

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Gordon Hill, Chair, Academic Programs Committee

DATE OF MEETING: June 18, 2009

SUBJECT: **Arts & Science: B.A. Four-year and Honours in Community Planning and Native Studies**

DECISION REQUESTED:

It is recommended:

That Council approve the Bachelor of Arts Four-year and Honours in Community Planning and Native Studies

PURPOSE:

The Bachelor of Arts is an academic program at the University of Saskatchewan. New fields of specialization at the major and Honours level must be approved by University Council.

SUMMARY

There is a great demand for community planners with deep expertise in Native Studies. The B.A. in Community Planning and Native Studies is designed to provide students with the knowledge and skills they will require to work as community planners in Aboriginal communities or in non-Aboriginal communities where a deep understanding of Aboriginal history, philosophy, methods and priorities are important. The interdisciplinary education provided in Community Planning and Native Studies will prepare students to work or undertake further specialized graduate studies. Accreditation for the degree will be sought from the Association of Professional Community Planners of Saskatchewan and the Canadian Institute of Planners.

Degree requirements include courses in Native Studies, Geography, Political Studies and Regional and Urban Planning, and cognate courses in Sociology and in Renewable Resource Management. Electives can be chosen so as to complete specializations in Environmental Planning & Management, Geomatics, Urban Design, or Economic Development & Marketing.

New course: **GEOG 445.3 Planning with Indigenous Communities**

The Academic Programs Committee established a Subcommittee to review this proposal and requested additional information. At its June 2 meeting, the Committee agreed to recommend approval to Council.

ATTACHMENTS:

Proposal documentation, subcommittee report.

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: B.A. Community Planning and Native Studies

Degree(s): Bachelor of Arts

Field(s) of Specialization: Community Planning and Native Studies

Level(s) of Concentration: 4-Year and Honours Option(s): N/A

Degree College: Arts and Science

Department: Joint Department Initiative: Geography and Planning and Native Studies

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Tom Steele
Associate Dean, Undergraduate Affairs
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Ryan Walker
Chair, Regional & Urban Planning Program
Department of Geography and Planning
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Ron Laliberté
Professor
Department of Native Studies
966-6211
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Date: March 13, 2009

Approved by the degree college and/or home college:
March 12, 2009 – Division of Social Science

Proposed date of implementation: September 2009

2. Type of change

Requiring approval by Council

A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program

Proposal Document

3. RATIONALE

There is a great demand for community planners with deep expertise in Native Studies. The University of Saskatchewan has also articulated an Institutional Imperative in The Second Integrated Plan that centres on embracing “the fundamental importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples.” The Departments of Native Studies and Geography & Planning share a main office and faculty offices in Kirk Hall, and a number of faculty members in the two departments work collaboratively on research and student supervision already. This is a natural progression of the relationship between the Departments to create a program that offers a deep specialization in Native Studies and the professional education associated with being a professional planner. Accreditation for the degree will be sought from the Association of Professional Community Planners of Saskatchewan and Canadian Institute of Planners over the next few years. The outline you see here of the degree requirements and program administration results from meetings between Ron Laliberté, Roger Maaka, Ryan Walker and Sandra Paradis and the Departments of Geography & Planning and Native Studies faculty members. Ryan Walker has interpreted the Canadian Institute of Planners’ requirements for the recognition of university degrees in planning (i.e., standards for professional accreditation) to assess the likelihood that this major could receive accreditation. To this end, the opinions of three present or past planning program directors in planning – from Dalhousie University, University of Guelph and UBC – were solicited and are on file for review. The perspective of the acting head of the School of Planning at the University of Northern British Columbia (Eric Rapaport) – which offers a major in First Nations Planning – was solicited and is also on file for review. Consultation was undertaken with Sociology (Terry Wotherspoon), Political Studies (Peter Phillips and Joseph Garcea) and Agriculture and Bioresources (Jill Hobbs). The new major and curriculum was also discussed with Tom Allen (Aboriginal Engagement Commitment Co-Leader) and Joan Greyeyes (Special Advisor on Aboriginal Initiatives) jointly.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The B.A. in Community Planning and Native Studies is designed to provide students with the knowledge and skills they will require to work as community planners in Aboriginal communities or in non-Aboriginal communities where a deep understanding of Aboriginal history, philosophy, methods and priorities are important. The interdisciplinary education provided in Community Planning and Native Studies will prepare students to work or undertake further specialized graduate studies in an area where graduates are in demand and where applied and conceptual questions remain to be solved. The B.A. in Community Planning and Native Studies is not currently recognized by the Association of Professional Community Planners of Saskatchewan and Canadian Institute of Planners as an accredited university degree in planning.

B.A. Four-year or Honours Community Planning & Native Studies

Note: No more than 6 credit units from one subject may be used to meet Requirements B1 to B4.

B1 Basic Social Science Requirements (12 credit units)

NS 105.3 and 106.3

POLS 111.3 (see Note 1 below)

3 c.u. Social Science

B2 Humanities (6 credit units)

6 credit units from the Humanities

B3 Natural Science (6 credit units)

GEOG 120.3 or 125.3

3 credit units from the Natural Sciences

B4 Language (6 credit units)

6 credit units from the Languages

B5 Elective (6 credit units)

6 credit units selected from the areas of Humanities, Natural Science or Fine Arts, such that no more than 6 credit units from one subject are used in Requirements B1 to B4.

B6 Major Requirements (57 credit units)

NS 260.6, 263.6, 365.6, and 450.6

GEOG 240.3 (see Note 2 below), 341.3, 342.3, 343.3, 442.3, and 445.3

RUP 390.3, 395.3, 490.3, and 495.3

B7 Electives Requirement

a) Required Cognate Courses

SOC 232.3 (see Note 3 below)

POLS 306.3

One of POLS 322.3, 323.3, or 328.3

RRM 398.3 Aboriginal Peoples and Natural Resource Management

b) Open Electives – Courses to complete the requirements for the 120 credit unit Four-year or Honours degree program. Of the 120 c.u. required at least 66 must be at the 200-level or higher and no more than 60 can be in one subject. A course used to fulfill requirement (a) may not be used again to fulfill requirement (b). Students are encouraged to consult one of the Co-Chairs of the Community Planning & Native Studies program about suggested groupings of elective courses to create a specialization in Environmental Planning & Management, Geomatics, Urban Design, or Economic Development & Marketing.

Notes:

Senior POLS classes (i.e., 200-level and above) require 6 credit units of 100-level POLS as a prerequisite. However, students who have declared Community Planning & Native Studies as their major require only POLS 111.3 (not 111.3 and 112.3) as a prerequisite for senior POLS classes listed as CP & NS program requirements. Students taking other senior POLS classes – not listed as CP & NS program requirements – will require the normal prerequisite.

Students who have declared Community Planning & Native Studies as their major do not require GEOG 130.3 as a prerequisite for GEOG 240.3.

Students who have declared Community Planning & Native Studies as their major do not require SOC 111.3 and 112.3 as prerequisites for SOC 232.3.

5. RESOURCES

The proposed program can be accommodated within the departmental budgets of Geography & Planning and Native Studies.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Departments have been in contact with other departments whose courses this program is most likely to impact (Political Studies, Sociology, and Bioresource Policy, Business & Economics). Each has indicated there is normally room for extra students in the courses we have listed as required and given their support for the new major.

Letters of consultation and support are attached.

