Document for the Creation of the

School of Languages, Linguistics, Literatures and Cultures

March 30, 2016
PREAMBLE

Introductory Vision

The rationale guiding the consolidation of the current Department of Linguistics, Languages and Cultures with that of French, Italian, and Spanish into a School is to assert the importance of languages and language both in the Canadian and the global context, to ignite the intellectual enthusiasm of students at the University of Calgary to learn multiple modern languages, and to provide students with the theoretical as well as the practical knowledge necessary for understanding how language and cultural systems function. The new School of Languages, Linguistics, Literatures and Cultures is committed to the active promotion of semester or year-long study-abroad opportunities along with affiliated research and work internships. In addition to learning second or multiple second-language skills, our students will gain an in-depth comprehension of complex language systems. Other indispensable skills will include problem solving, code deciphering, the preparation of written and oral presentations, and the ability to analyse data and conduct primary source research, whether it be in the laboratory, the library and archives, or in the field.

Introductory Mission Statement

While teaching and promoting French as one of Canada’s official languages, we also aim to increase awareness of the crucial importance of language in all its dimensions (speaking, writing, reading, theoretical understanding), and of the need for more than one modern language in our increasingly global and integrated community. Indeed, our mission extends to employing scientific research methods to analyze language as a basic human attribute. Furthermore, we seek to promote and enhance our students’ life experiences through direct contact with other linguistic and cultural communities. We intend to build on existing programs and create new ones on the way to becoming a vibrant research and learning centre on the University of Calgary campus.

CORE MISSION STATEMENT

We see exciting opportunities for students and faculty to experience the numerous benefits accruing to fluency in more than one global culture and linguistic system. Thorough knowledge and appreciation of multiple cultures as well as the ability to function with confidence within several language and cultural systems are no longer luxuries in the modern world, but rather necessities.

A highly qualified, versatile and diversified academic unit is ideally situated to take up such professional challenges. The future success of our graduates will rely heavily on their ability to negotiate cultural differences, to appreciate diverse heritages and to converse with speakers of other languages.

Canada’s security, its success in international politics, its scientific advances, its responsibilities toward the environment, its contribution to sustainable development and overall participation in global affairs require individuals who are fluent in our country’s two official languages, English and French and in several other languages, increasing their sensitivity to the world-views of others, including their fellow citizens – those who belong to First Nations, Inuit and Metis populations, as well as those who identify with a “home” country that is somewhere else. By pursuing new opportunities for studying linguistics in combination with more than one modern language or by promoting new combined programs in more than one language, we give our students unique advantages as they learn about the scientific investigation of issues affecting language. In short, a new generation of globally-minded young citizens is required for success within a rapidly changing cultural landscape.
Canada benefits internationally from having two official national languages but importantly, according to the 2011 Canadian Census of Population, more than two hundred languages are spoken regularly in the home. Diversity and second or multiple-language proficiency is a reality and a distinct advantage in our multi-ethnic and multi-language speaking nation. Our university community is a microcosm of this model.

The creation of an all-encompassing and inclusive academic unit will afford real possibilities for innovation as well as for qualitative and quantitative growth. We want to increase language enrolments, enhance learning outcomes, harmonize our various programs, encourage cross- and interdisciplinary research, and increase Tri-Council success in obtaining research grants. Research related to all aspects of the study of language and language systems, including theoretical and applied linguistics, the study of specific languages, literatures and cultures will be central to our purpose.

A larger academic unit will be able to justify expenditures such as a floating invited professorship, the establishment of better research laboratories, the reinforcement of the current research centre, professional help in the preparation of grant proposals, and other means for bringing the best and brightest minds in the international academic community to share their expertise with our students and colleagues.

Last, but not least, research has shown that the study of a second language has beneficial effects on executive control (the ability to switch attention between two cognitive tasks) and on students’ command of the English language. Through our various programs, all dedicated to the study of language from many perspectives, we aim to help students to use their newly acquired skills in the globalized world.

I. INTRODUCTION

The *Eyes High* Strategic Vision for the University of Calgary promotes three foundational commitments, which point to “a set of behaviours and goals with which faculties, programs and business units can align as they implement more targeted strategic and business plans.” Throughout their long histories as academic units at the University of Calgary, the Department of French, Italian and Spanish, the Department of Linguistics, and the Department of Germanic, Slavic and East Asian Studies (the latter two merged in 2013 into the Department of Linguistics, Languages and Cultures) have all shared a deep commitment to scholarship, teaching, and the eight core values of the Strategic Vision. Through the achievements of their academic staff, they have met standards of research and scholarship at the highest levels and, within their respective undergraduate and graduate programs, have shown devotion to student achievement and quality of experience. Their work has led to innovative relationships with the community at large, which they seek to strengthen in the future.

Among its seven key priorities, the *Academic Plan* identifies internationalization, through the development of an institutional strategy, as a means by which the University will become a “global intellectual hub, ... one that promotes diversity of thought, culture, and respect for alternatives.” The communication of thought requires language, and language, in turn, can potentially facilitate or impede true understanding. The essential path to genuine cross-cultural communication in the context of the twenty-first century involves developing competency in languages other than English. On the one hand, our language programs seek fully to engage the University and the broader community with the richness and sophistication of diverse ways of expressing one’s thought through different textual means (literatures, films, digital and popular media); on the other, our linguistics programs focus on the universal properties of language structure and language-based cognition without which communication would be “lost in translation.” In order for the University to achieve the goals of its *International Strategy*, it must ensure that its most important resource – the instructors and researchers (both faculty and students) in each of the new School’s disciplines – receives proper support. Housing the scientific and humanistic studies of language under a single umbrella will potentially provide such support and help to ensure that the University meets its stated objectives for internationalization.
The University of Calgary's *International Strategy* aims to provide the necessary opportunities for language and broad cultural learning that will open up our students' minds to the present-day world. “International languages” give students the opportunity to live and work in many regions of the world. The languages currently taught at the University (Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish) reflect the global scope of Calgary’s cultural and economic interests. In fact, the new School will teach the languages and cultures of four of the six countries/regions of emphasis, China, Germany, Mexico and the Middle East. The new unit will also have faculty with expertise regarding Brazil, another country identified in the International Strategy. Russia and Russian-speaking countries, many experts expect, will regain political and economic importance over the next few years, and our Russian program can provide the expertise to connect with this important part of the world.

