate their worldviews in designing their houses? There was a disconnection between how people lived there, how their spaces are used, and the buildings they currently have. The research was about integrating cultural practices (circles), human to human interactions, building a trusting relationships.

Master's students project in bringing in different perspectives and First Nations cultures. In the Introduction to research course in her program there is a reading from Indigenous scholar Margaret Coba. Intangible Heritage Archives (Folklore) at the University of Laval: documenting different traditions of different Indigenous peoples in Quebec. The History of Art course looking at 17-18th century, integrates First Nations architecture. Indigenous Forestry presents an opportunity to connect with heritage conservation.

4. Carleton University

Students Darren Zanussi & Emélie Desrochers-Turgeon spoke about the 2018 Indigenous Learning Place project led by two Indigenous scholars, which brought together a large team including faculty, students and researchers. The project addressed the fact that many First Nations, Métis and Inuit students do not feel welcome on the Carleton campus. An ad hoc committee at Carleton is formed and a consultation process with Indigenous communities across Ottawa was conducted. Mission Statement will emerge as a result after consultation ends in October. Examples from different campuses were gathered: Indigenous Learning Place: Precedents Research at Post-Secondary Institutions.

10:45am – 12:00 – Further Discussion

Kristian: whose heritage/values is a priority? The case of industrial heritage site is Ottawa. Only keep the Indigenous site and remove industry related features? Privileging one perspective?

Christina: Indigenous is not one group monolithic group as often characterized, but rather many, many groups,. This leads to ethical questions. The answer is respect for this diversity and recognition that Indigenous representatives might have other perspectives on the same subject. There is a challenge when an Indigenous person presents themselves as the custodian of all Indigenous peoples/places.

Susan: Assumptions. Speaks to our lack of education about Indigenous peoples.

Carol: There is an increase interest in Indigenous culture. Again, commented on privileging one perspective and acknowledging the complexity of history.

Patrick: time, things to be done within timelines, complex processes.

Barb: taking more time would end in more robust and authentic outcomes. Usually 18-month process.

Christina: competing interests, decolonizing time.

Shabnam: Different voices within one community could be problematic. Different Indigenous voices but one representative would not be enough.

Nancy: To connect these issues to education: are we incorporating skills into our training programs?

Susan: CREATE ENGINEERING program, workshop in 2016 on ethics, how we change the way we teach. How to connect it to practice too? What are universities are doing as a whole and not just heritage conservation programs.

Andrew: We have changed things over time; e,g. sitting in circle at this year's National Roundtable on Heritage Education. Greater societal understanding is an inherent obligation. We add more layers to a place and all are valuable. If we are trimming down, we should know why and to what extent.

Shabnam: Athabasca's Heritage Resources Management is offering a new Industrial Heritage course and the case study is St. Albert's Grain Elevators which are located adjacent to a Métis River lot. Connections with the Indigenous heritage of St. Albert (Alberta) will be explored in this course.

Judy: Ethics and students' projects, project timelines: how to be flexible in accommodating their research. Time limitations within tri-council research projects, as an example.

Claudine: establishing contact is not easy. In her course, she convinced the chief to come to her class. No one should underestimate cultural shock, students in a good way, in contacting and connecting with

people. Conversations about working with others, not just Indigenous peoples. Working with minority groups filling in the blank in Montreal, for example. Preparation to delve into those cultures time taking but important, rituals, food, and practices… need for strategies to learn.

Tania: Important to highlight positive features on reserves. Media is negative. Concept of 'survivance', about resilience, despite all colonial history, the take away is we are still here. That's the way forward. Cultural exchange: to move away from them-us language. That's the issue.

Susan: Indigenous scholars, working as a group and engage, instead of one's only perspective.

Lyse: multi-disciplinary, team-based approach. Will give everybody to work together. We are unique… with our cultural backgrounds.

Patrick: Ethics of not just taking but giving. Sharing knowledge. An exchange going on, should be a two-way dialogue. Together, develop a plan.

Andrew: We should think about timeframes. 500 years, but stuck in the last 100-150 years. That 500 years also has an impact, a disconnection. Remembering the landscape preserving the material for future too to make proper decisions at a later date.

Peter: Regarding education and Indigenous heritage: a lot happening at our universities but it/education should be happening for the general public and clients too, to be aware of Indigenous heritage.

Carolyn: Brought a non-academic views, working with local historical societies and professor emeritus on a project as well as an Indigenous journalist who brought a whole new direction to their perspectives (all as part of public education).

Susan: Tania's point on focusing on positive messages. Survivance includes generosity-forgiveness: encouraging not to be fearful.

Next Steps for Roundtable: Regular teleconferencing; promotion of things happenings at universities; having a more regular newsletter.

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National Roundtable on Heritage Education
Annual Meeting 2018

The New Realities for Old Disicplines and Trades
October 18, 2018 (1:00pm – 4:00pm)
Fredericton Public Library

Participants
Marion Cumming (Oak Bay Heritage), Patricia Glanville (Calgary Civic Trust), Barbara Graham (Student, Athabasca University), Rebecca Haboucha (Student, Cambridge University), Shabnam Inanloo-Dailoo (Athabasca University, Roundtable Co-Chair), Judy Larmour (Athabasca), Rebecca LeDrew (Student, Memorial University), Nicholas Lynch (Memorial University), Sara Munroe (Algonquin College), Odile Rompré-Brodeur (Graduate, Université de Montréal), Susan Ross (Carleton University, Roundtable Co-Chair), Rebecca Smart (Student, Fleming College), Lesley Tannen (City of Surrey HAC), Chris Wiebe (National Trust, Roundtable Coordinator), Shelley Withers (Nova Scotia Community College).

Morning Event - Heritage Hackathon: Adaptive Reuse Challenge for Fredericton High School Students

Susan, Shabnam and Chris visited the Hackathon to get a better sense of this unique pilot project. The workshop brought together 27 students from Fredericton High School and École Sainte-Anne for 3 days of workshop and field work focused on finding adaptive reuse solutions for vacant Fredericton buildings. During the learning event, students took mini-crash courses on heritage trades, engineering, policy, sustainability, and architecture and got advice from professionals and other attendees at the conference at their high-traffic conference tables.

1. **Welcome and Introduction**

After Roundtable participants introduced themselves, Chris provided an overview of the National Roundtable on Heritage Education's (NRHE) origins in 2003 and its evolving mandate. He also highlighted opportunity for input from educators on the recent House of Commons Environment Committee report – *Preserving Canada's Heritage: The Foundation for Tomorrow* (2017).

Susan provided an update on the NRHE theme from the Ottawa 2017 - *Indigenous Heritage as part of Heritage Conservation (Education)* – which grew out of the TRC calls for action, which have specific connections to education and heritage. At that meeting, presentations were made by Athabasca, Willowbank, Laval and Carleton on initiatives they were undertaking responding to the TRC followed by open discussion. She stressed it is important to carry the discussion forward. One of the lessons from the 2017 meeting was the need for institutions to continue the work of decolonizing education and to create collaboration opportunities with First Nations, Métis and Inuit communities. There are perceived areas of strength for this, such as cultural landscape thinking, ecological values and environmental stewardship. Transformative projects are important as models, for example the Mohawk IRS now the Woodland Cultural Centre in Brantford, Ontario.

2. **Heritage Education Hitting the Mark? – Discussion Featuring Current Students**

A panel of students and recent graduates discussed the usefulness of their studies given changing societal and workplace expectations. They responded to these questions: What do students think they need? Are heritage courses and programs adequately equipping them for these "new realities"? What value does heritage education have and what are the challenges facing the field?

Rebecca Haboucha (PhD Student, University of Cambridge, UK)

Rebecca provided an overview of her studies and educational background. There weren't heritage studies opportunities at McGill University. In UK, there is more interest in tangible & intangible, and heritage and museums together. At Cambridge University's Heritage Research Group and at other UK universities, interdisciplinary collaborations are rare. Many students are exploring the heritage connection with other global issues; e.g. climate change, is important, and issues around ethical requirements.

Barbara Graham (Student, Athabasca University)

Barbara discussed the challenge of finding a job in heritage sector. She lives in a small town with one historic site and has been repeatedly told she is too young to be hired and lacks practical experience - – employers are interested in what you can do, not what you know. She chose an online course to be able to continue living in rural New Brunswick. Discussed the challenge of getting work Loves heritage studies but needs to work in IT as there are few job opportunities in rural areas. In smaller communities, credentials might not be important to get the job, connections are more important. Meanwhile, she does some volunteering work and further training through a provincial heritage association. Internships are key as are workshops for students that help them learn employable skills.

3. **Open Discussion**

- Nicholas – Floated the possibility of Roundtable members exploring collaborative funding on a research project. For example, Connection Grants through SSHRC for the Roundtable would dovetail with current emphases on research-practice-knowledge mobilization.

- Sara and Susan – Reported on the potential partnership between Carleton and Algonquin on a Bachelor of Built Heritage. Both institutions have conducted a study on what they do in heritage and hope to start small with a short multi-disciplinary workshop.

- Shabnam – Flagged the Queen's University Indigenous Knowledge, Curriculum and Research Working Group. The Master of Art Conservation is conducting a curriculum survey with the aim of introducing topics on Indigenous cultural material

- Patricia – Need to involve professional associations at these Roundtable meetings – as in the past - with representatives from ICOMOS Canada and CAHP in attendance. Certification remains an issue; people are doing work in the field without credentials

- Sara - Some concerns around raising awareness that if someone calls themselves as heritage practitioners. There is no one checking the credentials especially in trades (masonry). For example, 200 masons worked on the East Block on Parliament Hill, and the majority of these were flown to Ottawa. It is ironic then, that Algonquin's heritage masonry program is not getting enough applicants; the college is currently reviewing their program to fit students' needs.

