

# BOARD OF GOVERNORS

The material contained in this document is the Agenda for the next meeting of the Board of Governors.

**Monday, April 27, 2009**

**160 Extended Education Complex**

**4:00 p.m.**

## OPEN SESSION

Please call regrets to: 474-6165 no later than 9:00 a.m.  
the day of the meeting.

Members are reminded that discussions entered into and the decisions made during this meeting are carried out in confidence and are not to be repeated or discussed outside the meeting room. Any material provided for this meeting will be held in confidence afterwards, or it may be returned to the Secretary at the end of the meeting.

Decisions reached during this meeting which are to be announced after the meeting will be made public by official announcement or press release only and such publication does not free members of the obligation to hold in confidence the discussions which took place in the meeting or the material involved.

The continued presence of a member in the room shall indicate acceptance of these conditions.

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## OFFICE OF THE UNIVERSITY SECRETARY



UNIVERSITY  
OF MANITOBA

**AGENDA**

	<b>Presenter</b>	<b>Page</b>
1. <b>ANNOUNCEMENTS</b>	Chair	
<b><u>FOR ACTION</u></b>		
2. <b>APPROVAL OF THE AGENDA</b>	Chair	
3. <b>MINUTES (Open Session)</b>	Chair	
3.1 Approval of the Minutes for the March 17, 2009 meeting (Open Session) as circulated or amended		1
3.2 Business arising – none		
4. <b>UNANIMOUS CONSENT AGENDA</b>	Chair	

*Any member who wishes to debate an item that is listed below may have it removed from the consent agenda by contacting the University Secretary prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motions.*

5. <b>REPORT FROM THE PRESIDENT</b>	President	
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6. <b>FROM FINANCE, ADMINISTRATION AND HUMAN RESOURCES COMMITTEE</b>	Ctte. Chair	
6.1 <u>Referendum: Marcel A. Desautels Faculty of Music</u>		25
7. <b>FROM SENATE</b>	President	
7.1 Proposal for an Aboriginal Design and Planning Option within the Environmental Design Degree		29
7.2 <u>Report of the Senate Committee on Awards [dated February 23, 2009]</u>		65
8. <b>OTHER BUSINESS - none</b>		

**FOR INFORMATION**

9. <b>UPDATES</b>		
9.1 Update from the UMSU President	UMSU President	(oral)
10. <b>FROM SENATE</b>		
10.1 <u>Withdrawal of Statement of Intent to establish a M.A. and Ph.D. in Health Psychology</u>		75

**MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION**  
**MOTION TO ADJOURN**



**Minutes of the Meeting of the Board of Governors  
Open Session  
March 17, 2009**

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The meeting was held at 4:00 p.m. in Room 160, Extended Education Complex.

Present: T. Sargeant, Chair  
J. Leclerc, Secretary

J. Anderson A. Berg P. Bovey R. Eyford A. Glenn  
G. Hatch J. Keselman J. Lederman H. Milan D. Ruth  
R. Sigurdson M. Sitter J. Sopotiuik T. Strutt M. Tripple  
S. Van Schie

Assessors Present:

B. McKenzie J. Sealey

Officials Present:

E. Goldie K. Inskip D. Jayas R. Lobdell D. McCallum

Regrets:

D. Barnard A. Black R. Dhalla R. Mahé W. Norrie R. Zegalski

1. **Announcements**

Mr. Sargeant congratulated Mr. Tripple on his re-election as UMSU Vice-President Advocacy. Mr. Sargeant noted that Dr. Keselman would be representing Dr. Barnard at the meeting and that Dr. McKenzie was present as UMFA assessor in Dr. Booth's absence.

2. **Approval of the Agenda**

Mr. Sargeant noted that item 7.2, Term Appointment and Tenure for Academic Staff Excluded from Bargaining Units, had been withdrawn from the agenda.

On request of a Board member, item 4.1, Approval of the Open Minutes for the January 27, 2009 meeting and item 7.4, Policy and Procedure: Biological Safety, were removed from the Unanimous Consent agenda.

It was moved by Mr. Strutt and seconded by Dr. Anderson:

**THAT the agenda for the March 17, 2009 Open Session be approved as amended.**

**CARRIED**

**2. Unanimous Consent Agenda**

It was moved by Dr. Sigurdson and seconded by Ms. Bovey that the Board of Governors approve the following motions by unanimous consent:

**THAT the Board of Governors approve the Policy: Violent or Threatening Behaviour as presented.**

**THAT the Board of Governors approve that a \$2.00 per credit hour contribution be assessed against students in the School of Dental Hygiene for a three year term commencing in the fall of 2009.**

**THAT the Board of Governors approve that a \$5.83 per credit hour contribution be assessed against students in the Faculty of Dentistry for a three year term commencing in the fall of 2009.**

**THAT the Board of Governors approve 12 new offers, six amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 17, 2008].**

**THAT the Board of Governors approve the establishment of an Endowed Chair in Renal Transplant.**

**THAT the Board of Governors approve the establishment of a Research Chair in Watershed Science.**

**CARRIED**

**3. Minutes**

**3.1 Open Minutes**

It was moved by Ms. Bovey and seconded by Ms. Hatch:

**THAT the minutes of the March 17, 2009 Open Session be approved as circulated.**

**CARRIED**

**4. Report from the President**

Dr. Keselman congratulated Dr. Jayas for being the co-recipient of the prestigious 2009 Brockhouse Canada Prize for Interdisciplinary Research in Science and Engineering. She noted that this prize has been awarded annually for the past four years and that University of Manitoba

researchers have been the recipients twice. Dr. Keselman also noted that the 2009 federal budget included a significant allocation of \$2 billion to support infrastructure projects in universities and colleges and that the University of Manitoba is working in conjunction with the provincial government to optimize the potential access to funds.

## 5. **From Governance Sub-Committee**

### 5.1 Code of Conduct for Members of the Board of Governors

Mr. Sargeant noted that the Code of Conduct has been under consideration for a number of years and after many comments and changes is ready to be considered for approval. He added that it covers a number of areas for Board members including integrity, partiality, confidentiality, rules of conduct and conflict of interest. The Code includes a declaration that members will be required to sign annually.

Dr. McKenzie noted that the General Duties and Obligations of Members section included a statement that a member shall not assist any organizations in its dealings with the University when it may result in real or apparent preferential treatment, and asked for clarification on that point in respect to the assessor representing UMFA. Mr. Sargeant replied that any gains that may be garnered would be by the whole group, such as UMFA, not just to the individual assessor and therefore are not a concern.

Mr. Sargeant reiterated that any conflicts of interest that arise throughout the year should be disclosed to the University Secretary and that a conflict of interest can be declared verbally during a meeting if one arises.

The Board requested that wording of the resolution be revised by deleting "Bylaw".

It was moved by Ms. Hatch and seconded by Ms. Sitter:

**THAT the Board of Governors approve the Code of Conduct for Members of the Board of Governors, to be effective June 1, 2009.**

**CARRIED**

## 6. **From Finance, Administration and Human Resources Committee**

### 6.1 Interim Spending Guidelines for 2009-10

Mrs. McCallum explained that this submission is considered by the Board on an annual basis as the provincial funding allocation is unknown at this point, and the interim spending guidelines allow the University to continue with business from April 1<sup>st</sup> until the operating budget is approved by the Board.

It was moved by Ms. Bovey and seconded by Dr. Sigurdson:

**THAT the Board of Governors authorize interim spending guidelines based on 98% of the current 2008-09 baseline operating budget from April 1, 2009 until the Board of Governors approves the 2009-10 operating budget.**

**CARRIED**

6.2 2009-10 Residence Board and Room Rates

It was moved by Ms. Bovey and seconded by Dr. Anderson:

**THAT the Board of Governors approve the room and board rate increases for 2009-10 for the Arthur V. Mauro Residence, Mary Speechly Hall, Taché Hall, and University College as presented.**

**CARRIED**

6.3 Policy and Procedure: Biological Safety

Dr. Anderson observed that the procedure outlines that the Executive Director of Human Resources shall appoint members to the Biological Safety Advisory Committee and asked for clarification on how the appointments would be made, along with noting a concern of too much oversight being created. Mrs. McCallum replied that the appointments would be made in consultation with the Vice-Presidents and others with expertise in this area to create a diverse and knowledgeable Committee.

It was moved by Ms. Bovey and seconded by Dr. Anderson:

**THAT the Board of Governors approve the Biological Safety Policy as presented.**

**CARRIED**

7. **From Senate**

7.1 Proposal for a Joint Master's Program in Peace and Conflict Studies

Dr. Keselman provided with Board with an overview of the recommendation, highlighting that this program would create a joint program building on the strengths of the both the University of Manitoba and the University of Winnipeg. She added that the proposal had been submitted by the Faculty of Graduate Studies to the Senate Planning and Priorities Committee (SPPC) for consideration, followed by the Senate Executive. Senate Executive referred the proposal to the Senate Committee on Academic Freedom (SCAF) for discussion. Following consideration of the SPPC and the SCAF reports, Senate Executive placed the proposal on the February Senate Agenda for consideration.

Ms. Milan asked if it was correct to assume that the approval is based on the funding requirements being met. Mr. Sargeant replied that the program approval process involves the

Board approving the proposal prior to funding from COPSE. If funding is not secured, the program is not implemented. Dr. Keselman added that the Provost will not allow a program to be implemented without adequate funding.

Ms. Lederman noted the significant amount of national and international support for the program. Dr. Lobdell added that there are relatively few programs in this area and that there has been nothing but praise for the proposed program. Dr. Keselman remarked that if the program were implemented, it would position us uniquely in the world as Winnipeg would join Washington, D.C. as the only two locations that would offer the full range of programs from the Bachelor, Master's through Ph.D. levels.

Dr. Anderson, as the representative of Senate that chaired SCAF, remarked that the SCAF report has no intention of detracting from the merit of the program as it is an important area, however is also important for the Board to understand that while the full time faculty of the program would be from the University of Manitoba and the University of Winnipeg, there would also be adjunct professors from Menno Simons College. As there are academic freedom differences between the institutions and no independent grievance boards in case of a conflict, SCAF saw an issue related to protecting academic freedom. Dr. Anderson added that she respected Senate for the debate that occurred regarding the proposal.

It was moved by Dr. Sigurdson and seconded by Ms. Lederman:

**THAT the Board of Governors approve the proposal for the Joint Master's Program in Peace and Conflict Studies [as recommended by Senate February 4, 2009].**

**CARRIED**

The Board of Governors received the following items for information:

**10. Reports**

**10.1 Update from the UMSU President**

Mr. Sopotniuk reported that the UMSU election held in early March had a 20% voter turn-out and noted that Mr. Tripple had been re-elected to his position as Vice-President Advocacy. He also discussed the CFS lobby week in Ottawa that including meetings with over 200 parliamentarians to discuss issuing regarding PSE funding, including funding transfers between granting councils. Mr. Glenn added that GSA had also recently held an election and that voter turn-out had increased by 4%.

**11. From Senate**

**11.1 Report of the University Disciplinary Committee for the period of September 1, 2007 to August 31, 2008**

Motion to Move to Closed and Confidential Session

It was moved by Ms. Van Schie and seconded by Dr. Ruth:

**THAT the Board of Governors move into Closed and Confidential Session.**

**CARRIED**

Motion to Adjourn

It was moved by Mr. Sopotiuik:

**THAT the meeting adjourn.**

**CARRIED**

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Chair

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University Secretary



## PRESIDENT'S REPORT: April 27, 2009

### I. GENERAL

The report of the *Commission on Tuition Fees and Accessibility to Post-Secondary Education* was released on April 2, 2009. It includes many recommendations, several of which could have a positive impact on the post-secondary education system if they are implemented.

Of particular significance to the University of Manitoba is the Commission's work on tuition fees. Although the report acknowledges that there is no demonstrable link between the level of tuition fees and access to post-secondary education, it recommends that Manitoba's tuition fees remain lower than the national average, recommending a total fee increase (fees plus tuition) of the lesser of \$150.00 or 5% per student.

The University of Manitoba's detailed response to the report was given to the Honourable Diane McGifford, Minister of Advanced Education and Literacy, following a meeting she convened to seek the views of university presidents (attached). Although the Province has not yet responded to the Commission's recommendations, its response is anticipated in the near future. We are hopeful that the Province will consider a range of perspectives in determining how to respond to the Commission's recommendations, including our concerns that the limited scope assigned to the Commission did not allow it to examine the overall sufficiency of operating funding in the university system.

Following the signing of key agreements including a land lease with the University, on April 2, 2009 it was announced that a new 30,000 seat (expandable to 45,000 seats) stadium will be built by 2011 at the intersection of University Crescent and Chancellor Matheson Drive, pending approval by the Board of Governors. The deal includes \$22.5 million in funding towards a retrofit of the University Stadium, relocation of the playing fields and a new fitness facility.

The April 6 Town Hall about the International College of Manitoba (ICM) provided an opportunity for members of the University community to share their views on the contract between the University of Manitoba and Navitas. Although no specific resolution emerged from the meeting, the willingness demonstrated by those in attendance to offer their ideas and perspectives was welcome. We will continue to work toward resolution on this issue in a cooperative and consultative manner, including with our partners at the ICM and Navitas.

Over the past few months, two committees have devoted a great deal of time and attention to the consideration of candidates for the positions of Vice-President (Academic) and Provost and Vice-President (Research). I am pleased that both committees have been able to make unanimous recommendations to the Board and I would like to thank all members of the committees for their contributions to this important process.

### II. ACADEMIC MATTERS

- The Annual Emerging Leaders Dinner in celebration of current and future leaders of the University of Manitoba was held on April 2, 2009. The theme of this year's event was LEAD, SERVE, ENGAGE, and the dinner attracted 100 participants, which included 65 students. Three

student leaders spoke of an impact moment which they described as transformational in their lives. For Matt Henry, this moment revolved around his leg injury during our successful Vanier Cup Championship in 2007. Clair Cerilli-Stankevicius and Dylan Hoemsen talked passionately while sharing their experiences on international service learning projects. Clair spent two weeks working on a service project in El Salvador during spring break; while Dylan spent five weeks observing international development projects in northern Bangladesh. The evening ended with an inspirational talk by world renowned presenter Mike Lipkin, President of Environics/Lipkin, the motivation and sales empowerment practice of Environics Research Group, one of Canada's leading research houses. The Emerging Leaders Dinner is the cornerstone of the Student Life Program, which is geared towards student leadership and service learning initiatives and is spearheaded by Mr. Joe Danis, Director of Housing and Student Life.

- Winnipeg Modern, Architecture 1945 - 1975 edited by Serena Keshavjee and published by University of Manitoba Press has won the 2009 Melva J. Dwyer Book Award. The Dwyer Award is administered by the Art Libraries Society of North America Canada Chapter, in honour of Melva J. Dwyer, former head librarian of the University of British Columbia Fine Arts Library. The award recognizes her dedication and lifetime contribution to art librarianship, and is given each year to the creator of an outstanding reference or research tool relating to Canadian art of architecture.
- In early April, "Lord Selkirk: A Life", written by Jack Bumsted and published by the University of Manitoba Press, won the John W. Dafoe award for the best book on Canada or Canadians published in 2008. The John W. Dafoe Book Prize is a national book award named in honour of John W. Dafoe, one of the most important Canadian journalists and editors of the twentieth century. This \$10,000 prize is among the largest book prizes in Canada and is awarded to the book that best contributes to the understanding of Canada. The prize was established in 1984, and past winners have included many notable Canadian historians, including Jack Granatstein, Stephen Clarkson, and Tim Cook. Dr. Bumsted is the first author to win the Dafoe prize twice; he also won in 1988.
- "Lord Selkirk: A Life" and another University of Manitoba Press title, "Politics in Manitoba" by Chris Adams, have been shortlisted for the Isbister Non-Fiction Prize. The Isbister Non-Fiction Award is presented each year for the best book of non-fiction written by a Manitoban. It was established in 2001, and past winners have included well-known writers Miriam Toews and Jake MacDonald. The Award is named after Alexander Kennedy Isbister (1822-1883), a pioneering Manitoba writer, educator, and advocate for Native rights.
- Congratulations are also due to Pat Bovey, Board of Governor's member, who is one of the other nominees for the Isbister Prize for "Head Space: Five Decades of Bruce Head", which Pat wrote with Any Karlinsky.

### **III. RESEARCH MATTERS**

- Dr. Harvey Chochinov, Distinguished Professor and Canada Research Chair in Palliative Care, received the O. Harold Warwick Prize on November 4 at a special event held at CancerCare Manitoba. The prize, which is part of the National Cancer Institute of Canada's and Canadian Cancer Society's annual awards of excellence in cancer research program, is given to a scientist

whose research has had a major impact on cancer control in Canada. Dr. Chochinov received a personal award of \$2,000. The prize also comes with \$20,000 for his University of Manitoba research program.

