

## **SUBMISSION 1**

### **Asset and Campus Enhancement (ACE) Plan and Indigenization**

#### **Response to ACE Consultation by Members of the History Department Indigenization and Indigenous Course Requirement Committees**

##### **Background:**

The ACE Planning committee is seeking input to determine what is needed now and over the next several years. As we understand it, the purpose of this consultation is to help identify items that may become part of the University's next capital campaign. The consultation indicated that ideas were welcome across a wide range of areas, including but certainly not limited to conventional capital projects. We have accordingly developed a series of specific targeted programs/initiatives and grouped them under general headings that seem to us to reflect possible ideas for fund raising. The three organizing themes for us are:

**1) The Next Generation**

Focuses on undergraduate, graduate, and post-doctoral training

**2) Critical Research Areas**

Focuses on research positions and projects

**3) Thinking Big**

Focuses on projects that appeal to research and teaching models and UW faculty professional development reflected in the University's strategic directions

Before we outline the initiatives we believe could be supported, many of us believe that funds from organizations exploiting Indigenous people and land including Big Oil, fossil fuels, Hydro, and mining companies should be refused. Others of us wish to take a more nuanced approach that asks for evidence of accountability and of fair dealing with Indigenous people from energy companies. The key concerns of the signatories are that these companies can exploit Indigenous education initiatives because Indigenous people have relatively few resources themselves. Images of Native people are often used in their own publications, making their companies appear 'good' for Indigenous people and making Indigenous people appear unanimously supportive of these companies. This has been called "Redwashing" or when corporations "paint themselves as good neighbours by sponsoring Indigenous initiatives" (Clayton Thomas-Muller, 2017) See: <http://www.cbc.ca/news/opinion/corporate-redwashing-1.4030443>

## 1) The Next Generation

The following represent areas and initiatives that we believe should be supported in the University's fund raising campaign around Indigenous pedagogy and capacity building:

### *Indigenous Studies*

Indigenous Studies has an inspirational, grounding and guiding role for the university's historical engagement with Indigenous education and people, and for its future program of Indigenization. Thus Indigenous Studies needs to be strongly supported physically, financially and philosophically. In spite of the University's leadership in terms of Indigenous Course Requirement, and its responsibilities to the University, the Indigenous Studies department needs better support, staffing, space, presence and acknowledgement within the University. Especially given the central importance of Winnipeg in the larger Indigenous political scene in Canada, and the size and influence of other departments and faculties of Native Studies in Western Canada, Indigenous Studies needs should be prioritized in any planning decisions, especially with the University's emphasis on Indigenous education.

### *Teaching and the Indigenous Course Requirement*

There has been some discussion of going to an online model of offering the Indigenous Course Requirement. As post-secondary educators, we are concerned that an online course may not serve the initial goals and objectives of the ICR as it was proposed and initiated. We hold that the teaching of Indigenous content is vitally important, and that in order to ensure the quality of the course, it needs to be taught in optimal conditions – in a classroom and in the context of a small class size. It is in this context where, as instructors, we are able to ensure that content is meaningfully taught and contemplated by students, and where we can best assess and help to develop student academic skills. In addition, we feel that students taking a mandatory course deserve the highest quality of course – that is, one taught by a skilled, qualified, accountable and, preferably, long-term, securely-employed instructor.

### *Faculty Professional Development in Indigenous Studies*

We would like to see some form of faculty education for faculty who have a limited knowledge of Indigenous fields of scholarship. This would be a helpful way for faculty to share responsibility for engaging with concepts of Indigenization on campus. The work already done on this by Dr Lamoureux's Office has been very helpful, and we think this should be a properly resourced and supported initiative within all faculties as they build on the process of Indigenizing their courses and curricula.

### *Incentives for Indigenous Graduate Students in History*

In order to attract Indigenous students to apply to the graduate program in history, we would like an entrance scholarship for an Indigenous student. In 2015, the History Department endowed a \$50,000 scholarship for an Indigenous student or a student studying Indigenous history in a graduate degree program in History. This was, for us, only a beginning. This award yields roughly \$2200 per annum, and if we are serious about recruiting promising students we need to double this endowment.

