

**OMNIBUS PROPOSAL TO DISESTABLISH THE DEPARTMENT OF HUMANITIES
AND CREATE TWO NEW DEPARTMENTS (“ARTS, CULTURE AND MEDIA” AND
“HISTORICAL AND CULTURAL STUDIES”) AND ONE EXTRA-DEPARTMENTAL
UNIT AS AN EDU:A (“CENTRE FOR FRENCH AND LINGUISTICS”)**

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1. EXECUTIVE SUMMARY

The Department of Humanities was reviewed in 2009-2010. A central recommendation of the review was that the existing department be divided into smaller units in order to improve the administrative management, delivery of programs, and scholarly activity of the Department. After the review, there were extensive consultations within and outside of the Department of Humanities, and a proposal was taken through governance to move the disciplines of English and Philosophy out of the Department of Humanities. The new Departments of English and Philosophy were established effective 1 July 2010. It was understood at that time that those disciplines that remained in the Department of Humanities would continue work to determine appropriate structures for themselves. Concurrent with the focus on departmental structure, the department also was involved in academic planning along with the other academic units at the University of Toronto Scarborough. Now, after extensive consultations within and outside of the Department of Humanities, colleagues are proposing the dissolution of the department and the creation of three independent units: the Departments of Arts, Culture and Media; the Department of Historical and Cultural Studies, and the Centre for French and Linguistics. These new administrative structures will allow the disciplines and programs to flourish as they assume greater control over their own destinies. Finally, while the interdisciplinary ethos of Humanities has been, and will continue to be, a valuable asset, the collection of diverse faculty into a Humanities department has been out of step with the other campuses at the University of Toronto and within the broader academy.

This reorganization will not affect the curriculum or the delivery of academic programs, but it will result in the relocation of the programs to the new departments.

The graduate departments to which faculty currently are assigned will remain unchanged.

The reorganization will have no immediate implications for space allocation. However, the need for contiguous space for the new units will be an important priority in the coming months. Where feasible, the units also will work together with other the humanities departments to preserve common areas, including the mailroom and meeting room. Human Resource Services at UTSC has analyzed and enumerated the administrative needs of the new Departments. We are committed to meeting these needs.

2. INTRODUCTION

The Department (formerly Division) of Humanities has existed at UTSC since its inception in 1964. It is the one of the largest, most complex departments at UT Scarborough. Until 2010, it functioned as an omnibus department for disciplines in the humanities, including English, French, History, Linguistics, and Philosophy. In 2010 English and Philosophy moved from Humanities and formed their own

independent departments. Currently, the Department of Humanities is comprised of a wide array of programs, including African Studies, Classical Studies, French, Global Asia Studies, History, Linguistics, Psycholinguistics, Media Studies, Religion, Women's and Gender Studies, and the Visual and Performing Arts programs. This last group includes Art History, Arts Management, Music, Studio, and Theatre and Performance Studies. The Department of Humanities is also engaged in cooperative education, combining academic studies with work experience, and in joint programs in Journalism and New Media Studies with Centennial College. The Department of Humanities is unusual not only in the number and range of its programs, but also in including a theatre (Leigha Lee Browne Theatre), two galleries (the Doris McCarthy Gallery and the student's Gallery 1265) that were brought into the department in 2005, and a recently created Office of Arts and Events Programming.

The Department of Humanities was developed at a time when all academic programs on the campus were organized in three large Divisions – Sciences, Social Sciences, and Humanities. In the 1970s the Division of Sciences split into Life Sciences and Physical Sciences. In 1991, Economics separated from Social Sciences to form the kernel of the Department of Management. In 2002 Physical Sciences subdivided into Computer and Mathematical Sciences and Physical and Environmental Sciences; Life Sciences split into Biological Sciences and Psychology in 2007.

In 2009-10 the original omnibus department of Humanities was reviewed. The external reviewers made a strong case for vibrant and self-confident disciplinary based units. They recommended that the department be split into five new units. English and Philosophy enthusiastically embraced this recommendation and became their own departments in 2010. The remainder of colleagues in Humanities wished to continue working to determine appropriate structures for themselves. In 2010-11, concurrent with the focus on departmental structure, Humanities was involved in the campus-wide academic planning process. The departmental academic plan was developed after extensive discussion and consultation among members of the department, with colleagues elsewhere, and with the Dean's Office. The plan articulated a vision for further departmentalization.