- Dr. Diana Brydon, English, Film and Theatre, was inducted as a Fellow of the Royal Society of Canada (RSC) on November 15. Dr. Brydon is a Canada Research Chair in Globalization and Cultural Studies. This brings the University of Manitoba total to 39 RSC Fellows.
- Mr. Raed Joundi received a 2009 Rhodes Scholarship. Mr. Joundi graduated from the University of Manitoba in 2007 with a Bachelor of Science degree and is currently pursuing a medical degree at Queen's University.
- Three University of Manitoba researchers were honoured at the Arthritis Society's 60<sup>th</sup> Anniversary: Dr. Hani El-Gabalawy, Rheumatology Research Chair, Dr. Fletcher Baragar, Rheumatologist, and Dr. Kiem Oen, Pediatric Rheumatologist for making significant contributions to patient care, education and research.
- The Institute of Cardiovascular Sciences at the St. Boniface General Hospital Research Centre held their annual Awards Days in November, during which they gave honours to 11 international members of the cardiovascular research community. A recognition luncheon was hosted by the V-P (Research) at the University Club for the award recipients.
- As a prelude to the Canada Foundation for Innovation (CFI) Board of Directors meeting, held in Winnipeg on November 18, the President and Vice-Presidents of CFI toured two laboratories at the Bannatyne Campus to see how their investments aid our researchers. The delegates were given a tour of the Manitoba Centre for Proteomics and Systems Biology by Dr. John Wilkins. They also enjoyed a close-up look at Dr. Keith Fowke's Viral Immunology laboratory. After the tours, a reception was held for the delegates to afford them time to speak to the research community at the Bannatyne Campus. In the evening, CFI hosted a formal banquet of over 200 people, recognizing the CFI-funded research in the Province of Manitoba.
- In November, the Advanced Foods and Materials Network (AFMNet) launched their "Verna J. Kirkness - Be a Food Researcher for a Week" program, an Aboriginal (Métis, First Nations and Inuit) Youth in Science Initiative. The launch took place at the Richardson Centre for Functional Foods and Nutraceuticals and was a great success, with a performance by the Loud Sounding Thunder Drumming Group and a speech from program namesake Dr. Verna J. Kirkness. Dr. Kirkness received an honorary degree from the University of Manitoba at Spring Convocation. AFMNet is one of the Networks of Centres of Excellence; the University of Manitoba has eight researchers affiliated with AFMNet.
- The Canada Foundation for Innovation, through its Leaders Opportunity Fund, awarded nine projects a total of \$2,091,296. The projects focused on topics from sea ice to songbirds to obesity. A press conference was held in early January with Minister of State for Science and Technology, Dr. Gary Goodyear, announcing this funding. Following the news conference, a tour of a CFI-LOF funded protein x-ray diffraction laboratory in the Department of Microbiology was conducted with Dr. Goodyear, M.P. for Winnipeg South Rod Bruinooge, and Dr. Eliot Phillipson, President and CEO of CFI.

- *edna fedya*—a new restaurant located at One Research Road in Smartpark—opened on December 1<sup>st</sup>. It has been a resounding success. The restaurant's location fronts onto a patio – a neat little town square for the businesses at One Research Road – which means people will have the option of eating indoors and out during the summer months. The 1,100 s.f. restaurant is open seven days a week from 7 a.m. to 5 p.m. featuring an all-day breakfast and lunch menu. It is a subsidiary of Stella's Café and Bakery, a popular Winnipeg café.

#### IV. ADMINISTRATIVE MATTERS

- The Province of Manitoba announced on March 25, 2009 that the COPSE base operating grant will be increased by 4.5%. As noted, the report of the *Commission on Tuition Fees and Accessibility to Post-secondary Education in Manitoba* was released on March 31, 2009, although the Province has not yet responded to the report. Work continues on the development of budget recommendations and solutions for presenting a balanced budget to the Board of Governors for consideration at its May meeting.
- We are in the process of setting up a legal entity in Kenya to act on behalf of University of Manitoba in particular with respect to the STD/HIV projects, but potentially on other related projects as well. Research indicates that a Non-Governmental Organization (NGO) is the only type of entity which combines the powers, tax exemptions, and local character necessary to achieve the stated goals. NGO's are a widely used vehicle for charitable work within the developing world. With proper administrative and financial controls, an NGO can be an effective and prudent tool to enhance the University's mission.
- On March 28 there was a significant fire in the Duff Roblin Building. All occupants were safely evacuated and no injuries to people or animals occurred. The west wing sustained serious damage that will affect its use until September, 2009 and beyond. The entire building experienced significant smoke and water damage. A Recovery Team was established immediately on March 29 and meets in Room 207 University Centre which was set up as an Emergency Operations Centre. The priority beyond safety is to minimize the impact on staff and student activities. The departments affected are Psychology, Biological Sciences, Anthropology, Human Nutritional Sciences and Textile Sciences. All have been relocated to new spaces and have rescheduled all classes and laboratories. An architect plus mechanical, electrical and structural consultants have been appointed to begin working with the affected units on reconstruction.
- PricewaterhouseCoopers has been engaged to conduct a study of the University's impact (Economic Impact Study) on the local and provincial economies. The report should be issued by September.
- Communication has gone out to all staff regarding the University Pension Plan advising of the University's intent to exercise its right to elect the solvency exemption under the new provincial legislation affecting Universities. Two information sessions were held on April 21 (Fort Garry) and 22 (Bannatyne).

## V. EXTERNAL MATTERS

- Total funds raised from April 1 2008 to March 31, 2009: \$44,122,060.37

<b>Allocation</b>	<b># of Gifts</b>	<b>Gift Amount</b>
Athletics	366	\$170,353.57
Capital Funds	701	\$10,723,104.74
Chairs/Professorships	58	\$4,684,885.54
Equipment	86	\$185,683.00
Faculty/Department/School/College Support	4,548	\$6,668,541.18
Gift-in-Kind	230	\$909,995.65
Lectureships	77	\$41,176.25
Libraries/Galleries/Museums	686	\$7,449,613.40
Research	78	\$2,953,638.92
Student Support	4,555	\$9,870,536.65
Unrestricted and Other Gifts	1,152	\$464,531.47
<b>TOTAL</b>	<b>12,092</b>	<b>\$44,122,060.37</b>

- On April 30, 2009 the Faculty of Medicine announced Dr. Bernstein as the holder of the Bingham Chair in Gastroenterology named for Dr. John Bingham (MD/40), who donated \$1 million to support the chair.
- Alumni receptions will be held in Victoria on Thursday, June 11 at the Hotel Grand Pacific and in Vancouver on Friday June 1, 2009 at the Renaissance Vancouver.
- The April issue of On Manitoba was mailed in April, featuring Peter Herrndorf, OC, OOnt, (BA/62, LLD/06), president and CEO of the National Arts Centre. This issue also carries faculty and school newsletter inserts, with 13 faculties participating.
- The Government Relations Office coordinated the preparation and submission of 21 proposals totaling \$70 million to the federal Knowledge Infrastructure Program. Results are expected within two to three months.



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UNIVERSITY  
OF MANITOBA | Office of the President

April 7, 2009

Honourable Diane McGifford  
Minister of Advanced Education and Literacy  
Province of Manitoba  
162 Legislative Building  
450 Broadway  
Winnipeg, MB R3C 0V8

Dear Minister McGifford,

I am writing in response to the report issued by the Commission on Tuition Fees and Accessibility to Post-Secondary Education in Manitoba on April 2, 2009 and our subsequent meeting on April 3, 2009.

Our discussion was quite helpful in providing clarification about a number of the issues and recommendations included in the report, and I appreciated the opportunity to provide you with preliminary feedback on behalf of the University of Manitoba. As I mentioned last week, there are several components of the report that we believe are quite positive and many of the recommendations could result in significant benefit to the post-secondary education system, if implemented. At the same time, however, the limitation of the Commission's work to issues of tuition fees and accessibility alone ignores broader and pressing considerations related to the overall sufficiency of operating funding for the university system. Accordingly, we would encourage that overall income available to the institutions on a per student basis (fees plus grants) be ascribed a similar degree of importance in your deliberations.

I understand that you will be consulting with your colleagues before you issue a response to the report. I appreciate the willingness you have demonstrated to date in seeking the perspectives of the University of Manitoba and I have attached our analysis of the report and its recommendations for your consideration.

Sincerely,

David T. Barnard, Ph.D.  
President and Vice-Chancellor

cc: The Honourable Gary Doer, Premier of Manitoba  
Honourable Greg Selinger, Minister of Finance  
Paul Vogt, Clerk of the Executive Council  
Heather Reichert, Deputy Minister of Advanced Education and Literacy

/hc

**Response to Levin Commission Report**  
**University of Manitoba**  
**April 7, 2009**

We welcome the Report's emphasis on improving accessibility, participation and success of students in the provincial post-secondary system. It is a careful and thoughtful document, and can serve as a catalyst for improving the Province's post-secondary education.

The Report makes a number of interesting observations. In particular, we note the following (reproduced in the order in which they appear in the document):

1. "Manitoba needs more post-secondary graduates, a change that will require government action."
2. "[S]carce funds now used to keep tuition low could be better used to limit debt levels for those with more need."
3. "[L]arge and sudden increases in tuition are not desirable."
4. "[A]ccessibility only matters if there are programs of quality for students."
5. "The government should consider redirecting some resources from relatively ineffective measures, such as tax credits, to more effective strategies."
6. "[T]uition fees are not the main barrier to participation or success in post-secondary education."
7. "In theory Manitoba could have an entirely independent policy in areas such as post-secondary tuition, but in practice it cannot. ... Despite these constraints, Manitoba has substantial autonomy in its policy choices, which it should exercise. But it must do so in a way that recognizes the potential impacts from being very different from other jurisdictions."
8. "A large body of literature from many different places demonstrates that more education is linked with every favourable life outcome."
9. "Public policy is always a matter of choices between competing goods. It is never possible to do everything that might be desirable; governments have to choose how best to use limited resources. These choices should be, first and foremost, grounded in the best available evidence. However, they must be within the realm of public acceptability. Policies will not be adopted, no matter how strong the evidence, if they do not have sufficient public support."
10. "[M]ost Manitoba students are able to finance their studies with either no debt or quite moderate levels of debt. At the same time, a small number of students do end up with quite high levels of debt...."
11. "[E]very analysis reviewed for this report showed that private rates of return were higher than the public returns."
12. "The absence of evidence linking tuition to participation is disappointing, and even incredible to some people for whom low or free tuition has long been an iconic principle of belief, but it is the conclusion one comes to from a careful consideration of all the research."
13. "Students and their families appear to have limited or sometimes misleading information on matters related to the costs and benefits of PSE, as well as to possible sources of funding."
14. "The commission recommends that Manitoba set a goal of limiting the combined maximum debt from federal and provincial student loans for students pursuing the first degree or diploma...."
15. "Manitoba Student Aid should make efforts to ensure that no students end up in a catastrophic situation due to high debt...."

In spite of our strong support for many of the arguments in the body of the Report, we do have some problems with its recommendations, not all of which are derived from the Report's arguments but are arbitrarily established. We must assume that these represent the Commission's assessment of the appropriate balance of evidence and acceptability (see point 9 in the list of quotations from the Report) because they are not justified in any explicit manner.

Further, we have some concerns about issues that are related to it but are outside its scope. The report acknowledges that "(t)he question of whether colleges and universities in Manitoba are adequately funded is outside the scope of this Commission." From the perspective of the University of Manitoba, it is of vital importance that this question be debated and the relationship between quality and cost in post-secondary education be considered.

## **ANALYSIS**

The cost drivers for universities are salaries (about 80%), especially of faculty members, then library acquisitions, energy and equipment (principally computers); all else is almost insignificant in percentage terms. Since the market for faculty is national and for library materials essentially in the US (and thus subject to currency valuation changes), there is little reason to believe that the cost of quality education can be lower in Manitoba than it will be elsewhere in Canada. We do not have any secrets here about educating people that are not known everywhere else. Certainly we should make improvements here in Manitoba, but producing unusually high quality for unusually low cost simply should not be expected.

What little evidence we have supports this. A linear regression of FTE enrolment predicting operating funding for all 71 Canadian universities shows the University of Manitoba's funding to be approximately \$18M below the predicted value, with the model being a very good predictor. A similar analysis using only medical doctoral institutions shows the University of Manitoba's funding to be approximately \$56M below the predicted value, again with a strong model. Further, the 6 institutions that fall below that regression line are ranked by MacLean's 10, 10 (tied), 12, 13, 14, 15 (UM), suggesting that there is a very broad linkage between relative underfunding and at least the perception of achievements.

Specifically related to the Report, we observe the following:

1. The Recommendations of the Report, taken together, explicitly state that:

- a. Manitoba should set targets for participation rates that are above national averages.

This is a good public policy objective as it should give the province an advantage in building capacity for economic, cultural and social development.

- b. Manitoba should have "moderate" tuition fees, increasing slowly and remaining below the Canadian average.

There is no justification given for the specific rate of increase proposed as a cap – presumably this is based on the Commission's estimate of "moderate" and "acceptable", but it would be valuable to have that justified or at least explained. Nor is there any justification provided of the very significant public policy choice of keeping fees below the national average.



Perhaps this is based on the Commission's perception that the degree of misinformation about the relative level of costs and benefits of post-secondary education is higher in Manitoba than elsewhere, and thus some additional psychological incentive is required here. But whether this or some other justification lies behind the Commission's proposal cannot be determined from the Report.

- c. Manitoba's system of student financial assistance should be the best in Canada.

If government acts on these recommendations there will be, on a per capita basis relative to the rest of the country, more students in the Manitoba system with students paying less than elsewhere, so overall costs in the system will rise.

2. It is commendable to insulate students from rapid change in costs. Unfortunately, institutions are not similarly insulated from such rapid changes, as the current pension cost increases in all institutions demonstrates dramatically. This is, again, an imbalance of forces, with a disproportionate amount of the force being applied to the institutions.
3. Surprisingly absent from the list of possible bases for setting tuition is relativity to other provinces, a consideration, surely, in almost all areas of public pricing (utilities, taxes, etc.) and allocations (health spending). Such relativities surely constrain the overall amount of public money available for other expenditures and need to be held in balance.

Of course it is possible for one province to act differently than other provinces in some area of public expenditures. But surely the public – and especially those directly involved – have some right to understand deviations from common practice elsewhere. It should be noted that tuition fees in Manitoba are identified as being over \$1,000 per student below the national average. Even if our fees were set at the national average level, fees in seven provinces – including those in Manitoba's neighbouring provinces – would still exceed those charged in Manitoba.

4. If education is to receive less from those who use the service, the question of whether other publicly funded sectors in Manitoba will get relatively less so that government can make up the difference to the institutions, or whether the post-secondary system will be relatively underfunded, becomes a critical consideration. Its importance will increase in prominence over time given the recommendation that there be a rate of increase in fees less than the rate of increase in costs, so that students will pay a smaller percentage each year.
5. To suggest that some institutions might want to differentiate themselves by having somewhat lower fees seems unwarranted when a) provincially fees will already be low, b) there is no commitment to offsetting funding and c) as the report cogently argues, there is no evidence that lower fees incent participation.
6. The Report recommends that differential fees for programs cannot be based on costs alone but must also be tied to increased benefits for students. This appears to be linked to the statement earlier in the Report that higher education results in an annual rate of return to students of between 12% and 20%. The Report also states "there is no reason the disparity in fees should get larger every year." Prices, however, are usually tied to costs and benefits – an explicit assumption elsewhere in the Report, else one must question why students should pay fees at all.

The recent practice in the province has been to let student referenda determine the willingness of students to pay differential fees, sometimes to meet costs or to provide benefits or both. But the Report recommends that students no longer be allowed to make this choice: they could not pay for differentially higher costs even if they were willing to do so.

7. Though we agree that tax incentives are not the most effective way for government to invest in the system, the Manitoba Scholarship and Bursary Initiative should be enhanced because it is a very effective means of attracting private sector support.
8. We note the recommendation regarding graduate fees is less specific than the one for undergraduate tuition. This point is helpful, especially considering that the University has spent the better part of the last couple of years reviewing the structure of graduate fees and has not yet issued a final report or made recommendations.

As is the case with graduate programs, the University of Manitoba is the primary provider of professional education in Manitoba. Professional education, especially accredited professional programs, have very different requirements than general undergraduate programs.

The University requests that Government consider providing more flexibility in the parameters for fees as it relates to graduate and professional programs.

9. "Three years from now, in 2012, COPSE should recommend to the government, following the principles outlined in this report, a further three year maximum for tuition increases." The three year review period is welcome.

If government and the institutions are together successful in the communication of information to prospective students and their families about the costs and benefits of post-secondary education, there should by the end of three years be no relatively worse misinformation about those costs and benefits in Manitoba – even if there is one now that could justify keeping fees lower than the average – and there should be no reason to continue to keep costs lower here than in other jurisdictions.

10. We strongly support the Targeted Accessibility Program and welcome the assistance it will provide to our efforts to improve participation. We are noticing under-representation in a number of groups, including the relatively new phenomenon of under-participation of men, and are committed to our efforts to improve participation and success.
11. We question the priority assigned to the allocation of scarce funding to the Council to carry out research and oversight. Much of the cost implication of the recommendations in the Report will be felt by the institutions actually doing the work of educating students. In addition, we anticipate that the Council will turn to the institutions to collect the raw data that the Council will then process.
12. The Report can be read as suggesting that little should change. The Report gathers tuition fees and ancillary fees under the umbrella constraint of \$150 per student per year increases, and this is on the order of the changes that have been occurring in recent years in any case, even during the freeze on tuition fees.

In summary, with the language of “lifting the tuition freeze” the Report effectively recommends the status quo for this year, increased costs in future years (large enrolments, generous student support, lower than average fees) and a decreasing share of those costs to be borne by students (because the increases are fixed to a dollar amount not a percentage).

Since the status quo provides considerably less funding per student to the University of Manitoba than is the case for other medical-doctoral universities in Canada, the implementation of the recommendations in the Report will exacerbate an already difficult situation.

While the Commission was not charged with considering overall funding to the post-secondary system, government and the system certainly share a concern for this. Because the Commission’s recommendations address only one part of the financial picture for universities without addressing the other, viz., the sufficiency of operating grants, it is difficult to discern how government can responsibly address these recommendations in isolation. We submit that the debate in recent years about tuition fees would surely not have been so poisonous and polarized if operating grants plus lower fees were sufficient to maintain quality, or even to maintain funding comparable to what is received in other jurisdictions.

