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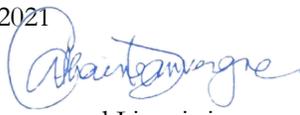
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MEMORANDUM

ATTENTION Senate
FROM Catherine Dauvergne, Vice-President,
Academic and Provost, and Chair, SCUP
RE: Full Program Proposal for a Master of Arts in Indigenous Languages and Linguistics
(SCUP 21-17)

DATE April 22, 2021
PAGES 1 of 1



At its April 21st, 2021 meeting, SCUP reviewed and approved the Full Program Proposal for a Master of Arts in Indigenous Languages and Linguistics.

Motion:

That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Master of Arts in Indigenous Languages and Linguistics in the Department of Linguistics within the Faculty of Arts and Social Sciences, effective Fall 2022 or later.

For Information:

Included with the full program proposal and approved by SGSC subject to approval by Senate:

- 1) New calendar entry: Master of Arts in Indigenous Languages and Linguistics



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

Office of the Dean

ATTENTION: Jeff Derksen, Dean
Graduate & Postdoctoral Studies

**STREET
ADDRESS**

Academic Quadrangle
Room 6164

FROM : Sean Zwagerman, Chair
Faculty of Arts and Social Sciences
Graduate Studies Committee

**MAILING
ADDRESS**

8888 University Drive
Burnaby BC Canada
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RE: Agenda item for SGSC."

DATE: January 5, 2021

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Dear Jeff,

The following was approved by the Faculty of Arts and Social Sciences Graduate Studies committee at their meeting on Thursday, December 17, 2020, and is forwarded to the Senate Graduate Studies Committee for approval. Please include it on the next SGSC agenda.

**1. Indigenous Languages Program &
Department of Linguistics**

- a) Full Program Proposal for an MA in
Indigenous Languages and Linguistics
- b) To be effective for Summer or Fall 2022

Sean Zwagerman
Associate Dean, Faculty of Arts and Social Sciences



Panayiotis Pappas
Professor and Chair | Department of Linguistics
Simon Fraser University

Robert C. Brown 9102
8888 University Drive, Burnaby, BC
Canada V5A 1S6

TEL (1) 6042026621 lingchr@sfu.ca

To: Dr. Sean Zwagerman
AD GPS, FASS
Re: FPP for MA in the Linguistics of an Indigenous Language 2020-09-29

Dear Dr. Zwagerman (Sean)

I am writing to inform you that in an electronic vote which concluded yesterday at noon, the department of Linguistics approved of the full program proposal for the MA in the Linguistics of an Indigenous Language by eight votes in favor, two votes against and one abstention. In other words, this proposal has the full support of the department of Linguistics.

Our department has been very supportive of the INLP since its inception, and extremely proud of its successes. We look forward to continuing our collaboration and to assist them in the important work that they do for reconciliation.

Sincerely

A handwritten signature in blue ink that reads 'Panayiotis Pappas'.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

**Master of Arts in
Indigenous Languages and Linguistics (INLL)**

Full Program Proposal

March 30, 2021
Indigenous Languages Program
Department of Linguistics

SUMMARY

1) Proposed credential to be awarded

Master of Arts

2) Location of program

The program will be held at all three SFU campuses (Burnaby, Surrey, Vancouver) and, in part or in full, may also be delivered and take place in collaboration with Indigenous communities.

3) Academic unit(s) offering proposed program

Department of Linguistics

4) Anticipated program start date

Fall 2022

5) Anticipated completion time

Six terms or two years.

6) Contact information

Dr. Marianne Ignace, Professor, Linguistics and Indigenous Studies, and Director, Indigenous Languages Program (INLP) (ignace@sfu.ca)

Dr. Donna Gerdts, Professor, Linguistics, and Associate Director, INLP (gerdts@sfu.ca)

Dr. Panayiotis Pappas, Professor and Chair, Department of Linguistics (lingchr@sfu.ca or papappas@sfu.ca).

PROGRAM DETAILS

7) Aims, goals and/or objectives of the proposed program

This MA proposal arises out of the urgent need felt and expressed by Indigenous communities in British Columbia and the Yukon to produce advanced speakers of their Indigenous languages in the face of the rapid decline in the number of first language speakers, and the deep-felt need of the graduates of the SFU Certificate in Indigenous Language Proficiency (CINLP – formerly CFNLP), the Diploma in Indigenous Language Proficiency (DINLP – formerly DFNLP), and the BA with Minor in Indigenous Languages in combination with another Minor (e.g. Linguistics, Indigenous Studies, Education) to further their education. In several locations that have served BC and Yukon Indigenous languages (Haida, Heiltsuk, Halq'emeylem, Hul'q'umi'num', hun'q'umi'num', Secwepemctsin, Kaska, Tahltan, Squamish), past graduates of the CFNLP, many of whom have undergraduate degrees, have indicated interest in completing an MA in Indigenous Languages and Linguistics. The proposed MA developed from the objectives and structure of a Cohort Special Arrangements (CSAR) MA in the Linguistics of a First Nations Language offered in 2017-20 in Duncan and Burnaby, which led to the successful graduation of 32 students from two cohorts, all of whom are now productively engaged in leading and supporting language documentation, learning, and revitalization projects in their respective communities and organizations.

Some of the students in the MA will be mature, respected knowledge holders in their Indigenous community, who had no opportunity to pursue post-secondary education when they were younger. We expect that other students will be intermediate second-language learners of Indigenous languages with BA or BEd degrees. In both cases we expect that they will be participants who serve their communities as language teachers, language coordinators, and researchers, but as the number of fluent Elders rapidly declines, they and their communities realize the urgent need to advance their linguistic and communicative skills.

The objectives behind this proposal are:

- (1) to provide graduate-level instruction in the applied foundations of linguistic analysis as it pertains to a particular Indigenous language,
- (2) to provide advanced-level training in a particular Indigenous language,
- (3) to examine issues in the socio-cultural and educational setting of the language, and
- (4) to provide students with tools to advance Indigenous language documentation at the graduate level (e.g. creation of dictionaries, linguistic databases, and practical grammars).

8) How does the proposed program fit within the mandate of the institution, and (9) how does the proposed program support the current academic and strategic plan of the institution?

The following is the Vision/Mission statement of SFU's current Aboriginal Strategic Plan:

ABORIGINAL STRATEGIC PLAN SIMON FRASER UNIVERSITY: VISION/MISSION STATEMENT

Indigenous students learn in a variety of fashions and in a variety of contexts, both modern and traditional. Simon Fraser University works with the Aboriginal community to enhance and engage Aboriginal learners' participation in the historic, socio-economic, educational, and cultural lives of the traditional, local, provincial, national, and global communities.

Simon Fraser University is committed to being the leading engaged university in Canada, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement. Therefore, the university is committed to:

- Engaging Aboriginal students by equipping them with the knowledge, research skills, and experiences to prepare them for life in an ever-changing and challenging world;
- Engaging in research to become a world leader in knowledge mobilization in the service of Aboriginal peoples;
- Engaging Aboriginal communities in every way possible to contribute to their social, economic, environmental, and cultural well-being.

Its articulation of being the leading engaged university in Canada supports Indigenous community partnerships and education projects. Through its undergraduate programs, the SFU Indigenous Languages Program has established itself as a provincial and national leader in Indigenous community partnerships aimed at reclaiming and revitalizing Indigenous languages, and the MA in Indigenous Languages and Linguistics further extends this engagement to the level of graduate training with Indigenous community partners aimed at cultural well-being, equipping them with traditional knowledge as expressed through critically endangered languages, along with innovative education and research skills that support the urgent task of language revitalization.

In 2018-19, based on extensive consultation and work by its Aboriginal Reconciliation Council, SFU issued its *Walk this Path With Us Report*, addressing the Calls to Action of the Canada Truth and Reconciliation Commission. The recommendations of this report, supported by subsequent ASI funding, support SFU's Indigenous language curriculum and language revitalization efforts. The proposed MA builds upon undergraduate curriculum (e.g. the Diploma in Indigenous Language) and other initiatives of language revitalization articulated in the report.

The 2020 Indigenous Pathways report further consolidates SFU's commitment and activities on the path to reconciliation and indigenization. As the report notes, "Within the context of the present project (known as the *Pathways Project*), it was made clear by community knowledge holders and SFU

participants that partnerships with Indigenous communities and organizations were the way forward for advancing the work required to decolonize and Indigenize” (p. 6). The report’s guiding principle “nothing about us without us” that guide the university’s collaboration with Indigenous peoples and communities is operationalized in the building of this MA collaboratively and in close consultation with our partners with indigenous languages and language documentation at the graduate level taught by and with Indigenous elders, instructors and partners. The report also specifically lauds the pathways building of the First Nations Languages Program (now INLP) and the way it builds pathways from lower division undergraduate training to graduate studies. In addition, the Pathways report applauds how the INLP’s learning model “integrates Indigenous ways of knowing with linguistic analysis and documentation and features mentorship and participation in projects” (pp. 34-35), all of which are integral components of the proposed MA in Indigenous Languages and Linguistics. (<http://www.sfu.ca/content/dam/sfu/vpacademic/files/PathwaysProject>).

Since the early 1990s, the SFU Linguistics Department, through its partnership with Indigenous Studies (formerly First Nations Studies), has played an important role in supporting undergraduate-level, community-based efforts to revitalize seriously endangered languages in Indigenous communities throughout British Columbia and the Yukon. SFU's Indigenous Languages Program is a leader in the implementation of SFU's Strategic Vision through its mandate of delivering courses in Indigenous communities, which are taught by teams of experts and Indigenous knowledge holders using Indigenous teaching models.

The following three principles guide this proposed MA program. They address gaps in existing graduate programs, including full and equitable participation by Indigenous people, the need expressed by Indigenous communities for graduate training in and with Indigenous communities, and the role of Indigenous peoples’ values and traditions. These principles were developed in collaboration with Elders, language teachers, and community language coordinators in our various partner communities, and in consultation with the local universities, school districts, and First Nations organizations who employ our students. These principles align with SFU’s mandate to be “the leading engaged university, defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement, equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.”

1. Full and equitable participation by Indigenous people

- by opening an alternative route to admission for mature students with substantial experience in the field, and recognizing the unique educational needs and identities of Indigenous peoples;
- by taking into account the historical marginalization of Indigenous people within the education system resulting in special academic challenges;
- by incorporating traditional ways of teaching (e.g. inter-generational and experiential learning) into courses to help facilitate mastery of the subject.

2. Addressing the higher-education needs and aspirations of Indigenous communities

- by delivering courses in communities, thus allowing our students to continue their jobs and their roles in their families and communities while pursuing higher education, and

by helping to mentor future Indigenous post-secondary instructors. The existing Graduate Certificate addresses these needs to an extent, but there exists a desire and need for more advanced graduate study in the form of this proposed MA, which will fully address the principles.

3. Acknowledging, respecting, and incorporating Indigenous peoples' values and traditions in university programs

- by hiring Indigenous Elders/scholars as instructors and co-instructors in our courses, by pairing them with academics with years of collaborative research experience in communities, and by integrating cultural traditions into both the course delivery and the course content.

10) Target Audience

Our target audience consists of students who seek careers as First Nations adult language instructors, and as resource and curriculum developers for early childhood, K-12, and adult curriculum and resources. We foresee serving two types of students:

1. Students who have completed the course work of the Graduate Certificate in the Linguistics of an Indigenous Language, and who will transfer into the MA program. We expect that they will either be

(a) first-language speakers and teachers of an Indigenous language with some prior university courses, including undergraduate FNLG/INLG courses,

or (b) second-language speakers, language specialists, and teachers who previously completed the SFU Certificate and Diploma in Indigenous Language Proficiency or its equivalent.

2. Indigenous educators with BA or BEd degrees and at least two years of study of an Indigenous language by way of completion of the CINLP, DINLP, or equivalent.

The attached letters of support from community partners (see pp. 21 below) also elaborate on Indigenous community input regarding target audience and interest in the program: Skeetchestn Indian Band Kukpi7 (Chief) Ronald E. Ignace (Secwepemc) calls it an “urgently needed credential that will be of huge benefit and importance not only to Indigenous individuals, but also to our communities as we continue on the path of Truth and Reconciliation, and seeking justice to address the loss of our language,” and Tk’emlups te Secwepemc Language and Culture Manager Ted Gottfriedson writes that the MA will be an “extremely important avenue” for communities and community members along the crucial path of language revitalization. Including not only individuals but also the communities behind them in the target audience for this “urgently needed” MA (Erin Pauls, CAFN, Samaya Jardey and Paul Wick, Squamish Nation). In addition to these community expressions of target audience and interest, the INLP Manager and Director receive several inquiries per month about a future MA from individuals who meet the target audience criteria above.

11) Related programs in the institution or other British Columbia post-secondary institutions and outside of British Columbia

There are no comparable graduate programs in Canada, however in the US there is the University of Arizona's Master of Arts Program in Native American Languages and Linguistics. UA's program focuses on documentation of endangered Indigenous languages, as well as curriculum development to support language revitalization. Its focus is on finding ways for language documentation to directly support revitalization, which makes this program comparable to SFU's proposed program. Since it is not practical for most Indigenous students in BC to attend the University of Arizona, establishing a permanent MA program at SFU will make a critical difference in students being able to successfully integrate their course work into their community lives and language revitalization activities. Additionally, the SFU MA will largely be taught by researchers who specialize in the Indigenous languages of BC through community-engaged research and education, an important factor given that one of our program's aims is to directly meet the needs of *particular* local language communities. In British Columbia, the University of Victoria offers an MA program in Indigenous Language Revitalization (www.uvic.ca/humanities/linguistics/graduate/programs/ma-indigenous/). Different from SFU's proposed program, the UVic MA ILR (CIP code 16.1001) is offered as a biennial cohort program, has as its main focus the theory and practice of Indigenous language revitalization, as opposed to proficiency building and linguistic skills building at the graduate level.

12) What differentiates the proposed program from all other related programs in the province?

What differentiates this proposed program from other programs in BC is its primary focus on Indigenous language study at an advanced level, in tandem with the graduate level study of linguistic methods of language elicitation (field linguistics), language documentation, and language teaching and learning pedagogy, as well as the cultural and cognitive context in which Indigenous languages exist(ed).

13) An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies

Since the planning and implementation stages of the Graduate Certificate in Indigenous Languages and Linguistics, and while writing this Full Program Proposal for the MA INLL, the Department of Linguistics Chair and the Indigenous Languages Program Director and Associate Directors have been in communication with the UVIC MA in Indigenous Language Revitalization program to accommodate students considering which program would be the best fit for their MA studies, given the UVIC program's focus on practice and theory of language revitalization and our proposed program's focus on proficiency building in, and linguistic documentation of, particular languages. The SFU Indigenous Languages Program has actively collaborated with UVIC in offering an undergraduate certificate and diploma cohort in Indigenous language proficiency. We have also maintained rapport with the UBC First Nations and Endangered Languages program and the UBC Department of Linguistics through collaborations in research and teaching. To this effect, letters of support from the Chair of the UVIC Department of Indigenous Education which administers the MA ILR, and from the UBC Department of Linguistics Graduate Admissions chair are included with this application.