7. BUDGET

Budget form attached.

College Statement

From Tom Steele, Associate Dean, College of Arts & Science

The proposed program combines two unique strengths of the College of Arts and Science: a strong Native Studies department and an accredited planning program. The proposed program thus represents a competitive advantage for the University of Saskatchewan with the potential to recruit new Aboriginal and non-Aboriginal students to the College of Arts & Science. This new cross-department initiative in the creation of a new Interdisciplinary program in the Division of Social Science will provide students with an Aboriginal perspective on Community Planning. The College supports this initiative as part of its role in supporting the Integrated Plan for unique interdisciplinary initiatives involving current issues faced by today's societies and in particular our First Nations, Métis, Inuit and Indigenous societies, providing new opportunities for students, and strengthening recruitment and retention efforts.

This proposal was developed by Dr. Ryan Walker and Dr. Ron Laliberté and approved by both departments' undergraduate committees and the departments as a whole. It was circulated in the January 2009 College Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Division of Social Science on March 12, 2009.

Related Documentation

Letters of support are attached.

The University of Saskatchewan has articulated an Institutional Imperative in The Second Integrated Plan that centres on embracing "the fundamental importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples."

Consultation Forms

Attach the following forms, as required

Required for all submissions:	Consultation with the Registrar form
Required for all new courses:	New course proposal form
Required if budget allocation needed:	Budget Consultation form

December 12, 2008

RE: BA Major in Community Planning and Native Studies

The Department of Geography and Planning approved the proposed new BA Major in Community Planning and Native Studies at the departmental meeting today. This program, taught in conjunction with Native Studies and with a selection of cognate courses from other departments, fits well with the focus in the Department on community planning and the expertise of our faculty in Aboriginal affairs. The partnership with Native Studies reflects the close working relationship we have with them and wish to continue building.

Sincerely



Dirk de Boer
Professor & Head

November 25, 2008

J.R. Dillon, Dean, College of Arts and Science
H. Dickinson, Vice Dean, Social Sciences
T. Steele, Vice Dean, Undergraduate Affairs

BA in Native Studies & Planning

As the outgoing Head of the Native Studies Department I have been party to the founding discussions with Dr Ryan Walker and Dr Ron Laliberte about this proposition.

I fully and enthusiastically support the initiative to create a major in Native Studies and Planning. Aboriginal societies face many challenges with their increasingly expanding and youthful population, potential treaty settlements coupled being located in a resource-rich province that is on the cusp of substantial investment in the energy, and potentially, the conservation, sectors have need to increase their capacity to plan and organize their people and resources as has never before. A specialized degree major in this area is a very constructive response to an obvious need. I therefore believe this initiative would receive a wide range of community support including Aboriginal groups, government and industry.

This proposal has the support of the Native Studies faculty, it was fully discussed at the October 2008, staff meeting, and it is well within the existing teaching capabilities of the department. Such a development aligns with the desire of the department to develop an applied dimension to the teaching program and I envision that a successfully run program would increase the number of students who will take on graduate work, as planning also aligns with the current and proposed research programs of several the departmental faculty. I also believe that this initiative has the potential to align with other college initiatives, the Aboriginal Public Administration program is an obvious partner.

Sincerely,



Professor Roger Maaka CA, Ph.D.
Head, Department of Native Studies

New Course for BA Community Planning & Native Studies

GEOG 445.3 Planning with Indigenous Communities

Prerequisite(s): 90 credit units in the Community Planning and Native Studies, Regional and Urban Planning, Geography or Native Studies programs, or permission of the department

Focuses on the application of theory and methods of community planning and native studies to contemporary challenges in the field. Emphasis on project-based and experiential learning through group and individual projects, guest lectures, and a fieldtrip. Also serves as a capstone course for the Community Planning and Native Studies program.

Subcommittee report for the B.A. in Community Planning and Native Studies.

21/April/09

1. Proposal identification: B.A. Community Planning and Native Studies.
2. Type of change: new field of specialization.
3. Rationale:
 - a. Program objectives: There was no statement of program objectives in the proposal document
 - b. Need: There was no direct statement of need. We would ask the developers of this proposal to make an evidence-based statement.
 - c. Demand: There is only an anecdotal statement of need, no solid documentation based on evidence was found in the proposal.
 - d. Uniqueness: Eric Rapaport's response to Ryan in his memo of Dec. 01, 2008 indicates that UNBC has recently developed a similar program. If there is only one other program like this in western Canada, then by inference, there is at least some perception of uniqueness in the U. of S. proposal.
 - e. Expertise of the sponsoring unit: Given the breadth and depth of courses offered, there appears to be sufficient expertise in the departments of Geography and Native Studies to offer the program. There is also mention of seeking certification from the Association of Professional Community Planners of Saskatchewan and the Canadian Institute of Planners as an accredited university degree in planning.
 - f. Relationship to the college plans and to SPR or other review recommendations: no clear direction/association with the college plans has been outlined in the proposal, but there is mention that the Second Integrated Plan centers on embracing "the fundamental importance of its relationships with First Nations, Metis , Inuit and Indigenous peoples".

We would recommend that there be a statement of objectives, some solid evidence of need/demand for the program, and a statement of its relationship to the college plan be added to the proposal for a B.A. in Community Planning and Native Studies.

4. Program characteristics
 - a. Draft of the calendar entry: A description of the program characteristics was presented in the proposal.
 - b. Program template: a structured set of courses and electives was presented in the proposal.
 - c. Consultation with the Registrar: Yes, there is a completed and signed form accompanying the proposal.

In the notes section following the description of electives there is mention that "Senior POLS classes (i.e. 200 and above) require 6 credit units of 100 level POLS as a prerequisite. However, students who have declared Community Planning & Native Studies as their major require only POLS 111.3 (not 111.3 and

112.3) as prerequisite for senior POLS classes listed as CP & NS program requirements.” Similarly, CP & NS do not require GEOG 130.3 as a prerequisite for GEOG 240.3 or SOC 111.3 and 112.3 as prerequisites for SOC 232.3. There appears to be an equity issue here. Why would students in one stream require prerequisite courses when students in another stream do not when both streams take the same senior courses? We would recommend including as statement of rationale for this anomaly. Are the prerequisite requirements for taking senior courses covered in other ways for one stream and not the other? If so, which courses or competencies would be acting in lieu of otherwise required prerequisite courses.

5. Resources

- a. Source: In the proposal, there is a statement that the proposed program can be accommodated within the departmental budgets of the participating departments.
- b. Memo from the Dean: there is a memo from the Associate Dean confirming support for the proposed program, but there is no statement confirming that this can be done with existing resources.
- c. Consultation: Consultation with ITS, Physical Plant and the Library was not deemed to be necessary.

There is a proposal for a new course in “Planning with Indigenous Communities, GEOG 445.3” proposed. If this course is to be accommodated within the department, then a course normally given by a faculty member or a sessional lecturer will need to be dropped or given in alternate years. There is also a caveat in the memo of April 13, 2009 from Peter Phillips, Head, Political Studies, that “if the requisite resources are available, the Department will continue to offer these courses with the frequency that it has in recent years. We would recommend that some thought be given as to how this program will be resourced should these events come to fruition.

