RSHA Restructure Schools of Language Studies and Cultural Inquiry
Working Party Report to Steering Committee
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1. Proposed name of School

Recommendation 1: That the School be named the School of “Literature, Languages and Linguistics” (SLLL “S-triple-L”).

- It gives visibility to three areas of major strength in the School – Literature (ERA 2012 rank 4); Languages (ERA 2012 rank 4) and Linguistics (ERA 2012 rank 5). Note that Classics is given visibility through the establishment of a Centre for Classical Studies, see Recommendation 2;
- It represents the three disciplines in the School that have the largest representation of staff;
- The acronym works well.

2. Status of Classics

Recommendation 2: That a Centre for Classical Studies be formally established, under and recognized by the University council, but not as a separate AOU.

The proposed Centre covers the disciplines and programs of Ancient Greek, Latin and Ancient History under the label of Classical Studies. It will be a useful way of incorporating under one umbrella friends’ groups activities (Friends of the Classics Museum and the Canberra Friends of the Australian Archaeological Institute at Athens), Students’ society activities, allied staff in other programs (Graeme Clarke in History), the Classics Endowment Fund (CEF)—in addition to the activities of the teaching and research staff. The Centre has the potential to considerably raise the profile of the work done in this area at ANU in the local community and nationally/internationally, especially with potential HDR and HDR coursework students, and has the full support of the staff in Classics and Ancient History.

3. Description of new School

The new School will consist of four main disciplinary areas: Classics and Ancient History, European and Latin American Languages and Cultures, Literature and Culture, and Linguistics. It will have approximately 35 FTE academics, supported by 5 professional staff (see below). Within the four main disciplinary areas, the School will offer undergraduate education in a wide range of disciplines, reflecting in many cases the interdisciplinary scope of some of its main constitutive disciplines. These undergraduate majors, minors and specialisations are in alphabetic order: Ancient Greek, Ancient History, Applied Linguistics, English and Drama, Film Studies, French Language and Culture, Gender, Sexuality and Culture, German Language and Culture, International Communication, Italian Language and Culture, Latin, Linguistics, Reading Russian, Spanish[major + minors in Hispanic Culture, Hispanic Linguistics, Hispanic Studies]. The school will also continue to offer postgraduate coursework in the Masters of Applied Linguistics, Classical Studies, Linguistics and Translation.

The new School will have approximately 65 HDR students. The combined school would have major research strengths in three ERA FOR codes: 2003 Linguistics (2012 rank 5), 2004 Languages (2012 rank 4) and 2005 Literary Studies (2012 rank 4). The HRC and ANDC will
function as independent centres, but will sit within the new school. The school will work with the HRC and the ANDC to enhance the national and international visibility of Humanities at ANU.

The merger will enable staff to enhance undergraduate offerings in literary studies of the Classical, Anglophone, European and Latin American language traditions, making the new School the centre of literary studies at the ANU, as well as potentially developing a new language-focussed English language major and postgraduate coursework program, which could potentially attract large numbers of international students. It will build on current and developing strengths to offer more coherent and appealing undergraduate offerings such as approaches to world literature or offerings in the digital humanities that would inform teaching and research.

In terms of graduate research education, the greater visibility of the major research areas should make it easier to attract more HDR students. The merger will offer possibilities both to streamline graduate education through economies of scale and administration such as a School-wide administrator for HDR and a single HDR Convenor and Deputy Convenor, and to provide a deeper and more diverse education for HDR students. The merger will enable staff to develop and enhance course offerings to the cohort as a whole e.g. supplementing the current thesis writing workshop in SCI with an extended program for HDR students e.g. ‘communicating your research’ for later year students, offering reading language courses to students of literature, as well as introductory linguistic courses as they may pertain to linguistic analysis – these latter two come from proposals by HDR students.

4. Governance and Planning Structure

Recommendation 3: HoS and Deputy HoS will be sourced one each from staff in the two buildings AD Hope and Baldessin in the first instance, headship and deputy-headship rotating between the two buildings.

Recommendation 4: The working party recommends the following governance structure for the new School:

- Head of School
- Executive committee
  - Deputy Head of School
  - One representative from each of the following four discipline areas:
    - Classics and Ancient History
    - Literature & Culture (also representing Film Studies and Gender)
    - Languages & Cultures (representing all European languages, plus/minus Translation)
    - Linguistics (General and Applied, plus/minus Translation)
    - upon consultation with the relevant parties, also the research centres (HRC, ANDC) but there would be no obligation on them to attend Executive meetings.
- A Research Reference Group, determined by the HoS, consisting of staff from diverse career levels, and representatives from HRC and AND.

The discipline representatives will be determined by the programs in consultation with the Head and Deputy. The Executive Committee of 5-7 individuals will meet regularly - on a schedule to be determined - both to manage the implementation of the merger and then to provide overarching direction to the new School. An important role for the incoming Head of School and the Executive Committee will be to identify and encourage effective communication and synergies in research, teaching and outreach, especially in the light of the fact that the schools constituting the new one are not co-located.
The Research Reference Group will address matters relevant to research in the School, such as joint research projects, mentoring younger researchers, and working together with the HDR convenors to build a flourishing research climate in the School.

5. Implementation Plan Priorities:

The working party recommends the prioritisation of the following tasks:

i) Administrative Arrangements for January 2014:

   a) Determination of number of professional staff, location and distribution of work functions. Discussions on professional staffing are in progress, and consultation with Linda Addison is ongoing.
   b) Recruitment of a Senior School Administrator (SSA) supervised by the current Heads of SCI and SLS.
   c) The SSA should be co-located with the HoS, and there should be some professional staff in each building.

ii) Communication Arrangements:

   a) Prepare a communication plan for within the School, the University and externally
   b) Arrange joint meetings for discussing proposals with staff
   c) Establishment of functional e-mail addresses for the roles needed in the new school (admin.xx, ssa.xx, hos.xx…..)

iii) Rebranding:

Determination and implementation of the critical rebranding actions needed prior to January 2014, for example, website redevelopment and signage, publicising new functional e-mail addresses, launch of the new school.

iv) Identification of Essential School Tasks and Roles:

The capacity mapping exercise should inform identification of the essential tasks undertaken by each of the current Schools and consideration of how these tasks will be maintained, adapted or changed to meet the functions and goals of the new School.

v) Capacity mapping:

Current heads of the two Schools plan to map existing and likely capacity in the two Schools in 2014 and after, in order to take a fresh approach to increasing income in terms of both research and teaching. This capacity mapping would identify how the new School can facilitate more flexibility in order to meet challenges in the short to medium term.

vi) The working party recommends that a workload model should be developed in 2014 in the light of this identification of essential School tasks and in consultation with the staff body as a whole for implementation in 2015.

vi) Budgets
The working party takes it as a high priority to work out a budget model for the new school in conjunction with leave arrangements, teaching arrangements and the workloads model. This will take into consideration the revenue earned by each area, the presence of staff, the number of students (using weighted EFTSLs) and the courses that must be offered. We recognize that both SLS and SCI staff have asked for the budgets to be kept separate for the first one or two years and we accept the necessity for developing principles of cross-subsidisation.

**Academic governance of new school model**
Organisation of School - disciplines and fields
This representation is a simplification, based primarily on Majors, Minors and Specialisations, and does not fully reflect the interrelated areas in which members of the School teach and work. A priority for the new School will be develop a model of representation that ensures full visibility to all areas, and to the ways staff cut across these areas.