Other thoughts

- Students are interested in skills but care less about certification
- Communication Tools - There is a need for an online place for student exchange : a clearinghouse for jobs, internship and volunteer opportunities. The idea of National Network of Young Heritage Professionals (students and recent graduates). Athabasca has an Online Forum for students (Student Exchange Forum) and this might be easily modified to be accessible to all. Should build on existing lists, e.g. Young Canada Works, Preservation Education job list (NCPE, USA).
- The need for Mentorship programmes
- Vetting research – creating a research agenda.
- ROundtable needs to expand its membership. Energy should be put into identifying relevant organizations to joint.
- Human Library such as the one at APT conference could inspire students and practitioners. Experts are available for one hour at the conference for people to consult.
- Visibility at the National Trust Conference – A shared table for educators at the National Trust conference to distribute information. A session at the 2019 National Trust conference
- Roundtable webpages on the National Trust's website need updating.
- A Roundtable Publication – NCPE Journal in US is something this the Canadian Roundtable might consider.

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National Roundtable on Heritage Education

Heritage Conservation Education Delivers

Annual Meeting 2019

October 17, 2019 (1:00 pm– 4:00 pm)
York Room, Fairmont Winnipeg

Participants
Craig Crane (Willowbank), Claudine Déom (Université de Montréal), Mary Lou Doyle (Parks Canada), Mariana Esponda (Carleton University), Caitlin Farquharson (Parks Canada), Patricia Glanville (Calgary Civic Trust), Rhonda Hinther (Brandon University), Shabnam Inanloo-Dailoo (Athabasca University, Roundtable Co-Chair), TIm Joyce (Canadian Geographic), Judy Larmour (Athabasca University), Nicholas Lynch (Memorial University), Anna Thurmayr (University of Manitoba), Chris Wiebe (National Trust, Roundtable Coordinator).

1. **Welcome and Introduction**
   Session Leader: Shabnam Inanloo Dailoo (Roundtable Co-Chair, Director, Heritage Resources Management, Athabasca University) & Chris Wiebe (National Trust)

2. **Heritage Program Updates and Roundtable Discussion -** Current opportunities and challenges
   - Déom – Université de Montreal's 2 year conservation program was suspended for low enrollment, but continues in a slightly different form. Students who graduate still find a lot of work opportunities, so perhaps suffering from lack of understanding about the heritage conservation field and what heritage education provides. Other challenge is that heritage expertise, once gained, is not adequately recognized. Also, UdeM is a French-language program and the Quebec market is smaller than the rest of Canada.
   - Inanloo-Dailoo & Larmour – Athabasca University has a strong undergraduate HRM program – migrated from UofCalgary 12 years ago - but is faced with the uncertainty of looming Alberta Government funding cuts. HRM is a relatively small, niche program and is vulnerable. Visiting students in the program are an opportunity to change minds and reach.
   - Thurmayr – University of Manitoba's Landscape Architecture program intersects strongly with historical landscapes and cultural landscapes.
   - Hinther – Brandon University's Public History program collaborates with Assiniboine Community College and engage students in theory and practice. The program gets students job ready (e.g. museums work) and is helping make history education more dynamic.
   - Esponda – Carleton University has the only English language conservation architecture program in the country, and is finally getting the recognition/status it deserves within the Faculty of Architecture. The conservation program will be hiring a new faculty member this year.

- Joyce – The Director of Strategic Partnerships for Canadian Geographic, he brings funded programs together. Storytelling is their strength and have history in the K-12 education sector bringing natural and cultural heritage together with geographical literacy. Can build on CGs 23,000 teacher members to get information out and mobilize.
- Glanville – Used to teach at the UofManitoba and be a full-time architectural historian.
- Lynch – Memorial University is facing budget cuts. There is a strong connections between Geography dept and regional development and planning schools. Instead of heritage conservation, the language shift to adaptation (e.g. places of faith) has been very effective.
- Farquharson – Not at Parks Canada but a recent student specializing in business and financial analysis. Younger generation is concerned about identity and understanding where they fit in and the wellbeing benefits of heritage resonates strongly with them. Heritage can show itself to be more holistic and inclusive.
- Crane – Willowbank's buildings are its curriculum, but it needs to develop stronger revenue streams. Graduates are real generalists and quickly find employment, but they seem to hit a credentials wall because their skills aren't yet fully recognized. Is growing the Centre for Cultural Landscapes and strengthening partnerships with studios at Massey College and UofT Architecture.

3. **Pedagogy Up-Close**

   Design Education – Strategies for Teaching Standard 11 in the Classroom

   (Mariana Esponda, Azrieli School of Architecture and Urbanism, Carleton University)

   - Conservation is a creative process and have needed to teach my colleagues in the Faculty this. We teach students about the process of conservation architecture, including heritage building assessment, functional program, and design proposals. Also, held special studio with Grade 7/8 students at the Booth Street Complex in Ottawa. Need to assess the community's relationships to the built environment. The Nara Gri dis useful for teaching spirit and feeling, but also the 4 Pillars of Sustainability (students analyse problems on these 4 elements and how they influence conservation decisions). Architecture school discussions are moving from studios and out into the communities; shifting from bricks and mortar education to one more firmly focused on people and communities.

4. **Parks Canada Heritage Data Project : Data Gaps and the Potential Role for Educators**

   (Mary Lou Doyle, Manager, Cultural Heritage Policies and Legislation, Parks Canada)

   - Need to be able to speak more convincingly about heritage value. No methodology to identify community heritage places (not museums or open to the public) and this is a central challenge. There is strong data on the economic side, particularly in jurisdictions like the US. On wellbeing and heritage, there is very little data – physical, mental wellbeing and quality of life are hard to demonstrate/calculate. As for sustainability, the heritage sector is still not communicating its contributions in a compelling way. There is the need to communicate these heritage values beyond the typical constituency. There is data out there but it is not being collected or packaged in an easily digestible way.

5. **Change the Game for Heritage – What are the Key Heritage Education Recommendations for the National Agenda?** (Outcomes to Share with Conference Delegates) (Chris Wiebe, National Trust)

National Trust for Canada Fiducie nationale du Canada

National Roundtable on Heritage Education (NRHE) Annual Meeting
Tuesday, November 23, 2021 (2:00 – 3:30pm ET)
Virtual Meeting via Zoom

Participants
Victoria Angel (ERA Architects), Shaun Barr (Algonquin College Perth Campus), Dima Cook (EVOQ Architecture), Claudine Déom (Montreal), Michael Drescher (Waterloo), Patricia Glanville (Calgary Civic Trust), Mariana Esponda (Carleton), Shabnam Inanloo Dailoo (Athabasca University, Roundtable Co-Chair), Sharyl James (Olds College), Judy Larmour (Athabasca), Nicholas Lynch (Memorial University), Jessica Mace (Toronto), Tania Muir (Victoria), Sara Munroe (Algonquin College), Micah Norris (National Trust), Judy Oberlander (Consultant, BC), Susan Ross (Carleton University, Roundtable Co-Chair), Mario Santana (Carleton), Robert Shipley (Waterloo), Robert Sinclair (Calgary), Sasha Tsenkova (Calgary), Chris Uchiyama (CAHP), Chris Wiebe (National Trust, Roundtable Coordinator).

1. Welcome and Introductions

- Chris Wiebe – Gave a brief introduction of the past and current work of the NRHE
- Robert Shipley – A retired heritage conservation planning professor.
- Tania Muir I'm the director of the cultural resource management program that we've been running for 30 plus years for emerging and mid-career professionals and museum heritage and cultural sector. We're currently developing an indigenous stewardship course in partnership with the First Peoples Cultural Council. Here in British Columbia, we're lucky to have an organization of that scope that has been including already working in visual arts and in language, Indigenous language revitalization, but I've taken on heritage as a significant component of the work that they do as well.
- Brian Sinclair - I'm a professor and former dean of the School of Architecture, Planning and landscape here at the University of Calgary. By way of my background, I both an architect and a psychologist, engaged in a whole series of diverse research interests, they're really quite far reaching from tall building work that I do in the Middle East to informal settlement work I do in Mongolia and other places. I'm one of the CO investigators on a very, very significant very large and arguably precedent setting SSHRC Partnership Grant. It's entitled Quality in Canada's Built Environment, Seeking Equity, Social Value and Sustainability. It's intensely inter-sectorial. The goal is really to bring together this broad array of, of partners. And we have we have upwards of 100 partners who are full signatories to the partnership grant, which went in at the end of October. So it's really looking at a relatively radical reset of architecture and the way Architecture and Environmental Design is practice in Canada, including heritage practice.

- Chris Uchiyama - I'm here in my role as current president of the Canadian Association of heritage professionals. And I think really what our interest in what our possible participation in this this group is sort of bridging that gap in terms of continuing learning or bringing students and interns into professional sphere in public or private sector trying to bridge those gaps.
- Claudine Déom - I'm a professor at the School of Architecture at the University of Montreal. I'm in heritage conservation. And so we talked about that, at the conference session, muscle they're interested in pursuing, hopefully, we'll have time to do that, or or maybe add another occasion, discussions to better integrate heritage education in the courses and programs in architecture per se, either the undergrad or the masters. Because as we all know, it is not mandatory. And I think that is a bit of a problem. And it's sure to be a problem in the future.
- Shaun Barr - I'm the academic Chair of the Perth Campus for Algonquin College. I'm also the chair construction trades and building systems and the head of apprenticeship at the winner of campus. So like construction background is vast. I'm probably a rookie in this group, but two years into my time in Perth and we are embarking on our degree in fall 2023.
- Victoria Angel - I'm a heritage planner with ERA architects. I was thrilled to be part of that panel discussion at 2021 Conference and my big point there was just how dramatically our work on the practice side of things is changing. Things that have been discussed in critical heritage studies, in theory, are very much a part of practice right now. And I'm thinking of issues with social justice, issues of climate change, and issues of truth and reconciliation, as part of every project now. I think the need for practice to collaborate with academics and educational institutions is critical, because the world is just changing so quickly.
- Jessica Mace - I'm a postdoctoral fellow at the University of Toronto in the Department of Art History. And my role there, my primary project is to develop offerings in Canadian architecture and Canadian architectural history. So part of that is working on experiential projects to get students involved in the community. So a lot of that has been pairing up with heritage organizations, which is how I ran into Chris, in this capacity. So one of my biggest questions is how do we get these undergrad students who are not in an architecture program? And maybe just taking a course on a whim? Or if they're interested in art history? How do we introduce them sort of right out the gate to ideas of, of heritage in our built environment, and not have it just be sort of an afterthought, and have them feel like they can contribute to the conversation. I'm really excited to hear all of the great ideas that come out of this and to be part of the discussion.
- Nicholas Lynch – I teach in geography at Memorial University, and also part of I've been part of the roundtables strategic group for a while now working with working with them in a variety of, of ways. So as a geographer, a sort of an urban cultural geographer one of the things that I've been doing to reanimate heritage education pedagogy, at the undergraduate and graduate level. And that and that is also connected to a whole bunch of the different research projects that I'm a part of including understanding Lighthouse closure and reuse, adaptive reuse of worship spaces, which is a large part of my project in what's called an After Church Atlas project. And then more recently, as part of a SSHRC Imagine Canada's Future Circular Economy grant; part of that is to connect maker spaces and making with heritage skills and development.

