

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, April 1, 2009
1:30 p.m.
Regrets call 474-6892

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards Page 17
2. Statement of Intent from the Faculty of Architecture for a Bachelor of Environmental Design [After Degree] Program Page 25
3. Correspondence from the Faculty of Graduate Studies RE: M.A. and Ph.D. in Health Psychology Page 31

IV REPORT OF THE PRESIDENT Page 32

V QUESTION PERIOD

Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF FEBRUARY 4, 2009

CONSIDERATION OF THE MINUTES OF THE MEETING OF MARCH 4, 2009

VII BUSINESS ARISING FROM THE MINUTES

VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1. Report of the Senate Executive Committee Page 43

Comments of the Senate Executive Committee will accompany the report on which they are made.

**2. Report of the Senate
Planning and Priorities Committee**

The Chair will make an oral report on the Committee's activities.

**IX REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**

- | | | |
|----|---|----------------|
| 1. | <u>Proposal from the Faculty of Architecture for an
Aboriginal Design and Planning Option in the
Bachelor of Environmental Design</u> | Page 44 |
| a) | <u>Report of the Senate Committee on Curriculum
and Course Changes [dated November 4, 2008]</u> | Page 70 |
| b) | <u>Report of the Senate Planning and
Priorities Committee [dated February 23, 2009]</u> | Page 74 |
| 2. | <u>Report of the Executive Committee of the Faculty of
Graduate Studies on Course and Curriculum Changes
[dated February 24, 2009]</u> | Page 76 |

X ADDITIONAL BUSINESS

- | | | |
|----|---|----------------|
| 1. | <u>Policy and Procedures for Academic Centres and Institutes</u> | Page 79 |
|----|---|----------------|

XI ADJOURNMENT

Please call regrets to 474-6892 or meg_brolley@umanitoba.ca

/mb

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 at 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

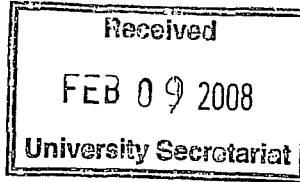
Two amendments have been made to the terms of reference for the World W.I.S.E. Prize for Student Leadership and Global Citizenship, at the request of the International Centre for Students.

- 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.



UNIVERSITY
OF MANITOBA

Office of the
Vice-President (Academic) & Provost



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6 February 2009

Mr. Sid Rogers
Secretary
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, Manitoba
R3C 0C4

Dear Mr. Rogers,

**Statement of Intent:
Bachelor of Environmental Design After-Degree Program**

On behalf of the University of Manitoba, I enclose a Statement of Intent for a new after-degree undergraduate program in the Faculty of Architecture

This new after-degree program will prepare students to pursue postgraduate studies in Architecture, following two years of study in our existing Environmental Design program. Previously, such students had been required to complete a two-year pre-masters program (which yields no credential upon completion) before being eligible to apply for graduate studies in Architecture. This new after-degree program will also facilitate the application of graduates to postgraduate programs at other universities.

Because this new program will make use of existing courses, no additional resources will be required for its implementation.

My colleagues and I would be pleased to provide any additional other information your Council may require during its consideration of this Statement of Intent.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Richard A. Lobdell". The signature is fluid and cursive, with the first name "Richard" being more prominent.

Richard A. Lobdell, PhD
Vice-Provost (Programs)

Encl.

cc: Dr. Joanne Keselman, Interim Vice-President (Academic) and Provost
Dr. David Witty, Dean, Faculty of Architecture
Mr. Jeff Leclerc, University Secretary

STATEMENT OF INTENT

Institution

- | | |
|--|--|
| <input type="checkbox"/> Brandon University | <input type="checkbox"/> Assiniboine Community College |
| <input checked="" type="checkbox"/> University of Manitoba | <input type="checkbox"/> University College of the North |
| <input type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River College |
| <input type="checkbox"/> Collège universitaire de Saint-Boniface | |

Program Overview

● Program Name:

Bachelor of Environmental Design After Degree

● Credential to be offered:

B.Env.D AD

● Does the program require accreditation from a licencing group?

X YES

☐ NO

If yes, name group

National Architecture Accrediting Board [NAAB]

● Length of the program: 2☐ Years☐ Months☐ Semesters

● Proposed program start date:

08 / 09 / 09
Day/Month/Year

● Which department(s) within the institution will have responsibility for the program?

Environmental Design, Department of Architecture

● As compared to other programs your institution will be proposing, is the priority of this

program:

X High

☐ Medium☐ Low

● Is this a new program?

X YES

☐ NO

● Is this a revision of an existing program:

X YES

☐ NO

If YES, name program

What are the impacts of changing this program?

Formerly the 'Pre-Masters Architecture Program'

Currently, students with prior university degrees wanting to pursue graduate studies in the Faculty of Architecture must either apply for admission into the Environmental Design Program or into the Pre-Masters Programs within the Faculty of Graduate Studies. Students who gain admission into the Environmental Design Program must complete three years of studies and are awarded a Bachelor of Environmental Design Degree. Students applying for admission into the Pre-Masters Programs intend on continuing their studies at the graduate level. As noted, these students already possess an undergraduate degree. However, they do not obtain a degree for their 2 years of Pre-masters studies. Nor are they assured of gaining admission to a graduate program. Other Faculties at the University of Manitoba, and at other universities, have similar models yet students are awarded a degree after the two years of studies.

Where a graduate program requires a 2 year Pre-masters Program, an After Degree provides formal recognition for that effort. The After Degree is intended to provide applicants already possessing an undergraduate degree with an avenue to obtain a design degree without having to complete the entire three year Bachelor of Environmental Design. Students who have met Environmental Design After Degree Admission requirements, will be eligible for admission into Environmental Design 3. The 'After Degree' designation distinguishes these students from students who have been admitted through the Environmental Design Admissions process. While no longer common practice, the After Degree designation was seen as essential by Faculty of Architecture Council. *This proposal was passed by the Faculty of Architecture Council on November 27, 2008.*

- The proposed model will provide students with a greater range of scholarship opportunities [typically pre-master's students have fewer scholarship options].
- Graduating students will have a design degree designation, often required to gain admission to other graduate / professional programs nationally and globally.
- The proposed model will allow the Faculty of Architecture to attract more students by making it more competitive with other universities.
- The proposed model will offer a more efficient means of delivering the required courses by fully integrating ED3 and ED4 courses.
- Combining the After Degree students with the Environmental Design 3 and 4 students will increase student diversity, seen as beneficial to both groups.

• The proposed model will eliminate the need for the involvement of the Faculty of Graduate Studies with pre-masters studies in the Faculty of Architecture. They are in support of this degree option and would recognize it accordingly.

