

Self Study

Linguistics Department, College of Arts & Sciences, University of Washington, Seattle

Degrees offered:

Bachelor of Arts, Linguistics

Bachelor of Arts, Romance Linguistics

Master of Arts, Linguistics

Master of Arts, Romance Linguistics

Master of Arts, Computational Linguistics

Doctor of Philosophy, Linguistics

Doctor of Philosophy, Romance Linguistics

Year of last review: 2000

Chair of unit: Julia Herschensohn

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Part A: Required background information

Section I. Overview of organization

1.1. Mission and organizational structure

Linguistics is the study of language as a natural phenomenon. It focuses on grammar, the social context of language variation, the physics of speech sounds, the processing of language, and the properties of language evolution. As language is an exclusively and intrinsically human characteristic, research on the structure, acquisition, and use of language cuts to the heart of human cognition and the social world, linking linguistics to psychology, anthropology, information science, and many other disciplines. Our department aims to educate students and the public on the structure and use of language, and on the significance of invariant characteristics and systematic variation in languages. Our goals include researching these areas and training students to become independent and creative linguists themselves.

The Department offers degree programs in General Linguistics and Romance Linguistics, each leading to a BA, MA, or PhD, and a Professional MA degree in Computational Linguistics (CLMA). In all programs, students study issues relating to any and all languages. General Linguistics students have a basic mastery of at least two languages from different language families, while Romance Linguistics students specialize in at least one Romance language. Computational Linguistics students study the underlying theory and current state of the art in speech and language processing technology. The Department also teaches ASL and Deaf Studies. Classes in the Department of Linguistics are usually limited to 30 students.

In 2000, our strategic plan specifically aimed to develop a computational linguistics program, increase grant funding, improve teaching through the incorporation of technology, develop sociolinguistics, do locally relevant research, establish internships and increase faculty-industry exchanges. By 2006, we had made substantial progress on all of these goals, and in our new Strategic Plan, we added the development of ASL language and research, establishing a more diverse group of students and faculty, increasing the endowments, and furthering Northwest indigenous language study and preservation. Four years later we have moved forward on all of our goals and continue to pursue them. We created internship courses at graduate and undergraduate levels that have permitted students to do a range of work in industry, community schools and other venues; two of our faculty do research on Northwest English, and their students also have done very locally based studies (some published). We constantly update our teaching to include recent technological advances; our online and hybrid courses (both CL and introductory 200) are transforming the learning opportunities that we offer students. Faculty members have ongoing and productive collaborations with researchers in local industry, especially in the CL realm. Finally, we foster study and preservation of Northwest indigenous languages through teaching and research; in 2009 our nominee, Elder Virginia Beavert of the Yakama tribe, was chosen to receive an Honorary Doctorate at Commencement.

Since 2000, when we had a few thousand dollars in a single discretionary budget funded by donations, we have raised hundreds of thousands of dollars in endowments and gifts. The endowed Nostrand Professorship, at over \$500,000, funds the research of one

of our faculty members for a three-year period. The ASL program is largely supported by private donations both in providing salary and in supplementing the program with invited speakers, valuable pedagogical support (e.g. books, videos), and travel funding for national Deaf conferences. Our Graduate Fellowship endowment (over \$50,000) is currently able to fund one \$1000 award for Excellence in Graduate Research per year, although we aim to increase funding so that the endowment could actually support a student through a year's tuition and stipend. In addition, we have another graduate support budget that helps our students with travel and other research projects. And of course, our mainstay budget, Friends of Linguistics, continues to provide funding for invited speakers, research help, our regular Friday colloquium and the department newsletter that we published from 2002-2010 (until the budget constraints prohibited publication).

After our last review, Linguistics developed new programs in Sociolinguistics, Computational Linguistics (CL) and American Sign Language (ASL); three faculty members have retired, but we have hired six new tenure line faculty and three full-time lecturers. We have added two new laboratories, one for CL and one for sociolinguistics, in addition to the extant Phonetics Lab. The advent of these new programs and faculty has led to a substantial increase in grant-funded research, with faculty members currently holding grants from NSF, NIH and other agencies. The CLMA degree, a self-supporting program initiated in 2005-06, prepares students for careers in industry involving machine translation, information retrieval, speech recognition, search engines, and other pioneering technologies. CLMA students intern at leading technology groups as part of the program; graduates have found employment in firms such as Google, Microsoft, and Amazon. Some students continue to pursue research in these areas by completing a PhD in General Linguistics. The CL program also offers a three-course Certificate that can be taken stand-alone or as preparation for admission to the CLMA program.

Organizationally (see Appendix A), the Department has a faculty member as Chair, a full-time Administrator who is Professional staff, a full-time Program Coordinator (50% general Linguistics, 50% CL) who is Classified staff, three Lab Directors who are faculty, a full-time Tech Support for the CL Lab who is Classified staff, and a 50% Tech Support for the Phonetics and Socio Labs who is Professional staff. There are four full Professors, four Associate Professors, five Assistant Professors, three full-time lecturers and one emeritus faculty member who continues to teach 10-20%.

Since 1999, when we awarded 25 B.A.s, the number of degrees has doubled to our current average of around 50, as the number of undergraduate majors has continued to increase (see Appendix D). The lower division courses—Ling 100, 200, 233 and ASL 101-203—serve non-majors at about 100% (approximately 1200 annually), and our upper division courses increasingly provide a significant amount of instruction for non-majors. Graduate students as well as faculty contribute to undergraduate education. Six of our graduate students are TAs of Romance languages, one teaches Korean, and one serves in the Language Learning Center.

Our graduate programs are quite strong as judged by admission applicants (we accept approximately 15/65 applicants in general linguistics), degrees completed and alumni placement. From 1999-2010 (since the last self-study), we have awarded about 100 MA degrees and 33 PhDs. The CLMA degree becomes better established with each passing year; in 2010, we awarded 11 CLMAs, and one student completed his PhD in

that sub-field. We have placed doctoral graduates as faculty members at the University of Pittsburgh, the University of Texas, Harvard University, University of San Francisco and Middlebury College, among others; our graduates have also found opportunities at Microsoft, Google, Intel and several other high tech companies.

1.2. Budget and resources

Our funding comes from six types of sources: General Operating Funds (state funded), Gifts and Endowments, External Grants and Contracts, Self-Sustaining Programs (such as the revenue generated by our professional MA in Computational Linguistics), Internal Competitive Funding (such as University of Washington Royalty Research Fund and grants funded by the Student Technology Fees), and Other Internal Funds (start-up funds and research recapture funds). Appendix B provides more information.

Our budget now is more diversified than it was in 2000, the time of our last review. In 2000, the department budget consisted primarily of state funds, most of which was in salaries. We had 10 full time tenure track faculty, no lecturers and no technical support. Since then, we have hired three computational linguists, two syntacticians, two ASL lecturers and one sociolinguist. We have also added technical positions to support our labs, and increased the status-title and salaries of our administrative staff, as shown in Table B.0 of Appendix B.

We have also increased our fund raising efforts by establishing new donation and endowment funds. In the 1999-2001 biennium, our only Gifts and Endowment Fund was Friends of Linguistics, which had slightly over \$4000 in it. We have since added the following funds to this category: two ASL funds to support our new and growing ASL program; Nostrand Endowed Professorship fund, a \$500,000 gift the income from which currently supports the research of Sharon Hargus; Linguistics Grad Fund and Linguistics Program Support Fund, which help us sponsor colloquia, pay for student travel, fund special events, and present a research award of \$1000 to one graduate student each year.

We have also been very successful in obtaining both government and industry grants, and have been involved in many grant collaborations with other departments and other institutions. For example, in 2009 alone our faculty members received over half a million dollars in external grants and contracts. This is very notable in our field, which earns relatively little grant funding. See Appendix B for a list of all grants our faculty have received since 2000, and a comparison of our grants to the grants received by other departments within the Humanities and Social Sciences divisions at UW.

Another big addition to our department is the Professional Master's program in Computational Linguistics (CLMA). The program was launched in 2005 as a recommendation of our last review. Since then, 129 students have enrolled in the program and 44 students have graduated. The program is self-sustaining and in the most recent fiscal year (2009-2010), the net income of the program (including the NLT certificate program) is \$406,297. More information is available in Table B.3.

Since the state budgets are dwindling across the country, we are finding ourselves continually having to rely on other sources of support to fill the gaps and to ensure the functioning of our department. We are thus strongly committed to applying for both internal and external grants, and raising funds through endowments and gifts.

One of our biggest financial challenges is the lack of guaranteed and continued support for graduate students. We typically get only 13 or 14 quarters of TA support per

year for between 40 and 50 graduate students (excluding CLMA students). In addition, the Graduate School supplies recruitment funds for one incoming student, but these have dropped from three quarters of support to two over the past three years. This gravely limits our ability to attract graduate students, especially foreign students, and puts us at a disadvantage compared to our peer institutions. While external grants and sporadic Innovation in Teaching Awards help us bridge this gap in funding, we need more TA-ships to attract new students and adequately support current ones.

Section II: Teaching and learning

2.1. Student learning goals and outcomes

The Department of Linguistics awards BA, MA and PhD degrees, as well as an undergraduate minor in Linguistics. The learning goals for majors (set out on the departmental web site: http://depts.washington.edu/lingweb/Learning_Goals.php), comprise the following areas. First, to develop an appreciation of the general properties of language, including: the systematicity of language; how language can spread geographically; how languages change over time; common cross-linguistic patterns; language universals; the scientific importance of all languages/dialects; the properties of signed as well as spoken languages; understanding the potential effects of social factors; the capacity of describing language as a formal system. Second, to learn ways to study language in a scientific way: gathering data and making observations; determining hypothesis formation and testing; making predictions about possible vs. impossible patterns; understanding the empirical advantages of working with large amounts of data. Third, to develop competence in linguistic analysis, including: analysis of sound, word, and sentence structures of individual languages; modeling language as a formal system. Last, to improve general academic skills: writing skills; reasoning skills; ability to focus on/pinpoint a problem

These learning goals were developed by the faculty in Spring 2008 with undergraduates in mind. However, they are also appropriate for graduate students with some additions. Students who collect quantitative data about language (i.e. students in phonetics, sociolinguistics, psycholinguistics) are also expected to learn about appropriate statistical tools. Graduate students are also expected to become competent at disseminating research results in both oral and written formats.