- Mario Santana - 'm based at Ottawa like many of my colleagues at Carleton University, I am a professor in similar environmental engineering cross appointed with architecture. In I am the director of an answer create program and looking at Heritage, and I'm also the icon Secretary General, among other things, so and I collaborate very closely with Shabnam, Susan and Claudine.
- Judy Oberlander - The areas that I'm particularly interested in, and some of us have been in this field for quite a while, which I think can be both an opportunity and a constraint, I think we need to widen the circle, which is something that I know each and every one of you are doing. One of the areas that I'm most interested in is sort of the intersection between theory and practice. And so much of the teaching that I've been involved in involves in the same room, mid-career professionals, property owners, young people who have an interest in arts, culture, sustainability, any number of different things and how we can help people find their own pathway. And it's not so much about one pathway or our pathway. The other thing is, we've all seen in the last year to the importance of the white tent. And I think that the field of heritage conservation offers that, whether it's issues of social justice, climate change, which certainly in British Columbia, we are seeing big time right now. And you know, when we look at our field and how it's evolved, and who we've included, and who we have not specifically included, we really need to rethink that really for the next generation. So what we might have done 10 or 20 years ago, we might not be doing 20 years from now. And I think we need to be really open to that and to bring in new voices, and to hear what people have to say.

  The other big change that I'm particularly interested in is a lot of my teaching has moved from in the classroom, getting on a plane and going to Whitehorse, to do a course for the University of Victoria, in situ, in Whitehorse, or bringing people to the University of Victoria, or Simon Fraser University, or wherever we're going to bring people to the in the virtual realm, which each and every one of us is involved in, what does that afford us in terms of conversations, there's some great opportunities. And yet, we all want to have site work as part of our coursework and have people get the touch of the feel of the third dimension, time and space, weathering all sorts of things on the site to which we're working. So I think there's some real opportunities of combining in person realm as well as short, intensive courses, as well as self-directed kinds of things and projects that involve conversations in the Zoom world. And we can reach out to people in ways we could never have imagined in terms of travel economies, and things like that, where it was very expensive to bring people, we can now bring people. And I think, Chris, the work that you and the National Trust and the National roundtable are doing gives us the opportunity to really think how can we use these media in different ways, and encourage people along the path. I'm very excited to listen to the conversation and hear what everyone is currently working on.
- Micah Norris - I'm working now at the National Trust as an intern, working on two different projects, one being there in dangerous places program. Another one being on places of faith and barriers to using these sorts of spaces. I'm a graduate from Carlton's School of indigenous Canadian Studies. And it's nice to see Susan here who was one of my professors and also Mario. I have a history background, but I worked with architecture students and engineers.
- Patricia Glanville - I probably know you from various years ago dating back a long time. So thank you for having me. My background is I'm consulting currently, and I've worked at the federal and provincial level

in heritage architects. And the Polytechnical level, as well as university level, running engaged issues of sustainability and Architecture and Planning and landscape architecture. There's a shortage in a disparity of skilled trades out there. And from my perspective, there, my concern really is the difference between building stock between East and West and also the number of professionals that are available bothat a trade level as well as consultant level to help meet the needs.

- Sharyl James - I'm at Olds College in the West here with a partnership with Algonquin. So we worked very closely with the Alberta Heritage Foundation. Regarding offering that Heriage Carpentry program a few years ago, even with a scholarship, we didn't actually receive any registrations for it, which was disappointing. So we're definitely available and interested to see if we can work in partnership. And to see how, you know, our mandates in various trades, moves forward. But, you know, very much more hobbyists not really meeting an industry need. But like I said, we're definitely open to that while we're not actively looking for that. But if industry needs it, we definitely could explore how we could partnership up with someone to, to meet that need.

2. Heritage Education Reset – Continuing Discussion NRHE Session -National Trust Conference 2021

- Susan Ross - Shabnam, Nick and Claudine were all quite active in the strategic planning for the roundtable session at the National Trust Conference this past September. And Chris Uchiyama, Victoria Angel and Dina Cook, join us as practitioners and representatives of different organizations. And these were the questions that were that were asked:
    - How can we devise effective interdisciplinary approaches to heritage training?
    - Should heritage studies be integrated in other disciplines?
    - Or rather be the focus of standalone programs?
    - And what is now considered expertise in heritage conservation? How do heritage conservation professionals today define expertise?

  I did want to kind of make a few points to sort of summarize. in terms of the first question, how can we devise effective interdisciplinary approaches to heritage training? Well, in fact, in many people's minds, whether they're talking about where they're teaching, or where they, where they studied, or however, they're involved, there's already an awful lot of interdisciplinary work going on. And so part of the challenge now is to continue to develop and reinforce that, but also to assess if we believe that we have already got some kinds of interdisciplinarity at work, whether it's within an institution, or how an institution or a group is partnering, how effectively is this actually leading to interdisciplinary understanding and collaboration and development?

  A related question was this one about should heritage studies be integrated with other disciplines, or rather be the focus of standalone programs. And there was a resounding consensus, that it should be both that we need both. But at the same time, it was quite clear that in some places, standalone is just not even possible. There are the resources, you know, there are places where heritage is still quite fringe, there's maybe just one course. And then there's also places where it would be much more strategic given a large disciplinary area like architecture where just get it into the architecture? And so it really depends on the context quite a bit. And another point, another question was around what's now

considered expertise in heritage conservation. And this already came up in some of the comments that Chris and Victoria were making around just you know, how, how huge the changes are, in heritage conservation and expertise is becoming kind of even more complicated, even more demanding. And yet at the same time, recognizing how expertise is not necessarily something that just comes from the classroom and advanced studies, but also from practical experience. And so that balance is so important between experience and learning and other forms of learning than just the official learning.

- Brian Sinclair - I can jump in. Okay, fine. Yeah. So just a couple of quick thoughts from the point of view of, I guess, three groups, architectural education, architectural practice, and then Professional Regulation. I think, you know, practice is arguably, maybe in the best position is maybe the most forward looking or maybe most advanced, others may disagree with that. But I think on the educational side there is a very narrow view of design, and one that is focused very much on, on the new on the sort of tabula rasa kind of situation, I think, is very prevalent in many of the schools of architecture. And I think that somehow needs to change.

  I've written a lot about some of the deficiencies in accreditation, including business issues, research, acumen, psychological or environmental psych side sides of things, but not so much. I haven't looked into the heritage side. So that would be one point, certainly on the architectural profession side, and that is really the regulator's charged with enforcing statute, or interpreting statute, and then they may be policing it. My experience is that there's a very narrow view of that agenda. And I know for the SSHRC grant that I mentioned previously, there was a lot of push-back from a number of the association's basically saying that, you know, we're not about advocacy. We're not about this, or we're not about that. And in the end, you know, health safety and welfare really was perhaps, arguably viewed in too narrow a kind of way. You know, I've argued that we should be looking at wellness beyond just welfare, and sort of things like fire egress, and that are important. But so are longer term issues, especially in light of many of the issues that have been raised already today, like climate change and indigenous Truth and Reconciliation and things like that. So those two sides, I guess, the educational side, and that the interpretation of statute, the regulator's I think are the two that maybe need on the architectural side, have the biggest opportunity for progressing from where they are right now.

- Sasha Tsenkova - Really building on what came up I've also about the needs, that was one of the points that really came up the need for us to be able to, to influence and really change the paradigm at the professional level. And in terms of the basic understanding of what the curriculum should be about architect in the architectural context. And at the same time recognizing this was also in the notes that the studio is such a wonderful way to teach. And so there's so much that architecture schools can do with their pedagogical traditions, for helping to create places for really rich teaching approaches.

  I've been teaching comprehensive studio for the last 10 years overseeing it at the University of Calgary. And I was invited last year to redesign the curriculum for first year first prayer studio. And we're doing a project on the Fort Calgary site and met with the archaeologists and others that were looking at that site and really had been trying to give students a different way of looking at these foundations, students, first year students of looking at architecture that sort of transcends the maybe more conventional focus

on formal aspects, aesthetics, and things like that, to include equity landscape, many, many historical issues, and sustainability as well. So it's been interesting to see the students really quite strong embrace of these kinds of issues. They're ready for it. And I think maybe the schools need to meet that meet that need in a more aggressive way.

- Susan Ross – I'm wondering if anybody else has some experience with this idea of getting the CAC be to be to be more interested. So that's the Canadian architectural certification board. I know this came up in our discussions before. Does anybody have any past experience with that kind of discussion? That's one professional context, there could be others people are familiar with. And trying to influence making sure that the built environment as it is included.

- Claudine Déom - I haven't had experience but I completely agree with Brian that that the schools of architecture need to be more diverse and, make their curriculum more updated. Because I think that the profession is changing. And we need to be on board. I know that the Certification Board has changed its criteria for accreditation about five years ago, or has reviewed them for about five years ago. And so much has changed in the past five years. It's incredible. And I don't know if there is an intention to review, once more the criteria. And it has unequivocally decided to support the role of architecture in the fight against climate change. And that is an important door to use, in my view, to enhance the role that the existing buildings can provide in achieving that goal, and certainly heritage places as well. So I think, you know, the next step would be to just knock on the board's door and initiate a discussion to see where their interests lie. There's, I think, a lot of work to be done there. And with the associations, the order professional orders, who in Quebec anyway seem very keen on on addressing those issues more formally, but until the accreditation criteria are changed, nothing's going to change as far as integrating knowledge and studios or any skills about working with the existing and recognizing what is of heritage value in the built environment. Our students don't know anything about that. And I think they're ill equipped to be in practice when they graduate from the Masters program unfortunately.