Most importantly, as is indicated in the nine support letters from INLP community partners (Skeetchestn Indian Band, Tk'emlups te Secwepemc First Nation, Yukon Native Language Centre, Xaad Kihlga hl Suu.u Society, Xaad Kíl Kuyaas Foundation, Champagne and Aishihik First Nations, Hul'q'umi'num' Language & Culture Society, Upper St'at'imc Language, Culture and Education Society and Squamish Nation), the INLP's Indigenous community partner organizations are highly supportive of this MA, several of them in full recognition of the significant impacts on language revitalization, documentation and proficiency this MA will have.

14) What added value will the proposed program offer graduates in terms of employment opportunities?

At the time that we write this proposal, the employment opportunities and career opportunities, especially for Indigenous people, in the field of Indigenous language documentation and revitalization, adult language teaching, and resource and curriculum development have accelerated. As a result of the advocacy for Indigenous language revitalization and reclamation provided by the Truth and Reconciliation Commission and by the 2019 Federal Indigenous Languages Bill (C-91), federal and provincial funding for Indigenous languages has seen significant increases, and will see continued increases as Bill C-91 moves to full implementation, thus creating more jobs and long-term projects in this field. At the same time, Indigenous communities, especially here in British Columbia with its high diversity of critically endangered Indigenous languages, are desperate to employ Indigenous people with advanced skills in their language, along with the skills sets offered in our proposed MA program. Feedback from graduates of the previous CSAR MA cohorts has been that they have been successful in attaining new employment opportunities in their specialized fields of adult Indigenous language teaching, resource development, and community language revitalization. Several graduates have taken newly created permanent positions as language coordinators and documentarians in their communities. Some have begun to teach university courses in Indigenous languages at SFU, UFV, and University of Alaska. Others have returned to language teaching positions in early childhood education and the K-12 system with enhanced qualifications obtained in their MA training, and with the financial rewards of the MA credential. Given these employment trends and achievements, we expect that the future graduates will similarly benefit from the added value provided by a permanent MA credential as per this proposal.

15) Do potential employers require a degree for graduates to gain employment in the field?

The SFU Indigenous Languages Program strongly prefers candidates for teaching positions with an MA, particularly one that includes the skill sets provided by the proposed MA: advanced proficiency in an Indigenous language combined with language documentation skills. Likewise, provincial and regional universities and colleges that have hired and will continue to hire instructors to teach Indigenous languages to adults prefer candidates to hold MA degrees.

16) Potential areas/sectors of employment for graduates and/or opportunities for further study in the field

Potential Sectors of Employment:

- Managers and leaders of community-based, as well as province-wide and national, Indigenous Language Revitalization Programs throughout BC, Yukon, Alaska, and beyond
- Adult educators of Indigenous language courses at province-wide and regional universities in BC, Yukon, and Alaska
- Curriculum and resource developers, and department heads of such development
- Developers and managers of digital media projects and language archiving projects (regionally, provincially, nationally)
- Early childhood and K-12 educators (with prior teaching credentials), and school administrators for Indigenous language immersion schools.

Progression to Further Study:

Five graduates of the previous CSAR MA have already successfully been admitted into PhD programs at SFU, UBC and UVIC, including Individualized and Interdisciplinary PhD programs. One newly admitted PhD student (2020) obtained SFU's prestigious Indigenous Graduate Entrance Scholarship. We expect that this trend will continue for future graduates of the proposed MA. Future students will also likely gain entry into applied linguistics PhD programs, as well as PhD and EdD programs in Education, at universities in BC and elsewhere in North America.

17) Does the proposal lead to a specific occupation?

See answers above regarding Potential Sectors of Employment. The occupations we list are based on positions currently held by graduates of the CSAR MA. We expect future graduates of this proposed MA to access similar occupations and positions.

18) What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)

Within Indigenous communities, language and culture are seen as essential to the well-being of all generations. Thus, there are a variety of jobs associated with language teaching, research, and curriculum development. Formerly, language was transmitted in the families, but with the loss of many of the fluent Elders, the job of language transmission has shifted to pre-schools, K-12 schools, and adult education.

In Indigenous communities in BC, the local colleges and universities are in dire need of post-secondary instructors to not only teach languages to adult community members but to train new generations of fluent language teachers to take on jobs in the public and band schools. In addition, as they are revitalizing their Indigenous languages, Indigenous communities face an urgent need to develop high quality resources and curricula that involve a variety of media (print and digital). This is the demand that this MA is intended to fill.

Most of the students in our program will already be employed as language specialists. Many of them have worked for several decades as language instructors or researchers. However, demand for their services far outstrips their availability. The future survival of the Indigenous languages in BC depends on opportunities for succeeding generations of First Nations youth to become fluent in their language, and thus they will require fluent teachers. The graduates of our cohort

will be key to providing language instruction to tomorrow's First Nations language teachers. Our MA provides essential training in structure and literacy that will help prepare them for jobs as post-secondary instructors, tribal researchers, and curriculum developers.

Relevant NOC codes of occupational categories for employment opportunities of graduates from this MA program are:

- 0.04.042 Managers in art, culture, recreation and sport
- 0.04.042 Managers in education and social and community services
- 4.40.403 College instructors
- 4.40.403 Secondary and elementary teachers (for graduates with teaching certificates)
- 5.51.511 Librarians, archivists, conservators and curators.

19) Plans for admissions and transfer within the British Columbia post-secondary education system

Applicants must meet the minimum University requirements for admission to a master's program as per GGR 1.3.6a.

Individuals who do not meet the minimum academic admission requirements, but can demonstrate significant knowledge and experience in Indigenous languages and linguistics may be considered for conditional admission, subject to completing the coursework for the Graduate Certificate in the Linguistics of an Indigenous Language with a CGPA of at least 3.0. To assess applicants' prior experience in Indigenous language learning, teaching, and curriculum and resource development, such applicants will be asked to submit a portfolio of work they have completed as part of their application documents.

In accordance with SFU policy GGR 1.3.6b, students may transfer into this MA from the Graduate Certificate in Indigenous Languages and Linguistics a) before the sixth term within the certificate, b) with a Graduate Certificate CGPA of 3.0, c) by providing evidence that the student is capable of understanding substantial original research through their coursework in the certificate, and d) after having completed a minimum of 12 units of course work in the certificate. Students who complete course work under the Graduate Certificate and transfer into the MA cannot apply the course work to both credentials.

In addition, applicants must be proficient speakers of the Indigenous language their MA work will focus on, as assessed by a panel of speakers or community-appointed experts, or be advanced learners who have, at minimum, completed the SFU Certificate in Indigenous Language Proficiency or equivalent with a CGPA of at least 3.0. Applicants' completion of the CINLP (and/or the higher level DINLP) provides evidence of assessment that shows the language proficiency they have attained. Also admissible are students who have completed a BA or BEd and have studied both the language and some linguistics.

20) Enrolment Plan

We anticipate that the proposed MA will be cohort-based and offered on a biennial basis, with an intake of about 15 students per cohort. The MA will be designed to allow a gap between cohorts, partly to alternate with offerings of the University of Victoria MA/MEd in Indigenous Language Revitalization discussed above.

We expect that all of the students in the first cohort will be students transferring into the MA from SFU's already existing Graduate Certificate program in Indigenous Languages and Linguistics, expected to do an intake of 15-17 students in Summer term 2021. Most of them are expected to be past INLP certificate, diploma, and degree graduates with BA degrees in Indigenous Language and Linguistics, BEd graduates from UVic, or BA graduates from the UBC Major or Minor in FNEL or similar undergraduate programs elsewhere. We expect that they will be from diverse Indigenous language communities throughout BC and Yukon, as well as some from Alaska.

Additional prospective students for future MA cohorts may include:

- a. Individuals who have completed UNBC's undergraduate certificates and diplomas in First Nations language proficiency, and have laddered into BAs and BEds by way of the Developmental Standard Terms Certificate for First Nations language teaching;
- b. Graduates of University of Victoria's undergraduate programs or graduate certificate in Indigenous Language Revitalization who, beyond learning theory and practice of language revitalization, want to advance their proficiency skills in a First Nations language and attain graduate level, applied skills in Linguistics;
- c. Graduates of various other undergraduate programs and equivalent training programs who have attained intermediate skills in a First Nations language through Mentor-Apprentice training with fluent speakers and similar avenues, and wish to advance their proficiency skills in a First Nations language and attain graduate level applied skills in Linguistics.

21) Delivery methods

We expect that with a targeted start date of Fall 2022, courses will be delivered through a combination of face-to-face and/or remote instruction. Depending on community partners and languages engaged in specific cohorts, courses will be taught in the evening during the school year and as intensive courses in July and August. For the same reason, future mixed-language cohorts offered in Burnaby will involve MA students travelling to the Burnaby Campus from their Indigenous communities to take intensive courses during the summer (e.g. a 3-week summer institute comprised of two courses), and during concentrated extended weeks during the Fall and Spring terms. These will be followed up by remote instruction. Students will conduct some of their course research as well as their MA project or thesis research in their home communities.

The capstone is satisfied by completion of a project (LING 893-6) or a thesis (LING 898-10), or alternately (courses-only option) by the completion of 6 additional units of 800 level special topics or research project courses from two of the following: LING 810, 811, 812, 813, or 896 (see Calendar Entry, p. 16 below).

22) Eligibility for scholarships, awards, and financial aid

We expect the following types of funding to be available to students:

- 1.** We anticipate that eligible students will receive Indigenous post-secondary student assistance (“band funding”).
- 2.** All students will be classified as full time and thus, eligible to apply for SFU-internal awards and scholarships, as well as external awards and scholarships as listed
- 3.** SFU’s Aboriginal Reconciliation Council has also set aside \$20,000 for graduate student awards (2020-22), and the INLP, together with the SFU Graduate and Postdoctoral Studies office, in 2020 established the Terms of Reference for this award, and up to 6 awards named in honour of the late Hul’q’umi’num’ elder and SFU Honorary Doctorate reception Dr. Ruby Peter, will be available for successful applicants of the 2022 cohort. Students who complete the thesis option of the MA will be eligible to apply for the SFU Indigenous Graduate Entrance Scholarship and other scholarships.

In addition, all students will be eligible for research assistantships and graduate stipends available through faculty research grants. For example, the 2013-2020 SSHRC partnership grant on First Nations language documentation and revitalization (M. Ignace director, J. Alderete and D. Gerds co-investigators), which is an ideal fit with the objectives of this MA, has budget allocations for several full or part-time graduate stipends. D. Gerds, N. Hedberg, and other SFU Linguistics Department faculty members were also able to provide student research assistantships through SSHRC Insight grants and Partnership Development grants that included funding for graduate students. Given the success of our key faculty members in accessing large research grants that support graduate student research, we expect that such funding opportunities will continue to exist in the future.

23) Does the proposed program offer an alternative exit, if appropriate?

Students who choose not to continue or complete the MA may complete with a Graduate Certificate in Indigenous Language and Linguistics if they have met the graduate certificate requirements.

24) Resources required and/or available to implement the program

The MA has been successfully offered to two cohorts (as an MA by special arrangements). Course curriculum has been developed and piloted, and at least minimal faculty and staff resources are in place for this MA as a continuing credential. Instruction by Indigenous Languages Program faculty members will be part of load, and cohorts will be organized around full-time faculty’s teaching and research cycles. Additional instruction will be provided as needed by visiting faculty (funded by special grants or by community requests) or, where appropriate, sessional instructors. See Appendix 7.

25) Program evaluation and academic/administrative oversight

A program committee will be created. This committee will work with the Linguistic Graduate Program Committee, details to be confirmed. The program committee will also receive support

from the Indigenous Languages Program (INLP), which exists through the SFU and the Faculty of Arts and Social Sciences policy that supports Academic Departments and Academic Programs. The INLP and its permanent faculty are further affiliated with the SFU Department of Linguistics. The INLP is led by a Director (currently Dr. Marianne Ignace) and two Associate Directors (currently Dr. Donna Gerdts and Dr. Peter Jacobs), and supported by a Steering Committee that consists of two voting members (the Linguistics Department Chair and one faculty member), as well as non-voting visiting and temporary faculty, and administratively supported by the INLP Manager of Academic and Administrative Services. A Cohort Steering Committee will be struck well in advance of each cohort to consolidate planning; to obtain and document instructional, administrative, and financial resources; and to administer every aspect of the cohort, including student admissions subject to SFU graduate admission policies and procedures. Through this mechanism, each cohort program will be reviewed prior to another one starting.

The Linguistics Department, with which the INLP is affiliated, underwent an external review in 2016, which reported favorably on the plans underway at that time to create the Graduate Certificate in Indigenous Languages and Linguistics. The next external review will be in 2023. This new MA will be reviewed and evaluated at that time, with at least one cohort planned to be underway by Fall 2023.

26) Faculty members' teaching/supervision

Faculty:

SFU continuing Linguistics faculty who do research on Indigenous languages and related topics and who wish to make themselves available for graduate supervision and teaching include:

- John Alderete, Linguistics: Tahltan
- Donna Gerdts, Linguistics and Indigenous Languages Program: Hul'q'umi'num' (Vancouver Island), Hun'q'umi'num' (Lower Mainland)
- Nancy Hedberg, Linguistics: Hul'q'umi'num'
- Marianne Ignace, Departments of Linguistics and Indigenous Studies: Secwepemctsin, Haida and Sm'algyax.
- Peter Jacobs, Linguistics: Squamish and Kwak'waka
- Henny Yeung, Linguistics: Language Acquisition

Supervision:

Marianne Ignace will serve as supervisor for students in cohorts that involve languages she specializes in, and in mixed language cohorts.

Donna Gerdts will serve as supervisor for many of the students in cohorts that involve languages she specializes in.

John Alderete, Nancy Hedberg, Peter Jacobs, and Henny Yeung, as well as other SFU faculty members may serve as co-supervisors, committee members, or examiners for students in cohorts that involve students of languages they specialize in.

Colleagues from e.g. University of Victoria, University of British Columbia, University of Northern British Columbia, and the University of Alaska have served and may continue to serve as external committee members or as examiners.

In addition, faculty and research associates from other universities and institutions in BC or elsewhere who have expertise in First Nations/Indigenous languages and related issues will be eligible to serve as committee members. Some of these colleagues currently collaborating with D. Gerdts and/or M. Ignace include Dr. Tom Hukari (UVic - Salish), Dr. Henry Davis (UBC - Salish and Gitksan), Dr. John Lyon (CSU Fresno and SFU), Dr. Patrick Moore (UBC - Dene/Athapaskan), Dr. Mark Turin (UBC - Heiltsuk), Dr. James Crippen (McGill U.), Dr. Lance Twitchell (U. of Alaska). There are many additional individuals who can be recruited to serve as committee members. For previous cohorts, Indigenous elders and fluent speakers also served as committee members (e.g. Dr. Ronald Ignace, Secwepemctsin).

All supervisors will fit their supervision in this program into their regular graduate supervision schedule.

27) Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?

The primary focus of this MA program will be on social benefits, in that it will significantly contribute to Indigenous language documentation and revitalization by creating skill sets that are crucial for community language revitalization efforts, and in addition by creating advanced speakers of particular Indigenous languages. The MA follows on several of the Calls to Action of the Canada Truth and Reconciliation Commission, notably # 10.iv, 13, 14, 15, 16.

In addition, this MA will have economic benefits for graduates, in that they will be able to find well-compensated employment in Indigenous and public institutions, as explained above. There will be further indirect economic benefits, in that graduates from this MA program will play a significant role in creating and maintaining funding for Indigenous language programs, thus contributing to sustainable community documentation and revitalization efforts.