6. Relationships and Impact of Implementation:

- a. Memo from Dirk de Boer, Head, Geography, supports the proposed major in CP & NS.
- b. Memo from Roger Maaka, Head, Department of Native Studies supports the proposal.
- c. Memo from Peter Phillips, Head, Department of Political Studies, supports the proposal.
- d. Memo from Jill Hobbs, Dept. of Bioresource Policy, Business & Economics supports the proposal.
- e. E-mail from Jill Grant, Dalhousie U. and Fellow of the Canadian Institute of Planners, suggests that “the general pattern of an acceptable program is certainly here.”
- f. E-mail from Leonie Sandercock, U.BC. comments that the proposed major is a “very timely and very well thought through proposal”.

- g. E-mail from Wayne Caldwell, U. of Guelph refers to the proposal as being “relevant and timely”, and has some suggestions for program design.
- h. E-mail from Eric Rapaport, U. of Northern B.C. Reports that although the number of students in their program is small, in B.C. it seems the demand is there.

7. Budget

- a. Since the program is comprised of existing courses, it has been suggested that there will be no incremental personnel or operating costs. There is however a new course proposed and if approved, will be part of a faculty member’s assignment to duties.

In conclusion, we feel that the proposal for a B.A. in Community Planning and Native Studies is a good program major. We recommend approval of the proposed major if:

- a. The information missing in the aforementioned items is completed
- b. The issue of differing prerequisites for students is addressed
- c. There is more than anecdotal evidence of the need/demand for the major in Community Planning and Native Studies in the province of Saskatchewan.
- d. There is some discussion of how internal resources can be reallocated to accommodate a new course offering.

Response to APC and Sub-committee Report on proposed BA in Community Planning and Native Studies

13 May 2009

Prepared by Dr. Ryan Walker (Geography & Planning) and Dr. Ron Laliberté (Native Studies)

The Committee Coordinator itemized issues requiring a response in her email dated April 27. We respond to each – referring also to the Subcommittee Report dated April 21 – below.

- 1. “The Committee agreed with the Subcommittee that the proposal document is lacking information about rationale and program objectives, prerequisites for students, and evidence of demand for these students from employers.”**

Rationale & Program Objectives:

The profession of community planning in Canada is based on the transfer of town and country planning from Britain roughly 100 years ago. Canadian (and North American) planning scholars and practitioners have grappled for decades with concepts and methods for engaging communities in future-seeking to bring their communities progressively forward through “the orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, and health and wellbeing of urban and rural communities” (from Canadian Institute of Planners definition of planning). Increasingly in Canada, and particularly on the Prairies and West, the planning profession is seeing Aboriginal communities as central to its application, and Aboriginal communities are seeing the value in engaging in community planning. Where the almost entirely western notions of community planning meet the community histories, aspirations and futures of Aboriginal communities is likely the most underdeveloped aspect of planning curricula. By combining a deep expertise in Native Studies with a professional education in Community Planning, the U of S will be at the front of a small pack of universities that are beginning to seriously engage with this interdisciplinarity.

Aboriginal communities are more frequently than before involved in preparing Comprehensive Community Plans as part of gas tax arrangements with the federal government, or simply for their own sense of community wellbeing. With Treaty Land Entitlement settlements, the movement into development of urban reserves and with the duty to consult with Métis and First Nations communities more broadly applied across policy fields than at any time in modern history, a more sophisticated approach to Aboriginal affairs is required within the planning profession. Yet planners are still very weak in general in the field of planning with Aboriginal

communities. Graduates of this new major will make an enormous contribution and will have a chance to lead the evolution of this dynamic piece of the planning field.

The BA in Community Planning and Native Studies is designed to provide students with the knowledge and skills they will require to work as community planners in Aboriginal communities or in non-Aboriginal communities where a deep understanding of Aboriginal history, philosophy, methods and priorities are important.

The objectives of the BA major in Community Planning and Native Studies are:

1. To educate graduates who are prepared to step into the current state of planning practice with sufficient disciplinary knowledge to meet the needs of employers for competent community planners;
2. To educate students who are prepared to challenge the current state of planning practice as it relates specifically to planning with Aboriginal communities, whether rural, reserve, urban or northern. It is this second objective which makes this new major transformative and of significant benefit to the planning profession and to communities; and,
3. To provide students interested in Aboriginal community and economic development, history, philosophy, and methods with an outlet to develop that expertise while pursuing a professional degree.

Prerequisites for students:

Prerequisites are a challenge in interdisciplinary programs and we have met this challenge through consultation with Departments where pre-requisite waivers have been pre-arranged to be granted to Community Planning and Native Studies students. The memos from Department Heads were enclosed in our original submission.

The Subcommittee raises a deeper issue of 'equity' between students majoring in Community Planning and Native Studies and students in other majors. As Chair of the interdisciplinary Regional and Urban Planning Program (Walker) I have had to reflect on pre-requisite structures in that program as well. I can share the thinking that has gone on in our RUP Program Committee and hope that this clarifies our rationale for standing prerequisite waivers.

Prerequisites have at least two meaningful purposes: 1) they pre-suppose and prepare students with the necessary background knowledge to 'succeed' in senior courses (i.e., if a student will not understand key concepts in later courses without the prerequisites), and 2) they represent a meaningful sequencing of courses for disciplinary majors, such that while one can certainly succeed in senior courses without a pre-requisite, it makes sense for a disciplinary major to follow a certain path of knowledge from junior to senior curriculum.

If one is majoring in Political Studies they may require two prerequisite 100-level courses because it makes meaningful sense to take certain courses before others to build a strong foundation in the discipline of 'Political Studies', even if that student would not be disadvantaged intellectually (i.e., they would not receive a lower grade because of conceptual deficiency) by excluding a prerequisite. But for interdisciplinary programs like ours, the goal is not to create a good student in Political Studies. It behooves us, and each academic program drawing on cognate courses, to figure out adequate prerequisite paths in consultation with partner departments to balance the preparatory needs of students with the academic goals and voice of an interdisciplinary major. For both the Regional and Urban Planning Program and now the Community Planning and Native Studies Program, we have had to carefully determine, with each Department, whether pre-requisites are required for students to succeed in senior courses, or whether they are mostly logical sequencings for a particular Departmental disciplinary major (e.g., Political Studies, Sociology).

The College of Arts & Science will need to continue to grapple with pre-requisite structures in order to facilitate meaningful interdisciplinary studies. If we were to observe the full pre-requisite structure for all participating departments in an interdisciplinary program, we would be challenged to craft a meaningful curriculum to the field of community planning and native studies. What makes sense in terms of course sequencing for Sociology courses to a Sociology major, for example, may not be meaningful to a Community Planning and Native Studies major taking one or two Sociology courses for very specific purposes.

It is also likely that material learned in Native Studies or Geography and Planning courses will provide adequate preparation for the cognate course requirements in the Community Planning and Native Studies major.

The prerequisite structure for Geography courses is under revision and if passed in the next academic year will apply in a more equitable way to all students taking Geography courses, whether majoring in Geography or in programs like Community Planning and Native Studies. It is possible that in time as interdisciplinary programs become more prominent that other social sciences will evaluate the incompatibilities of interdisciplinary programs and a sequencing of pre-requisites that privileges single-disciplinary majors, and move to an approach like Geography & Planning is exploring. In any scenario, we will need to remain mindful of the equity issues raised by the Sub-committee and keep our dialogue with Department Heads open and periodic.