### *University-Wide Graduate Student Award*

We would like to institute an Indigenous Research Graduate Award for Masters Students studying at the University of Winnipeg (or Joint Program) and undertaking innovative Indigenous research.

### *Post-Doc Experience and Support*

Post-doctoral fellowships are an increasingly important part of the program of research and teaching at the University of Winnipeg. Success in post-doctoral grant applications often depends on access to an intellectually and institutionally supportive environment. Physical space and research funding support and opportunities for post-docs go a long way towards post-doc success. A successful Postdoctoral Fellow (in History) requires the following: a collegial work environment in which to expand their scholarly networks; access to opportunities for training research assistants and/or undergraduate teaching; exposure to faculty scholarly research and discussion; travel funding opportunities for research and conference presentations; access to equipment, resources and support for research (such as library resources, including interlibrary loan, and archival and oral history research expertise); access to professional development opportunities such as grant-writing, research and teaching workshops; a respected mentor and supervisor who is well known in the field and who will act as a referee and advocate in job and grant applications and other situations; and, perhaps most importantly, protected time and a quiet place to research and write. Post-docs require reserved space on campus to work. They need a private office in a quiet area, equipped with a phone and a computer and a desk, shelves and a chair as well as access to a reliable WiFi connection.

## 2) Critical Research Areas

### *Research Chairs*

#### a) Canada Research Chairs:

There is a lack of communication about the CRC process at the University of Winnipeg. Faculty feel excluded from the process, especially those who are most informed of the fields in which a CRC is taught. Faculty should be involved in identifying and defining CRC fields and in searching for CRCs, especially in Indigenous Studies. The most informed and invested people of the field should be involved from the ground up in a much more open process.

#### b) University of Winnipeg Chair(s) in Indigenous Research:

This Chair(s) would be permanent, but could be awarded to individuals permanently or for a limited (and perhaps renewable) time period. The Chair could be affiliated with any department. The chair(s) could be used to initiate a journal, develop lecture series, encourage undergraduate and graduate studies in specific areas and to network with Indigenous researchers at other universities in Canada, North America and beyond. The Chair(s) could also support one or more post-doctoral fellows. The Chair(s) would promote excellence in Indigenous research.

One current possible model is the “ethnic chairs” (ie Chair of Mennonite Studies, Chair of German-Canadian Studies) that were established in the late 1980s with a grant from the Secretary of State’s Program for Canadian Ethic Studies and by private philanthropists. A similar program of a Chair or Chairs in Indigenous Research could be created. We think a compelling argument exists for a **Chair in Métis Studies**. Presently, there is not a specialization in Métis history/studies at the University of Winnipeg and this appears to be a significant oversight.

### **Inuit or Circumpolar Chair**

This is an undeveloped area at the University of Winnipeg, in all of the faculties. There is currently a lack of focus on the north and Inuit history at the University of Winnipeg. We see the establishment of the Inuit Art centre at the Winnipeg Art Gallery as an opportunity for growth in this.

### *Research and Knowledge Mobilization about the University of Winnipeg’s Indigenous History*

It would be valuable to undertake studies on the Indigenous history of the University of Winnipeg and to find ways of teaching this history on campus. This could include identifying and profiling Distinguished Indigenous alumni of the University of Winnipeg, the history of the Aboriginal Students’ Council and the Aboriginal Students Centre, the history of Access education (WEC and CATEP) and the history of Indigenous issues at the University of Winnipeg in the media. Another project could seek to understand the history of UW campus as Indigenous territory. A third set of projects could develop public history education that situates the roots of the University of Winnipeg in a longer history of Indigenous education and connects this to broader history of colonialism. An examination of Christian and Protestant privilege in university governance could be a meaningful step towards understanding UW’s own history of colonialism. Other suggestions for public Indigenous history education on campus include an accessible exhibit on treaties and how Manitoba came into being. This history could be exhibited and showcased in different places on campus in plaques, images and exhibits where we can engage the public (for example, the UW’s Oral History Centre/ Riley Centre for Canadian History has an exhibit on the history of the 1919 Strike that attracts a lot of attention from passers by).