2.2. Assessment

Methods of assessing student learning at the undergraduate level are also presented on the departmental web site (http://depts.washington.edu/lingweb/Learning_Goals.php) and include course-specific assessment (oral and/or written work by students; student self-evaluations of learning; peer evaluations of student work). We do periodic surveys of majors. Finally, our Honors program provides additional opportunities for assessment of student learning through first a graduate seminar paper and then an Honors Thesis derived from it. Similarly, Romance Linguistics majors write a capstone senior project. The same methods can also be applied to pre-MA graduate students. For more advanced graduate students, the following measures are also used: time to degree; amount of faculty time and effort required for student to attain degree; quality of work produced; and dissemination of research: PhD students are required to present two refereed

conference papers and are encouraged to publish or distribute as a working paper as well.

Student satisfaction is systematically gauged mainly through feedback on end of quarter course evaluations. Instructors also use resources available through CIDR such as the SGID, or provide feedback mechanisms through Catalyst such as bulletin boards. In 2008, undergraduate Linguistics majors were surveyed in an anonymous web-based survey (available at <http://faculty.washington.edu/sharon/other.html>.) Results showed that the level of difficulty of the courses we offer seems about right for the average Linguistics major. Furthermore, about half of the respondents have the time and mental energy to major in a second field. Another means of assessing student satisfaction with the undergraduate major are periodic informal comments from the undergraduate advisor or comments about courses communicated to instructors. These communications are sometimes shared with the rest of the faculty. There are currently only informal means of assessing graduate student satisfaction with the program: students communicate to their advisors or to fellow students. These communications are sometimes shared with the rest of the faculty. For the undergraduate program, we also have the report of the 2008 Learning-in-the-Major (LIM) committee, whose main findings are summarized below (see the entire report at <http://faculty.washington.edu/sharon/other.html> for more detail).

In terms of course requirements, our undergraduate program is typical of top-ranked, PhD granting programs, but with some differences. We offer more in the way of phonetics and computational linguistics than most other programs and less of first language acquisition. We have no capstone requirement for all majors, but most institutions surveyed do not. Some areas of the undergraduate program could be improved. Some courses had not been offered often enough (historical linguistics, field methods), but with two diachronic linguists (Aldridge and Adjunct Handel), we can now guarantee that historical will be offered annually. There are not enough Spring course options for students who declare a Linguistics major in the Winter. There is too much overlap between the introductory courses (200, 400) and 450. Some classes are too challenging for (some) students (442, 472), and some classes are very different from student expectations (432). We provide little systematic training in writing linguistics. The major as a whole was perhaps not as challenging as it could be to students.

2.3. Courses for non-majors

The Department of Linguistics offers several courses typically taken by undergraduates who will not become Linguistics majors. These are the ASL classes and Ling 100 (Fundamentals of Grammar), 200 (Introduction to Linguistic Thought), 233 (Introduction to Language and Society), 449 (Second Language Learning) and 450 (Introduction to Linguistic Phonetics). Of the above, only 100, 200 and 233 are designed for non-majors. 450 is required for all majors, and 449 satisfies an elective requirement.

The ASL Program began in the fall of 2007, with an extremely high demand of over 300 students on a waiting list. The program offered two sections of beginning ASL classes; ASL 101, 102, and 103; Summer ASL 134, Intensive beginning ASL, LING 403 ASL Linguistics, and ASL 305 Introduction to Deaf Studies. This year the program is adding intermediate level ASL courses; ASL 201, 202, and 203, and doubling the sections of beginning ASL courses. Although the program hired a second full time ASL instructor starting this fall, there is a total of 217 students on the waiting list for ASL classes.

The content of Ling 100 and 200 varies from instructor to instructor, although each one strives to make the course experience beneficial to the non-major student. ‘The learning goals of Ling 100 assume the students are non-majors, and are designed to accommodate this audience in several ways. Crucially, the material is not presented as a foundation for more advanced courses in grammar/syntax in the department. Second, students are taught methods of analyzing grammar that will have practical applications (especially language-learning) rather than bearing on linguistic theory, which is the focus of advanced courses in grammar/syntax. Third, the assessment of student learning in Ling 100 is designed to be appropriate for focus on language learning, both for students whose native language is English, and for students who are in the process of improving their English proficiency. Our main intro, Ling 200 aims to provide information about linguistics and language that relates to current events, and may also be useful to students later in life. Providing exposure to as many subfields of linguistics as possible alerts prospective majors to possible areas of specialization within linguistics and connects with as many students’ interests as possible. For 233, the learning goals are similar to other courses in sociolinguistics, but the level of the class and the expectations of student achievement are not as high as for majors.

Ling 449 does not differentiate between majors and non-majors with respect to course goals or delivery of course material, which are ‘to introduce students to the linguistic investigation of second language acquisition (L2A), with particular focus on theoretical approaches to grammar acquisition’. However, expectations for final projects are slightly different, depending on a student’s level of background. For Ling 450, there is often a high (up to 40%) percentage of MATESOL students in the class. Accordingly, the instructor has developed a different final project that incorporates L2 phonetics and implications for pedagogy and spends significantly more time on English phonetics than he would if it were just linguistics.

2.4. Instructional effectiveness

The department’s commitment to excellence in teaching is strong. To ensure that our faculty and graduate Teaching Assistants are providing quality instruction to our students, all instructors undergo various methods of teaching evaluation. Following the College of Arts and Science’s guidelines, student evaluation of teaching is required for every class taught by TAs, Lecturers, and Assistant Professors, and for at least one class per year for Associate and full Professors. The mean score for the combined items (1-4) on the standardized evaluation forms for the department (across all courses and instructors) during a 5-year period from 2004-2009 was the same as that for the University as a whole and just below that of the Humanities (-0.33 or “small” standardized difference. Several of our instructors have received or been nominated for the Distinguished Teaching and Excellence in Teaching Awards. In addition to student evaluations of teaching, collegial evaluations of teaching must be conducted every year for Lecturers and Assistant Professors and at least every three years for Associate and full Professors. Further, all first-time TAs must have an evaluation of teaching conducted by a faculty member for their first two quarters in the classroom.

The past decade has seen an increased use of University resources to aid our teaching mission. This includes the Center for Instructional Development and Research (CIDR), which a majority of our faculty have drawn on to improve their teaching, as well

as the UW Teaching Academy's Large Class Collegium, for which one of our faculty was recently invited to be a facilitator. Additionally, three of our faculty participated in the College's 2008-2009 4x4 Writing Initiative, a series of workshops devoted to helping faculty develop writing-integrated course design as a means of improving student learning. To prepare our graduate students in the area of teaching, the TA Coordinator organizes an orientation workshop every fall for all new and continuing TAs, holding sessions on such topics as effective teaching tips, dealing with difficult classroom situations, grading policies, and use of online instructional tools. In addition, new TAs are strongly encouraged to attend CIDR's TA Conference on Teaching and Learning and participate in a microteaching workshop. Several additional workshops are offered by the TA Coordinator and lead TA throughout the year to allow our TAs to continue to exchange ideas on teaching.

Student demand for our introductory classes is high, with an average of 50 students being turned away from these classes each quarter due to capacity enrollment. As a result, we have responded by revising the curriculum of our largest classes (Ling 100, 200) to allow for increased enrollment by taking advantage of multimedia technology and interactive materials, such as Moodle and Adobe Connect. Moodle, an online course management system, is currently being used in Ling 200 (with preliminary use in Ling 100) for administering quizzes and skills-based homework assignments. A survey taken at the conclusion of our pilot implementation of Moodle in Autumn 2009 revealed a very positive response from students (85% "(strongly) agree" with the phrase "I like the flexibility [of using Moodle]" The negative comments were taken into account in redesigning how Moodle was used in subsequent quarters.

Additionally, Ling 200, which is also offered as a distance learning class through the UW Educational Outreach program, is participating in a pilot program beginning this fall to deliver all course content electronically using the web-based interface Adobe Connect in concert with Moodle. The Professional Master's in Computational Linguistics program goes beyond this, offering all of its classes online as well as on campus using Adobe Connect. This design has opened the degree program to students who are geographically remote from the classroom and/or cannot otherwise attend courses on campus, allowing them to hear live audio of the instructor and other students while watching the course slides and instructor annotations on the slides, as well as to interact through voice or online chat to ask questions and collaborate on projects. Emily Bender received the 2009 R1edu award for significant contributions to online and distance learning for her work on designing the online aspects of the CLMA program.

2.5. Teaching and mentoring outside the classroom

Linguistics is active in encouraging both graduate and undergraduate research (annually we have several posters at the Undergrad Research Fair), an enterprise we foster through roundtables, conferences, colloquia and the Honors program. We see these activities as milestones in their progress toward their degrees and as means of preparing our students for the next phases of their academic and professional lives. We require that PhD students present two conference papers as part of their preparation, we highly encourage graduates and undergraduates to present at national and international conferences, and we also involve them in conferences that take place at the UW. Our honors BA involves the

student in a graduate seminar, the research paper of which becomes, with revision, the Honors Thesis. These have sometimes been presented later at conferences and even published.

Our graduate students (44 general, 60 CL) display their excellence in fellowships received (e.g. Fulbright), professional activities (dozens of international conference papers, publications) and eventual job placement (e.g. Middlebury College, NYU, University of Texas, Microsoft, Google, Voicebox). The meager TA support (currently six; four+ next year) available in Linguistics is supplemented by offers to our students from other units (e.g. French, Spanish, EE, LLC, Catalyst) who value their talents and competence. Finally, the quality of learning experience offered to students is improved through faculty participation in selective opportunities such as the Four by Four Initiative, Learning in the Major and the Global Learning Initiative.

Students of all levels are involved in ongoing research. Undergraduates in the honors program (five to ten each year) must take one graduate-level research seminar and then complete a senior thesis under the direction of a linguistics faculty member. In addition, undergraduates as well as graduate students often collaborate with faculty members on research projects. Doctoral program requirements include conference presentations and publication, and UW linguistics graduate students frequently present papers at prestigious conferences such as the annual Linguistic Society of America meeting.