Evidence of demand for these graduates from employers:

We sought input from private and public sector employers and the Canadian Institute of Planners on what demand exists for graduates of Community Planning and Native Studies. Please see the attached emails from:

- Delaine Clyne, MCIP (Education Chair, Association of Professional Community Planners of Saskatchewan)
- Randy Braaten, MCIP (Director, Northern Municipal Services, Ministry of Municipal Affairs, La Ronge)
- Chris Leach, MCIP (Past-President of the Canadian Institute of Planners and Past-Chair of the Institute's Indigenous Planning Committee)
- Jim Walters, MCIP (Principal Planner/Partner at Crosby Hanna & Associates, one of Saskatchewan's largest planning consulting firms)
- Lisa Hardess (Manager of Community Planning/Building Sustainable Communities at the Centre for Indigenous Environmental Resources)

Walker also received a supportive phone call from Aaron Aubin, MCIP, current chair of the CIP's Indigenous Planning Committee on May 14 to bolster the comments of the past-chair, Chris Leach. Please also refer to the attached 1) news article from the College of Arts & Science discussing a visit from the Minister of Municipal Affairs in November 2008 where he discusses the 'enormous challenge' facing Saskatchewan communities from the shortage of qualified community planners; 2) a print-out of firms identifying across Canada as having expertise in 'First Nations Planning'; and, 3) the special issue of the journal Plan Canada from Summer 2008 on Indigenous Planning.

2. "It would also strengthen the proposal if memos from local or national First Nations groups could be included."

We approached a national organization – the Centre for Indigenous Environmental Resources – created by a former Grand Chief of the Assembly of First Nations and governed by First Nations that undertakes community planning work across the country with First Nations communities for their perspective. We enclose the response from the Manager in charge of community planning for that organization, Lisa Hardess. Given that this organization has the specialized insight into community planning with Aboriginal communities and is also a likely employer of program graduates, it seemed a good appraisal for our purposes. Her email serves as a note from a potential employer and as insight into relevance from a national First Nations planning organization more in tune with community needs in this field.

- 3. “It was indicated that Professor Walker has funding for scholarships for First Nations students – it would be worthwhile for this information to be referenced in the proposal as well.”**

Under the CP Rail New Investigator Award in Aboriginal Community Planning held by Walker, there is funding for two undergraduate student research assistants per year through to 2012 and two graduate students. It is likely that those two undergraduate student assistantships will be used to hire majors in the new Community Planning and Native Studies program. Dr. Walker also co-ordinates the Indigenous Planning Exchange Program with the University of Manitoba, two universities in USA and two in Mexico. Undergraduate students in Community Planning and Native Studies, Native Studies, or Regional and Urban Planning are eligible to participate in this exchange program which is funded by the federal governments of all three countries. Our first student from U of S is returning shortly from a semester at Arizona State University studying under the Head of the Indigenous Planning Branch for the American Planning Association. An undergraduate planning student from ASU from Navajo ancestry will be studying here at U of S on the Indigenous Planning Exchange beginning September 2009.

- 4. “It was noted that Political Studies had suggested the program incorporate POLS 422 and we wondered whether there was a response to this suggestion.”**

We will review the Community Planning and Native Studies curriculum annually to ensure that the combination of courses and cognate courses are meeting our program objectives. At the fourth year level, we will need to remain certain that students are seeing their disciplinary focus come together in senior Planning and Native Studies courses. Sometimes it is best to forego good candidate courses in cognate disciplines to centre explicitly on the disciplinary core in the final year of study. I suspect this logic will disqualify POLS 422.3 but we will revisit this after a year.

- 5. Question of resources - “The Budget Form we have, dated Jan 19, says only existing courses are to be used in the CPNS program, while the proposal lists a new capstone course which would require faculty resources to be allocated annually.”**

The brief answer to this question is that if the Community Planning and Native Studies major were never introduced Walker would still offer the new GEOG 445 (Planning with Indigenous Communities) course. It is accurate to interpret GEOG 445 as an existing course for the purposes of budget requirements, given that it will fall within Walker’s standard teaching load with no negative impact on other course offerings. This is Walker’s main area of expertise and as he passes off his responsibility for teaching GEOG 240 (Sustainable Cities and Regions) to

new planning faculty who are presently on a staged teaching release as new hires it will free up his teaching responsibilities to introduce this new GEOG 445 course in 2011. The course will act as a capstone course for the major in Community Planning and Native Studies, but is also an elective for Regional and Urban Planning, Geography, and Native Studies majors. At the Department of Geography & Planning meeting where the course proposal was approved, it was the explicit recommendation of the Undergraduate Affairs Committee Chair, Dr. Scott Bell, that the new course proposal be accepted as an improvement to Department offerings, reflecting the central interests of the instructor and as a capstone for the new major in Community Planning and Native Studies. While the GEOG 445 course will be under the assignment of teaching duties of Walker, it is worth noting that a portion of the GEOG 445 course may be taught by Laliberté or other colleagues in Native Studies. This co-teaching arrangement would serve to reinforce the interdisciplinary links that will permeate the curriculum in all years. Walker may in turn teach a portion of one of Laliberté's courses for the same purpose. These co-teaching arrangements, if they transpire, will be informally arranged between colleagues. Responsibility for GEOG 445, as far as assignment of duties, will remain with Walker. Of most relevance to the APC at this time, however, is our confirmation of the conclusion of the Budget Requirements consultation form which states that 'since this program is comprised of existing courses, there will be no incremental personnel or operating costs.'



Association of Professional
Community Planners of Saskatchewan

May 13, 2009

Dr. Ryan Walker
Chair, Regional and Urban Planning Program
Department of Geography and Planning
University of Saskatchewan
117 Science Place
Saskatoon SK S7N 5C8

Dear Dr. Walker,

Thank you for providing the Association of Professional Community Planners of Saskatchewan (APCPS) the details of the new major in Community Planning and Native Studies to be delivered through the Department of Geography and Planning and the Department of Native Studies in the College of Arts and Science.

APCPS is interested in the development of planning expertise and knowledge that applies to the context in Saskatchewan. The new major in Community Planning and Native Studies appears to be designed to provide students with the required community planning knowledge as mandated by the Canadian Institute of Planners in conjunction with knowledge of the political, social and economic structures of aboriginal communities across Saskatchewan and Canada.

While the demand for employment in Saskatchewan for planners has been slowly increasing, the demand within First Nations appears to be on the rise with recent investment by First Nations and Indian and Northern Affairs Canada in Comprehensive Community Planning for First Nations in Saskatchewan. Expertise to support the planning initiatives in First Nations in Saskatchewan is being imported from other areas of Canada and the opportunity exists for local students and planners to become educated and engaged in planning with First Nations. The new major in Community Planning and Native Studies will build local expertise in this growing area of community planning.

The growing aboriginal population in Saskatchewan within non-native communities also presents opportunities for planners in our rural and urban municipalities. The demand for planners with expertise in the historic and present social, political, environmental and economic realities of aboriginal peoples will add depth and context to the discussions, policy decisions and projects within Saskatchewan's municipalities. Understanding the economic synergies that exist between First Nation communities and municipalities also presents opportunities for planners in Saskatchewan.

I would like to express my support for this new major in Community Planning and Native Studies and I look forward to the accreditation process in 2011 to investigate the full accreditation of this program within the Canadian Institute of Planners.

Regards,

A handwritten signature in cursive script, appearing to read 'Delaine Clyne'. The ink is dark and the signature is fluid.