- Will the program be available to part-time students? ☐ YES ☒ NO
- Will this program have a cooperative education component? ☐ YES ☒ NO
If YES, how long with the field placement be?
- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? ☐ YES ☒ NO
Provide Details
- Will there be distance delivery options? ☐ YES ☒ NO
Provide Details
- Will this program be delivered jointly with another institution? ☐ YES ☒ NO
If YES, name the institution
- Are similar programs offered in Manitoba or other jurisdictions? ☐ YES ☒ NO
If YES, indicate why this program is needed (e.g., area of specialization)

● What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

*NOT CLEAR WHAT IS BEING ASKED HERE

Specific Program Information

1. Program Description

● Describe the program and its objectives:

Within the Faculty of Architecture, the Environmental Design After Degree Program is a design degree offering leading to graduate studies at the University of Manitoba and beyond. Currently, and subject to UM Senate approval, the After Degree will be offered to students seeking graduate studies in the Department of Architecture initially.

The Bachelor of Environmental Design After Degree is designed for students with a previous undergraduate degree [or for those currently enrolled in the final year of a degree program THAT have little or no formal design education. This degree offering requires two years of studies at the ED3 and ED4 level [66 credit hours]. In order to be eligible for consideration, all applicants must have completed an undergraduate degree from a recognized university with a minimum grade point average (GPA) of 3.0 (B), or equivalent in their last 60 credit hours of study. For repeated courses the highest grade received for the course will be used in the GPA calculation.

● Provide an overview of the content to be taught in this program:

INTERMEDIATE STUDIES (Option Years 3 and 4)

Year 3: Architecture Option

EVAR 3000 Pre-Modern Architecture History and Theory 1	3
EVAR 3002 Pre-Modern Architectural History and Theory 2	3
EVAR 3004 Architectural Technology 1- Structural and Sustainable Use of Materials	3
EVAR 3006 Architectural Technology 2 – Building Construction, Structures and Envelopes	3
EVAR 3008 Architecture Design Studio 1	9
EVAR 3010 Architecture Design Studio 2	9
EVAR 3014 Drawing: Freehand & Digital	3
Total Credit Hours	33
SPACE	

Year 4: Architecture Option

EVAR 4000 Modern Architectural History and Theory 1	3
EVAR 4006 Modern Architectural History and Theory 2	3
EVAR 4002 Architectural Technology 3 - Building Systems	3
EVAR 4008 Architectural Technology 4 - Comprehensive Design Technology Report	3
EVAR 4004 Architecture Design Studio 3	9
EVAR 4010 Architecture Design Studio 4	9
Elective	3
Total Credit Hours	33

2. Enrollment

●What is the program's initial projected enrollment?

Up to 15 / year

●What is the projected enrollment for the 2nd and 3rd years?

Up to 15. There is no 3rd year

Currently a diverse range of students apply to the Architecture Pre-Masters Program. All possess a university degree, either directly or indirectly related to the discipline. Successful students also have demonstrated creativity in design or in other forms of cultural production. They are typically mature students seeking professional credentials.

3. Labour Market Information

●What labour market need is the program expected to meet?

It will contribute to the professional education of an architect

●Are there currently jobs in Manitoba in this field?
If yes, where (geographic location and industry)?

*☐ YES ☐ NO

Currently, there is a demand for architects locally, nationally and internationally

●What is the future job forecast for individuals with this education/training/credential?

According to a recent study [Partner's Program, UM], the demographics nationally support a significant need for architects, a need that is only going to increase.

●How does this program fit with Manitoba's stated economic, social and other priorities?

Consistent with ...

●What agencies, groups, institutions will be consulted regarding development of the program?

Faculty of Architecture Council, UM Senate and its sub-committees

● Is there any other information relevant to this program ?

4. Financial Information

●Projected Program Costs:

Salary
Operating
Capital
Total cost

●Projected Program Revenue:

Tuition
Other
Total revenue

Submitted by: _____

Name (print)

Position

Signature

Date



UNIVERSITY
OF MANITOBA

Office of the Dean
Faculty of Graduate Studies

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Winnipeg, Manitoba
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Telephone: (204) 474-9887
Fax: (204) 474-7553

MEMORANDUM

Date: 10 February 2009

To: Jeff LeClerc, University Secretary

From: John (Jay) Doering, Dean, Faculty of Graduate Studies

Re: M.A. and Ph.D. in Health Psychology

Please be advised that the Statement Of Intent (SOI) to establish a M.A. and Ph.D. in Health Psychology, which was prepared jointly by the Departments of Psychology and Clinical Health Psychology and submitted to COPSE and Senate (for information only) by the Faculty of Graduate Studies, has been withdrawn. These graduate programs will not be pursued further at this time.

PRESIDENT'S REPORT: April 1, 2009

I. GENERAL

The 2009 federal budget, released January 27, contained commitments to a series of investments of interest to the University of Manitoba, the most significant being the \$2 billion fund to support infrastructure projects in universities and colleges. We understand that all funds are to be allocated on the basis of merit to projects that can be completed within the two-year timeframe of the fund. We are working with the provincial government to ensure that proposed projects are identified strategically, in order to optimize the potential to access federal funds.

The budget also supported additional graduate scholarships through NSERC (\$35 million), CIHR (\$35 million) and SSHRC (\$17.5 million). It did not contain increases to the granting councils, which has prompted some controversy. There was, however, \$750 million for the Canadian Foundation for Innovation for leading-edge research infrastructure and a series of commitments to specific research initiatives. Recognizing the merit of the concerns that have been raised, the budget did make significant commitments in the area of post-secondary education, particularly infrastructure. This had been identified by universities as a priority and our interests now are best served by seeking to identify how we can best access the funding that has been committed.

On March 3, the Committee of Presidents of Universities in Manitoba (COPUM) had opportunity to meet with Honourable Greg Selinger, Minister of Finance and Honourable Diane McGifford, Minister of Advanced Education and Literacy to express our viewpoints about the March 25 provincial budget. As current Chair, I expressed our concerns about the effects of the economic downturn on our operations and our recommendation that the provincial budget provide increases to our operating grants and commit to a meaningful lift of the tuition freeze. We had a frank and positive discussion about the need to ensure that Manitoba gets maximum benefit from the federal budget, including the need for provincial investments in research.

At its meeting on February 4, 2009, after a thought-provoking discussion, Senate approved the introduction of a joint Master's degree in Peace and Conflict Studies. As I expressed at the time, it was an important discussion for Senate to have had and the commitment demonstrated by its members to a respectful discussion and resolution was greatly appreciated.

At the March 4, 2009 meeting of Senate, I provided an update about the release of the contract between the University of Manitoba and Navitas regarding the International College of Manitoba (ICM). Recognizing that this issue is of interest to the greater University community, we will be having a Town Hall on April 6 in order to discuss ICM and how we can move forward.

Finally, I have spoken to Mr. Bob Silver to congratulate him on his appointment as Chancellor of the University of Winnipeg. We are fortunate in having the benefit of Mr. Silver's leadership as Chairman of Board of SmartPark and he has expressed his willingness to continue in this role, as well as in his more informal role on the President's Advisory Committee. On behalf of the University of Manitoba, I expressed our sincere appreciation for his continued commitment.