The key challenge that the current document addresses is to define a new academic and administrative structure. This structure must support and promote the needs of a highly diverse community of scholars whose expertise includes, on the one hand, the disciplines of literary studies, film studies, and cultural studies and, on the other, applied linguistics and linguistic sciences. For applied linguists, the association with one particular language is of the utmost importance; for theoretical linguists, language acquisition and linguistic cognition can only be explored through research on individual languages, including indigenous and signed languages. The same is true of our disciplines which deal with cultural and textual artefacts: they need to be anchored in a specific language. The proposed administrative structure must also take responsibility for graduate programs in French, German, Linguistics and Spanish, undergraduate programs in East Asian Studies, East Asian Language Studies, French, German, Italian, Linguistics, Russian and Spanish, further minor programs in Chinese and Japanese, and, finally, an array of courses in Arabic, American Sign Language and Canadian Indigenous languages (see Enrolment Statistics Appendix I). New developments, some already in the advanced planning stages, testify that collaboration across existing units can lead to exciting opportunities. We anticipate that the new School will encourage many future collaborations and bring to fruition innovative forms of professional interaction. Libraries and Cultural Resources – through its collections, technology, and human resources – will play an integral role in the School’s advancement of teaching and research.

The history of the consolidation of our departments actually began in 2011 with the merger of several faculties into a single Faculty of Arts. The Department of French, Italian and Spanish (FIS) and the Department of Germanic, Slavic and East Asian Studies (GSEA) had formerly been part of the Faculty of Humanities whereas the Department of Linguistics (LING) had been housed in the Faculty of Social Sciences. The Language Research Centre was part of the Faculty of Humanities and the French Centre belonged to the Faculty of Continuing Education. In 2011, FIS and GSEA considered, and ultimately rejected, the idea of amalgamating the two departments into a single unit. At the core of those deliberations were two facts: (1) the absence of a common philosophy in their respective curricula and (2) an array of very different languages being taught in the two departments. At that time, no compelling arguments had been adduced favouring a merger of this nature; moreover, colleagues from both departments were witnessing the multiple problems that had ensued at several other universities from the hasty amalgamation of several modern languages departments into a single large department. A structure such as the one proposed in this document puts forward a bold vision, one that takes advantage of a new climate and creates new possibilities, notably with the addition of a strong contingent of linguists from the former Department of Linguistics.

Given this history and the debates that have occurred, we envisage a high level of autonomy in academic matters in the delivery of undergraduate and graduate programs. The proposed structure will allow students to share expertise and activities in the context of a concerted push for creating meaningful interdisciplinary and cross-linguistic connections through innovative research and faculty teaching development.

The Department of French, Italian and Spanish and the Department of Linguistics, Languages and Cultures are proposing to consolidate into a single administrative unit to be called the School of Languages, Linguistics, Literatures and Cultures. This structure will not be a “school” as outlined in the
Post-Secondary Learning Act (PSLA). Rather, the School of Languages, Linguistics, Literatures and Cultures will function similarly to other large departments within the Faculty of Arts.

The School will have considerable visibility within the Faculty of Arts. Indeed, it will be one of the largest units in the Faculty and consist of nearly 50 graduate students, 370 majors, 110 minors and approximately 5,300 course enrolments, 9 support staff, over 50 tenured and tenure-track academic staff, and a cadre of experienced sessional instructors, all of whom provide high-quality instruction. The School will be able to present a strong, unified voice within the Faculty of Arts and in the broader University community. As a large integrated academic unit, it will be able to pursue with vigour such initiatives as enhanced study-abroad programs, fund-raising for scholarships and a second-language requirement in more programs in the Faculty of Arts.

II. NEW OPPORTUNITIES

As we look forward to the future, the School offers opportunities for growth in interdisciplinary teaching and learning. A variety of new courses will enable students to work on projects that span traditional linguistic and cultural boundaries in an environment within which interdisciplinary supervision is encouraged. The School will also foster the enhanced integration of linguistic courses into existing programs of language study. We propose to build on the successes of LANG courses that were introduced through the Language Research Centre approximately ten years ago. Courses on classroom language teaching, which are relevant to students regardless of the particular language(s) they are studying, will be further developed in imaginative ways. New topics for courses focusing on issues such as multiculturalism, immigration and cross-cultural exchanges will be offered across different programs.

The new School intends to attract a naming donor. Externally-sourced funds could provide the School with the latitude to create new positions, generate new scholarships and support innovative research initiatives. In coordination with the Faculty of Arts Development Office, the School’s Director will devote time and effort to the attraction of external funds.