28) How would the proposed program advance social goods or government priorities?

As noted above, the MA answers several of the Calls to Action of the Truth and Reconciliation Commission, which advance social goods for Indigenous people in Canada through reconciliation measures and action. SFU's Aboriginal Reconciliation Council (ARC) has further developed measures, including financial measures, that address the TRC Calls to Action. The MA also addresses several articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), specifically Article 13, which addresses the right to Indigenous languages. The British Columbia provincial government passed [legislation](#) in November 2019 to implement the UN Declaration, which the Truth and Reconciliation Commission confirms as the framework for reconciliation.

Within these contexts, as Indigenous communities throughout Northwestern North America including BC are dealing with their Indigenous languages hanging by a thread, this MA will support Indigenous language revitalization and reclamation efforts by providing crucial and significant training for community members in:

- advanced proficiency in particular Indigenous languages which in turn will enable language revitalization in Indigenous community institutions (language nests, K-12 language education, adult language education, etc.)
- documentation of their Indigenous languages towards revitalization efforts
- institution building in Indigenous communities, particularly those that coordinate and support local language revitalization (see letters of support, Appendix 3).

29) What social, cultural, regional, community, environmental, institutional and/or intellectual benefit would the proposed program provide?

This program will significantly strengthen and enhance local and regional Indigenous language revitalization efforts and projects in Indigenous communities and nations by producing institutional capacity in language revitalization planning and implementation, and in furthering the use of Indigenous languages in communities. Our two special arrangement cohorts have shown the local and regional impacts of the skills and leadership attained by graduates, and of the transformative impact that their professional roles in their communities are having (see Appendix 3).

30) How would the proposed program support economic growth and/or government economic priorities?

This proposed MA will also contribute to building capacity in Indigenous communities, and to strengthening and operationalizing strategic planning in communities. For example, current strategic plans from First Nations communities such as the Skeetchestn Indian Band (<http://www.skeetchestn.ca/community-plan>) and Tk'emlups te Secwepemc give utmost priority to revitalizing their Indigenous languages.

31) What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?

The proposed MA in Indigenous Languages and Linguistics will give cohort graduates the necessary knowledge and confidence to not only become proficient speakers of Indigenous languages, but to become teachers of languages in the adult education system, at the community level, in local/regional colleges, and in universities. Graduates with K-12 teaching certificates will also enhance their skills in teaching their Indigenous languages in secondary and post-secondary schools. Aside from roles as language teachers, many school districts and First Nations communities hire researchers and archivists to undertake language documentation and analysis.

Note also that it is common for smaller universities such as Nicola Valley Institute of Technology, Thompson River University, and Vancouver Island University to hire instructors who are fluent speakers of the relevant languages. By involving a “train the trainers” approach, this MA will enable graduates to be the next generation of instructors and coaches who will support intermediate- to advanced-level fluency, which is much needed among the present and future generations of language teachers.

APPENDICES

Appendix 1. Calendar entry

Indigenous Languages and Linguistics

Master of Arts

Through this MA students receive training for careers as language researchers, post-secondary educators, and material developers, gaining expertise in communicative skills, language documentation, and analysis of a particular Indigenous language. Emphasis is placed on the language in its socio-cultural and educational setting. The learning model integrates Indigenous ways of knowing with linguistic analysis and documentation, featuring mentorship and participation in projects in addition to formal lectures and paper writing. Courses are taught by teams of Elders and knowledge holders, and academic experts on the language.

Admission Requirements

Applicants must satisfy the University admission requirements as stated in Graduate General Regulation 1.3 in the SFU Calendar. In addition, applicants must be proficient speakers of the language (as assessed by a panel of speakers or community-appointed experts), or be advanced learners who have, at minimum, completed the SFU Certificate in Indigenous Language Proficiency and/or the SFU Diploma in Indigenous Language Proficiency or equivalent with a CGPA of at least 3.0.

Applicants who do not meet the minimum academic admission requirements, but can demonstrate significant knowledge and experience in Indigenous languages and linguistics may be considered for conditional admission.

Program Requirements

This program consists of course work and a project or thesis for a minimum of 32 units.

Students must complete one of

LING 804 - Field Methods (3)

LING 810 - Topics in Linguistics I (3)*

and all of

LING 830 - Phonetics and Phonology of an Indigenous Language (4)

LING 831 - Morphology and Syntax of an Indigenous Language (4)

LING 832 - Narrative and Discourse Structure of an Indigenous Language (4)

LING 833 - Socio-cultural and Cognitive Aspects of an Indigenous Language (4)

LING 834 - Effective Pedagogies and Materials Development for an Indigenous Language (4)

And 3 units of graduate seminar from

LING 890 - Graduate Seminar I (1)**

LING 891 - Graduate Seminar II (1)**

and the requirements from either the course work, project, or thesis option

Course Work Option

and two of

LING 810 - Topics in Linguistics I (3) **

LING 811 - Topics in Linguistics II (3) **

LING 812 - Topics in Linguistics III (3) **

LING 813 - Topics in Linguistics IV (3) **

LING 896 - Directed Research (3) **

Project Option

and a project

LING 893 - MA Project (6)

Thesis Option

and a thesis

LING 898 - MA Thesis (10)

*With a topic focused on methods in language documentation.

** All repeatable for credit where topic is different. Graduate seminars will provide workshops on graduate project writing and organization, research design, and research ethics.

Program Length

Students are expected to complete the program requirements in six terms.

Other Information

Project Option

The MA Project for this degree is examined by two examiners. A student who fails may be permitted a second submission based on recommendations by the Examining Committee followed by a re-examination. Students present their projects individually or at a cohort project symposium and submit their projects to the Library. Examples of suitable projects are: a linguistic analysis of some aspect of the language, a practical grammar of an aspect of the language; analysis of language revitalization projects in communities (adult learning, language nest, enhancing language use); the production and presentation of a video that documents use of the language; a digital media project that integrates visual, audio, and textual resources in the language; an educational module for teaching the language; a museum exhibit that incorporates the language, or an annotated narrative or set of narratives transcribed, glossed, and translated into English.

Thesis Option

The MA Thesis complies with **GGR 1.9-1.11** including submission to the library. Students also present the thesis research at a cohort project symposium.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the [graduate general regulations](#), as well as the specific requirements for the program in which they are enrolled.

Appendix 2 - New courses

No new courses, as all courses in this MA are drawn from existing LING courses.

Appendix 3 - Letters of support

1. Indigenous community partners:

Skeetchestn Indian Band

Tk'emlups te Secwepemc First Nation

Yukon Native Language Centre

Xaad Kihlga hl Suu.u Society

Xaad Kíl Kuyaas Foundation

Champagne and Aihishik First Nations

Hul'q'umi'num' Language & Culture Society

Upper St'at'imc Language, Culture and Education Society

Squamish Nation

2. Universities:

SFU Department of Indigenous Studies, as per Chair and motion of support

UBC Department of Linguistics, as per Admissions Chair, Graduate Studies

UVic Indigenous Language Revitalization Program, as per Chair, Indigenous Language Education

SFU Library (See Appendix IV)



**330 Main Drive
Box 178, Savona,
B.C. V0K 2J0
Phone (250) 373 2493
Fax (250) 373 2494**

September 22, 2020

Dr. Sean Zwagerman
Associate Dean, Graduate and Postdoctoral Studies
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Dr. Zwagerman,

Please accept this letter on behalf of Skeetchestn Indian Band as our wholehearted and enthusiastic support for the SFU First Nations Languages Program's and Department of Linguistics' Proposal for a new Master of Arts of an Indigenous Language and Linguistics. In partnership with the FNLP our community has for a number of years offered courses in Secwepemc language proficiency for our members, and several members have completed the certificate and diploma in First Nations Language Proficiency. We look forward to our members, and members from other communities in our nation having access to the advanced language training that will be offered by this MA. Its graduates will have important skill sets by knowing our language, Secwepemctsin, but also in continuing to document it with the precious elders we still have who are fluent first language speakers. Last not least, based on what we know of the skills that graduates from the Secwepemc nation and other Indigenous nations and organizations have attained through the temporary special arrangements MA in the linguistics of a First Nations Language, on which SFU's new proposal is based, we look forward to having well trained and well educated individuals who will become role models, educators, coordinators and leaders in our nation as we continue on the important path of Indigenous language revitalization in our nation, but beyond that in our province and across North America.

We very much look forward to having this MA degree available among our people. It represents an urgently needed credential that will be of huge benefit and importance not only to Indigenous individuals, but also to our communities and nations as we continue on the path of Truth and Reconciliation, and seeking justice to address the loss of our language.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ronald E. Ignace". The signature is fluid and cursive.

Kukpi7 Dr. Ronald E. Ignace
Chief, Skeetchestn Indian Band, Secwepemc Nation



Tkemlúps te Secwépemc

September 22, 2020

To:

Dr. Sean Zwagerman
Associate Dean, Graduate and Postdoctoral Studies
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Dr. Zwagerman,

This letter is sent to you on behalf of Tkemlúps te Secwépemc Language Department to indicate our full support for the SFU First Nations Languages Program's and Department of Linguistics' Proposal for a new Master of Arts of an Indigenous Language and Linguistics. I myself as the department head of the TteS Language department am a graduate of SFU's prior temporary special topics MA in the Linguistics of a First Nations Language, on which this new proposal is based. I have the highest regard for the quality of education by SFU Faculty that I received. The coursework that myself and my peer graduate students completed for our MA was of tremendous relevance for the work in Secwépemc language revitalization that we have embarked on to revitalize our language in our community, neighbouring communities and Secwépemc nation. As TteS began to build the Secwépemc Language department in 2018-19, impressed with our skills in language documentation, and our enhanced proficiency in Secwepemctsin, our community hired not only myself, but two of my fellow graduates of the MA LFNL, which conveys how impressed our community leadership, administration and elders have been with the skills we were able to build through this program.

Based on my personal and my community's experience, we highly value this MA, and are thrilled that SFU is proposing to make this a permanent credential. As TteS and other communities in the Secwépemc nation, and in other nations throughout BC are embarking on the crucial path to revitalize and reclaim our languages; this MA will be an extremely important avenue for building skills, education and language proficiency that will make an important difference in this vital endeavour. Accordingly, we look forward to having this MA degree available among our community members and in our fellow Secwépemc communities. This important credential couldn't come at a more opportune time as the number of fluent speakers dwindles in all our communities.

Sincerely,

Ted Gottfriedson, M.A. LFNL
Language and Culture Department Manager,
Tkemlúps te Secwépemc

200-330 Chief Alex Thomas Way, Kamloops BC V2H 1H1
Phone: 250-828-9700 Fax: 250-372-8833
www.tkemlups.ca



Xaad Kihl gaa Suu.u Society
Box 543, Old Massett, Haida Gwaii BC V0T 1M0

September 24, 2020

Dr. Sean Zwagerman
Associate Dean, Graduate and Postdoctoral Studies
Faculty of Arts and Social Sciences, Simon Fraser University

RE: Proposal for SFU MA in an Indigenous Language and Linguistics

Dear Dr. Zwagerman,

On behalf of Xaad Kihl gaa Suu.u, an organization mandated by Old Massett Village Council and the Council of Haida Nation to support and endorse Haida language activities and advocacy for the Northern (Masset) Dialect of Xaad Kil, the Haida Language, I wish to voice my strong and unequivocal support for the MA in Indigenous Language and Linguistics currently under development at Simon Fraser University.

XKGS has for the past 15 years worked with SFU to bring courses for Xaad Kil (Haida Language) to learners in Old Massett, notably a number of courses that have led to the SFU Certificate in First Nations Language Proficiency for Xaad Kil. Our community has greatly benefited from the language skills that graduates have shared with our community, and given the fact that we have almost no resident fluent speakers left in Old Massett, this generation of emerging proficient speakers have become those who mentor and teach or language to the next generation, with the help of SFU Faculty member Dr. Marianne Ignace, who – even in these difficult times of Covid-19 – continues to engage with our community, helping our learners, and connecting them with Lawrence Bell, our precious speaker who resides in Vancouver, who also worked with several students in the previous MA in the Linguistics of a First Nations Language, on which this new MA proposal is modelled.

For present and future advanced learners of our language, participation in this MA will contribute greatly to enhancing Xaad Kil language skills, documentation skills, and supporting revitalization of our language. As a graduate of the Indigenous Language Program at SFU, I can attest to the success of the partnership with SFU.

Please do not hesitate to contact me at haidalucy@gmail.com if you have further questions.

Regards,

Lucy Bell



XKKF
Public Charity 501 (C)(3)
*To promote, preserve and
perpetuate our rich
cultural legacy*



P.O. Box 349---Hydaburg, Alaska 99922---(907)285-3666

September 23, 2020

RE: Support for SFU Masters of Arts of an Indigenous Language and Linguistics

Greetings from Alaska. My name is Ka'illjuus (Lisa) Lang. I am the Executive Director of the XKKF, our local, grassroots, cultural non-profit and recent graduate from the first Simon Fraser University First Nations Masters of Arts Linguistic Program, class of 2019.

I am writing to enthusiastically support the proposal submitted by the SFU First Nations Languages Program to create a **permanent** Masters of Arts of an Indigenous Language and Linguistics program. Please allow me to explain why I feel so strongly in my support of this proposal.

We, the Haida people of Hydaburg, Alaska, a Native village of approximately 400, originate in Haida Gwaii and speak a highly endangered variation of the Haida language. To add to our distress, our language is also an isolate with few living first language speakers. We found ourselves at a crossroad where it was learn at a higher level, immerse, or watch our beloved 14,000 year old language go to sleep.

With the assistance and guidance from Professor Ignace and her colleagues who were our instructors in the 2017-2019 special arrangements MA cohort in the Linguistics of a First Nations Language, on which this new proposal is modelled, we were assisted us at every step to meet and exceeded our personal and our community wide goals and objectives to save our language. The trust based relationship Dr. Ignace and other professors who taught us in the MA LFNL also included students from several other language groups represented in our cohort. This level of engagement has provided the XKKF a roadmap for community, adult, youth and intergenerational language planning which has resulted in two spectacular examples which I credit her with. First our immersion school and secondly the development of the Hydaburg Community Language Plan-2019-2021. Dr. Ignace has been active in continuing to mentor and assist us in this very narrow path we are walking. I do not believe we could have achieved the milestones with our language efforts without Simon Fraser University backing our dreams through the MA. The proposal before you, today, would ensure our future Master level students have a forum to attend and pursue specific training in our dialect (variation) of our language and other critically endangered languages. This MA program will also accelerate the level of involvement by community, which is essential.

My fellow MA graduate K'uyaang and I are two Haida students who live in our village of Hydaburg. Within our graduating SFU Cohort class of 2019, several other Haida graduated as well. We returned home, to our respective communities and continue to implement the ideas and lessons we learned at SFU. Based on our experience with the MA LFNL, we are convinced that SFU will continue to set a high bar for scholarly development, a high level of engaging our communities in the important tasks of language documentation and revitalization, and honestly assisting us in this journey, as we seek to recover all aspects of healing through our precious language.