The department boasts five subdiscipline-specific discussion groups (the Semantics Roundtable, Syntax Roundtable, Computational Linguistics Laboratory group, Sociolinguistics Brown Bag and Phonetics/Phonology Laboratory group). Each meets weekly or bi-weekly during regular quarters, and provides extracurricular discussion for students. Three of these, the Phonetics/Phonology laboratory group, the Sociolinguistics Brown Bag and the Computational Linguistics Laboratory group are interdisciplinary. In addition to training graduate student and faculty members in analytical skills, these groups expose students to the research of faculty both within Linguistics and that of members from other units. Faculty research both informs and enlivens these discussions (as do the seminars in which research-related topics are the topic).

2.6 Under-represented groups

The Department recognizes the value that diverse perspectives can bring to scholarly endeavor, and we are accordingly committed to improving our recruitment and retention of undergraduate and graduate students, faculty, and staff from groups that are historically underrepresented in our department and field including (but not restricted to) speakers of endangered languages, stigmatized linguistic varieties, and deaf and hearing speakers of signed languages. Linguistic diversity is important to the discipline of linguistics because the central focus of the field is to understand the human capacity for language. Thus, linguistics scholarship benefits from inquiry into a range of families and types of human languages, used in a range of settings.

Linguistics has made some progress recently in several areas, and we have drafted a Diversity Plan (available on our website) that we have been moving forward on. The flexibility of the CLMA program has increased the age diversity of students in our department. The addition of faculty members in sociolinguistics and computational linguistics has increased the ethnic diversity of the faculty body, and the pool of students

from underrepresented minority groups has increased somewhat. The department has successfully supported family leaves, and is more welcoming for those caring for aging parents and young children. Two key areas in which linguistics needs to improve relate to recruitment and retention of students of underrepresented backgrounds, so our Diversity Plan outlines activities to support department efforts.

Section III: Scholarly impact

3.1. Impact of faculty research

Our research mission is guaranteed by the superior productivity and recognition of our faculty, in their publishing of books and articles, while bringing in grants. In a field that earns very little grant funding overall, seven PIs in our department have tallied millions of dollars to study Hindi, Russian, Athabaskan and Pacific NW English and cross-linguistic projects. Our faculty are invited to speak at universities throughout the world, serve on editorial boards of the most prestigious journals in the field and hold offices in professional organizations. One of our emeritus faculty, Fritz Newmeyer, has just received the prestigious Mellon Emeritus research award in the humanities and social sciences. Excellence in research translates into the classroom where linguists provide models of experiential learning, often based on their own investigations. Over the years some of our instructors have been nominated for Teaching Excellence and the Graduate Mentor awards, and one has been invited to be a facilitator for the 2009 Large Class Collegium sponsored by the UW Teaching Academy. Last year Emily Bender was awarded the national R1edu award for significant contributions to online and distance learning. Bender was also recruited to organize an NSF sponsored workshop entitled “Cyberling 2009” at the 2009 LSA Summer Institute. This workshop brought together linguists, computer scientists, archivists and software engineers to create a roadmap for creating a cyberinfrastructure for linguistics. Several other UW researchers (faculty and graduate students) were invited to share their expertise in methods of data-handling and analysis and online research collaboration at this workshop.

3.2. Impact on the Field of Linguistics

Linguistics faculty are active researchers, publishing widely within our subdisciplines. We also collaborate on research projects, book projects and journal articles, serve as journal editors, book reviewers, and as abstract reviewers for conferences. To assess the impact of faculty research we considered the extent to which we meet the research-related goals set forward in our mission statement. To illustrate, we focus below on some of the more distinctive research contributions of our faculty in the period between 2006-present, first to the field of Linguistics, then to the University of Washington (including connections among the subdisciplines represented within the department of Linguistics itself), and finally to industry and the local Seattle community.

Our syntacticians’ research focuses on a wide range of phenomena, including tense, aspect and modality (Zagona); ergativity, verb initial languages, wh-questions (Aldridge); coordination, wh-questions, relative clauses (Citko). Furthermore, professor Aldridge’s research brings a diachronic perspective to syntactic theory, and professor Herschensohn’s research brings an applied perspective, by focusing on the acquisition of second language syntax. The unified theoretical framework assumed by our syntacticians

ensures the cohesiveness of the syntactic curriculum and allows for meaningful collaboration and intellectual exchange among both students and faculty. The fact that our syntacticians specialize in different language groups (Romance, Austronesian, East Asian and Slavic) gives the students empirical breadth and insight into crosslinguistic variation. The impact of our syntacticians' research is visible in number of publications, including research monographs and articles published in top linguistic journals (*Linguistic Inquiry*, *Natural Language and Linguistic Theory*, and *Syntax*, to name just a few), as well as invitations to be keynote speakers at conferences such as the Linguistic Symposium on Romance Linguistics, Formal Approaches to Slavic Linguistics and the Austronesian Formal Linguistics Association. Half of the 28 PhDs awarded since 2000 have been in the areas of theoretical syntax and second language acquisition.

Our one semanticist, Professor Ogihara specializes in formal semantics, temporal semantics in particular. Formal semantics is interdisciplinary in that it requires familiarity with the literature on philosophical and mathematical logic as well as the literature on empirical semantics issues covered in traditional linguistics works. Ogihara has organized the prestigious international Semantics and Linguistics Theory Conference, hosted at UW in 2003, has collaborated extensively with scholars in Japan, and has directed several graduate students in semantic research.

Our phoneticians and phonologists are also active. Phonetic and phonological theory explore the articulatory and acoustic correlates of phonological features and also study some of the systematic variation in speech sounds that form the basis for phonological structure. Our specialists, Hargus, Kaisse, McGarrity, Wassink, Wright study the sound systems of languages ranging from indigenous North American (Hargus), to Caribbean creoles (Wassink), to Mediterranean Turkish-Greek-Spanish (Kaisse) to Austronesian languages of Taiwan (Wright). They look at the role of auditory perception in phonetic and phonological processes, spoken word recognition, sources of variability in spoken language, prosodic influence on articulation, variation in spoken language and speech synthesis and recognition, and speech technology. Hargus is currently involved in projects related to the documentation of four Native American (or First Nations) languages: Sahaptin (Yakima dialect) (spoken in Washington state), Deg Xinag (spoken in Alaska), Kwadacha (Ft. Ware) Sekani (Tsek'ene), and Witsuwit'en (spoken in British Columbia).

The CL are actively engaged in bridging CL with different subfields of Linguistics. In addition to her work on Cyberling (and its precursor plenary symposium at the annual meeting of the LSA in 2009), Bender's NSF-CAREER grant funded research on the LinGO Grammar Matrix facilitates grammar engineering for both linguistic hypothesis testing and practical applications across all natural languages. Xia's NSF-CAREER grant funded research has been extending the Online Database of Interlinear Text (ODIN) and developing technology for exploiting it to automatically create language profiles. Xia has also organized workshops on the interaction of linguistics and computational linguistics, and will teach a course on using treebanks in linguistic research at the 2011 LSA Summer Institute. In another NSF-funded project, Levow has used computational methods to investigate the role of tonal coarticulation on phonetic realization in English, Chinese and isiZulu. All three CL faculty publish regularly in top-ranked CL conferences, including ACL, NAACL, Interspeech, IJCNLP and COLING, frequently with graduate students as co-authors.

Our sociolinguistics faculty have authored regular research articles and edited special issues of important journals. Our research is distinguished by its coverage of traditional variationist topics and more recently-growing subareas such as sociophonetics. Faculty interests include social-psychological perceptions of dialect differentiation in English, the analysis of imitation, and the effects of globalization on language attitudes (Evans); phonetic variation within sound systems, social networks, dialect contact, language ideology, and the development of sociolinguistic competence in children (Wassink). UW sociolinguistics also impacts the subfield by being a leader in graduate study, enabling us to compete with the long-established sociolinguistic powerhouses (e.g. Penn, Ohio State). This is particularly notable because we aimed in the 2006 strategic plan to expand the sociolinguistics program at UW.

In terms of other research-related service to the field, several of our faculty have served as invited reviewers for regular research proposals to the National Science Foundation (Wright, Wassink, Bender), one has been a member of the NSF's advisory panel in Linguistics (Wassink), and one has served as a member of the visitor's committee (Wright). One faculty member (Kaisse) has served as longstanding co-editor of the journal *Phonology*. We also find evidence that the broader field of linguistics values the type of cutting edge methods in computational linguistics, phonetics, and sociolinguistics under development in this department: our participation in the Cyberling 2009 Workshop, and our strong representation on relevant LSA committees, such as the LSA Technology Advisory Committee and the ad-hoc LSA Subcommittee on Publications.

3.3. Impact on the University of Washington (including cross-fertilization of research within our Department)

On campus, we see strong cross-fertilization of research with other departments especially involving our phoneticians, sociolinguists, and computational linguists. Within the department itself, there is close collaboration between the phonetics and sociolinguistics laboratories. Sociolinguistics at UW is distinguished by its laboratory-based focus on sociophonetic analysis, involving a close relationship between the sociolinguistics and phonetics laboratories. Students can be members jointly of the two laboratories, allowing for training in advanced issues in acoustics as well as advanced training in sociolinguistics. This means UW Linguistics turns out sociolinguists who are more highly trained in phonetics than is typical at peer institutions, and also turns out students specializing in phonetics who have an unusually sophisticated understanding of the causes of variability and analysis of variation in speech. In addition, because Wassink's own research into social network analysis involves modeling of the contact patterns within and between social groupings, she has been invited to sit on the reading committees of two dissertators in the Department of Statistics who model social networks in spread of disease (one in 2008, another in 2010). The course Social Network Analysis (Ling534) regularly receives enrollment from students in other units, who are interested in investigating social contacts involving language use, language policy, or education. Her research in phonetic sources of variability has resulted in her sitting on the dissertation committees in Speech and Hearing (two in 2007, one in 2008). In addition, our faculty frequently serve as external members (GSRs, or members of the graduate faculty) for dissertators in other units.

On campus, our CL faculty have strong connections to other departments, including active collaborations with CSE, EE, and the Medical School (Biomedical Informatics). Bender and Xia are both affiliated with the Turing Center in CSE, Bender and Wright have both pursued collaborative, grant-funded research with faculty in EE, and Xia with faculty in the Medical School.