### *Faculty Awards*

- a. Faculty Award in Indigenous Research Excellence
- b. Faculty Award in Indigenous Teaching Excellence

### 3) Thinking Big

#### *The University of Winnipeg Centre: A Writing, Art and Research Centre*

Developing a centre that is within a few hours driving distance from Winnipeg (at Matheson Island, for example), would be a wonderful complement and aid to the teaching and research at the University of Winnipeg. The centre would provide invaluable support for planning and undertaking land-based teaching and research on climate, environmentalism, ecology, water resources, and prairie flora and fauna. Recent successes of the Ethnobotany field school in Indigenous studies and the History material culture course at the ANPO-Bison Ranch have shown the value of learning on the land and in this unique and intense group environment. A centre like this would provide excellent support and well-needed infrastructure for planning and undertaking non-classroom based courses. The centre could also be used for professional and institutional development and for other opportunities including intensive language immersion courses. The Centre would also be a vital space for planned retreats, where individual groups of students or faculty agree to work on or complete a piece of writing, visual art, theatre, or dance over a period of a few days at the Centre. In addition access to digital and media lab for creation, recording and experimentation would greatly enhance opportunities for faculty and students.

One of the most successful models is the Banff Centre (founded in 1933 by the University of Alberta, Department of Extension with a grant from the Carnegie Foundation), a public institution sustained in part by funds from the Alberta and federal governments.

Roland Bohr  
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17 April 2017

#### **SUBMISSION 2**

I believe there's a real need to look at the space CRC utilizes here on the 9<sup>th</sup> floor. On any given day, three out of the 9 offices that are not being used.

This office building is prime real estate and I believe could be better served by staff who work full-time; have the need for a more conducive work environment who would make better use of them on a regular and consistent basis.

In addition, my other suggestion for space/offices in general that are left unused for a lengthy period of time, like a year-long maternity leave, sabbatical, extended leave, etc., be provided to staff if the meantime. I personally have had to go to a restaurant to have meetings because there's no space and to alleviate disrupting colleagues due to open space.

Overall, I believe the 9<sup>th</sup> floor needs to have someone closely look at the current layout of space (Foundation, Alumni, Events, M & C)

I hope this helps in some small way make our campus more efficient.

Thank you.

### **SUBMISSION 3**

Funding-wise I'm in good shape. Our main lab facility (4CM37A-F) has lousy environmental controls. Temperature and humidity are all over the place and we have no way to control it. A lot of the work that we do, and the health of our equipment, would benefit from having stable humidity and temperature, and if we could control temperature in each of the rooms in this area, that would be ideal and would make our research higher quality and easier to do.

Dr. Edward Cloutis  
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### **SUBMISSION 4**

#### **Oral History Centre Response to UW Campus Asset and Campus Enhancement (ACE) plan**

Alexander Freund, OHC Director  
17 April 2017

The Oral History Centre at the University of Winnipeg is an international leader in the field of oral history and a vibrant hub of exchange and learning for campus and community researchers. Over the past years, the OHC has successfully enabled undergraduate and graduate students, faculty, and community researchers—including a wide range of indigenous researchers—to win provincial, federal, private, and international funding for their projects; the OHC has also enabled these researchers to produce oral history research of the highest academic quality, meeting all national and international standards in methodology, ethics, and theory.

Our growing list of partners include, among others:

- The Department of Indigenous Studies at the University of Winnipeg
- The Canadian Business History Association (Rotman School of Management, University of Toronto)
- The Sustainable Heritage Network (Washington State University; OHC is Manitoba's first "workbench")
- The UW Library
- The Millenium Library
- The Manitoba First Nations Education Resource Centre.