III. DEFINITIONS AND PRINCIPLES OF GOVERNANCE

1. Definitions
   The School consists of two types of units: divisions and centres. Divisions may consist of one or more sections. The members of a section are responsible for one or more academic programs, sometimes in collaboration with the members of a different section or sections. Centres have structure and functions defined by their respective governance documents and histories [http://arts.ucalgary.ca/lrc/](http://arts.ucalgary.ca/lrc/), [http://www.ucalgary.ca/frenchcentre/](http://www.ucalgary.ca/frenchcentre/). The School has a Director, the divisions have Division Chairs, and the centres have Directors. The School has a School Council and a limited number of standing committees, and may form ad-hoc committees.

2. Principles
   a. A Climate of Openness
      i. The School and its Director are committed to accountable and collegial academic governance.
      ii. The School and its Director are committed to fostering a culture where information is shared and can be discussed.
      iii. The School and its Director are committed to making governance processes as transparent as possible.
      iv. The School, its Director as well as the Divisions and Sections are committed to preserving the balance between autonomous decision-making, and communication and collaboration with other School units.

   b. Inclusive Practice
i. The School shall be gender inclusive, value heterogeneity and diversity of expertise, and respect the histories, identities and traditions of its respective units while seeking to foster a strong sense of shared identity and cohesion.

ii. The School is committed to supporting and increasing opportunities for cross-sectional contributions, collaboration, and learning.

iii. The School is committed to including student representatives on committees wherever their interests are affected and/or to establishing mechanisms for informed student opinion to be taken into account.

iv. The School is committed to including administrative staff on committees wherever appropriate.

v. The School is committed to sessional representation in the School Council and to facilitating consultation whenever sessionals’ interests are affected.

c. Expertise-based decision-making

i. The School is committed to supporting a high degree of disciplinary autonomy in academic matters to ensure that decisions about academic programs are made by disciplinary experts.

ii. The School Council shall make decisions affecting a particular section directly only with a representative of that section present.

iii. The School Director and Division Chairs are committed to seeking expert advice when required and to establishing and modeling consultative governance processes.

d. Efficient Committee Structures

i. The School is committed to efficient and effective administration. Some committees will require full section representation; others will normally consist of no more than 3-5 members who commit themselves to inviting expert advice, consulting across the units of the School, and keeping the best interests of all units in mind.

ii. Members elected to committees will normally serve a two-year term (except for representatives who will serve a one-year term) – preferably staggered so institutional memory can be preserved, and seamless and effective committee operations are maximized.

3. Governance

a. The School Council will

i. serve as the decision-making body of the School (parallel to the Faculty of Arts Full Council and General Faculty Council);

ii. act in the spirit of collegial governance that enables faculty to participate in governance structures and decision-making processes for the greater good of the units in which they work and the School as a whole;

iii. allow for the expression of a diversity of views and opinions with the understanding that groups with diverse expertise will enrich and inform the Council’s decisions;

iv. ensure inclusiveness so that all who should be participating are provided the opportunity to do so;

v. take into consideration the circumstances and interests of the programs and faculty members in a particular unit, and ensure that these circumstances and interests are reflected in the decision-making process;

vi. operate under documented terms of reference, generate and circulate agenda items and minutes in such a fashion that there is time for careful reflection and informal discussion prior to Council meetings;

vii. require a workable, realistic and achievable quorum (to be determined at a later date) of its voting members in order to make decisions;

viii. grant voting privileges to: continuing, limited term and contingent academic staff members; graduate student representatives; undergraduate student representatives; AUPE and MaPS representatives, and sessional representatives;

ix. establish the School’s general priorities and vote on programmatic and procedural changes;
x. approve all changes to the LLLC entries in the undergraduate or graduate calendars.

The School Council will make decisions about a particular program only in the presence of at least one representative of the Division responsible for this program.

b. Director’s Advisory Council will
   i. serve as the advisory body to the School Director in all matters relevant to the School;
   ii. consist of the Director (Chair), the Division Chairs, the Graduate Program Directors (ex officio), the Directors of the French and the Language Research Centres (ex officio), and one MaPS;
   iii. bring Section-related concerns to the committee;
   iv. serve, at times, as the body that prepares and discusses undergraduate program changes;
   v. serve, at times, as the body that consults with the Graduate Program Directors of Linguistics and LLAC on matters pertaining to the graduate programs;
   vi. set the agenda for the School Council.

c. Division Chairs will
   i. be appointed in broad consultation with the section/sections that make up the division, normally for three consecutive years with a possibility of renewal;
   ii. represent the interests and concerns of their section/sections to the Director, the School Council, and the Director’s Advisory Committee (DAC);
   iii. serve as the Undergraduate Adviser for the relevant Section and, in multi-program divisions, work closely with the undergraduate advisers of the other Disciplines of the Division;
   iv. organize, schedule and chair Division and/or Section meetings;
   v. consult and communicate with the School Director on the Division’s staffing and program needs;
   vi. initiate the Sections’ discussion of annual budget and teaching needs;
   vii. assist the Director with decisions regarding time-tableing and teaching plans;
   viii. lead the Sections’ discussion on CARC and prepare them for discussion at DAC and School Council;
   ix. receive teaching release and possibly an honorarium for their service.

IV. OBJECTIVES

The School of Languages, Linguistics, Literatures and Cultures shall pursue the following objectives:

1. attraction, development and retention of faculty
2. success in external research grant competitions
3. excellence in teaching
4. integration of teaching and research
5. student engagement and representation
6. effective leadership
7. internationalization
8. connection with the community
9. improved coordination of student outcomes
V. RECOMMENDATIONS

Recommendation 1: that the Council of the Faculty of Arts create a new structure under its auspices whose official name shall be the School of Languages, Linguistics, Literatures and Cultures.