3.4. Impact on Industry and the Local Community

Sociolinguistics faculty have “taken linguistics to the schools,” giving presentations about the History of American English, how linguists study dialects, and Ebonics at local Seattle schools, including Puget Sound Community School and Hamilton Middle School.

CL faculty have close connections with local industry groups, especially at Microsoft. Will Lewis, who taught in the CLMA program for two years, is now at Microsoft Research, and continues collaborative work with Fei Xia. The quarterly MS/UW Symposium in Computational Linguistics fosters connections as well as the placement of CL students in internships in industry, both locally and nationally. CL faculty have also been involved with the North American Computational Linguistics Olympiad (NACLO), an annual competition for high school students intended to raise awareness of the field and increase the number of students seeking it out in post-secondary education. The entire faculty and many grad students are involved in the presentations done during World Languages Day, an annual event that brings 1200 high school students and faculty to the UW.

3.5. Graduate and undergraduate student awards

Over the past ten years, our students have distinguished themselves professionally by giving hundreds of presentations at international conferences and publishing some of their research in refereed journals, collections and conference proceedings (see also Section 2.3). They have also received numerous awards and fellowships both within and from outside the University of Washington. Since 2007, the department has annually awarded the Excellence in Graduate Research Award funded by our Graduate Fellowship endowment, and two of our graduate students have received the Fang-Kuei and Hsu Ying Fellowship in Chinese Linguistics. Each year about four students receive Foreign Language and Area Studies (FLAS) fellowships to focus on more advanced study of a foreign language, and two students have received Fulbright fellowships to study abroad. Linguistics students have also received the American Association of University Women: Dissertation Fellowship; the Association for Women in Science: Dissertation Fellowship; several Volkswagen Foundation awards; a Phillips Fund Grant for Native American Research (American Philosophical Society); a Long-term Study Abroad Fellowship from the Ministry of Education, Culture, Sports, Science and Technology of Japan; the William Orr Dingwall Foundation Neurolinguistics Dissertation Fellowship; an NSF Doctoral Dissertation Research award; and the UW nomination for the WAGS/UMI Innovation in Technology award.

3.6. Changes in the field

As indicated, our department is known for its use of cutting-edge technologies. This enables us to remain competitive in a field whose use of technology is advancing rapidly not only in data collection and analysis but also in dissemination and teaching. One

difficulty we face as researchers who rely upon use of large corpora is the cost of acquiring the large amounts of data we need, both from live respondents in the field (who expect remuneration for participation in research studies), and for previously-collected corpora sold by subscription via Linguistics Data Consortium (LDC).

We have no ongoing funds for subscription costs, respondent remuneration, or research equipment. We have successfully applied for Student Technology Fee funding for replacement of nonfunctioning computers, flash recorders, and microphones used for student research. However, STF-funded equipment is restricted to student use only, and we have no funds for research used by faculty outside of grant funding. Currently, two of our labs have to search each year for one-time funds to renew our license to the LDC (which we share under a creative arrangement with the department of Electrical Engineering, and the Computational Linguistics Laboratory), or rely upon the largess of the Computational Linguistics Laboratory.

3.7. Interdisciplinarity

Departmental interdisciplinarity includes interface with a number of other units on campus as well as links to the greater community. We teach courses cross-listed with Computer Science, Germanics, Psychology, English, Anthropology and Slavic Languages and Literature. We have (co-)sponsored a variety of lectures and lecture series that are open to the public: since 2000 we hosted five Walker-Ames lecturers, Penny Eckert (Stanford), Carol Padden (UCSD, 2010 MacArthur fellow), Tamar Katriel (Haifa), Ray Jackendoff (Tufts), Deborah Cameron (Worcester); we supported a series on Cross-disciplinary Perspectives on Early Bilingualism; and we invited numerous nationally and internationally recognized speakers to our colloquium. The lectures were very well attended, sometimes to standing room only crowds. We have furthered research and community outreach through the hosting of visiting lecturers from near and far—Berkeley, Reed, Toronto, McGill, Penn, Illinois and Calgary, to name a few. Our CL program, with EE and CSE continue to facilitate the symposium series on computational research involving UW Linguistics, CSE, EE and Microsoft. Each meeting attracts 70-80 participants to the pair of talks; the two campuses alternate hosting.

3.8. Recruitment strategies and junior faculty mentoring

In its Diversity Plan (posted on the department website), the Department has outlined policies on minority recruitment and retention, to include faculty, staff and students. The following points constitute the central procedures:

- Take advantage of UW-internal opportunities for recruitment, including tabling at events and using of the GO-MAP (Graduate Opportunities and Minority Achievement Program) list to identify potential minority applicants.
- Incorporate recruitment and retention best practices as identified by GO-MAP.
- Publish this diversity mission statement on the departmental website.
- Develop a packet of information (published in tandem on our website) that will be presented to undergraduate students when they declare a Linguistics major. This packet will include links to the goings-on of the department, information about financial aid/internships, etc.
- Familiarize the faculty with the results of the CEDL (Committee for Ethnic Diversity in

Linguistics) survey and discuss how it might connect students and faculty with CEDL mentors.

- Solicit feedback from GO-MAP and identify other departments (at UW and elsewhere) which can serve as role models in this process.
- Apply for a GO-MAP recruitment fellowship to provide one year of support to one incoming graduate student, and work to pair that with a guarantee of support for the second year as well. We will consider how other sources of funding (e.g., National Science Foundation's IGERT or "Integrative Graduate Education and Research Traineeship" fellowships) can be used in recruiting minority students.

We see junior faculty mentoring as crucial to the success of recruitment efforts in all subdisciplines of the department. In addition to the required annual meeting between the Chair and Assistant Professors, each new faculty member is assigned an informal senior member who acts as an "academic buddy" to help the new member adjust to teaching and research at the UW. Senior colleagues in the department are always ready to visit classes and discuss instruction with the junior faculty, as part of the annual peer reviews. Finally, there are a number of campus wide initiatives such as the highly appreciated New Faculty Orientation that takes place in early September, a collegium that all our junior faculty have participated in.

Section IV: Future directions

The Linguistics Department has spent the last ten years not only implementing the recommendations made in the previous ten year report and evaluation, but also embarking on a number of new programs and initiatives. In this section we outline the challenges facing us, the directions of our trajectory, and the benefits that we see accruing from the realization of our newly established goals.

4.1. Where is unit headed?

In the past decade the Linguistics Department has maintained its excellence in the traditional areas of syntax, phonology and semantics, while establishing new strongholds of phonetics, sociolinguistics, computational linguistics and ASL. Its research, teaching and community involvement (across UW, locally, nationally and internationally) are fully integrated and broadly respected. Linguistics is a key player in cutting edge technological innovation, collaborating with colleagues across campus and in industry to develop innovative scholarship and best practices in instructional delivery. We intend to maintain and augment the systems we have in place: to enhance learning opportunities for students, to mentor and nourish our junior faculty, to maintain current excellence by adding appropriate new faculty, and to increase the diversity of the department in faculty, staff and student populations. Within the UW, we intend to foster interdisciplinarity by promoting research by faculty and students in the cognitive sciences (especially with new faculty at I-LABS, as through the new cross-listed course Ling/SPHSC 582 on MEG imaging), by continuing our fruitful collaboration with the Simpson Center for the Humanities, and by assuring the study of historical and comparative linguistics and language acquisition, both first and second. More broadly, we will extend our external goals to include: raising support levels of the Linguistics endowments, the Nostrand Professorship, the Graduate Student Fellowship, and the Friends of Linguistics funds;

carrying out locally-relevant research; developing further protocols for faculty-industry interactions; and persevering in preservation efforts of NW Native American languages.

4.2. What opportunities does the unit wish to pursue and what goals to reach?

Our department faces some of the same challenges that it faced in 2000—space, graduate student support, and resources—and it faces some new ones—nurturing the new CL and ASL programs and managing endowment distribution—that we aim to tackle in the next decade. Our challenges are linked quite directly to our need for additional resources. The numbers of undergraduate majors, teaching faculty and labs have increased substantially in the past ten years, but we have gained little additional space, so one of the most pressing challenges we face is that of space. Our main office usually has five to six individuals working simultaneously within a few square feet. We have no lounge or conference room space (our faculty meetings and laboratory group/roundtable discussion group meetings have to be scheduled across campus), and both non-tenure offices are shared, with two faculty in one and up to four lecturers and the undergrad adviser in the other. Graduate student TAs and RAs have temporarily allotted offices (all shared among 4-5 individuals) in the portable Lewis Annex and the Art Building, while our faculty and main office are in woefully cramped quarters in Padelford. There has been virtually no additional office space provided since we added the CL program (well over 50 grad students) and the ASL program (475 students over the year). The two ASL lecturers share a tiny office, while the teaching Emeritus Professor who had nominally been in that office has no office at all. The labs serve large populations of undergrads, grads and faculty from across campus, yet they are too small. We hope to gain more space in the future, since our department grows in recognition of the excellence of our academic programs, the international reputation of our faculty, and the breadth of our service in academia and in the greater community.

One of our biggest financial challenges is the lack of guaranteed and continued support for graduate students. We typically get only 13 or 14 quarters of TA support per year for between 40 and 50 graduate students (excluding CLMA students). In addition, the Graduate School has supplied recruitment funds for one incoming student, but these have dropped from three quarters of support to two over the past three years. Furthermore, the recruitment awards are not guaranteed, but have to be applied for annually in a competitive procedure. What this means is that we have less than one full year of support as the only enticement we can offer to any new graduate student. Our policy is no TAs to new students in the first year. For the second year, students are fortunate if they are offered one quarter of support in Linguistics, since we mete out the awards quarter by quarter. The lack of graduate student support gravely limits our ability to attract students, especially foreign students, and puts us at a disadvantage compared to our peer institutions. It is, furthermore, quite detrimental to the morale and ongoing progress of students who are obliged to take external jobs as well as to our ability to retain students from underrepresented groups. From a positive perspective, our students are quite resourceful in gaining support outside the department, as TAs in French, Spanish, Korean, as SAs in the Language Learning Center and CIDR, and as RAs on grants in other departments. They also regularly receive FLAS fellowships and a number of external fellowships (cf. Section 3.2). The monetary support furnished by extra-department sources exceeds that provided by the state-funded TAs in Linguistics.