Warmest Regards,


Ka'illjuus
XKKF Executive Director



October 4, 2020

To:

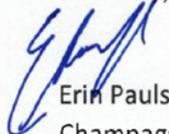
Dr. Sean Zwagerman
Associate Dean, Graduate and Postdoctoral Studies
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Dr. Zwagerman,

Please accept this letter on behalf of Champagne & Aishihik First Nations as our wholehearted and enthusiastic support for the SFU First Nations Languages Program's and Department of Linguistics' Proposal for a new Master of Arts of an Indigenous Language and Linguistics. In partnership with the FNLN our community has for a number of years offered courses in language proficiency for our members, and several members have completed the certificate and diploma in First Nations Language Proficiency. We look forward to our members, having access to the advanced language training that will be offered by this MA. Its graduates will have important skill sets by knowing our language, Southern Tutchone, but also in continuing to document it with the precious elders we still have who are fluent first language speakers. Based on what we know of the skills that graduates from our nation and other Indigenous nations and organizations have attained through the temporary special arrangements MA in the linguistics of a First Nations Language, on which SFU's new proposal is based, we look forward to having well trained and well educated individuals who will become role models, educators, coordinators and leaders in our nation as we continue on the important path of Indigenous language revitalization in our nation, but beyond that in our province and across North America.

We very much look forward to having this MA degree available among our people. It represents an urgently needed credential that will be of huge benefit and importance not only to Indigenous individuals, but also to our communities and nations as we continue on the path of Truth and Reconciliation, and seeking justice to address the loss of our language. Please don't hesitate to contact me if you have any questions or comments. We absolutely love working with SFU and their team!

Sincerely,



Erin Pauls – Director Education
Champagne Aishihik First Nation
epauls@cafn.ca
1-867-334-3427



Hul'q'umi'num' Language & Culture Society

1093 Nagle St., Duncan BC V9L 2E6

hlccstrategist@gmail.com

<https://www.facebook.com/hwulmuhwqun>

September 28, 2020

Prof. Marianne Ignace, Director
Indigenous Language Program
Simon Fraser University
Burnaby, BC

Si'em' Prof. Ignace:

We are pleased to write a letter of support for the proposed Master of Arts in the Linguistics of an Indigenous Language. Over the last five years our partnership with Simon Fraser University in the delivery of language courses, credentials, and degrees has been overwhelming successful. The quality and quantity of courses have made it possible for our language specialists to earn degrees while continue in their positions as language teachers and researchers. We applaud the respectful and collaborative approach to program delivery, the inclusion of our fluent Elders as co-instructors and mentors, and the administrative support that you have given to the students.

The first group of sixteen students finished their Graduate Certificates in Linguistics of a First Nations Language in 2018 and fourteen of them continued on to earn the MA in Linguistics of a First Nations Language. This was followed by a second cohort of seven MA students, two of whom have now completed with five more scheduled to complete this term. Graduates are all gainfully employed in language related jobs, including managing language revitalization programs, teaching in community courses, and teaching in local school districts. Two currently teach at Vancouver Island University. Several of the MA graduates now teach undergraduate courses for the SFU Certification in Indigenous Language Proficiency. The skills that they have learned through this program have been invaluable. The cohort model of delivery courses creates a comradery that sustains them in the very difficult work that they do.

Thus, we can unreservedly support establishing the MA as a permanent program under the title above, and the motion to do so was entered into our AGM minutes on this day, September 28, 2020. We look forward to continuing our partnership with SFU in the delivery of this wonderful program.

hay ch q'a',

George Seymour, Sq'utxulenuxw
Chairman, Board of Directors

UPPER ST'ÁTIMC LANGUAGE,
CULTURE AND EDUCATION SOCIETY

PO Box 1420, Lillooet BC V0K 1V0

30 September 2020

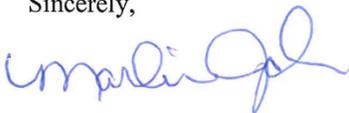
Dear SFU Program Review Committee,

The Upper St'át'imc Language Culture and Education Society (USLCES) and the Lillooet Tribal Council (LTC) wish to express their support of Simon Fraser University's Department of Linguistics and the Indigenous Languages Program in their proposal of a permanent graduate program, the Master of Arts in the Linguistics of an Indigenous Language.

In previous years, USLCES and the LTC have partnered with SFU's Indigenous Languages Program, our fluent elders, and Dr. John Lyon to offer accredited language and linguistics courses in the St'át'imc community. These courses were well-received by community members seeking to improve their understanding of our St'át'imc language.

It is our hope that present and future language learners in our community will have accessible ways of reaching higher levels of language fluency and understanding of our St'át'imc language's grammar, and we enthusiastically support this new MA program as a unique and viable path towards achieving this understanding.

Sincerely,



Marline John
USLCES

TELEPHONE NUMBER (250) 256-7523 FAX 256-7119 E-MAIL uslces@yahoo.ca



Page 1 of 1

January 4, 2021

Dr. Sean Zwagerman
Associate Dean, Graduate and Postdoctoral Studies
Faculty of Arts
Simon Fraser University

Skwxwú7mesh
úxwumixw

Dear Dr. Zwagerman,

Please accept this letter on behalf of the Squamish Nation Language and Cultural Affairs and Education, Employment and Training Departments indicating our support for the SFU First Nations Languages Program's and Department of Linguistics' Proposal for a new Master of Arts of an Indigenous Language and Linguistics. In partnership with the FNLP our community has for a number of years offered courses in Squamish language proficiency for our members, and several members have completed the certificate and diploma in First Nations Language Proficiency. We look forward to our members, having access to the advanced language training that will be offered by this MA. Its graduates will have important skill sets by knowing our language, but also in continuing to document it with our precious elders and community members who are language speakers. Last, not least, based on what we know of the skills that graduates from other Indigenous nations and organizations have attained through the temporary special arrangements for a MA in the linguistics of a First Nations Language, on which SFU's new proposal is based, we look forward to having well trained and well educated individuals who will become role models, educators, coordinators and leaders in our Nation as we continue on the important path of language revitalization not only in our Nation, but beyond that in our province and across North America.

We very much look forward to having this MA degree available to our members. It represents an urgently needed credential that will be of huge benefit and importance not only to our members, but also to communities and nations as we continue on the path of Truth and Reconciliation, living the implementation of UNDRIP and seeking justice to address the loss of our language.

Sincerely,

Samaya Jardey
Director
Language and Cultural Affairs

Paul Wick
Director
Education, Employment and Training

320 Seymour Blvd,
North Vancouver, BC V7J 2J3

PO Box 86131
North Vancouver, BC V7L 4J5

T 604-980-4553
F 604-980-9601

squamish.net



MEMORANDUM

ATTENTION	Dr. Sean Zwagerman, Associate Dean, Faculty of Arts and Social Sciences	DATE	09/30/2020
FROM	Deanna Reder, Chair, INDG	PAGES	2
RE:	Motion of support for the MA in Indigenous Languages and Linguistics		

As Chair of the Department of Indigenous Studies I confirm that the following motion was passed in our 29 September 2020 department meeting and the vote was unanimous.

Motion:

Motion in support of the Indigenous Languages Program and Department of Linguistics' submission of a Full Program Proposal for a Master's Degree in Indigenous Languages and Linguistics.

Whereas:

The SFU Department of Indigenous Studies supports and endorses educational initiatives that contribute to the documentation and revitalization of Indigenous languages in BC and Northwestern North America, and specifically supports the advanced training at the graduate level of Indigenous students in their Indigenous languages, and in documenting and revitalizing their languages in their communities.

And Whereas

This MA will provide a permanent graduate level credential that follows on the highly successful special arrangements MA cohorts in the Linguistics of a First Nations Language, which resulted in the graduation of more than 30 Indigenous students with this MA.

Be it resolved that:

The SFU Department of Indigenous Studies moves to support the submission of the full program proposal (FPP) developed by the Indigenous Languages Program for the MA in Indigenous Languages and Linguistics, as put forward to FASSGSC in time for its October meeting.

CANADA'S ENGAGED UNIVERSITY

Motion: Marianne Ignace

Second: Chelsey Geralda Armstrong

Approved: All in favour

A handwritten signature in blue ink that reads "Deanna Reder". The signature is cursive and fluid, with the first name "Deanna" and the last name "Reder" clearly distinguishable.

Deanna Reder, PhD

Chair, Department of Indigenous Studies

THE UNIVERSITY OF BRITISH COLUMBIA



Department of Linguistics
Totem Field Studios
2613 West Mall
Vancouver, British Columbia
Canada V6T 1Z4
tel: 822-4256 fax: 822-9687
email: henry.davis@ubc.ca

September 25, 2020

To Whom It May Concern:

I write enthusiastically in support of the establishment of an MA program in Indigenous Languages and Linguistics at Simon Fraser University.

My colleagues in the Linguistics Department at SFU, Professors Donna Gerdts, Marianne Ignace, and Peter Jacobs, are all pioneers in the development of First Nations language programs and initiatives at the post-secondary level in British Columbia. Indeed, my own first experience of indigenous language teaching in the early 1990s, in Lillooet, BC, came about through the SFU-Secwépemec Cultural Education Society (SCES) partnership spearheaded by Professor Ignace; this was the first program in the province to deliver university-level language courses in BC First Nations speech communities.

Much has changed over the ensuing quarter of a century; in particular, the number of fluent first language speakers of BC indigenous languages has shrunk to a critically low level. However, at the same time the interest of younger First Nations community members in learning their own languages has grown, along with increased community awareness of and pride in the extraordinarily rich linguistic heritage of the province. Since it is these younger second language speakers who for the next generation at least will be carrying the torch for First Nations language transmission in BC, it is critically important that they have the opportunity to get as much support in terms of advanced language training as possible, along with the skills and qualifications necessary in order to spearhead further language revival effort at the community level.

In order to meet this challenge, over the last few years SFU linguists have pioneered a 'cohort' model of post-secondary language education in Salish-speaking communities across the province (Professor Gerdts with Hul'q'um'inum' on Vancouver Island, Professor Ignace with Secwepemetsín in the Southern Interior, and Professor Jacobs with Skwxwu7mesh in the Lower Mainland). The basic idea behind this model is that a group of advanced language students from a particular speech community move through a program of study specifically tailored to their own language, either as a whole cohort or as clusters within a mixed cohort. There are several major advantages to such a model, including creating a system with built-in peer support, ensuring that courses are specific enough to meet the needs of the cohort, and enabling courses to be mounted locally. Furthermore, it has now been tested successfully in several communities: I have seen the results, and they are impressive.

As I understand it, the proposed SFU Master in Indigenous Languages and Linguistics is specifically designed to provide institutional support for the cohort model. I am unequivocally in favour of such a move.

Over the years, I have collaborated frequently and fruitfully with SFU linguists engaged in work on First Nations languages. SFU graduate students engaged in work on BC indigenous languages often take courses at UBC and vice-versa, and not infrequently transfer from one university to the other. SFU professors serve on graduate student committees at UBC; Professor Ignace is currently on the committee of one of my MA students. Informal cooperation often goes even further: for example, this year I am the instructor for a UBC Field Methods class on Secwepemctsin, which would be simply impossible without Professor Ignace's logistical support. In fact, I feel increasingly that the institutional barriers between linguists at different BC universities working on First Nations languages are irrelevant; we are all on the same side, share the same goals, and largely agree on the ways to get there. I feel that the proposed SFU program would bring benefit to First Nations language education at the post-secondary level that will benefit all of us working in the area. I therefore fully support the proposal for a Master of Indigenous Languages and Linguistics at SFU.

Please feel free to contact me should you require further information.

Best,



Henry Davis,
Professor and Director of Graduate Admissions



Faculty of Education | Department of Indigenous Education
MaLaurin A260 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7763 | jpr@uvic.ca |

September 28, 2020

Dr. Sean Zwagerman
Associate Dean, Graduate and Postdoctoral Studies
Faculty of Arts and Sciences
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6

Re: Support of the MA in Indigenous Language and Linguistics

I write today as the Chair of the Department of Indigenous Education at University of Victoria to express my enthusiastic support for a permanent Master of Arts in Indigenous Language and Linguistics at SFU.

Our department is known globally for its work in Indigenous Language Revitalization, an area in which we offer Certificates, a Diploma, a B.Ed., MA, and M.Ed. degrees. I have seen firsthand the urgent and vital need to provide Indigenous community members credentials and training, as well as strategies and skills that can support community efforts to strengthen, reclaim, maintain and revitalize Indigenous languages. There is nowhere else on Earth to go to speak, learn, and use the Indigenous languages than the communities and lands where they arose and are spoken today. We partner with and serve Indigenous communities who come to us and request a program to build proficiency, develop immersion programs, to credential teachers, and to assert leadership in language education policy and curriculum development.

As a small unit at UVIC, I'm amazed at what we are able to do, what influence we can have, and the impacts on the ground, at the grassroots, where it matters most. But that power is limited by our capacity. We are currently engaged in five different community partnerships (really we ought to only take on 3 at a time) and have more than five currently on a waitlist (with many others inquiring and learning what is needed to get in the queue). All of these communities and their members are trying to establish a connection to work on their languages while fluent elders are still with us, while there is still some (albeit severely limited) time.

There is room for multiple Indigenous language degree programs in southern BC and there is an urgency to service the communities who need them. IED members have worked together with the faculty at SFU on mutual research projects, and in supporting Indigenous language learners, and community programming. We are not at all in competition but work in complementarity. We have advised prospective students of offerings at SFU and SFU has counselled students about our programming. We try to find the best fit for each student and will continue to work collaboratively with SFU to ensure complementarity in our programming. There is great synergy too where graduates of our certificates and bachelors might find SFU's MA an appealing next step in their career and language learning development.

The community need is urgent and vital. And additional Masters programs are needed for communities to be served in building capacity to sustain our precious Indigenous languages into the future. I have seen how graduates of the program become the leaders and teachers of future students.

-2-

It is an exercise as well in program sustainability, ensuring continuity for the ones coming through certificate and undergraduate degrees.

Furthermore, our approach stresses practice and theories of Indigenous language revitalization whereas the approach of language documentation and linguistics, and language proficiency building that SFU brings provides more choice in the higher education landscape to Indigenous language leaders. The expertise and approach that the SFU faculty bring is of the highest quality. Having reviewed this proposal, I am thrilled that an option as strong, rigorous, focused, and pragmatic as this one could be available for future language leaders.

There is no greater thing a university can do to advance reconciliation than support Indigenous language work. The residential schools were responsible for devastating language loss and trauma in the communities. Contributing to language revitalization, documentation, and proficiency building is a direct way to support reconciliation efforts and undo the harms caused by generations of residential schooling in BC and Canada. I urge SFU to support this proposal; it is a real and tangible way to demonstrate commitment to reconciliation and redressing trauma and genocide as well as building much needed economic, cultural, and social development in Indigenous BC communities.

If you have additional questions or if I can be of more assistance, I can be reached by e-mail at jpr@uvic.ca or by phone at 250-721-7763. Thank you for your time and consideration.

Sincerely,



Jean-Paul Restoule, Ph.D.
Professor and Chair
Department of Indigenous Education



Appendix 4 - Memo from the library



MEMO

SFU Library

8888 University Drive
Burnaby, BC V5A 1S6
Canada

ATTENTION MARIANNE IGNACE
FROM Patty Gallilee
RE Master of Arts in Indigenous Languages and Linguistics
DATE 06 October 2020

Dear Dr. Ignace,

The library fully supports the proposal for a **Master of Arts in Indigenous Languages and Linguistics**.