Recommendation 2: that the Faculty of Arts create the position of Director of the School of Languages, Linguistics, Literatures and Cultures to be appointed by the Dean of the Faculty of Arts in accordance with the procedures pertaining to the appointment of Directors and Department Heads in the Faculty of Arts.

The Director shall fit the following description:

- A senior scholar with a demonstrated international record of excellence in at least one of the disciplines within the School who also has a record of collaboration with other disciplines within the School.
- A person with a demonstrated record of successful administrative experience.
- A person capable of advocating eloquently on behalf of the entire School.
- A person capable of participating in raising external funds in support of the School.

The Director shall have the following responsibilities:

- serve as budget owner for the School.
- In accordance with the Collective Agreement, the Director shall have the same responsibilities as a Department Head in the Faculty of Arts.
- manage the School. This function will include: serving as Chair of an Advisory Committee, Chair of the School Council, and Chair of Standing Committees where appropriate; acting as final approver for timetable, teaching loads, sessional contracts, and all other employment-related matters, including applications for promotion and tenure and recommendations for faculty assessment. The Director will strive to maximize professional potential among the School’s faculty and staff; oversee space planning, maintenance and renovation; oversee strategies for communication, promotion, recruitment and any other activity that provides the School with a higher community profile.
- represent the School at the Faculty level at DAC and FTPC.
- act as a public spokesperson on behalf of the School and serve as its principal representative.
- In coordination with the Dean of the Faculty of Arts and its Development office, the Director will raise funds in support of the School.

Since the time of the creation of this document, the Dean of Arts has committed to an open search for the new Director of the School.

Recommendation 3: that the School of Languages, Linguistics, Literatures and Cultures shall have a School Council whose voting members shall include continuing, limited term and contingent academic staff members; graduate student representatives, undergraduate student representatives, AUPE and MaPS representatives, and sessional representatives (according to principles and formulae to be fine-tuned before the School comes into existence). The Council will be responsible for establishing general policies, procedures and priorities for the School and for the final approval of any changes to academic programs. The Council will create standing and ad hoc committees for the purpose of dealing efficiently with matters of importance to the School.

Recommendation 4: that each academic staff member of the School shall be a member of an academic division. Decisions affecting academic programs, timetabling and student advising will be decided within these divisions. Decisions affecting interdisciplinary programs and courses (e.g. BA Linguistics and Language, potential BA Languages and Cultures, Romance Studies) will be shared among the relevant Divisions, through consultation and dialogue.
Recommendation 5: that the units within the School shall be:

**Division of Chinese Studies and Japanese Studies.** This Division will have responsibility for undergraduate programs and courses in East Asian Language Studies and East Asian Studies and for the minors and courses in Chinese, Japanese and East Asian Studies.

**Division of French and Francophone Studies.** This Division will have responsibility for undergraduate and graduate programs* and courses in French. As one of Canada’s official languages, the status of French will thus be recognized within the University of Calgary.

**Division of German Studies, Russian Studies, and Arabic Language and Muslim Cultures.** This Division will have responsibility for undergraduate and graduate programs* and courses in Russian and Slavic, and undergraduate courses in Arabic Language and Muslim Cultures.

**Division of Linguistics.** This Division will have responsibility for the undergraduate and graduate programs and all courses in linguistics. The division will also continue to administer the program in Linguistics & Language (LiLa) and supervise the instruction of Canadian Indigenous languages and American Sign Language.

**Division of Spanish Studies and Italian Studies.** This Division will have responsibility for undergraduate and graduate programs* and courses in Spanish, and undergraduate programs and courses in Italian Studies. Faculty members in Spanish Studies also contribute valuable expertise to the interdisciplinary Latin American Studies program (LAST) [https://las.ucalgary.ca/home/about](https://las.ucalgary.ca/home/about). A number of centres affiliated with the Faculty of Arts are supporting the study of Spanish and Italian within the University, namely the Spanish Language Centre, El Centro de Tertulia; the Aula Cervantes (founded and funded by the Spanish government); and the Italian Language Centre, Il Circolino [https://fis.ucalgary.ca/home/resources-and-teaching/language-centres](https://fis.ucalgary.ca/home/resources-and-teaching/language-centres); [https://fis.ucalgary.ca/home/instituto-cervantes](https://fis.ucalgary.ca/home/instituto-cervantes). The home of future courses and programs related to Brazil will naturally fall within this division.

**The French Centre.** This unit will continue to promote a wide range of initiatives at the University. The French Centre provides support to FREN credit courses, oversees FLIP courses, administers the DELF and DALF exams, organizes a travel study and operates a Drop-in Centre. See Recommendation 10.

**The Language Research Centre.** This unit will lead, coordinate and support research activities and initiatives in the new School and provide a forum for the dissemination and showcasing of faculty and student research and scholarship. See Recommendation 9.

*A new graduate program has been approved at the university level. The proposed Master of Arts and Doctor of Philosophy in Languages, Literatures and Cultures, with five specializations: French, German, Spanish, Applied Linguistics, and Transcultural Studies will replace, once fully approved, existing graduate programs (except for the M.A. and Ph.D. in Linguistics). See also Recommendation 7.

**Note:** The Director of the School will foster innovative interdisciplinary initiatives (i.e., team teaching, LANG courses, joint graduate courses, Romance or European Studies courses, etc.) to benefit the School, the Faculty of Arts, and the University at large.

