

**School of Languages, Linguistics, Literatures and Cultures
Council Meeting 009
Wednesday, November 29, 2017, 15:00, Legacy Suite**

MINUTES

Voting Members

M. Conliffe, Chair	S. Gbanou	J. Süselbeck
O. Amedegnato	A. George	M. Wagner
T. Barber	S. Hoenle	A. Wall
W. Bennett	Y. Kodama	E. Wang
N. Bermúdez-Barrios	O. Mladenova	S. Winters
E. Bratishenko	E. Montes Garcés	X.Jie Yang
K. Brown	Mary O'Brien	LLAC Grad Rep: Paul Frey
E. Buonocore	A. Pounder	LING Grad Rep: L. Hracs
C. Burian	F. Sánchez	Sessional Rep #1: P. Peltekov
W. Cai	A. Sharp	Support Staff Rep #1: J. Meng
C. Dueck	I. Shilova	Support Staff Rep #2: E. Tsyganok
D. Flynn	D. Skordos	
R. Friedman	D. Storoshenko	

Guests

Richard Sigurdson, Dean – present for Items 1-4

Observers

B. Arnautovic
F. Gowen
F. Pisicoli
A. Daniel (student rep to Ad Hoc Committee on Governance)

Scribe: K. Guevara

1. Call to Order

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

2. Approval of Agenda

MOTION That the Agenda for the November 29, 2017 School Council be approved. Storoshenko/Hoenle **CARRIED**

3. Approval of Meeting Minutes from October 25, 2017

MOTION That the minutes for the October 25, 2017 School Council be approved. O'Brien/ Burian **CARRIED**

The Chair recognized Anne-Marie Hallworth-Duez and Claire Huot, both of whom are retiring at the end of 2017. The Chair thanked them for their tireless work in the School and within their respective departments prior to the merger and wished them joy and ease as they go into retirement (applause).

4. Dean Sigurdson

The Dean explained that the purpose of his visit was to touch base and to have the opportunity to share information directly with the School on Faculty of Arts initiatives. He expressed his pleasure in the progress the School has made in coming together and acknowledged the importance of having a Director with a full term.

Points presented included:

U of C's Indigenous Strategy

The Strategy is the product many people's hard work and extensive engagement with First Nations and Métis. Working with local communities has opened up some tremendous opportunities for the U of C. The launch was very successful and has set the U of C apart from other institutions. The document is on the website and School members are encouraged to read it to see how they can work this into their plans, both as individuals and as a collective. Many of the Truth and Reconciliation Report recommendations were directed at post-secondary institutions and had a lot of points focused on language so SLLLC is uniquely poised to play a role going forward.

Entrepreneurship

The Hunter Centre for Entrepreneurship and Innovation is not only to be associated with the business school but is rather aimed at opening up opportunities for all faculties to participate in a variety of entrepreneurial initiatives, especially in the area of social entrepreneurship and innovation. Entrepreneurship is often associated with business but could be considered more broadly as the generation of new ideas, especially in relation to the social good, and is not necessarily profit driven. Intercultural learning might be one area that could be investigated. Funding is available so members are encouraged to investigate further.

Internationalization

The U of C has had an Internationalization strategy since 2013 but the Faculty of Arts just launched its own strategy, much of which is directed at what is done in the School. Some possibilities for working together constructively around internationalization might include recruiting students here, sending them abroad, offering international opportunities, and working with international partners and with our own connections (consular corps).

Mental Health Strategy / Engagement in the Faculty of Arts

The U of C is well into the implementation of the Mental Health Strategy. The Faculty is looking to set up its own committee to ensure people are aware of the services available but also to promote healthy activities and mental health opportunities. This area is also being taken into consideration by the Faculty Engagement Committee. The School is encouraged to find ways to empower and engage its members, not only faculty and students but also staff just as the Faculty is seeking to address issues raised in the engagement survey, particularly within the MaPS group.

Eyes High / Strategic Plan

U of C has renewed the Eyes High and Strategic Plan and the updated Academic and Research Plan is winding its way through the approval process. One of the key elements of the refreshed Eyes High Strategy is the focus on the student experience. Students expressed their concern over their experience in the context of the Eyes High focus on research. The School can play an important role in the student experience by considering what is being done in classes, what are the outcomes, what strategies are needed to reach these outcomes, curricular review, etc.

There are lots of great things going on. The School has now amalgamated so can now begin tweaking to see how it will function best. Collegiality is important as is being open to new ways of doing things. There are a number of new hires in the School and they bring valuable new ideas with them.