We have been supporting students in the Indigenous Studies and Linguistics departments through collection development, information literacy instruction, and research consultations. SFU Library supports Indigenous Research Methodologies through our commitment to upholding Indigenous data sovereignty and knowledge sharing practices.

As an institutional partner with the First Nations Languages in the Twenty-first Century: Looking Back, Looking Forward project, SFU Library has experience supporting Indigenous language research and output. We anticipate being able to continue this support as the MA program develops.

The primary support person in the Library for this program is Jenna Walsh, Indigenous Initiatives Librarian and Librarian for Indigenous Studies. Jenna provides research and teaching support, and expertly stewards our ever-adapting and growing collections of materials supporting Indigenous Research.

Graduate students are also well supported by the SFU Library Research Commons, and other Library resources and services such as Research Data Management, research data analysis software, workshops, writing, scholarly communication, and knowledge mobilization.

The SFU Library fully supports this program, and looks forward to continuing our partnership with the program.

Best,
Patty Gallilee
Associate Dean of Libraries, Collections and Scholarly Communication

Appendix 5 - Details of program steering committee

Chair of Cohort Steering Committee:

Marianne Ignace, Professor, Indigenous Studies and Linguistics, Director of the Indigenous Language Centre and Indigenous Languages Program

Members of Cohort Steering Committee:

- Heather Bliss, Lecturer, Linguistics
- Donna Gerds, Professor, Linguistics and Associate Director, INLP
- Peter Jacobs, Associate Professor, Linguistics and Associate Director, INLP
- Panayiotis Pappas, Professor and Chair, Linguistics
- John Lyon, Visiting Professor (2020-21)

Appendix 6 - Short curriculum vitae for faculty

A) INLP Continuing Faculty and Directors

D. Gerds
M. Ignace
P. Jacobs

B) Elders and Fluent Speakers-Experts who have served as Faculty

L. Bell
R. Ignace
D. Louie
R. Peter

C) Other SFU Linguistics Faculty

J. Alderete
H. Bliss
J. Lyon (Visiting Assistant Professor)

A) INLP Continuing Faculty and Directors

Donna B. Gerdts

Professor, Linguistics; Associate Director, Indigenous Languages Program
Simon Fraser University

EDUCATION

1982 Ph.D., Linguistics, University of California, San Diego.

EMPLOYMENT HISTORY

Academic Appointments

1990–present Simon Fraser University, Dept. of Linguistics, Full Professor (since 1996).
1982–1990 State University of New York at Buffalo, Dept. of Linguistics. Tenured and promoted to Associate Professor 1989.

Visiting Appointments & Fellowships (selected)

University of California, Santa Cruz, Linguistic Society of America Summer Institute, 1991, Visiting Associate Professor.
Stanford University, Dept. of Linguistics, Visiting Associate Professor, Winter and Spring 1991.
Andrew W. Mellon Faculty Fellowship in the Humanities, Harvard University, 1985–1986.
University (Post-Doctoral) Fellowship, University of Calgary, 1981–1982.

RESEARCH GRANTS (current, selected)

“Hul’q’umi’num’ stories: The prosodics and pragmatics of performance,” Social Sciences & Humanities Research Council of Canada, Insight Grant. 2016–2022 (\$255,726).
“Hul’q’umi’num’ phonetic structures: Exploring paths towards fluent pronunciation,” SSHRC Partnership Development Grant, 2018–2021. (\$194,434) (PI: Sonya Bird, UVic)
“Coast Salish ways of speaking: Documenting discourse as a path to fluency,” SSHRC Partnership Development Grant, 2017–2020 (\$192,976) (PI: Nancy Hedberg, SFU)
“Hul’q’umi’num’ heroes: Reclaiming language through theatre,” Social Sciences & Humanities Research Council of Canada, Partnership Development Grant, 2016–2020 (extended through 2022). (\$198,910) (PI: Kirsten Sedeghi-Yekta, University of Victoria)

REFEREED PUBLICATIONS (selected)

Books, Book chapters

Object and Absolutive in Halkomelem Salish. New York: Garland Publishing, New York, 1988; republished by Routledge, London/New York, 2016.
“Salish Languages,” *Oxford Bibliographies On Line*. Oxford University Press, 2013. (21 pp.) (with K. Kiyosawa) *Salish Applicatives*. Brill, Leiden, 2010.
(with J. Moore and M. Polinsky, eds.) *Hypothesis A/Hypothesis B: Linguistic Explorations in Honor of David M. Perlmutter*. The MIT Press, Cambridge, MA, 2010.
“Three Doubling Constructions in Halkomelem,” in Gerdts et al. eds. *Hypothesis A/Hypothesis B: Linguistic Explorations in Honor of David M. Perlmutter*, pp. 183–202.
“Voice,” in Patrick Colm Hogan (ed.) *The Cambridge Encyclopedia of the Language Sciences*, Cambridge University Press, Cambridge, 2010, 909–911.

- “Beyond Expertise: The Role of the Linguist in Language Revitalization Programs,” in N. L. Furbee and L. A. Grenoble (eds.), *Language Documentation: Practice and Values*, J. Benjamins, Amsterdam, 2010, 173–192.
- “Ditransitive Constructions in Halkomelem Salish: A Direct Object/Oblique Object Language,” in A. Malchukov, M. Haspelmath, and B. Comrie (eds.), *Studies in Ditransitive Constructions: A Comparative Handbook*, De Gruyter, 2010, 563–610.
- (with K. Kiyosawa) “Benefactive and Malefactive Uses of Salish Applicatives,” in F. Zúñiga and S. Kittilä (eds.), *Benefactives and Malefactives: Typological Perspectives and Case Studies*, J. Benjamins, Amsterdam, 2010, 147–184.
- (with T. Hukari) 2004. “Determiners and Transitivity in Halkomelem Texts,” in D. Gerds and L. Matthewson (eds.), *Studies in Salish Linguistics in Honor of M. Dale Kinkade*. University of Montana Occasional Papers in Linguistics No. 17, Missoula, 2004, pp. 151–171.

JOURNAL ARTICLES (SELECTED)

- (with R. Peter) “The Form and Function of Nativized Names in Hul’q’umi’num’,” *Anthropological Linguistics*. (40 pp.) In press.
- Agreement in Halkomelem Complex Auxiliaries,” *Linguistic Discovery*. (40 pp.) In press.
- (with K. Kiyosawa) “Discourse Functions of Salish Relational Applicatives,” *Studies in Language*. (76 pp.) Accepted.
- “Indigenous Linguistics: Bringing Research into Language Revitalization,” *International Journal of American Linguistics* 83.4:607–617, 2017.
- (with D. Beck) “The Contribution of Research on the Languages of the Americas to the Field of Linguistics,” *International Journal of American Linguistics* 83.1:7–39, 2017.
- (with D. Beck) “Celebrating 100 Years of IJAL,” *International Journal of American Linguistics* 83.1:1–6, 2017.
- (with S. Bird & J. Leonard) “The Realization of Obstruents across Speakers of Hul’q’umi’num’.” *Canadian Acoustics* 44(3): 134–145, 2016.
- (with A. Werle) “Halkomelem Clitic Types,” *Morphology* 24:245–281, 2014.
- (with Thomas E. Hukari) “The Expression of Noun Phrases in Halkomelem Texts,” *Anthropological Linguistics* 50.3–4:1–41, 2008.
- (with Stephen Marlett) “Introduction: The Form and Function of Denominal Verb Constructions,” Special Issue “Denominal Verbs in Languages of the Americas,” *International Journal of American Linguistics* 74.4: 409–422, 2008.
- (with Thomas E. Hukari) “Halkomelem Denominal Verb Constructions,” *International Journal of American Linguistics* 74.4: 489–510, 2008.
- (with Thomas E. Hukari) “The Halkomelem Middle: A Complex Network of Constructions,” *Anthropological Linguistics* 48:1, 44–81, 2006.
- Applicative Suffix,” *International Journal of American Linguistics* 70.3: 227–250, 2004.
- “Combinatory Conditions on Halkomelem Causatives,” *Linguistics* 42:4, 767–789, 2004.

(with Mercedes Q. Hinkson) “Salish Numeral Classifiers: A Lexical Means to a Grammatical End,”
Sprachtypologie und Universalienforschung 57: 2/3, 247– 279, 2004.

PROFESSIONAL SERVICE (selected)

Editor, *International Journal of American Linguistics*, 2014–2019.

Associate Editor, *Language*, 2001–2004, *Canadian Journal of Linguistics*, 1996–1999.

President, Society of the Study of Indigenous Languages of the Americas, 2008.

Whatcom Museum Society (BC), Board of Directors, 2005–2016.

Jacobs Research Fund Board, Whatcom Museum Society, Bellingham, Washington, 1999–2010.

GRADUATE STUDENT SUPERVISION

Senior Supervisor

Ph.D. Dissertations (since 2005) – 2 completed, 6 in progress

M.A. Theses/Projects (since 2005) – 19 completed, 6 in progress

Supervisor (current)

Ph.D. 3, M.A. 2

Marianne Boelscher Ignace

EDUCATION

MA Ethnology, Sinology and Linguistics, Georg-August Universität, Göttingen, Germany 1979.

PhD, Anthropology 1985, SFU Department of Sociology and Anthropology. Thesis: *The Curtain Within: Haida Social and Mythical Discourse* (published by UBC Press 1989).

Postdoctoral Fellow, University of British Columbia, Department of Anthropology and Sociology, SSHRC sponsored (1985-86).

ACADEMIC POSITIONS

Professor, Departments of Linguistics and Indigenous Studies, SFU (since 2013)

Associate member, Department of Sociology and Anthropology, SFU

Director, First Nations Language Centre (since 2012), and Director, Indigenous Languages Program, SFU (since 2018).

RESEARCH AREAS

Indigenous language documentation and revitalization - Northwestern North America, Haida, Secwepemctsin, Sm'algayax; Indigenous oral history and narrative - Haida and Secwepemctsin (Shuswap); ethnobotany and ethnoecology

AWARDS AND DISTINCTIONS

- | | |
|------|--|
| 2020 | Elected Fellow, College of Arts and Humanities, Royal Society of Canada. |
| 2019 | SSHRC Impact Award, Partnership Grant Category. Social Sciences and Humanities Research Council of Canada (\$50,000). |
| 2019 | Lesley B. Cormack Excellence in Teaching Award, SFU Faculty of Arts and Social Sciences. October 2019. |
| 2019 | Governor General of Canada Award for Innovation (with Ronald E. Ignace). May 2019. |
| 2005 | Confederation of University Faculty Associations of British Columbia (CUFA BC) Distinguished Academics Awards, Career Achievement Award for 2005 |

RESEARCH GRANTS (SELECT AND RECENT LIST)

- | | |
|-----------|---|
| 2020-2023 | Co-PI (with Sealaska Heritage Institute, Alaska, USA), US National Science Foundation Grant, <i>Enhancing linguistic infrastructure through the documentation of conversational expression of an endangered language</i> (Xaad Kil, Northern Dialects). \$ 314,857 US |
| 2020-2024 | Co-PI, SSHRC Insight grant (PI Henry Davis, UBC), Developing Accessible Grammars for BC First Nations Languages. \$322K over 4 years. |
| 2013-2020 | Director (with ca. 20 academic co-applicants and collaborators, and ca. 20 Aboriginal partner organizations). <i>First Nations Languages in the Twenty-first Century: Looking Back, Looking Forward</i> . SSHRC Partnership Grant \$ 2.495 mill. over 7 years. |
| 2012-16 | Principal Investigator, SSHRC Insight Grant. <i>Secwepemc Sense of Place</i> . \$ 120,500 over 3 years (collaborators Dr. N. Turner, UVic., Dr. Ron Ignace, SFU, Dr. Lorna Fadden, SFU). |

PUBLICATIONS (VERY SELECT LIST ONLY)

Marianne Ignace and Ronald E. Ignace. 2020. "A Place Called Pipsell." In: Nancy J. Turner, ed. *Plants, People and*

Places: The Roles of Ethnobotany and Ethnoecology in Indigenous Peoples' Land Rights in Canada and Beyond. Montreal: McGill-Queen's University Press.

Ignace, Marianne and Ronald E. Ignace. 2017. *Secwepemc People, Land and Laws - Yeri7 re Stsq'ey's-kucw.* Montreal: McGill-Queens University Press. Winner, Basil Stuart-Stubbs Prize for Outstanding Book on BC (2018). Finalist, BC Book Prizes (2018).

Ignace, Marianne, Sandra Peacock and Nancy J. Turner, eds. 2017. *Secwepemc People and Plants: Research Papers in Shuswap Ethnobotany.* Contributions in Ethnobiology Series of the *International Journal of Ethnobiology.* www.soe.com

Ignace, Marianne. 2015. Grades 5-12 First Nations Language Curriculum Building Guide. North Vancouver, BC: First Nations Education Steering Committee (www.fnesc.ca)

Ignace, Marianne and Ronald E. Ignace. 2008

"Canadian Aboriginal Languages and the Protection of Cultural Heritage," in: Catherine Bell and Val Napoleon, eds., *First Nations Cultural Heritage and Law: Case Studies, Voices, and Perspectives.* Vancouver: University of British Columbia Press

2000. N. J. Turner, M. Ignace and R. Ignace, "Traditional Ecological Knowledge and Wisdom of Aboriginal Peoples of Northwestern North America." *Ecological*

APPLICATIONS

Ignace, Marianne Boelscher. 1991. "Haida Public Discourse and its Social Context." *Canadian Journal of Native Studies*, XI, 1 (1991): 113-135.

Boelscher, Marianne. 1989. *The Curtain Within: Haida Social and Symbolic Discourse.*

Vancouver: University of British Columbia Press.

GRADUATE SUPERVISION

- Senior supervisor to 12 graduates in the MA LFNL, plus 4 continuing
- Senior Supervisor to 5 MA graduates (Anthropology
- supervisory committee member and external committee member – 10 MAs and 7 PhDs and Ed.Ds (SFU, UBC, UVic, U. Calgary, U. Saskatchewan, Laval U.) in various disciplines, including History, Archaeology, Indigenous Studies, Education, Linguistics.
- Senior Supervisor, 5 active PhD students/candidates and 5 active MAs (Linguistics, INS, FN Language)

Peter Jacobs

Associate Professor, Linguistics; Associate Director, Indigenous Languages Program

<https://www.sfu.ca/linguistics/people/faculty/jacobs.html>

EDUCATION

PhD, Linguistics, University of British Columbia

BIOGRAPHY

Tiná7 tkwa Wiwik'em ta Peter (Peter comes from a Squamish Nation village, Wiwik'em, near Brackendale, B.C.). Galulí lax Tsaxis (he is also from the Kwagwł village of Tsaxis, Fort Rupert, B.C.). His MA thesis was on subordinate clauses in the Skwxwú7mesh snichim (the Squamish language). His Ph.D. dissertation was on the syntax and semantics of agent control constructions in Skwxwú7mesh.

Peter worked for over 25 years at the Squamish Nation in language revitalization of the Skwxwú7mesh snichim, the language of his father's side of his family. He also conducts research on Kwak'wala, the language of his mother's side of his family. He taught at the University of Victoria.