  So maybe we should build into our NRHE actions, we could be sending off letters to different boards and professional orders, reminding them as they're going into reviews to engage with us built heritage or other heritage colleagues in their respective jurisdictions? We should look into how we could strategically come up with some messages there to make sure we're on the agenda. And it would be such a shame if new curriculum direction starts to come out about climate action that doesn't mention existing buildings or the Historic Environment.

- Dima Cook - I think that's been a huge issue, both in architecture and engineering schools that have coursework and projects are focused very much on new construction. There's been very little, very little work were there. And we've heard this both from engineers as well, as much as from architects, that it's very much focused on the news. And even in technical schools. So we've had students come for us for their, like work terms and technical colleges. And, and it's the first time they have to work on an existing wall section. And like, or historic wall, all the construction processes, they're learning or new construction. So we end up with a whole cohort of graduates who don't actually know what to do with

an existing building. And then from a structural engineering perspective, it's a huge issue because of their liability. This came up during our meetings where they are criminally liable or civilly liable for anything that goes wrong. And because they've never learned to calculate and address and assess existing structures. There t ends up being a reticence of actually committing themselves or pronouncing it. So often, we end up with structures being said, No, they're not good, they have to fit this building cannot stand. And then we have to sit there and contested and get somebody else who knows a little more who can actually make the argument that actually the building is perfectly sound, it's just not built the same way. One of the basic examples that was given to us is unstamped. Wood. And it's like, well, it doesn't mean the word is not good, I just you have to do an extra check to know that it's actually good wood, it doesn't not because it doesn't have that special stamp that doesn't missing. And there's a real gap in the education because of that, and that we see the impact on the recent existing buildings as a direct result in that gap.

- Mario Santana - Thank you for coming with what good news actually, you know, the architecture, conservation and sustainability undergrad programs, both in architecture and engineering at Carleton, I mean, experience her three in these aspects of you know, heritage conservation, and all the aspects that have to do with engineering. We are also, you know, an accredited program. I don't think that professional organizations, so I don't think that I'm going to change the mentality of the professionals, engineers of Ontario, or elsewhere. I think the change has to come from the teaching both in architecture and engineering. And that's where things change. And that's where, you know, when we are teaching emerging professionals, students, you know, all these values, etc. They see the importance, and I have witnessed as throughout my almost 10 years in Canada since we I move for the accreditation engineering program. And I think that probably Mariana can talk about this, but one issue about their masters, the professional masters in architecture is that our students that finish the fourth year, the four years architecture, conservation and sustainability, they have to do three more years because they have to do a lot more studios and they have to do and that's a disadvantage. When you say to someone, you know, you have to do seven years, not six, because now, you decided to go for conservation, you sound crazy. Then what kind of message are we giving? Right? So that's where we need to influence the accreditation. But I think we have a strong case and a very strong program. And many happier students were actually employed by some of my colleagues here. So Carleton's program is in fact, the exception. And it's something that can be looked at two different schools. And I know, University of Montreal as well. There's a studio that they give for existing buildings and adaptive reuse.

- Chris Wiebe - I know that Victoria's got to take off at three o'clock. So I wanted to hear from her on a catch her. Okay, pressure from the schools like Mario's says, rather than waiting for the order to change itself. Does it also come from the firm's saying, “We can't get this expertise, we can't find the students.” I'm just trying to think from a practitioners point of view on the ground on the Hill working on a project, can you get enough people? Is that another kind of prong to apply pressure to?

- Victoria Angel - Just before I go, I don't understand the low enrollment rates, because the demand is there. If we cannot find enough people, to certainly in Ottawa, I mean, especially in Ottawa with huge, huge federal projects, like people are not there to hire. As various colleagues here no, like, we just jump

on people as soon as they graduate from programs. So if the demand is there, where where's the disconnect? And what can we do? And what can we do in on the practice side of things to support programs?

- Judy Oberlander - And I'm happy to have another conversation with anyone or a small group afterwards, building on what Brian said, concurrent with working with accreditation within the schools, etc. I think there's some real opportunities for the mid-career professionals that have continuing education credits. And although my experience is in British Columbia, Alberta, and the Yukon, I am finding that, for example, in a course, recently, someone joined from Toronto. And that's, you know, it's great, because this new realm allows that working in sort of two ways, one with the professionals at the associations for architects, engineers, planners, and landscape architects, and also building inspectors. And also with the chairs of their education committee. That would be the one thing I've learned along the way, it's one thing to have the professional staff involved, but the chairs, people like ourselves, who volunteer for the professional associations can be extremely helpful in pushing those agendas forward to integrate existing buildings, but places, landscapes, etc. So if anyone wants to have another conversation about it, I don't think there's any one route. It's a circuitous route to get there. But I I'm very encouraged by this. And I think there are some real opportunities, particularly because people require every two years a certain amount of continuing education credits, and I think that's where we could have an impact. Thank you.

- Mariana Esponda – I just want to mention two things. When I was making about three years, it's something that I have been fighting a lot for. Just last year, there was one student. So one thing that I have been finding is that when we are under the surface, the only committee that I am not indexing in admissions in the graduate. But what I have asked is that when they review the portfolio of the students, my colleague, they don't have to see if they are from conservation or from a regular design or organism. But I am happy to have to look at about the results. And after asking that, two years ago, they allow one student to the two-year program during the summer. And last year, they allow the one student was very, very straightforward, excellent students. And she got to the two-year program to finish she had a better offering from when she went to Toronto. But that was like a shame for me. But I was like, yes, for now, I think after pushing, but I think that is also when we're talking about accreditation in our group. And I think that is for sure the pressure. The thing is, I feel that some of my colleagues, they really don't understand preservation. So it's not only outside, so it's also inside that they really don't understand. The heritage on existing building is treated as something different from architecture. For me, it's all the same. So I hope that I will have good news, but I will let you know, because a for the master that I'm trying the school for the master of electrical use when I spoke with the accreditation board. In April, they were not interesting at all, to have a certification for that, like they say now that we are not interested.

- Susan Ross - Thank you Mariana. Well definitely talk about it internally at Carleton. I wanted to point out, but we talked about so many other additional themes and issues beyond existing buildings in our in our reflection in the panel on the areas of expertise and developments that are happening in critical heritage and the relationship to societal pressures and ideals around, you know, decolonization equity,

diversion, inclusivity, climate justice, and we've only just been able to focus on one day or one or, you know, related relatable area around the issues with architecture, schools and architecture education. So I think we need to continue this discussion.

- Shabnam Inanloo Dailoo - I'm Associate Professor and Director of the Heritage Resources Management Program at Athabasca University in Alberta. In my role as the program director, I'm dealing with day to day business of the program overall. And it has its own challenges, but also provides opportunities for me to explore new avenues. So something that I have been working with my colleagues and a new has been decolonization journey of the program. And by no means I would say that I'm complete, just waiting a second. I get a call sorry. So that opportunity for me to work with my indigenous colleagues at AU has been tremendous. And you know, for me to learn from them, and also change the program content, and also revision of the courses. But what I have been dealing with right now currently is that I'm actually changing the program requirements, the admission package and everything.

  That's a really important step for me to look at the program overall, and how I can contribute to the TRC is call to action and also change the program regulation. So I'm introducing new requirements to the program to that mission package for the students in terms of decolonization, their familiarity, the TRC and you know, the United Nations declaration. So that's one aspect of my work. I also add a course level. In my own course, I have introduced sustainability topics in general discussions, foundational discussions about anything related to heritage. So it doesn't matter if it's heritage conservation planning, or collections management, or interpretive programming, for example, and we talk about ethics and policy. So how we could add this lens, to our learning and courses at different levels. So those are two different things that I'm dealing with right now. And I'm making some progress.

  But we have been very, very busy with the National roundtable, heritage education, strategic planning group in terms of taking what we have started back in 2019 2022, to the next phase, so you will have had the opportunity, hopefully, to look at the draft the strategic plan, and the matrix that we have been working on over the last year or so we have made some progress. You know, I think, based on everyone's availability, we have done actually, I think, is really great progress in terms of now we are in the next phase, we are ready to take it no further. And we really need everyone's support for that. needs and gaps. I need to find those gaps, and especially at this critical moment, talking about climate crisis, how we heritage education in heritage practice in heritage sector, in general, we could make an impact that would be sustainable, meaningful and lasting. So there is one initiative that I would like to invite Susan, to just brief everyone on, we have been working as a group over the last I would say six months or so maybe it's even more than that. But now we have some good news to share with this group.

- Susan Ross - So this event is called, Just Transitions: Heritage Education for Climate Adaptation (JT-HECA). And, and the way it started, really was that there's three Canadian conservation programs in universities that were their universities or departments have joined the climate heritage network, and in parallel, which are Carleton University and Athabasca. And in parallel to that Mario Santana and myself has started a discussion on an ICOMOS University forum late around climate change and and heritage.

And so what we now have is through meetings over the last month, a proposal for a series of events starting in early summer next year, that will be intended to bring together educators and heritage conservation, not only from Canada, but internationally. And that the goal will be that we are able to better define how heritage conservation can contribute to climate adaptation, but also, of course, mitigation, and then also transitions towards climate justice. There's a strong sense in this group that we're going to be also using this discussion and event to be asking bigger questions around the role of heritage conservation and social justice, and inclusivity. And at the same time, building on the broad based feedback we're getting the interdisciplinarity is so important, making sure that this is also a very interdisciplinary forum.

And in that sense, the membership of the Climate Heritage Network is really helpful because of the 35 academic members, organizations that are members that are involved in the, in this international group, many of them are from everything from climate science to anthropology and it's a very wide base group with ideas of what Heritage's that are – from the smallest to the largest scale. So, as a university forum, I think, like, we're actually looking at three events right now, the first event would be in the one most closely related to the ICOMOS University forum where it would be inviting key speakers who are already specialists, to bring us up to speed on the different topic areas that are really important for us to be able to integrate into our teaching, as part of heritage education and climate adaptation. And helping us to understand the kinds of methods subjects and methodologies that we already said methodologies and and partners into in terms of how do we actually teach.