The table below lists the existing programs in each of the proposed units.

Proposed Unit	Existing programs
Dept. of Arts, Culture and Media	Specialist (Co-op), and Specialist in Art & Culture Major (Co-op), Major, and Minor in Art History Specialist (Co-op), and Specialist in Arts Management Specialist in Journalism (Joint with Centennial) Minor in Media Studies Major (Co-op), Major, and Minor in Music and Culture Major in New Media Studies (Joint with Centennial) Major (Co-op), Major, and Minor in Studio Major (Co-op), Major, and Minor in Theatre and Performance Studies
Dept. of Historical and Cultural Studies	Minor in African Studies Minor in Classical Studies Specialist, Major, and Minor in Global Asia Studies Specialist (Co-op), Specialist, Major (Co-op), Major, and Minor in History Minor in Religion Major (Co-op), Major, and Minor in Women and Gender Studies
Centre for French and Linguistics (EDU: A)	Specialist (Co-op), Specialist, CTEP, Major (Co-op), Major, and Minor in French Minor in French for Francophones Specialist (Co-op), Specialist, Major (Co-op), Major, and Minor in Linguistics Specialist (Co-op), and Specialist in Psycholinguistics

The table below shows the faculty complement of the proposed units. It also lists the enrolments in their programs and the FCE counts in their courses.

Proposed Unit	Tenure-Stream (FTE)	Teaching Stream (FTE)	Program Enrolment	Course Enrolment
Dept. of Arts, Culture and Media	10.82	13.31	767	2,316
Dept. of Historical and Cultural Studies	13.67	2.25	580	2,739
Centre for French and Linguistics (EDU: A)	6.49	5.75	475	1,639
Total	30.98	22.31	1,822	6,694

Faculty members in the Department of Humanities have their graduate homes across a range of ten arts and science graduate departments, OISE/UT, the Faculty of Information, and the Faculty of Music.

3. ACADEMIC PLANNING AND CONSULTATION

In 2008 the Principal of the University of Toronto Scarborough initiated a strategic planning process. The strategic plan that developed over the course of that year emerged out of widespread engagement and consultation with stakeholders, including academic departments, department chairs, faculty, students, staff, and alumni. The Strategic Plan set out themes that were developed as a result of

consensus gained through various departmental consultations and town hall meetings held across the campus. During the same year, the academic departments developed academic plans that focused on these strategic directions.

Following the completion of the Strategic Plan, the next stage was to develop the UTSC academic plan. Throughout the 2010-11 academic year, the Chairs worked closely with members of their departments to develop staged implementation plans arising from the documents they crafted in 2008. The Dean's Office presided over an iterative process with the departments, providing guidance, editorial suggestions, and feedback on multiple draft versions of these plans.

It was during this robust stage of the planning process that colleagues in the Department of Humanities clearly indicated their desire to departmentalize and began to develop the necessary visions and plans for greater autonomy for the three clusters of disciplines and programs. The resulting departmental plan began to address the current state and future aspirations of each group. They are now working closely with the Dean's Office to expand these into formal, fully developed academic plans for the new units.

Following completion of the academic planning process in November 2011, the Dean began a series of consultative meetings with each of the discipline and program groups within the Department of Humanities. These meetings ran through the late Fall and early Winter terms and involved all tenure-stream and teaching-stream faculty as well as administrative staff. When necessary, the Dean also met with disciplinary leaders to respond to ideas, explain University policies, and encourage the broadest possible grass roots consultation. The Vice-Dean Undergraduate and the Assistant Dean met with members of the department's administrative staff to discuss administrative support for the new units. They also met with students in the various Humanities programs to hear their views and explain the rationale behind the restructuring. In addition, there were meetings with the directors of each program that focused on the current state of the programs and their short- and medium-term resource needs.

4. DEPARTMENTS AND EXTRA-DEPARTMENTAL UNIT

Colleagues in the Department of Humanities are proposing the dissolution of the department and the creation of three independent units: the Department of Arts, Culture and Media, the Department of Historical and Cultural Studies, and Centre for French and Linguistics (EDU:A).