At the Squamish Nation, he was co-applicant for SSHRC Aboriginal Research grant. He was also the editor-in-chief for the Skwxwú7mesh Snichim-Xweliten Snichim Skexwts (Squamish-English Dictionary). At the University of Victoria, he was co-investigator on a SSHRC Partnership Development Grant with Dr. Onowa McIvor. They investigated adult language learners in the Mentor-Apprentice Program (MAP) and other MAP-like programs in B.C. He is currently a co-principal investigator with Dr. McIvor on a 6-year SSHRC Partnership Grant. With their partners from 9 First Nations communities across Canada, they are investigating the role of adult learners of their Indigenous languages.

PUBLICATIONS

Patrick, Donna and Peter W. Jacobs, guest editors, "Indigenous Language Learning, Teaching, and Identities" *Canadian Modern Language Review* Vol. 73, Issue 4, November 2017.

Jacobs, Peter. "Preverbal elements in Skwxwú7mesh." In: Lisa Matthewson et al., eds. *Wa7 xweysás i nqwal'úttensa i ucwalmícwa: He loves the people's languages*. Festschrift in Honour of Henry Davis. Vancouver: UBCOPL.

2 Patrick, Donna and Peter W. Jacobs, guest editors, "Indigenous Language Learning, Teaching, and Identities" *Canadian Modern Language Review* Vol. 74, Issue 3, August 2018.

B) Elders and Fluent Speakers-Experts who have served as Faculty:

Lawrence Bell, HIGawangdlii Skilaa

Haida Elder and fluent speaker

SUMMARY OF QUALIFICATIONS IN Xaad Kil (Haida Language - Massett Dialect):

- Speaking: Fluent (First language speaker, last person in Massett raised in a Haida speaking household by elders born in late 1800s)
- Reading/writing: Familiar with practical orthography of Xaad Kil
- Translation: Experienced at translating and interpreting complex Haida traditional narratives (oral histories, clan narratives, oratory) from Xaad Kil into English; also experienced in carrying out complex translations of English texts into Xaad Kil for Council of Haida Nation, Xaad Kihlga HI Suuu Society and other organizations
- Training: participation in language documentation and linguistic consultancy with Dr. Jordan Lachler (U. of Alberta) and Marianne Ignace (SFU)
- Co-development of Haida language teaching resources and materials (with Rhonda Bell and Marianne Ignace)

EDUCATION

George M. Dawson Secondary, grade 12

Trades training and certification, various institutions.

RELEVANT EXPERIENCE AND CONSULTING

- Since 1985 Translation and transcribing of Haida language oratory and narratives (with M. Ignace).
- 2011 -2013 Consultancy in extensive Northern Haida place names project facilitated by Council of Haida Nation.
- 2015 Co-instructor and language consultant in Haida language bootcamp (FNLG 335 and 435) in Massett community - with Dr. Jordan Lachler and M. Ignace.
- 2016 Haida language consultant in LING 408, Linguistic Field Methods, with Prof. Anvita Abbi, Visiting Professor.

RESEARCH CONTRIBUTIONS

2015. Ignace, Marianne, Lawrence Bell and Skil Jaadee White: Haida Language Bootcamp: How to Host an Intensive Language Program. Invited 90 min. workshop, FNEESC Language Conference, Vancouver, July 2015.
2015. Marianne Ignace, Ronald Ignace and Lawrence Bell. Indigenous Language Story-Work: Examples from Secwepemctsin (Shuswap) and Xaad Kil (Haida). Accepted paper, 4th International Conference on Language Documentation and Conservation. University of Hawaii, Honolulu, Feb. 26-March I, 2015.
2014. Lucy Bell, Marianne Ignace and Lawrence Bell. Collaborative Research with Haida stories. Accepted paper, Stabilizing Indigenous Languages Symposium, University of Hawaii Hilo, January 2014.
2013. Marianne Ignace and Lawrence Bell. Xaadaas Gyaahlangee: Bringing Haida stories and places back to life with digital media. Presentation at Symposium *Living Our Indigenous Languages in a Multimedia Technology Enhanced World*. April 13, 2013, University of British Columbia, Vancouver BC.

Chief Dr. Ronald E. Ignace (Stsmel'qen)

Title: Elected Chief, Skeetchestn Indian Band (since 1982)

SUMMARY OF QUALIFICATIONS IN SECWEPEMCTSIN (SECWEPEMC LANGUAGE, WESTERN DIALECT)

- Speaking: Fluent (First language speaker, raised in a Secwepemc speaking family by great-grandparents born in the late 1870s).
- Reading/writing: Familiar with practical orthography of Secwepemctsin.
- Translation: Experienced at translating and interpreting complex English texts into Secwepemctsin and vice-versa.
- Training: Trained by elders in Secwepemc storytelling and oratory; participation in coursework in linguistics and First Nations language.
- Teaching: language teaching and materials development elementary-post-secondary.

EDUCATION

Kamloops Indian Residential School grades 1-8 (1956-1962) Upgrading,
grades 9-12, Vancouver Community College (1970-71) B.A., Sociology,
University of British Columbia (1976)
M.A., Sociology, University of British Columbia (1980) PhD,
Department of Sociology/Anthropology, SFU (2008)

RELEVANT EXPERIENCE AND EMPLOYMENT

- 2011-2013 Part-time limited tenn lecturer, Simon Fraser University, teaching courses in First Nations Studies and Secwepemc language in Lillooet and Skeetchestn
- 1995-2012 Miscellaneous consulting work on First Nations languages and culture, Traditional Use and Knowledge studies
- 2006-2010 Sessional Instructor, First Nations Studies and Secwepemc language, Simon Fraser University – Kamloops Program
- 2003-2005 Chair, Canadian National Task Force on Aboriginal Languages and Cultures (TFALC) – Department of Canadian Heritage (PCH)
- 1996-2006 Research towards PhD dissertation, interviewing and documenting life histories and oral histories of numerous elders in Secwepemctsin
- since 1990s Secwepemc Language Documentation work with Marianne Ignace, Elder Mona Jules and several elders from Secwepemc communities

RESEARCH CONTRIBUTIONS (select list)

2017. Marianne Ignace and Ronald E. Ignace. *Yeri re Stsq'ey's-kucw: Secwepemc People, Land and Laws*. Montreal: McGill-Queens University Press.
2013. Marianne Ignace and Ron Ignace. "The Secwepemc: Traditional Resource Use and Rights to Land." In: C. Roderick Wilson and Christopher Fletcher, eds, *Native Peoples, The Canadian Experience*, 4th Edition Toronto and London: Oxford University Press.
2008. Marianne Ignace and Ron Ignace. "Canadian Aboriginal Languages and the Protection of Cultural Heritage," in: Catherine Bell, ed., *First Nations Heritage and the Law: Our Voices, Our Culture*. Vancouver: University of British Columbia Press.
2008. *Our Oral Histories are our Iron Posts: Secwepemc Stories and Historical Consciousness*. Unpublished

PhD Dissertation, Department of Sociology and Anthropology, Simon Fraser University.

2005. "The Recommendations of the Taskforce on Aboriginal Languages and Cultures" - invited presentation, International Symposium on Indigenous Languages, hosted by the Dept. of Canadian Heritage, Aichi Japan, August 2005.

1999. Ignace, Ronald ¹¹Introduction." In: Peter Murphy, Marianne Ignace and George Nicholas, Eds. Coyote U: Stories from the Secwepemc Education Institute. Penticton: Theytus Press.

Delores Louie

Hul'q'umi'num' name: Swustanulwut

Band membership: Stz'uminus First Nations

SUMMARY OF QUALIFICATIONS IN HUL'Q'UMI'NUM' LANGUAGE

- Speaking: Fluent.(First language speaker, raised in a Hul'q'umi'num'-speaking family, encouraged by parents to become native language and culture expert)
- Reading: Familiar with phonetic and practical orthographies
- Writing: Able to transcribe speedily and accurately
- Translation: Experienced at translating to and from English
- Training: Language and linguistics courses
- Teaching: language teaching and materials development elementary-post-secondary

EDUCATION

St. Catherine's School, Duncan, BC, grade 1-8

Malaspina College, grades 9-12 BTSD 1968

Diploma in Native Indian Languages, 1973-1975

Dept. of Linguistics, University of Victoria, Victoria, BC

- Full-time two year program in linguistics (UVic) and Education (Camosun College)
- Profs.Geoffrey O'Grady, Barry Carlson, Tom Hukari, and Thom Hess

Course: Teaching Native Languages, Summer 1975

Dept. of Education, University of British Columbia, Vancouver, BC

RELEVANT EXPERIENCE

Language Teacher, Hul'q'umi'num' language, Grades K-7, 1970s & 1980s

North Oyster Elementary, Diamond Elementary, Ladysmith Intermediate, Ladysmith, British Columbia

- Developed own materials in consultation with Elders

Linguist, Stz'uminus First Nations 1990s

S'aa'lh Sqwal project

- Recorded conversations and filmed stories of the Hul'q'umi'num'-speaking Elders
- Translations and transcriptions, proofreading
- Funded by First Peoples' Cultural Fund, Heritage Canada, and Social Sciences and Humanities Research Council of Canada (grants to Donna Gerdts & Tom Hukari)

Instructor, Elder in Residence 2007-present

First Nations Studies, Vancouver Island University, Nanaimo, BC

- Language and culture course
- Teaching and research on ethnobotany
- Spiritual guidance for First Nations students <http://www.viu.ca/firstnations/description.asp>

Professor, Vancouver Island University, Nanaimo, BC 2007-present

Elder in Residence for the First Nations Studies

- Teaching language, culture, and Coast Salish belief systems.
- One-on-one mentoring for First Nations students

- Lecturer in a wide-variety of First Nations courses on diverse topics. See the VIU calendar for course descriptions.
<http://www.viu.ca/calendar/courses/FNAT.ASPX#FNA T110>
<http://libguides.viu.ca/content.php?pid=50467&sid=370481>

Instructor, Simon Fraser University

2012-2014

Hul'q'umi'num' language instructor for a series of courses for SFU First Nations Language Proficiency Certificate, Duncan cohort

FNLG 158 - First Nations Language Immersion I

FNLG 258 - First Nations Language Immersion II

FNLG 231 - Introduction to First Nations Language I

FNLG 232 - Introduction to First Nations Language II

FNLG 331 - Description and Analysis of a First Nations Language I

FNLG 332 - Description and Analysis of a First Nations Language II

FNLG 335 -Topics in First Nations Languages I

FNLG 434 - Topics in First Nations Languages II

OTHER SKILLS AND SPECIALIZED KNOWLEDGE

- Ethnobotany, native herbalist
- Manager for several language and/or culture projects for Stz'uminus First Nations
- Frequent organizer and participant in native ceremonial events

RECENT ACTIVITIES

Starting summer 2010, she has worked with VIU science professors on an ethnobiology project testing the efficacy of native remedies. This work is now being prepared for publication. During summer 2011, she worked with Donna Gerds, Tom Hukari, and Ruby Peter on a film about making dolls for memorial services, one of the many cultural duties that she engages in for longhouse ceremonies. The film, funded by a SSHRC Standard Research Grant, is currently on display at the Cowichan Valley Museum. During summer 2012, she worked with her sister Ruby Peter on transcribing and editing Ellen's White's 300-page manuscript on Hul'q'umi'num' flora and fauna, funded by a Jacobs Research Fund Grant. Recently she has been engaged on a Stories Project with the SFU students <http://sxwiem.hwulmuhwgun.ca/>.

Ruby Peter

Hul'q'umi'num' name: Sti'tum'at

Band membership: Quamichan Band, Cowichan Tribes

EDUCATION

- Diploma in Native Indian Languages 1973-1975
Dept. of Linguistics, University of Victoria, Victoria, BC.
- Course: Teaching Native Languages. Dept. of Education, University of British Columbia, Vancouver, BC, Summer 1975.

RELEVANT EXPERIENCE

Language Teacher

- Hul'q'umi'num' language teacher in 1970s & 1980s: Kindergarten, Elementary and Secondary at St. Catherine's, Quamichan, Queen of Angels, Koksilah. Developed own materials in consultation with Elders.
- Malaspina College, Duncan (now Vancouver Island University). Special program for seventeen native speakers. Four university courses on language, reading, transcription, and linguistics. Co-taught with Tom Hukari. 1995-1996.
- University of Victoria. Linguistics 401. Salish (co-taught with Tom Hukari) 2000.
- Malaspina College. Hul'q'umi'num' language courses. Co-taught with Tom Hukari. 2001-02.
- Northwest Native College (Lummi, WA). Public speaking. 2001. Language & Native History. 2002.
- Malaspina College-U & Cowichan Tribes: Language courses 2003-2006.
- University of Victoria. Linguistics 461. Field Methods (co-taught with Kaoru Kiyosawa). 2008.
- Simon Fraser University (on-site in Duncan, BC). FNLG 158,231,232,331,332,335. Co-taught & developed materials. 2012-2014. <<http://www.sfu.ca/~gerdts/HulquminumLanguageMaterials.html>>

Linguist

- Cowichan Tribes: working as a researcher doing translations and transcriptions, and researching place names and history. 1960s.
- Worked on research projects of Donna Gerdts and Tom Hukari, funded by Social Science Humanities Research Council of Canada and internal Simon Fraser University and University of Victoria grants. 1970s up to present. Research duties included lexicography, constructing sentence examples, syntax and semantic grammaticality judgments, transcription, translation, interviewing Elders.
- Worked as a primary consultant on research projects funded by Jacobs Fund Research Grants, Whatcom Museum, with various linguists. Complementation in Halkomelem (1980), The Syntax of Lexical Suffixes (1992), Halkomelem Motion Applicatives (2004-5), The Suttles Legacy: Island Halkomelem Texts (2007), Hul'q'umi'num' Lexical Suffixes (2007), Form and Function of Hul'q'umi'num' Diminutives (2008), Using Hul'q'umin'um' Gender (2009), Form and Function of Hul'q'umi'num' Diminutives (2010), Hul'q'umi'num' Imperfective Verbs (2011), Hul'q'umi'num' Stories (2011-12), Cowichan Voices (2012), Modality and temporality in Hul'q'umi'num' (2012), Hul'q'umi'num' Flora and Fauna (2012).
- British Columbia Heritage Grant (with Tom Hukari and Helene Demers) to record and transcribe autobiography in both English and Hul'q'umi'num'.
- Worked on Cowichan Language Lessons (26 lessons and CDs) with Tom Hukari. 1994-1995.
- Cowichan Sweaters documentary film, *The Story of the Coast Salish Knitters*: did the transcription & translation
- CURA projects: Elder and advisor on Hul'q'umi'num' projects including six DVDs plus booklets.

- Transcribed and translated for some of the projects. (Community University Research Alliance project Language Revitalization in Vancouver Island Salish Communities: A Multimedia Approach) 2004-2009.
- Consultant for Field Methods Course, Linguistics, University of Victoria. two times.
- Consultant on Hul'q'umi'num' data for various M.A. and Ph.D. theses including: Violet Bianco, "The Role of Sonority in the Prosody of Cowichan" (MA, U of Victoria, 1996), Andrew Cienski, "M'i tst t'akw' The Tellings of Dr. Sam; Texts and Coast Salish Oratory" (MA, U of Victoria, 2009), James Thompson, Syntactic Nominalization in Halkomelem Salish (PhD, UBC, 2012).