II. ACADEMIC MATTERS

Staff Distinctions

- Shahin Shooshtari, (family social sciences), received the 2008 Young Researcher Fellowship Award from the International Association for Scientific Study of Intellectual Disability, for her research on Aging with an Intellectual Disability.
- Torsten Hegmann, (chemistry), received a Canadian National Committee for the International Union of Pure & Applied Chemistry (CNC-IUPAC) Travel Award. Hegmann will attend the 42nd IUPAC Congress “Chemistry Solutions” in Glasgow, Scotland (UK) in August 2009 as the Canadian representative in the Young Observer Program. This program strives to introduce the work of IUPAC to a new generation of distinguished researchers and to provide an opportunity to address international scientific policy issues.
- Two University of Manitoba projects that were nominated for the MacJannet Prize for Global Citizenship have been selected as finalists in a competition involving 64 nominations from 40 institutions located in 19 countries around the world. The MacJannet Prize recognizes exceptional student civic engagement initiatives based in Talloires Network member universities around the world, and contributes financially to their ongoing public service efforts. The first-ever MacJannet Prize is to be jointly awarded in June 2009 by The MacJannet Foundation, an organization committed to building a community of global citizens, and the Talloires Network, a network of over 76 universities dedicated to promoting the civic roles and social responsibilities of higher education. First, second and third place prize winners will be awarded cash prizes between \$1,000 -\$5,000 and promoted through the Talloires Network. A documentary film will be made of the first prize winning program. The two University of Manitoba projects are:
 1. "Service Learning in the Global Community" - Kelly Beavorford (Architecture). Between 2005 and 2008 Professor Beavorford has lead three teams of University of Manitoba Architecture students to Turkey and to Uganda to live in a low income community abroad, and work alongside their community hosts to design and construct a building facility that has been chosen by the host community. Students earn 6 University course credits towards their Architecture degree program, but the value goes well beyond academic rewards. The transformative experience motivates students to continued action on behalf of the poor, as exemplified through the student-initiated Architects Without Borders Canada, begun by Service Learning in the Global Community alumni.
 2. “Global Initiative on Storytelling for Peace and Renewing the Community” (SPARC) - Jessica Senehi, (Arthur V. Mauro Centre for Peace and Justice). In 2006, the Arthur V. Mauro Centre for Peace and Justice at St. Paul’s College, University of Manitoba, established a global initiative on Storytelling for Peace and Renewing Community (SPARC) to promote innovative story-based

approaches for peacemaking and community-building. This is likely the only sustained initiative of its kind in the world. The SPARC program has two main components:

i) The SPARC Summer Institute brings together international storytellers, as well as local storytellers to teach educators how these approaches can be used for peace education across disciplines and for all grade levels.

ii) The International Winnipeg Storytelling Festival brings innovative artist peacemakers from around the world to share their skills and ideas with students, the local community, and with each other.

Student Honours

- Environmental Design graduate Kelly Doran has won the Prix de Rome award in Architecture. The \$34,000 prize, awarded by the Canada Council for the Arts, is given to a recent graduate of one of Canada's 10 accredited schools of architecture who demonstrates outstanding potential. Doran was the 2003 University Gold Medalist at the University of Manitoba where he earned a Bachelor of Environmental Design.
- The University of Manitoba delegation of engineering students travelled to Regina in January for the Western Engineering Competition and came back big winners. The team received the following awards:
 - Junior Team Design, 2nd place, team members: Simon Cooke, Justin Richards, Chris Trenholm, Steve Fetterly;
 - Senior Team Design, 1st place, team members: Sean Hervo, Cody Nowell, Iian Ho, Andrew Condon;
 - Senior Team Design, 2nd place, team members: Matthew DeMonye, Matt Fair, Derek Neufeld, Ryley Davidson;
 - Engineering Communication, 2nd place, team members: Nikou Jalayeri and Melissa Haresin; and
 - Impromptu Debate, 3rd place, team members: Ryan Gryba and Kathryn Marcynuk.

In addition, the University of Manitoba Concrete Toboggan Team were Overall winners at this year's Great Northern Concrete Toboggan Race in Red Deer, Alberta in February.

- Chibuike Udenigwe, (graduate student human nutritional sciences) received the 2009 Honoured Student award from the American Oil Chemists' Society (AOCS). The award consists of an all expense paid trip to attend the 100th annual AOCS conference in Orlando, Florida, May 3-6 where Chibuike will be formally presented with a plaque during the annual Business Breakfast and Awards Recognition Ceremony on May 5. Chibuike will also deliver a special invited oral paper on his research accomplishments at the technical session of the Protein and Co-Products Division.

- Textile Sciences student Nia Schindle is a finalist in the 2009 Telio Design competition. Her original design sketch was chosen as one of the top 25 entries among 116 sketches from 20 schools across Canada. She is in the process of constructing the dress which will be shipped to Montreal to be judged and featured in a fashion show during Montreal Fashion week.
- Student moot team (Law) David Ireland and Alison Cathcart, placed at the Western Canada Trial Moot Competition in Saskatoon in January. The team will now be moving on to the premier moot competition event in Canada, The Sopinka Cup in Ottawa, on March 13, 2009.
- Nursing student Poongodi Sampath presented at the 2009 Canadian Nursing Students's Association Conference held in Charlottetown, PEI in January, and also received the Honor Society of Nursing Scholarship for Student Clinical Excellence.
- Pharmacy Student (4th year) and Senior Stick Barret Procyshyn, was presented with the "CAPSI/Wyeth Guy Genest Passion for Pharmacy Award" at the 2009 Professional Development Week (PDW) conference in St. John's, Newfoundland (Jan. 14-17/09). This award is intended to recognize one individual from each Faculty of Pharmacy in Canada for their notable passion for, and dedication to, the profession of Pharmacy. The award consists of a reserved space at PDW where the individual will have the opportunity to meet other recipients from across the country and be officially recognized and presented with a plaque at the annual Awards Ceremony. There is also a \$500 prize to make attendance feasible.
- Amy Grossberndt, (4th year Pharmacy) received a scholarship from the Canadian Society of Hospital Pharmacists (CSHP) and Canadian Association of Pharmacy Students and Interns (CAPSI). The award recognizes pharmacy students who show promise as a future hospital pharmacy practitioner through their student activities or their experiential training in direct patient care, research or education. The award was recognized at the 2009 Professional Development Week (PDW) conference in St. John's Newfoundland (Jan. 14-17/09). Amy's travel costs were provided by CSHP and she was presented with a plaque and a cash award of \$500.
- Chad Smith (Elizabeth Hill Counselling Centre, Social Work and master's student) has been invited to present on his thesis at the 2nd Annual International LGBT Human Rights Conference in Copenhagen. This conference is part of the World Outgames taking place in July, 2009.