4.1 Department of Arts, Culture and Media

It is proposed that the Department of Arts, Culture and Media at the University of Toronto Scarborough be established effective 1 July 2012.

The Department of Arts, Culture and Media will contain all the Art & Culture, Art History, Arts Management, Journalism, Media Studies, Music and Culture, New Media Studies, Studio, and Theatre and Performance Studies programs currently housed in the Department of Humanities, as listed in the table on page four. The move of these programs to the new Department will have no resource implications with regard to faculty complement or infrastructure. Augmented administrative resources will be provided as discussed below.

The Department will have a faculty complement of 24.13 FTEs, 10.82 tenure-stream faculty and 13.31 teaching stream faculty.

The new Department will operate under the leadership of a Chair who will carry out the functions that are normally assigned to such academic administrators and who will serve as a member of the PDAD&C and the UTSC Chairs Group. The Chair will appoint the necessary committees (e.g., Curriculum Committee, a Progress Through the Ranks Committee, etc.) in order to conduct departmental business.

The proposed department of Arts, Culture and Media will comprise eight academic disciplines and four arts units. The academic disciplines are:

- Visual and Performing Arts, which is made up of
 - Art History
 - Arts Management (including the Cultural Pluralism in the Arts initiative)
 - Music and Culture
 - Studio, and
 - Theatre and Performance Studies
- Media Studies
- New Media Studies
- Journalism.

The four arts units are the:

- Doris McCarthy Gallery
- Gallery 1265
- Leigha Lee Browne Theatre, and
- Arts and Events Programming.

Visual and Performing Arts has a long history as a successful association of five separate, but interrelated, arts disciplines that cohere as an academic unit around several broad principles. The two galleries and the theatre have always been inextricably linked with academic programs within Visual and Performing Arts. The

formation a few years ago of Arts and Events Programming has provided a fourth unit that has become an important element in the new department's vision. The recent addition of the Media Studies and New Media Studies programs to the group was a logical one that has added further complementary strengths.

As a multi-disciplinary department, a shared commitment to several broad principles provides coherence:

- Fundamental is the belief that the arts are not something peripheral, ornamental or optional, but an important building block of society. Beyond the intrinsic value of a knowledge of the arts, the skills learned in their study are universal and transferable. The department will cater not only to students who aspire to a career in the arts, but also to those who will find careers elsewhere.
- A second principle is that the arts are best studied in an environment linking theory and practice and within which the interrelationships among the arts are continuously reinforced by the physical proximity of their facilities.
- A third principle is that locating a multi-faceted arts department in a research university has certain implications, most notably that the arts will be studied and practiced in a culture of broad critical discourse, and that research in the department will encompass a very wide range of creative and scholarly activities.
- Lastly, the academic activities of the department will manifest themselves not only in ways that are common to all university disciplines, but also in ways that connect publically with a variety of concentric communities. The new department will continue the role of Visual and Performing Arts and its constituent disciplines as the focal point of a broad range of cultural activities.

Each of these principles implies, in turn, areas of structure and policy in the new department. The first, second and third principles suggest how the curriculum and programs should be shaped. The second principle builds on two current strengths of the current Visual and Performing Arts & Media Studies groups – namely its unique blend of theory and practice, and its strong commitment to interdisciplinarity based in robust individual disciplines. The third principle draws attention to yet another current strength – the wide range of research and creative activity undertaken by faculty. The final principle draws attention to the way in which current academic programs are tied into the activities of four arts units.

- ***Programs and Curriculum*** – The boundaries between the arts are extremely fluid, and some of the most exciting contemporary research and artistic creation takes place at those boundaries. At the same time it is recognized that students must be given a firm grounding in the material and methodologies particular to individual disciplines. Thus the basis of the curriculum will continue to be healthy disciplines, around which new opportunities for students to explore across disciplinary boundaries will be developed. Resource allocation will need to be carefully balanced between the needs of individual disciplines and the needs of an overarching philosophy of interdisciplinarity.