The CLMA program is currently funding six quarters of TAs per year, but these TAs require specialized skills and are generally only filled by CL PhD students. While external grants and sporadic Innovation in Teaching Awards help us bridge the gap in funding, we need more TAs to attract new students and adequately support current ones.

We are fortunate to have established one endowed professorship, the Howard and Frances Nostrand Professorship, that supports the research of a given individual for a three year period. It has been held so far by Fritz Newmeyer (2003-2006), Alicia Wassink (2006-2009) and currently Sharon Hargus (2010-2013). While the department is thrilled with Hargus' very appropriate nomination, we were concerned that the procedure for choosing the Nostrand Professor had not been spelled out. Beginning six months before Wassink's three year term had expired, there should have been a plan in place for designation of a successor, but it was only a whole year later (with no indication in the interim of what was happening) that the Dean's Office announced a generalized competition for all faculty related to Linguistics (including senior and junior faculty, adjunct and affiliate faculty). There were no criteria for selection given. Several faculty members in Linguistics did not understand the procedure and criteria and were thus discouraged from putting forth an application. Endowed professorships in other departments are not awarded by such competitions, without any input from the department itself in deciding the schedule and procedures for selection, or the criteria for choosing the recipient. We feel that it is important to establish criteria in keeping with the spirit of the endowment, which was intended by the Nostrands to be held by a well-respected scholar in the Linguistics Department, and that representatives from Linguistics should be involved in the selection process in the future. In addition, the procedure should be more transparent going forward.

4.3. How does it intend to seize these opportunities?

We hope to expand our efforts in diversity building by leveraging our professional CL degree, studies in ASL and other outreach areas such as sociolinguistics. We also hope to be able to establish reliable non-state funding that will enable us to offer broader support to graduate students.

Future goals of the ASL Program are to create student's learning outcomes and assessments, develop standardized final exams for ASL classes, and to do pedagogical research work related improving the efficient in teaching L2 students to incorporate ASL language features. One of our ASL teachers wishes to do research on the social context and sign variations of Eastern Kentucky Mountains Deaf people, if grant funds permit.

4.4. What's the unit's current and future benefit and impact regionally, statewide, nationally and internationally?

For the last three years, our ASL program has offered a wide variety of consultation, services and presentations to the University and the Deaf community. We have assisted UW graduate linguistics students with their research in ASL, given presentations on Deaf studies-related topics to our Linguistics department and other UW departments, such as Speech and Hearing Science, Disabled Studies, and the Association of Foreign Language Translators for the UW Medical Center. We also assisted the UW Upward Bound high school summer program, and sponsored our ASL teacher on presentations at several

places across the country. Our Language Learning Center is now equipped with video recording capabilities to provide more ASL resources for our students and possible future research in ASL. Presently, our program is involved with the preservation and digitalization of old ASL films for future linguistics and Deaf culture studies use. Our ASL teacher evaluated students for class placements. The UW Students' ASL Club had weekly luncheons with the members of the Deaf Community. As mentioned above, our sociolinguistics faculty have established connections with local Seattle schools (including Puget Sound Community School and Hamilton Middle School) through presentations about the History of American English, how linguists study dialects, and Ebonics. CL faculty have close connections with local industry groups, especially at Microsoft. Will Lewis, who taught in the CLMA program for two years, is now at Microsoft Research, and continues collaborative work with Fei Xia. The quarterly MS/UW Symposium in Computational Linguistics fosters connections as well as the placement of CL students in internships in industry, both locally and nationally. CL faculty have also been involved with the North American Computational Linguistics Olympiad (NACLO), an annual competition for high school students intended to raise awareness of the field and increase the number of students seeking it out in post-secondary education.

Part B Unit defined questions

1. *How does the department prepare students professionally, and how could this be modified? We need to consider issues such as publications, time to degree, financial aid, general preparedness for the job market.*

Currently, our department prepares students in the following ways (see Question 4 for undergraduates). Students in general linguistics are encouraged to be involved in research and many do so as grant-funded RAs. PhD students are required to present at least two refereed conference papers and are urged to revise and publish their research. Students are usually given opportunities to teach as TAs, to participate in the annual TA orientation and to be involved in additional workshops conducted throughout the year. However, our ability to provide TAship opportunities to our students has been adversely affected by the decrease in university-funded TAships allocated to our department. They may also do internships or community service through Ling 590. Students in the professional MA are required to complete a project that most often includes an internship in the technology industry. Our professional degree program (CLMA) has a strong track record in placing students in positions in industry and in assisting them in doing so through maintaining a database of job opportunities as well as cultivating a strong network of industry contacts as well as program alumni. Although the job opportunities are different outside of computational linguistics, we feel that the department could do more along these lines for the general linguistics program as well.

2. *As a premier public research university, (a) how do we envision ourselves in 20 years and (b) how will we get there in a financially sustainable way? In other words, can we generate revenue to enable efficiencies, while acknowledging that these efforts may require strategic choices about where to invest?*

We believe that the emerging work on cyberinfrastructure for linguistics is going to open up exciting new developments in our field, enabling linguists across all subdisciplines to work with much larger datasets (and to collaborate more extensively around them) as we develop and test theories. Our department has the potential to be at the forefront of these new developments, with existing strengths in theoretical and laboratory linguistics as well as engagement of our faculty in cyberinfrastructure initiatives. Fulfilling this potential will involve both strategic hires in approaches to linguistics that focus on data-driven approaches to the study of the structure, use and processing of spoken and signed languages and refinements of the curriculum to emphasize computational and statistical methods alongside theoretical linguistics.

As we have mentioned in Section IV, we aim to expand our ASL program to include tenure track researchers. Such faculty members will be able to develop courses to serve students interested in more advanced study of the structure and acquisition of ASL, as well as furthering scholarship in this important domain. The ASL program might also expand its language offerings and establish an interpretation specialization.

Given the ever-diminishing financial support of the state, we need to augment income through reliable funding from grants, IRCs, PCE revenues, endowment returns and donations. While we have massively increased these revenue streams since 2000, we have not yet determined how reliable these resources are. If we are to use non-state

income for salaries (outside the self-sustaining CLMA program), we will need to provide additional funds for benefits and tuition.

We should seek synergies across UW to foster collaborative research, to give students opportunities for cross-disciplinary work, to take advantage of expertise non-existent in the department. For example, we should increase collaboration with the I-LABS faculty to furnish students and faculty opportunities in neural correlates of language processing and acquisition. To that end, we have just submitted a new course application with SPHSC for a cross-listed course on MEG research. Likewise, we rely on other departments to cover language acquisition, processing and speech perception. We should better develop these cross-disciplinary ties to elucidate the options available to faculty and students.

Finally, top students are essential to the success of our department. We are currently at a disadvantage as we compete with other universities for graduate students in our inability to offer secure funding packages. As our success with grant writing continues to grow, we should consider mechanisms for using RAs on grants together with university and CLMA-provided TA support and other possible sources of graduate student funding to make more competitive offers to in-coming graduate students.

3. How well do we deal with minority recruitment and retention/diversity, and how could we do better?

The Linguistics faculty recognize the importance of diversity to our field, writing in our Department Mission Statement that “linguistics scholarship benefits from inquiry into a range of families and types of human languages, used in a range of settings” (Department Mission Statement). This focus on diversity is reflected in our teaching and in faculty and student research in areas such as indigenous language preservation, African-American English and ASL and Deaf Studies.

Of our 15 full-time faculty, one is African American (Associate Professor Wassink) and two are Deaf (Lecturers Forshay and Winter). We have a diversity plan in place and published on our web site. However, there is still room for improvement in our recruitment and retention efforts: Many of the activities outlined in the diversity plan could be carried out more regularly (e.g., annually), and the web page described there has not yet been constructed.

The American Sign Language (ASL) and Deaf Studies program we have established is an important asset to the department in general and to our efforts to improve diversity in our department and field in particular. Its popularity with students, importance to the general public and significance for diversity at UW must be taken into account in making sure that it continues not simply to thrive, but to meet the growing needs for more advanced study.

Another potential area for improvement that we have identified is the possibility of part time study. Students from underrepresented groups are more likely to have responsibilities (e.g., working to support a family) that preclude full-time study. The CLMA program has successfully developed part-time study options, but we have not yet worked out how to incorporate such options into the general linguistics program. Similarly, if we are better able to provide long-term offers of support (combined TAs, RAs and fellowships), this should improve our ability to recruit and retain students who increase the diversity of our department.

4. How well are we training UG majors in linguistics and what can we do better to enhance their learning experiences?

5. How does the undergraduate curriculum meet the needs of undergraduate majors and non majors? How appropriate and effective are the introductory courses (100, 200, 400) and could we expand entry level offerings (e.g. 233)? How can we implement our ideas for more online coursework for 200, 100 and 450?

The undergraduate adviser has some information on possible careers or graduate study. Faculty furnish informal mentoring generally, and give direct research guidance to honors students whose theses they supervise. Undergraduates are encouraged to participate in research projects, and many present their posters at the annual UG Research Forum in the spring. Students may do an internship or community service through Ling 490.

In Winter 2008 a Learning-in-the-Major (LIM) committee consisting of faculty Sharon Hargus and Ellen Kaisse and then graduate student David Goss-Grubbs conducted an assessment of the undergraduate major in Linguistics. The twin goals of the study were to help Arts and Sciences meet accreditation requirements with respect to UG learning goals, and also to identify areas within the UG program for improvement. The committee sought answers to the following questions:

- What should students be learning about linguistics? (all majors)
- What are our students actually learning?
- Is our UG program coherent?

The LIM committee developed a set of recommended changes, some of which could be implemented with no cost.