New Initiatives/Special Events

- On February 5, 6 and 7, 2009, the Faculty of Architecture held the international symposium: ATMOSPHERE. The event was well attended by approximately two hundred people including students, faculty, and professionals. There were six keynote speakers from Canada, Europe, New Zealand and the United States. Other speakers who participated were from Australia, Austria, Canada and New Zealand.

- The Associates of the Asper School of Business have announced that Mr. Jim Balsillie, Co-CEO of Research in Motion (RIM) is the 2009 recipient of the International Distinguished Entrepreneur Award. The award will be presented at a Gala on Tuesday June 2, 2009 at the Winnipeg Convention Centre.
- Variety, the Children's Charity of Manitoba, in conjunction with the Faculty of Dentistry at the University of Manitoba, has again come to the aid of children in Manitoba. On January 16, the Manitoba charity confirmed the renewal of their sponsorship of the Faculty's Variety Children's Dental Outreach Program with a \$100,000 gift over three years made possible by the generous support of ADESA Winnipeg. This will ensure the operation of the program that provides oral health-care for elementary students in 15 inner-city schools in the Winnipeg School Division and students attending the Helen Betty Osborne Ininiw Education Resource Centre in Norway House.
- The Faculty of Dentistry's annual showcase of scientific research was held at Research Day Wednesday, February 25, 2009 at the University of Manitoba. The keynote address from Dr. Byoung Suh, PhD, FADM, a materials chemist from Bisco, was *Simplified Adhesives: Is Easier and Faster Really Better?* The day, which highlighted biomaterials, included array of research posters along with presentations from students, academics and collaborators at the National Research Council. Speakers and poster displays were followed by the popular Art In Science exhibit at Neil John Maclean Library Common Area in the Brodie Centre at the University of Manitoba's Bannatyne Campus. Proceeds from the sale of artistic images go to support student research at the Faculty of Dentistry and School of Dental Hygiene.
- The Faculty of Medicine was privileged to host the 2008 Recipient of the Royal College of Physicians and Surgeons of Canada, McLaughlin-Gallie Visiting Fellowship, Professor Sir Michael Marmot on February 3rd. This was the first time in the 49 years of the Fellowship that the University of Manitoba has ever hosted a McLaughlin-Gallie Fellow, and Manitoba was one of only three universities selected for a visit this year. Dr. Marmot is Director of the International Institute for Society and Health at the University College London (UCL) England and MRC Research Professor of Epidemiology and Public Health at UCL. In 2000, he was knighted by Her Majesty the Queen for services to epidemiology and health inequalities. Dr. Marmot presented a public lecture "*Closing the Gap: Health Equity and the WHO Commission on Social Determinants of Health*" to over 300 attendees. He also participated in three small group discussion sessions with faculty, students, researchers, community, and government representatives, sharing thoughts regarding the health of Manitoba's Indigenous People, Primary Care/Public Health and Child Health.
- Students and faculty members of the Marcel A. Desautels Faculty of Music featured prominently in this year's New Music Festival. The Festival ran from January 31-February 6 in various venues throughout the city. Seven faculty members were featured as performers, conductors, and composers: Elroy Friesen, Alan Harrington, Karla Dawe, Richard Gillis, Fraser Linklater, David Moroz, and Orjan Sandred. Over 120 Faculty of Music students participated as members of the University of Manitoba Wind Ensemble,

Women's Choir, and Singers. Faculty and students performed in two world premieres, and were recorded for national broadcast by the CBC. This year represents the largest participation of the Faculty of Music in the history of the New Music Festival.

- The Institute of Industrial Mathematical Sciences and the Department of Mathematics organized the 15th Annual Workshop on Problem Solving for Students in Senior 2, 3 and 4 on four consecutive Saturdays (January 24, 31, February 7 & 14). The main purpose of the workshop is to provide training for the Pascal, Cayley, Fermat and Euclid Mathematics Competitions and to assist high school students in writing the Manitoba Senior 4 Competitions. In addition to improving students' problem-solving abilities, the workshop brings together students with a passion for mathematics, and allows them to meet enthusiastic undergraduate students, graduate students and faculty members in the mathematical sciences. The 2008/09 workshop was coordinated by Abba Gumel and Rob Craigen, (mathematics). Fifteen high schools participated in the workshop.
- Also just announced, Dr. Jayas is a co-recipient of the prestigious 2009 Brockhouse Canada Prize for Interdisciplinary Research in Science and Engineering, which recognizes outstanding Canadian teams of researchers from different disciplines who have combined their expertise to produce achievements of outstanding international significance in the natural sciences and engineering in the last six years. He received this award with Dr. Noel White of the Cereal Research Centre, Agriculture and Agri-Food Canada. The prize is accompanied by a team research grant of \$250,000, which may be used to support the direct costs of university-based research and/or the enhancement of research facilities. The award was formally presented on February 25 by Suzanne Fortier, President, Natural Sciences and Engineering Research Council (NSERC) Institute Foundation Award, recognizing his research accomplishments.

III. RESEARCH MATTERS

- ***ResearchLIFE***, the new University of Manitoba research magazine, was launched in January 2009. The magazine will be published twice per year, a Winter issue (January) and a Summer issue (July). The magazine highlights research, scholarly works and creative activities by faculty and students at the university in all areas.
- Dr. Frank Hawthorne, Distinguished Professor of geological sciences, and Canada Research Chair in Crystallography and Mineralogy was awarded the 2008 Carnegie Mineralogical Award by the Carnegie Museum of Natural History. This award is considered one of the most prestigious awards in the fields of mineralogy, lapidary art and geology. Dr. Hawthorne is the first Canadian to receive this award and only the second non-U.S. awardee.

The award was established in 1987 by the Carnegie Museum of Natural History and underwritten by the Hillman Foundation. It honours outstanding contributions in mineralogical preservation, conservation and education that match the ideals advanced in the museum's Hillman Hall of Minerals and Gems.

- Physiology professors Grant Pierce (Executive Director of Research, St. Boniface General Hospital) and Pawan Singal (Director, Institute of Cardiovascular Sciences) were recently awarded the Aldabón award from the Cuban city of Holguin. The Aldabón award is a symbol of friendship, solidarity and respect and is the equivalent of receiving the “keys to the city” of Holguin.

Distinguished Professor Naranjan Dhalla (Director of Cardiovascular Development, St. Boniface General Hospital) received the shield of Holguin, an expression of the respect of the Holguin people for his contributions to the development of public health in both Cuba and Canada. The trio were participating in the **Second International Symposium on Cardiovascular Research** and the **First Cuba-Canada meeting on the Heart**.

- The Manitoba Research and Innovation Fund of the Province of Manitoba awarded 16 projects a total of \$2.1 million. The funding supports a wide range of projects from health to the environment to advances in technologies. This funding is the matching portion for the Canada Foundation for Innovation (CFI) Leaders Opportunity Fund awards previously received, essentially resulting in a total investment of \$5.3 million to these important projects. CFI and the province cover 40% each of eligible project costs and the other partners contribute the remainder 20%.
- Distinguished Professor Digvir Jayas, biosystems engineering, CRC in Stored-Grain Ecosystems and Acting Vice-President (Research); with colleague and entomologist Dr. Noel White, Cereal Research Centre, Agriculture and Agri-Food Canada; were the recipients of the 2008 Brockhouse Canada Prize for Interdisciplinary Research in Science and Engineering. The award has been conferred only four times, and two of those awards have been to University of Manitoba research teams.