When governments constrain prices, they take away the possibility of market phenomena to determine outcomes, and that is a reasonable thing to do in areas of public good. But this leaves the onus precisely where it has been all along in post-secondary education: on government to achieve an adequate level of funding through the *combination* of fees and grants.

Lower than average cost to students in Manitoba offset with higher than average costs to taxpayers through higher than average grants is a reasonable public policy choice for government, but it is outside the scope of the Report. Lower than average cost to students in Manitoba combined with average or lower than average costs to taxpayers through average or lower than average grants is another possible public policy choice for government, but it will relegate the post-secondary system in this province to a lower than average quality ranking. It would be good if government were to make explicit the position it intends to take so that institutions can plan accordingly.

Although we welcome the many valuable contributions in the Commission’s Report to the public policy debate on accessibility to post-secondary education, we perceive its recommendations related to tuition fees to represent an attempt on the part of the Commission to find a balance between evidence and acceptability.

While the Report nominally recommends the freeze be lifted, it in fact at the same time takes away room that Government has allowed the universities in recent years (growth of non-tuition fees and increases supported by referenda) and thus freezes the status quo. There are other ways to determine a balance between evidence and acceptability and perhaps it is time for Government and the universities to seek such other means together.

# Operating Funding and Enrolment at The University of Manitoba A Comparison With Canadian Institutions: Overall and Medical Doctoral Only

## Purpose

The purpose of the analysis was to examine the relationship between full-time equivalent (FTE) enrolment and operating funding at Canadian universities, with a view to determining to what extent the University of Manitoba's funding is explained by its enrolment.

## Data Sources

FTE enrolment data for 2006 were obtained from the Association of Universities and Colleges of Canada (AUCC). Operating funding data were obtained from the 2006-07 Canadian Association of University Business Officers (CAUBO) Financial Reports for Universities and Colleges. Member colleges were rolled into figures for the "parent" institutions.

## Analyses

Two analyses were performed, one included all 71 Canadian universities, and one included only the 16 medical doctoral institutions. Data were analyzed using linear regression.

Linear regression attempts to find relationships between two or more variables. In this study, FTE enrolment was the independent variable, and it was employed to predict the value of the dependent variable, operating funding.

Enrolment and funding for each institution were plotted on a graph, and a linear regression line was calculated. The formula can then be used to determine each institution's distance from the regression line. The model provides an adjusted r-squared value, which represents the variability of the results. The closer the value is to 1.0, the stronger the association between the two variables.

## Results

**Analysis 1** shows the scatter plot for all 71 institutions, with the University of Manitoba's data point identified. When the formula for the regression line is employed, the University of Manitoba's operating funding is approximately \$18M below the predicted value of the model. The adjusted r-squared value is .956 suggesting a strong association between enrolment and funding.

**Analysis 2** shows the scatter plot for the 16 medical doctoral institutions. Each institution's position on the graph is identified. When the formula for the regression line

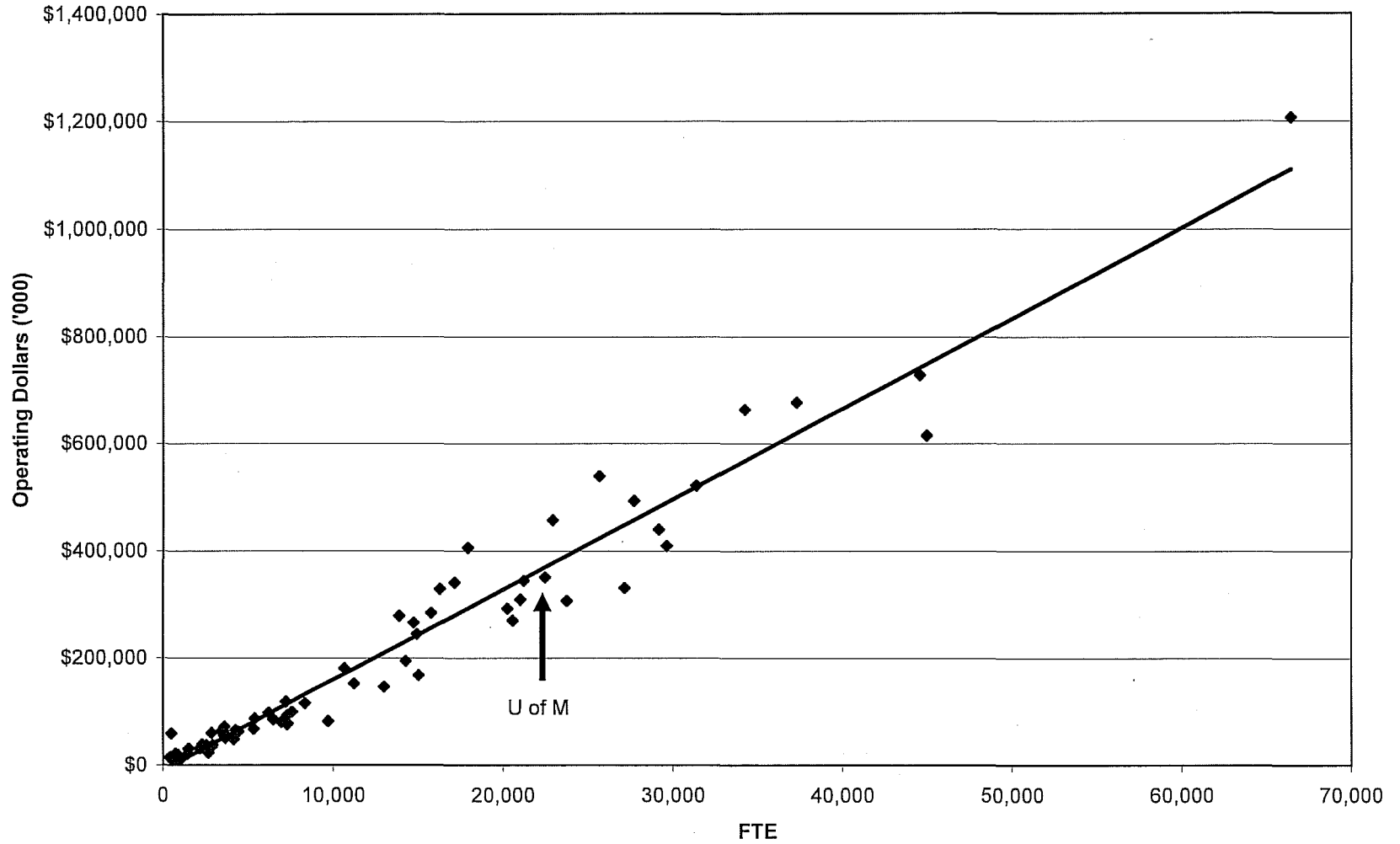
is employed, the University of Manitoba's funding is approximately \$56M below the predicted value shown in the model. The adjusted r-squared value is .937 suggesting a strong association between enrolment and funding.

## **Conclusions**

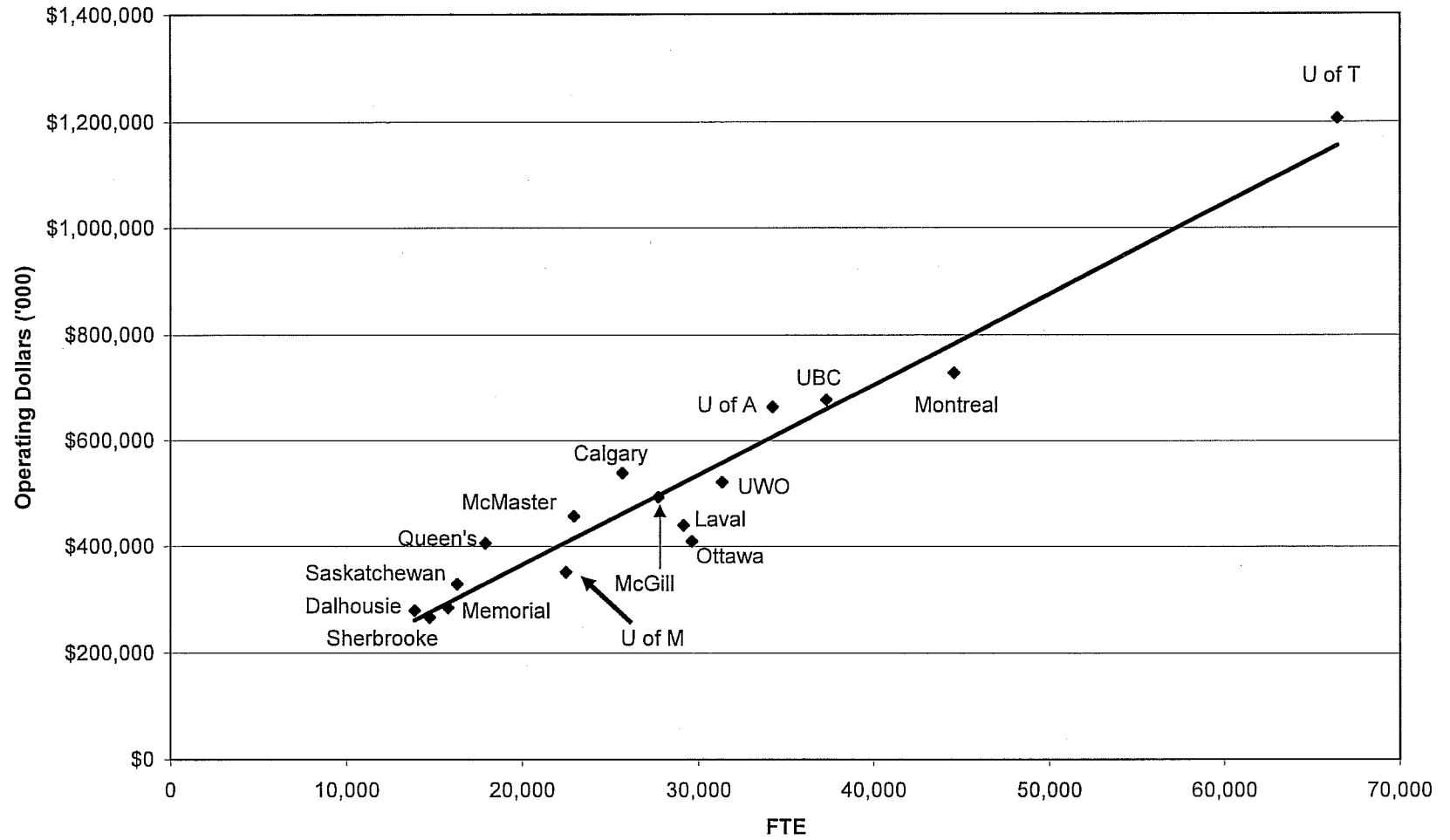
The adjusted r-squared values obtained from the regression analyses suggest a strong association between enrolment and funding. The results indicate that the University of Manitoba's funding is below the level predicted by the model. However, the model is limited because it does not consider other factors which could be reasonably assumed to affect funding. Therefore, the results should be considered as a general indicator of the funding situation.

## Attachments

Analysis 1  
All universities n = 71



Analysis 2  
Medical/Doctoral Universities Only n = 16





**AGENDA ITEM:** *Marcel A. Desautels Faculty of Music*

**RECOMMENDED RESOLUTION:**

*That a \$1.66 per credit hour contribution be assessed against the students in the Marcel A. Desautels Faculty of Music for a one year term commencing in the fall of 2009 as outlined in the letter from Dr. Edmund Dawe, Dean of the Marcel A. Desautels Faculty of Music, dated March 19, 2009.*

**Action Requested:**

Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

*On Monday, March 16 and Tuesday, March 17, 2009, the Marcel A. Desautels Faculty of Music Students' Association held a referendum to support the Marcel A. Desautels Faculty of Music Endowment Fund. The students voted to contribute \$1.66 per credit hour for a one year term beginning in the fall of 2009, resulting in a total contribution of approximately \$8,450.00 (pending student enrolment). This amounts to an approximate donation of \$50 per student per year. Of the 226 eligible voters, 161 students voted, 131 voted yes, 28 voted no, and there were 2 spoiled ballots.*

**RESOURCE REQUIREMENTS:**

N/A

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

[N/A]

**CONSULTATION:** *[delete if not applicable]*

N/A





### Board of Governors Submission

**Routing to the Board of Governors:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Elaine Goldie <u>Elaine Goldie</u>	<u>March 24, 2009</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Daniel Barnard</u>	<u>March 25, 2009</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>FAHR ctm</u>	<u>7 April 09</u>
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

**Jocelyn Striemer**

**Submission prepared by:**

**Submission approved by:**

*This must be the President, a Vice-President, or the University Secretary.*

**Attachments**

*Please list any related material attached. Ideally attachments for any given submission will not exceed ten (10) pages.*

- Letter from Dr. Edmund Dawe, Dean, Marcel A. Desautels Faculty of Music
- Letter from Stephanie Gogal, Senior Stick, Marcel A. Desautels Faculty of Music Students' Association



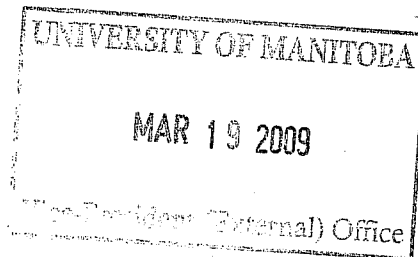
UNIVERSITY  
OF MANITOBA

Marcel A. Desautels  
Faculty of Music

Marcel A. Desautels Faculty of Music  
65 Dafoe Road  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9310  
Fax (204) 474-7546  
music@umanitoba.ca

March 19, 2009

Dr. David Barnard  
President and Vice-Chancellor  
University of Manitoba



Dear Dr. Barnard:

I am pleased to inform you that the students in the Marcel A. Desautels Faculty of Music have once again voted to continue making contributions to the faculty through their student referendum.

Attached you will find the letter I received from Stephanie Gogal, Senior Stick of the Marcel A. Desautels Faculty of Music Students' Association. The letter details how proper notice was provided to the students about the referendum initiative, including the disbursement and the vote date, through presentations made by the senior stick of the student council.

As Stephanie explains, the students wish to contribute \$1.66 per credit hour for a one year term, to the Marcel A. Desautels Faculty of Music endowment fund. This will result in a contribution of \$8,450 (pending enrolment) to the university. This contribution is to be collected from each student in each term when fees are paid, beginning in the fall of the 2009/2010 fiscal year.

I would appreciate it if you would present these results to the Board of Governors for approval.

Sincerely,

Edmund Dawe  
Dean

enclosure

cc: Annual Giving Program, Department of Development

March 18, 2009

Dr. Edmund Dawe  
Dean, Marcel A. Desautels Faculty of Music  
207 Music Building  
University of Manitoba

Dear Dr. Dawe,

On Monday, March 16, and Tuesday, March 17, 2009 the Marcel A. Desautels Faculty of Music Students' Association held a referendum to support the Marcel A. Desautels Faculty of Music Endowment Fund. Each student was proposed with making a donation of \$1.66 per credit hour for a one year term, beginning in the fall of 2009. This amounts to an approximate donation of \$50 per student per year. I am pleased to inform you that the vote was successful and as such, the students will be contributing \$8,450 (pending student enrolment) to the Marcel A. Desautels Faculty of Music over the next year. The ballot read as follows:

**FACULTY OF MUSIC  
2008/2009 REFERENDUM BALLOT**

I agree to make a \$1.66 per credit hour contribution  
(\$50 per year for 30 credit hours)  
to be paid at the time of registration.

This contribution, which is eligible for a tax credit, will be directed to the  
Faculty of Music as follows:

\$50 Faculty of Music Endowment Fund

The term for this agreement is to be 1 year.

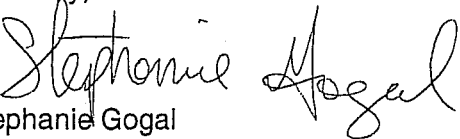
**Yes**                       **No**

There was a 71% participation rate with 161 of the 226 eligible student voters casting a ballot. Of those votes, 131 were "yes" votes, 28 were "no" votes and there were 2 spoiled ballots.

Prior to the referendum vote, I conducted a presentation to ensure all students were made aware of information detailing the referendum process, the proposed donation amount and disbursement and the need to give back.

The Marcel A. Desautels Faculty of Music Students' Association supports the results of this referendum and asks that the university take the necessary steps to implement the contributions. I am requesting that you forward this information to Dr. David Barnard, President of the University of Manitoba, who will present it to the Board of Governors for ratification. If you require any additional information or have any questions, please feel free to contact me.

Sincerely,



Stephanie Gogal  
Senior Stick

cc: Sana Mahboob, Department of Development



**AGENDA ITEM:** Proposal for an Aboriginal Design and Planning Option within the Environmental Design Degree

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve the proposal for the Aboriginal Design and Planning Option within the Environmental Design Degree [as recommended by Senate April 1, 2009].

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

All new programs require approval of the Board of Governors prior to being submitted to the Council on Post-Secondary Education (COPSE).

This proposed program is part of a larger reform plan of the Faculty of Architecture aimed at updating and revitalizing the Environmental Design Program to ensure it is responsive to the changing needs of the profession and the community. Specifically, this proposed program will assist the Faculty to better respond to the need of Aboriginal communities for Aboriginal perspectives on rural and urban community planning and design by providing students with the required knowledge and skills to enter the environmental design workforce.

**RESOURCE REQUIREMENTS:**

A significant input of new resources is required including funding for 4 new tenure track positions, one half time administrative support staff position and two part-time sessional positions.

When fully operationally, additional baseline funding of \$313,000 will be required by the Faculty to deliver the program. One time funding of \$85,000 is required to outfit office and studio space for the program. This funding will have to be found from outside the University's existing resources as recommended in the SPPC report.