- ***The educational environment*** – The Department of Arts, Culture and Media will be a multi-disciplinary department in which traditional disciplinary boundaries are tested and challenged, and in which scholarly and professional activities are weighted towards the modern and contemporary in a global context. Students will be given the tools with which to understand and participate in the unique perspectives that the arts and media have on society. They will not simply study, but will be actively engaged in, the broad range of issues – social, artistic, cultural, political etc. – that drive the work of artists, scholars, arts managers, media specialists, and journalists. The aim of all programs is to produce students who are, in the broadest sense, artistically literate, critically sophisticated, lucidly articulate, global citizens. The department will continue to foster a close interrelationship between historical, critical, and analytical studies and their practice based counterparts. The ways in which this will be managed will differ from one discipline to another, but it is essential that the overall balance be maintained in the new department. Practice based instruction is expensive to mount, both in terms of specialized physical spaces and in terms of class sizes, which of necessity must be small to be effective. Further, the unique blend of theory and practice and of curricular and co-curricular activities fostered by the inclusion of galleries, theatre and event planning within the department lends itself to the development of a wide range of experiential activities and this potential will be fully explored.

The four arts units – the Doris McCarthy Gallery, Gallery 1265, the Leigha Lee Browne Theatre, and Arts and Events Programming – are an integral part of the academic programs. The theatre and Gallery 1265 are laboratories in which the creative and performative work of students in Theatre and Performance Studies, and in Studio is presented. The Doris McCarthy Gallery plays an important role in the curriculum of Studio and Art History students, a role which will increase significantly with any move towards curatorial studies. Arts & Events Programming has served as a learning lab for Arts Management co-op students, and will play an increasingly significant role as Arts Management moves away from the co-op model toward more academically-integrated models of experiential education. Arts and Events Programming provides workstudy and volunteer placements for students across various disciplines in humanities. Further, it provides logistical support (events management, technical support) and communications for curricular activities, including student performances and presentations that are an integral element of practical courses in Music, Studio and Theatre and Performance Studies. It also provides similar support for co-curricular activities, ranging from Studio artist talks and Arts Management presentations to World Rhythms Concerts and UTSC's ArtSideOut. All programming emerges directly from academic curricula and is presented as a co-curricular activity in partnership with a faculty liaison. Although the strongest connection may rest with Arts and Events Programming, all four arts units provide important experiential education opportunities for students in Arts Management and other disciplines.

- ***The diverse nature of research in the arts*** - The research profile of the proposed department is quite distinctive since it will accommodate both historical, critical, and analytical activities as well as creative and performative work. There are strengths in a number of areas in studio and in new media, media studies, digital arts and both theatrical and musical performance. There is a general, but not exclusive, concentration on modern and contemporary art. There are several faculty whose work connects very obviously with the arts in a global context. There is a great deal of interest and expertise in many aspects of curatorial studies. There is a cluster of research around aspects of arts management, cultural pluralism and community based arts; and there are several faculty who work in the area of popular culture. The management of these heterogeneous research activities will pose challenges, not least because the natural ties of many faculty stretch outside to other departments and disciplines, and also because the research stream/teaching stream division is much less clear than in many other departments.

- ***The department's role in UTSC as a cultural hub or complex for the Eastern GTA*** – Recently, informal discussion has taken place at UTSC around the idea of the campus becoming a cultural hub for the Eastern GTA. This discussion has occurred within the context of the campus master plan and the positioning of UTSC as a more visible and active community partner. The particular form the “hub” might take is far from clear at present, but it has at least three components: the generation of a broad range of cultural activity, outreach to communities within the ambit of the campus, and provision of physical facilities. The academic aims of Arts, Culture and Media intersect with all three of these components. The department will be a community of scholars and artists whose work would form the natural focus of a cultural hub. Further, the four arts units – the Doris McCarthy Gallery, Gallery 1265, the Leigha Lee Browne Theatre, and Arts and Events Programming – besides being an integral part of the academic programs, have a mandate that makes them the public face of UTSC arts. The Cultural Pluralism in the Arts initiative also has a dual role within the arts curriculum, and in research, community outreach, and the advocacy of best practices throughout the arts. With appropriate checks and balances, the department's academic rationale and the breadth of talent contained within the department could intersect very productively with the vision of UTSC as a cultural hub of the Eastern GTA.

4.2 Department of Historical and Cultural Studies

It is proposed that the Department of Historical and Cultural Studies at the University of Toronto Scarborough be established effective 1 July 2012.