The team of Jayas and White have spent more than two decades studying the causes of grain spoilage and they are internationally recognized for the development of prevention techniques that reduce spoilage, under a wide range of environmental conditions.

The award was established by the Natural Sciences and Engineering Research Council of Canada (NSERC) in 2004 and is named after Nobel laureate Bertam Brockhouse. The prize honours teams of researchers that combine expertise in different disciplines to produce achievements of international scientific or engineering significance. It includes \$250,000 in funding for future research activities.

- Professor Fikret Berkes, Natural Resources Institute, CRC in Community-Based Resource Management, is the co-chair of a newly established International Research Development Chair in Community-Based Resource Management. He is partnering with Dr. Alpina Begossi of the State University of Campinas Brazil to develop community-based adaptive management to increase food security and improve livelihoods of fishing communities in Paraty (Rio de Janeiro State).

The new program was launched in 2007 and received 104 applications for joint research between CRCs and their counterparts at universities in the developing world. The Berkes/Begossi partnership is one of only eight chairs awarded across the country. Each team will receive up to \$1 million over five years to address a key development challenge. Much of the budget is earmarked for training. This partnership will provide university students with unique training and fieldwork opportunities under the mentorship of the chairholders.

- Two Canada Research Chairs (CRC)s had their chairs renewed in February. Dr. Michael Freund, chemistry, CRC in Conducting Polymers and Electronic Materials, will receive \$500,000 over five years, to continue his work on the development of new strategies for controlling the chemical and electronic properties of conducting polymers as well as their use in sensing applications. Dr. Adele Perry, history, CRC in Western Canadian Social History, will receive \$500,000 over five years, to continue her examination of the history of Canada's western region from the vantage point of international social history.
- The Research Communications & Marketing Team in the Office of the Vice-President (Research) organized another successful Science, Engineering and Technology (SET) Day for over 250 high school students and their teachers on February 20th. The day featured presentations by leading researchers in five fields: health, climate change, psychology, robotics and biofuels. This year, high school students from 47 schools in Manitoba, one from Sioux Lookout, Ontario and one from Bellegarde, Saskatchewan came to hear about how the world is expected to change over their lifetimes. SET Day is meant to show students how appealing science can be and entice them into considering careers in science, engineering and technology fields. This year, an essay competition is being launched for participating students to tell us what excited them about the day. The winner will have their story printed in the next issue of *ResearchLIFE*.

IV. ADMINISTRATIVE MATTERS

- The current economic crisis is impacting universities around the globe. While we have not yet been hit as hard as many of our sister institutions, the University of Manitoba is certainly not immune and is facing pension, operating and endowment challenges never experienced before.
- At the time this report to Senate was prepared, the Manitoba legislature had not yet resumed nor had the 2009 provincial budget been released. We anticipated that, as is normally the case, base operating grant increases and capital envelope funding for universities and colleges would be announced in conjunction with the budget address. We also anticipated that details would be released with respect to the long awaited lifting of the tuition fee freeze. The University of Manitoba had previously advised the Council on Post-Secondary Education (COPSE) that it requires a base grant increase of 10.9 % for 2009-10 (or equivalent tuition fee increase/grant increase combination) to maintain steady state operations. As we draw closer to the end of the current fiscal year, we are refining our 2009-10 operating revenue and expenditure projections and are continuing to investigate possible solutions to address any resultant funding shortfall once the base

grant and tuition fee increases are known. The 2009-10 recommended budget will be presented to the Board of Governors following the government grant announcement, likely at the May 2009 meeting. In the interim, spending guidelines are being recommended based on 98 % of the current 2008-09 operating budget from April 1, 2009 until the Board of Governors approves the 2009-10 operating budget.

- Faculties and units have been advised of their respective spending allocations from the endowment fund for each of their funds. The calculations are based on a 3 year average of market values to the end of December 31, 2008. The endowment fund lost 19.4% of its market value in 2008, resulting in a cutback of spending allocations between 4% and 5% for most of the funds in the University Investment Trust (UIT) pool. Some individual funds received increases in spending amounts, but this was due to new contributions to that individual fund. Overall, the entire spending allocation for 2009-10 is \$13.55 million (compared to \$13.16 million last year). The increase was due to \$22.86 million in new donations to the UIT pool in 2008. The impact on individual funds without new contributions was a decrease in allocations for student support, faculty and school support, chairs, professorships, research, etc. In the upcoming year, market returns and liquidity will be closely monitored before any policy decisions are made with respect to next year's spending allocation rate.
- The University continues to examine options for dealing with the pension plan funding issues. The impact of the markets combined with the increasing longevity of university retired employees has created challenges for the University Pension Plan (1993). A valuation of the Pension Plan is required as of December 31, 2009 after which it is anticipated that special payments will be required to fund the unfunded liability. The University has also indicated its intent to apply for election of an exemption for solvency payments in anticipation of a solvency deficit.
- The Angel Learning Inc software has been implemented with pilot projects underway. Feedback has been positive and there has been significant increase in usage for the winter term. Approximately 800 faculty members are teaching 846 courses utilizing the Angel software to approximately 13,000 students. This represents a significant increase from Fall 2008 when 200 faculty members utilized Angel to teach 292 courses to 6,400 students.
- Planning is underway for the hosting of the Canadian Banner Users Conference (CBUC) to be held at the University of Manitoba from Sept 29 to October 1, 2009. It is anticipated that 450 delegates from across Canada will attend.
- Work continues on the advancement of Project Domino. Project consultants for the redevelopment of Tache Hall have been meeting with the relevant constituents to review and refine the space requirements for the Marcel Desautels Faculty of Music, School of Art and the Music Library. An asbestos survey was carried out on the old Pharmacy Building. Abatement is now underway and will be completed prior to the upcoming fume hood upgrade, roof replacement and laboratory renovations. Planning and design of a new residence to replace Tache Hall is also well underway.

- ARAMARK Campus Food Services has begun compositing all food waste post-production which is expected to have a significant impact on the amount of waste going to the landfill.
- For the 2008 Tax Year, Financial Services issued 11,277 T4s (11,001 in 2007) and 11,670 T4As (9,632 in 2007).
- Construction has begun of the new 25,000 square foot facility located at 150 Innovation Drive in SmartPark. The new 25,000 facility will bridge the retention pond and will house RTDS/TGS who require replacement space due to the sale of 137 Innovation Drive to Cangene.
- A 3 year collective agreement with CUPE sessional staff was ratified on February 27, 2009.

