



CANADIAN ARCHITECTURAL CERTIFICATION BOARD

CONSEIL CANADIEN DE CERTIFICATION EN ARCHITECTURE

Conference 2022

Good Morning!

FRIDAY, October 28th, 2022

- OPENING REMARKS
- THEME 1: THE FUTURE OF ARCHITECTURE – RISE FOR ARCHITECTURE and CANADIAN ARCHITECTURE FORUMS ON EDUCATION (CAFÉ)
- THEME 2: SOCIAL JUSTICE AND WELLNESS
- THEME 3: CLIMATE ACTION AND SUSTAINABLE DEVELOPMENT

OPENING REMARKS

- **Simon Di Vincenzo** Conference Chair
- **Ian MacDonald** Chair, ROAC
- **Izabel Amaral** President CCUSA
- **Alain Rabeau** Conference moderator

AGENDA, APPROACH AND INTRODUCTIONS

- **Alain Rabeau** Conference moderator

APPROACH

- Small table - "Max-Mix" setting
- Presentations
- Table Discussions
- Report Back to Plenary
- Plenary Discussion

ROLES

- Table facilitator – Makes sure everyone participates and keeps track of time
- Table note-taker – Takes notes on key points for the discussions
- Table spokesperson – Reports back on the discussions

INTRODUCTIONS

INTRODUCE YOURSELF:

- Your background
- Your work, your studies, your hobbies
- An expectation you have for the CACB Conference

GROUND RULES

- Be present
- Focus on the issue, the situation
- Seek first to understand, then to be understood

Theme 1: The Future of Architecture: Rise for Architecture and Canadian Architecture Forum on Education (CAFÉ)

- Darryl Condon, AIBC, AAA, SAA, OAA, FRAIC, LEED^R AP
- Lisa Landrum, PhD., M. Arch., B.Arch, MAA, FRAIC, AIA



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HEALTH BREAK

Theme 1: The Future of Architecture

Working Session

Step 1 - Personal Reflection (5 min)

- Work from a space of impressions, intuition, emotions and desire
- Interpret the words and pictures displayed on the cards to form your personal storyboard, your personal hand, or tarot reading of your preferred vision for the future of architecture.
- Using the cards at your table, select cards, form a narrative of "your personal preferred future or vision" for architecture.

Step 2: Share your personal narratives (40 Minutes)

- Each delegate shares their personal storyboard taking no more than 3-4 Minutes each.
- Be listening for areas where your thinking is converging.

Step 3: Create / Describe a collective narrative (20M)

- That expresses your table's view of the future of architecture.
- Assemble your table's storyboard / narrative / hand on the page provided.



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LUNCH BREAK

Theme 2: **SOCIAL JUSTICE AND WELLNESS**

Overview of Issue Papers 6 – 11 – 12 – 18 – 27 – 28 – 30
– 31 - 32

- Tammy Gaber
- Kevin Kunnappilly

Theme 2: SOCIAL JUSTICE AND WELLNESS

Discussion Questions

- 2.1 (Social Justice) How can the academic and professional sectors champion social justice in their practices, processes and strategic priorities? Can architectural education and practice embrace a broader socioeconomic range in the projects that we assign, the student that we welcome and the public that we serve? How might we promote interdisciplinary and community collaboration as well as opportunities to learn from community engagement?
- 2.2 (Accessibility) How do we make our discipline more open to people with visible and/or invisible disabilities? What can we do to identify and remove the barriers that exist in our schools and workspaces? What other barriers exist within our typical schedules and workload?
- 2.3 (Indigenous) How can Indigenous history and culture be incorporated into school curriculum and architectural practices? How can our teaching spaces and curriculum be changed or expanded to be more meaningfully inclusive of Indigenous design, history, practices and methodologies?
- 2.4 (Cultural sensitivities/Diversity) How can we ensure that our processes (e.g. hiring, admissions, evaluations etc.) address the existing biases to be truly open and inclusive to better reflect Canadian society? How can we develop a pedagogy, faculty compliment, architectural mentors and leadership that embraces the diversity of background and culture of students and meets them where they are? How can architectural education and practice evolve to welcome international students and architects so that they feel they really do belong?
- 2.5 (Wellbeing) What strategies for critical self-reflection and transformative change are in progress as it pertains to studio and firm work culture? What can be done to rethink the culture of architecture to be one that better supports wellness? How can educators and practitioners model the way towards wellness?

Theme 2: SOCIAL JUSTICE AND WELLNESS

Discussion starting point:

Tables 1-2-3 Question 2.1

Tables 4-5-6 Question 2.2

Tables 7-8-9 Question 2.3

Tables 10-11-12 Question 2.4

Tables 13-14-15-16 Question 2.5



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HEALTH BREAK

Theme 3: CLIMATE ACTION & SUSTAINABLE DEVELOPMENT

Discussion starting point:

Tables 1-2-3

Question 3.1

Tables 4-5-6

Question 3.2

Tables 7-8-9

Question 3.3

Tables 10-11

Question 3.4

Tables 12-13

Question 3.5

Tables 14-15-16

Question 3.6

Option to use alternate room

Tables 2-4-6

Salon Carleton (this floor)

Tables 7-9-11

Salon Dalhousie (3rd floor)

Theme 3: CLIMATE ACTION & SUSTAINABLE DEVELOPMENT

Discussion Questions

- 3.1 What competencies do students, educators and architects need to empower the profession and to lead climate action regarding our built-environment?
- 3.2 How can architectural students, educators, and practitioners champion responsible planning and management of natural and environmental resources?
- 3.3 How can we change the existing colonial narrative biases within our schools and practices to better address the climate crisis?
- 3.4 How could we establish sustainable development as a core principle/mandate/value of architecture education across the curriculum, mandating the importance of adaptive reuse, and understanding the economic and environmental challenges needed in a rapidly-changing world, framed in the context of the SDGs?
- 3.5 How can we establish, support and mandate community initiatives, curricular objectives and architectural practices that respond to the climate emergency? Do the student performance criteria go far enough in addressing equitable climate action?
- 3.6 How can we leverage emerging technologies and lessons learned from the pandemic to ensure that the curriculum and construction techniques sufficiently prepare for future disruptions? What needs to change? How?

Theme 3: CLIMATE ACTION & SUSTAINABLE DEVELOPMENT

Discussion starting point:

Tables 1-2	Question 3.1
Table 3-4	Question 3.2
Tables 5-6	Question 3.3
Tables 7-8	Question 3.4
Tables 9-10	Questions 3.5
Tables 11-12	Question 3.6



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CLOSING REMARKS & ANNOUCEMENTS