



FOR RECOMMENDATION

PUBLIC

OPEN SESSION

TO: UTSC Campus Council

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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DATE: May 19, 2020 for May 26, 2020

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Proposal to convert the Centre for French and Linguistics (EDU:A) to the Department of Language Studies

JURISDICTIONAL INFORMATION:

Under section 5.1 of the *Terms of Reference*, the Campus Council is responsible for the “*Establishment, termination or restructuring of academic units,*” and “*Name changes of academic units.*” Section 5.2 of the *Terms of Reference* provides that Governing Council approval is required for the “*Establishment, disestablishment or restructuring of academic units.*”

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Concurrence] (April 28, 2020)
2. UTSC Campus Affairs Committee [For Recommendation] (May 4, 2020)
3. **UTSC Campus Council [For Recommendation] (May 26, 2020)**
4. Academic Board [For Recommendation] (May 28, 2020)
5. Executive Committee [For Endorsement] (June 16, 2020)
6. Governing Council [For Approval] (June 25, 2020)

PREVIOUS ACTION TAKEN:

On April 28, 2020, this proposal was recommended for concurrence with the Campus Affairs Committee, by the Academic Affairs Committee.

On May 4, 2020, this proposal was recommended for approval by the Campus Affairs Committee.

HIGHLIGHTS:

The University of Toronto Scarborough (UTSC) proposes to convert the Centre for French and Linguistics (CFL), which is an Extra Departmental Unit A (EDU:A), to a Department, effective July 1, 2020. The academic unit will be called the Department of Language Studies because this name reflects the CFL's identity as a multidisciplinary entity devoted to the human language in its various aspects. The Department of Language Studies will be comprised of all faculty currently appointed to the CFL, with no change in their workloads or graduate appointments, and will house all programs currently housed in CFL, including Specialist/Specialist Co-op, Major/Major Co-op and Minor programs in French, Linguistics, Psycholinguistics, and English and Chinese Translation, as well as Combined Degree Programs.

CFL was established in July 2012 as an Extra-Departmental Unit (EDU:A) arising from the disestablishment of UTSC's omnibus Department of Humanities. The somewhat novel combination of disciplines involved in the CFL – French and Linguistics – impacted the decision to seek EDU:A rather than Departmental status. While cohesive scholarly connections between the disciplines were nascent, it was envisioned that the new structure would allow these to be strengthened, with the development of new areas of scholarly expertise in research and teaching arising from self-determination. This promise is being realized, partly manifested in the development of a third area of expertise in Language Studies – and particularly in English and Chinese Translation (ECT).

CFL is an established, multidisciplinary unit that functions in every way like a department, and has done so for eight years, with traditional academic programs, all but two faculty members holding 100% of their budgetary appointment in the Centre, full-time administrative staff, a departmental governance structure, and a base-funded operating budget. Furthermore, the qualifications, duties and responsibilities of the Director of an EDU:A mirror those of a Department Chair.

The CFL has discussed the possibility of departmental status since its inception and this intensified when it conducted a self-study as part of the UTQAP review in 2018. The External Review supported the move to departmental status, because this would *“recognize the CFL's progress and reflect the way the CFL already functions.”*

As part of the 2018 external review, the reviewers encouraged the articulation of an overarching vision that would unify the CFL, by establishing goals and future directions that spanned the disciplines. The CFL has affirmed the following shared mission for the unit:

- Fostering a high-quality, discipline-based research and teaching program with a common framework of understanding, analyzing and interpreting human language, its connections, effects, and manifestations in culture, and devoted to the human language in various sub-fields of Linguistics, French and Francophone literary and cultural studies, and English and Chinese Translation studies.
- Protecting and promoting linguistic diversity through local and global partnerships in the unit's established areas of expertise.

Maintaining and further expanding this multidisciplinary unit, while ensuring a unified approach to fulfilling its potential, is critical to UTSC, since the CFL includes some of the largest Humanities programs on the campus. Leveraging existing strengths and expertise to elevate the unit to broader impact and recognition requires careful navigation of internal and external contexts such that growth can occur with the support of appropriate administrative structures. Only this will ensure that utilization of resources dovetail with a nuanced understanding of contextual challenges and opportunities to address the unit's diverse needs and aspirations. This proposal arises from the work that is being done to address this challenge.

CFL faculty are united by a common theme of understanding, analyzing and interpreting human language, including its connections, effects, and manifestations in culture. The unit currently has 7.49 FTE tenured/tenure-stream faculty, 5.75 FTE teaching-stream faculty, 1.34 FTE base funded part-time lecturer positions and 1.42 FTE OTO funded part-time lecturer positions. It is anticipated that these tallies will increase by next year since the CFL is searching for two net new (growth) positions this year, which, if successful, will bring the continuing faculty complement to 15.24 FTE, plus on-going funding for 1.34 FTE part-time positions.