V. EXTERNAL MATTERS

- Doors Open Winnipeg at the University of Manitoba will feature tours of Taché Hall on Saturday, May 23, 2009. Doors Open coincides this year with the Lieutenant-Governor's Spring Levee.
- The Carol Shields Memorial Labyrinth will officially open on Sunday, May 10th, capping the inaugural Carol Shields Symposium on Women's Writing: Festival of Voices. The opening will include readings of Carol Shields' works by national authors, as well as musical and dance performances. The University of Manitoba sponsored a quotation wall at the Labyrinth site and has otherwise assisted in this project to honour the memory of Dr. Shields, an award-winning author and University of Manitoba English professor.

Alumni Affairs

- A reception was held in Kuala Lumpur for graduates in Malaysia and Singapore on February 13, 2009, hosted by David Morphy, vice-provost (student affairs) and Iris Reece Tougas, director of Admissions, who were in Kuala Lumpur for a student recruitment fair.
- An alumni reception will be held for in Toronto on Friday, April 17, 2009, coinciding with two Manitoba Homecoming 2010 events to which University of Manitoba graduates will be invited: a young bands event on Thursday, April 16th at the Rivoli, and a Winnipeg social on Friday, April 17th at the Horseshoe Tavern with the Wheatfield Soldiers hockey club (made up of former Winnipeggers in Toronto).

Public Affairs

- Print ads highlighting the innovative work and achievements of three of renowned researchers are running in February and March in University Affairs and The Globe and Mail. The ads feature John Hanesiak, associate professor, Clayton H. Riddell Faculty of Environment, Earth, and Resources; Warren Cariou, Canada Research Chair in Narrative, Community and Indigenous Cultures, and Roberta Woodgate, associate professor, Nursing.
- The Public Affairs team has won a Bronze CASE District 8 Award for the 2007/08 Annual Report, *A Winning Season*. This is a significant achievement given the intense competition within this popular category from universities, colleges and private schools across Western Canada and the Pacific Northwest United States.

Government Relations Office

- \$2.1 million has been secured in federal funding towards the implementation of a High Performance Computing (HPC) Facility at the Fort Garry campus which will become part of the regional HPC consortium – Western Canada Research Computing Grid. This investment is made possible through Western Economic Diversification. An official announcement will be made at a later date.
- \$1.7 million has been secured in federal funding towards the renovation of the 6th floor of the Basic Medical Sciences Building for a new regenerative medicine program. An official announcement will be made at a later date.

Development & Advancement Services

- Total funds raised as of March 2, 2009: \$40,137,241.90

Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. Speaker for the Executive Committee of Senate

Professor Emily Etcheverry will be the Speaker for the Executive Committee for the April meeting of Senate.

2. Comments of the Executive Committee of Senate

Other comments of the Executive Committee accompany the report on which they are made.

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

/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 Jojola¹, 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

¹ 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 19th 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 content². The

² 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 employment³. 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 communities⁴.

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 . . .

³ 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 May1, 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 develop 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 Institute⁵ (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

⁵ 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

Year and course #	Dept: Course title/credits
U1/ED1: Year 1	30 credits, including:
• 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
ED2 Year 2	33 credits
• 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
ABDP Year 3	33 credits
• 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
ABDP Year 4	33 credits
• 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

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:

- 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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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

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.
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

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, 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.

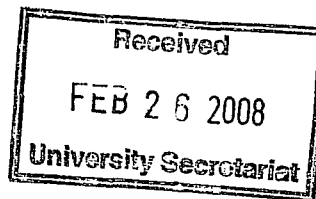
Recommendations:

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



February 24, 2009

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

Preamble

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
2. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Asper School of Business and the Dept. of Civil Engineering.

Observations

1. The Asper School of Business proposes the modification of five courses, **FIN.7070 Theory of Financial Management (3)**, **FIN.7080 International Finance (3)**, **FIN.7150 Investment Policy (3)**, **FIN.7220 Advanced Seminar in Finance (3)**, and **FIN.7230 Seminar in Financial Intermediaries and Capital Markets (3)** to reflect the new course number of a recently introduced course, FIN.6072 Corporate Finance, which is a core- or pre-requisite to many of the graduate Finance courses in the School.
2. The Dept. of Civil Engineering proposes the introduction of three courses, **CIVL.7760 Recent Developments in Bridge Engineering & Structural Health Monitoring (3)**, **CIVL.7300 Use of Fibre-Reinforced Polymers (FRP) in Structural Design (3)**, and **CIVL.7850 Advanced Structural Dynamics (3)** to introduce students to new topic areas and state-of-the-art areas in research.

Recommendations

The Executive Committee recommends THAT: the course changes from the units listed below be approved by Senate:

Asper School Dept. of Civil Engineering

Asper School

Course modifications:

FIN.7070 Theory of Financial Management (3) +0
(Formerly 009.707) Study of selected topics in the various fields of financial management; emphasis on trends, current problems, and research in the fields. Prerequisite: FIN.6072 (formerly FIN.6070 or 009.607).

FIN.7080 International Finance (3) +0
(Formerly 009.708) The theory and practice of financial management in an international context. Includes foreign currency markets, exchange rates, measurement and management of foreign currency risk, international financing, and foreign direct investment. Prerequisite: FIN.6072 (formerly FIN 6070 or 009.607).

FIN.7150 Investment Policy (3) +0
(Formerly 009.715) Topics will include the structure of rates in the financial markets, the problem of investment timing and selection, and principles of financial analysis. Prerequisite: FIN.6072 (formerly FIN.6070 or 009.607).

FIN.7220 Advanced Seminar in Finance (3) +0
(Formerly 009.722) A case-oriented course that will require extensive preparation and presentation of selected cases in corporate financial management; emphasis on the application of theoretical models of finance to real problems. Prerequisite: FIN.6072 (formerly FIN.6070 or 009.607) or consent of instructor.

FIN.7230 Seminar in Financial Intermediaries and Capital Markets (3) +0
(Formerly 009.723) Topics will include the major participants in the capital markets and their functions; the demand and supply of money and the structure of interest rates; recent developments and international factors in the capital markets. Prerequisite: FIN.6072 (formerly FIN.6070 or 009.607).

NET CHANGE IN CREDIT HOURS: 0

Dept. of Civil Engineering

Course introductions:

CIVL.7760 Recent Developments in Bridge Engineering & Structural Health Monitoring (3) +3

Introduction to Intelligent Sensing for Innovative Structures (ISIS); Introduction to Civionics and Structural Health Monitoring; Sensors and Data Acquisition Systems; Theoretical Evaluation of Bridge Decks; Theoretical Evaluation of Cantilever Slabs; Theoretical Evaluation of Girders; Theoretical Evaluation of Columns; Bridge Inspections and Maintenance; Conceptual Design and Aesthetic Design of Bridges.

CIVL.7300 Use of Fibre-Reinforced Polymers (FRP) in Structural Design (3) +3
Fibre-reinforced polymers (FRP) constituents and properties; design of concrete structures internally reinforced with FRP, concrete members prestressed with FRP, externally bonded FRP laminates for strengthening and rehabilitation of structures; construction details and case studies of projects using FRP reinforcement.