Delaine Clyne, Education Chair, APCPS

cc: APCPS Executive Council

Ryan Walker

From: Braaten, Randy MA [Randy.Braaten@gov.sk.ca]
Sent: Friday, May 08, 2009 12:08 PM
To: Ryan Walker
Subject: RE: Community Planning and Native Studies

Most First Nations end up contracting work to private consultants for planning (usually through INAC). However, from what I've seen the work does not really tie in with First Nations traditions or values. I think a program along this line would be helpful, not just for First Nations planning. Duty to Consult issues can affect municipalities as well and an understanding of First Nations issues would help in bridging these areas. In addition, with Urban Reserves developing under TLE, there is a growing need for cooperative planning between municipalities and First Nations.

I noticed that a group from the Dalhousie was doing some work with the Lac la Ronge Indian Band on planning. I emailed them for information, but never received anything back.

in summary - I think it would be a good idea. Call me if you have anymore questions.

Randy Braaten MCIP PPS
Director, Northern Municipal Services
Municipal Affairs
Phone (306)425-4320
Fax (306)425-2401

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From: Ryan Walker [mailto:ryan.walker@usask.ca]
Sent: Friday, May 08, 2009 12:01 PM
To: Braaten, Randy MA
Subject: Community Planning and Native Studies

Dear Randy

We met at the APCPS conference and sat together at dinner at the Barking Fish. I recall that you're the Director of Northern Municipal Services for the Ministry of Municipal Affairs in La Ronge. We are considering a new degree major in Community Planning & Native Studies and wonder what your impression is of the value of planning graduates with a deep expertise in Aboriginal communities. Would this be valuable from your perspective?

Any comments that you may have to offer by Wednesday, May 13, would be a big help.

Sincerely,

Ryan

Ryan Walker, PhD, MCIP
Chair, Regional & Urban Planning Program
Department of Geography & Planning
University of Saskatchewan
117 Science Place
Saskatoon, SK, S7N 5C8
T (306) 966 5664
F (306) 966 5680
E ryan.walker@usask.ca

Ryan Walker

From: Leach, Chris (IAF) [Chris.Leach@gov.mb.ca]
Sent: Tuesday, May 12, 2009 3:03 PM
To: Christine Helm; Aubin, Aaron
Cc: Ryan Walker
Subject: RE: Community Planning and Native Studies

Hi Ryan,

I trust Aaron will respond when he gets an opportunity as he may have more to offer than I do at this time. Aaron is the current Chair of CIP's Indigenous Planning Committee. I chaired the committee before Aaron.

CIP has been involved with First Nations communities since 2003. As part of the gas tax agreement First Nations communities accessing funding through INAC have to prepare a Comprehensive Community Plan (CCP). Our First Nations partners have expressed interest in having access to training in a number of areas, including the development of programs that would provide training in community planning for Aboriginal peoples and non Aboriginals interested in working with First Nations communities. These programs could be delivered in a number of ways such as through a program similar to what you are contemplating.

To my knowledge there is only one program with a major in First Nations Planning offered by a university in Canada. Following is a link to the UNBC website with information on their First Nations Planning program:

http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/planning.html#FirstNationsPlanning

I hope this answers your questions.

Chris

Chris Leach, MCIP
Regional Manager
Community Planning Services
Intergovernmental Affairs
Morden Office: 323 North Railway Street
Morden, MB R6M 1S9
Tel: (204) 822-2842 Cell: (204) 295-8573 Fax: (204) 822-2847
Portage Office: 1-2210 Saskatchewan Ave. W.
Portage la Prairie, MB R1N 0X1
Tel: (204) 239-3405 Cell: (204) 295-8573 Fax: (204) 239-3459
Email: Chris.Leach@gov.mb.ca

From: Christine Helm [mailto:CHelm@CIP-ICU.CA]
Sent: Monday, May 11, 2009 8:45 AM
To: Leach, Chris (IAF); Aubin, Aaron
Cc: Ryan Walker
Subject: FW: Community Planning and Native Studies
Importance: High

Can either of you provide Ryan some feedback on this question/query?
Please note that they are looking for feedback by Wednesday this week.

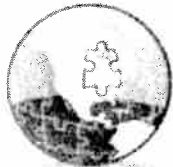
Thanks

Christine Helm

Manager, Member Services & Administration

Responsable des services aux membres et à l'administration
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From: Ryan Walker [<mailto:ryan.walker@usask.ca>]
Sent: Friday, May 08, 2009 1:55 PM
To: Christine Helm
Subject: Community Planning and Native Studies

Dear Christine,

Further to the voice mail I left you just now, we're seeking an appraisal from the Canadian Institute of Planners, the national professional organization representing community planners, of what value a new major in Community Planning & Native Studies might offer to employers and the profession nationally. Any comments that you or your colleagues may have to offer by Wednesday, May 13, would be a big help. I know CIP has some partnerships with First Nations organizations already and some sense of that might help too.

Sincerely,
Ryan

Ryan Walker, PhD, MCIP
Chair, Regional & Urban Planning Program
Department of Geography & Planning
University of Saskatchewan
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Saskatoon, SK, S7N 5C8
T (306) 966 5664
F (306) 966 5680
E ryan.walker@usask.ca

Ryan Walker

From: Jim Walters [jwalters@crosbyhanna.ca]
Sent: Wednesday, May 13, 2009 9:15 AM
To: ryan.walker@usask.ca
Subject: FW: Blurb for you to expand on for Ryan Walker for Wednesday May 13th

Ryan,

We definitely see the benefit of a new major in Community Planning & Native Studies in the RUP program. There are many opportunities, particularly within the Province of Saskatchewan, for planning work with First Nation communities as our firm is regularly involved in working with First Nations in a variety of capacities - developing Community Plans and land use bylaws, land entitlement planning, subdivision planning, and consultation. If students in this proposed new major continue to receive a strong emphasis / background in planning (both technically and theoretical), in addition to the Native Studies portion, a new major of this type would definitely be a benefit to the planning profession in our province.

From: Ryan Walker [mailto:ryan.walker@usask.ca]
Sent: 8-May-2009 11:42 AM
To: Idelong@crosbyhanna.ca; 'Jim Walters'
Subject: Community Planning and Native Studies

Dear Leanne,

Further to our telephone conversation just now, we're seeking an appraisal from your company, Crosby Hanna and Associates, one of the largest if not the largest planning consulting firms in Saskatchewan, of what value a new major in Community Planning & Native Studies might offer to employers such as yourselves. Any comments that you or your colleagues may have to offer by Wednesday, May 13, would be a big help.

Sincerely,
Ryan

Ryan Walker, PhD, MCIP
Chair, Regional & Urban Planning Program
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University of Saskatchewan
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Saskatoon, SK, S7N 5C8
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E ryan.walker@usask.ca

Ryan Walker

From: Lisa Hardess [lhardess@cier.ca]
Sent: Tuesday, May 12, 2009 8:21 AM
To: Ryan. Walker
Subject: Community Planning and Native Studies

Dear Ryan,

Thank you for sharing information on the proposed degree at the University of Saskatchewan in Community Planning & Native Studies. I have been working with the Centre for Indigenous Environmental Resources (CIER) for almost 7 years and have yet to find someone with this education, although we continue to look for it. Our work and conversations with First Nations related to community planning, sustainability and governance issues repeatedly raise the need for people - Aboriginal and non-Aboriginal - who can work with communities from a foundation of respect and reciprocity and support them as they move toward increasing self-reliance and self-government.