The CFL performs the full range of the functions permitted of an EDU-A without difficulty, as well as participating in UTSC governance. There are no anticipated changes in terms of faculty administrative responsibilities /commitments/workload after the proposed transition to a department.

The CFL is in the end stages of approving a new departmental Constitution, which specifies that the unit's governance will be composed of a Department Chair, three Associate Chairs (one for each discipline), and three Standing Committees: Executive, Curriculum and Research. The role and responsibilities of the Chair will be as outlined in the PAAA. The functions of the Associate Chairs remain unchanged from those currently ascribed to the Associate Directors under CFL's EDU:A status and reflect the multidisciplinary nature of the unit. The Department Chair will function as the Department's chief executive officer, and will be responsible for the implementation of University policies and will oversee the day-to-day running of the department, including

academic and administrative HR; student recruitment; as well as sessional instructors and teaching assistants.

CFL has 3 FTE administrative staff: an Assistant to the Director and Business officer, a Program coordinator, and an Administrative Assistant. Their roles and job descriptions will remain the same under the department status, and no new positions are needed in the short-term. The unit is currently housed in the MW building, where faculty and staff have offices, and the space allocation allows for growth in hiring new faculty and staff. Laboratory space in the Science Wing (SW) has been allocated to faculty in psycholinguistics for lab-based research.

As previously noted, Departmental status has been actively discussed within the CFL since 2018, as part of the drafting of the self-study for their external review; there was strong support among the faculty and staff. Consultations of the Dean with the Vice Provost Faculty and Academic Life, and Vice Provost Academic Programs were also undertaken. Consultations were recently held with the student body through the three Departmental Student Associations of the CFL. They also fully supported this proposal.

Outside the CFL, broader consultation resulted in universal support from: the UTSC Chair of Psychology, the Chair of the Department of Language Studies at University of Toronto Mississauga, and the Chairs of the graduate units for all faculty in the CFL (FAS Department of French, the Department of Linguistics and the Department of Psychology).

Earlier drafts of this proposal were shared with the UTSC Vice-Principal Academic and Dean, Dean's executive group and Dean's extended group with comments incorporated in this version of the document.

This proposed Academic Unit change was highlighted in a document shared at the 12 March 2020 meeting of the tri-campus Deans group. It was shared with the Dean of the Faculty of Arts and Science, the Dean of the University of Toronto Mississauga, and other members of the tri-campus Deans group, with an invitation for feedback. The draft proposal was discussed at the Provost's Advisory Group meeting on 8 April 2020, and feedback incorporated.

The next review of the unit is scheduled to take place in 2025-26 and will be conducted in accordance with the UTQAP process.

FINANCIAL IMPLICATIONS:

Since its inception in 2012, the CFL has managed its own budget, including staff and faculty salaries, stipends, TA budget, operating budget, and research grants. No additional budgetary needs arising from the change from an EDU:A to a Department are anticipated. Requests for additional resources have been submitted annually through the campus Planning and Priorities process. No change is expected in this budgetary stability

and practice under the department structure.

RECOMMENDATION:

Be It Recommended to the Academic Board,

THAT, the Centre for French and Linguistics (EDU:A) be converted to the Department of Language Studies, as described in the proposal recommended by the Vice-Principal Academic and Dean, Professor William Gough, and dated April 17, 2020, be approved to be effective as of July 1, 2020.

DOCUMENTATION PROVIDED:

1. Proposal to Convert the Centre for French and Linguistics to the Department of Language Studies, dated April 17, 2020

PROPOSAL TO CONVERT THE CENTRE FOR FRENCH AND LINGUISTICS TO THE DEPARTMENT OF LANGUAGE STUDIES

UNIVERSITY OF TORONTO SCARBOROUGH

17 April 2020

STATEMENT OF PURPOSE

The University of Toronto Scarborough proposes the conversion of an existing Extra-Departmental Unit:A (EDU:A) to a Department:

Name of EDU:	The Centre for French and Linguistics
Current Status:	EDU-A
Proposed Status:	Department
New name:	Department of Language Studies
Division:	The University of Toronto Scarborough
Effective date:	July 01, 2020

The Department of Language Studies will be comprised of all faculty currently appointed to the Centre for French and Linguistics, with no change in their workloads or graduate appointments, and will house all programs currently housed in that Centre.