CIVL.7850 Advanced Structural Dynamics (3) +3
Responses of single-degree-of-freedom and multi-degree-of-freedom systems, damped and undamped systems, linear and inelastic systems to dynamic excitations; free vibration, forced vibrations, Special emphasis on responses of civil structures to seismic and blast loadings.

NET CHANGE IN CREDIT HOURS: +9

Respectfully submitted,
Dean J. Doering, Chair
Graduate Studies Faculty Council

UNIVERSITY OF MANITOBA POLICY

No. _____	Effective Date: _____
Title: Academic Centres and Institutes	Review Date: _____
Approving Body: <input type="checkbox"/> Board of Governors <input type="checkbox"/> Senate <input type="checkbox"/> Administration (specify): _____	
Authority <input type="checkbox"/> <i>University of Manitoba Act</i> Section # _____ <input type="checkbox"/> Other Legislation [name and section #] _____ <input type="checkbox"/> Bylaw [name and section #] _____ <input type="checkbox"/> Regulation _____	
Implementation: _____ Contact: University Secretary _____	
Applies to: <input type="checkbox"/> Board of Governors members <input type="checkbox"/> External Parties _____ <input type="checkbox"/> Senate members [Specify applicable external parties] <input type="checkbox"/> Faculty/School Councils <input type="checkbox"/> Employees _____ <input type="checkbox"/> Students [Specify applicable employee organizations and employment groups] _____	

1.0 Reason for Policy

To set out the conditions and general guidelines on the establishment and administration of academic centres and institutes that focus primarily on education and education-related activities (e.g., program development, teaching, service and outreach). These guidelines are administered on behalf of the Senate Committee on Academic Review (SCAR) by the Office of the Vice-President (Academic) & Provost.

2.0 Policy Statements

2.1 **Definitions:**

2.1.1 Academic Centre/Institute

An academic centre/institute is a formally structured organizational unit of the University. It is established under the authority of the Board of Governors, normally on the recommendation of the Senate of the University. The purpose of an academic centre/institute is to focus on education and education-related activities, and to encourage academic program innovations and collaborations among disciplines and between Departments, Faculties and Schools. Academic centres/institutes also provide unique educational opportunities for students and may develop service and outreach activities relevant to the community at large.

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

Academic centres/institutes normally provide for the strengthening, coordination or facilitation of educational activities not readily undertaken within the University's department structure, building upon the expertise, competence and staff interest existing at the University.

Academic centres/institutes are generally expected to:

- a) have clearly identified goals and objectives;
- b) have some degree of permanence, transcending collaboration on a particular, limited project/program;
- c) bring together educators from different disciplines and/or areas of specialization within a particular discipline;
- d) attract visiting professors and other educators; and
- e) cooperate with educators at other universities and/or institutions.

On occasion, academic centres/institutes may involve formal partnerships with other universities and/or institutions. University involvement in such joint centres/institutes is subject to formal agreement.

2.2 Policy Governing the Establishment of Academic Centres/Institutes

2.2.1 Every academic centre/institute within the University is accountable through its director to a University officer – a department head, dean, or the Vice-President (Academic) & Provost as appropriate. Financial responsibility for the centre/institute is vested with this University officer. Faculty/School deans/directors shall report to the Vice-President (Academic) & Provost on all matters related to academic centres/institutes.

2.2.2 The director of an academic centre/institute is administratively responsible for the academic centre/institute. Directors will exercise general supervision over the operation of the unit with specific responsibilities varying with the size of the unit as well as the complexity of its policies and operations.

For any joint Faculty/School initiative, the director shall be responsible to whichever department head, dean or director [or the Vice-President (Academic) & Provost] is so designated either in the initial proposal to create such a unit, or as subsequently recommended and approved. In general, only those units which cannot appropriately be administered at the department or faculty level shall be the responsibility of the Vice-President (Academic) & Provost.

2.2.3 All academic centres/institutes shall be financially secure with core funding derived from either the University or other sources. In this regard, while the University may provide support to academic centres/institutes through its operating budget, academic centres/institutes are expected to seek external funding to support their activities.

2.2.4 Academic centres/institutes shall not normally require the hiring of new full-time academic faculty. Each member, including the director, should hold an appointment in an academic department. If release time is

required this should be done under terms and conditions agreeable to the appointee's department and faculty. Selection of an academic centre/institute director is the responsibility of the University officer to whom the director will report.

2.2.5 While the organizational and administrative structures of academic centres/institutes vary as a function of their objectives, size and funding arrangements, all academic centres/institutes shall normally have an advisory committee. The specific terms of reference of such committees may vary from one unit to another; however, the general purpose of these committees is to provide advice on the unit's activities and programs.

2.2.6 All University academic centre/institutes must conform to University policies and procedures.

3.0 Accountability

3.1 The University Secretary is responsible for advising the President that a formal review of the Policy is required.

4.0 Secondary Documents

4.1 The President may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

5.1 Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy is _____.

5.2 In the interim, this Policy may be revised or rescinded if:

- (a) the Approving Body deems necessary; or
- (b) the relevant Bylaw, Regulations or Policy is revised or rescinded.

5.3 If this Policy is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:

- (a) comply with the revised Policy; or
- (b) are in turn rescinded.

6.0 Effect on Previous Statements

6.1 This Policy supersedes the following:

- (a) all previous Board/Senate Policies, Procedures, and resolutions on the subject matter contained herein; and
- (b) all previous Administration Policies, Procedures, and directives on the subject matter contained herein;

7.0 Cross References

Procedures: Academic Centres and Institutes

UNIVERSITY OF MANITOBA PROCEDURE(S)

No. _____	Effective Date: _____
Title: Academic Centres and Institutes	Review Date: _____
Approving Body: <input type="checkbox"/> Board of Governors <input type="checkbox"/> Senate <input type="checkbox"/> Administration (specify): _____	
Authority: <input type="checkbox"/> Bylaw [name and section #] _____ <input type="checkbox"/> Regulation [name and section #] _____ <input type="checkbox"/> Policy [name and section #] _____	
Implementation: _____	
Contact: _____	
Applies to: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Board of Governors members <input type="checkbox"/> Senate members <input type="checkbox"/> Faculty/School Councils <input type="checkbox"/> Department Councils <input type="checkbox"/> Students </div> <div style="width: 45%;"> <input type="checkbox"/> External Parties _____ [Specify applicable employee organizations] <input type="checkbox"/> Employees _____ [Specify applicable employee organizations and employment groups] </div> </div>	

1.0 Reason for Procedure(s)

To set out the procedures secondary to the Policy: Academic Centres and Institutes.