**IMPLICATIONS:**

This proposed option will be the first of its kind in North America and will bring considerable international and national attention to the University. There is evidence that other institutions in other regions of North America may develop similar proposals, but those institutions (Dalhousie, Arizona State) will not be able to address the particular cultural and regional needs of Manitoba First Nation, Métis and Inuit communities.

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

This proposal is forwarded to the Board of Governors by Senate after consideration by the Senate Planning and Priorities Committee, the Senate Committee on Curriculum and Course Changes and Senate Executive. This proposal has received strong endorsement from the Department of Native Studies in the Faculty of Arts and the Clayton H. Riddell Faculty of Environment, Earth and Resources. External letters of support of this proposal were received from a wide range of community organizations including Manitoba Hydro, Aboriginal Education Directorate, Manitoba Education, Citizenship and Youth, Property and Development City of Winnipeg, Centre for Indigenous Environmental Resources, Southeast Assembly of First Nations and the Manitoba Professional Planners Institute.



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	SPPC	February 23, 2009
x	x	SCCCC	November 4, 2008
x	x	Senate Executive	March 18, 2009
x	x	Senate	February 4, 2009

**Submission prepared by:** Senate

**Submission approved by:** University Secretary.

### Attachments

- Report of the Senate Planning and Priorities Committee [dated February 23, 2009]
- Report of the Senate Committee on Academic Freedom [dated November 4, 2008]
- Program Proposal

**Report of the Senate Planning and Priorities Committee on the Proposal for an Undergraduate Aboriginal Design and Planning Option in the Faculty of Architecture**

**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of Architecture has approved the Proposal for an Undergraduate Aboriginal Design and Planning Option.
3. The Faculty Council of Architecture recommends that Senate approve the Undergraduate Aboriginal Design and Planning Option.

**Observations:**

1. This proposed program is part of a larger reform plan for the Environmental Design Program of the Faculty of Architecture aimed at updating, and revitalizing the Environmental Design Program to ensure it is responsive to the changing needs of the profession and the community. Specifically, this proposed program will assist the Faculty to better respond to the need of Aboriginal communities for Aboriginal perspectives on rural and urban community planning and design by providing students with the required knowledge and skills to enter the environmental design workforce.
2. The committee noted that the proposal presents a well crafted plan to work collaboratively with the Department of Native Studies in the Faculty of Arts, and the Clayton H Riddell Faculty of Environment, Earth and Resources in the implementation and on-going delivery of this degree program. These academic units have expressed their strong endorsement of the program and have provided statements of their willingness to participate in the delivery of the program.
3. Further the committee noted the strong statement of support from a wide range of community organizations for this proposal as evidenced by the large number of support letters that came from government and non government organizations including: Manitoba Hydro, Aboriginal Education Directorate, Manitoba Education, Citizenship youth, Property and Development City of Winnipeg, Centre for Indigenous Environmental Resources, Southeast Assembly of First Nations, Manitoba Professional Planners Institute and others.
4. The committee noted that the proposed program will require a significant amount of new resources primarily the addition of four new tenure track positions, one half administrative support staff position and two part-time sessional positions. When the program is fully operational, the faculty will need additional baseline funds in the amount of \$313,000 to deliver the program as proposed. In addition, the Faculty will need one time only funding of \$85,000 to outfit office and studio space for the program.

**Comments of the Senate Executive Committee:**  
**The Senate Executive Committee endorses the report to Senate.**

5. The proposal indicated that the Faculty would accommodate the needs of the program for lecture space within the existing Russell Building and Architecture 2 building spaces. However the proposal indicated that new space would have to be found to accommodate the studio space needed for the students in the program.
6. The committee noted that the proposal provided documentation which indicated that the University of Manitoba Libraries staff have reviewed the library resource needs for the proposed degree program and have indicated that the libraries current collections can support the proposed degree program as it would draw on library holdings relating to courses in the Department of Native Studies and in Faculty of the Environment as well as the planning and design holdings currently held in the Faculty of Architecture Library.

**Recommendations:**

The SPPC recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the Proposal for an Undergraduate Aboriginal Design and Planning Option in the Environmental Design. Further the SPPC recommends that the Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and new external funding to support the ongoing operation of the program.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee



## **Report of the Senate Committee on Curriculum and Course Changes on a Proposal to Introduce an Option in Aboriginal Design and Planning to the Bachelor of Environmental Design**

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### **Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. The Senate Committee on Curriculum and Course Changes considered a proposal to introduce an option in Aboriginal Design and Planning to the Bachelor of Environment Design Degree at its meeting on November 4, 2008.

### **Observations**

1. Although presented as an Aboriginal Design and Planning Degree, the committee considered the proposal as one for an *option* under the recently approved undergraduate reform in the Faculty of Architecture; as such, students would complete two years of undergraduate studies (University 1 plus one year in the Faculty of Architecture) and then apply for one of four options: either Aboriginal Design and Planning, or one of the existing options of Architecture, Interior Environments, or Landscape + Urbanism.
2. The proposed option will be the first of its kind in North America and will bring considerable international and national attention to the University.
3. Program development involved extensive consultation, including on-going advice from the Dean's Aboriginal Advisory Council whose membership included Aboriginal from the public sector, the design professions, and the University.
4. The program proposes to focus upon Aboriginal matters that have not been adequately addressed in post-secondary institutions. It will link with the Department of Native Studies to create a synergy in program offerings and student interaction.
5. Graduates can be employed in a wide variety of Aboriginal community programs. The leadership of aboriginal communities promotes these programs and many are related to health and include: environmental health, health education, addiction and substance abuse prevention programs, Brighter Futures, nutrition services, community health services, diagnostic and treatment services and other wellness related programs. Students will be able to make academic choices which will allow them to apply for the After-Degree Bachelor of Education program. Graduate school would also be an option.
6. Letters of support have been received from the Assembly of Manitoba Chiefs Secretariat, First Nations and Inuit Health Program, Faculties of Social Work, Nursing, Science, and Kinesiology and Recreation Studies, the Native Studies program, the Department of Economics, the Aboriginal Student Centre, and Extended Education.

**Comments of the Senate Executive Committee:**  
**The Senate Executive Committee endorses the report to Senate.**

7. The Faculty is proposing the introduction of twelve new courses: **ABDP 3000 Introduction to Aboriginal Planning and Design (3)**, **ABDP 3010 Planning Practice and Process in Aboriginal Communities (3)**, **ABDP 3020 Introduction to Aboriginal Community Planning (3)**, **ABDP 3040 Seminar in Aboriginal Design and Planning Topics (3)**, **ABDP 3050 Community Design Studio (6)**, **ABDP 4000 Research Methods (3)**, **ABDP 4010 Advanced Planning Theory (3)**, **ABDP 4020 Community Development in Aboriginal Communities (3)**, **ABDP 4030 Planning in Aboriginal Communities: Field Case Studies (3)**, **ABDP 4040 Aboriginal Design and Planning Studio (6)**, and **ABDP 4050 Senior Design and Planning Project (3)**.

### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve and recommend to the Board of Governors, the proposal to introduce the new option of Aboriginal Planning and Design for the Bachelor of Environmental Design Program.**

Respectfully submitted,

Professor H. Frankel, Acting Chair  
Senate Committee on Curriculum and Course Changes

### **Faculty of Architecture**

Course introductions:

ABDP 3000 Introduction to Aboriginal Planning and Design Cr.Hrs. 3 +3  
The course will examine general considerations related to planning and design in Aboriginal and non-Aboriginal communities, including the implications of cross-cultural considerations and the implications of Eurocentric planning and design models. It will focus upon history of Aboriginal planning and design (traditional to modern), global perspective, Eurocentric influences, and case studies of modern approaches.

ABDP 3010 Planning Practice and Process in Aboriginal Communities Cr.Hrs. 3 +3  
This course will examine community design and planning decision-making processes in Aboriginal communities. It will explore Aboriginal-based design and planning sensibilities, processes and outcomes as examined from Aboriginal perspectives. The course will give particular attention to traditional processes in First Nations, Inuit and Métis communities and the implications of imposed processes upon decision-making and community design and planning. Modern Aboriginal practice and processes will also be considered. There will be a focus upon Aboriginal design and planning thought and practice with particular reference given to North American indigenous cultural perspectives. Pre- or Corequisite: ABDP 3000.

- ABDP 3020 Introduction to Aboriginal Community Planning Cr.Hrs. 3 +3  
 This course will review the elements of community planning in Canada and those that are applicable to Aboriginal communities with a particular focus upon the relationship of community action, expectations and processes, and Aboriginal cultural perspectives. Aspects of modern community planning theory that inform Aboriginal community planning will be examined. Emerging cross-cultural planning theory will be reviewed and discussed. The influence of land on Aboriginal culture and associated community planning will be reviewed. Pre- or Corequisite: ABDP 3000.
- ABDP 3040 Seminar in Aboriginal Design and Planning Topics Cr.Hrs. 3 +3  
 This seminar will examine topics of current interest that provide a means of studying urban and/or rural design and planning issues that have an Aboriginal perspective. Topics may have a cultural, environmental, political or economic dimension. They may be local, regional, provincial, national or international in scope. Prerequisite: ABDP 3000.
- ABDP 3050 Community Design Studio Cr.Hrs. 6 +6  
 The course will explore community design with a focus upon Aboriginal design issues by incorporating Aboriginal perspectives, values and needs. The course will be a combination of seminars (exploring design theory) and community-based case studies (applying design theory through design skills and community participation techniques). Pre- or Corequisite ABDP 3000.
- ABDP 4000 Research Methods Cr.Hrs. 3 +3  
 This course will explore appropriate research methods applicable to Aboriginal communities, including a review of sensitivities to suitable protocols and processes that honour Aboriginal perspectives, experiences and cultural imperatives, and permit respectful inclusionary dialogue, issues, techniques and methods suitable for cross-cultural application will be examined by considering case studies and inviting participation from knowledgeable members of Aboriginal communities. Pre- or Corequisite ABDP 4010.
- ABDP 4010 Advanced Planning Theory Cr.Hrs. 3 +3  
 This course will examine in detail planning traditional and emerging theories that inform Aboriginal community planning. In particular, modern planning theories will be examined to identify opportunities to inform modern Aboriginal planning theories. A focus upon planning theories that have an international perspective, such as Maori, Australian Aborigine, and South American Aboriginal models, will be examined. Emerging cross-cultural planning theory perspectives will be reviewed for their potential application. Prerequisites: ABDP 3000 and ABDP 3020.
- ABDP 4020 Community Development in Aboriginal Communities Cr.Hrs. 3 +3  
 This course will examine social and economic development tools, techniques, processes and applications that can be used in designing and planning with Aboriginal communities to stimulate community development that is sensitive to Aboriginal perspectives, values and needs. Community development theory and practice applied to Aboriginal communities in North America, Australia, and New Zealand will be reviewed. Local urban and rural case studies will be examined by visiting and meeting with Aboriginal communities. Prerequisite ABDP 3020.
- ABDP 4030 Planning in Aboriginal Communities: Field Case Studies Cr.Hrs. 3 +3  
 This course will examine Aboriginal design and planning issues by investigating selected Aboriginal communities in western Canada that have displayed important precedents for the successful application of design and planning methods, processes, techniques and outcomes. Communities will be asked to critique their experiences and describe issues and outcomes that

could inform future practice. Students will complete field trips to one or more urban or rural projects and will visit design and planning offices that have completed award winning or notable Aboriginal projects. Pre- or Corequisite ABDP 4010.

ABDP 4040 Aboriginal Design and Planning Studio Cr.Hrs. 6 +6

This studio will apply the planning and design tools, processes and techniques learned over the course of the degree and apply those skills in an Aboriginal community project. Students will work in teams with members of an urban or rural Aboriginal community to develop planning and design solutions for a community identified project. The studio will involve field trips and community consultation. Students will present their work to the community and the Faculty. Prerequisites: ABDP 3050 and ABDP 4010.

ABDP 4050 Senior Design and Planning Project Cr.Hrs. 3 +3

This course applies the content of the degree in a specific individual student case study. A major paper and design project will explore an important community-based Aboriginal issue (e.g. a community-based planning and design project, application of emerging design and planning theory or practice in an Aboriginal context, review of a design and planning intervention, all of which involves mentorship by an Aboriginal). Prerequisites: ABDP 3000, ABDP 3010, ABDP 3020, ABDP 3030, ABDP 3040 and ABDP 3050.

**NET CHANGE: + 39 credit hours**

/mb

Faculty of Architecture

**Proposal for  
Aboriginal Design and Planning Option  
Environmental Design Degree**

Revised March 2009

**Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses  
the report to Senate.**

## Summary

- a) The proposed Aboriginal Design and Planning Option will address identified and outstanding issues that have societal, policy and legal considerations. Within the context of Canada and its recognition of Aboriginal communities within the Constitution, and the structure of the federal government as reflected in the Department of Indian Affairs and western provincial governments' departments dedicated to Aboriginal issues, there is a legal and political commitment to address Aboriginal issues, including those that relate to land, resource use, infrastructure development, housing and associated social and economic well-being.
- b) The proposed option will focus upon Aboriginal matters that have not been adequately addressed in post-secondary institutions. There is a growing body of literature on the need for universities to address Aboriginal design and planning issues from an Aboriginal perspective (see 1.1 Background). Such matters include the transfer of skills and knowledge to work within Aboriginal cross-cultural situations, to respect Aboriginal cultural, social and economic perspectives, and to replace Euro-centric planning theories with more appropriate Aboriginal perspectives.
- c) The proposed option will be offered as part of the first two years of the restructured Environmental Design option.
- d) The proposed option will build upon university faculty investment and strengths (Native Studies and Environmental Design), and explore regional imperatives, including rapidly growing Aboriginal settlements, future urban reserves, treaty land entitlements, housing shortfalls, social and economic disparity in Aboriginal communities, emerging resource development partnerships, transportation and access to remote communities, and associated sustainable development implications. All of those imperatives have a planning and design component that is central to their analysis and potential resolution.
- e) The proposed option will address a significant growing population and its associated confirmed needs related to community development, land use, resource use and associated economic, ecological, and social and cultural considerations.
- f) The proposed option will be the first of its kind in North America and will bring considerable international and national attention to the University. There is evidence that other institutions in other regions of North America may develop similar proposals, but those institutions (e.g., Dalhousie, Arizona State) will not be able to address the particular cultural and regional needs of Manitoba First Nation, Metis and Inuit communities.
- g) The proposed option will link with the Department of Native Studies to create a synergy in program offerings and student interaction. The Head of the Department of Native Studies has been closely involved in the development of this proposed option and is supportive of it.
- h) Program development involved extensive consultation, including on-going advice from the Dean's Aboriginal Advisory Council whose membership included Aboriginals from the public sector, the design professions, and the University.
- i) There is substantial support for this proposed option from members of the Aboriginal communities as confirmed by the overwhelming support received during a Needs Assessment.
- j) Manitoba Professional Planners Institute supports the development of the proposed option.
- k) While Aboriginal students will be encouraged to enroll in the new option, enrollment will be open to all qualifying students.

## 1. Introduction

This proposal to establish the undergraduate Aboriginal Design and Planning Option is intended to address a current shortfall in Canada's post-secondary institutions in general and Manitoba in particular.

### 1.1 Background

Canada's Aboriginal population, consisting of First Nations, Inuit and Metis is a significant growing component of Canadian society in general and urban centres in particular. According to the 2001 census, a total of 1.3 million Canadians reported an Aboriginal origin and 952,000 reported an Aboriginal identity. Between 1971 and 2001, the Aboriginal population grew by 322 percent (c.f. 37 percent for the non-Aboriginal population). Children aged 14 and under represented one-third of the Aboriginal population in 2001 (c.f., 19% in the non-Aboriginal population). Almost half of all those reporting an Aboriginal identity live in cities with more than 100,000 residents (c.f., 7 percent in 1951). Within the City of Winnipeg a total of 62,930 reported an Aboriginal origin and 55,780 reported an Aboriginal identity in the 2001 census. Winnipeg has the highest number of Aboriginals of any city in Canada (Jantzen: 2004). It has the second highest proportion of Aboriginals (10 percent) of any Census Metropolitan Area population in Canada (*ibid*).

A review of design and planning professional organisations indicates that there are very few practicing Aboriginal designers and planners. Yet, the Aboriginal population continues to grow at significant levels, in both urban and rural communities. There are 64 First Nations in Manitoba. Several of these First Nations have more than one reserve community where their members reside. Nearly one-half of Manitoba First Nation members reside off-reserve, frequently in Brandon, Thompson, and Winnipeg. Between 1992-2002, the largest off-reserve First Nation population growth occurred in Manitoba (Indian and Northern Affairs: 2004). Manitoba's Metis population totalled 56,600 in 2001. In 2001, the First Nation population was approximately 95,000. Of the 150,045 Aboriginals living in Manitoba in 2001 (14 percent of the total provincial population), 68,000 lived in the four cities of Brandon (3,815), Portage la Prairie (3,895), Thompson (4,510) and Winnipeg (55,780). As the Aboriginal population continues to grow in numbers, the need for community design and planning increases significantly. The need relates to several key factors:

1. First Nation communities often live in settlements that are poorly planned, lack adequate infrastructure, have finite developable land, suffer from inadequate housing, and suffer from acute unemployment (Royal Commission on Aboriginal Peoples: 1996). As noted by the Commission, there is a need to address such issues from an Aboriginal perspective.
2. Many First Nations are entitled to additional treaty entitlement land and will be selecting new reserve land in rural and urban settings. Land selection, particularly in urban areas, will need to be completed in a careful and comprehensive process.
3. Metis communities often live in remote parts of the Province and western Canada in substandard living conditions.
4. Inuit communities are experiencing significant development pressure as mineral exploration in Nunavut intensifies and global warming appears to be affecting access to traditional lifestyles. Land use planning has become a key concern for the Nunavut Government.
5. Urban Aboriginal populations are increasing in numbers. There is a need to address this population with imaginative design and planning solutions.
6. Design and planning for Aboriginal communities is undertaken largely by non-Aboriginals.