- Increase core course graduation requirement (currently 5 classes) by 1 class, possibly by adding historical as option (to make the major more challenging)
- Require term paper in 451 and 462? (to provide more systematic training in writing)
- Enforce prerequisites (for classes with too much overlap)
- Develop a standard LING 200 syllabus (so students know what to expect in 432, 442)
- Eliminate/phase out 400, using the money that is currently used to staff that class to teach 450 in the Spring and either a gentler introduction to CL or historical linguistics annually (to improve Spring course offerings and strengthen the course diversity in the major)
- Add learning goals to every syllabus (to make the major more coherent)
- Subspecialty groups should meet annually to assess whether course assignments are still reflective of learning goals (to make the major more coherent)
- Make department web site more informative for UGs

Other changes recommended by the LIM committee would require funding to implement:

- Add Intro to Linguistics class for ASL students (those w/ at least 1 year ASL study) (to better integrate the ASL and linguistics programs)
- Develop ASL modules for the core courses in the dept by encouraging ASL linguist (recent UW PhD) Lorna Rozelle and native signer (UW lecturer) Lance Forshay to develop modules for these courses (to better integrate the ASL and linguistics programs)
- Offer field methods (need \$ to pay speaker/signer) (to make the major more like other top-rated programs)
- Provide better support for the UG advisor, such as database establishment and maintenance and more office space (office currently shared with 2 lecturers; often meets with students in hall) (to better serve the needs of UGs)

6. Is the amount of administrative support we have sufficient for the increasing amount of externally-funded research (grants) taking place in the department (i.e. compared with other grant-receiving departments at UW and peer institutions)? Online 200, 100, 450; increased enrollment?

Currently our staff includes one FT administrator, one FT program coordinator, two tech support staff (see 1.2). The office staff is aided by one or two undergrad work-study students who spend up to 20 hours / week total helping with filing, email, conference organizing, and other clerical jobs. Both the administrator and the program coordinator have multiple duties, and their responsibilities have augmented with increasing numbers of external grants and the expansion of the CL and ASL programs since 2000. Our programs, budgets and numbers of students and faculty have increased by 50% since 2000, but our administrative staff FTE has essentially remained the same. Though the administrative staff work valiantly to support faculty grant-writers and grant-holders, it is clear that the department's goals of obtaining additional external funding will be difficult to reach without additional support. Grant administration (including bookkeeping, reporting and proposal routing duties, among others) is accomplished by dedicated personnel in other departments, but must be accomplished along with traditional administrative duties by staff in Linguistics. The rush to complete grant administration duties by proposal cycle deadlines is a tremendous strain on the department's small office staff. Inadequate staff time for grant administration increases the risk of bookkeeping errors that could expose the department and the university to audit issues.

7. How can we better maintain our department website?

Our website is our face to the world, importantly to prospective students. It is therefore crucial that it be accurate and present a clear picture of the research environment in our department as well as graduate and undergraduate student life here. However, we currently have no funding for any reliable means of keeping our website up to date.

While there are computer support staff that serve the department (1.5 FTE for the computational needs of the labs and a tech support staff person from the LLC (shared with nearly all the Humanities departments) handles desktop advice and setup, there is no

one responsible for the department website. Labs, roundtables etc are each responsible for their own web pages. Grad students are responsible for some aspects of their own information (e.g. an elected webmeister is supposed to update recent MA and PhD list). Currently, one of our grad students, Russell Hugo, an SA in the LLC, is very generous in helping maintain and update our website. However, this is a very ad hoc and unreliable manner of meeting computational needs.

8. *Is Humanities the right division for Linguistics?*

We often feel that Linguistics does not belong in the Humanities division, since our research does not involve literary / film criticism, a mainstay of most humanities peers. Indeed, our faculty collaborate with colleagues in the social sciences (Sociology, Anthropology, Philosophy), the sciences (SPHSC, Psychology) and Engineering (EE, CSE). Our external grant funding also renders our profile more similar to the sciences than the humanities. In addition, we feel that we might be out of the loop when it comes to information about winning and administering grants. Information disseminated by the OSP reaches us through the ordinary channels, but we may be missing out on more informal channels such as chairs' meetings or other peer-to-peer conversations. However, we have looked into the location of peer departments elsewhere and find that many of them are also in the humanities. It does not appear that a change of divisions would make concrete differences or resolve any of our challenges.

Conclusion

The Linguistics Department is central to the UW's academic mission in providing the theoretical underpinning for our understanding of language, its acquisition and its use in society. This centrality is proven by our ability to bridge disciplines and to collaborate in research and teaching with scholars from the humanities, the sciences, Engineering and Microsoft. The ability is also manifest in the national recognition of multiple NSF grants or the dynamic ASL language program and extracurricular Deaf Culture activities (e.g. weekly lunch gathering). There is clearly a very strong interest in ASL among UW students, an interest that we look forward to cultivating, a cross-disciplinary venture that will increase diversity at the UW while providing a much needed presence to the Deaf community. We expect to build on our success in securing grant funding and to continue our leadership of the field in innovative research methodology across the subfields of linguistics, while maintaining our excellence in teaching at the undergraduate and graduate level.

Part C Appendices

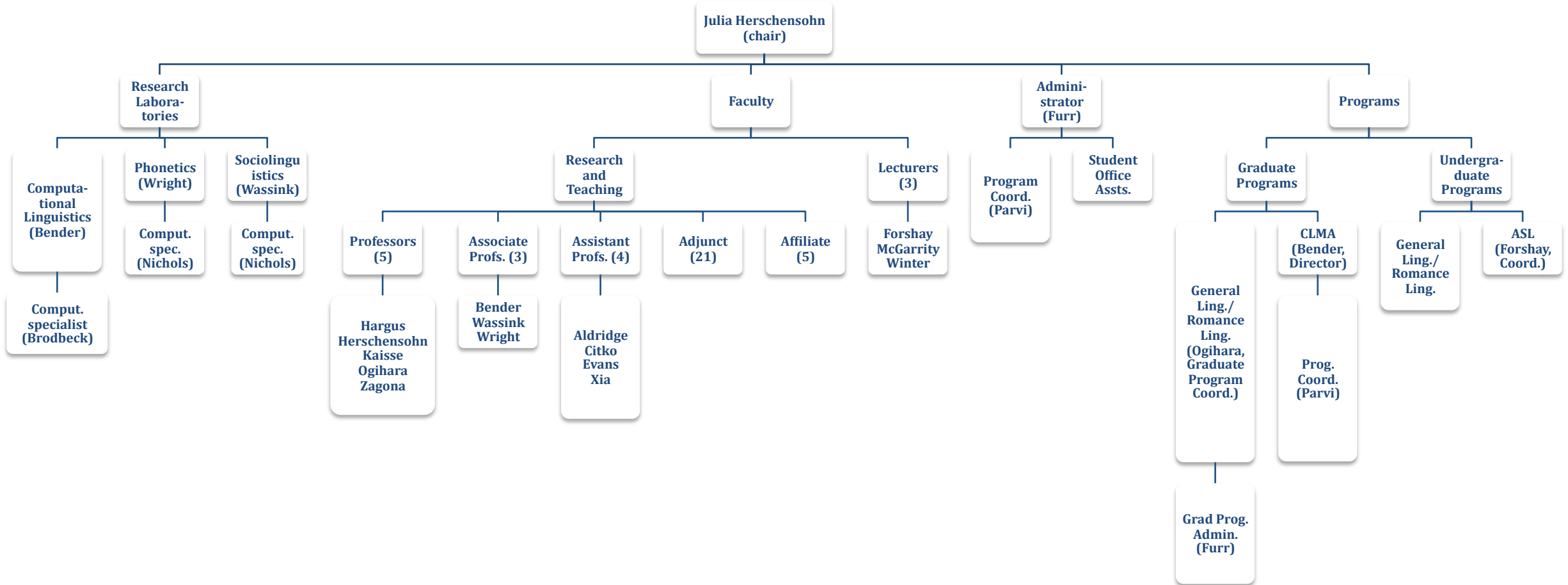
Appendix A Organization Chart

Appendix B Budget Summary

Appendix C Information about Faculty

| Appendix D HEC Board Summary

Appendix A. Organizational Chart, Department of Linguistics



Appendix B Budget information

Table B.0: The size of faculty/staff in 2000 vs. 2010

	7/1/1999-6/30/2000	7/1/2009-6/30/2010
Full-time faculty (headcounts)	12	15 (2)
Staff (headcounts)		
Administrator	0.5	1 (1)
Office assistant	0.9	1.0
Technical support	0	1.5 (0.5)
Undergraduate adviser SA	0.5	0.5
Staff subtotal (headcounts)	1.9	4 (1.5)
TAs (# of quarters)		
State-funded TAs	15	14
TAs for CLMA	0	6 (6)
TAs with other source of support	0	9
TA subtotal (# of quarters)	15	29 (6)

Note: Numbers in parentheses are supported by non-GOF budgets such as CLMA budgets; the rest are supported by the GOF budget.

		7/1/1999 -- 6/30/2000		7/1/2009 – 6/30/2010		Change from 2000 to 2010
		Amount	% of total budget	Amount	% of total budget	
(1)	State general operating fund (GOF)	755,198	79.82%	1,169,428	77.25%	+54.85%
(2)	Summer budget	186,175	19.68%	104,038	6.87%	-44.12%
	Subtotal	941,373	99.50%	1,273,466	84.12%	+35.28%
(3)	Revenues from CLMA	0	0%	85,278	5.63%	+infinity
(4)	Internal competitive grants (STF, RRF)	0	0%	54,126	3.58%	+infinity
(5)	Other internal funds (e.g., RCR)	433	0.05%	27,807	1.84%	+6176.98%
(6)	Gifts and distributions from endowment	4,281	0.45%	73,203	4.84%	+1610.13%
	Subtotal	4,724	0.50%	240,414	15.88%	+4989.70%
	Total	946,097	100%	1,513,880	100%	+60.01%

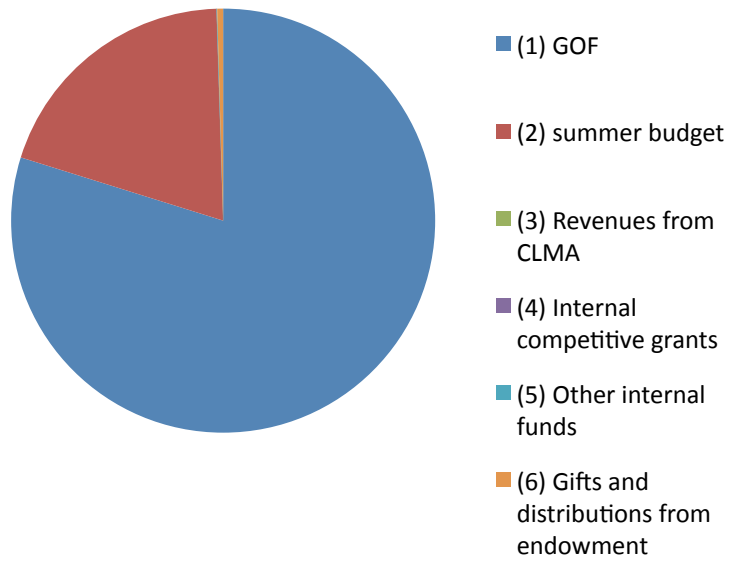
Table B.1: Selected major components, Linguistics budget: 1999-2000 vs. 2009-2010*