1. ACADEMIC RATIONALE

1.1. CONTEXT

The Centre for French and Linguistics at the University of Toronto Scarborough was established in July 2012 as an Extra-Departmental Unit (EDU:A) arising from the disestablishment of UTSC's Department of Humanities¹. Faculty from the former Department of Humanities were appointed in one of three units: the Department of Arts, Culture and Media (ACM), the Department of Historical and Cultural Studies (HCS), and the Centre for French and Linguistics (CFL) as an EDU:A. At the time of this division, the proposed Department of Arts, Culture and Media had a total faculty complement of 24.13 FTE, and the Department of Historical and Cultural Studies (HCS) had a complement of 15.92 FTE, while the CFL had a complement of 12.24 FTE, almost equally split between the tenure-stream (6.49 FTE) and teaching-stream (5.75 FTE). Although similar in size to HCS, the somewhat novel

¹ In 2010, the Departments of English and Philosophy separated from the omnibus Department of Humanities following recommendation of an external review.

combination of disciplines involved in the CFL impacted the decision to seek EDU:A rather than Departmental status. While cohesive scholarly connections between the disciplines were nascent, it was envisioned that the new structure would allow these to be strengthened, with the development of new areas of scholarly expertise in research and teaching arising from self-determination. For example, in the proposal for the formation of the CFL² it is noted that

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.

This promise is being realized, partly manifested in the development of a third area of expertise in language studies--that of English and Chinese Translation (ECT)--with burgeoning student interest, now attracting significant investment from the campus (see [Faculty Participation](#)) that will ensure depth in the scholarly expertise underlying the discipline. Furthermore, the CFL has developed strong connections between disciplines. Thus, Linguistics and French share two double-numbered core courses: LINC11/FREC46 (Syntax II), and LINC11/FREC12 (Semantics: The Study of Meaning). Likewise, four Linguistics courses are program requirements for ECT: LINA01 (Introduction to Linguistics), LINB06 (Syntax I), LINB18 (English Grammar), LINB60 (Comparative Study of English and Chinese).

The CFL is no longer a novel, untried unit. As stated in the external (UTQAP) review of 2018: *“Since 2012 when ... the CFL was created, much work has been done to create an academic unit with cohesion in spite of the multi-faceted nature of their programs (French, Linguistics, Languages/Translation).”* The CFL is now an established, multidisciplinary unit that functions in every way like a department, and has done so for eight years, with traditional academic programs, all but two faculty members holding 100% of their budgetary appointment in the Centre, full-time administrative staff, a departmental governance structure, and a base-funded operating budget. Furthermore, the qualifications, duties and responsibilities of the Director of an EDU:A mirror those of a Department Chair³.

The CFL has discussed the possibility of departmental status since its inception and this intensified when it conducted a self-study as part of the UTQAP review in 2018. The External Review supported the move to departmental status, because this would *“recognize the CFL's progress and reflect the way the CFL already functions.”*

² 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”). 17 April 2012

³ PAAA, Policy on Appointment of Academic Administrators (Sections I.A. and II.A)

<https://governingcouncil.utoronto.ca/secretariat/policies/academic-administrators-policy-appointment-october-30-2003>

1.2. ACADEMIC RATIONALE

The CFL spans two established disciplines (French, Linguistics) and one emerging discipline (English and Chinese Translation) that are part of a broader framing as Language Studies. The CFL's academic programs - Linguistics, Psycholinguistics, French Studies, and English and Chinese Translation - reflect and embody the core areas of their respective disciplines and the faculty are deeply engaged in the research and educational questions of each area. United by a common theme of understanding, analyzing and interpreting human language, including its connections, effects, and manifestations in culture, the CFL pursues research and teaching that emphasizes this underlying commonality. The CFL's commitment to maintaining distinct disciplines has been in place since its inception, and this was confirmed during the introduction of English and Chinese Translation as a new discipline in 2014. A direct parallel within the University is the Department of Language Studies at UTM⁴, which is united by a focus on literature, linguistics, culture and education, while being most strongly rooted in three languages: French, German and Italian.

As part of the 2018 external review, the reviewers encouraged the articulation of an overarching vision that would unify the CFL, by establishing goals and future directions that spanned the disciplines. This has been an area of considerable focus in the years that followed. Like most academic units, the vision of the CFL includes ongoing efforts to provide an exceptional learning environment for students to become the next leaders in teaching, research and innovation within the constitutive disciplines, and sustaining a healthy, inclusive, and diverse working environment. Moreover, directly related to its unique multidisciplinary nature, the CFL has also affirmed the following shared mission for the unit:

- Fostering a high-quality, discipline-based research and teaching program with a common framework of understanding, analyzing and interpreting human language, its connections, effects, and manifestations in culture, and devoted to the human language in various sub-fields of Linguistics, French and Francophone literary and cultural studies, and English and Chinese Translation studies.
- Protecting and promoting linguistic diversity through local and global partnerships in the unit's established areas of expertise.