Despite the significant growth in the Aboriginal population of Canada, and Western Canada in particular, there are no universities in Canada that offer a design and planning option with a specialisation in Aboriginal considerations. Evidence also indicates that there are few institutions in the world offering Aboriginal planning courses (Gurran and Phibbs: 2004). Further, "very few planning schools have developed specific strategies to encourage Indigenous access to planning education. This is despite the fact that Indigenous communities are increasingly demonstrating a need for trained planning

professionals to govern Aboriginal owned lands, resources and developments” (Gurran and Phibbs: 2004). Others have demonstrated that there is a need for Aboriginal community development professionals (Sandercock: 2003, 2004 and APA: 2004). Globally, there is only one university, the Lincoln University in New Zealand, offering a option in Aboriginal planning: Bachelor of Maori Planning and Development.

Currently, the majority of design and planning that takes place in urban and rural Aboriginal communities is provided by non-Aboriginals. The absence of Aboriginal designers and planners or non-Aboriginal designers and planners who have been exposed to an Aboriginal-based education, creates a situation where this large and increasingly important population may not be well served. Literature that examines cross-cultural considerations suggests that society should give increased attention to the development of special cross-cultural Aboriginal design and planning considerations (Sandercock 2004, APA 2004). For instance, Peters (2005: abstract) has indicated that “finding ways to incorporate Aboriginal people into planning activities, from developing and governing land-use planning, to the provision of human services” is critical to ensuring “some specific municipal responses that represent ‘progress in planning’.”

Planning theorists, such as Sandercock (2004), have identified shortfalls in the planning and design professions in relation to their understanding of Aboriginal issues and practices. She notes that the recognition of special Aboriginal relationships with the land and other cultural considerations, “is not something planners have been trained to expect or attend to” (Sandercock: 2004, 213). As Gurran and Phibbs suggest, “there is evidence that contemporary planning processes have systematically failed to engage Aboriginal communities or reflect their interests” (2004:6). Others, such as Peters (2005: 328) have noted that, “planning theorists have challenged the notion that there is a unitary and universal ‘public interest’ with which planners can work to realise benefits to a homogeneous public.” Further, Peters (2005: 328) concludes that, “planning theory and practice needs to evolve toward an understanding and incorporation of the distinct ethnographies of everyday life among different socio-cultural groups that reveal different sets of needs and aspirations.”

Dr. Ted Jojola<sup>1</sup>, has argued, “there are some unifying ideological factors that serve as the foundations of a long-overdue paradigm shift such as indigenous planning” (Jojola, nd, p. 14). As he explains, central to these is that indigenous planning processes are informed by indigenous worldviews, under-pinned by relationships with land:

Land tenure is distinguished by long and sustained patterns of continuous ownership. In indigenous communities, ownership is sustained over successive generations. Land became the embodiment of collective groups whose goal is to sustain the productivity of the land onto those who will inherit it. As such, land became a birthright and collective stewardship is the primary mode of maintaining it. (p. 5)

By providing an Aboriginal Design and Planning Option, shortfalls regarding Aboriginal issues and practices (and their relationship with land) will be addressed and the Aboriginal community will be better served by designers and planners who are trained in the cultural ambitions of the Aboriginal communities. Through such training, existing cultural barriers (created by language, perceptions, perspectives) will be

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<sup>1</sup> Ted Jojoba, is the only native American (Isleta Pueblo) holding a senior academic position in planning at a major university in the USA. He was formerly director of the Native American Studies Program at UNM and helped establish the first option-granting program in Native Studies at the University. He became a full-time faculty member in planning in 1996 and teaches courses in human settlements and indigenous planning. He was co-founder of one of the newest professional divisions (Indigenous Planning) in the American Planning Association and is a major force in the discipline, working with tribal communities locally, nationally and internationally in the area of indigenous planning.



more likely removed, and communities and organisations will more likely participate in the formulation of designs and plans that affect and reflect their lives.

The University of Manitoba is uniquely positioned to provide North America's first Aboriginal Design and Planning Option. It has one of Canada's most recognised design and planning Faculties, the Faculty of Architecture. It is centred in the City of Winnipeg which contains Canada's largest concentration of Aboriginals. The University of Manitoba has identified part of its mandate to be the university of choice for Aboriginal students. The Faculty of Architecture has developed a strong working relationship with several Manitoba First Nations and has completed three cross-cultural design studios over the past five years (one with the Fox Lake Cree Nation, one with the Pimicikamak Nation, and one with Grand Rapids First Nation).

## **2. Program Description**

The following program description has been developed to provide an overview of the ambitions and intent of the proposed Aboriginal Design and Planning Option.

### **2.1. Rationale, goals and objectives**

#### **a. Rationale**

The Faculty of Architecture has established a highly regarded reputation as one of Canada's premier design and planning Faculties. The Faculty has been a Faculty of firsts:

- First architecture program in Western Canada (second in Canada: McGill was first);
- First building in Canada dedicated to a design Faculty (the John A. Russell Building);
- First Interior Design degree offered in Canada;
- First Masters of Interior Design offered in Canada;
- First Master of Landscape Architecture degree offered in Canada;
- Longest running professional planning degree in Canada;
- First Faculty of Architecture to build a building dedicated solely for architectural research (Centre for Architectural Structures and Technology); and
- First approved Ph.D. in Design in Canada.

Quite simply, the Faculty of Architecture has a history of innovation in program development. An Aboriginal Design and Planning Option would complement that history and address Aboriginal community needs; needs that the Faculty has identified as a regional imperative.

Community-based design and planning is viewed as critical to the resolution of society's ecological, economic, physical and social issues (Strong:1996, Friedmann: 2002, Vancouver Declaration: 2006). Likewise, community-based design and planning is an on-going issue for many urban and rural Aboriginal communities (APA: 2004). As noted by Walker (2005:38), "Aboriginal culture and aspirations are growing in cities. If fostered as part of the cosmopolitan fabric, they can contribute greatly to services, governance and social cohesion." While non-Aboriginal Canadian communities began to address human settlement issues in the late 19<sup>th</sup> century, Aboriginal communities have received little community design and planning assistance (Wolfe: 1989). Given the recent significant migration of Aboriginals to urban centres, there is a growing need to address the design and planning implications of those movements from rural communities. Because of the recognised cultural differences related to governance and community decision-making, it is clear that importation of non-Aboriginal models will not suffice (Sandercock: 2003, Peters: 2005). A new Aboriginal Design and Planning Option, that addresses Aboriginal needs, will be an important step forward in recognising the unique issues facing Aboriginal communities.

Dr. Ted Jojola, Regents' Professor, Community and Regional Planning Program, School of Architecture and Planning, University of New Mexico (personal email dated March 27, 2007) provides a compelling description for the development of an option in this new area of scholarship:

The application of basic principles of aboriginal community development are among the most complex that exist. In the US, there are over 4000 treaties and statutes that comprise the body of US Federal Indian relationships. In Canada, these relationships are compounded by policies that apply to not just the First Nations, but to the Metis Nations as well. In addition, Canada's policies toward its indigenous populations are still being formulated. The Territory of Nunavut (sic) is a good example of this evolving relationship.

Paramount to this effort is the acknowledgment of the philosophical grounding of doing design and planning in a manner that affirms cultural identity and worldview. Indeed, it can be rightly claimed that the origins of scholarship in Anthropology and Archaeology were built on examining the diverse settlements that indigenous communities evolved over history. As such, the greater society is finally gaining an appreciation of how indigenous systems have successfully created sustainable ways of interacting and living in their natural environments. The lessons learned from these practices are now the foundation for many mainstream cutting-edge applications in green architecture, environmental design and ecological-smart management.

Secondly, as a consequence of globalization, there is a significant demographic shift among aboriginal communities. Due to the geographic dispersal of communities, migration to urban centers plays a prominent role in the dynamics of socio-economic situations between their homelands and their target destinations. An example is Winnipeg with its urban aboriginal population of 50,000. The so-called "Aboriginal Village" may appear on the surface to be a replacement locale, randomly occupying a suburban-flight neighborhood, but a closer examination reveals that the aboriginal community is shaped in whole by a city sector economic-development plan. Such transformations can only be understood by having knowledge of both the culture and the resilient strategies for coping with such urban realities.

The need for a distinct and separate program emerges from these unique relationships. As demonstrated by the recent founding of the Indigenous Planning Division of the American Planning Association, such efforts have become formally recognized in the larger professional community. A great deal of this attention is because of the extra knowledge and information that is necessary to practice effectively in aboriginal lands. As such, skills and techniques, as well as a pedagogy, need to be developed to inform strategies for the continued evolution of indigenous communities.

In addition, the proposed new Aboriginal Design and Planning Option reflects the University's Strategic Plan, *Building for a Bright Future*. In particular, the new proposed option responds to the five institutional priorities noted below:

1. *Provide Access to an Exceptional Education* by ensuring that Aboriginals and Aboriginal communities have access to a design and planning education that addresses their needs and aspirations.
2. *Attract and Retain the Best* by offering a unique and high quality Aboriginal focused design and planning program, the University will attract some of the best undergraduate Aboriginal students in Canada.
3. *Be a Centre for Research and Graduate Education that Makes a Difference to our Province, our Nation and our World* by establishing an option that specialises in Aboriginal issues and, through that specialisation, begins to develop specific solutions that address community sustainability and connect Aboriginal communities to university studies and scholarship that address Aboriginal design and planning considerations.

4. *Be at the Centre of our Community: On Manitoba* by outreaching to Manitoba's (and Canada's) Aboriginal communities, including developing courses and design and planning studios that link with urban and rural Aboriginal communities and examine Aboriginal perspectives.

b. Goals of the Faculty

The proposed option will address specific goals of the Faculty:

- complement the University of Manitoba's focus upon Aboriginal students;
- establish the Faculty of Architecture as Canada's leading Aboriginal-focused design and planning Faculty;
- welcome Aboriginal and non-Aboriginal students who are interested in specialising in Aboriginal design and planning matters;
- offer a four year option that specialises in urban and rural Aboriginal community design, development, and planning;
- consider seeking accreditation for the option at a future date;
- be integrated with the newly re-structured Environmental Design Degree; and
- address the existing shortfall in designers and planners who have Aboriginal cross-cultural design and planning training.

c. Objectives of the proposed Aboriginal Design and Planning Option:

1. recognise and honour the unique cultural considerations, needs and aspirations of Aboriginal communities.
2. offer a four-year enriched undergraduate option that specialises in Aboriginal communities.
3. build on the existing Environmental Design degree to reduce resource needs;
4. attain an enrolment of 15 students per year for a total potential student population of 45.
5. hire four new faculty members and .5 admin staff to support new courses offered.
6. complement Faculty of Architecture Strategic Plan and associated goals for the Faculty, including the goal of "establishing an Aboriginal focus in the Faculty."
7. focus on understanding Aboriginal design and planning issues and governance.
8. promote interdisciplinary collaboration and teaching.
9. utilise existing course content delivered by the Department of Native Studies, Faculty of Arts and by the Environmental Design Program, Faculty of Architecture.
10. encourage students to work with urban and rural Aboriginal communities.
11. Integrate with current Environmental Design reform proposals.
12. Target and recruit Aboriginal students while accepting non-Aboriginal students, where numbers permit.

### 3. Context

It is proposed that the Aboriginal Design and Planning Option will be a four-year undergraduate offering. The option will build on the Faculty's proposed Environmental Design (ED) Undergraduate Program reform, by incorporating the first two years of the new proposed restructured ED Program as the first two years of the Aboriginal Design and Planning Option (Figure 1). The proposed option will also utilise courses offered by the Department of Native Studies Faculty of Arts and a course offered by the Faculty of C.H. Riddell Faculty of Environment, Earth and Resources. The proposed option will have a total of 129 credits offered in the four years of the program.



### **3.1 Relationship to Environmental Design Program**

The Faculty of Architecture offers currently an undergraduate degree entitled Environmental Design. The Faculty completed recently a restructuring of the degree and received Board of Governors approval in the spring of 2008 to offer a four year degree. This proposal to establish a new Aboriginal Design and Planning Option should be reviewed in concert with the changes made to the Environmental Design Degree.

The Environmental Design Program is a pre-professional degree offering course and studio content that prepares students for direct entry to non-professional design jobs across a range of employment areas or entry to professional degree programmes in design and planning. The recent course and studio content changes to Environmental Design are divided into two areas: one area relates to the expansion of the foundation year to two years that will provide general design education and the last two years that will focus upon either architecture, interior environments, landscape architecture + urbanism. The Environmental Design Program has very specific course content to address those discipline areas and associated accreditation of the graduate degrees (in the case of architecture, interior design and landscape architecture, accreditation bodies examine the content of the Environmental Design years). Without compromising the existing course and studio offerings, the Environmental Design Program cannot be modified to offer a specialisation in Aboriginal design and planning that addresses comprehensively that important cross-cultural subject. But, the Environmental Design Program, as modified, forms the basis or foundation for a two year specialisation in Aboriginal Design and Planning which could then parallel the other ED streams. In the case of the Aboriginal Design and Planning Option, the streaming would lead to a differentiated option.

While the initial courses and studios in Environmental Design are complementary to the needs of an undergraduate design education, the later years of Environmental Design do not permit an opportunity to take a breadth of studios and theory that are appropriate for a separate option subject such as Aboriginal design and planning with its particular set of cultural manifestations and suitable processes. Further, the depth and breadth of courses and studios required to deliver a cross-cultural option (as noted below) confirms that a separate option is essential (and necessary if accreditation is to be sought in the future from the Canadian Institute of Planners, a body that currently accredits the City Planning degree).

After a review of the potential to modify the Environmental Design Program by offering an Aboriginal , discussions with Native Studies, foreign institutions in Australia, New Zealand and the United States, the Aboriginal Design Council and the needs assessment (see below), it became apparent that, while there was an opportunity to build upon the initial foundation years of the proposed restructured Environmental Design Degree, a separate undergraduate option was required to address the important subject matter that should be considered in addressing Aboriginal design and planning considerations. For instance, the number of courses required to address cross-cultural perspectives, Aboriginal community development, and planning and design perspectives could not be accommodated within the existing Environmental Design Program. It is for that reason (amongst others) that Faculty Council endorsed the development of a separate option.

### **3.2 Needs assessment**

The need for an Aboriginal Design and Planning Option continues to increase as the urban and rural Aboriginal population expands at rates that are significantly higher than non-Aboriginal populations. In addition, recent planning and design theory has identified the need to examine Aboriginal planning and design considerations in a more holistic and comprehensive way that is sensitive to Aboriginal needs (Sandercock: 2003, Peters: 2005). Recent surveys of First Nations have revealed that education of Aboriginal youth is seen to be a critical issue by on-reserve and off-reserve First Nation people (Ekos: 2004). Brunnen (2004) has reported on the need for an increased focus upon and strategic funding in Aboriginal post-secondary education.

A Needs Assessment was completed by reviewing existing similar programs and by conducting a review of the literature. Gurran and Phibbs (2004) compared Aboriginal course offerings in Australia, New Zealand, and North America. They discovered that a few institutions offered some course offerings in areas of planning and design, but that only one offered an Aboriginal planning focus (Lincoln University of New Zealand). They also noted that:

A first step is to ensure that educational opportunities are accessible and appropriate for indigenous students. Not only does this imply equity in educational access, but also a need to recognise that Indigenous peoples often have a particular stake in land and resource management decisions. There are several issues here - acknowledging the close connections between contemporary land and resource management regimes and histories of land dispossession; the opportunity to reassert Indigenous involvement in mainstream land and resource management decision processes; and, the increasing need to support Aboriginal communities in developing new planning approaches suitable for managing their own lands and territories (2004:3)

The Faculty has examined the needs for an Aboriginal-focused curriculum for a number of years. Initial work was completed in the Department of City Planning through a Masters Studio in which students investigated the needs and opportunities for an Aboriginal curriculum. Their report, University of Manitoba Aboriginal Planning Program: A Proposal (2001), identified a number requirements if an Aboriginal planning program was to be successful. It noted that:

The key to achieving a successful Aboriginal Planning Program will rest, in large part, with the development of an appropriate curriculum. This curriculum is one that will allow students to obtain both the planning literacies (sic) and practical expertise necessary for constructing and facilitating strategies of community development. But furthermore, the curriculum will need to be one that is sensitive to the unique needs of Aboriginals, and able to build upon the fundamental cultural assumptions held by many Aboriginal students (67).

However, the educational initiative should not necessarily be perceived of as addressing a need. Rather, the development of an Aboriginal Planning Program must be considered fundamentally as an opportunity. In this respect, it is possible to shed light on the inherent potential of Aboriginals to engage individuals, groups, and communities in constructive, local social and economic capacity building efforts. An Aboriginal Planning Program would ultimately serve to address many of the key issues currently facing Winnipeg's Native population. This notion, however, should not serve to undermine the fact that the Program would operate to build upon the Aboriginal community's (sic) strengths in as much as it would serve to temper social inequities (117).

The report concluded by noting that "there is a certain and definite need for an Aboriginal-specific planning program in Winnipeg" (117).