**Recommendation 6:** that each of the Divisions shall have a Chair, whose primary responsibilities shall be the proper functioning of these units. Where appropriate, the Chair of a Division may delegate certain responsibilities for undergraduate student advising or program coordination. In consultation with the Dean of the Faculty of Arts, the Director shall negotiate appropriate teaching release and possibly an honorarium for each of the Chairs, depending upon the magnitude of the responsibilities.
Recommendation 7: That the School will host two graduate programs, two graduate committees and two Graduate Program Directors (GPD): Linguistics as well as Languages, Literatures, and Cultures (LLAC). The latter is a new degree and will offer M.A. and Ph.D. degrees with five specializations: French, German, Spanish, Applied Linguistics, and Transcultural Studies. As LLAC crosses different divisions, its GPD will likely chair a committee comprised of faculty from different programs. The GPDs will both report to the School Director and be members of DAC. Within the first year of the School's existence, the two graduate programs will develop a mechanism and criteria to share equitably the funding received from the faculties of Arts and Graduate Studies.

Recommendation 8: That the Chairs of the Divisions, the Graduate Program Directors, the Directors of the Centres, and one MaPS shall comprise the Director's Advisory Committee (DAC).

Recommendation 9: That the Language Research Centre shall be incorporated into the School. It shall maintain its own budget, but it will be the School's interdisciplinary hub for language research, pedagogical training (including LANG courses, workshops, support for Common European Framework of Reference examinations), and community outreach on issues related to language (e.g., knowledge engagement and mobilization activities like Science Cafés, policy development support for school boards, and activities that promote languages within the broader community including, among others, WordFest and CEFR examinations, except for DELF/DALF and DELE). It will not only serve as a principal resource for the research activities in the School of Languages, Linguistics, Literatures and Cultures but it will also assume a leadership role in the development of new research initiatives. The Director of the LRC will report to the Director of the School and be a member of the Director's Advisory Council. The terms of Directors' appointments will be closely modeled on university practice.

The School of Languages, Linguistics, Literatures and Cultures prides itself in the diverse expertise of its members and its student body: Instructors and professors who teach, maintain currency in their fields and/or conduct research in the broad areas of linguistics, cultures, language pedagogy, and literature. It acknowledges that students have diverse interests.

The Language Research Centre (LRC), established in 2001, and housed in the Faculty of Arts, is the University of Calgary's interdisciplinary entity dedicated to research on language. It is distinctive in the breadth of the research it undertakes, its commitment to applying the results of its research to understanding and resolving problems of various types, along with its dedication to engagement with the community. The LRC operates under a collaborative and interdisciplinary model to support the research and scholarship aspect of the professional lives of the members of the new School. The LRC will take full advantage of the School's heterogeneous composition and continue to be a dynamic disciplinary and interdisciplinary hub, which enables stimulating exchange of ideas and joint research projects. In addition to the members of the School, the LRC welcomes among its members interested parties from the greater University of Calgary community as well as stakeholders from Calgary and beyond. Within the School, the Centre is able to: provide logistical support for individual researchers and current and future research groups; support and administer individual and collaborative grant applications; initiate, coordinate and host research activities including workshops, speaker series, work-in-progress talks, professional colloquia, and national and international conferences. The Centre plans to initiate a faculty mentoring program to facilitate the development and support of junior faculty members' research programs. The Language Research Centre's activities will continue to be open and welcoming to members outside of the School. Within the new School, the Language Research Centre will not only be a facilitator of research related to language in all its dimensions, but also a leader in obtaining prestigious external Research Grants. See Appendix II for an outline of the LRC's vision.

Recommendation 10: That the French Centre will form a unit within the School of Languages, Linguistics, Literatures and Cultures, maintaining its own budget. The Director of the French Centre will report to the Director of the School and be a member of the Director's Advisory Council. The terms of Directors’ appointments will be closely modeled on university practice.
The French Centre was founded in 1976; its mission is to promote the French language and francophone cultures on the University of Calgary campus. Formerly part of the Faculty of Humanities, the French Centre later became part of the Faculty of Continuing Education and moved to the Faculty of Arts in 2015. Along with the French program, the French Centre attracts significant funding through Heritage Canada. The Centre’s mandate is to carry out programs and projects as outlined in the ongoing (rolling) grant proposals to promote Canada's official languages in a minority situation. The French Centre has a long history of providing support to FREN credit courses and oversees the French Language Instruction Program (FLIP) that offers courses in diverse subject matters such as Biology, Micro-economics and Sociology taught in French. It oversees and administers the Repsit web project, the DELF/DALF Examination and Assessor Training Centre (DELF/ DALF are French versions of the Common European Framework of Reference for Languages), and "Le Centre," a drop-in centre which promotes language learning in an immersion setting. Language monitors are on duty daily (10:00am – 3:00pm). The French Centre offers immersion weekends in the Kananaskis Field Station each semester (30-35 students), organizes a travel study trip to Quebec, and supports academic guest speakers and cultural activities. The Centre partners with Wordfest for the French Voices event on campus, and generally promotes French and Francophone activities on campus for FIS students and for the greater Calgary community. Until March 2015, the French Centre also offered a full program of Continuing Education French language courses as well as two FSL Certificates (Foundations and Intermediate). The members of the Division of French and Francophone Studies participate in the Centre’s activities and the present cost-sharing arrangements and coordination of activities will continue. The French Centre has an academic director, a program lead and program coordinator.

Having the two centres become units within the School and enabling them to work in close proximity with each other makes sense on many levels and would clearly work for the benefit of our students.

**Note:** This recommendation may require further action with Alberta Innovation and Advanced Education.

**Recommendation 11:** that the present administrative staff of the Department of French, Italian and Spanish, the Department of Linguistics, Languages and Cultures, the Language Research Centre and the French Centre shall comprise the administrative staff of the new School.