These aspects of the CFL mission define the unifying impetus for this academic unit. This includes an inward-looking component primarily focusing on development of the CFL's unique niche within UTSC and the broader University. It also includes an outward-facing mission which harnesses a focus on service and reciprocal partnerships to effect broader impact outside the tri-campus. Maintaining and further expanding this multidisciplinary unit, while ensuring a unified approach to

⁴ <https://www.utm.utoronto.ca/language-studies/department-language-studies>

fulfilling its potential in these areas, is critical to UTSC, since the CFL includes some of the largest Humanities programs on the campus. Leveraging existing strengths and expertise to elevate the unit to broader impact and recognition requires careful navigation of internal and external contexts such that growth can occur in the context of appropriate administrative structures. Only this will ensure that utilization of resources dovetail with a nuanced understanding of contextual challenges and opportunities to address the unit's diverse needs and aspirations. This proposal arises from the work that is being done to address this challenge.

The proposed name of the new unit is the Department of Language Studies because this reflects the CFL's identity as a multidisciplinary entity devoted to the human language in its various aspects. The process for choosing the departmental name began with each faculty member proposing one or two names, which were then voted on through an anonymous online method. Language Studies was the first choice by a large majority of colleagues. The name echoes that of the cognate department at UTM. Having two departments with the same or similar names on different campuses is found elsewhere among traditional disciplines (e.g. Anthropology, Biology/Biological Sciences, Philosophy, Psychology, Sociology, Political Science), and multidisciplinary units (e.g., Management, Mathematical and Computational Sciences/Computer and Mathematical Sciences). This reinforcement can support stronger external recognition of Language Studies as an area of deep expertise at the University.

Internal models for strong multidisciplinary units are common at UTSC, and include Arts, Culture, and Media (ACM); Computer and Mathematics Sciences (CMS); Historical and Cultural Studies (HCS); and Physical and Environmental Sciences (PES); all of which are Departments (see [Appendix A](#) for overview of Academic units at UTSC). CFL's status as an EDU:A is a historical accident. The proposed academic unit change is justified because the CFL is already functioning as a multidisciplinary Department, with colleagues from different areas of expertise united in their study of Language. Recognizing this explicitly will facilitate the aspirations of the CFL, which include building an autonomous unit with strong internal allegiance and external profile.

1.3. ACADEMIC STRENGTHS

1.3.1. PROGRAMS – SPECIALIST, MAJOR, MINOR

The unit currently offers:

- Three Specialist Programs: French, Linguistics, Psycholinguistics; all three Specialist programs have associated Specialist Co-op programs for a total of six Specialist programs;
- Two Major Programs: French, Linguistics; both Major programs have

- associated Major Co-op programs for a total of four Major programs;
- Three Minor Programs: French, Linguistics, English and Chinese Translation.
- Four Combined Degree Programs with OISE’s Master of Teaching:
 - UTSC, Honours Bachelor of Arts, Major Co-op French/Master of Teaching
 - UTSC, Honours Bachelor of Arts, Major in French/Master of Teaching
 - UTSC, Honours Bachelor of Arts, Specialist Co-op French/Master of Teaching
 - UTSC, Honours Bachelor of Arts, Specialist in French/Master of Teaching

1.3.2. ENROLMENTS AND GROWTH

The unit is the second largest humanities unit at UTSC when measured in Full Course Equivalents (FCE) and Program enrolments (Tables 1 and 2). Over the five-year period 2014-15 to 2018-19, FCE enrolments have grown by 47% and program enrolments by 60.6%. This growth is despite the closure of all Concurrent Teacher Education Programs (CTEP) including French by the University in 2017, and is driven largely by the very popular Minor in English and Chinese Translation. As of Winter 2020, there are 1,133 students enrolled in the unit’s programs: 96 in Specialist programs, 248 in Major programs, and 789 in Minor programs.

Table 1: UTSC 3-Term FCE Undergraduate Enrolment by Department

Humanities Departments	2014-15	2015-16	2016-17	2017-18	2018-19	% Change 2018-19 over 2014-15
Arts, Culture and Media	3,753	3,815	3,969	4,297	4,469	19%
French and Linguistics	1,943	2,183	1,971	2,312	2,851	47%
Historical and Cultural Studies	2,348	2,329	2,155	2,143	2,268	-3%
English	2,034	1,956	1,954	1,785	1,600	-21%
Philosophy	1,193	1,112	1,339	1,440	1,480	24%

UTSC Office of the Vice Principal Academic & Dean Self-Study, 2014-2015 to 2018-19.