*Selected components of Linguistics fiscal resources as reported from UW Decision Support System

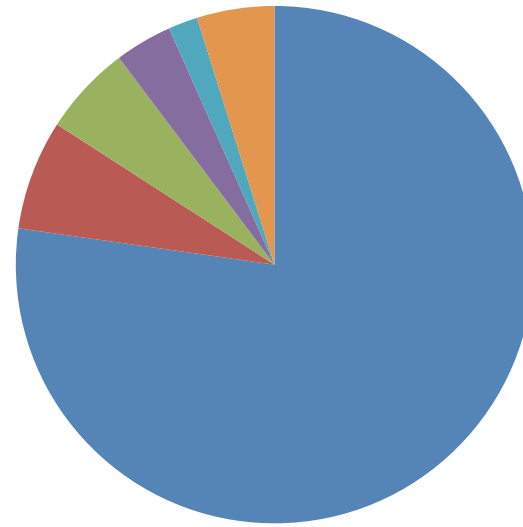
Note:

- We use 50% of biennium GOF budgeted amounts for 1999-2001 and 2009-2011 to calculate the GOF amounts in Row 1. The increase in GOF in 2000 vs. 2010 is partly due to the increase of faculty/staff as shown in Table B.0.
- The revenues from the CLMA program represent a positive balance from the CLMA program from the previous fiscal year.
- Row 4 includes UW internal grants that are rewarded based on the results of competitive review processes, which includes Student Technology Fee (STF) grant, Royal Research Fund (RRF) grant, and the like.
- Row 5: RCR stands for Research Cost Recovery; it is about 12% of indirect cost of external research funds. The external research funds are NOT included in this table.

- Row 6 includes gifts and distribution from endowments. It does not include the principals of endowments, which are shown in Table B.5.



- (1) GOF
- (2) summer budget
- (3) Revenues from CLMA
- (4) Internal competitive grants
- (5) Other internal funds
- (6) Gifts and distributions from endowment



(a) Year 2000

(b) Year 2010

Figure B1: Total budget in 2000 vs. 2010

Table B.2: Budgets and incomes for the previous three biennia

Account Code	Account Description	Biennium 2005-2007	Biennium 2007-2009	Biennium 2009-2011
01	Salary	1,771,013	2,409,528	2,250,857
02	Personal Contracts (Honoraria, etc.)	1,484	1,484	0
03	Contracts (Phones, Mails, Copying, etc.)	77,211	50,651	30,768
04	Travel	17,929	7,890	7,307
05	Supplies	20,790	4,175	2,553
06	Equipment	2,700	1,009	0
(1)	GOF Total Budget	1,891,127	2,474,738	2,338,856
(2)	Summer budget	87,658	159,341	183,599
(3)	Self-sustained program			
(4)	Internal competitive funds (RRF, STF)	106,478	48,832	70,223*
(5)	Other Internal funds (DOF, RCR)	154,462	144,082	137,122*
(6)	Gifts and distribution from endowment	32,248	63,029	120,292*
(7)	Increase of Endowment	108,595	105,452	65,212*

“*” indicates that the numbers might not be the final amounts as more funding could be added before the ending of the 2009-2011 biennium.

Table B.3: CLMA budget and enrollment in 2005-2010

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Revenue	\$270,008	\$310,183	\$415,679	\$437,134	\$837,268
Total Expense	\$300,720	\$326,708	\$336,035	\$409,066	\$430,971
Gain (Loss)	-\$30,712	-\$16,525	\$79,645	\$28,068	\$406,297
# of new students	15	19	21	19	35
# of graduates	3	10	8	10	13

2009-2010 includes NLT net revenue of \$28,796.

2008-2009 includes NLT net revenue of \$20,683.

Not included: Year 0 expenses (loss) of \$24,572. Losses in Years 0-2 were not charged to the department but covered by UWEO.

External Grants and Contracts (2000-2010)

- Aldridge, Edith. 2009-2010. Syntactic Research on Japanese of the Early Heian Period. International Linguistics Research Institute, Sophia University, Tokyo, Japan, 100,000 Yen (\$1215). (Role: co-PI, PI: Tatsushi Motohashi, Sophia University, Co-PIs: Yasuhiko Kato (Sophia University), Masayuki Sema (Sophia University), Yuko Yanagida (Tsukuba University))
- Bender, Emily. 2007-2012. The Grammar Matrix: Computational Linguistic Typology. NSF CAREER Grant (joint Linguistics and CISE), \$474,229. (Role: PI)
- Bender, Emily. 2009-2010. Cyberling 2009 Workshop: Towards a Cyberinfrastructure for Linguistics. National Science Foundation, \$38,573. (Role: PI)
- Bender, Emily. 2009-2012. Linguistic Cues to Social Goals in Spoken and Virtual, Private and Broadcast Interactions. IARPA. \$1,836,638 (Role: Co-PI, with Mari Ostendorf, UW EE (PI) and Mark Zachry UW HCDE (Co-PI)).
- Hargus, Sharon. 2010. Continuation of Sahaptin textual transcription and translation. Jacobs Research Funds, \$3000. (Role: PI).
- Hargus, Sharon. 2007-2010. Athabaskan Personal Histories of Climate Change in Alaska and Canada. National Science Foundation (Documenting Endangered Languages Program/International Polar Year No. 0651853), \$250,000. (Role: PI).
- Hargus, Sharon. 2009. Sahaptin textual transcription and translation. Jacobs Research Funds. \$3000. (Role: PI)
- Hargus, Sharon. 2002-2005. Deg Xinag Lexicon and Grammar. National Science Foundation, Arctic Social Sciences Program Grant No. OPP-0137483, \$196,962. (Role: PI)
- Hargus, Sharon. 2000. Workshop on Athabaskan Prosody and proceedings thereof. Social Sciences and Humanities Research Council Grants to Occasional Conferences, \$10,000 (CAD). (with Antonia Mills and Margaret Anderson, PI)
- Herschensohn, Julia. 2001-2002. Longitudinal study of child second language acquisition in an immersion setting. Center for Mind, Brain and Learning, UW, \$57,582. (Role: PI)
- Levow, Gina-Anne. 2008-2011. Dyadic Rapport Within and Across Cultures: Multimodal Assessment of Human-Human and Human-Computer Interaction. NSF BCS #0729515, \$415,643. (Role: PI, UW subaward, co-PI: Susan Duncan, University of Chicago, PI: David McNeill, University of Chicago, PI: Dan Loehr (MITRE subaward)).
- Ogihara, Toshiyuki. 2006. Focus in Natural Language: Integrating the semantics of focus into an explicit model of grammar that also ties together the phonology, syntax and pragmatics of focus. National Institute of Informatics, Tokyo, Japan. 1,500,000 yen = \$14,000. (Role: co-PI with Makoto Kanazawa (NII) and Christopher Tancredi (University of Tokyo))
- Wassink, Alicia. 2007. Dialect Evolution and Ongoing Variable Linguistic Input: English in the Pacific Northwest 200 years after Lewis and Clark. National Science Foundation, \$97,000 (Role: PI)
- Wassink, Alicia. 2007. "How strict is the "mother tongue"? Using Dialects to Probe Early Speech Perception and Word Recognition. Australian Research Council/National Institute of the Humanities Research Grant. \$1.4 million. (Role: consultant, Drs. Catherine Best and Christine Kitamura, Co-PIs)
- Wright, Richard. 2010-2015. Acoustic and perceptual effects of WDRC amplification, NIH R01 (Competitive Renewal) Subcontract from Northwestern University, \$382,925 (Role: PI)
- Wright, Richard. 2010. Subcontract from Northwestern University: Acoustic and perceptual effects of WDRC amplification, NIH R01, \$49,564. (Role: PI)

- Wright, Richard. 2005-2010. NIH R01: Acoustic and perceptual effects of WDRC amplification, \$1,116,480. (Role: Collaborator, PI: Pamela Souza)
- Wright, Richard. 2004-2007. NSF IT 0326382: The vocal joystick: continuous control parameters with the human voice, \$1,240,000. (Role: Co-PI, PI: Jeffrey Bilmes, UW Dept. of Electrical Engineering)
- Wright, Richard. 2003-2006. Endangered Languages Documentation Programme, Univ. of London School of Oriental and African Studies: Aleut conversation corpus, \$145,863. (Role: Supervising P.I. with Alice Taff, post-doc, UW Dept. of Linguistics)
- Wright, Richard. 2002. IBM: ToBI labeling of the IBM read speech corpus for speech synthesis, \$10,000, (Role: PI).
- Wright, Richard. 2001. CMBL research affiliate grant: Variability in language production and perception: a cross-linguistic investigation of motherese, hyperspeech, and Lombard speech. \$101,788 (Role: Co-PI with Alicia Beckford Wassink, UW Dept. of Linguistics)
- Xia, Fei. 2010-2011. Workshop on NLP and Linguistics: Finding the Common Ground NSF Workshop Grant (IIS-1027289). \$16,996 (Role: PI)
- Xia, Fei, 2009-2011 (Phase II), 2010-2014 (Phase II). NIH/NLM K99/R00 Pathway to Independence Award (1K99LM010227-0110). Increasing Clinical Trial Enrollment: A Semi-Automated Patient Centered Approach. \$168,340 (Phase I), \$741,922 (Phase II). (Role: Consultant, PI: Imre Solti)
- Xia, Fei. 2009-2010. Supplement to the NSF CAREER Grant. NSF REU Supplement (IIS-0939733), \$15,925. (Role: PI)
- Xia, Fei. 2008-2013. Information Engineering and Synthesis for Resource-poor Languages. NSF CAREER grant (BCS-0748919), \$500,000. (Role: PI).
- Xia, Fei, 2008-2011. Collaborative research: A Multi-Representational and Multi-Layered Treebank for Hindi/Urdu. NSF Hindi grant (CNS-0751213), \$196,001. (Role: PI)
- Xia, Fei. 2007-2009. Implementing the GOLD Community of Practice: Laying the Foundations for a Linguistics Cyberinfrastructure. NSF GOLDcomm grant (BCS-0720670), \$147,456. (Role: co-PI, PI: Scott Farrar)
- Xia, Fei. 2007-2008. General Techniques for Creating Treebanks with Multiple Representation. NSF planning grant (CNS-0708719), \$20,813. (Role: PI)