The support staff for the new School will need to provide internal flexibility and efficiency both in terms of individual workload assignments and the ability to accommodate and manage future growth. The administrative staff will need to be centrally located, i.e. in one main office. The integration of staff into one well-functioning office will occur in phases and will include the review of existing job profiles to allow for both flexibility and development, which will require the assistance of the Faculty of Arts HR partners.

Please see **Appendix III** for an outline of the suggested phases of integration of staff into one main office.

**Recommendation 12:** that the new School is given continuous space allowing it to grow. See **Appendix IV** for space considerations.

**Recommendation 13:** that the budgets of the present Department of French, Italian and Spanish and the Department of Linguistics, Languages and Cultures be consolidated into one budget and organized such that the programs of each will be funded in the same manner as prior to the consolidation; that the resources outlined in VI be provided to the School; and that this consolidated and modestly augmented budget be designated the baseline from which the School will compete with the rest of the Faculty of Arts for new allocations of resources, including new positions.
**Recommendation 14:** that the new School be granted a minimum of four to six academic positions over the next three years to address retirements, realize opportunities for growth in areas of demand, and strengthen cross-disciplinary areas such as second language pedagogy that benefit a number of programs.

The vitality of a number of programs has been or is threatened by recent or imminent retirements. A careful analysis of enrolment patterns in relation to declining faculty numbers is needed together with a commitment to sustain and grow the programs in the new School. Faculty renewal will be crucial to sustaining and increasing research productivity, achieving increased success with Tri-Council grants, supporting innovative teaching initiatives, and infusing our programs with new ideas and insights.

**Recommendation 15:** that the new School shall have immediate access to the Arts Development Office to explore fund development opportunities including a named school.

**Recommendation 16:** that the new School shall have preferred access to the Arts IT and Arts Communications groups immediately after this proposal has passed General Faculties Council so that the design of a new, clearly structured website which will feature the many divisions and undergraduate and graduate programs clearly, can begin well in advance of the official creation of the School on July 1st.

**VI. RESOURCE IMPLICATIONS**

In order to implement the recommendations, the following additional resources would ensure that the new School has the support required to succeed:

1. Director of the School – a senior academic position.
2. Four to six academic positions over the next three years to address retirements, realize opportunities for growth in areas of demand, and strengthen cross-disciplinary areas that benefit a number of programs.
3. Modest funds for a floating visiting professorship to support an atmosphere of intellectual exchange and engagement.
4. Increased funds for an external speaker series that will enable and intensify interdisciplinary conversations.
6. Funds to hire a web designer.

**VII. Members of the CONSOLIDATION COMMITTEE (Fall 2014)**

Allan Gordon Bell, Chair (School of Creative and Performing Arts)

Sabine Dillenberg (Administrative Staff Representative)

Darin Flynn (Department of Linguistics, Languages and Cultures)

Eileen Lohka (French Centre)

Daniel Maher (Department of French, Italian and Spanish)

Olga Mladenova (Department of Linguistics, Languages and Cultures)

Mary Grantham O’Brien (Language Research Centre)

Luis Torres (Department of French, Italian and Spanish)
VIII. Members of TRANSITION COMMITTEE (Winter 2016)
Elena Bratishenko (Linguistics, Languages and Cultures, elected)
Kenneth Brown (French, Italian and Spanish, elected)
Susanne Carroll (Linguistics, Languages and Cultures, appointed)
Sabine Dillenberg (Administrative Staff Representative)
Valère Gagnon (French Centre, Appointed)
Katherine Guevara (Administrative Staff Representative)
Sandra Hoenle (Linguistics, Languages and Cultures, elected)
Olga Mladenova (Linguistics, Languages and Cultures, Head)
Jean-François Richer (French, Italian and Spanish, Head)
Florentine Strzelczyk (Vice Dean, Chair)
Anthony Wall (French, Italian and Spanish, elected)

IX. Timeline of the approval process
• March 30 LLC Document to Executive
• April 4 Executive
• April 8 Arts Full Council
• April 18 Academic Planning and Priorities Committee (recommendation)
• May 3 GFC Executive Committee (recommendation)
• May 19 General Faculties Council (recommendation)
• May 27 Board of Governors (approval)

X. Tasks of the Transition Committee
between March 17 and June 30
Propose and Develop
• principles of governance
• terms of reference for division heads
• terms of reference for the operation of divisions
• terms of reference for School Council
• terms of reference for the formation of hiring committees
• structure of the School’s office
• profile of the director
• FIS and LLC faculty discuss proposed measures for governance
• appointment of Interim Director

between July 1 to December 31, 2016
• external search for the School’s first regular director
• further development of governance
• further development of School’s office structure

XI. Consultation Process
Department of French, Italian and Spanish
January 15, 2015 : Ratification of the “Plan for the Creation of the School of Languages, Linguistics, Literatures and Cultures”
Results of Vote:
• In Favour: 19
• Against: 3
• Carried
Results of Vote:

- In Favour: 14
- Against: 6
- Abstentions: 3
- Not Carried. According to the governance regarding department meeting voting requirements, a two-third majority was needed to pass structural changes and abstentions were counted as no votes; the motion did not pass by one vote

- The proposal for a Transition Committee was made in November, 2015
- Department Meetings were held on November 26 (FIS) and December 2 (LLC)
- The Transition Committee began its work on January 27, 2016 responding to faculty suggestions to
  - Add a more inspired and visionary preamble
  - Explicitly state the existence of two graduate programs
  - Add more concrete suggestions as to how the new unit would operate (director, school council, division chairs)
- Progress was presented during department meetings on March 2 (LLC) and March 3 (FIS)
- A town hall for both departments was held on March 14
  - Discussion was highly collegial and constructive
  - No major issue was raised
  - Almost all suggestions were incorporated into the document
- A vote on the School’s name was held on March 23
- The penultimate draft of the new consolidation document was circulated on March 23 for final input
- The document was submitted to the Arts Executive Committee on March 30