Budget

The budget situation is not as good as it could be but also not the end of the world. The U of C must have a balanced budget going forward so faculties have to budget a cut, which this year will be 2%. The Faculty of Arts' budget has an extraordinary percentage of its funding going towards salary so there is very little remaining to cut. Neither the sessional budget nor the GATs have been cut. At times like these, rumours start to fly but people should rest assured that nothing is being taken away, including positions. Start-up funds will not be taken away but IRNA funds must be used in the timeframe indicated or could be lost.

The Faculty had a wave of hires largely thanks to retirements however such opportunities will be fewer going forward so the Faculty and units will need to be strategic when hiring opportunities are presented, such as for the Canada Research Chair hire.

A question period followed.

- In response to the question of whether or not the Faculty of Arts might establish a second language requirement, the Dean indicated that this was unlikely to be accepted across all the Faculty's programs and that SLLLC would need to continue to attract students through mechanisms other than through such a requirement.
- The Dean encouraged the School to invite Gavin Cameron to a meeting to discuss strategies for promoting and furthering the internationalization strategy.

5. Ad Hoc Committee to Organize the Launch

MOTION Winters/Yang

"That the School of Languages, Linguistics, Literatures and Cultures (hereafter the "School") form an ad hoc committee whose role it will be to organize a School launch, which will be held as soon after the mid-term break in Winter 2018 (18-25 February) as is possible and effective. The committee will consist of one academic staff colleague from each division, one administrative colleague from the School, and the Director of the School. The committee will collaborate with other units in the Faculty of Arts, the University, and the Calgary community when necessary and when potentially productive (eg., the Dean's Office, Development [including alumni], Internationalization and Global Initiatives, Consulates, Calgary organizations). The committee's work will conclude after the launch (and no later than Friday 30 March 2018), when the committee has submitted a report on the launch organizing process and launch itself."

Discussion followed:

- The launch would likely take place the last week of February.
- A representative from each division was proposed largely in the interest of ensuring communication with all the divisions.
- Names have already come forward from each division but an election could be held to select a smaller number from among those names put forward.
- Confirmation is still pending as to whether or not funds will be made available by the Dean's office.
- A School launch could include many different things; what SLLLC's launch looks like will be part of the discussion of the committee.
- Important to use this opportunity to showcase the School

AMENDMENT

That "The committee will consist of one academic staff colleague from each division" be replaced with "The committee will consist of three academic staff colleagues elected from separate divisions..." Pounder/ Montes Garcés **CARRIED**

AMENDED MOTION

"That the School of Languages, Linguistics, Literatures and Cultures (hereafter the "School") form an ad hoc committee whose role it will be to organize a School launch, which will be held as soon after the mid-term break in Winter 2018 (18-25 February) as is possible and effective. The committee will consist of three academic staff colleagues elected from separate divisions, one administrative colleague from the School, and the Director of the School. The committee will collaborate with other units in the Faculty of Arts, the University, and the Calgary community when necessary and when potentially productive (eg., the Dean's Office, Development [including alumni], Internationalization and Global Initiatives, Consulates, Calgary organizations). The committee's work will conclude after the launch (and no later than Friday 30 March 2018), when the committee has submitted a report on the launch organizing process and launch itself."

CARRIED

6. Undergraduate Programs and Curriculum Committee

The Chair turned the floor over to the Undergraduate Program Director, Conny Burian.

There are two significant changes that affect several programs:

- a) Formal topics are to be changed to informal topics to allow more flexibility, especially with teaching staff changes, visiting scholars, etc.
- b) Placement exam process: students across the School will need to recognize that misrepresenting their skill level will have serious consequences. An electronic survey will be set up with parameters established by each program (ie deciding who will be classified as a beginner etc.).

Typos should be sent to J. Meng and C. Burian

Some discussion followed regarding wording for the Spanish courses and the creation of a new course however the content had not been submitted by the deadline so was deferred for consideration in the next submission.

MOTION To accept the Undergraduate Program and Curriculum Submission, as presented Wall/O'Brien **CARRIED**

C. Burian and the Curriculum Committee were acknowledged for all the work they put into the submission (applause).

7. Governance Committee

The Chair turned the floor over to the Chair of the Ad Hoc Governance Committee, Amanda Pounder.

Members were reminded of the procedure to be followed: A motion to adopt the document would come forward then the document will be approved, paragraph by paragraph. The preamble will be voted on at the very end followed by a final vote for the acceptance of the full document.

MOTION That the Governance Document, as presented by the Ad Hoc Committee on Governance, be adopted.
Pounder/Winters

Section 2.1

2.1

"The School immediately consists.."