And the second event would be more one to showcase individuals or organizations that have already been doing teaching around heritage education and climate adaptation. There are a number of examples internationally. And we would like to have an opportunity to hear from them what this education looks like. And then finally, we want to have an event that's more related to student activities and involving students in workshopping. Having site specific discussions based on these new areas that were feeling need to be taught and as objectives as part of, of let charrette style workshops. And, and so each of the three main universities currently involved in planning are hoping to host a related activity. And we're looking forward to this hopefully being something that by the time that it happens can involve some in person meeting, but we will continue to perceive that partly because of the international interest, and partly for sustainability reasons

- Sasha Tsenkova - Great initiative, I'd love to help you. I'm teaching quite a few heritage courses in sustainability and climate change and resilience is front and center. In fact, it's in the title and one of the courses so we're a little bit of head and depth game in the sense I was even hoping today that I would possibly identify some of you may be from the crew in in Carleton University, or I don't know, just speculating here because I'm running a blog course that in the winter term that actually incorporates the design charrette, and will be really nice to begin to navigate the journey of the Strategic Plan Implementation really beginning to try and test and prototype some things that we can incorporate in different universities and begin to share that also have been actually working with my students in some of the Heritage classes on case studies of adaptive reuse of a heritage designated buildings and clusters. So in a sense, not necessarily a lot of great imagination in terms of revamping something which is

officially designated as heritage but really showing a way to do things and the caveat is that they have to be in a Canadian city.

- Susan Ross - I think, you know, we are looking for ideas, collaboration ideas, with everyone involved in heritage education in Canada. And I also wanted to add to what Susan mentioned that we are also really hoping to invite non heritage, key stakeholders to be a part of that work, for example, we have been working, you know, they are really interested in this work. Some referring to SeaWorld has Santa from Montreal. So her work is mainly in sustainability, no connection to heritage, but they are very supportive of this initiative. And I think that's one of the areas that you want to explore, because you're sort of we all agree, we are preaching the converted here. So we all have, you know, our each other's back, we support each other, but we want to bring others to, you know, to be part of this larger circle.

3. Discussion Around NRHE Goals for 2021-2022

- Chris Wiebe – I just wanted to also flag the fact that one of the things that we're going to want to be looking at again, this year, we've always been looking at this around marketing around getting raising the profile of heritage conservation, education and training, but also shining a spotlight on the relevance of that training to this moment. And I think that's one of the things that the heritage sphere is wrestling with. What do we bring to this climate action moment? I don't think we've I don't think you've articulated it well enough. People still think, oh, yeah, you're the museological people, you work on the special stuff. We're talking about bigger things we're talking about, you know, saving the planet. Well, actually, we have special knowledge we need to about how to maintain things over time, how to extend the life of things, how to think about things within, within limits, whereas, you know, the kind of the limitless idea of new design is something that is a big part of the problem that we're dealing with. So that's going to be on the agenda this year. So hopefully, we can grab grab some of you to be part of that. One other thing I wanted to mention, though, was do we need more information? I guess I've been I maybe I'm obsessed with knowing what's going on. But I mean, it's about we had the survey. Last year as a part of the of these strategic planning just survey, it was quite a high level. It wasn't too detailed around asking him what people were teaching, what kinds of things they were teaching, but I think we do we need one focused on people like the firm's heritage firms to see what kind of what kind of gaps are there in terms of in terms of who's coming out of schools? What kind of people do they need? It'd be great to go to REI see and float around, you know, to the bigger firms. But I think we should start with the kind of the Heritage universe first. But do we need more survey? Do we need more information about what's needed? And or am I barking up the wrong tree? I'd be happy to hear from others.

- Sasha Tsenkova - if survey is the right way to frame this because there are different users different categories of specialization, and I'm not sure that those survey as an instrument is going to elicit the responses that we want. For example, for our certificate, we ran focus group discussions with people that actually have expertise and knowledge around heritage conservation, but more aligned with the needs of architects, planners, landscape architects, and there was a vast diversity of views that we had to actually correlate together. And so it seems to me there is the building industry there, obviously engineering consulting firms. So maybe the survey as a universal instrument is not necessarily the right way to go. And then there are different schools, like the landscape is so diverse academically, and they

have their own audiences. So they tap into the pulse of their own students, cohorts, employers. So maybe I don't know, in this kind of online world, we could hold some conversations with leaders in those schools that already have collected for accreditation purposes or other needs. Or I think that previously, we had some feedback, some of the schools had to redesign their programs, just similar undertaking, the chap nap is going through. So we could just capitalize on it, as opposed to running a show, again, asking for another survey to be completed. And indeed, acting with the, you know, the organization of heritage professionals will make sense because they have on service as well. So I thought that we could really build on the work of other entities and piece it together.

- Shabnam Inanloo Dailoo - I think that would be a valuable contribution to, you know, to what we have started already, I think we did, I believe we did two different sort of focus group activities last year. So we try to reach out to different people from different, you know, stakeholder bodies, but I think this is something that we could explore at the next strategic planning meeting. And I think, the suggestion for survey, as Chris was saying, because we have something to compare with, we did it with the academics and also with practitioners once so we can discuss this later.

- Susan Ross - I think that working with RAIC, CAHP and organizations like that to reach their membership. I mean, that's partly why we had people like Dima, Victoria, and Chris speak at our panel, because they are both been leaders in CAHP. But I also wanted to point out, we heard from Brian Sinclair, that he has this big partnership group growing and maybe there's ways of speaking to you or I also know Mario's Santana has a big partnership group through his grant, how could we engage in conversations with them to help get some direction or feedback or buy in or whatever?

- Brian Sinclair - Certainly, in terms of the shirt partnership, grant, we have 120 partners. But as we move forward, there's provision for additional partners to come in as well as some of the existing partners to drop out if there's not the interest anymore. It's a five year grant with a reevaluation period in year three. So yeah, by all means, so as I mentioned, heritage is a part of the equation in any event, although it's, I would say it's probably fairly small. But the opportunity in light of some of the conversations we've had today, for there to be a much more serious involvement is for sure there.

- Shabnam Inanloo Dailoo - I don't know if you Brian or Sasha are involved in the Alberta real estate Foundation grant that the University of Calgary is working on?

- Brian Sinclair - I don't know if Sasha is involved, but Alberto de Salvatierra (Calgary) is leading that particular one on the sort of use of, of underused and underutilized spaces, including architecture. So you could certainly connect with him.

- Shabnam Inanloo Dailoo - I know University of Calgary and I think it's the architecture school actually involved in the Alberta real estate Foundation's funding, so we got it too. But the whole purpose is to provide educational resources to community members, to city councilors to property developers on different topics. So for example, my university we have identified eight sort of interrelated areas of, you

know, sort of training opportunities and one is on heritage. There is the other one like indigenous heritage health, you know, psychology, architecture, sustainability. So we are working as a group and we are reaching out to non-heritage stakeholders. I think UFC is also moving that funding. I just wanted to mention that there are some steps being taken at different provinces, I'm sure about how we could use this moment when we are talking about climate crisis impact on health, you know, social justice, indigenous cultural heritage, and you know, look at it from a different lens.

- Chris Wiebe - What a rich discussion and as always, we sort of raise more questions to be answered but that's part of the beauty of this dynamic. Looking forward to rebooting our regular meetings in January and keeping on a bi- monthly cycle. And but also looking ahead to the meeting, hopefully which can happen in person in Toronto in 2022.

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National Roundtable on Heritage Education (NRHE) Annual Meeting
Thursday, October 20, 2022 (1:00 – 4:00pm ET)
Toronto, Ontario (Chelsea Hotel)

Participants

Maryssa Barras (ICOMOS Canada), Claudine Déom (Université de Montréal), Patricia Glanville (Calgary Civic Trust), Chris Hahn (Algonquin College), Shabnam Inanloo Dailoo (Athabasca University, Roundtable Co-Chair), Sonja Jensen (DFS Architecture), Ryan Lee (CAHP), Marcus Letourneau (University of Victoria, Algonquin College), Marybeth McTeague (Retired), Tania Muir (University of Victoria), Rebecca Sciarra (ASI), Chris Uchiyama (CAHP), Andrew Waldron (BGIS), Laura Wickett (ASI), Chris Wiebe (National Trust, Roundtable Coordinator), John Wilcox (Vitreous Glassworks), Caitlin Wooll (Willowbank School).

1. Welcome, Introductions and Updates from Roundtable Participants

- Muir – New Indigenous heritage initiative at UVic (cultural stewardship). Digital skills micro credential
- Déom – UdeM Masters in Conservation now offering a shorter, micro program
- Inanloo Dailoo – AU co-organized and hosted 2022 ICCROM International Summer school on the Communication and Teaching Skills in Conservation and Science
- Sciarra – How do we reshape the fundamental act of writing. Research methods for modest, unremarkable heritage is desperately needed.
- Uchiyama – Need to make connections between students and practicing professionals. Mentoring programs in Canada are lacking.
- Lee – Working on a repository of education and trades materials
- Hahn – Offering new BSc in Buildings Conservation. Working with timber and log building experts.

2. Discussion Updates & Opportunities

a) **NRHE Strategic Plan –** Updates

b) **Just Transitions: Heritage Education for Climate Adaptation (JTHECA) Initiative** (Inanloo Dailoo and Déom)

- How to better prepare students for the realities of climate change and impacts on heritage conservation. Website is rich with an extensive bibliography. Need to prepare new course as well as research and events. The aim of the initiative is to put heritage on the mental map. The next events being planned are about learning models and programs and a student event.
- Calling for ideas through NRHE email list?

c) **Architectural Accreditation and Adaptive Reuse/ Heritage** (Déom)

- l'Ordre des architectes du Québec doesn't currently require candidates to include work with existing buildings. This is also a question for the Canadian Architectural Certification Board. This is a problem for Canadian society because new architects do not know how to find the right fit for buildings and how to adapt them. A culture change is necessary because 80% of architectural work now is on existing buildings (not heritage buildings). Education currently prioritizes the imaginative work of the conceptual designer… not the adapter or reinventor. How to provide skills needed to work with existing buildings.
- How to make change? Writing a brief on the problem was proposed.
- Issue with skilled trades deficit as well.
- Planners – the teaching of heritage in planning schools is through accredited adjuncts not tenured faculty, so research and continuity not there (UQAM has such a person). There is no English-speaking heritage planning program.
- Engineers – People need to understand what exists. Engineers need certainty to sign off on adaptation and they don't know existing buildings well either – their training in new building codes, construction, etc.
- Challenge is how do interns get the hours they need for accreditation?
- In each of these professions, who does the accrediting and who are they listening to? Who are those we need to influence? Need to talk with the RAIC, Association of Schools of Architecture.

d) **Clean Jobs Training Centre** (part of the federal *Canada Green Buildings Strategy)* (Chris)

- Led by NRCAN, "The Government is committed to launch a Clean Jobs Training Centre to help workers in all regions of Canada looking to upgrade or acquire new skills required to fill jobs essential to a clean economy." How does heritage conservation become part of this?