The Department of Historical and Cultural Studies will contain the African Studies, Classical Studies, Global Asia Studies, History, Religion, and Women and Gender Studies programs currently housed in the Department of Humanities, as listed in the table on page four. The move of these programs to the new Department will have no resource implications with regard to faculty complement or infrastructure. Augmented administrative resources will be provided as discussed below.

The Department will have a faculty complement of 15.92 FTEs, 13.67 tenure-stream faculty and 2.25 teaching stream.

The new Department will operate under the leadership of a Chair who will carry out the functions that are normally assigned to such academic administrators and who will serve as a member of the PDAD&C and the UTSC Chairs Group. The Chair will appoint the necessary committees (e.g., Curriculum Committee, a Progress Through the Ranks Committee, etc.) in order to conduct its business.

Historical and Cultural Studies will be a multidisciplinary unit built around the internationally recognized scholarly contributions of its faculty in the study of social and cultural history, and women and gender studies. The faculty conduct research in North America, Africa, Asia, Europe, and the Caribbean. The department will include undergraduate programs in History, Women's and Gender Studies, and Global Asia Studies, together with minors in African Studies, Classics, and Religion.

The curriculum in History deals with complex, transnational connections and covers a broad range of topics, including religion and everyday life, colonialism, the relations between women and men, the history of work, the environment, urbanization, immigration, race and ethnicity, and material culture. It starts students with a global perspective, through world history taught at the A-level. B-level courses focus on national historiographies to provide the essential building blocks for comparative studies, while many C- and D-level courses take transnational, comparative, and interdisciplinary themes, in part playing off the concentration at UTSC of historians of migration, imperialism, and cultural interaction. The Specialist program in the History-Language Stream encourages upper-level students to begin to acquire and use foreign languages as a key tool in cross-cultural analysis. Argumentation in history depends upon the precise evaluation of specific evidence, be it texts, images, objects, and other socio-cultural artifacts. Thus the history program emphasizes the critical reading, research, and writing skills that are necessary for the study of the past and for a range of professional activities beyond the university. A recent review of the program described it as "one of the most thoughtfully-designed undergraduate curricula we [the reviewers] have had the pleasure of exploring."

Women's and Gender Studies is an interdisciplinary program that examines the development, transmission, and transformation of ideas and attitudes about women and gender across different historical periods, societies, and cultures. The program integrates theory and practice by introducing students to scholarship from a wide range of disciplinary perspectives and challenging them to work for change and equality in their communities and in their daily lives. It is organized around four themes that focus on sexualities, equity and human rights, constructions of women and gender, and diaspora and community.

Global Asia Studies is an area-focused, interdisciplinary program committed to innovative humanities scholarship that studies Asia within a global context. It aims to meet the rising demand for knowledge about Asian societies, cultures, and contemporary politics while also working to meet the distinct needs and experiences of UTSC's immigrant student demographic. Faculty expertise extends into the fields of history, law, languages, literature, media, politics, religion, arts, and visual culture.

The Department of Historical and Cultural Studies aspires to become a centre for multidisciplinary research, graduate training, and undergraduate teaching and learning, while maintaining the strong ties individual faculty have with tri-campus graduate departments, institutes, and centres. Already it is the prime locus for research into United States History at the University. It also hosts the Humanities Research Technology Centre, a campus leader for digital scholarship in the humanities and social sciences, and the Tung Lin Kok Yuen program in Buddhist Studies.

4.3 Centre for French and Linguistics

It is proposed that the Centre for French and Linguistics at the University of Toronto Scarborough be established as an EDU:A effective 1 July 2012. These two disciplines fit well together. As well, there is some overlap of courses in both programs. The EDU structure will formally recognize the integral place that Linguistics has in the French programs. Furthermore, language acquisition is a major focus of Linguistics at UTSC and French language acquisition training is essential to the French programs. We also expect that this Centre will have a role in the delivery of acquisition training in other languages.

The Centre for French and Linguistics will contain all the French and Linguistics programs currently housed in the Department of Humanities, as listed in the table on page four. The move of these programs to the new Centre will have no resource implications with regard to faculty complement or infrastructure. Augmented administrative resources will be provided as discussed below.