APPENDIX I: Enrolment Statistics in the Faculty of Arts
APPENDIX II: Language Research Centre Vision
APPENDIX III: Phases of Integration of Staff into Main Office
APPENDIX IV: Craigie Hall Floor Plans
APPENDIX I: Enrolment Statistics in the Faculty of Arts

Department of French, Italian and Spanish (FIS) and Department of Linguistics, Languages and Cultures (LLC)

All Staff Groups Summary

<table>
<thead>
<tr>
<th>Department</th>
<th>Academic Staff*</th>
<th>Management and Professional Staff</th>
<th>Support Staff</th>
<th>Total</th>
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<tbody>
<tr>
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<td>2.50</td>
<td>21.50</td>
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<tr>
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<td>45.75</td>
<td>3.00</td>
<td>6.00</td>
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* Currently there is 1 academic selection in process in FIS and 3 in LLC.

Undergraduate and Graduate Programs

FRENCH, ITALIAN AND SPANISH

Undergraduate Programs

<table>
<thead>
<tr>
<th>Language</th>
<th>BA</th>
<th>Honours</th>
<th>CoEop</th>
<th>BA/B.Ed</th>
<th>Minor</th>
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<tr>
<td>French</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>Italian</td>
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</table>

Romance Studies (Delivered in English) These courses may be used to satisfy option requirements within FIS degree programs.

Graduate Programs

French

Spanish

LINGUISTICS, LANGUAGES AND CULTURES

Undergraduate Programs

<table>
<thead>
<tr>
<th>Cultures</th>
<th>Minor</th>
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</tr>
<tr>
<td>Chinese</td>
<td>BA/B.Ed Minor</td>
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<tr>
<td>East Asian Language Studies</td>
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<tr>
<td>East Asian Studies</td>
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<td>German</td>
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<tr>
<td>Indigenous Languages</td>
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<td>Japanese</td>
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<tr>
<td>Linguistics concentrations</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Language Sciences</td>
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<tr>
<td>Applied Linguistics</td>
<td></td>
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<tr>
<td>Linguistics and Language</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Language Sciences</td>
<td>Minor for PSYCH and LING majors. Students take 10 PSYCH courses.</td>
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<tr>
<td>Russian</td>
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Graduate Programs

German Slavic and East Asian

Linguistics

Study Abroad Programs

FRENCH, ITALIAN AND SPANISH

French

Italian

Spanish

LINGUISTICS, LANGUAGES AND CULTURES

Chinese

German

Japanese

Russian

Arabic

Note: FIS offers 1 week off Campus Group Study Program in Quebec, in partnership with the French Centre, offered in alternate years. E.C. Barclay scholarship ($7500) is available for a full-time student registered in any faculty of U of C wishing to pursue studies in France through an official exchange program at the Université de Bourgogne in Dijon, or at the Université FrançoisRabelais in Tours, for two semesters.
### International Language Credentials

<table>
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<th>Credentials</th>
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### Registered Undergraduate Major Counts For Fall Terms (Fall 2003 Through Fall 2015)

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<td></td>
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### Registered Undergraduate Minors For Fall Terms (Fall 2003 Through Fall 2015)

### Undergraduate Course Enrollees N Graded Component Only N Spring 2003 Through Winter 2016

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<th>RUSS</th>
<th>EALS</th>
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<td>14</td>
<td>461</td>
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### Registered Graduate Students

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<th>FISLNAOS</th>
<th>GSEANAOS</th>
<th>LINGNAOS</th>
<th>ALL TERM TOTAL</th>
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<tr>
<td>Total</td>
<td>151</td>
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<td>5</td>
<td>106</td>
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APPENDIX II: Language Research Centre Vision

A Vision for Language Research Centre
in the School of Languages, Linguistics, Literatures and Cultures (LLLC)

The Language Research Centre (LRC), established in 2001, and housed in the Faculty of Arts, is the University of Calgary’s interdisciplinary hub for research on Language. The LRC promotes and undertakes research on Language and languages broadly defined, is committed to applying research results to solutions for real-world problems, and is dedicated to engagement with the community. In addition to the members of the the new School, the LRC welcomes among its members interested parties from the greater University of Calgary community as well as stakeholders from Calgary and beyond. As part of the new School of LLLC, the LRC will continue to facilitate, promote and disseminate research in all aspects of enquiry in languages, linguistics, literatures, cultures and related pedagogy.

In the large School of Languages, Linguistics, Literatures and Cultures, research and scholarship as well as teaching and learning will necessarily be heterogeneous. The LRC will serve as a community-building space for members of the new School. The collaborative and interdisciplinary model proposed will allow for a cross-pollination of ideas and contribute to unfolding and maximizing the interdisciplinary research and teaching potential of researchers and instructors within the new School. It will also offer a space for the wider community and language professionals in the Southern Alberta area for professional development and sharing of best practices.

