UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 32 OF THE ACADEMIC AFFAIRS COMMITTEE

May 30, 2018

To the University of Toronto Scarborough Campus Council, University of Toronto Scarborough,

Your Committee reports that it met on Thursday, May 30, 2018 at 4:10 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Present:	**Non-Voting Assessors:**
Elaine Khoo, Chair	Annette Knott
Conor Anderson, Vice-Chair	Varsha Patel
William Gough, Vice-Principal,	
Academic and Dean	**Secretariat:**
Nada Barrie	Amorell Saunders N'Daw
Corinne Beauquis	Rena Prashad
Shelley A. Brunt	
Dean Carcone	**Absent:**
Curtis Cole	Syed W. Ahmed
Tarun Dewan*	George B. Arhonditsis
Alen Hadzovic	Marc Cadotte
Mariam Issa*	Li Chen
Whitney Kemble	George S. Cree
Margaret Kohn*	Neal Dolan
Marilyn Kwan	George Fadel
Michael J. Lambek	Colleen Gillon
Jennifer McKelvie	Vassos Hadzilacos
Sonja Nikkila*	Clare Hasenkampf
Victoria Owen	Mark Hunter
Rania Salem*	Alexander Irving
Mahinda Samarakoon	Bruce Kidd
Mark A. Schmuckler	Lydia V.E. Lampers-Wallner
Sonia Sedivy	Katherine R. Larson
Mary T. Silcox	Andrew C. Mason
Michael Souza*	Karen Lyda McCrindle
Jessica Wilson*	Mari Motrich
Jennifer Xue	William M. Nelson
	Larry A. Sawchuk
	Zohreh Shahbazi

Ahmad Shanqiti   * Telephone Participants
Daniel Silver
Lynn Tucker
David Zweig

In attendance:

Sarah Chaudhry, Programs & Curriculum Coordinator, Office of the Vice-Principal,
Academic and Dean

1. Chair's Remarks

The Chair welcomed members and guests to the final meeting of the governance year.

The Chair offered remarks on the work accomplished by the Committee over the past year governance year, highlighting the approval of several major and minor curricular modifications (e.g. two double degree programs (i.e. Management and Statistics) and a collaborative specialization in Food Studies). She also highlighted the *Revised Guidelines for the Assessment of Effectiveness in Teaching* and *Amendments to the UTSC Second Degree Policy,* which the Committee recommended for approval. To conclude, she offered sincere appreciation to the Committee members, Assessors, and the Secretariat staff for their ongoing support of University governance.

2. Undergraduate Out-of-cycle Minor Curricular Modifications

Mark Schmuckler, Vice-Dean, Undergraduate, reported that the Centre for French and Linguistics and the Departments of Philosophy and Psychology were proposing out-of-cycle curriculum modifications (i.e. new courses) to be taught in the current academic year. He remarked that the development of the courses materialized from the University's funding from the Ministry of Advanced Education & Skills Development's (MAESD) Career Ready Fund (CRF) to support experiential learning opportunities. Sonia Sedivy, Chair of the Department of Philosophy, described PHLD88Y3- Advance Seminar in Philosophy: Socrates Project, which was a course that offered students the opportunity to carry out a research project and participate in a first year course as a Teaching Assistant.

A member asked whether PHLD88Y3 would be taught by a faculty member. Professor Sedivy responded that the seminar would be taught by a sessional lecturer.

On motion duly made, seconded, and carried,

> YOUR COMMITTEE APPROVED,
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> THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units, described in Undergraduate Minor Curriculum Modifications for Approval, Report: Out of Cycle French & Linguistics, dated May 9, 2018; Undergraduate Minor Curriculum Modifications for Approval, Report: Out of Cycle Philosophy, dated May 9, 2018; and Undergraduate Minor Curriculum Modifications for Approval, Report: Out of Cycle Psychology, dated May 9, 2018, recommended by the Vice-Principal, Academic and Dean, William Gough, be approved effective for the 2018-19 academic year.

3. Strategic Topic: Indigenous Language Revitalization

Professor William Gough, Vice-Principal, Academic and Dean, and Professor Juvenal Ndayiragije, delivered a presentation[1] on Indigenous Language Revitalization. The presentation included the following highlights:

- In 2015, the Truth and Reconciliation Commission (TRC) Calls to Action report was released, and in 2016 the University established working groups focused on hiring more Indigenous faculty and staff, advancing Indigenous research, and including Indigenous content into academic curriculum;
- According to recent scholarly research[2], indigenous languages were endangered. In Canada, 24 Indigenous languages were vulnerable, 19 definitely endangered, 17 severely endangered, and 35 critically endangered. A sub-discipline within Linguistics was language revitalization, which attempted to keep languages alive; and
- The UTSC Language Revitalization project was led by Professor Ndayiragije in collaboration with Elder Wendy Phillips and faculty from the Centre for French and Linguistics. The project focused on the Lenaupeew language spoken by the Delaware First Nations—where one first language speaker remained. The project included the development of an on-line dictionary, educational materials for teaching and learning, and ambitions for teaching Lenaupeew language at UTSC. Chippewa of the Thames First Nation had expressed interest in the project to revitalize their language.

A member asked whether Lenaupeew would be a written language. Professor Ndayiragije remarked that the project team did not want to impose autography/orthography (i.e. hand written or printed symbols) on the Indigenous community arbitrarily, but would engage with the community to determine best practices in the autography/orthography of their language, which

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[1] Presentation- Strategic Topic: Indigenous Language Revitalization
[2] Fontaine, L.S., 2017. *Redress in linguicide: residential schools and assimilation in Canada.* British Journal of Canadian Studies, 30(2): 183-204.

would be integrated into the online language learning modules. At the outset, the project would strive to revitalize the oral language.