PUBLICATIONS

Hukari, Thomas E., Ellen White, and Ruby Peter. 1977. Seagull steals the sun. In *Northwest Coast Texts, Stealing Light*, ed. by B. Carlson. *IJAL Native American Text Series*, Vol. 2, University of Chicago Press, 33-68.

Hukari, Thomas E. (editor), and Ruby Peter (assoc. editor). 1995. *The Cowichan Dictionary of the Hui 'qumi 'num 'Dialect of the Coast Salish People*. Duncan, Canada: Cowichan Tribes.

Gerdts, Donna B., and Ruby Peter. 2011. The Form and Function of Nativized Names in Hul'q'umi'num', *Papers for the 46th International Conference on Salish and Neighbouring Languages, UBCWPL 30*, 81-100.

CONFERENCE PRESENTATIONS (Selected)

Gerdts, Donna B., and Ruby Peter. "Liberating Loanwords: Halkomelem-ized English as a Language Revitalization Tool," Workshop on the Sociolinguistics of Language Endangerment, Linguistic Society of America Summer Institute, Boulder, Colorado, July 2011.

FILMS (selected)

Ruby Peter and Delores Louie. 2011. "Making Memorial Dolls." 40-minute film in Hul'q'umi'num' with English subtitles.

Ruby Peter. 2011. "Ruby Peter at the Stone Church." 11-minute film in Hul'q'umi'num' with English subtitles

Ruby Peter. 2011. "Little Wren Goes Hunting." 12-minute film 2011 Ruby Peter.

2011. "The Sts'inukw'a' Story." 16-minute film

Ruby Peter. 2011. "Q'iseq and the Stoneheads." 24-minute film

Ruby Peter. 2011. "Snotboy saves the Sequestered Girl." 30-minute film

C) Other SFU Linguistics Faculty:

John Alderete

Department of Linguistics
Simon Fraser University
Burnaby, BC, V5A 1S6
Canada

Web: www.sfu.ca/people/alderete

Google Scholar: 2,565 citations,
h-index: 19; *i10*-index: 28

CURRENT POSITION

Professor of Linguistics and Cognitive Science, Simon Fraser University (2017-)

EDUCATION

- 1999 Ph.D., University of Massachusetts, Amherst. Major concentration in phonology and morphology. Dissertation chairperson: Prof. John J. McCarthy.
- 1993 M.A., University of California, Santa Cruz. Major concentration in phonology. Thesis chairperson: Prof. Junko Itô.
- 1992 B.A. with High Honors, University of California, Santa Cruz.

AREAS

Phonology, morphology, psycholinguistics, cognitive science, fieldwork and language documentation

INTERESTS

Theoretical phonology and morphology, Optimality Theory; computational learning algorithms, neural networks, speech errors, language production; Austronesian, Athabaskan, Tahltan, Cantonese

PREVIOUS ACADEMIC POSITIONS

- 2009-2017 Associate professor, Simon Fraser University, Linguistics/Cognitive Science
- 2004-2009 Assistant professor, Simon Fraser University, Linguistics/Cognitive Science
- 2003-2004 Assistant professor, University of South Carolina, Linguistics
- 2001-2003 Postdoctoral associate and visiting assistant professor, Rutgers University, Linguistics, Rutgers Center for Cognitive Science
- 2000-2001 Postdoctoral fellow and visiting assistant professor, Swarthmore College, Linguistics
- 1998-2000 Postdoctoral fellow and sessional lecturer, University of British Columbia, Linguistics

SELECTED HONORS, AWARDS, GRANTS

- 2020-2025 Social Sciences and Humanities Research Council of Canada insight grant 435-2020-0193. Speech production and speech errors (Principal Investigator, 199k)
- 2014-2019 Social Sciences and Humanities Research Council of Canada insight grant 435-2014-0452. Sound structure in speech production (Principal Investigator, 177.2k)
- 2018-*pres* Fellow of the Psychonomic Society
- 2014-2017 Associate editor of *International Journal of American Linguistics*, University of Chicago Press
- 2013-2020 Social Sciences and Humanities Research Council of Canada partnership grant 895-2012-1029. First Nations languages in the twenty first century (with PI Marianne Ignace, 2.49m)

SELECTED PUBLICATIONS

Book

2001. John Alderete. Morphologically governed accent in Optimality Theory. Routledge publishing series, Outstanding dissertations in linguistics. New York: Routledge.

Journal Articles

2020. Alderete, John. Speech errors and phonological patterns: Insights from psycholinguistic and linguistic theory. *Phonological Studies* 23: 77-88.
2019. Alderete, John, Queenie Chan, and H. Henny Yeung. Tone slips in Cantonese: Evidence for early phonological encoding. *Cognition* 19, 103952.
2019. Alderete, John and Monica Davies. Investigating perceptual biases, data reliability, and data discovery in a methodology for collecting speech errors from audio recordings. *Language and Speech* 62: 281-317.
2018. Alderete, John and Paul Tupper. Phonological regularity, perceptual biases, and the role of phonotactics in speech error analysis. *WIREs Cognitive Science*;9:e1466.
2018. Alderete, John, Amber Blenkiron, and Edōsdi (Judy Thompson). Series shifts and mergers in the obstruent phonology of Tahltan (Northern Athabaskan). In press: *Linguistic Discovery*.
2017. Alderete, John and Alexei Kochetov. Integrating sound symbolism with core grammar: The case of expressive palatalization. *Language* 93: 731-766.
2016. Alderete, John and Sara Finley. Gradient vowel harmony in Oceanic. Featured article in *Language and Linguistics* 17: 769-796.

2015. Alderete, John and Kayleigh MacMillan. Reduplication in Hawaiian: Variations on a theme of minimal word. *Natural Language and Linguistic Theory* 33: 1-45.
2013. Alderete, John, Paul Tupper, and Stefan A. Frisch. Phonological constraint induction in a connectionist network: learning OCP-Place constraints from data. *Language Sciences* 37: 52-69.
2013. Alderete, John and Mark Bradshaw. Samoan root phonotactics: Digging deeper into the data. *Linguistic Discovery* 11: 1-21.

Book Chapters, Conference Proceedings, Technical Reports

2018. Alderete, John and Paul Tupper. Connectionist approaches to generative phonology. In A. Bosch and S. J. Hannahs (eds.), *The Routledge handbook of phonological theory*, pp. 360-390. New York: Routledge.
2015. Blenkiron, Amber and John Alderete. Reduplication in Rotuman: A curious case of emergent unmarkedness. In Yuchau Hsiao and Lian-Hee Wee (eds.), *Capturing phonological shades within and across languages*, pp. 266-290. Newcastle: Cambridge Scholars Publishing.
2014. Alderete, John, Paul Tupper, Stefan A. Frisch. Phonotactic learning without a-priori constraints: Arabic root cooccurrence restrictions revisited. *Chicago Linguistic Society (CLS)* 48: 1-16.

Data Collections

2019. Alderete, John. Simon Fraser University Speech Error Database – English Beta. [Database of over 10,000 speech errors in English with speech samples and cross-classified by 80 variables]
2018. Alderete, John and Queenie Chan. Simon Fraser University Speech Error Database – Cantonese 1.0 [Database of over 2,500 speech errors in Cantonese with speech samples]

ADVISING

GRADUATE STUDENTS

2019. Joe Collins, Ph.D. (University of Norway, examiner), ‘Neural attractors and phonological grammar’.
- 2011-present. Stan Anonby, Ph.D. (SFU, committee), ‘Persistent multilingualism among the Sebuyau: An ethnography of communication’.
- 2017-2019. Heikel Badrulhisham, M.A. (SFU, supervisor), ‘Formulaicity of affixes in Turkish’.
- 2018-2019. Louise Framst, M.A. (SFU, committee), ‘Tahltan verb classifiers and how to use them’.
- 2014-2015. Judy Thompson, Postdoctoral fellow (SFU, supervisor), ‘First Nations languages in the twenty first century: Tahltan language revitalization and language learning’.

2013-2015. Melissa MacAskill, M.A. (SFU, supervisor), 'Experimental exploration of ambisyllabicity in English'.

2011-2015. Kayleigh MacMillan, M.A. (SFU, supervisor), 'Phonological acquisition by children with autism: A case study'.

2013-2014. Oscar Dennis, M.A. (UNBC Anthropology, committee), 'How I learned the language: Pedagogical structure of the Tahltan language'.

2013. Parastoo Geranmayeh, M.Sc. (SFU Computing Science, examiner), 'Learning the thematic roles of words in sentences via connectionist networks that satisfy strong systematicity'.

2011-2013. Amber Blenkiron, M.A. (SFU, supervisor), 'Reduplication in Rotuman'.

UNDERGRADUATE STUDENTS

Jane Li (2018-2019), Gavin Tam (2018-2019), Macarius Chan (2017-2018), Olivia Nickel (2016-2018), Laura Dand (2017-2018), Tsz Ying Ng (2016-2017), Monica Davies (2014-2016), Holly Wilbee (2014-2015), Gloria Fan (2014-2016), Derik Ng (2013), Mark Bradshaw (2010), Michael Fry (2010), Angela Cooper (2006), Henrike Blumenfeld (2001), Kyra Jucovy (2001), Oscar Dennis (1999).

TEACHING (UMASS, UBC, SWARTHMORE, RUTGERS, USC, SFU)

UNDERGRADUATE

Morphology (8 times at SFU)

Advanced phonology (9 times at SFU, UBC)

Introduction to phonetics and phonology (11 times at UBC, Swarthmore, SFU)

Phonetics practicum (once at UBC)

Introduction to linguistics (11 times at UMass, SFU, USC, Rutgers)

Field methods (twice at Rutgers, UMass)

Foundations in cognitive science (6 times, SFU)

GRADUATE

Graduate-level phonology (7 times at SFU, USC)

Seminars (selected):

The morphology-phonology interface (Rutgers)

Computational learning in phonology (SFU)

Introduction to language production (SFU)

Psycholinguistics of Chinese languages (SFU)

History of English (USC)

Heather Bliss, PhD

EDUCATION

- 2013 PhD in Linguistics, University of British Columbia
- 2005 Master of Arts in Linguistics, University of Calgary
- 2003 Bachelor of Arts (Honours) in Linguistics, University of Calgary

TEACHING EXPERIENCE

Lecturer, Simon Fraser University (2018-PRESENT)

- LING 282W: Writing for Linguistics
- LING 220: Introduction to Linguistics
- LING 100: Communication and Language
- LING 280: Indigenous Languages in Canada¹
- LING 801: Syntax (graduate seminar)

Sessional Instructor / Visiting Instructor

- Indigenous Languages in Canada (Kwantlen Polytechnic University: 2017, 2018, 2020)
- Language Revitalization Policy & Planning (U. of Victoria / Nunvut Arctic College: 2019)
- Algonquian Linguistics (University of Victoria: 2015)
- Syntactic Field Methods (Hebrew University of Jerusalem: 2016)
- Syntax and Semantics (University of British Columbia: 2011, 2012, 2016)

OTHER RELEVANT EXPERIENCE

Collaboration with Siksika community members on Blackfoot language projects (2003-present)

- Creator and curator of the Blackfoot Oral Stories Archive (2016-present)
- Lead organizer of Áíkamotsiipohtoo’p Siksikáípowahsin workshop series (2019-present)
- Language documentation supported by 12 linguistic fieldwork grants

Consulting for Indigenous organizations including:

- First Peoples’ Cultural Council of BC
- First Nations Education Steering Committee
- Urban Society for Aboriginal Youth

¹ This course is currently offered under the umbrella of the “Interdisciplinary Topics in Linguistics.” A proposal for a new stand-alone course (LING 230) for Indigenous Languages in Canada is in development.

Consulting for other organizations on Indigenous language issues:

- Kinkade Language and Culture Foundation
- Theatre Calgary
- B.C. Ministry of Education

SELECT AWARDS AND HONOURS

Banting Postdoctoral Fellowship (2016)

SSHRC Postdoctoral Fellowship, and Finalist for SSHRC Talent Award (2014)

SSHRC Graduate Scholarships (2007, 2004)

SELECT RESEARCH GRANTS

SSHRC Connection Grant (for Blackfoot language skills workshops, 2019)

Foundation for Endangered Languages Grant (for Blackfoot orthography workshop, 2019)

Reconciling Curriculum Micro Teaching Development Grant (SFU, 2019)

Ii'taa'poh'to'p Indigenous Capacity Building Grant (University of Calgary, 2018)

SSHRC Connection Grant (for Indigenous language documentation conference, 2015)

SELECT RESEARCH CONTRIBUTIONS

Bliss, Heather, Suzanne Gessner, Tracey Herbert, and Aliana Parker. 2020. *Framing the discussion: A proposal for a national strategy for the implementation of Bill C-91*. Discussion paper prepared for the First Peoples' Cultural Council of B.C. (Submitted to the Department of Canadian Heritage.)

Bliss, Heather, Inge Genee, Marie-Odile Junker, and Daniel Paul O'Donnell. 2020. "Credit where credit is due": Authorship and attribution in the Algonquian language digital resources. *Interdisciplinary Digital Engagement in Arts & Humanities* 1(1).

Bliss, Heather. 2019. *Predictive Factors for High-Resource Funding in Indigenous Language Legislation*. Report prepared for the First Peoples' Cultural Council of British Columbia.

Bliss, Heather. 2019. Code-switching in Blackfoot Stories. In Martin, Katie (ed). *Proceedings of the 2019 Canadian Linguistics Association Annual Conference*. 8 pages.

Bliss, Heather, Noreen Breaker, and Elizabeth Ritter. 2019. *A'tsotsspommootsiyo'p Niitsitapi'powahsin: We help each other together with the Blackfoot language*. Paper presented at the 6th International Conference on Language Documentation & Conservation. Honolulu, Hawaii: University of Hawaii at Manoa, February 28-March 3, 2019.

Bliss, Heather, Elizabeth Ritter, and Martina Wiltschko. 2019. Inverse Systems and Person Hierarchies. In Daniel Siddiqi, Michael Barrie, Carrie Gillon, Jason Haugen, and Eric Mathieu (eds). *The Routledge Handbook of North American Languages*.

- Charm Breaker, Ikino'motstaan Noreen Breaker, and Heather Bliss. 2019. *Áitsinikiyo'p Siksikáípowahsin*. Invited presentation at the Celebration of Indigenous Languages in Alberta Showcase. University of Calgary: November 2, 2019.
- Bliss, Heather. 2018. *A Global Perspective on Costing Indigenous Language Revitalization*. Report prepared for the First Peoples' Cultural Council of British Columbia.
- Bliss, Heather, and Myles Creed. 2018. *Costing Models for Language Maintenance, Revitalization, and Reclamation in Canada*. Report prepared for the First Peoples' Cultural Council of B.C.
- Bliss, Heather, and Noreen Breaker. 2018. *Language Revitalization in Treaty 7 Territory: The School of Languages, Linguistics, Literatures, and Cultures' Responsibility to the Siksika, Stoney Nakoda, and Tsuut'ina Communities*. Report prepared for the Faculty of Arts, University of Calgary.
- Bliss, Heather. 2018. Pseudo-Incorporation in Blackfoot. *International Journal of American Linguistics* 84(4): 441-470.
- Bliss, Heather, Sonya Bird, PEPAŪIYE Ashley Cooper, Strang Burton, and Bryan Gick. 2018. Seeing Speech: Ultrasound-based Multimedia Resources for Pronunciation Learning in Indigenous Languages. *Language Documentation & Conservation* 12: 315-338.
- Bliss, Heather, and Will Oxford. 2017. Patterns of syncretism in nominal paradigms: A pan-Algonquian perspective. In Macaulay, Monica and Margaret Noodin (eds.) *Papers of the Forty-Sixth Algonquian Conference*. Michigan State University Press, pp. 1-18.
- Bliss, Heather, Strang Burton, and Bryan Gick. 2016. Ultrasound Overlay Videos and their Application in Indigenous Language Learning and Revitalization. *Canadian Acoustics* 44(3): 136-37.
- Bliss, Heather. 2015. *How to analyse a morpheme: Lessons from linguistic fieldwork*. Plenary talk at NWLC 31 (Northwest Linguistics Conference.) University of Victoria, April 25-26, 2015.
- Bliss, Heather, and Bettina Gruber. 2015. Temporal Restriction on Personal Pronouns: The Composition of Blackfoot Proclitics. *Lingua* 156: 175-199.
- Bliss, Heather. 2013. *The Blackfoot Configurationality Conspiracy: Parallels and Differences in Clausal and Nominal Structures*. PhD dissertation, the University of British Columbia.