Table 2: Total FTE Program Enrolments, 2014-2015 to 2018-2019

Humanities Departments	2014-15	2015-16	2016-17	2017-18	2018-19	% Change 2018-19 over 2014-15
Arts, Culture & Media	1,028	1,054	1,144	1,238	1,290	25.5%
Centre for French & Linguistics	587	633	688	806	943	60.6%
History & Cultural Studies	795	760	701	653	657	-17.4%
English	658	669	622	561	537	-18.4%
Philosophy	265	249	269	273	324	22.3%

UTSC Office of the Vice Principal Academic & Dean Self-Study, 2014-2015 to 2018-2019.

1.3.3. PROGRAMS OVERVIEW

CFL's programs and learning outcomes share a common theme of understanding, analyzing and interpreting human language, including its connections, effects, and manifestations in culture.

FRENCH

French at UTSC is a multidisciplinary program that fosters students' awareness of the intersections between language and culture in courses that include the study of French, Québécois and Francophone literatures, theatre and cinema, translation and linguistics; and history, society and culture in Canadian and global contexts. French students at UTSC develop critical and analytical skills while becoming effective communicators in spoken and written French. Students also acquire key concepts and theories that prepare them for graduate studies in French literature or Linguistics.

The French Specialist program experienced a dramatic decline between 2014 and 2017 due to the closure of CTEP; however, the enrolment has been climbing back slowly since its lowest point in 2017-18 (Table 3). The number of students in the French Minor has increased steadily, and, building on this momentum, a Minor in Professional French is being contemplated which is likely to attract more students from other disciplines such as Management, International Development Studies, and Political Science, among others.

LINGUISTICS

One of the quintessential features of the Scarborough population is its multilingualism, and the faculty's research intersects with languages in the community and their speakers. Thus, Linguistics is a vital discipline to have on a campus like UTSC, which aims to engage in a meaningful way with its wider multi-ethnic community.

Linguistics and Psycholinguistics programs include courses in theoretical and applied linguistics, psycholinguistics, research methodologies, sociolinguistics, as

well as speech pathology. These programs function as a gateway to graduate training in theoretical and applied linguistics, education, psycholinguistics, the psychology of language, and speech-language pathology. The programs provide students with excellent preparation for entering the workforce.

Psycholinguistics is a particular research strength in the unit, and was identified as such in the external review, with the need for additional faculty in this area clearly outlined. The undergraduate program is most saliently viewed as a pathway to graduate training in Speech-Language Pathology (SLP), Audiology, and more broadly, Communication Disorders of heterogeneous types. Although the enrollments in the Specialist program have been relatively modest (Table 3), students have a strong track record of success in admissions into highly competitive clinical SLP programs across North America. Also, a growing number of students go on to research-oriented graduate programs in psycholinguistics and neurolinguistics to pursue a career in academia. An ongoing search (2019-2020 recruitment cycle) in psycholinguistics in the area of sentence processing will bolster this area. Finally, discussions are on-going with the Department of Computer and Mathematics Sciences for a joint Specialist Program in Computational Linguistics.

ENGLISH AND CHINESE TRANSLATION

Introduced in 2014-15 as a freestanding Minor, the English and Chinese Translation (ECT) program is intended for students who have advanced skills in Chinese and English. Mandarin and Cantonese have become the third and fourth most commonly used languages in Canada and the second and third most commonly used languages outside Québec, giving rise to a growing need to create new university programs in English and Chinese translation. ECT provides a fundamental theoretical and practical study of translation between English and Chinese. Through the program, students are introduced to the linguistic, cognitive, sociopolitical and cultural aspects of translation.

There are no other English and Chinese translation programs in the GTA that can provide students with what the unit has to offer: a foundation in theoretical linguistics and theoretical perspectives on translation combined with strong Chinese language skills and hands-on practice in English/Chinese translation. Given the rising demand for professional English and Chinese translators, the unit is in the process of developing an ECT Major Program, with two complement requests supporting this goal. The first is currently being searched (2019-2020 recruitment cycle, teaching-stream position in ECT, essential to manage high enrolments), and the second has been recommended by the UTSC Faculty Complement Committee Process and is now under consideration by the Dean (tenure-stream position for the 2020-2021 recruitment cycle). The proposed tenure-stream position is envisioned as one which would hold a Graduate appointment in Linguistics, thus serving the ECT discipline, but also providing the link to one of the key underlying themes of the unit's scholarship. Similarly, for the ongoing teaching-stream search, candidates

with a record in the comparative study of English and Chinese linguistics will be preferred.