A member asked whether the Chippewa language was similar to Lenaupeew. Professor Ndayiragije explained that the language was likely dissimilar based on the geographic location of Thames First Nation (i.e. Chippewa of the Thames First Nation --eastern Algonquin vs. Delaware First Nations --Southwestern Ontario).

In response to a comment regarding preserving research data from the project, Professor Ndayiragije remarked that the project team would commission the expertise of the UTSC Library for best practices in research data preservation.

Members suggested that a course in a living Indigenous language (e.g. Ojibway) be developed at UTSC, as well as a geographical on-line map illustrating where certain Indigenous languages resided, the level of language vulnerability, and the number of living first language speakers. Professor Gough and Professor Ndayiragije thanked the members for their ideas and remarked that their suggestions would be taken under consideration.

4. Reports of the Presidential Assessors

Professor Gough reported that earlier that day a UTSC student died in a nearby house fire and that three other students were injured. He remarked that the campus community was offering support services to the three students who were injured. Varsha Patel, Assistant Dean, Student Success, indicated that the Health and Wellness Centre was opened late to counsel students affected by the tragedy. Staff and faculty members struggling with the tragedy were encouraged to contact the Employee & Family Assistance Program (EFAP) for counselling support.

5. Report of the Previous Meeting: Report Number 31- Thursday, May 3, 2018

The report of the previous meeting was approved.

6. Business Arising from the Report of the Previous Meeting

There was no business arising from the report of the previous meeting.

7. Date of the Next Meeting – September 2018

The Chair advised members that the Committee would reconvene in September 2018.

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8.   Other Business

No other business was raised.

The meeting adjourned at 6:13 p.m.

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Secretary   Chair

August 22, 2018

Language Revitalization

William A. Gough
Juvénal Ndayiragije
AAC
May 30, 2018

Outline

- TRC
- Language and Culture
- Plight of indigenous languages
- What is language revitalization?
- UTSC language revitalization project
  - Delaware First Nation
  - Chippewa of the Thames

TRC

Truth and Reconciliation Commission
  2015 release of TRC Calls to Action
  2016 U of T response – working groups
    - hiring of indigenous faculty and staff
    - research
    - curricular innovation

Language and Culture

Critical importance of language
  interplay with culture

Slide 1

Plight of Indigenous Languages

However many indigenous languages are endangered

Fontaine, L.S., 2017. *Redress in linguicide: residential schools and assimilation in Canada.* British Journal of Canadian Studies, 30(2): 183-204.

Slide 2

1. Assessment scale for language endangerment and loss (taken from Simons & Lewis, 2013).

Label	Description	UNESCO
International	The language is widely used between nations in trade, knowledge exchange, and international policy.	Safe
National	The language is used in education, work, mass media, and government at the nationwide level.	Safe
Provincial	The language is used in education, work, mass media, and government within official administrative subdivisions of a nation.	Safe
Wider Communication	The language is widely used in work and mass media without official status to transcend language differences across a region.	Safe
Educational	The language is in vigorous oral use and this is reinforced by sustainable transmission of literacy in the language in formal education.	Safe
Developing	The language is vigorous and is being used in written from in parts of the community though literacy is not yet sustainable.	Safe
Vigorous	The language is used orally by all generations and the situation is sustainable.	Safe
Threatened	The language is still used orally within all generations but there is a significant threat to sustainability because at least one of the conditions for sustainable oral use is lacking.	Vulnerable
Shifting	The child-bearing generation can use the language among themselves but they do not normally transmit it to their children.	Definitely Endangered
Moribund	The only remaining active speakers of the language are members of the grandparent generation.	Severely Endangered
Nearly Extinct	The only remaining speakers of the language are elderly and have little opportunity to use the language.	Critically Endangered
Dormant	There are no fully proficient speakers, but some symbolic use remains as a reminder of heritage identity for an ethnic community.	Extinct
Extinct	No one retains a sense of ethnic identity associated with the language, ever for symbolic purpose.	Extinct

Slide 3

e for ngerment and loss (taken from Simons & Lewis, 2013).

Slide 4

Plight of Indigenous Languages

In Canada,

24 Vulnerable
19 Definitely endangered
17 Severely endangered
35 Critically endangered

Slide 1

What is language revitalization?

"Revitalization" vs. "preservation"

Well developed academic sub-discipline within
    Linguistics

Slide 2

Revitalization and Technology

SPEECH, LANGUAGE AND HEARING, 2018
VOL. 21, NO. 2, 73–76
https://doi.org/10.1080/2050571X.2017.1368971

Taylor & Francis
Taylor & Francis Group

Check for updates

The role of new technology and social media in reversing language loss
Carmen Jany
Department of World Languages & Literatures, California State University, San Bernardino, USA

**Indigenous language revitalization, promotion, and education:
function of digital technology**

Candace Kaleimamoowahinekapu Galla

Slide 3

UTSC Language Revitalization Project

Consultation with the UTSC Centre for French and
    Linguistics, Department of Linguistics and UTSC
    Elder (December 2017)
Professor Juvenal Ndayiragije
    UTSC Linguist; International expert on syntax
    New research focus: endangered languages
Delaware First Nation
    Lenaupeew language – 1 first language speaker remaining

Slide 4

Next Steps

- Development of on-line dictionary
- Educational materials
- Local language instruction
- Lenaupeew instruction at UTSC
- Chippewa of the Thames First Nation
  - Joins the project for their language