The Faculty of Architecture conducted a Needs Assessment in the summer of 2005. Funded by the Strategic Development Fund, a graduate student of Aboriginal descent completed a study of Aboriginal leaders in business, government organisations and Aboriginal government concerning their views about, and interests in, the provision of a degree that focused upon Aboriginal design and planning content<sup>2</sup>. The

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<sup>2</sup> Ruys Norma, Aboriginal Planning Program: Needs Assessment Report, September, 2005

Needs Assessment Report examined five areas: review of existing literature, programs of precedent, interviews with Aboriginal interests, review of study findings, and development of potential curriculum.

The Needs Assessment gave indication that “precedent programs for Aboriginal Planning are limited and are still uniquely innovative in Educational Planning Institutions. Dalhousie University has developed detailed offerings in Aboriginal community planning, but those courses are limited and are not part of a degree program” (Ruys: 2005, 3). The Needs Assessment included an investigation a number of sources to determine the extent of the identified need. Ms Ruys met with Manitoba Chiefs at a Manitoba Grand Chief Council and determined that “all Chiefs interviewed support the initiative by the Faculty of Architecture to develop the said program. A few felt it was overdue” (5). Research indicated that, “any education dealing with land resources and community development must include and promote awareness on Treaties, history, and its contemporary relevance to political matters” (Ruys: 2005, 6).

Ms. Ruys contacted 53 representatives of a cross-section of Aboriginal organisations, including members of the Faculty of Architecture, Aboriginal Advisory Council (8), members of the Aboriginal Student Centre (2), First Nation/Metis senior administrators (11), Chiefs (10), administrators of Aboriginal companies (3), members of Aboriginal organisations (11), and members of Aboriginal educational programs (8). All respondents confirmed their support for a degree program that would address design and planning issues from an Aboriginal perspective.

A search of the literature concludes that there is a view that educational institutions need to give serious thought to the delivery of Aboriginal planning programs, particularly in light of policy and legal obligations (in addition to ethical arguments) (Gurran and Phibbs: 2004). Gurran and Phibbs note:

The research and literature on Indigenous planning issues suggests that planners need to develop knowledge and skills in a number of core areas, ranging from the cultural significance of land and place for Indigenous communities, to opportunities to progress Aboriginal interests through contemporary planning processes (8).

Lorinc (2006) noted that there is an increasing need for a focus upon Aboriginal property development as more First Nations claim urban reserves as part of their treaty entitlement (140). “The upshot, says University of Saskatchewan sociologist Michael Gertler, is that urban reserves could completely rearrange the relationship between First Nations, cities, and the federal government” (Lorinc: 142).

Dr. Ted Jojola, University of New Mexico, reviewed the proposal and provided the following thoughts on the need for this proposed option (personal email correspondence: March 27, 2007):

Indigenous communities like those in Canada and the US have unique relationships with their respective sovereigns. Many of these relationships have evolved over the course of interrelations and are invested in trust obligations and substantial claims to aboriginal territories. Tribes have slowly been taking over their own role in community development. Much of that infrastructure is invested in the economic and political aspects of their governance and subsistence. However, because these governments are limited in jurisdiction to their own people and lands, the success or failure of their developments is tied directly into their local capacity (or lack, thereof).

Thus far, a pattern of outside dependency has tended to pervade the arena of tribal development. This has made many communities into passive and reactive entities often subject to limitations imposed from the outside. The concept of self-determination has only recently made inroads into this context.

The role of post-secondary institutions in preparing students for professional roles in tribal communities has been mixed. . . . Within this context, architecture and planning has not be represented as a career goal for native students. At the same time, these skills are the most likely to be applied in a local development context. Aboriginal populations have continued to grow and along with this the demands on basic infrastructure needs for community development have increased. Unlike other professional areas, architects and planners fill the strategic need for local capacity. As

has been demonstrated over and over again, good localized planning makes for improved conditions and the maximization of human and natural resources.

While there is little literature available to confirm the demand for designers and planners who have special skill sets in Aboriginal design and planning techniques, theory and processes, there is anecdotal evidence to confirm that there is a growing area of practice related to Aboriginal communities. The growth in the Aboriginal population in rural and urban communities, the large number of consulting projects undertaken in Aboriginal communities, the interest by the Canadian Institute of Planners in developing practitioners with skills in Aboriginal planning, the recognition of urban reserves as vital parts of many western Canadian cities, and growth in the employment of designers and planners across North America suggests that those graduating will find employment<sup>3</sup>. Further, the intent to seek accreditation for the degree will ensure that graduates will have a professional degree that has transferability across Canada. The inherent skill set will have a planning focus, which will allow graduates to move across the planning profession as consultants, municipal, provincial, territorial, and federal employees, as well as working for Aboriginal government, organisations and communities<sup>4</sup>.

There is increasing evidence that past attempts at developing Aboriginal planning expertise has not been successful. For instance in an April 21, 2007 email, Tracey Wade of Chignecto Consulting Group in Sackville noted:

Recently the Atlantic Policy Congress of First Nation Chiefs (APC) took over the First Nation Comprehensive Planning Process that originally included Frank Palermo's group out of Dalhousie University. One of the major criticisms of the Dalhousie process is that it did not provide the community "planners" with any type of recognition of the education (both in terms of classroom time and practical applications through community work) that they received during the almost 7-year process. There is significant discontent about this issue, so the APC is now seeking alternative training groups to provide intensive seminars, distance and e-learning opportunities for the 9 community planners currently employed through the process.

The evidence of growing dissatisfaction with past attempts (including the Dalhousie experience and UBC's two week certificate in First Nation Planning) to 'cobble' Aboriginal training onto existing platforms suggests that there must be a more focused response to Aboriginal design and planning needs. It is the view of Faculty Council of the Faculty of Architecture that there is a substantive need to address the shortfalls noted above through the development and offering of a option with design and planning considerations that are framed within an Aboriginal context.

Recent correspondence (personal email August 23, 2007) from Ms. Lisa Hardess, Planner and Senior Research Associate at the Centre for Indigenous Environmental Resources noted that:

CIER has been involved in First Nations community planning in some fashion beginning in 2003 and since that time we have seen the need, and requests for, training and support in this area explode.

From 2004-2006 CIER met and dialogued with 134 First Nation communities and 50 First Nation organizations from across Canada (see the map on page 4 of the attached 2006 report) as part of the development of our own strategic plan (CIER's Environmental Excellence Vision). These dialogue sessions included asking the representatives on what areas CIER should focus its work - comprehensive community planning was the top issue each year.

In 2005 were offered a list of 19 different topics - community planning was selected most often as a priority area . . .

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<sup>3</sup> Currently, our graduates are finding employment across Canada and often are being sought by more than one potential employer. There is a significant employee shortfall in all the design areas.



I have had the privilege of attending and speaking at various workshops and conferences organized by First Nations and the Department of Indian and Northern Affairs Canada over the past several years. First Nation leaders always speak about the need for capacity among First Nation people to do planning, for a braiding together of western and Indigenous knowledge and methods, and for formal (and relevant) educational opportunities for their people. **In my opinion, the undergraduate degree in Aboriginal planning and design proposed at the University of Manitoba will address a significant need and, if our training program is any indication, have a wide-ranging and overwhelming response from the Aboriginal community in Canada.** (emphasis added)

Support for the development of this option has been confirmed by First Nation communities, organisations and affiliated groups. For instance, Ms. Heather Cram, Principal of one of Winnipeg's leading and award winning landscape architecture and planning firms with 24 staff, has stated that:

Our firm is extremely interested in employing First Nation planners and landscape architects, but there have been very few graduates of Aboriginal background entering and graduating from the existing programs. We are in support of the proposed degree program because it will provide the appropriate cultural support for those talented and bright young people coming from rural Aboriginal communities. As well, the course is designed to address the very critical issues of rural Aboriginal communities and to educate students to the highest level of proficiency, with skills to work in all areas of the profession (personal communication dated May 1, 2007).

The Long Plains First Nation Chief and Council (personal communication dated April 24, 2007) noted that "it is our belief that the proposed Aboriginal Design and Planning degree graduates could greatly assist our people in addressing the significant economic, environmental and social issues facing our communities". The Chief and Council continued by indicating that, "land is a central consideration for Aboriginal people. It provides a critical foundation for our spiritual and cultural well-being. It is essential that we better design and plan for our land and the human, cultural, and financial resources associated with it." Likewise the Southeast Assembly of First Nations (personal communication April 19, 2007) representing nine First Nations confirmed that, "we would like to give our support to the Aboriginal Design and Planning Degree . . . we are delighted that the degree will offer students an opportunity to understand key design and planning issues that are central to our First Nation communities and to explore key cross-cultural considerations that influence First Nation design and planning." The Assembly continued by stating that, "non-Aboriginals primarily have been involved in the design and planning activity in our communities and they have not received training particular to our beliefs, needs and aspirations. We believe that the design and planning should be a cultural expression of our communities and as such it is critical that there should be such a course that addresses our ways."

Chief John Thunder of the Buffalo Point First Nation (personal communication dated April 19, 2007) confirmed that, ". . . our attachment to earth gives a whole new dimension to the profession of architectural design and build."

As noted in the background section, the Aboriginal population is growing significantly, the issues arising from lack of appropriate design and planning are increasing rapidly in urban centres and in rural areas (First Nation Reserves and Metis communities), and absence of an Aboriginal-focused design and planning response is further exacerbating the challenges facing Aboriginal and non-Aboriginal governments. Evidence from New Zealand, and increasingly from Australia and the United States, points to the need to development culturally specific responses to key Aboriginal issues. One such issue, in all four countries, relates to land (the role of land and its associated attributes) as the primary identification of cultural well-being (and attendant social and economic well-being).

Based upon its intimate knowledge of Aboriginal communities and, as a result of emerging partnerships and close association with several northern First Nations, Mr. Bob Brennan FCA, President and Chief Executive of Manitoba Hydro (personal communication dated January 26, 2007) noted that, "Manitoba Hydro is pleased to offer our endorsement to this proposal. Training aboriginal and non-aboriginal students in dealing with native planning and design issues is important to our communities, cities and our province." Mr. Brennan continued by accurately concluding that, 'as graduates . . . their skills will be

transferable and utilized across Canada.” He concluded, “we applaud your initiative in initiating and taking forward this strategy that will serve the growing demand and need for design and planning in and with Aboriginal communities.”

It is Manitoba Hydro’s view and the view of several First Nations, the Aboriginal Advisory Council and the Faculty of Architecture Faculty Council that the need for this proposed option is imperative for the enhancement of Aboriginal communities in Manitoba, western Canada and the country as a whole.

### **3.3 Curriculum Overview**

The central focus of the curriculum will be upon the exploration and development of Aboriginal-centred cultural considerations as they are framed by land use and design principles that can be appropriately applied to Aboriginal communities. While the focus will be to educate students in matters related to Aboriginal communities, students will graduate with skills that can be transferred to other situations.

The proposed Aboriginal Design and Planning Option will concentrate upon the transfer of knowledge about Aboriginal governance, land use, policy, cultural and environmental issues within the context of a design and planning framework. Graduates of the program will have a skill set that has a strong theoretical underpinning while rooted in a practical understanding of community and cultural considerations. By combining cultural sensitivity, Aboriginal history and perspectives, design and planning theory with an Aboriginal view, and Aboriginal community development practices, the option will offer a mix of course content that addresses many of the current shortfalls in educational practice that others have identified.

Teaching and learning methods in academic modules will include a mixture of seminars, lectures, studios, case study tutorials and a senior design project. Activities that promote interdisciplinary design and planning, cross-cultural considerations, and other Faculty and University collaboration will be part of the new program. There will be a focus on understanding design and planning principles and skills, Aboriginal issues and governance, and interdisciplinary content of the built and natural environment and associated human factors through design and planning theory, studio content (i.e., learning by doing), advancement of cross-cultural knowledge, and professional development.

### **3.4 Support for Proposed Option**

Letters of support have been received from Department of Native Studies, Faculty of Arts, Clayton H. Riddell Faculty of Environment, Earth and Resources (Appendix 1), Aboriginal Student Centre, University of Manitoba; Manitoba Hydro; Aboriginal Education Directorate, Manitoba Education, Citizenship and Youth; Planning, Property and Development, City of Winnipeg; Centre for Indigenous Environmental Resources, Chief John Thunder, Buffalo Point First Nation, Long Plains First Nation Chief and Council, Southeast Assembly of First Nations, and Hilderman Thomas Frank Cram: Landscape Architecture and Planning (Appendix 2), and Manitoba Professional Planners Institute<sup>5</sup> (Appendix 3).

### **3.5 Student support**

This option has not been attached to the ACCESS programme. It is believed that the option should stand as a distinct option requiring commitment and rigour from all students enrolled in it.

Support will exist through the Aboriginal Student Centre whose mandate is to provide student supports in a manner consistent with the cultures and values of Aboriginal Peoples for the purpose of increasing/enhancing the accessibility and retention of Aboriginal students. The Aboriginal Student Centre is also dedicated to the creation of an educational environment that includes the affirmation of

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<sup>5</sup> Note: MPPI Council reviewed the draft proposal and endorsed its development based upon that review.

Aboriginal cultures, values, languages, history, and way of life by virtue of increasing the knowledge foundation offered at the University of Manitoba. The newly proposed Aboriginal Option Program through the Faculty of Architecture has taken this into account and offers supports through the assignment of advisors for the students as well as student mentorship. The Option is designed to include and affirm Aboriginal cultures and Aboriginal ways of knowing directly into their curriculum and design and is strongly supported by the Aboriginal Student Centre.

Should the students of the Aboriginal Design Option Program require additional supports, the Aboriginal Student Centre has an Academic Advisor/Cultural Counsellor to assist students, liaison with the First Nation and Metis communities, and bursaries and scholarships available to Aboriginal students. An Elder-in-Residence is available to students who may be struggling with feelings of culture shock or who may need cultural supports and/or ceremonies. The Elder is an Anishanabe man. There are also many resources consisting of various Elders and Traditional Teachers, both male and female, from the various Nations (First Nations and Metis). Finally, there is a very strong network of students who work closely with the Aboriginal Student Association which is the largest student group on campus. The networking occurs via emails and MSN to keep students apprised of the various events happening on and off campus as well as help students with any feelings of isolation. The Student Association offers peer support and assistance with the development of a sense of community on campus as well as event coordination and political involvement opportunities.

### **3.6 Addressing Objectives for the Proposed Option**

The Objectives for the proposed option, as described in the Section 2.1, are examined below to determine the degree to which they have been addressed.

1. recognise and honour the unique cultural considerations, needs and aspirations of Aboriginal communities.
  - the course and studio content has been developed in association with the Department of Native Studies, making use of key existing course offerings that address Aboriginal cultural considerations, needs and aspirations.
2. offer a four-year enriched undergraduate option that specialises in Aboriginal communities.
  - the course and studio content has several community-based aspects, including a senior project that requires students to work with Aboriginal communities.
3. build on the existing Environmental Design option to reduce resource needs;
  - students will take the courses offered in the first two years of the recently restructured ED 1 and ED 2 before specialising in their final two years in the Aboriginal Design and Planning Option.
4. attain an enrolment of 15 students per year for a total potential student population of 45.
  - while Aboriginal students will be encouraged to enrol in the proposed option non-Aboriginal students who qualify will also be accepted.
  - it is intended that the Faculty will develop a special outreach effort to promote the new degree to Aboriginal communities across Manitoba, Nunavut, Northwestern Ontario, and Saskatchewan.
5. hire four new faculty members and .5 admin staff to support new courses offered.
  - the Faculty has identified potential Aboriginal faculty in North America who could teach in the programme.
  - faculty would be hired over a three year period as the programme is developed and offered.

6. complement Faculty of Architecture Strategic Plan and associated goals for the Faculty, including the goal of “establishing an Aboriginal focus in the Faculty.”
  - the proposal addresses that Faculty goal by developing a special degree offering.
7. focus on understanding Aboriginal design and planning issues and governance.
  - at the heart of the option is the delivery of eight courses from Native Studies that examine spiritual, cultural and governance manifestations of Aboriginal society.
  - three hands-on community-based studios will examine application of theoretical constructs within rural and urban Aboriginal communities.
  - each student will complete a senior design and planning project that will explore in depth the skills, processes and cross-cultural considerations learned during the four year option.
8. promote interdisciplinary collaboration and teaching.
  - the proposed option is built upon a multi-faculty and multi-Faculty delivery model with required courses being offered by Native Studies, Geography, Environmental Design and the proposed new programme.
  - in the fourth year, there will be potential for studios to be co-taught by Environmental Design faculty members and concomitantly open to Environmental Design students.
9. utilise course content delivered by the Department of Native Studies, Faculty of Arts (from existing courses) by the Environmental Design Program, Faculty of Architecture.
  - the proposed courses/studios are a mix of Native Studies current courses (9), Department of Geography course (1), Environmental Design courses/studios (13), as well as new courses developed for the option specialisation (10).
10. encourage students to work with urban and rural Aboriginal communities.
  - there are at least three opportunities for students to work with Aboriginal communities (two studios and the senior design and planning project).
11. integrate with Environmental Design.
  - the proposed option forms part of the overall undergraduate courses in the Faculty of Architecture with U1/ED1 and ED2 being the Foundation years for the Aboriginal Design and Planning Option.
12. Target and recruit Aboriginal students while accepting non-Aboriginal students, where numbers permit.
  - the intent is develop a recruitment program for Aboriginal students.
  - 10 seats out of 15 will be set aside for Aboriginal students when students meet entry requirements.
  - A minimum of 5 qualifying non-Aboriginal students will be accepted into the program.