The Centre will have a faculty complement of 12.24 FTEs, 6.49 tenure-stream faculty and 5.75 teaching stream.

The new Centre will operate under the leadership of a Director who will carry out the functions that are normally assigned to such academic administrators and who will serve as a member of the PDAD&C and the UTSC Chairs Group. The Director will appoint the necessary committees (e.g., Curriculum Committee, a Progress Through the Ranks Committee, etc.) in order to conduct its business.

French

French at UTSC reflects the French faculty's disciplinary breadth and vitality. The faculty are engaged in a wide array of research areas, including 19th-century, 20th-century, and Contemporary French Literature; Québec Literature, Theatre, and Cinema; Haitian Literature; Migrant Literature; French and Francophone Women Writers; Feminist Literary, Cultural, and Film Theory; Autobiography Theory; Innovative Pedagogy (Experiential Learning, Interactive Assessment Tools, Blended Teaching); and Prefatory Discourse. One faculty member is cross-appointed to Women's and Gender Studies and there is collaboration with the Linguistics program for delivery of courses in Syntax and Morphology, Phonology, Semantics and Sociolinguistics, as well as Pidgin and Creole linguistics. Faculty in the professorial stream are actively engaged in the graduate French programs at the St. George campus, and there are ongoing discussions about UTSC's involvement in a possible proposal for a new tri-campus M.A. in Professional French, which would build on the existing strengths of the unit and will be supported by faculty in the teaching stream.

The French group offers a Specialist, Major and Minor program in French, and a Concurrent Teacher Education Program (CTEP) for students interested in becoming French teachers. The French programs are inherently interdisciplinary and multidisciplinary as they include literature, language acquisition and linguistics, as well as the study of Francophone history and culture in Canadian and global contexts.

The French programs offer courses in practical language learning, literature, linguistics, culture, cinema, theatre, translation, and teaching. Practical language courses offer students continuous language practice aimed at cumulative possession of and accuracy in written and spoken French, as well as listening and reading comprehension and the development of intercultural skills. In literature courses, awareness and application of concepts and techniques needed for literary analysis are coupled with knowledge of literature from France, Quebec, and the francophone world in widely different yet interconnected genres, regions, and time periods. Colleagues use many methodological tools – including social, cultural, identity and political theory, and literary criticism, philosophy, ethics, and media analysis to examine questions of a broad nature. In French linguistics courses, students gain a firm understanding of French speech sounds, word and sentence structure, meaning and discourse and their relation to society. For students preparing to become French teachers, we offer courses that focus on pedagogical theory and best practice. In translation courses, students focus on techniques, strategies, and

awareness of structural and socio-cultural differences between French and English. Colleagues in French are committed to exploring the intersections between language and culture and diverse yet francophone social, historical, political, moral, intellectual and aesthetic worlds are studied in depth through many of the course offerings. In all courses, a deep engagement with the content helps students to attain a high level of French language proficiency and subject specific knowledge that numerous experiential learning opportunities also can enhance.

The Concurrent Teacher Education Program offers an inspiring pathway towards a rewarding career in education. This innovative program allows students to earn two undergraduate degrees simultaneously. The B.A. studies provide the depth of knowledge in French language, literature, linguistics and culture along with several education-focused courses and field experiences. The B.Ed. studies help students to develop the pedagogical skills to apply that knowledge effectively as teaching professionals. Students also take courses in child and adolescent psychology, communication and conflict resolution, and equity and diversity, among others. Graduates of our program qualify for certification as elementary or secondary French teachers in Ontario.

The vast majority of students in French programs are non-francophones who are acquiring French as a second or third language and who wish to utilize their linguistic skills in the workplace and in the greater community. Non-native speakers improve their language skills through practical language courses and, beginning in second year, linguistics, literature, and culture courses support their understanding of the language itself and also contribute an important content-based language learning component. Literature, linguistics, and culture courses are also open to francophone students. French also plays a role in supporting programs where there is a language requirement, and is well positioned to provide this service. Within a Canadian context, proficiency in both official languages gives students an undeniable advantage. Language proficiency is indispensable for students seeking international study, a wide range of work opportunities in Canada and abroad, and post-graduate study.