Our ongoing projects include, among others:

- Landscapes of Injustice: Japanese-Canadian Dispossession During the Second World War (SSHRC-Partnership, \$5.5 million)
- Manitoba Food History (SSHRC \$240,000)
- United Food and Commercial Workers (ongoing funding by UFCW)
- Refugees in Manitoba Since 1945 (ongoing funding by Manitoba Heritage)
- 1919-2019 General Strike Centenary
- Island Lake Digitization Project (in partnership with the Manitoba Research Alliance).

We offer a growing suite of introductory and advanced oral history workshops as well as customized workshops for project-based research teams. OHC membership is open to anyone who has successfully completed our introductory workshop series. Members have access to recording equipment, work and meeting facilities, and support.

Over the coming years the OHC, guided by its vision to democratize history, plans to enhance its capacity to improve local knowledge mobilization and innovate in global oral history research along three axes: **Learning Space, Digital Archives, and Knowledge Creation.**

**A. LEARNING SPACE:**

**Three spaces at the OHC require further enhancement to elevate the OHC's capacity to serve as a research hub, meeting place, and place of knowledge mobilization.**

**1. 2B05 Research Hub**

We would like to create a small research space for up to four researchers who can access our collections or work on their own oral history projects. In order to accomplish this, we would like to install four research pods in 2B05. Research pods include desk and chair, lockable filing drawers and cabinets for the storage of sensitive data, four offline computers equipped with audio and video editing software, high-quality headphones. Researchers will be able to "rent" pods for certain amounts of time. There, they will be able to listen to interviews, take notes, write drafts and papers, and create oral-history-based podcasts, digital stories, and essays-in-sound as well as museum exhibits and other platforms of dissemination.

**2. 2B05A Multimedia Exhibit Space**

We would like to turn 2B05A (the anteroom to 2B05) into a hands-on, multimedia exhibit space where students, faculty, and community members can exhibit their projects on screens and audio-listening stations and where visitors can interact with projects and oral history technology and methods.

**3. Bryce Hall-Way of Learning**

We would like to transform the hallway of the second floor of Bryce Hall into a hallway of learning. The Bryce Hall-Way of Learning would include video and audio stations built into the walls on each side of the hallway; visitors and passers-by can quickly learn about oral history and the diverse projects developed at the University of Winnipeg. They may be drawn into the Multimedia Exhibit Space and be inspired to create their own oral history projects.

**B. DIGITAL ARCHIVES: Digital Archives Catalog**

The OHC, currently holds approximately 1000 digital historical records (audio, video, images, transcripts, translations, other archival documents) of complete oral history collections. Our archive represents and preserves a great variety of voices of people and social groups that have traditionally been underrepresented in historical narratives. Having one of only a few principally born-digital history archives in Canada has piqued the interest of archivists and researchers around the country. Over the past years, we have received an increasing number of requests for access to our collection. To accommodate such research and educational requests, we need to complete our detailed online catalogue.

This project requires the hiring and training of one graduate student from the Joint Master's Programme in History and Archival Studies and one undergraduate student, each for a 12-week period (at 35 hours per week).

As a member of Association for Manitoba Archives, the OHC has access to the content management system ATOM. This will integrate our holdings into the Manitoba Archival Information Network. The OHC will provide ATOM training for the students and develop a cataloging entry guide for staff and future cataloguers. The OHC would also develop a resource guide for navigating the catalogue for researchers, students and community members.

Much of the work towards a sustainable functional digital archive at the OHC has been completed. The OHC has developed a digital preservation strategy and a series of best

practice guides that inform the management of our collections. We have recognized metadata standards and requisite metadata information pertaining to our collection. We have established ethical guidelines, consent, copyright, and accessibility standards and practices for all of our archival collections. We have a functioning and stable digital archive with secure offline, offsite back up. We have a disaster preparedness plan and a five year digital migration strategy to update the archive as new storage solutions become available.

An accessible online catalogue of the OHC archive will open the door for more collaborative research initiatives and new forms of dissemination of oral history research.