Research: The LRC will lead, coordinate, promote and host the combined research activities and initiatives of the new School. Taking a leadership role in facilitating research collaborations and obtaining external (government), Tri-Council and internal grants that support and connect researchers around common projects, the LRC, through an appropriate committee structure, will

- Host the LLLC speaker series, local and visiting speakers, work-in-progress talks, professional colloquia, national and international conferences.
- Lead and support individual and collaborative grant writing groups by researchers within the School around the different research specialties.
- Lead and support the formation of informal group meetings and research groups.
- Support and build relationships among researchers in transcultural studies, literary and cultural theory, applied linguistics, and theoretical linguistics through appropriate activities.
- Support and promote its members’ research activities including book launches, brochures, and profiles.
- Provide a forum for graduate student research (e.g. graduate student poster presentations, research colloquia, conference practice, workshops, graduate students grant writing groups) organized around the research specialties in the graduate programs.
- Encourage collaboration with researchers and research institutes, and other units across campus.

Language Pedagogy: The LRC will be the hub for language pedagogy training within the School and will

- Continue to offer pedagogical training for graduate students through a suite of multi-disciplinary LANG courses [http://www.ucalgary.ca/pubs/calendar/current/language.html].
- Offer regular workshops for graduate students, educators and administrators on second language pedagogy and teaching.
• Continue to offer support for and expertise in internationally recognized language proficiency (CEFR) assessment, with the French Centre and the AULA Cervantes.

Community Engagement: The LRC will provide a forum for community members to learn about and discuss issues related to Language and languages. It will
• Continue to lead knowledge engagement and mobilization activities including research projects and public forums with community partners including the school boards, heritage language communities, Alberta Health Services and the Calgary Public Library.
• Continue to offer policy development support for school boards and other jurisdictions.
• Offer professional development opportunities to language instructors in the wider community.
• Initiate activities that promote languages within the broader community including WordFest and CEFR examinations.

Recommendation 1: The LRC will continue to maintain its own budget within the School. Staffing will include the director, who will receive course release, and adequate administrative support.

Recommendation 2: The LRC will take a leadership role in facilitating research collaborations and obtaining external (government), Tri-Council and internal grants that support and connect researchers around common projects.

Recommendation 3: The LRC will maintain its current space and will be given the budget to support the new School’s research, pedagogy training and community outreach initiatives.

Recommendation 4: The LRC will offer at least two LANG courses annually.

Recommendation 5: The LRC, the French Centre and other partners will be jointly responsible for activities such as WordFest in languages other than English and CEFR examinations within the School of LLLC.
APPENDIX III: Phases of Integration of Staff into Main Office

Space Considerations in Planning for the School of Languages, Linguistics, Literatures and Cultures

Assumptions:
- Space configuration will be implemented in three phases:
  1) Status quo (July 1).
  2) Once Phase II of the staffing is implemented (staffing model and position assignments are confirmed), staff may be integrated into a more efficient/effective configuration.
  3) Ultimately, a new space (CHD 6th floor?) will be prepared where all administrative staff will be housed together along with the Director of the School.
- At least 1 MaPS and the two undergrad support staff should be in close proximity to the Director of the School from the outset.
- 1.5 GPAs need to be in close proximity to each other
- Division Chairs will serve initially from their home offices.

Important considerations:
- Careful thought needs to go into how the staff supporting the French Centre are positioned. Currently, there is valuable synergy in the setup of CHC 3rd floor where the French Centre, student classroom for French, French instructors of beginner level and the French Centre staff are located. Disruption of that configuration could have serious consequences for non-credit advising and for student registration and participation in activities sponsored by the Centre.

Questions:
- Would Division Chairs be best situated together or dispersed in their home office?
  Pros of being situated together:
  - Facilitate communication between each other and the Director
  - One stop shopping for students
  Cons:
  - Space is at a premium so it is unlikely that a faculty member could retain their regular office when they take on an administrative appointment. Faculty members may have to move offices and then move at the end of their term.
  Pros of being dispersed throughout the unit:
  - Facilitate communication with members of their section/other sections
  - Easier logistically because any person could serve without having to move offices
  Cons:
  - Less interaction with other division chairs
  - Students have to go all over the building when there are multiple advisors they need to see

Some possible scenarios for Phase II

1) House School in LLC

Admin staff in current LLC staff location would be the public face of the School:
- Director of the School (Note: current Head of LLC would need another office. CHD304?)
  1 MaPS
  2 Undergrad Support
1.5 GPAs could be housed in current FIS staff location along with 1 MaPS (private face of School). Another space would need to be identified to accommodate 1 Website/Promo person, ideally in proximity to Admin/Special Events person (near French Centre), and .5 staff appointment.

1 MaPS + 1 AUPE would remain in current location in proximity to French Centre

**Pros:**
CHC is the main entrance point for people coming off 24th Ave & Uni Drive so easy access for students. Signage could be improved to direct students appropriately.

CHC is the end point for all the blocks where people are housed (D & E)

The French Centre would be right above so in close proximity

**Cons:**
Space perhaps not as nice as CHD 3rd floor

2) **House School in FIS**
   Director, 1 MaPS, and 2 undergrad support would be in CHD304/CHD310A/CHD310 (Public face of School)
   2 GPAs + 1 Website/Promotion +1 MaPS in LLC office space (private space)
   1 MaPS + 1 AUPE in French Centre space
   .5 LRC person

   **Pros:** Optics are a little nicer?
   - CHD 3rd floor is somewhat central to all the different locations (C&E on each side, and 4th and 5th floor above)

   **Cons:** Current Head of LLC would need an office because current space for Head would need to be adapted to accommodate staff.

3) **House School in CHC 3rd floor**

   - Renovations/alterations to current space would be needed (for example, possibly joining C302 & C304, moving Italian Centre to CHD307 or elsewhere, etc.)

**Phase III** – Ideal end state would be one location for the School administration, potentially CHD 6th Floor. This would require a completely new approach.