Linguistics

Linguistics is the scientific study of language, encompassing theories of both language structure and the corresponding cognitive and social factors. Linguistics has steady course and program enrolments; the core group of continuing faculty is supplemented by joint offerings with other disciplines. The faculty in Linguistics are committed to excellence in teaching and are active, internationally-recognized scholars. They prepare students for post-graduate work by providing courses and programs in theoretical linguistics, psycholinguistics, and sociolinguistics. Prominent among these areas are phonetics, phonology, morphosyntax, first and second language acquisition, sociolinguistics (pidgins and creoles, language and gender/sexuality), and speech/language disorders. Some of the language groups with which faculty work include Altaic, African, Caribbean pidgins and creoles, Korean, Vietnamese, Romanian, and Serbo-Croatian. The teaching areas of faculty

connect with other disciplines at UTSC, such as Psychology, French, and Women's and Gender Studies. They also reflect the diversity of the campus and the local community.

Linguistics offers Specialist programs in Linguistics and Psycholinguistics, and a Major and Minor program in Linguistics. There are plans to collapse the two Specialist programs into one program with two streams –psycholinguistics and general linguistics – in the near future. A common goal of both programs/streams is to arrive at an understanding of the mind through the study of universal tendencies and language-specific patterns in language structure, speech perception, language processing, and language acquisition. Further, Psycholinguistics is focused on developing an understanding of experimental and quantitative research methods. The programs are built on a foundation of two introductory A level courses and three B level courses in phonology, phonetics and syntax. Higher level courses are grouped into three broad categories: descriptive and theoretical linguistics, psycholinguistics and sociolinguistics.

There is a growing demand for training in experimental linguistics at both the undergraduate and graduate levels, and the Psycholinguistics program functions as a gateway to graduate training in both psycho/neurolinguistics and Speech Language Pathology. Linguistics training also generalizes to many other professional pursuits: language teaching, law and legal consulting, translation, technical writing, education (including special education), instructional design, market research, and data mining on the Internet. The faculty members in Linguistics have worked in all of these areas in various capacities.

Linguistics also will be responsible for oversight of the language courses that are offered in support of academic programs, such as Global Asia Studies, History, and Management. In doing so, Linguistics will work closely with the departments in which these programs are housed, in order to ensure that the appropriate range and level of courses are offered.

5. PROPOSED DISESTABLISHMENT OF THE DEPARTMENT OF HUMANITIES

UTSC proposes to disestablish the Department of Humanities. As outlined in this document, none of the department's constituent programs will close; they will move to the two newly created departments and newly created EDU:A; the department's faculty will move with their programs; the department's students will move with their programs; and the impact on the department's staff is described below.

6. IMPLEMENTATION SCHEDULE AND MILESTONES

In consultation with appropriate program directors and UTSC's Office of the Dean, a detailed schedule of the milestones for implementation of this plan has been developed. The most recent version of this schedule is provided in the appendix.

6.1 Governance

UTSC will be seeking formal governance approval of this reorganization, as outlined in this proposal. This proposal is being taken forward for approval to the divisional Planning and Budget Committee, Academic Committee, and UTSC Council in April 2012. Subsequently it will enter the sixth cycle of university wide governance.

6.2 Communication with Students

The Dean's Office has communicated with students both through formal memoranda to all members of the Department of Humanities, including students, and through a meeting with the departmental student association, SHADO. There was also a fulsome discussion with students in January at a meeting of the UTSC Council's Academic Committee, where departmentalization was tabled for information and feedback. In the coming months, the Dean will continue to communicate with students about the proposed creation of the new departments and unit and the disestablishment of the Department of Humanities. Further, all students will be notified as soon as these changes are approved through the Governing Council process. Academic counselors will work with students in each of the programs on their options and on their plans to complete their programs. These changes will also be reflected in the online Academic Calendar, and the Registrar's Office will recruit and advise students accordingly.

6.3 Academic Complement

Once formal approval is received to create the proposed new units, the Dean will initiate searches for Chairs and Directors. These appointments will be made in accordance with the process outlined in the *Policy on the Appointment of Academic Administrators*. The search for academic administrators will begin immediately following approval by the Provost and in accordance with governance processes. The Chairs and Directors will be appointed through a search process in accordance with the same *Policy*. All current faculty will be reassigned to their respective Department or EDU, effective 1 July 2012.