2.0 Procedure(s)

2.1 Procedures for Establishing Academic Centres/Institutes

2.1.1 Approval Process

The authority to establish academic centres/institutes resides with the Board of Governors, normally on the recommendation of the Senate of the University. Proposals for academic centres/institutes are transmitted from the Senate Committee on Academic Review (SCAR) to Senate through its Executive Committee. Prior to their transmittal to SCAR, proposals for the establishment of academic centres/institutes are normally supported by departmental and faculty councils, as appropriate. All such proposals shall have the approval of the relevant dean or director, where applicable, and the Vice-President (Academic) and Provost.

2.1.1.1 It is expected that a group of faculty will already have discovered the advantages of collaborative work and academic interchange before proposing the formal establishment of an academic centre/institute. Academic members of the centre/institute should have an established record of success in their fields as well as success in securing external support.

2.1.2 Contents of Proposal

Proposals must be comprehensive enough to allow the merits and feasibility of establishing an academic centre/institute to be assessed, and shall include the following:

1. Name of Academic Centre/Institute

2. **Description and Justification.** This shall include:
 - a) a concise statement of the mission and objectives of the proposed academic centre/institute and their relationship to the strategic plan of the University;
 - b) an identification of the scope of activities envisaged; and
 - c) a description of the benefits and opportunities likely to result from the establishment of the academic centre/institute, including an indication of how the proposed academic centre/institute would facilitate academic activities among faculty and educators within the University and in the wider community.
3. **Constitution.** This shall include a description of:
 - a) the organization structure of the proposed academic centre/institute, including the roles and responsibilities of its various committees;
 - b) the categories of membership and the criteria of each of these categories;
 - c) procedures whereby appointments will be made for each membership category; and
 - d) the privileges and responsibilities of membership.
4. **Management.** This should identify the University officer to whom the proposed academic centre/institute reports and in whom, financial responsibility is vested.
5. **Proposed Membership.** This shall include a listing of the proposed membership of the academic centre/institute broken down by the various membership categories, where applicable. For each proposed member, an abbreviated curriculum vitae shall be provided which details the following information: degree held, employment experience, professional activities, academic activities including teaching, service and outreach (last five years).
6. **Physical Resources.** This shall include:
 - a) a listing of available facilities (e.g., space and equipment) including an indication of current strengths and weaknesses; and
 - b) an indication of future requirements, including a proposed strategy for obtaining these resources.
7. **Financial Resources.** This shall include a detailed budget proposal for the first three to five years which includes the anticipated revenue from all sources (i.e., University, government, industry, donations, etc.) and proposed annual operation costs.
8. **Statements of Support and Commitment.** Letters of support and commitment should be signed by the appropriate University officer(s) (i.e., department head, dean/director, the Vice-President (Academic) & Provost). Any commitments or agreements to provide space, teaching release time or other resources, should be documented and signed by those authorized to make such commitments. In the absence of such statements, it will be assumed that no such commitments or agreements have been made.

2.2 **Review of Proposal**

On the receipt of a proposal to create a new academic centre/institute, SACR will appoint an Ad Hoc Review Committee, normally consisting of not more than four members, at least two of whom shall be members of SCAR. This Ad Hoc Review Committee will submit a summary report and recommendation to SCAR which, in turn, will forward its recommendation in accordance with the approvals process previously described. In favorable cases, the Senate will recommend to the Board of Governors the establishment of the academic centre/institute for a period of three to

five years, with continuation subject to a review process.

2.3 Annual Report Requirements

To facilitate the conduct of periodic review of academic centres/institutes, the director of each academic centre/institute shall provide an annual report to the University officer to whom he/she reports as well as to the Chair, SCAR. This report should detail: the activities of the centre and its personnel, including innovation in teaching, course delivery, etc., and other programmatic activities (e.g., conferences, workshops, seminars, etc.).

3.0 Procedures for Review Academic Centres/Institutes

In order to ensure that all academic activities are consistent with the goals of the University and that academic centres/institutes reflect positively on the general reputation of the University, all academic centres/institutes shall be reviewed by SCAR on a periodic basis but not less often than every five years.

3.1 Review Process

3.1.1 Notice of the review will be communicated to the director of the academic centre/institutes by the Chair of SCAR at least nine (9) months prior to the end of the mandate of the academic centre/institute.

3.1.2 In response to this notification, the director of the academic centre/institute shall submit to the Chair of SCAR a report which contains the following:

- a) a description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its educational and education-related accomplishments; a current membership list; and a detailed financial statement;
- b) a five-year plan which identifies future directions and development strategies;
- c) letters indicating continued support for the academic centre/institute from appropriate department heads and faculty/school deans/director; and
- d) the names of individuals who could provide external assessments of the academic centre/institute

3.1.3 On the basis of this report as well as a review of the annual reports, SCAR shall determine whether a formal, independent review committee should be struck to conduct a full review of the academic centre/institute. If a full review of the academic centre/institute is not warranted, in that it is clear that the academic centre/institute either qualifies for continuation or that it does not, SCAR will recommend to Senate that the academic centre/institute continue for a period of three to five years, or that it be terminated, without further review. Any legal agreements that affect the status of the academic centre/institute must be taken into consideration in the formal recommendation.

3.1.4 In the event that a full review is required, a Review Committee will be appointed by the Chair of SCAR in consultation with SCAR at least six (6) months prior to the end of the mandate of the Centre. The membership of the Review Committee shall normally include: a senior educator with administrative experience and no direct involvement in the academic centre/institute (preferably a former dean or department head) who shall act as Chair of the committee; the director of another academic centre/institute; an educator who is not affiliated with the academic centre/institute but is knowledgeable in the field of its educational activity; the Chair of SCAR or his/her designate to assess financial

and institutional concerns, and other members as deemed appropriate.

3.1.5 The mechanism by which the Review Committee elects to conduct the review shall be at the discretion of the committee in consultation with the Chair of SCAR. Notwithstanding, the primary focus of the review shall be an assessment of: the extent to which the academic centre/institute has fulfilled its objectives; the appropriateness of its future goals; and its current and projected financial viability. The review process should involve meetings with the director and members and should also include the solicitation of external assessments as well as discussion with non-members of the academic centre/institute from related departments/fields.

3.1.6 The Review Committee shall provide a written report to the Chair of SCAR within four months of being established. Before submitted this report the Chair of the Review Committee shall provide a copy of the report to the director of the academic centre/institute under review to ensure that the report contains no factual errors. The director may submit a written commentary on the report to the Chair of SCAR.

4.0 Accountability

The University Secretary is responsible for advising the President that a formal review of the Procedure is required.

5.0 Review

5.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.

5.2 In the interim, this/these Procedure(s) may be revised or rescinded if:
a) the Approving Body deems necessary; or
b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

6.0 Effect on Previous Statements

6.1 This/these Procedure(s) supersede(s) the following:

- a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
- b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
- c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein; and

8.0 Cross References

Policy: Academic Centres and Institutes

Cross References

[Indicate names and numbers of other specific Governing Documents which should be cross referenced to this Governing Document. Include section # of other Governing Documents if appropriate.]

Cross referenced to: (1) _____ (3) _____
(2) _____ (4) _____