

**School of Languages, Linguistics, Literatures and Cultures
Council Meeting 011
Wednesday, February 28, 2018, 15:00, CHE212**

MINUTES

Voting Members

M. Conliffe, Chair
M. Asatryan
A. Barber
W. Bennett
M.-A. Bergeron
N. Bermúdez-Barrios
E. Bratishenko
K. Brown
E. Buonocore
C. Burian
F. Cadel
W. Cai
S. Carroll
D. Flynn

R. Friedman
A. George
Y. Kodama
M. Li
O. Mladenova
Mary O'Brien
A. Pounder
O. Rollin
F. Sánchez
I. Shilova
D. Skordos
D. Storoshenko
J. Süselbeck
D. Vijayan

M. Wagner
A. Wall
E. Wang
B. Whaley
S. Winters
X.Jie Yang
LLAC Grad Rep: Paul Frey
LING Grad Rep: L. Hracs
Sessional Rep #1: -
Sessional Rep #2: R. Ayala
Support Staff Rep #1: B. Arnautovic
Support Staff Rep #2: N. Bésègue
Undergraduate Rep #1 B. Legese
Undergraduate Rep #2: -

Guest Speaker

G. Cameron

Observers

R. Dressler
F. Gowen
J. Meng
F. Pisicoli

Scribe: K. Guevara

1. Call to Order

The Chair confirmed quorum, calling the meeting to order at 3:05pm and acknowledging the peoples of Treaty 7.

2. Approval of Agenda

MOTION That the Agenda for the February 28, 2018 School Council be approved. Storoshenko/Barber **CARRIED**

3. Approval of Meeting Minutes from January 17, 2018

MOTION That the minutes for the January 17, 2018 School Council be approved, as amended. Bergeron/O'Brien **CARRIED**

4. Gavin Cameron, Associate Dean – Internationalization and Global Initiatives

G. Cameron provided information on a potential internationalization certificate at the U of C.

Background on initiative: The U of C and the Faculty of Arts have internationalization strategies, both of which include “cross-cultural competency”, which has been relatively broadly defined although is often thought of as people going elsewhere or people coming here. Cross-cultural competency is a much broader concept and is particularly relevant when considered as “internationalization at home.” Study abroad is not always a realistic option for all students, so the desire is to offer opportunities for cross-cultural competencies without students needing to travel. One way to achieve this would be through a certificate of internationalization.

The U of C offers two models of certificate:

- 1) "Free standing certificate" in which students enroll and take it as a self-standing credential, like a diploma. This type of certificate requires almost as many approvals as a degree program.
- 2) "Embedded certificate" in which students would be enrolled as part of their regular degree program (i.e. students would get not only their degree but also a certificate in internationalization, additional to the degree but recognized on their degree). These certificates are administered by a specific program but are interdisciplinary so they belong to the University and not to any one unit.

Various models for a certificate in internationalization could be considered. One of the common patterns for such certificates requires that students a) select a certain number of courses from a broad suite of courses b) take some core courses, and c) possibly have a third element with practical experience.

G. Cameron posed the question as to whether or not a language requirement might serve as the common element for a certificate in internationalization. He explained that the U of C is at a very early stage so all feedback is welcome. He explained that the certificate needs to be widely recognized so the credentials will not specify what kind of study was undertaken (i.e. if it was in a particular language) but rather something like "BA in Geography with internationalization". It was clarified that transcripts will of course still list all courses.

G. Cameron questioned what the language core component might look like, if it were to exist. For example, if the goal is cross-cultural competency and the core is language based, does that imply that it would be preferable to take three courses in one language rather than one in each of three different languages. In the context of the certificate, would increased exposure be more valuable than enhanced facility?

Discussion followed. Points included:

- Concern that language courses are already at capacity so how would additional students be accommodated and would this negatively impact student majors also trying to register in those classes. G. Cameron responded that if there were enough students, resources might be made available and the certificate would not dictate which language would be required so if a student could not register in JPNS, they could instead take GERM.
- Ideally these courses would count among the already required 20FCE. For students in SLLLC, many of the courses they are already taking could be eligible although for students in other programs it could be more difficult and might require additional courses to be taken.
- The number of credits will be determined as part of the certificate program (i.e. it would not be up to the student) and will likely be between 12-24 units although probably closer to 12.
- The core might be in the 2-3 course range but is open for discussion.
- It is not yet confirmed if there will be common required courses but if there are, language courses would not be the only ones included.
- Service learning might be an option to consider.
- To make courses accessible, especially to students in programs like engineering, courses have to be offered outside of regular meeting patterns (spring/summer, evening, etc.).
- SLLLC needs to be aware that cross-cultural content, especially in the core courses, would not be exclusive to the School.
- First Nations would be included under the cross-cultural/internationalization umbrella.