6.4 Undergraduate and Graduate Program Administration

All current undergraduate programs will continue to be offered after their administrative home is moved to the respective new department or EDU. Newly enrolled students in fall 2012 will join the new department or EDU. Neither of the new departments nor the new EDU currently has graduate programs.

6.5 Administrative

The Dean's Office has worked with the proposed new units and with Human Resource Services on a staffing model that will include some shared support and some unique staffing for each department. All staff currently employed in the Department of Humanities will continue to work with one or more of the proposed new units. They will be placed in the new department that best aligns with their current duties. Three new full-time administrative staff positions will be created to ensure that there is adequate support for the new units.

6.6 Space Reorganization

In the immediate future there will be no reorganization of space or allocation of new space. However, the need for contiguous space for the new units will be an important priority in the coming months. Where feasible, the units also will work together with other humanities departments to preserve common areas, including the mailroom and meeting room.

7. RESOURCE IMPLICATIONS AND BUDGETARY IMPACTS

The Dean's Office is currently working closely with Financial Services at UTSC to separate out the budgets of two departments and one EDU, including TA budgets and sessional instruction budgets, under the principle that these will follow the reallocation of faculty, programs and courses into their new administrative homes. It is expected that there will be sufficient funds to support the current activities of all the new units. Central funds will be provided to fund the three new administrative positions. Central funds will also be deployed to cover the stipends of the two new chairs and any teaching release associated with these appointments, and the stipend of one new director.

Appendix

Schedule for Implementation

TIMING	STEP
September-October, 2011	<p>Consultation:</p> <p>Decanal group with:</p> <ul style="list-style-type: none"> • Faculty <ul style="list-style-type: none"> ○ Arts, Culture and Media ○ French ○ History, Classics, Religion, Women’s & Gender Studies ○ Linguistics <p>Vice-Dean, Undergraduate & Assistant Dean with:</p> <ul style="list-style-type: none"> • Disciplines on Curriculum • Department of Humanities Admin staff (1 November 2011) • Department of Humanities Students (25 November 2011) • Communications <p>Assistant Dean and Financial Manager with:</p> <ul style="list-style-type: none"> • Disciplines on Budget <p>Assistant Dean with:</p> <ul style="list-style-type: none"> • HR (UTSC)
October-December, 2011	<p>Development of “Department” Academic Plans:</p> <p>Decisions made regarding:</p> <ul style="list-style-type: none"> • Positioning of shared interdisciplinary programs • Administrative support for new departments
February 2012	<p>Development of draft Proposal for Departmentalization</p>
12 March 2012	<p>Draft Proposal for Departmentalization is sent to Provost’s Office for review at Provost’s Advisory Group (PAG) meeting</p>

April 2012	<p>UTSC Governance:</p> <p><u>Planning & Budget and Academic Committee (Joint meeting)</u></p> <ul style="list-style-type: none"> • April 17, 2012 <p><u>Council</u> (final for approval):</p> <ul style="list-style-type: none"> • April 24, 2012 <p>[NOTE: UTSC Council meeting to approve departmentalization takes place AFTER the proposal is sent to the P.O. with the understanding that it is likely to be approved in Council. Jane to be sent email confirmation of approval immediately after Council meets.]</p>
April - June 2012	<p>UofT Governance:</p> <p>Cycle 6: Provost's deadline for P&B:</p> <ul style="list-style-type: none"> • April 20, 2012 <p>Agenda Meeting for P&B:</p> <ul style="list-style-type: none"> • May 4, 2012 <p><u>Planning and Budget</u> (for approval):</p> <ul style="list-style-type: none"> • May 16, 2012 [Dean must be present] <p><u>Academic Board</u> (for approval):</p> <ul style="list-style-type: none"> • May 31, 2012 [Dean must be present] <p><u>Governing Council</u> (for approval):</p> <ul style="list-style-type: none"> • June 25, 2012 [Dean must be present]
Following approval of central Planning and Budget Committee	Announcements for search advisory committee meetings can be sent out; must include language regarding the departments "pending approval by Governing Council".
July 1, 2012	Effective Date of New Departments