TABLE 3: Program Enrolments, 2014-15 to 2018-19

Programs	2014-15	2015-16	2016-17	2017-18	2018-19
Specialist					
French	91	50	32	13	14
Linguistics (incl. co-op)	13	19	27	24	28
Psycholinguistics (incl. co-op)	40	53	61	49	60
Specialist Total	144	122	120	86	102
Major					
French (incl. co-op)	112	117	107	95	89
Linguistics (incl. co-op)	105	135	146	153	150
Major Total	217	252	253	248	239
Minor					
English/Chinese Translation (Arts)	31	64	92	236	343
French	109	124	133	141	165
Linguistics	77	71	86	94	95
Minor Total	217	259	311	471	603
Total Program Enrolments	578	633	684	805	944

1.4. RESEARCH

Faculty in the unit are actively involved in a broad range of traditional and experimental scholarship, pedagogical research, and professional development, united by a common theme of understanding, analyzing and interpreting human language, its connections, effects, and manifestations in culture.

Research endeavours cover intertwined areas in cognitive neuroscience, neurolinguistics, psycholinguistics, phonetics, phonology, syntax, morphology, semantics, language acquisition, multilingualism, language variation and change, endangered languages, and innovative language pedagogy on one side, French and francophone literatures, literary theory, translation and cultural studies, and Chinese literature on the other side. Faculty have published in high-quality venues of their respective subfields and have had a sustained rate of success with tri-council grant applications in the past 5 years as shown in Table 4.

TABLE 4: CFL Research Funding

U of T Department/ Centre	2014-15	2015-16	2016-17	2017-18	2018-19
UTSC: CTR-FRENCH & LINGUISTICS	157,136	166,499	78,167	84,702	100,335
UTM: DEPT OF LANGUAGE STUDIES	584	13,466	49,184	91,357	133,836
FAS: DEPT OF FRENCH	84,298	34,060	25,700	62,839	74,911
FAS: DEPT OF LINGUISTICS	548,651	673,846	581,024	517,803	611,179

UTSC Research Funding Data Source from UTSC VPRO: RIS Award Report, prorated, Grant Year April 1 - March 31, ran report on March 29, 2019. FAS & UTM Research Funding Data Source from UTSC VPRO: RIS Award Report, prorated, Grant Year April 1 - March 31, ran report on March 29, 2019.

2. FACULTY PARTICIPATION

CFL faculty are united by a common theme of understanding, analyzing and interpreting human language, including its connections, effects, and manifestations in culture. Below is a brief synopsis of current faculty and their areas of teaching and research interests that nurture the unit's multidisciplinary strengths (Table 5).

Table 5: Faculty List

Name	Rank	Percentage and discipline in CFL	Areas of specialization
Tenured and tenure-stream faculty			
Blair Armstrong	Assistant Professor	49% (Linguistics) (51% Department of Psychology, UTSC)	Lexical acquisition and processing, semantic processing, computational modeling, neurolinguistics
Sébastien Drouin	Associate Professor	100% (French)	Eighteenth century French literature, early modern French literary history, literature and philosophy, literature and religion, literature and the visual arts
Rena Helms-Park	Associate Professor	100% (Linguistics)	First and second language acquisition, lexical acquisition, mental lexicon, psycholinguistics of reading, childhood trilingualism
Yoonjung Kang	Professor	100% (Linguistics)	Phonetics, phonology, sound change, dialects, heritage language, speech perception, corpus linguistics
Sylvia Mittler	Associate Professor	100% (French)	France and Greece, popular culture, history and memory, discourses of alterity and ethnicity and the use of humour and satire
Philip J. Monahan	Assistant Professor	100% (Linguistics)	Speech perception, dialect perception, morphological processing, neurolinguistics
Name	Rank	Percentage and	Areas of specialization