3. **Issues – Education and Research**

a. **Transforming Heritage Education in Canada** (Letourneau)

- Article 5 of the World Heritage Convention: state parties are "to encourage scientific research in the field." There aren't any full-time faculty in heritage planning to take on graduate students. The sustainability and housing focus at universities currently does not include existing buildings.
- How do we foster skills that employers want? Do we have time to support and mentor the next generation in industry?
- Heritage education in Canada suffers from adequate funding and heavily relies on adjuncts and contract instructors.
- Main focus is on technical matters and tangible aspect of heritage conservation. What about social aspects.

b. **Association for Critical Heritage Studies (ACHS)-Canada Chapter** (Inanloo Dailoo)

- The relationship between research projects and heritage conservation programs needs to be streamlined and strengthened. The significance of including research work in courses.
- Possibility of collaborative work with other professional organizations.

4. **Discussion Cont'd & NRHE Goals for 2022-2023**
    - Tania – the benefit of this groups is to bring us together. Heritage education needs to embrace lifelong learning and think about a community engagement plan. For educators the ground is shifting, and what is the foundation knowledge necessary for students? Education is becoming more open to stackable credentials.
    - Déom – The field has expanded, bigger relevance. The conservation discussion now includes renovation, restoration, recycling. The object of conservation has also changed. Now facing the need for a multitude of skills. The move from education to practice….
    - McTeague – The training of the public is necessary, to give them insights into what planners do. Currently mystified.
    - Waldron – Need people who can think but also execute in private sector practice. People who know the language of the architect, planner and engineer? These people are very hard to find. With new federal heritage legislation Bill C-23, where is education? Not there but crucial.
    - Barras – Younger generation wants to make an impact. They do not know about career paths (history program is more accessible than planning, for example). How to create a conservation policy that furthers social justice?
    - Inanloo Dailoo – Heritage conservation can learn from the movable heritage community and museums. Launched microcredentials: Creating Engaging Online Experiences: An Introduction for Museums and Heritage Organizations & CCI/CHIN Self-paced online courses.
    - World Sustainable Built Environment Conference (postponed until 2024) coming to Montreal. Heritage needs to be there.
    - Jensen – Heritage is history in practice. It is not a linear process. Need to have life experience involved.

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National Roundtable on Heritage Education (NRHE) Annual Meeting
Thursday, October 26, 2023 (1:00 – 4:00pm ET)
Ottawa, Ontario (Chateau Laurier)

Participants

Cameron Adamson (Square & Compass), Faisal Arain (Willowbank), Sean Barr (Algonquin College), Terra Barrett (Heritage Newfoundland), Ron Bean (Conestoga College), Alex Blades (Capital Conservation Services), Lyse Blanchet, John Cooke (John C. Cooke and Associates), Marc Denhez (Willowbank), Claudine Déom (Université de Montréal), Mathieu Dormaels (ICOMOS Canada), Michelle Duong (KWC Architects), Zeynep Ekim (KWC Architects), Theresa Felicetti (Brown Homestead), Joey Giaimo (Giaimo), Heather Gill-Frerking (Law & Legal Studies, Carleton), Nadia Grogan (Capital Conservation Services), Cynthia Gunn (Wakefield Heritage Window Restoration), Chris Hahn (Algonquin College), Brian Hierlihy (PTAH Consultants), Megan Hobson (Megan Hobson Consulting), Shabnam Inanloo Dailoo (Athabasca University, Roundtable Co-Chair), Judy Larmour (Athabasca University), Marcus Letourneau (University of Victoria, Algonquin College), Jessica Linzel (Brown Homestead), Daniele Malomo (McGill University), Nathalie Nadeau-Mijal (Canadian Conservation Institute), Rosa Milito (Dalhousie University), Rita Morier (Maison Gabrielle Roy), Busayo Osobade (SaskCulture), Andrew Pamenter (Algonquin College), Bora Pulatsu (Carleton University), Krista Rowan (Carleton University), Laurie Smith (Carleton University), Darren Taubman (Algonquin College), Andrew Waldron (CAHP), Chris Wiebe (National Trust, Roundtable Coordinator), Ian Worme (Heritage Saskatchewan).

1. Welcome, Introductions and Updates from Roundtable Participants

- Wiebe
  - Recap on 2004 Heritage Education Roundtable (Parks Canada & National Trust), with discussion based on gaps, need more people coming into the work force; anxiety for lack of next generation; context and trends were identified by the meeting's participants; identified emphasis on advancing heritage education through fostering collaborations.
  - NRHE Strategic Plan Matrix online – update on progress
  - Athabasca University Research - Heritage Education Programs in Canada 2021-2022, a map to show across Canada, where place-based heritage education training is at graduate and undergraduate levels
  - National Trust Survey: How well supported are you with resources, information and partnerships regarding heritage and the environment / sustainability? Only 6% strongly supported and equipped.

Roundtable

- Taubman – Algonquin College Working on degree on Applied Science and Building Conservation

- Denhez – Willowbank – Law, Policy, and Tax
- Arain - Willowbank 3-year diploma program.
- Letourneau – Algonquin / U Victoria - Sustainability of the field, how are we getting new educators? So many now stuck in adjunct status
- Milito – adjunct Dalhousie University – Teaching humanities course, not full studio design conservation and cultural heritage
- Barr – Involved in development of new program at Algonquin College
- Osobade - SaskCulture NGO in Saskatchewan
- Gill-Frerking – Carleton Law and legal studies, second round PhD; need more K-12 heritage education; intangible CH law and climate
- Nadeau-Mijal – Canadian Conservation Institute - Transformation phase, evolving and refining role with training and professional development; hoping to host interns in the future
- Giamo – Giaimo and TMU, teaching Heritage Conservation in upper and master level design studios; been adding course materials on circular economy, material reuse, etc. to the existing course; trying to understand heritage education across Canada
- Blanchet - structural heritage engineer, National heritage coordination, legislation, guidelines standards, etc.; Willowbank, teaching since 2008; ICOMOS Committee on Education and Training (CIF) , capacity building, safeguarding of CH
- Barrett - Heritage Newfoundland - Offers workshops on things like wooden window repair and stone masonry repair
- Linzel - Brown homestead (St. Catharines, ON)
- Felicetti - Brown Homestead - Willowbank Grad, looking to engage community and students (i,e, working with trades); what practical training are students looking for? AR and VR?
- Morier – Winnipeg - Neighbourhood association, municipal politics; infill development proposals; not involved in education, trying to understand heritage movement
- Waldron - Executive Director of CAHP, taught at Willowbank, Algonquin; CAHP is evolving, looking to do training, partners, professional development; what CAHP can do to support CAHP members
- Adamson - Windsor, Masonic Temples, encourage university students and K-12 to tour our buildings; want to learn how best to engage with university students.
- Hierlihy – most young architects do not understand materiality; Need to strengthen trades.
- Gunn - Wrote report on CH and environment for HCF; Heritage window restoration company.
- Bean - Conestoga College, Retired architect; Conestoga only heritage program with facilities management; two failures in new degrees at Conestoga, could not get enrollment.
- Malomo - McGill, structural engineer
- Pulatsu – Carleton, Architecture conservation and sustainability engineering program; masonry, why buildings crack, deterioration, etc.
- Cooke - JCAL, peer and advisor, teaches at Carleton, conservation engineering from practical viewpoint; gets a lot of good engineers out of it; focused on need for education in heritage; classification based on modern buildings, does not work; now 50% of new construction has heritage component; you have to understand the materials and how it was built; culture of talking down to the trades, not good

- Pamenter - Algonquin instructor, needs people familiar with skills, materials, techniques, it is lost, collective understanding of buildings.
- Smith – CAHP, JTHECA, CIMS; 23 years in heritage; research grants, training new generation through doing research; NSERC CREATE, classroom instruction also; some new grants now, NSERC Alliance, New Frontiers
- Rowan - PhD student at CU; new building engineering program, heritage stream; hygrothermal performance of… mass masonry
- Grogan - Capital Conservation Services - Masonry conservator, Centre block; understanding and hearing about how heritage can be integrated into all levels of education; how we value heritage trades and craft.
- Blades – Capital Conservation Services, Instructor at Willowbank, and grad; hands on, trades, going into consulting, nothing educationally, upscaling, unless you start fresh; and homeowners education.
- Hobson - Architectural historian UofT; mature student at Willowbank, trades, compatibility of materials; training for fair bidding… lack of understanding of how to do something properly and where to cut corners
- Larmour – Athabasca U, historian/heritage consultant in Alberta, archival work, local communities; definition of heritage has broadened… how far can we go; what people need to know in the heritage field; tension between generalists and specialists.
- Déom - Teaches HC in architecture at U Montréal, Masters in Conservation; need to educate our architects, no mandatory heritage courses; how to include heritage discourse, how we shape our message to "non-experts", and people who are doubtful of heritage value of buildings.
- Ekim – KWC, works on new buildings, heritage; great that there are new programs, but interested in the quality of graduates, curricula are getting easier.
- Inanloo Dailoo - Co-chair of NRHE, with Susan Ross; Associate prof at Athabasca U, online heritage programs; feeling a gap, addressing needs, trying to fill gaps; re-evaluating curricula is a key point, we need to offer courses on approved curricula; balancing formal education with informal training; looking for feedback if students taking certain courses, is the training enough for them to work in the field.
- Worme - Heritage Saskatchewan – Treaty 4 Saskatchewan; Northern Québec also, Cree nation, James Bay; VP for board of heritage Saskatchewan; How to connect to Indigenous ways.