-It may not always be possible to have one person serve as both the Division Chair for French and as the Director of the French Centre so that should remain separate. Discussions are underway about that; any changes will be conveyed to the French Division. The goal is to allow for flexibility and effectiveness in the roles.

2.2.1

AMENDMENT: "Add to bullet 1, 2, 3: The School, the Director *and the Division Chairs...*" Sánchez/Montes Garcés

Discussion followed. Points included:

- It would be important to add the Division Chairs so that the climate of openness clearly applies at every level, especially when decisions being made affect people in the division.
- The introductory statement does indicate "The School will be guided in its operation *at all levels...*"
- It does not make sense to add this to the third bullet.

- Division Chairs cannot actually make many decisions on their own.
- Division Chairs do not have much power but they still make important decisions for the division.

REVISED AMENDMENT Add to bullet 1, 2, 3: The School, the Director and the Division Chairs..." Sánchez/Montes Garcés FAILED

Suggestion to remove the repetition. The revised paragraph would be

The School and its Director are committed to:

- o accountable and collegial academic governance.
 - o fostering a culture where information is shared and can be discussed.
 - o making governance processes and decision-making as transparent as possible.
- The School, its Director, as well as the Divisions and Sections are committed to preserving the balance between autonomous decision-making on the one hand and communication and collaboration with other School units on the other hand.

2.2.2

Bullet #3: Discussion arose over who it is who determines when students' interests are effected.

It was agreed that a footnote would be added saying that the groups in question would be the ones who determine whether or not their interests are affected.

Bullet #3: "... As long as other **relevant** considerations..."

Second last bullet: "... to sessional representation on the School Council and to ~~facilitating~~ **meaningful** consultation..."

2.2.3

*friendly Amendment to Bullet 2 (Wall): "The School Council shall make decisions **directly** affecting a particular section ~~directly~~ only with a representative..."

2.2.4

A. Pounder clarified that this section is about efficiency rather than about committees.

Friendly AMENDMENT (Bratishenko): remove "and seamless" from the last bullet point.

8. Indigenous Language Specialization and Internationalization Certificate (30 minutes)

MOTION to commit to playing a role in the Indigenous Language Specialization and Internationalization Certificate. Brown/Barber

The Chair explained that these initiatives have been presented to him but that he does not want to commit to anything before a conversation has been held. He and D. Flynn explained:

- Werklund School of Education has approached SLLLC to discuss to what extent to SLLLC might play a role in the indigenous language specialization.
- INDL courses, spearheaded largely by D. Flynn, have been received extremely well. A purposeful effort has been made to ensure that it is not always the same language taught which allows a higher level of connection with communities in Alberta. The second aspect of this is that the School of Education is thinking of two direct language courses, i.e. Could SLLLC provide assistance with two sequential courses? One concern is the financial piece but INDL has been funded by the Faculty because it is required for the indigenous studies program. Werklund would like a second course and has committed to pay for it. The third and fourth courses would be mentorship related and would be offered in collaboration with indigenous community colleges on reserves. The hope is that the first two

courses would have enough grammatical scaffolding that when they move onto other courses they could build on that fluency.

Discussion followed. Points included:

- Two courses would be from SLLLC, two would be cross-divisional/cross-department, much as if SLLLC were creating a language requirement for another program.
- As long as the courses are important for the mission of the University and as long as the courses draw students, the funding should be there.
- It would be important to know what the expectations are concerning enrolments so that the School is not penalized if enrolments are not high.
- It would be good to know if SLLLC could access new resources by supporting this initiative. With the new Indigenous Strategy, new funds for TAs and bringing elders to campus should come available.

Internationalization certificate

- Details regarding funding and the full extent of SLLLC's possible role are not yet known. This is an exploratory discussion.
- It would be important to establish learning outcomes.
- If one agrees that a language should be part of an internationalization certificate, how many courses, at minimum, would make this a meaningful arrangement?
- Internationalization is not understood the same way across campus however this is absolutely curricular based (not experiential), allowing students to have a meaningful experience that deserves to have "Internationalization" on it.
- Certificate could be for U of C and visiting students.
- The language instruction should not be just a token part but rather a significant part of the certificate.

MOTION to commit in principle to playing a role in the Indigenous Language Specialization and Internationalization Certificate. Brown/Barber **CARRIED**

9. Question Period

No questions were raised.

10. Other Business

No other business was raised.

11. Next Meeting

Wednesday, January 17, 2018 at 15:00. Room: CHE212

12. Adjournment

MOTION to adjourn at 5:20pm Skordos/Wagner **CARRIED**