In my view, people educated and experienced in community planning and native studies would have excellent opportunities in the workplace, including with organizations such as CIER. Community planning, land use planning, watershed planning - all sorts of planning - is taking place in Aboriginal communities and is led, for the most part, by external consultants with very little grounding in the history, culture and worldview of Aboriginal people. A degree in Community Planning & Native Studies would definitely fill a need, and to my knowledge, does not yet exist operationally in North America. I sit on the Aboriginal Advisory Council for the Faculty of Architecture at the University of Manitoba where they have just approved a new undergraduate stream of the Environmental Design degree that would allow students to specialize in Aboriginal community planning and design in years 3 and 4. It is exciting to see these two prairie universities take the lead on Aboriginal community planning education in Canada and North America.

Best wishes in moving this innovative degree program forward.

Lisa

Lisa Hardess, MSc, BEd, BSc
Manager, Building Sustainable Communities Centre for Indigenous Environmental Resources 3rd floor 245 McDermot Avenue Winnipeg, Manitoba R3B 0S6 www.cier.ca

tel: 204-956-0660 ext.237

fax: 204-956-1895

email: lhardess@cier.ca

Our mission is to assist First Nations with environmental issues and environmental capacity development. Through our programs, we take action on

climate change, build sustainable communities, protect lands and waters, and conserve biodiversity.

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News in the College of Arts & Science

Rural and urban planners at a premium

Lack of planners an 'enormous challenge' Hutchinson

By Kirk Sibbald

Saskatchewan's unprecedented economic boom has exposed a glaring shortfall in rural and urban planners, a situation the province's Minister of Municipal Affairs believes can be helped by the College of Arts & Science.

The Minister, Bill Hutchinson, was in Saskatoon on Oct. 2 and took a few hours in the afternoon to meet with Social Science personnel in the College, specifically those from the Department of Geography and Planning. Hutchinson said this department, along with the Regional and Urban Planning interdisciplinary program, is already playing a key role in preparing graduates for careers in one of the province's most in-demand professions.

"We have an enormous challenge in our province that hasn't existed for 100 years, and that is growing communities everywhere within our borders," he said. "We are acutely aware that there is a lack of planning expertise within the province. It is an incredible challenge that has never existed in any of our lifetimes." While Hutchinson said the province's oil and gas sector is leading the economic charge, most other industries are also doing extraordinarily well and Saskatchewan is leading all of Canada in many key market indicators. Because this prosperity is extending to all corners of Saskatchewan, Hutchinson noted that planners are needed throughout the province and in communities of all sizes -- not just Saskatoon and Regina.

"The growth and expansion is happening everywhere, and these folks have never had the planning expertise because they never needed it," he said.

Students in the Regional and Urban Planning program study a combination of geography, agriculture, economics, civil engineering, sociology and political studies. The program focuses on preparing its graduates to address major community planning issues in both urban and rural environments.

After meeting with administrators, faculty and students, Hutchinson said there is an obvious depth of expertise in the department and he expects to continue working with them to address the deficit of professional planners. Developing more internship opportunities for students was one of the topics discussed, as was the possibility of increasing synergies between geography and planning experts at the U of S and University of Regina.

"The more practical experience we can offer students on their way through the program, the better equipped they are for professional life," said Hutchinson.



Bill Hutchinson(L) and Harley Dickinson (R)

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<< MAY 2009 >>

S	M	T	W	T	F	S
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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Company	# of Years Experience	Location	Locations Worked
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Andre Besner MICU OUQ		Lac Brome, QC	New Brunswick; Quebec
Anthony Usher Planning Consultant	36	Toronto, ON	Ontario
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Catherine Berris Associates Inc.		Vancouver, BC	British-Columbia
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Cirque Resource Associates Ltd.	20	Kamloops, BC	
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Dalhousie University	9	Halifax, NS	Atlantic Canada; Saskatchewan; Alberta	
Daryl Brown Associates Inc.		Victoria, BC		
Dave Whiting Consulting	25	Kamloops, BC	British Columbia	
David Boote Planning Services	25	Vancouver, BC	NWT; Nunavut; South Pacific	
David Nairne & Associates	30	North Vancouver, BC	British Columbia, Alberta, the Yukon and the Northwest Territories	
David T. McCann MCIP, ACP		Yellowknife, NT		
DPRA Canada		Concord, ON		
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EcoPlan International		Vancouver, BC		
Gaston St-Pierre et associés		Charlesbourg, QC		
Harold Stanley Consulting		Rossland, BC		
Incite Planning	20	Orillia, ON	Ontario; Alberta	
InterraPlan Inc.		Moberly Lake, BC		
Inukshuk Planning & Development Ltd.	34	Whitehorse, YK	Yukon; NWT	
KWC Planning Services		Shawnigan Lake, BC		
Marlene Wells, MA Planning		Vancouver, BC		
Meewasin Valley Authority		Saskatoon, SK		
Monteith Brown Planning Consultants		London, ON		
Neegan Burnside		Barrie, ON		
Opus Hamilton Consultants Ltd.		Vancouver, BC		
Piper Designs Inc. Planning		Vancouver, BC		
		Ajax, ON	Ontario; Western Canada	

Solutions

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Shibogama Technical Services		Sioux Lookout, ON	
Stantec Consulting Ltd.	30	Vancouver, BC	
Terra Firma Consultants		Yellowknife, NT	
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UMA Engineering Ltd.-Vancouver	25	Burnaby, BC	North Vancouver, White Rock, Fraser Valley, Nanaimo, Vancouver, Chilliwack
University of Manitoba		Winnipeg, MB	
University of Northern British Columbia	20	Prince George, BC	Fraser Lake, British Columbia;Chetwynd, British Columbia;Prince George, British Columbia; Lake Superior Chippewa, Bayfield, Wisconsin; Madison, Wisconsin
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Celebrating
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Hommage
aux pratiques
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Contents | Sommaire

- 4 A Word from the President
Le mot du Président
- 6 From the Senior Editors
Le mot des rédacteurs principaux
- 8 CIP News / Échos de l'ICU
- 13 Building on Traditions of the Past:
The Rise and Resurgence of First Nations CCP
by Jeff Cook
- 18 Comprehensive Community Planning in the Atlantic
Region: where we go from here
by Tracey L. Wade
- 21 The Need to Do More:
Advancing Planning with First Nation Communities
by Laura Mannell and Heather Ternoway
- 24 "Hith Alis Lax Gwa-yas-dums": Moving from Crisis to
Hope at Gwa-yas-dums Village, Gilford Island, BC
A Story of Comprehensive Community Planning
by William Trousdale, Jeff Cook and Chief Bob Chamberlin
- 29 First Nations Comprehensive Community
Planning – A Good Investment for Canada
by Colin Harivel and Colette Anderson
- 32 Why Hire A Planner?
by Wes Shennan
- 35 Intergovernmental Community Planning: The Sliammon
First Nation and City of Powell River Experience
by Stephen Gallagher
- 39 First Nations Urban Reserves in Saskatoon:
Partnerships for Positive Development
by Lorne Sully, Livia Kellelt, Joseph Garcea and Ryan Walker
- 43 The Path Forward: First Nations Land Use Planning As
A Unifying Community Process
by Rahul Ray and David Harper
- 46 Ts'enwecw Te TmiCW Our Sacred Land
by Catherine Berris, Charlene Higgins and Chief Mike Retasket
- 49 Evolution of Corporate Models in First Nation
Communities
by John Curry and Han Donker
- 53 The Learning Curve
Recognizing Urban Aboriginal Populations in
Canadian Cities
by Amie Baker
- 51 L'acquisition du savoir
Reconnaissance des populations autochtones urbaines
dans les villes canadiennes
par Amie Baker