2. Discussion - Artificial Intelligence and Heritage Conservation Education

Powerful AI tools are emerging enabling us to envision lost old buildings, explore scenarios for adaptive reuse or retrofits, or examine strategies for intensifying or decarbonizing existing neighbourhoods. How are people addressing AI in cultural heritage conservation education and professional practice, and responding to the ethical concerns it sometimes raises? How can the heritage conservation sector use AI to complement their work rather than prevent its use? Pre-reading materials – scan QR code.

AI and Heritage Conservation Education Resource List
https://bit.ly/NRHE_AI

Michelle Duong -KWC Architects – Environmental Scan of Literature and Discussion
With Shabnam Inanloo Dailoo (Athabasca U) and Susan Ross (Carleton U)

- **AI & Education**
  - AI in Teaching at Carleton: Opportunities and Challenges
  - Guidance for generative AI in education and research
  - Education in the age of artificial intelligence
- **AI & Ethics**
  - Artificial Intelligence and Cultural Heritage: Design and Assessment of an Ethical Framework
  - Ethically Digital: Contested Cultural Heritage in Digital Context
  - Artificial Intelligence Ethics (Artificial Intelligence Ethics Micro-Credential (athabascau.ca))
- **AI & Cultural Heritage**
  - AI-Assisted Digitalisation of Historical Documents
  - Navigating the AI Era: Equipping Heritage Professionals for the Future
  - Mapping Urban Heritage Images with Social Media Data and Artificial Intelligence…

Discussion

- ChatGPT, how are different groups using AI for positive purposes?
- Letourneau - AI and heritage inventory, What is coming out does not work; 15-20 articles on efforts to teach heritage and AI.
- Waldron - Policy ramifications and law in IA; CAHP workshop on law… do we have anything?
- Hierlihy - Architecture judgement; can we recognize precedence, building styles; If you do not have the question, you do not have answers.
- Inanloo Dailoo - Thinking of using AI in limited space, without knowing what is happening in the larger heritage sector and beyond.
- What are you training your models to… they only train to the language you want.
- AI more successful in archaeological artifacts, less successful with architectural types, because we have more examples of artifacts.
- Same concept with legal cases; Common law but also civil law, need to be very specific where we are drawing knowledge from AI.
- AI is a huge domain with so many tools and processes being used; When we use that as a tool, it is helpful… manual drafting to CAD, from CAD to BIM, and AR etc. so helping our profession.
- Pulatsu - Modelling could be dangerous, we do not teach it at undergraduate level; need to do Masters to learn how to model properly; a long process to teach it and trust it; students are struggling a lot; long way to go, do not trust the AI; modelling is the 4th step, hand calcs is the first step.

2. Reports and NRHE Goals for 2023-2024

- **Just Transitions: Heritage Education for Climate Adaptation (JTHECA) Initiative** (Inanloo Dailoo and Déom)
  - Held a session at Adaptation Futures Conference in Montreal (Oct. 2 -6, 2023). The only "heritage" session at this massive conference. Focused on knowledge skills, methods, and out of classroom education, and populated the session with many non-heritage people. The need for place-based heritage and local adaptation solutions. To integrate Indigenous perspectives and traditional knowledge.

- Inanloo Dailoo – JTHECA held two virtual sessions in 2023:
    - Cultural Voices from Arts and Heritage at COP27 - Feb.11, 2023, was to hear from the COP 27 delegates and participants and learn about key takeaways from high-level and side events, debates and deliberations, and gains and losses regarding culture, from arts to heritage.
    - Teaching and Learning about Climate Action in the Heritage Sector and Beyond - Oct.14, 2023, discussed innovative and creative ways of Teaching and Learning about Climate Action, including sessions on "What is happening in the Heritage Sector?" and "Learning from outside the Heritage Sector." As part of the proceedings, information was gathered on the broad spectrum of programs, courses, and/or training opportunities in and related to the field of heritage conservation and management, specifically in relation to climate change adaptation, mitigation, and planning.

- **Goals for 2023-2024**
    - Dive in deeper at bi-monthly meetings; where should we be focusing; identifying gaps and demand, fostering collaborations
    - For National Trust point of view, updating program list, build more functionality and visibility.
    - Barrett – Intangible cultural heritage very lacking for Canada, why? Is it because of our history with the Indigenous community? Lack of ICH in our education. Canada has not signed the ICH Convention yet. Heritage NL is the only UNESCO-certified organization in Canada.
    - Barrett – in 2013 session for structural engineers, invited ISCARSAH, prepared gap analysis survey; Tom Morrison, planning to re-do this. Engineering field in heritage field.
    - Denhez - On climate change most facilities managers, it means re-insulating building. so many Canadians hire through word of mouth; there is a truck load of money for training, most for renovators, courses being offered through municipalities, resources from CHBA; threat to the Canadian building stock.
    - Hahn – Attends and Almonte Ontario series on planning; there are architecture, engineering, and craft issues, but integration keeps coming up; How do we integrate these things so that planners, developers, all disciplines, learn together? Work as a system.
    - Property managers do not know what they are doing, e.g., changing insulations because of climate change without knowing why.
    - Municipality staff are well intentioned but are sometimes causing problems. Training is missing.

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National Roundtable on Heritage Education (NRHE) Annual Meeting
Thursday, November 14, 2024 (1:00 – 4:00pm ET)
Montréal, Quebec (Le Centre Sheraton)

Participants

Lloyd Alter (TMU), Faisal Arain (Willowbank), Christina Cameron (Université de Montréal), Jeffrey Chusid (Cornell), Stephen Collette (CAHP), John Cooke (John C. Cooke and Associates), Katie Cummer (Cummer Heritage Consulting), Helena Currie (Simpson Gumpertz & Heger), John Dam (John Dam & Associates), Marc Denhez (Willowbank), Claudine Déom (Université de Montréal), Mathieu Dormaels (ICOMOS Canada), Jurek Elzanowski (Carleton), Mariana Esponda (Carleton), Mikaela Gallinger (Parks Canada), Audrey Gray (National Trust), Nadia Grogan (Capital Conservation Services), Elyse Hamp (Carleton), Amy Hetletvedt (US), Brian Hierlihy (PTAH Consultants), Jack Hollinger (Algonquin College), Moira Hughes (Princeton), Catherine Hurley (Consultant), Judy Larmour (Athabasca University), Marcus Letourneau (Victoria, Algonquin College), Jack Mallon (Guelph), Alexandre Maquet, Rosa Milito (Dalhousie University), Tom Morrison (CAHP), Tania Muir (Victoria), Kaitlin Murphy (Dalhousie), Beca Napolitana (Penn State U), Meryl Oliver (Parks Canada), Frank Ordia (Clemson University), Nathalie Picard (Heritage BC), Bora Pulatsu (Carleton University), Miquel Reina Ortiz (Université de Montréal), Mario Santana (Carleton), Deborah Slaton (WJE Architects), Julian Smith (Julian Smith Architects), Michael Tomlan (Cornell), Andrew Waldron (CAHP), Chris Wiebe (National Trust, Roundtable Coordinator).

A. Welcome, Introductions and Updates from Roundtable Participants

- Wiebe
  - Welcome to Canadian and US participants at this special joint conference.
  - Recap on history of NRHE (2004 – present), the drivers behind its creation, and outline of enduring challenges in the field.
  - Canadian heritage education studies conducted in 2003 and 2005, but nothing systematic since. By contrast, in the US there has been the Status of Historic Trades in America 2022 Campaign, ongoing work to collect data on the quantity of work (heritage and existing buildings) by AIA and other initiatives.
  - NRHE Strategic Plan Matrix (2020-2025) – Will be updated and extended given Roundtable 2024 table discussions and work on and roll out of Declaration.

Key Issues - Table Top Discussions and Report Back

1. **Focused Discussion on "Declaration on Heritage Conservation Education/Training in Canada"** – Claudine Déom (Leader)

- Add a preamble to the document to explain the word heritage. Cultural landscapes are currently not mentioned and should be added. In addition, heritage is a loaded word that could be understood in a limited way (i.e. merely to old, pretty buildings).
- The documentation needs to convey that the heritage conservation sector contributes to crucial current issues such as risk disaster management (induced by climate change). We are relevant! However, society does not seem to consider us as such.
- A group discussion followed on the use of the word heritage. For some participants, it needs to be replaced (but by what?). Heritage is reduced to a box to check in practice. For others, it is useful to keep it. It is now a household term that we can use as an entry point to explain the expansion of the associations, which can lead to interdisciplinary collaborations.
- The discussion then moved on to the different disciplines that should be more present in the conversation (and eventually in the Declaration): memory studies, museum studies and critical heritage studies.
- The draft declaration presents two different types of requests: a) to upper governments and b) to professional associations. The "asks" should be clarified: what does the NRHE want exactly?
- The declaration should mention the documents that levels of governments and professional associations are accountable for (e.g. TRC, UNDRIP, others ?). This could strengthen the document's position.