### **3.7 Co-operation among Manitoba universities**

The proposed option will fill a major void in Manitoba and Canada. For the first time in Canada, a option will examine community design, planning and development from the perspective of Aboriginal people. Given the on-going development of Aboriginal programming at the University of Winnipeg and Brandon University, it is logical to look for potential synergies between the three institutions. Likewise, as the University of the North develops it's programming, there will be additional opportunity to connect to that new institution, especially through distance learning. Such opportunities will be developed once the option is offered.

### **3.8 Enhancement of University of Manitoba Reputation**

The University of Manitoba has indicated through its strategic planning process, Building on Strengths, that it intends to be the university of first choice for Aboriginal students. The University is investing in the design and construction of an Aboriginal Centre. It has invested in the development of an excellent Aboriginal Student Centre and associated Aboriginal Programs and Services, and Office of Accessibility.

This proposed option, the first of its type in North America, will further emphasize the commitment that the University of Manitoba has towards Manitoba's Aboriginal population. Given the recent experience of Dalhousie University (see: Section 3.6) and its inability to deliver credit for Aboriginal planning curriculum, the proposed accredited option identified in this submission will place the University of Manitoba at the forefront of a key Aboriginal issue; i.e., lack of adequate training to address the key issues facing Aboriginal communities.

## **4. Specific proposed option considerations**

Based upon the preceding, the following identifies the details of a potential Option in Aboriginal Design and Planning in the Faculty of Architecture.

### **4.1 Admission Requirements**

Students to the program would enter the Aboriginal Design and Planning Option after completing University 1/Environmental Design 1 and Environmental Design 2 in addition two required courses: Native Studies: The Native Peoples of Canada (6 credits). Acceptance into the Option will be based upon a minimum GPA of 2.5, Statement of Interest (maximum of 2 pages 12 point font), and two letters of reference.

### **4.2 Relationship to the Environmental Design Degree**

As noted earlier in this proposal, the Faculty was successful reforming its existing undergraduate degree and associated options in Architecture, Interior Environments and Landscape+Urbanism. The reform package new approved structure is a 2+2 model with a common foundation of two years (i.e., U1/ED1 and ED 2), followed by two years of specialisation (i.e., ED3 and ED4). The Aboriginal Design and Planning Option students would also be situated in a 2+2 model, taking similar courses in their first two years as students in the other streams (except for their requirement to take two Native Studies introductory courses). By utilising the 2+2 model, students in the proposed Aboriginal Design and Planning Option would have the opportunity to study with a broader mix of students, would have a common set of foundation courses in design and would reduce the requirement for separate resources in the first two years of their studies. At the end of their foundation studies (i.e., after ED2), they would move into their Aboriginal Design and Planning Option where they would specialise in Aboriginal studies.

### **4.3 Course Requirements**

All students will be required to take a minimum of 129 credit hours. The proposed courses will be a mix of University 1 (12 credits), Department of Native Studies courses (27 credits), Department of Geography course (3 credits), Environmental Design Program courses (48 credits), one elective ( in Year 4), and 39 new credits developed for the new option. The courses proposed are listed in Table 1. New Aboriginal Design and Planning courses are described in Appendix 4.

### **4.4 Structural Sequence**

The proposed option has been structured into Foundation, Skill Acquisition, and Skill Application areas.

a. Foundation

The Foundation years consist of University 1/ED1 and ED2 with courses offered by University 1, Native Studies and Environmental Design. Native Studies courses are centred upon the transfer of knowledge related to introductory understanding key and fundamental governance, political, cultural and spiritual aspects of Aboriginal communities. Environmental Design courses and studios will be shared with students in the Environmental Design Program where foundational courses and studios relate to basic understanding of design theory, communication skills and application.

Specific courses and studios that are foundational in nature are:

- NATV 1220/1240: The Native Peoples of Canada 1/2
- NATV 2100: Aboriginal Spirituality
- NATV 2220: Native Societies and the Political Process
- EDVS 1600: Introduction to Environmental Design
- EVDS 1602: Visual Literacy
- EVDS 1660/1670: History of Ideas, Culture and Environment 1/2
- EVDS 1610: Ecology and Design
- EVDS 1690: Materials, Structures+Assemblies
- EVDS 1630: Design Studio
- EVDS 1680: Tectonic Precedents
- EVDS 1620: Natural + Human Systems
- EVDS XXX: Visual Media
- EVDS 1640: Design Studio

In addition, a number of courses offered in University 1 will be recommended to students. Those courses will cover a range of topics and may change from time to time.

b. Skill Acquisition

Skill acquisition relates to a comprehensive understanding of socio-political and cultural aspects of Aboriginal communities and peoples, as well as the development of an understanding of community design and planning theoretical considerations, communication skills, and research methods.

Specific courses and studios that are skill acquisition in nature are:

- New Courses:

- ABDP 3XXX: Introduction to Aboriginal Planning and Design
- ABDP 3XXX: Planning Practice and Process in Aboriginal Communities
- ABDP 3XXX: Introduction to Aboriginal Community Planning
- ADBP 3XXX: Seminar in Aboriginal Design and Planning Topics
- ABDP 4XXX: Research Methods
- ABDP 4XXX: Advanced Planning Theory
- ABDP 4XXX: Aboriginal Planning and Design Studio
- ABDP 4XXX: Aboriginal Community Development

**Table 1**  
**Aboriginal Design and Planning Option Proposed Courses**

<b>Year and course #</b>	<b>Dept: Course title/credits</b>
<b>U1/ED1: Year 1</b>	<b>30 credits, including:</b>
• NATV 1220	The Native Peoples of Canada 1/3
• NATV 1240	The Native Peoples of Canada 2/3
• EVDS 1600	Introduction to Environmental Design/3
• EVDS 1602	Visual Literacy/3
• EVDS 1660	History of Ideas, Culture and Environment 1/3
• EVDS 1670	History of Ideas, Culture and Environment 2/3
<b>ED2 Year 2</b>	<b>33 credits</b>
• EVDS XXXX	Media Lab/3
• EVDS 1610	Ecology and Design/3
• EVDS 1690	Materials, Structures + Assemblies/3
• EVDS 1650	Visual Media 1/3
• EVDS 1630	Design Studio 1/6
• EVDS 1680	Tectonic Precedents/3
• EVDS 1620	Natural+Human Systems/3
• EVDS XXXX	Visual Media 2/3
• EVDS 1640	Design Studio 2/6
<b>ABDP Year 3</b>	<b>33 credits</b>
• ABDP 3XXX	Introduction to Aboriginal Design and Planning/3
• NATV 2220	Native Studies: Native Societies and the Political Process/3
• NATV 2100	Native Studies: Aboriginal Spirituality/3
• NATV 3310	Native Studies: Canadian Law and Aboriginal Peoples/3
• NATV 3350	Native Studies: Aboriginal Organisations/3
• GEOG 2250	Geography: Introduction to Geographic Information Systems/3
• ABDP 3XXX	Planning Practice and Process in Aboriginal Communities/3
• ABDP 3XXX	Introduction to Aboriginal Community Planning /3
• ABDP 3XXX	Aboriginal Community Design Studio/6
• ABDP 3XXX	Seminar in Aboriginal Design and Planning Topics/3
<b>ABDP Year 4</b>	<b>33 credits</b>
• NATV 4200	Native Studies: First Nations Government/3
• NATV 4220	Native Studies: Environment, Economy and Aboriginal Peoples/3
• NATV 4310	Native Studies: Exploring Aboriginal Economic Perspectives/3
• Elective	Elective/3
• ABDP 4XXX	Research Methods/3
• ABDP 4XXX	Advanced Planning Theory/3
• ABDP 4XXX	Planning in Aboriginal Communities: Field Case Studies/3
• ABDP 4XXX	Aboriginal Community Development/3
• ABDP 4XXX	Aboriginal Planning and Design Studio/6
• ABDP 4XXX	Senior Design and Planning Project/3

Where: EDVS is Environmental Design; NATV is Native Studies and ABDP is Aboriginal Design

- Existing courses:

- NATV 3310: Canadian Law and Aboriginal Peoples
- NATV 3350: Aboriginal Organisation
- NATV 4200: First Nations Government
- NATV 4220: Environment, Economy and Aboriginal Peoples
- NATV 4310: Exploring Aboriginal Economic Perspectives
- GEOG 2250: Information to Geographic Information Systems

c. Skill application

Skill application will occur through the delivery of studios and a senior project that is based upon community involvement.

- New Courses:

- ABDP 3XXX: Aboriginal Community Design Studio
- ABDP 4XXX: Planning in Aboriginal Communities: Field Case Studies
- ABDP 4XXX: Aboriginal Design and Planning Studio
- ABDP 4XXX: Senior Design and Planning Project

c. Evaluation of Students

Student evaluations will follow requirements set out in the Undergraduate Calendar (General Academic Regulations and Requirements).

d. Advising

An Advisor will be appointed for each student. The Advisor will be responsible for advising the student on their academic programming and elective course selection. Advisors will be faculty members from Aboriginal Design and Planning. It is expected that advisory requirements for the program may be greater than normally encountered in the Faculty of Architecture. Each faculty member in the program will advise up to 12 students at any one time.

e. Ability to Transfer Courses

Transfer of courses will be considered on a case-by-case basis. Environmental Design students may be considered for transfer into the option after completion of ED 2, if they have relevant design experience or course equivalency, aboriginal community-based experience.

Graduates of this proposed option will be eligible for direct entry to the graduate City Planning programme and could enter the Departments of Architecture, Interior Design and Landscape Architecture after completion of one year of Pre-masters, unless their portfolio of work suggests otherwise.

f. Degree Granted

The proposed degree offered will be in the form of a Bachelor of Environmental Design (Aboriginal Design and Planning Option).

g. Rationale for name

The option will be delivered as a highly regarded interdisciplinary option that focuses upon Aboriginal community design and planning issues, needs and solutions. The targeted market for the option will be those who aspire to work in (or currently work in) urban and rural Aboriginal communities. The proposed name, Aboriginal Design and Planning option is specific to that need. Also, should the option be accredited in the future by the Canadian Institute of Planners, the option must have the word, "planning", in its name.



h. Name elsewhere

There is no comparable degree offering in Canada.

i. List of groups consulted

A Needs Assessment was completed to determine support for the proposed option. There were 53 representatives of a cross-section of Aboriginal organisations, including members of the Faculty of Architecture, Aboriginal Advisory Council (8), members of the Aboriginal Student Centre (2), First Nation/Metis senior administrators (11), Chiefs (10), administrators of Aboriginal companies (3), members of Aboriginal organisations (11), and members of Aboriginal educational programs (8). All respondents confirmed their support for a degree program that would address design and planning issues from an Aboriginal perspective.

The Faculty of Arts and the Clayton H. Riddell Faculty of Environment, Earth and Resources were consulted (Appendix 1). Several First Nations, Manitoba Hydro and Aboriginal organisations provided feedback (Appendix 2). The Manitoba Professional Planners Institute was consulted (Appendix 3).

## 5. Projections and Implementation

### 5.1 Sample Program

As noted in Table 1, students will be expected to complete a four-year option, including University 1. The required courses have been identified in Table 1..

#### Year 1: University 1/ED1:

Students will take a range of courses to develop a broad foundation. They will be required to complete The Native Peoples of Canada (Native Studies: 6 credits/3 credits per term), Visual Literacy (Environmental Design Program: 3 credits), and Introduction to Environmental Design (Environmental Design Program: 3 credits), and History of Ideas, Culture and Environment (Environmental Design Program: 6 credits/3 credits per term). They will be encouraged to take 12 credits identified from a list of University 1 courses. They will complete 30 credits.

#### Year 2: ED2

Students will be required to complete Environmental Design Program Foundation Year 2.

#### Entry to the Aboriginal Design and Planning Option:

Students who wish to enter the Aboriginal Design and Planning Option will apply by completing the following requirements:

- provide proof of completion of University 1/ED1 and ED2 and mandatory courses (i.e., The Native Peoples of Canada) or equivalent;
- possess a minimum GPA of 2.5;
- provide a statement of intent (maximum one page in 12 point font);
- provide two letters of reference.

A committee composed of the Aboriginal design and planning faculty members and one member from the Department of City Planning will evaluate the applications and rank them. A total of 15 spaces will be made available until resources or demand require modification to that number. Students will be invited into the program based upon their ranking. Students who were not included in the first ranking of 15 will

be placed on a wait list and invited into the program if those who were ranked in the top 15 decline to attend. Ten of the 15 spaces will be held for students of Aboriginal descent with the remaining 5 spaces

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allocated on a competitive basis. Students from other ED s and outside of the Faculty of Architecture will be accepted into four ABDP: 3XXX courses (see completed detailed course outlines).

The proposed option provides Aboriginal and non-aboriginal students the opportunity to specialise in Aboriginal design and planning. Through program promotion in high schools, Aboriginal communities and in University 1, Aboriginal students will be targeted for entry. In the future, special entry considerations may be required to ensure that accessibility for Aboriginal students, who meet the entry requirements but whose GPA is not competitive with non-aboriginal applicants, is encouraged.

## **5.2 Enrolment**

Enrolment is premised upon the acquisition of four new faculty positions. Enrolment in the option program will be limited to 15 students in each of years 3 and 4 of the program until resources and demand warrant further student numbers. Aboriginal and non-Aboriginal students will be accepted into the program with a goal of having a majority of Aboriginal students in the future.

## **5.3 Distance education**

Distance education may occur, depending on demand, to students who have completed U1/ED 1 and ED 2, by faculty travelling to northern communities to offer a few selected courses in ABPD and potentially through a partnership with the University of the North.

## **5.4 Schedule for implementation**

It is proposed that the option be offered in September 2011 (i.e., students will be accepted from ED2 that year).

## **6. Human Resources**

The Faculty of Architecture has a highly regarded and recognised faculty. Many faculty members are registered with their respective professional associations (Manitoba Architects Association, Manitoba Association of Landscape Architects, Manitoba Professional Planners Institute, and Professional Interior Design Institute of Manitoba). But, current faculty members are fully committed with their current teaching and scholarship work and are not versed in Aboriginal cross-cultural issues. This new program will require four new faculty positions to deliver the identified new courses, as noted below.

### **6.1 Faculty**

The proposed option will need to be staffed with four new faculty members who have specific academic training in the areas of planning and design.

#### **Position ABDP 1:**

- M.Arch. required;
- Aboriginal required;
- experience as architect/planner required;
- eligible for membership in the Manitoba Association of Architects and Manitoba Professional Planners Institute; and
- several years of significant professional experience working with Aboriginal communities required.

#### **Position ABDP 2:**

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- PhD preferred;
- Undergraduate or Masters degree in planning required;
- Aboriginal required;
- eligible for membership in the Manitoba Professional Planners Institute; and
- several years of significant professional experience working with Aboriginal communities required.

**Position ABDP 3:**

- PhD in planning required;
- Aboriginal preferred;
- Undergraduate or graduate degree in a design discipline;
- eligible for membership in the Manitoba Professional Planners Institute or Manitoba Association of Architects or Manitoba Association of Landscape Architects;
- experience working in Aboriginal communities preferred.

**Position ABDP 4:**

- PhD required;
- Design degree required;
- Aboriginal preferred;
- eligible for membership in the Manitoba Professional Planners Institute or Manitoba Association of Architects or Manitoba Association of Landscape Architects;
- experience working with Aboriginal communities preferred.

Proposed new courses will be taught by the following faculty:

ABDP: Introduction to Aboriginal Planning and Design

- Position ABDP 1

ABDP: Planning Practice and Process in Aboriginal Communities

- Position ABDP 2

ABDP: Introduction to Aboriginal Community Planning

- Position ABDP 2

ABDP: Aboriginal Community Design Studio

- Position ABDP 1

ABDP: Research Methods

- Position: ABDP 3

ABDP: Seminar in Aboriginal Design and Planning Topics

- Position ABDP 2

ABDP: Advanced Planning Theory

- Position ABDP 3

ABDP: Planning in Aboriginal Communities: Field Case Studies

- Position ABDP 4

ABDP: Aboriginal Community Development

- Position: ABDP 4

ABDP: Aboriginal Design and Planning Studio

- Position ABDP 4

ABDP: Senior Design and Planning Project

- Positions ABDP1, ABDP2, ABDP3, ABDP 4, Adjuncts

Table 2  
Proposed Teaching Loads

Position	Courses	Studios
ABDP 1*	1	1
ABDP 2	3	-
ABDP 3	2	-
ABDP 4	2	1

\*also includes program coordination

COPSE has given approval to develop this proposal in detail. It is intended that funding for this new option come from COPSE or other external sources as new baseline funding. Total costs (excluding benefits and pay levy) are projected to be (2008\$):

- One new faculty member (ABDP 1) at \$80,000 (1)
- One new faculty member (ABDP 2) at \$70,000 (2)
- Two new faculty members (ABDP 3 and 4) at \$65,000 each (3 and 4)
- One ½ time Admin appointment at \$38,000
- Two sessional appointments at \$7,000 each (to support additional students in ED2 Design Studio 1 and 2).

It is proposed that staffing would be phased, as follows:

- 2010/11: two full time faculty members hired (ABDP 1 and ABDP 2);
- 2010/11: ½ time admin position hired;
- 2011/12: two full time faculty members hired (ABDP 3 and ABDP 4);
- 2011/12: two sessionals appointed (for ED2 studios);

#### Faculty Associated with program

In addition to the four proposed new faculty positions, faculty from the Department of Native Studies, Faculty of Arts, from the Faculty of Architecture, and from the Clayton H. Riddell Faculty of Environment, Earth and Resources will teach in the program. Department of Native Studies faculty will teach existing courses offered within the Department to students in the proposed new option. Faculty members in the Faculty of Architecture, who teach in Environmental Design 1 and Environmental Design 2 courses that are offered in the new option, will also teach students in the new option. Faculty from Clayton H. Riddell Faculty of Environment, Earth and Resources will teach one existing course to be offered in the new option.