On our Web Site Sur notre site Web

- 1 The Changing Legal Landscape
for Aboriginal Land Use Planning in Canada
by Richard Krehbiel
- 2 Accelerating to Action:
An Implementation Toolkit for Community Plans
by Dan Yarymowich
- 3 Young Aboriginal Voices in Planning –
A First Nations Planner Speaks About Building
Capacity in Comprehensive Community Planning
by Meagan Wilson
- 4 Theme Two: Governance and Treaty Making –
The Tàichò Land Use Plan
by Eddie Erasmus, Andrea Nokleby and Margaret Kralt
- 5 The United Nations Declaration on the Rights of
Indigenous Peoples – As A Global Strategic Plan
by Patrick Kelly
- 6 The First Nations Comprehensive Community Plan
Process: Potential Impediments to Success
by Christine Callihoo
- 7 Defining Aboriginal Populations:
The Forecasting and Planning Challenge
by Colette Isaac and David J. Stinson
- 8 Nunavut Land Claims Agreement Section 11.4.1(a):
A New Focus for Planning in the Territory
by Vicki Mark

ERRATUM

In the Spring 2008 issue of *Plan Canada*,
Mr. Alexander Warrender, a recent Provisional
member, was incorrectly listed as being an affiliate
of API, when in fact his affiliation is with PIBC.

We apologize for any inconvenience
or misunderstanding this error may have caused.

Cover photo: Indian and Northern Affairs Canada – Nunavut Region.

FIRST NATIONS URBAN RESERVES IN SASKATOON:



Partnerships for Positive Development

by Lorne Sully, Livia Kellett, Joseph Garcea and Ryan Walker

The urban reserve acquired by the Muskeg Lake Cree Nation was created in 1988.

Summary

First Nations urban reserves are becoming more prevalent and important developments in Canada that can be mutually beneficial for First Nation and municipal communities. This paper provides planners with a brief explanation of urban reserves, the policies related to their creation and operation, and lessons learned from Saskatoon's experience with two such reserves created during the past two decades.

Résumé

Au Canada, les réserves de Premières nations en milieu urbain deviennent de plus en plus courantes et représentent d'importantes activités de développement qui peuvent s'avérer bénéfiques autant pour les collectivités autochtones que pour les municipalités. Le présent exposé fournit aux urbanistes une brève explication des réserves urbaines, des politiques liées à leur création et à leur fonctionnement et des leçons à tirer de l'expérience de Saskatoon, où deux réserves du genre ont été créées au cours des deux dernières décennies.

Urban Reserves Phenomenon

In recent decades an important new phenomenon has emerged in several provinces in Canada, but particularly in Saskatchewan.¹ This is the acquisition of lands, with and without buildings on them, by First Nation governments in urban areas. Whereas some of those lands have been retained as freehold properties, others have been converted to urban reserves.² The choice of the legal status of such lands is a function of two major factors. The first is the strategic choices of the First Nations governments on their view of the relative benefits of the former over the latter; the second, the decision of the

federal government which has ultimate authority to approve the conversion to reserve status of any parcel of land acquired by a First Nation. Urban reserves are parcels of land with reserve status that are either attached to, or completely separated from, the original reserves. They are additions to the original principal reserve of a First Nation which are usually located beyond the boundaries of that particular urban area, although some First Nations have principal reserves surrounded by an urban area.

Impetus for Urban Reserves

The impetus for the creation of urban reserves in Saskatoon and some other

urban municipalities in Saskatchewan was provided primarily by three interrelated factors.³ The first factor was the two major First Nations land entitlement processes. One was the process that led to the Saskatchewan Treaty Land Entitlement Framework Agreement (TLEFA) signed by more than two dozen First Nations in the early 1990s. The other was the process that led to 16 individual Specific Claim Settlement Agreements. Those agreements provided First Nations with the right and resources to purchase land on the open market on the basis of a "willing buyer/willing seller". The second factor that provided the impetus for the creation of the urban reserves was the recognition by First Nations governments and entrepreneurs that the urban areas provided them with valuable economic development opportunities. The third factor was the recognition that, given the migration of First Nations people to urban areas, it was useful to establish First Nations economic development centres, service centres, and even governance centres in these urban areas.

Urban Reserve Creation Processes

The policies and processes for creating reserves are outlined in two documents: the Saskatchewan Treaty Land Entitlement Framework Agreement (TLEFA)⁴ and the federal Additions to Reserves Policy (ARP).^{5,6} The former is a province-wide land claims agreement signed in 1992 by the federal government, the province of Saskatchewan, and more than two dozen entitlement bands in the province. The latter is the federal government's national policy that applies to lands acquired by bands (whether through land claims agreements or any other means) and earmarked for conversion to reserve status. Both the TLEFA and the ARP outline several steps for the creation of urban reserves. After the First Nation has acquired a parcel of land and has indicated its intention to have it converted to an urban reserve, it is required to undertake negotiations for an agreement with the neighbouring urban municipality on several key issues. These include: (1) whether compensation will be paid for the loss of municipal and school taxes once the land is converted to an urban reserve; (2) the type and

financing of municipal services to be delivered to the new reserve; (3) bylaw compatibility between the municipality and the reserve, particularly where reserve development has the potential to affect neighbouring municipal lands and residents; and, (4) a joint consultative process, especially a dispute-resolution mechanism, for addressing matters of mutual concern during the life of the agreement. Both the TLEFA and the ARP require the First Nations and municipal government to negotiate on such matters in good faith. If the First Nation does not do so, the federal government can decide not to approve the request for the conversion of the land to reserve status. If the municipality does not do so, the federal government can decide to approve the request. In Saskatoon's case the requisite agreements were negotiated in good faith and the federal cabinet approved the conversion requests.

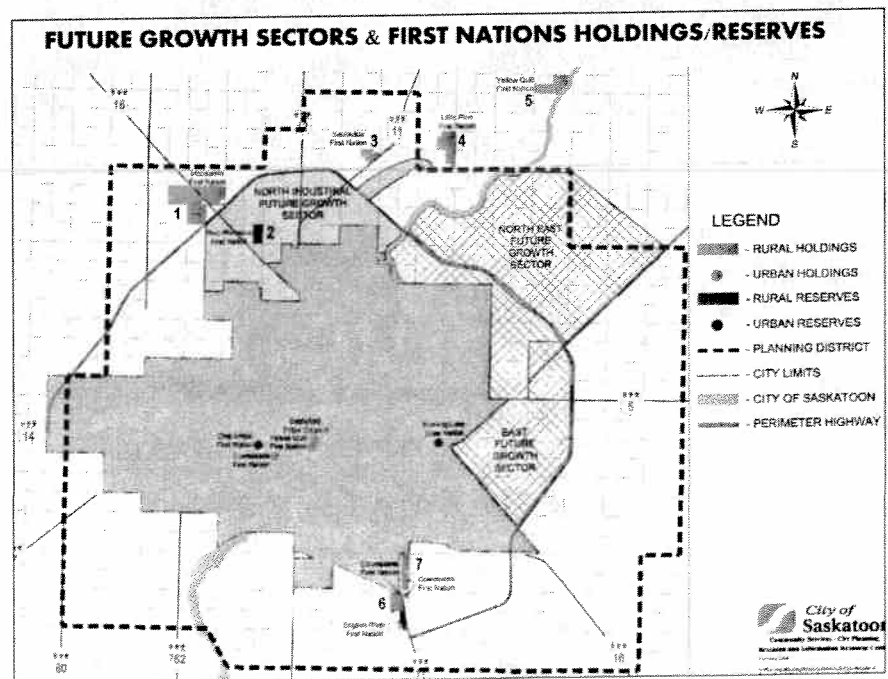
The service agreement concluded between the City of Saskatoon and the Muskeg Lake Cree Nation obliged the City to provide connections to its water and sewage system, as well as services such as garbage pick-up, water, sewer, and fire protection for a fee comparable to what the City would garner if property taxes were to be levied on the property. In an effort to find ways to generate the revenues for