John Lyon

CONTACT INFORMATION	<p>Department of Linguistics Simon Fraser University 8888 University Drive Simon Fraser University Burnaby, BC V5A 1S6 CANADA</p> <p>Cell: (559) 477-3087 E-mail: jmlyon@sfu.ca</p>
CITIZENSHIP	Canadian, U.S.
RESEARCH INTERESTS	Indigenous language documentation and education, Interior Salish languages
CURRENT POSITIONS	<p>Visiting Professor: Simon Fraser University Sep 2020 - present Simon Fraser University Department of Linguistics: Indigenous Languages Program</p> <p>Assistant Professor (Semantics): California State University, Fresno Sep 2018 - present California State University, Fresno, Department of Linguistics</p>
EDUCATION	<p>University of British Columbia, Vancouver, BC, CANADA</p> <p>Ph.D., Linguistics, May 2014 Thesis Title: <i>Predication and Equation in Okanagan Salish: The Syntax and Semantics of DPs and Non-verbal Predication</i></p>
LANGUAGES	<p>English: native speaker St'át'imcets (Lillooet Salish): semi-fluent, 8 years of fieldwork; 6 years of instruction Nsyilxc@n (Okanagan Salish): semi-fluent, 11 years of fieldwork Snchitsu'umshtsn (Coeur d'Alene Salish): 2 years of dictionary work Chukchansi (Yokuts): 2 years documentation and grammar work with elders Secwepemctsin (Shuswap Salish): 4 months work with elders German: proficient with a total of 10 years school experience; 1 year in Germany</p>
PEER-REVIEWED BOOKS & ARTICLES	<p>forthcoming. Lyon, J. & Davis, H. (eds). <i>Nelh Sqwéqwelsa sSam Mitchell: The Stories of Sam Mitchell: St'át'imc Story-Teller</i>. Upper St'át'imc Language Culture and Education Society (USLCES) / University of British Columbia Occasional Papers in Linguistics. 531 pages.</p> <p>Lyon, John. (2016). <i>Okanagan Grouse Woman: Narratives from the Upper Nicola by Lottie Lindley</i>. University of Nebraska Press. Lincoln, NE. 492 pages.</p> <p>Lyon, John. (2016). Francis Drake's 1579 Voyage: Assessing Linguistic Evidence for an Oregon Landing. <i>Anthropological Linguistics</i> 58:1. 68 pages.</p> <p>Lyon, John. (2015). Okanagan Determiner Phrases and Domain Restriction. <i>International Journal of American Linguistics</i> 81:2. pp 187-219.</p> <p>Lyon, John. (2013). Oblique Marked Relatives in Southern Interior Salish: Implications for the Movement Analysis. <i>Canadian Journal of Linguistics</i> 58:2. pp 349-382.</p> <p>Lyon, John. (2010). Lawrence Nicodemus's Snchitsu'umshtsn File Card Collection in Dictionary Format. <i>Northwest Journal of Linguistics</i> 4:2. pp 1-110.</p> <p>Lyon, John & Greene-Wood, Rebecca. (2007). <i>An Edition of Lawrence Nicodemus's Coeur d'Alene Dictionary in Root Format</i>. University of Montana Occasional Papers in Linguistics</p>

(UMOPL), vol. 20. Missoula, MT. eds. Anthony Mattina, Timothy Montler. monograph, 242 pages.

OTHER REVIEWED BOOKS

The following two volumes were reviewed in the International Journal of American Linguistics, vol. 84, no. 3, July 2018, pp. 435-38. *Please click [here](#) to see the review.*

Davis, H., Lyon, J., & van Eijk, J. (eds). (2017). *Sqwéqwel's Nelh Skelkekla7lhkálha: Tales of our Elders, from Bill Edwards, Martina LaRochelle, and Sam Mitchell*. Upper St'át'imc Language Culture and Education Society (USLCES) / University of British Columbia Occasional Papers in Linguistics. 381 pages.

Alexander, C. (author), Callahan, E., Davis, H., Lyon, J., & Matthewson, L. (eds). (2016). *Sqwéqwel' múta7 sptakwlh: St'át'imcets Narratives by Qwa7yán'ak (Carl Alexander)*. Upper St'át'imc Language Culture and Education Society (USLCES) / University of British Columbia Occasional Papers in Linguistics. 457 pages.

SELECT EMPLOYMENT EXPERIENCE

SSHRC Post-Doctoral Fellow: University of Victoria Aug 2016 - Aug 2018
[University of Victoria Department of Linguistics](#)

Instructor: Morphology and Syntax of a First Nations Language (LING 811) Feb - Mar 2018
[SFU Graduate Certificate Program in the Linguistics of a First Nations Language](#)

Instructor: Field Methods for Language Preservation (LING 183A/B) Apr - May 2017/2018
[UVIC Certificate Program in Aboriginal Language Revitalization \(CALR\)](#)

Postdoctoral Fellow: Simon Fraser University Nov 2013 - Aug 2016
[First Nations Language Partnership Grant](#)

Language Instructor: Intermediate St'át'imcets Transcription (FNLG 335-2) Jan - Apr 2016
[Simon Fraser University First Nations Languages](#)

Language Instructor: St'át'imcets Grammar and Literature (FNLG 335-1) Feb - May 2015
[Simon Fraser University First Nations Languages](#)

Language Instructor: St'át'imcets (Lillooet Salish) Sep 2008 - May 2012 [In-Shuck-Ch Nation](#), Deroche, BC

SELECT RECENT CONFERENCE PRESENTATIONS

2019. *Nelh Sqwéqwelsa sSam Mitchell: The Stories of Sam Mitchell: St'át'imc Story-Teller*. Presented at the 28th Annual California State University, Fullerton, Linguistics Symposium ('Languages of the Americas'). Fullerton, CA.

2019. *Interior Salish Particles: Comparing Nsyilxcn and NxaPamxćín*. Presented with Ewa Czaykowska-Higgins at the Society for the Study of the Indigenous Languages of the Americas (SSILA) Annual Meeting in New York, NY.

2018. *Acknowledging Indigenous and other Knowledge in Grammars of Indigenous Languages*. Invited Panel Presentation and Round Table Discussion at the Annual Conference of the Canadian Linguistic Association. University of Regina, Regina, SK.

2017. *Building Literature from St'át'imcets Oral Narrative*. Presented at the 5th International Conference on Language Documentation and Conservation. University of Hawaii, Manoa.

2016. *The Flooding of the Upper Bridge River Valley: St'át'imcets Narratives and an Artist's Exhibition*. Presented at the 51st Annual International Conference for Salish and Neighbouring Languages (ICSNL) in Powell River, BC.

Appendix 7 - Budget for the proposed program (financial and personnel)

Courses are taught by three continuing faculty members in INLP, Linguistics faculty, one visiting faculty member, a postdoctoral fellow, term lecturers and sessional instructors, and through the Western Deans Agreement.

Future cohort offerings will be scheduled based on teaching cycles of continuing faculty members and available visiting faculty, and will require budgetary approval. In some cases, portions of future cohorts may be resourced through external grants and funding programs.

Sample course planning and budget table

A. Course Planning*

Graduate Certificate Courses

Term 1 / Summer 2021

LING 810 (3 units)
LING 831 (4 units)
LING 890A (1 unit)

Term 2 / Fall 2021

LING 833 (4 units)

Term 3 / Spring 2022

LING 832 (4 units)

MA Courses

Term 4 / Summer 2022

LING 830 (4 units)
LING 834 (4 units)

Term 5 / Fall 2022

LING 890B (1 unit)
LING 891 (1 unit)

Term 6 / Spring 2023

LING 893 MA Project (6 units)
or LING 898 MA Thesis (10 units)

Terms 7, 8, 9 / Summer 2023 to Spring 2024

LING 893 or LING 898
additional time as appropriate and no more than 9 terms for the completion of the MA

* Course scheduling is based on one CFL faculty teaching terms Fall 2021, Spring 2022 as well as Fall 2022 and Spring 2023, incorporating supervision of most of the cohort MA projects into

teaching load for Spring Term 2022. These will be regular load (where the faculty member will have no other teaching schedules during this period). The budget for Visiting Faculty in Summer 2021 is already covered.

Future cohorts will be scheduled similarly with three (3) courses plus LING 893 or 898 thesis or project supervision taught by CFL faculty as part of load, who will also act as coordinators of respective cohorts; the remaining three (3) courses will be taught by Visiting/Limited Term, or Sessional, or Faculty.

Students may also enroll in graduate courses offered by the Department of Linguistics such as LING 804 or LING 810 where the topic is appropriate.

B. Personnel

	Term 1 Sum. 2021	Term 2 Fall 2021	Term 3 Spring 2022	Term 4 Sum. 2022	Term 5 Fall 2022	Term 6 Spring 2023
Faculty (CFL)	N/A (INL Program coordination/orientation)	LING 833-4	LING 832-4	LING 834-4	LING 890B-1 LING 891-1 (Research Design and methods**)	LING 893-6
Visiting Faculty	LING 810-3 LING 831-4			LING 830-4		
Sessional	LING 890A-1 Writing workshop					
Teaching Assistant(s)	1 unit (upon demand)			1 unit (upon demand)		
Elders/Mentors	(Five terms)					

** For the 2021-23 cohort, Term 5 courses (LING 890B and LING 891 Seminars on Research Design; 2 units total) will be taught by CFL as part of load.

Faculty availability:

Many of our continuing Linguistics faculty do research on various First Nations languages and related topics, and wish to make themselves available for graduate supervision and teaching. (See **Faculty members' teaching/supervision**, p.12.)

In addition, the SFU Indigenous Languages Program and the Department of Linguistics have a history of employing postdoctoral fellows and other PhD holders who specialize in community-engaged research and documentation of particular Indigenous languages to teach undergraduate courses in Linguistics and Indigenous languages. Such individuals have

excellent expertise and capacity to support instruction in the Graduate Certificate and the proposed MA program.

It is an important aspect of the program that some courses are co-taught by Indigenous Elders. We include the CVs of four such highly qualified Elders in Appendix 5: Lawrence Bell, Chief Dr. Ronald E. Ignace, Delores Louie, and Dr. Ruby Peter.

We also have a number of current PhD students in Linguistics or Individualized and Interdisciplinary Studies (INS) with expertise to serve as teaching assistants in future courses.

C. Budget

As a large and heterogeneous faculty, FASS is committed to redistributing resources as needed to support smaller programs which align with the Faculty's overall vision and plan but may not be self-supporting or profitable. In alignment with SFU's *Walk This Path with Us* report, a fundamental value stated in the FASS 2018-23 5-year plan is advancing reconciliation through improving the success rates of Indigenous students, increasing research opportunities for Indigenous scholars, and mobilizing Indigenous ways of knowing. The proposed MA is central to these goals and values, and thus a strategic priority for FASS. The MA serves a unique cohort of students, and requires both specialized instructors and staff who are knowledgeable about, and nimbly responsive to, the needs and challenges of this student population. These resource needs, together with the financial constraints faced by many of the students, make the MA-INLL a program which must be assessed primarily in terms of its social benefit rather than its profitability.

Budget plan:

For the courses in an initial cohort, beginning in Summer 2021 with the already approved Graduate Certificate in the Linguistics of an Indigenous Language which will comprise up to 50% of the course requirements for the MA, all instructional costs are met by continuing faculty and already hired visiting faculty, teaching courses as part of regular load. For an initial cohort, costs for any additional sessional or visiting faculty or for one or more teaching assistants will be covered in part by revenues accruing from INLP's community course deliveries. For future cohorts, all costs for continuing, non-continuing, or new faculty, for teaching assistants, and for other instructional costs will have to be approved by the university.²

² See budget table next page.

Instructional Costs for one Cohort of MA INLL (based on cohort of 15 students)

- 6 Terms to complete
- Assume admission every two years, Summer start
- Assume the Graduate Certificate program is on a per-term fee basis, not per-credit basis

	01-Sep-20				
Tuition, full-time fee/term:	1,946.94				
		revenue based on % of FAM			
Revenue		Yr 1	Yr 2	avg of two years	
<i>Govt grant + Tuition fee revenue - % of FAM based on 15 AFTE</i>		118,865	118,865	118,865	
Expenses		Yr 1	Yr 2	avg of two years	
CFL	- assume 2 courses and 4 courses taught by CFL in Yr 1 and Yr 2 respectively - 2 CFL co-supervise final project/thesis LING 893-6 or LING 898-10 - LING 890B-1 and LING 891-1 count as one course teaching load	64,403	131,383	97,893	
Term faculty/SI		28,783	11,827	20,305	
TA for 2 courses - 1 unit each	1 unit each in terms 1 and 4	3,360	3,427	3,394	
Elder fees	\$35-\$50/hr, \$5K-\$15K, as required, 5 terms max.	10,000	10,000	10,000	
Net new staff requirement - 0.6 CUPE prog asst	program asst/grad sec - workload would include U/G as well as grad	39,486	41,066	40,276	
- symposium/convocation	symposium, convocation every other year		6,000	3,000	
- operating - printing, promotion, travel, student support and travel, stds in need		5,000	5,000	5,000	
		151,032	208,703	179,868	
Shortfall		- 32,167	- 89,838	- 61,002	

Administration, support staff, and space:

Academic and financial matters will be administered by an Indigenous Languages Program Steering Committee (INLCSC).

Administrative assistance for this MA is provided by the Indigenous Languages Program Manager and staff (Program Assistant/Graduate Secretary).

Courses offered in Burnaby or Vancouver will be scheduled in regular seminar and classroom spaces provided at the university. When Graduate Certificate and MA courses are delivered in communities, First Nations partner organizations can provide space and administration. For example, classroom space will be provided for the Duncan Hul'q'umi'num' cohort by Stz'uminus Senior Secondary School, Ladysmith, and if modules or courses are delivered in the Yukon, the Yukon Native Language Centre provides space.

Proposed tuition and other program fees including a justification

The tuition will be term-based, as is usual for graduate research programs (e.g. \$1,946.94 per term per student in the 2020-21 Academic Year; \$1,985.94 in 2021-22; and \$2,025.66 est. in the 2022-23 Year.) Amounts will be adjusted based on University's incremental increases. This is not an appropriate target audience for a premium-fee program.