		discipline in CFL	
Juvénał Ndayiragije	Associate Professor	100% (Linguistics)	Syntax; inflectional morphology; language variation; the role of functional categories in the syntax of natural languages and parametric variation
Pascal Riendeau	Associate Professor	100% (French)	Québécois literature, theatre, cinema and culture; literary theory; discourse of ethics in contemporary literature
b) Teaching stream faculty			
Corinne Beauquis	Associate Professor, Teaching Stream	100% (French)	Haitian and Québécois literatures, migration, identity, boundaries, interculturalism and multiculturalism, revolution, Americanness, the scholarship of teaching and learning
Jeri English	Associate Professor, Teaching Stream	75% (French) (25% Department of Historical and Cultural Studies, UTSC)	Feminist literary, film and cultural theory; twentieth- and twenty-first-century French women writers; autobiography; French and Hollywood cinema
Karen McCrindle	Associate Professor, Teaching Stream	100% (French and Linguistics)	Pidgin and creole linguistics; semantics; sociolinguistics; language; tense, mood and aspect
Malama Tsimenis	Associate Professor, Teaching Stream	100% (French)	Innovative pedagogy (experiential learning, interactive assessment tools, blended teaching); 19th Century French Literature; Literary Criticism; Prefatory Discourse
Helen Wu	Associate Professor, Teaching Stream	100% (English & Chinese Translation, and -Linguistics)	Chinese language teaching and learning; Chinese literature and cultural studies; sociolinguistics; translation and cross-cultural communication
Safieh Moghaddam	Assistant Professor, Teaching Stream	100% (Linguistics)	Syntax, morphology, endangered languages
Maud Pillet	Part-time lecturer (base funded position)	67% (French)	Nineteenth century French literature, short stories, Dark Romanticism
Snejina Sonina	Part-time lecturer (base funded position)	67% (French)	French linguistics and literature, Romance philology, medieval studies, semiotics, didactics, terminology and specialized vocabularies
Renee Wang	Part-time lecturer (OTO funded position)	67% (ECT)	Chinese language and Literature
Jingsong Ma	Part-time lecturer (OTO funded position)	75% (ECT)	Chinese language and culture

The table shows that the unit currently has 7.49 FTE tenured/tenure-stream faculty, 5.75 FTE teaching-stream faculty, 1.34 FTE base funded part-time lecturer positions and 1.42 FTE OTO funded part-time lecturer positions. It is anticipated that these tallies will increase by next year since the CFL is currently searching for two net new (growth) positions this year (tenure-stream position in Psycholinguistics, teaching-stream position in English and Chinese Translation), which will bring the continuing faculty complement to 15.24 FTE, plus on-going funding for 1.34 FTE part-time positions. If the recommended position now being considered by the Dean is granted for next year, then the CFL can expect one additional tenure-stream colleague in Chinese Linguistics and Translation next year, bringing the total full-time faculty complement to 16.24 FTE.

To date, the CFL performs the full range of the functions permitted of an EDU-A without difficulty, as well as participating in UTSC governance. There are no anticipated changes in terms of faculty administrative responsibilities /commitments/workload after the proposed transition to a department.

3. ADMINISTRATIVE/GOVERNANCE STRUCTURE

The CFL is in the end stages of approving a new departmental Constitution, which specifies that the unit's governance will be composed of a Department Chair, three Associate Chairs (one for each discipline), and three Standing Committees: Executive, Curriculum and Research. The role and responsibilities of the Chair will be as outlined in the PAAA⁵. The functions of the Associate Chairs remain unchanged from those currently ascribed to the Associate Directors under CFL's EDU:A status and reflect the multidisciplinary nature of the unit.

As per the PAAA, the Department Chair will function as the Department's chief executive officer. The Chair "*will retain the responsibility for the overall direction of the department and will have authority over the budget and recommendations for faculty appointments and promotions*"⁶. The Chair is responsible for the implementation of University policies and will oversee the day-to-day running of the department, including academic and administrative HR; student recruitment; as well as sessional instructors and teaching assistants.

The Associate Chairs will work closely with the Chair and are members of the Executive and Curriculum Committees. The Associate Chairs, in conjunction with the Program Coordinator, will be responsible for program supervision; student advising; transfer credit assessment, graduation assessment, and program exception

⁵ <https://governingcouncil.utoronto.ca/secretariat/policies/academic-administrators-policy-appointment-october-30-2003>

⁶ <https://governingcouncil.utoronto.ca/secretariat/policies/academic-administrators-policy-appointment-october-30-2003>

forms; and curriculum submission. They will also assist with curriculum development, course scheduling, and the hiring of sessional instructors and teaching assistants.

The Executive Committee will be composed of the Department Chair and the three Associate Chairs reflective of the three disciplines, plus a staff member, who will serve as secretary for the Committee. It will advise and support the Chair on the preparation of the Department's strategic plans; responding to funding opportunities; and reviewing mentoring and workload policies.

The Curriculum Committee will be composed of the three Associate Chairs, one appointed departmental representative from each discipline (normally from a different professorial stream than the discipline's Associate Chair), one student representative from each discipline, and the Program Coordinator who will serve as secretary for the Committee. It will be tasked with overseeing effective program development and delivery for all disciplines, and making recommendations to the Executive Committee regarding departmental resources needed to enhance the undergraduate student experience. The Chair and Vice-Chair of the Curriculum Committee will normally be from different professorial streams and disciplines.