G. Cameron reminded members that the discussion is at a very early stage so all feedback, especially about potential concerns, is most welcome.

5. Approval of the revised Candidacy Guidelines for LLAC

Mary Grantham O'Brien provided a quick overview of the revised candidacy guidelines for LLAC.

MOTION: "that SLLLC adopt the revised candidacy guidelines, as presented" Vijayan/Bergeron **CARRIED**

6. Governance Committee

Amanda Pounder informed members that a few editorial suggestions had been incorporated into the document since it was last distributed.

Section 3.3

The administrative subunit of the School is the Division and the academic subunit is the section. Sections do not have terms of reference. No leader for a section is being proposed. Instead of hierarchical structure, decisions would be made collaboratively.

3.3.2 Membership and 3.3.3 Meetings

Suggestion: Sections do not require terms of reference but the text could read "...need not have..." to allow flexibility should they think it would be helpful.

3.3.4 Responsibilities and Duties of Sections

Discussion focused primarily on the responsibilities at the section level and how they get assigned. Comments included:

- The assignment of work at the section level is often done informally and the Director would have no need for involvement.
- The Director is responsible for ensuring that labour is spread equitably so it would be important for him/her to know the respective loads to ensure nobody is carrying more than they should at a given time.
- Assignment of duties could be communicated through the Division Chair to the Director although this could be more difficult if the Division Chair is not a member of a particular section.
- There needs to be a strategy for communication both ways (section to the Director and the Director to the section).
- A Division's terms of reference might address some of these communication strategies.

A straw vote showed general agreement with the content of Section 3.3.

Section 4 Leadership Roles

4.1 School Director

A. Pounder informed members that some points under 4.1.2.1 had been changed and clarified that the reference to a strategic plan did not require that the Director develop one but rather if there was to be one, this person would be responsible.

Update: Bullet #4: Make into two points to include teaching (for faculty members).

4.1.2.2 Administration and Personnel Management

The bullets were simplified (collapsed) and some editorial changes were made.

4.1.2.3 Professional Development

Some additions and editorial changes were made.

It was agreed that "resolving" should be replaced by something softer.

4.1.2.4 External Relations and Community Liaison

No changes

A straw vote showed general agreement with section 4.1, with the toning down of the word “resolving...” in section 4.1.2.2.

4.2 Division Chair

A. Pounder pointed to one addition regarding responsibility for deadlines being met.

Discussion followed as to whether or not the Division Chair role was legal since the University Act does not include the role. It was clarified that the role does exist in other large departments and schools on campus.

Debate revolved around the potential involvement of Division Chairs in faculty assessments. Comments included:

- Division Chair involvement could be a conflict of interest.
- The Division Chairs could not have any say in the increment assignment (as per TUCFA regulations).
- There needs to be some kind of mechanism to allow for consultation, especially if the Director does not have the necessary disciplinary background.
- Especially important for APT processes. Neutral feedback is a serious part of the Division Chair’s role.
- Historical context is important when doing assessments and the Division Chair would be the natural first point of contact for that.
- Could something be added under the Director section (re: appropriate consultation) and remove it from this section?

A straw vote showed general agreement for section 4.2.

7. Question Period

The Chair followed up on the January meeting update on grad funding. He reported that he had met with Dean Young and felt that the FGS was cognizant of SLLLC’s situation and our need for support. She encouraged the School to be bold in pursuing high potential students.

As concerns position requests, the Chair promised to send out the template used in previous years. He explained that no invitation has come forward to submit requests but that at each of his monthly meetings with the Dean, he continues to raise the needs of our programs. He is hopeful that the instructional plans will help bolster the arguments he is putting forward.

8. Other Business

Members were asked to be on the alert for posters linked directly or indirectly to white supremacy groups.

Members were reminded of upcoming events including the March 5 concert at Mt Royal, the School Lunch on March 7, Dan Maher’s retirement on March 20, and the School’s special council meeting followed by a reception on March 21.

9. Next Meeting

Wednesday, March 21, 2018 at 15:00. Room: CHE212 (special meeting followed by a reception in the LRC); April 18, 2018 at 15:00 in CHE212 (last regular meeting of the year); retreat on May 1 (time TBC).

10. Adjournment

MOTION to adjourn at 4:43pm Hracs/Bennett **CARRIED**