### C. KNOWLEDGE CREATION: Post-Doc Fellowship in Oral History

The OHC would like enhance its capacity of developing cutting-edge oral history methods and theory through an annual post-doctoral fellowship in Oral History that would attract recent Ph.Ds. from Canada and elsewhere to spend one academic year at the UW OHC. (The OHC successfully hosted Germany's most renowned oral historian, Dr. Alexander von Plato, in 2012-2013 through the Canada Council's prestigious John G. Diefenbaker Award (\$95,000.00).)

Over the coming five years, the OHC is particularly interested in expanding its international leadership in two emergent fields: first, the development of inter- and transgenerational oral history method and theory; second, the development of a methodological, ethical, and theoretical framework for the use of extant oral history collections. While currently the field of oral history focuses almost inclusively on generating new oral history interviews, over the coming years, there will be a push to use extant collections, in particular with groups and generations that are no longer accessible (e.g. veterans of the World Wars, early prairie pioneers, indigenous traditions). After establishing frameworks for intergenerational oral history and extant collections, we plan to develop educational tools for K-12, universities, museums, and other public history sites that will allow them to guide educators and students in the use and critical interpretation of oral histories.

## SUBMISSION 5

### ACE Submission – UW Library, Art Gallery and Anthropology Museum

This document has been prepared to assist the ACE committee in making sense of the resounding feedback about the Library during the open sessions. It aims to articulate the major spatial barriers to the Library's ability to fully support the UW Strategic Directions and IARP and offer general principles for moving forward.

#### A Summary of Library Space Challenges:

**Size and Layout** – The Library was built to serve an early 1970's student population of approximately 2500. While the 'Library in the Sky' concept was a departure from the behemoth repository libraries built across North America at that time, it was nonetheless designed to be a repository that did not anticipate changing technology, approaches to teaching/learning, and a *quadrupling of the student population*. Our layout also makes noise control almost impossible.

**Risk to Collections** – Our storage facilities are inadequate in terms of capacity and environmental controls, especially for our archives. The Library houses the University Archives and United Church Archives, both of which hold materials critical to Indigenization and Reconciliation. The Art Collection and Anthropology Museum are also at risk: the former stands to lose its Canadian Cultural Properties status, and the latter lacks respectful spaces for the human remains it houses.

**Accessibility** – Manitoba's accessibility legislation will eventually require us to redistribute our stacks to allow accessible spacing between aisles. An increased stack area will encroach upon already limited study, group work, programming, and other specially designated spaces. Adding



to this, our mezzanines are among our coveted quiet spaces, and impossible to re-fit for accessibility.

**Not a safe space** – A library should provide sanctuary and inspiration to all. A roof and HVAC system in disrepair cause serial leaking across the library. Winding, secluded spaces compromise safety and inhibit adequate security coverage. Mice crawl across study tables. Our current space distribution also inhibits us from creating safe, thoughtful and meaningful spaces to support Indigenization and the ICR.

**Location** – Currently, our fourth floor entrance limits our ability to properly explore the library's potential to open to the community. Academic libraries with street level access invite greater traffic and the potential for public gatherings, exhibits, events and community engagement.

**Load Bearing** – A feasibility study conducted in 2014 explored the possibility of a storage space for archives, art and anthropology collections at the south end of the third floor of Centennial Hall. It determined that the building lacked the load bearing for mobile shelving. While no study has been conducted on the library space specifically, our assumption at this time is that Centennial Hall is ill-equipped to bear such a load. *Mobile shelving is necessary to store our collections efficiently alongside dynamic spaces.*

#### **What if we decide to invest in the Library?**

The following general principles may help to guide any level of investment in library space:

- **Partnership** with the art and anthropology collections would be efficient, dynamic and impactful
- **Safe** and inspiring spaces are necessary to support the ICR and indigenization
- **'Knowledge'** as central concept: mobilization, preservation, advancement, Indigeneity
- **'A RecPlex for the Mind'** opens dialogue, learning and knowledge-creation to the community
- The library as **sanctuary**: a place between home and the classroom for students to keep thinking