The Research Committee will be composed of three faculty members and the Program Coordinator who will serve as secretary to the committee. It will be responsible for supporting research excellence and research award nominations, working with the Chair to prepare the Department's strategic research plans, and maximizing the Department's research grant intake.

Currently, the unit has 3 FTE administrative staff: an Assistant to the Director and Business officer, a Program coordinator, and an Administrative Assistant. They all attended CFL meetings to discuss and approve the proposed conversion of the Centre into a Department. Their roles and job descriptions will remain the same under the department status, and no new positions are needed in the short-term. The unit is currently housed in the MW building. Faculty and staff have offices in MW, and the space allocation allows for growth in hiring new faculty and staff. Laboratory space has been allocated to faculty in psycholinguistics (Kang, Monahan, Armstrong) in the Science Wing (SW) for lab-based research.

4. BUDGET

Since its inception in 2012, the CFL has managed its own budget, including staff and faculty salaries, stipends, TA budget, operating budget, and research grants. No additional budgetary demands are anticipated as an outcome of this proposal. Requests for additional resources have been submitted annually through the campus Planning and Priorities process. No change is expected in this budgetary stability and practice under the department structure.

5. RESEARCH FUNDS

The Chair will administer research funds for the new Department of Language Studies as is currently the case with the Director of the CFL.

6. CONSULTATION

Departmental status was actively discussed within the CFL in 2018, during the drafting of the self-study for the external review. There was strong support among the faculty and staff, but some uncertainty regarding the process since there is no explicit pathway defined in policy for such an academic unit change. Consultations of the Dean with the Vice Provost Faculty and Academic Life, and Vice Provost Academic Programs rectified this concern. Since confirmation of a pathway, conversations have continued, and the faculty and staff are strongly in support of this change. Consultations were also held with the student body through the three Departmental Student Associations of the CFL. They fully supported this proposal.

Outside the CFL, broader consultation resulted in universal support from:

- the UTSC Chair of Psychology (one of the faculty members has a minority budgetary appointment in this unit),
- the Chair of the Department of Language Studies at University of Toronto Mississauga
- the Chairs of the graduate units for all faculty in the CFL (FAS Department of French, the Department of Linguistics and the Department of Psychology),

Earlier drafts of this proposal were shared with the UTSC Vice-Principal Academic and Dean, Dean's executive group and Dean's extended group with comments incorporated in this version of the document.

The Academic Unit change proposed here was highlighted in a document shared at the 12 March 2020 meeting of the tri-campus Deans group (which includes the Deans, Vice Deans and Associate Deans of Arts and Science and of the University of Toronto Mississauga), a draft of this proposal was circulated to that group on 3 April, 2020, and it was discussed on April 16. Reception was positive with no concerns expressed. The draft proposal was also discussed by the Provost's Advisory Group on 8 April 2020, and input incorporated in this document.

7. REVIEW

In the spring of 2018, the CFL underwent an external review which consisted of a detailed analysis of their programs and strengths, and which made some recommendations on academic programs and unit status. They are presently working on implementing these recommendations. The next review of the unit is scheduled to take place in 2025-26 and will be conducted in accordance with the UTQAP process.

Appendix A.

UTSC Academic units that hold budgetary appointments

Academic Unit	Unit Type	Scholarly sector(s) of faculty	Multi-disciplinary*
Anthropology	Department	Social Sciences	No
Arts, Culture and Media	Department	Humanities	Yes
Biological Sciences	Department	Sciences	Yes
Centre for Critical Development Studies	EDU:B	Humanities Social Sciences Sciences	Yes
<i>Centre for French and Linguistics</i>	<i>EDU:A</i>		
Proposed (for 1 July 2020): Language Studies	Proposed: Department	Humanities Sciences	Yes
Computer and Mathematical Sciences	Department	Sciences	Yes
English	Department	Humanities	Yes
Historical and Cultural Studies	Department	Social Sciences	Yes
Human Geography	Department	Social Sciences	No
<i>Interdisciplinary Centre for Health and Society</i>	<i>EDU:B</i>		
Proposed (for 1 July 2020): Health and Society	Proposed: Department	Humanities Social Sciences Sciences	Yes
Management	Department	Social Sciences	No
Political Science	Department	Social Sciences	No
Sociology	Department	Social Sciences	No
Psychology	Department	Sciences	No
Philosophy	Department	Humanities	No
Physical and Environmental Sciences	Department	Sciences	Yes

*here defined operationally as a unit with tenure-stream faculty who have different primary graduate unit affiliations