Three faculty members (two of whom will be from the Faculty of Architecture as elected by Faculty Council) from the Department of Native Studies and Faculty of Architecture will be members of an Academic Advisory Committee whose function will be to advise the Aboriginal Design and Planning Option Coordinator. The Coordinator, a member of the teaching faculty in the Aboriginal Design and Planning Option program, will be identified once the Aboriginal Design and Planning faculty members have been hired.

The Head Environmental Design will coordinate and manage the proposed option until a Program Coordinator is in place.

## 6.2 Support Staff

A part time (.5) support staff position will be required to administer the program.

## 6.3 Other

No additional staffing resources are required. CADLab and Partners Program existing staff numbers will be able to support the addition of 30 students.

## 7. Physical Resources

### 7.1 Space

Space is at a premium in the Faculty. There is no available space in the Faculty for new programming (particularly with the addition of the approved Ph.D. degree). Studio space will be required in other university buildings that are underutilised. Lecture space will be accommodated with the existing Russell Building and Arch II Building spaces.

#### a. Students

Student will require approximately 1,600 sq. ft. to accommodate studio space needs for the 30 students at 54 sq. ft. per student. Lecture space already exists. It is estimated that approximately a one-time \$35,000 expenditure will be required to outfit a new studio space.

#### b. Administration

Office space for an administrative assistant and four professors and two sessionals will be required. This suggests that five offices will be needed: 4 for full time faculty and 1 for an administrative staff person. Approximately, \$50,000 will be required to outfit 5 new offices located in space nearby the existing architecture complex.

Total costs:

- 2010/11: staffing \$169,000 (baseline)  
office space: \$30,000 (one time)  
studio space: \$35,000 (one time)
- 201/121: staffing: \$144,000 (baseline)  
office space: \$20,000 (one time)

Total: Baseline: \$313,000 (2008 dollars)

One time: \$50,000

Projected Revenues when fully offered (in addition to non-program students will might register in four courses):

- ABDP 3: 15 students x \$120/credit hour x 33 credits= \$59,400
- ABDP 4: 15 students x \$120/credit hour x 33 credits= \$59,400
- Total: \$118,800

## 6.2 Equipment

#### a. Teaching

Instructional equipment is in place.

b. Research

No special research facilities or equipment are required.

c. Computer

The Faculty has instituted a mandatory computer purchase policy and technology program fee that will apply to all new students. Support equipment, necessary to support course work, exists through CADLab, the Faculty's technology department. Students would contribute to the Student Technology Fee (\$400/year) in support of technology.

d. Library

Please see Appendix 5.

e. Bibliography

Please see Appendix 6.

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**AGENDA ITEM:** Report of the Senate Committee on Awards [dated February 23, 2009]

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve eight new offers and eleven amended offers as set out in Appendix A of the Report of the Senate Committee on Awards [dated February 23, 2009].

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

The Senate Committee on Awards met on February 23, 2009, to approve eight new offers and 11 amended offers.

**RESOURCE REQUIREMENTS:**

The Awards will be funded from the various sources of funding identified within the Report.

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

All of these award decisions meet the published guidelines for awards as approved by Senate and were reported to Senate for information on April 1, 2009.



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
X	X	Senate Committee on Awards	February 23, 2009
X	X	Senate Executive	March 18, 2009
X	X	Senate	April 1, 2009
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
		<b>Senate</b>	

Submission prepared by:

Submission approved by: University Secretary

### Attachments

- Report of the Senate Committee on Awards



## **REPORT OF THE SENATE COMMITTEE ON AWARDS**

### **Preamble**

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

### **Observations**

At its meeting of February 23, 2009, the Senate Committee on Awards approved eight new offers and eleven amended offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated February 23, 2009).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve eight new offers and eleven amended offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated February 23, 2009). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin  
Chair, Senate Committee on Awards

**Appendix A**  
**MEETING OF THE SENATE COMMITTEE ON AWARDS**  
**February 23, 2009**

**1. NEW OFFERS**

**BDO Dunwoody LLP Prize for Intermediate Accounting - Equities**

BDO Dunwoody LLP has established an endowment fund at the University of Manitoba, with an initial gift of \$27,000 in 2009. The fund will be used to offer a prize for students in the I.H. Asper School of Business. BDO Dunwoody's gift to the University recognizes that graduates of the I.H. Asper School of Business may be found among the strongest staff members at the firm. The available annual interest from the fund will be used to offer one prize to an undergraduate student who:

- (1) is enrolled full-time in the I.H. Asper School of Business;
- (2) has completed between 72 and 96 credit hours toward the Bachelor of Commerce (Honours) degree and has declared Accounting as his or her major;
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has achieved the highest grade in Intermediate Accounting – Equities (currently numbered ACC 2020) among those who also meet criteria (1) and (2).

In the event of a tie, the selection committee will rely first on the over-all course load in the academic session for which the prize is offered, then on the grade on the final examination, and finally the degree grade point average.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate) and will include the course coordinator for Intermediate Accounting - Equities.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

**U. Donald Budd Bursary for Piano**

Mr. Uriel Donald Budd (B.Sc./48) has established an endowment fund at the University of Manitoba, in 2009, with a bequest of \$50,000. The available annual income from the fund will be used to offer up to three bursaries to undergraduate students who:

- (1) are enrolled full-time in the Marcel A. Desautels Faculty of Music, in the Piano major;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will have the discretion to determine the number and value of bursaries offered each year.

The selection committee will be the Scholarship and Awards Committee of the Marcel A. Desautels Faculty of Music.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

**Charles Clemence Centenary Scholarship**  
(A Faculty of Engineering Centenary Scholarship)

In celebration of the Faculty of Engineering's centennial anniversary in 2008, Mr. Charles Clemence [B.Sc.(E.E.)/49] has established an endowment fund at the University of Manitoba with an initial gift of \$10,000, in 2009. The purpose of the fund is to encourage engineering students to excel in their studies by providing scholarship support. The available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time or part-time in the second, third, or fourth year of study in the Faculty of Engineering;
- (2) has achieved a minimum degree grade point average of 3.5.

The selection committee will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

**Dr. Philip F. Hall Women's Health Research Award**

In memory of Dr. Philip F. Hall, the Department of Obstetrics, Gynecology and Reproductive Sciences has established a trust fund at the University of Manitoba, to offer a prize for students in the Bachelor of Science (Medicine) program. The prize will be offered until the capital and income have been exhausted. The value of the award may be adjusted in the final year.

The available annual interest and the accumulated revenue from the fund will be used to offer a prize, with a value of \$850, to an undergraduate student who:

- (1) has completed at least one year of full-time study in the Undergraduate Medical Education Program at the University of Manitoba, and is in good academic standing;
- (2) has successfully completed and presented the B.Sc. (Med.) project in the academic year in which the prize is tenable;
- (3) has completed the best B.Sc. (Med.) project related to women's health, as determined by the selection committee.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and the Program Director, Advanced Degrees in Medicine (or designate) and will include no less than four representative faculty members from basic and clinical departments based in the Faculty of Medicine.

**Duncan J. Jessiman Bursary**

The Honourable Duncan James Jessiman Q.C. has bequeathed \$50,000, in 2009, to establish an endowment fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The available annual interest from the fund will be used to offer one bursary to a student who:

- (1) is enrolled full-time in the final year of study in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 2.5 and is in good academic standing;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

Preference may be given to a student who has demonstrated an interest in corporate or business law.

The selection committee will be the Faculty of Law Awards Committee.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

### **Katherine Klassen Memorial Award**

The Faculty of Medicine, at the University of Manitoba, offers the Katherine Klassen Memorial Award in remembrance of Katherine Klassen, who was an undergraduate student in the Faculty of Medicine from September 2005 to the time of her death, July 14, 2008. The award is intended to carry on the legacy of Katherine Klassen, which was to treat every patient with compassion and dignity and to take a patient-centered approach to the provision of care. Each year, one prize valued at \$1,000 will be offered to a student who:

- (1) has successfully completed the requirements for the Doctor of Medicine degree;
- (2) is recognized by peers and instructors as having demonstrated a high level of compassion, humanism, and as having modeled a patient-centred approach to care.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and will include the Associate Dean, Professionalism, the Assistant Dean, Student Affairs, the Director of Clerkship, the Director of Communication Skills, a fourth year medical student appointed by the Manitoba Medical Students Association, and a representative of the Klassen family.

### **Clayton H. Riddell Faculty of Environment, Earth, and Resources Graduate Initiative Prize**

The Clayton H. Riddell Faculty of Environment, Earth, and Resources offers an annual prize to recognize a graduate student who has developed, built upon and/or contributed to a local, regional, national, or international initiative that serves the greater good. Each year, one prize valued at \$1,000 will be offered to a graduate student who:

- (1) has completed as least one year of full-time study in the Faculty of Graduate Studies, in any Master's or Doctoral program delivered by a unit in the Clayton H. Riddell Faculty of Environment, Earth and Resources, including the Natural Resources Institute;
- (2) has achieved a minimum degree grade point average of 3.0 (or equivalent) over the last 60 credit hours of study;
- (3) has by his/her efforts and accomplishments developed, built upon and/or contributed to a local, regional, national, or international initiative that serves the greater good. Such initiatives may target specific populations (e.g. students, youth, the elderly), specific issues (e.g. global warming, poverty, resource exploration, environmental pollution), and/or specific outcomes (e.g. policy development).

Nominations will be invited from faculty and students of the University of Manitoba and members of the community. Nominations must be accompanied by (a) a description and explanation of the initiative, the candidate's specific roles and responsibilities, and the resulting outcomes with reference to the selection criterion (maximum 500 words) and (b) two letters of recommendation (maximum 500 words each); one from a faculty member and one from a representative of the broader community most impacted by the initiative. The letters should describe how the candidate has met the requirements set out in criterion (3) above and should identify the award for which they wish to nominate the candidate.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate) to name the selection committee for this award.

### **Clayton H. Riddell Faculty of Environment, Earth, and Resources Undergraduate Initiative Prize**

The Clayton H. Riddell Faculty of Environment, Earth, and Resources offers an annual prize to recognize an undergraduate student who has developed, built upon and/or contributed to a local, regional, national, or international initiative that serves the greater good. Each year, one prize valued at \$1,000 will be offered to an undergraduate student who:

- (1) has completed as least one year of full-time study in the Clayton H. Riddell Faculty of Environment, Earth and Resources, in any General, Advanced, Major, or Honours degree program;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has by his/her efforts and accomplishments developed, built upon and/or contributed to a local, regional, national, or international initiative that serves the greater good. Such initiatives may target specific populations (e.g. students, youth, the elderly), specific issues (e.g. global warming, poverty, resource exploration, environmental pollution), and/or specific outcomes (e.g. policy development).

Nominations will be invited from faculty and students of the University of Manitoba and members of the community. Nominations must be accompanied by (a) a description and explanation of the initiative, the candidate's specific roles and responsibilities, and the resulting outcomes with reference to the selection criterion (maximum 500 words) and (b) two letters of recommendation (maximum 500 words each); one from a faculty member and one from a representative of the broader community most impacted by the initiative. The letters should describe how the candidate has met the requirements set out in criterion (3) above and should identify the award for which they wish to nominate the candidate.

The selection committee will be the Awards and Honours Committee of the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

## **2. AMENDMENTS**

### **AESES Scholarship**

At the request of the Association of Employees Supporting Education (AESES), the value of the AESES Scholarship has been increased from: \$500 to: \$1,000. The number of scholarships offered each year (7) is unchanged.

### **Aaron Akman Scholarship in Engineering**

An editorial change has been made to the terms of reference for the Aaron Akman Scholarship in Engineering, to clarify that the sessional grade point average is used when assessing candidates for this scholarship.

### **A.S.M. Award**

At the request of the Faculty of Engineering, course numbers in the terms of reference for the A.S.M. Award have been updated from: 25.227 Principles of Engineering to: Principles of Engineering (currently numbered MECH 2270) and from: 25.354 Modern Engineering Materials to: Modern Engineering Materials (currently numbered MECH 3540).

### **Dr. Vic Corroll General Proficiency Award**

At the request of the Faculty of Kinesiology and Recreation Management, two amendments have been made to the terms of reference for the Dr. Vic Corroll General Proficiency Award.

- This convocation prize, which has been offered to students graduating from the Bachelor of Physical Education degree program in past years, will now be offered to students graduating with a Bachelor of Kinesiology degree.
- The selection committee has been changed from: named by the Dean of the Faculty and will include (1) the incoming Stick, (2) incoming Vice-Stick, (3) Dr. V. Corroll, (4) B.P.E. Coordinator to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

### **Bruce Currie Memorial Prize**

At the request of the I.H. Asper School of Business an editorial amendment has been made to the terms of reference for the Bruce Currie Memorial Prize. In two places, the name of the MBA Program has been updated to the Asper MBA Program.

### **Philip and Marjorie Eckman Scholarships**

Two revisions have been made to the terms of reference for the Philip and Marjorie Eckman Scholarships.

- The name of the award has been changed to: Philip and Marjorie Eckman Scholarships in Honour of Dr. Justin DeLury.
- The following sentence has been added to the first paragraph of the terms: "Dr. DeLury was a highly respected member of the Department of Geological Sciences."

### **David G. Fish Memorial Scholarship**

Several amendments have been made to the terms of reference for the David G. Fish Memorial Scholarship, at the request of the Department of Community Health Sciences.

- The opening paragraph has been amended to clarify that the purpose of the scholarship and the endowment fund that supports it is to commemorate Dr. Fish, his vision, and his accomplishments and to also reflect his interest in research on international health by offering scholarship support for graduate students who undertake research abroad.
- The value of the scholarship has been increased from: \$5,000 to: \$10,000.
- The scholarship, which was previously open only to full-time students registered in a graduate program delivered by the Department of Community Health Sciences, has been opened to part-time students.

- Criterion (1) has been amended to specify that recipients of the scholarship must be enrolled in either the M.Sc. or the Ph.D. program delivered by the Department. Students in the new Masters of Public Health degree program are not eligible for this scholarship.
- Criterion (2) has been amended to stipulate that candidates' academic achievement will be assessed based on their standing on all graduate level courses completed to date, rather than graduate and undergraduate courses. A reference to cumulative grade point average has been updated to degree grade point average.
- Criterion (3) has been amended from: “[who] is conducting or has proposed to conduct research into issues pertaining to international health,” to: “[who] is conducting or has proposed to conduct thesis research that requires travel and fieldwork with primary data collection outside of Canada.”
- A requirement [criterion (4)] that the recipient must have demonstrated great promise for research excellence and future contributions to the field of international health, has been removed.
- The revised terms specify that candidates will be required to submit a research proposal (maximum 5 pages), including a description of the research project and timeline, and a letter of support from his or her advisor.
- The selection committee has been amended from: shall be named by the Head of the Department of Community Health Sciences to: The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Medicine (or designate) and the Head of the Department of Community Health Sciences (or designate) to name the selection committee for this award.

### **Dr. A.W. Hogg Undergraduate Scholarships**

Two changes have been made to the terms of reference for the Dr. A.W. Hogg Undergraduate Scholarship. Interior Design has been removed from the list of academics for which the scholarship is offered, as the Bachelor of Interior Design program is no longer offered. Environment, Earth, and Resources has been added to the list, to reflect that one Dr. A.W. Hogg Undergraduate Scholarship has been offered to a student from this unit for a number of years already.

### **Dr. Alvin Shinoff Award**

At the request of the Faculty of Dentistry, two amendments have been made to the terms of reference for the Dr. Alvin Shinoff Award.

- Criterion (1), states that the award will be offered to a student who has developed outstanding treatment plans in the General Practice Clinic (currently numbered DENT 4030) and/or in Interdisciplinary Case Studies (currently numbered DENT 4020). Previously, only work completed in the General Practice Clinic was considered for this award.
- The selection committee has been revised from: selected by the General Practice Clinic instructors to: selected by the Course Coordinators for the General Practice Clinic and Interdisciplinary Case Studies.

### **Oscar Vong Memorial Scholarship**

At the request of the donor, the first sentence of the opening paragraph has been revised to read: “An endowment fund has been established at the University of Manitoba in memory of Oscar Vong

(November 7, 1984 – February 8, 2005), a student in the Department of Microbiology at the time of his death.”

### **World W.I.S.E. Prize for Student Leadership and Global Citizenship**

Two amendments have been made to the terms of reference for the World W.I.S.E. Prize for Student Leadership and Global Citizenship, at the request of the International Centre for Students.

- The name of the award has been amended to: Nahlah Ayed Prize for Student Leadership and Global Citizenship.
- Criterion (1) has been revised to make clear that students must be seeking a degree from the University of Manitoba in order to be considered for this prize.



# FOR INFORMATION ONLY



UNIVERSITY  
OF MANITOBA

## Board of Governors Submission

**AGENDA ITEM:**      **Withdrawal of Statement of Intent to establish a M.A. and Ph.D. in Health Psychology**

**RECOMMENDED RESOLUTION:**

*For information only.*

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

A Statement of Intent to establish a M.A. and Ph.D. in Health Psychology was forwarded to the Board of Governors for information on April 22, 2008. This Statement has since been withdrawn and these graduate programs will not be pursued further at this time.

**RESOURCE REQUIREMENTS:**

N/A

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A



**Board of Governors Submission**

**Routing to the Board of Governors:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	<input type="checkbox"/>	Senate Executive	March 18, 2009
x	<input type="checkbox"/>	Senate	April 1, 2009
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
		<b>Senate</b>	

**Submission prepared by:**

**Submission approved by:** University Secretary.

**Attachments**

N/A