

HERITAGE CANADA
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FIDUCIE NATIONALE

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:



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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 Pamerter (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 Pamerter (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.
 - Pamerter – 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.

Written Comments Submitted:

- 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 an 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 competencies