such services, in 1991 the Muskeg Lake Cree Nation obtained the authority to collect its own property taxes pursuant to Section 83 of the *Indian Act*. Their bylaw compatibility agreement stipulated that any development on the reserve would be in accordance with Saskatoon's bylaws.

Existing and Potential Urban Reserves in Saskatchewan

In Saskatchewan urban reserves have been created in various types of municipalities (i.e. cities, towns, villages, resort villages, etc.) with populations ranging from approximately 200,000 to less than 100. To date, three have been established in municipalities with a population of approximately 200,000 (two in Saskatoon and one in Regina), 10 have been established in municipalities with populations ranging from approximately 5,000 to 50,000, and the remaining 21 have been established in relatively small municipalities with populations ranging from approximately 100 to 5,000. Most of the reserves were established for commercial or institutional purposes; only some of the ones in smaller northern communities were established for residential purposes.⁷

The two reserves in Saskatoon were established during a period of 17 years. The first one was created in 1988 on 35 acres acquired by the Muskeg Lake Cree



Nation in the Sutherland industrial area. The second one was created in 2005 on an empty city lot acquired by the One Arrow First Nation in the Pleasant Hill neighbourhood.

There are currently three properties in Saskatoon that are awaiting reserve status. The first property is the Avord Tower, located in the Central Business District. It comprises an office tower and retail space, and is owned by the Saskatoon First Nations Investment Corporation which includes four First Nations from the North Battleford area. A second property is the Canterbury Tower, also located in the Central Business District. It comprises an office building and parking lot, and is owned by the Yellow Quill First Nation. The third property is a vacant parcel of land acquired recently by the Cowessess First Nation, located in the West Industrial area.

Economic and Social Benefits of Urban Reserves

The Saskatoon experience with urban reserves reveals that they can generate economic and social development benefits.⁸ These accrue both to First Nations and municipal governments as well as to enterprises and members of their respective communities.⁹

For First Nations governments the creation of urban reserves has provided them with valuable land holdings that have made it possible for them to establish commercial centres that generate substantial financial resources that they can use to provide services to their members living both on and off reserve.

The creation of urban reserves in Saskatoon has resulted in benefits to the City and members of its community. The City benefits directly from revenue generated through services it provides to urban reserve developments and indirectly from taxation revenue and job creation generated by off-reserve First Nations people and businesses. The City has benefited from the presence of First Nation organizations and enterprises that have helped to make Saskatoon a centre of First Nations governance and business in the province. This creates positive economic spin-offs for First Nation and non-First Nation citizens alike

Residents living in the areas near these reserves benefit in at least two ways: 1) they are able to access some services that may not have been available in that area if the reserve had not been established; and, 2) for some, their property values increase by virtue of such developments in their neighbourhoods.

Finally, they have contributed immensely both to the establishment of positive relationships between First Nation and municipal governments, and also to fostering intercultural understanding and appreciation between many First Nation and non-First Nation members of the Saskatoon community.

Lessons from Saskatoon's Experience with Urban Reserves

The experience with the creation and operation of urban reserves in Saskatchewan offers some important lessons for others contemplating the creation of such reserves. This includes lessons regarding the importance of the following:

- understanding the potential for mutual benefits that can be derived from the creation of urban reserves; including an opportunity for social inclusion of First Nations and other benefits such as economic development and job creation;
- developing proactive municipal policy frameworks for dealing with Aboriginal governments on the creation and operation of urban reserves as well as other economic and social development matters;
- avoiding publicizing and politicizing the creation of urban reserves before the key aspects of the First Nation/ municipal agreements are negotiated;
- establishing and maintaining constructive working relationships based on respect and trust between First Nations and municipal governments and their respective officials on the creation and operation of the urban reserves, as well as other economic and social development matters;
- continuity in the position of First Nation and municipal governmental leaders regarding the need to respect the agreements and protocols for the urban reserves;

- establishing clear and mutually acceptable written agreements and protocols related to the creation and operation of urban reserves;
- recognizing that municipal officials should devote the same care and attention in dealing with each First Nation that wishes to establish urban reserves;
- establishing the best possible agreements and protocols in creating the first urban reserve that can serve as models for the creation and operation of those created subsequently;
- consistency in the types of policies, agreements and protocols that municipal governments apply in the creation and operation of all urban reserves;
- both municipal and First Nations governments adopting effective negotiating approaches characterized by: "(1) clear, well-developed goals; (2) a willingness to be flexible on arrangements; (3) a determination to conduct the negotiations patiently and from a 'business' point of view; and (4) developing and employing the expertise required to manage the negotiations themselves;"¹⁰
- establishing processes and protocols for monitoring the interface between the urban reserve and the neighbouring municipality and establishing good dispute resolution mechanisms in case they are ever needed;
- hiring staff that can focus on working with First Nations interested in acquiring and developing properties, including those that will be converted to reserves; and
- collaborating with key stakeholders in providing educational opportunities for First Nations and municipal officials as well as private sector planners and land developers on various aspects of acquiring and developing properties, including those that will be converted to reserves.

Conclusion

Municipal planners should ensure that they, along with other elected and appointed municipal officials, understand the following: the purpose and potential value of urban reserves both for First Nation and municipal governments and

their respective communities; the policies and processes for their creation; and the best practices for establishing constructive relationships with First Nations in negotiating and implementing municipal services and bylaw compatibility agreements. They should also find ways to establish constructive relationships with First Nations representatives who are likely to become interested and involved in acquiring and developing properties within, adjacent to, or close to the municipal boundaries. Success in developing such relations is likely to produce substantial economic and social development benefits both for municipal and First Nation governments and their respective communities. ■



The urban reserve acquired by the One Arrow First Nation is located in the Pleasant Hill neighbourhood.

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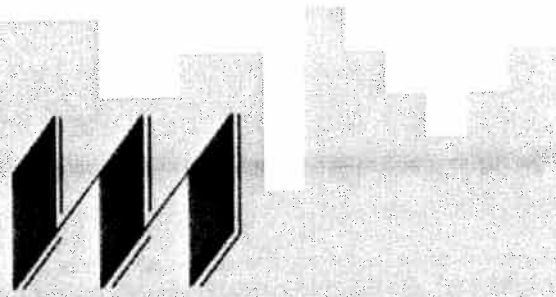
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