2. **Growing Pathways into the Heritage Field: Elevating Profile and Relevance** (Leader: Susan Ross)

- We started by relating our topic to your intro slide bullet point on "heritage education under the radar", and how to make heritage education more relevant.
- One can look at these questions both inwardly, focussed on meeting expanding conservation objectives, and outwardly, to reframe heritage goals in respect to a wider range of societal needs.
- Relatedly, should heritage education focus on its niche(s), as a specialization, or move to be more integrated in mainstream education – from school age to professional university programmes.
- There is a concern for a lack of respect for education, for expert knowledge in Canadian society, and desire to increase respect between all the players, and to see a continuum in lieu of opposition
- In terms of relevance from without, given the urgency of carbon reduction, education and training in related knowledge and skills, from climate science, adaptation planning to Lifecycle Analysis methods, were argued to be 'the' important subject. Some programs (US and Canada) have no relevance issue so how to learn from them.
- There is a big concern about how/what to teach given the regressions in heritage protections (e.g. Ontario Heritage Act) and related increased losses of heritage
- Involving an Industry advisory board in curriculum development was offered as an example of how to develop awareness and relevance

- At the same time, pragmatically, relevance means offering accreditation that leads to certain employment.
- A related theme of lower student numbers and enrollment was implied more than discussed.
- One argument was that we need more specific targets for enrollments in various types of programmes. How many heritage planners, conservation engineers, LCA analysts, traditional masons, etc., are needed across the country?
- At the end of our table discussion, the possibility of applying for a grant from the Historic Preservation Education Foundation was mentioned, which I assume would be led by APT partners from US https://www.hpef.us/partners-in-training

3. **What kinds of education/training are heritage firms looking for with new hires?** (Leader: Tania Muir)
   - General Competencies
     - Broad-based knowledge that helps build bridges across disciplines
     - Familiarity with standards and guidelines
     - Adaptability
     - Cultural competencies
     - Historical research experience
     - Knowledge of a broad range of professionals in the field
     - Based on role, great to have experience working in construction industry, working with materials, craftsmanship
   - There was also discussion regarding the need for architecture and engineering programs to **require** courses related to heritage to gain credentials in the field. Conservation should be obligatory at the undergraduate level for architecture (currently on Carleton has this) and engineering.
   - There was group recognition that based on the time provided and the priorities of those in the discussion that the focus was primarily on built heritage. Therefore, this does not necessarily capture the range of competencies that would be needed in the field more broadly (however, many certainly apply across disciplines).
   - Essential skills also include: project management, communication skills, public engagement, experience working with Indigenous communities, etc.

4. **Heritage Trades: Sustaining and Growing the Sector (**Leader: Stephen Collette)
   - No trades, no heritage
   - Heritage is subset of reuse of existing buildings and poorly marketed. In Buildforce Canada only 2 groups tracked, so we don't know the % of the market (don't have the basic demographics).
   - Reference US Status of Historic Trades in America 2022 Campaign – put #s and values in document and needs (e.g. estimated number $1 billion in Canada)
   - CMHC has decades of # of units built, but not conjoined with Stats Can #s of existing buildings; this despite the fact in the construction industry 63% renovations and existing, 37% new,
   - Heritage connection is kiss of death.
   - All trades are dwindling

- Language is not consistent and there can be differences between specs and trade. Heritage carpentry cannot be under regular carpentry because Renovations is regulated.
- Regular Renovators don't know building science or heritage skills
- College course and carpentry - No requirements for trades to have specialized training
- Point to Skills Deficit and Needs - We are depending on immigration from Europe for skilled trades
- Build Industry – Heritage Hackathon, get young people interested. This is fun, need to communicate that, head and hands knowledge is not recognized. But experiencing trades is empowering, lucrative.
- We don't connect our history with our built heritage
- Promotion – We haven't introduced ourselves to our wider world

B. Roundtable Discussion – Next Steps with the "Declaration" Document

- The heritage education sector needs to clarify what it wants so we can direct calls to action better. An actionable column should be added to the "asks" so that there is a clearer sense of where we go from here; what steps need to be taken to make and measure progress.
- Need to identify steps that can be taken by professional organizations (architectural, engineering, planning, etc.) with distinctions made for various levels (provincial-territorial, and national); government (federal, provincial-territorial, municipal).
- Seek Historic Preservation Education Foundation Grant to further work on the sector needs and interface with mainstream professions and trades?

C. Other Items & Updates

1. **Adaptive Reuse Roadmap - SSHRC Quality in Architecture Project** (Mariana Esponda (Carleton) – Update on the Roadmap project, seeking to make Reuse the New Normal. Currently seeking adaptive reuse case studies with the focus on Ottawa. How professionals can help incentivize.
2. **CAHP Professional Competencies Development** (Andrew Waldron, CAHP) – Update on development of this new program at CAHP. Expectations around continuing education with recognition for various course, conferences, volunteers work, etc. Opportunities to work with post-secondary institutions to develop micro credentials, as in US.
3. **Civil Engineering Course Development** (Michael Gutland) – Gave an update on the development of an engineering course for University College London.

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National Roundtable on Heritage Education (NRHE) Annual Meeting
Thursday, October 23, 2025 (1:00 – 4:00pm ET)
Kjipuktuk | Halifax, Nova Scotia (Halifax Convention Centre)

Participants
Lyne Allain (Heritage Trust of Nova Scotia, Council of NS Archives – Education Committee), Ron Bean (Conestoga College), Keith Blades (Willowbank), Melinda Burke (Holand College/Black Cat Woodcraft), Stephen Collette (Faith and the Common Good), Christie Ellis Wong (Eastpoint), Christopher Hahn (Perth Academy of Building Arts and Sciences), Jack Hollinger (Algonquin College), Katie Houghton (Willowbank), Shabnam Inanloo Dailoo (Roundtable Co-Chair, Athabasca University), Natasha Juckes (Intra Studio), Marcus Letourneau (University of Victoria, Algonquin College), Tom Morrison (Heritage Standing), Kaitlin Murphy (Intra Studio), Rex Passion (Heritage NL), Vanessa Pottinger (Willowbank), Michael Putnam (Dalhousie University Architecture), Meghan Rist (Willowbank), Susan Ross (Roundtable Co-Chair, Carleton University), Monica Salvas (Willowbank), Ellen Siebel-Achenbach (Willowbank), Laurie Smith (CIMS, Carleton University), Julian Smith (Willowbank), Darren Taubman (Algonquin College), Chris Wiebe (National Trust, Roundtable Coordinator), Alanna Wilson (Willowbank).

Where is Heritage Education Now? Where Can it Best Thrive?

Given the increasing interest in heritage across society, and growth of ways we look at it – from landscapes to communities to collections and practices – it may be surprising that in many parts of Canada and across all types of programmes, heritage education is in a crisis. Enrollment is down, budgets are being cut, and programmes are on pause, or much reduced. Are there opportunities in this moment of concern to rethink where and how heritage is taught, to redefine what it can offer as an essential part of education in general?

Perhaps it is time to revisit the old debate about where heritage education belongs. Is it best situated as part of long-established disciplines like architecture or planning, or in its own special interdisciplinary place(s)? What do you think? How can we argue for our work and roles as educators to sustain heritage as part of education offerings across Canada? In this year's Roundtable we returned to the basic question of where heritage education belongs to thrive.

A. Welcome, Introductions and Updates from Roundtable Participants

- Wiebe, Ross, Inanloo Dailoo
    - Recap on history of NRHE (2004 – present), the drivers behind its creation, and outline of enduring challenges in the field.

- Heritage Education Status Report – provided an overview of the situation facing four types of Canadian heritage programs/course offerings: cultural resource management; architecture, heritage planning, and heritage trades.
    - Architecture – severe downsizing of U Montréal conservation program (oldest French-language program in the country) was a big loss.
    - Heritage Planning – 5,000 Canadian municipalities, around 500 heritage planners, and only 1 heritage planning course for the entire country.
    - Heritage Trades- Algonquin College closure of Perth Campus (oldest running program in Canada) but there are efforts to revive as Perth Academy of Building Arts and Sciences. NSCC program Lunenburg and CEGEP du Vieux-Montréal closed heritage trades programs.
- Brief overview of the status of the NRHE Strategic Plan 2021-2025.
- Ross and Inanloo Dailoo

A. Tabletop Discussions – Individuals reflect on their own experience and discuss which kinds of heritage programmes will best serve future education efforts.

Problem of underfunding of heritage education

- Persistent funding issues: lack of financial support for heritage education at universities;
- Post-Secondary Institutions don't understand funding needs, don't recognize proven student interest
- Heritage programs currently seen as 'boutique' hence dispensable
- Development of business-oriented mindset in education, given institutional funding landscape; heritage isn't seen as lucrative; universities need revenue income and growth of 4% per year.
- Universities are currently drawn towards industry or other funding partners with their own agendas or research funding which looks to produce something market ready.
- Lack of faculty support, while training of educators by senior faculty key for renewal, to sustain education
- Heavy reliance on poorly paid adjuncts, both a labour issue and unsustainable for knowledge transmission
- Faculty have shown there is interest from students for heritage education
- Govt funding cuts in areas of hands-on experience, now need private funding to continue.

Problems with wider public understanding of heritage

- General public largely misinformed, need to get common knowledge out there
- A lack of understanding of conservation practice and principles in the mainstream.
- Economics of conservation not well understood
- The National building code board doesn't understand conservation, biased to retail
- General education needed both within and outside heritage
- Heritage needs to be present in education to remake the industry

Recognizing the value of specialized education, accreditation

- Trained specialists influence practice and form the industry
- Tradition of the master builder, look at models for requiring apprenticeships to work on heritage places
- Addressing heritage in professional programmes: Lack of time to address heritage
- Accreditation , what are crucial gaps to go after; what does each field need to get recognition?

- Ensure RoAC requires accredited programs have heritage, sustainability, adaptive reuse courses within their programs. https://roac.ca/about-cala/member-organizations/

Collaboration- inter-disciplinary respect – professions and trades

- Need for both streams of siloed and not siloed education.
- Collaboration with other fields, Interdisciplinarity or blending disciplines key to common understanding.
- Beginning students need to be exposed to the range of disciplines involved.
- Hands on experience in multiple fields helps students find their pathway/future role
- Hierarchies within the building industry are a barrier to good design
- Engagement between designers and builders, design that understands the building practice;
- Heritage Trades are disconnected in relationship to heritage education in university/professional programs
- People from other fields (eg computer science) don't know how they can contribute, but heritage needs these external skills and insights.

Expanding ideals in built heritage, existing building stock, adaptive reuse

- Adaptive reuse is a specialty in demand. Perception is changing, now seen as more creative by designers
- Conservation is increasingly integrated with adaptive reuse; embodied carbon and sustainability.
- From built heritage to broader existing every day building stock, evolving attitudes about adaptive reuse

Future directions

- Is Artificial Intelligence a major issue or opportunity for heritage work?
- Everything is changing; heritage is about future of society and how to thrive in habitats.
- A lot of current work is about documenting heritage sites, especially ones too dangerous to get to.
- In the UK, the pre-demolition audit is producing a shift around embodied carbon recognition

B. Discussion on Draft Declaration on Heritage Conservation Education/Training in Canada