University of Washington Internal Grants (2000-2010)

- Bender, Emily. 2006. Natural Language Computing Cluster. Student Technology Fee Grant, \$66,710. (Role: faculty consultant, PI: Dan Stefiel).
- Bender, Emily. 2009. Computing Cluster File Server. Student Technology Fee Grant, \$4504.91. (Role: faculty consultant, PI: David Brodbeck).
- Citko, Barbara. 2009. Symmetry in Syntax. University of Washington Royalty Research Fund award. \$12,169. (Role: PI)
- Hargus, Sharon. 2005. Sahaptin Word Order. University of Washington Royalty Research Fund award, \$31,081. (Role: PI)
- Hargus, Sharon. 2001. Yakima Sahaptin Lexicon. University of Washington Royalty Research Fund award, \$15,793. (Role: PI)
- Ogihara, Toshiyuki. 2002. Simpson Center Grant for organizing Semantics and Linguistic Theory (SALT)13 (international conference), Simpson Center for the Humanities, University of Washington, \$2,181. (Role: conference organizer)

- Ogihara, Toshiyuki. 2001. Graduate School Fund for SALT 13, Graduate School, University of Washington, \$5,000. (Role: conference organizer)
- Wassink, Alicia. 2005. LING455: Areal Linguistics—Pidgin and Creole languages to become part of the minor. Curriculum Development Award, African Studies Minor, University of Washington, \$2,000. (Role: PI)
- Wassink, Alicia. 2003. Spectral Overlap Assessment Metric: vowel analysis and 3-D graphical representation. Royalty Research Fund, University of Washington, \$40,000. (Role: PI)
- Wassink, Alicia. 2002. Intraspeaker variability in Motherese, Hyperspeech and the Lombard Reflex, Center for Mind, Brain and Learning, University of Washington (now i-Labs), \$100,000. (Role: Co-PI with Richard Wright, Department of Linguistics)
- Wassink, Alicia. 2002. Investigation of intra-speaker variability in Jamaican Creole. Junior Faculty Development Grant, University of Washington, \$30,000. (Role: PI)
- Wassink, Alicia. 2000. Curriculum Development Grant, University of Washington. \$27,722 (Role: co-PI with Julia Herschensohn, Karen Zagana, and Richard Wright)
- Wassink, Alicia. 2000. Intrinsic f0 in Jamaican Creole. Faculty Fellows Undergraduate Research Assistantship Award, University of Washington. \$1,000. (Role: PI)
- Wassink, Alicia. 1999. Allen Endowment Award, University of Washington. \$10,000 (Role: PI)
- Wright, Richard. 2010. Phonetics and Sociolinguistics Lab Upgrade, Student Technology Fee 2010-063-1, \$16,896. (Role: Faculty Lead with Alicia Beckford Wassink)
- Wright, Richard. 2009-2010. PHOIBLE: PHOnetics Information Base and Lexicon, UW Royalty Research Fund Grant, \$36,661. (Role: PI)
- Wright, Richard. 2003. An annotated database of speech style variation. UW Royalty Research Fund Grant, \$39,600. (Role: PI).
- Wright, Richard. 2004. Portable CD recorders and Editing/Analysis stations for Student Research, Student Technology Fee 2004-098-1, \$24,571. (Role: Faculty Lead)
- Wright, Richard. 2001. Simpson Center for the Humanities Grant: Keynote speakers funding for WECOL, \$1,236. (Role: Conference Organizer)
- Wright, Richard. 2000. UW Arts and Sciences Curriculum Development Grant: Interactive Multimedia Linguistics. \$27,722. (Role: Co-developer with Julia Herschensohn, Alicia Beckford Wassink, Karen Zagana)
- Xia, Fei. 2007-2009. Towards automatic enrichment and analysis of linguistic data for threatened and endangered languages. UW Royalty Research Fund (RRF) grant (#65-1337), \$39,678. (Role: PI)
- Xia, Fei. 2006. Natural Language Computing Cluster. UW Student Technology Fee (STF) grant (2006-058-1), \$66,710. (Role: faculty consultant, PI: Dan McNeill, Dan Stefiel)

Appendix C. Information about faculty
(Faculty as of 2009-2010 Academic Year)
[faculty cvs](#)

Professors

Sharon Hargus	Howard & Frances Nostrand Professor of Linguistics; Adjunct Professor of Canadian Studies
Julia Herschensohn	Professor
Ellen M. Kaisse	Professor
Karen Zagona	Professor Adjunct Professor of Spanish

Associate Professors

Emily M. Bender	Associate Professor and Adjunct Associate Professor of Computer Science & Engineering
Toshiyuki Ogihara	Associate Professor
Alicia Beckford Wassink	Associate Professor
Richard Wright	Associate Professor Adjunct Associate Professor of Speech and Hearing Sciences

Assistant Professors

Edith Aldridge	Assistant Professor Adjunct Assistant Professor of Asian Languages & Literature
Barbara Citko	Assistant Professor Adjunct Assistant Professor of Slavic Languages & Literature
Betsy E. Evans	Assistant Professor
Fei Xia	Assistant Professor

Emeritus Faculty

Heles Contreras	Professor Emeritus
Jurgen Klausenburger	Professor Emeritus
Fritz Newmeyer	Professor Emeritus
Marina Tarlinskaya	Research Professor Emerita

Lecturers

Lance Forshay	Lecturer
Laura McGarrity,	Lecturer

Adjunct faculty

James E. Augerot	Professor	Slavic Languages & Literatures
Charles M. Barrack	Professor	Germanics
Laada Bilaniuk	Associate Professor	Anthropology
Jeff Bilmes	Associate Professor	Electrical Engineering
Katarzyna Dziwirek	Professor	Slavic Languages & Literatures
Hussein Elkhafaifi	Associate Professor	Near Eastern Languages & Civilization
Oren Etzioni	Professor	Computer Science & Engineering Director, Turing Center
Ana Fernandez Dobao	Assistant Professor	Spanish & Portuguese Program
Zev Handel	Associate Professor	Asian Languages & Literature
Katrin Kirchhoff	Research Associate Professor	Electrical Engineering
Pat Kuhl	Professor (endowed)	Speech & Hearing Sciences Institute for Learning and Brain Science
Richard Ladner	Professor (endowed)	Computer Science & Engineering

Colette Moore	Assistant Professor	English
Amy Ohta	Associate Professor	Asian Languages & Literature
Mari Ostendorf	Professor	Electrical Engineering
Lee Osterhout	Professor	Psychology; Director, Cognitive Neuroscience of Language Lab
Michael C. Shapiro	Professor	Asian Languages & Literature
Sandy Silberstein	Professor	English
Gail Stygall	Professor	English
Crispin Thurlow	Associate Professor	Communication
Anne Yue-Hashimoto	Professor	Asian Languages & Literature

Affiliates:

Paul Aoki	Ph.D. 1967	University of Washington
Jim Hoard	Ph.D. 1967	University of Washington
William Lewis	Ph.D. 2002	University of Arizona
Michael Tjalve	Ph.D. 2007	University College, London
Kristina Toutanova	Ph.D. 2005	Stanford

(Faculty additions since 2009-2010)

Levow, Gina	Assistant Professor
Winters, Kristi	Lecturer

A. Documentation of continuing need, including reference to the statewide and regional needs assessment

Our department faces some of the same challenges that it faced in 2000— space, graduate student support, and resources—and it faces some new ones—the CL program, the ASL program and endowment distribution—that we aim to tackle in the next decade. The numbers of undergraduate majors, teaching faculty and labs has increased substantially in the past ten years, but we have gained no additional space, so the one of the most pressing challenges we face is that of space. We hope to gain more space in the future, since our department grows in recognition of the excellence of our academic programs, the international reputation of our faculty, and the breadth of our service in academia and in the greater community. One of our biggest financial challenges is the lack of guaranteed and continued support for graduate students. We typically get only 13 or 14 quarters of TA support per year for between 40 and 50 graduate students (excluding CLMA students). In addition, the Graduate School has supplied recruitment funds for one incoming student, but these have dropped from three quarters of support to two over the past three years. Furthermore, the recruitment awards are not guaranteed, but have to be applied for annually in a competitive procedure.

B. Assessment information related to expected student learning outcomes and the achievement of the program’s objectives

The department’s commitment to excellence in teaching is strong. The mean score for the combined items (1-4) on the standardized evaluation forms for the department (across all courses and instructors) during a 5-year period from 2004-2009 was the same as that for the University as a whole and just below that of the Humanities (-0.33 or “small” standardized difference). Several of our instructors have received or been nominated for the Distinguished Teaching and Excellence in Teaching Awards. The past decade has seen an increased use of University resources such as CIDR to aid our teaching mission. We also initiated use of multimedia technology and interactive materials, such as Moodle and Adobe Connect for large-scale introductory classes. Moodle, an online course management system, is currently being used in LING 200 (with preliminary use in LING 100) for administering quizzes and skills-based “homework” assignments. A survey taken at the conclusion of our pilot implementation of

Moodle in Autumn 2009 revealed a very positive response from students (85% “(strongly) agree” with the phrase “I like the flexibility [of using Moodle]”).

Our graduate students (44 general, 39 CL) display their excellence in fellowships received (e.g. Fulbright), professional activities (dozens of international conference papers, publications) and eventual job placement (e.g. Middlebury College, NYU, University of Texas, Microsoft, Google, Voicebox). The meager TA support (currently six; four+ next year) available in Linguistics is supplemented by offers to our students from other units (e.g. French, Spanish, EE, LLC, Catalyst) who value their talents and competence. Finally, the quality of learning experience offered to students is improved through faculty participation in selective opportunities such as the Four by Four Initiative, Learning in the Major and the Global Learning Initiative.

C. Plans to improve the quality and productivity of the program

Linguistics is a key player in cutting edge technological innovation, collaborating with colleagues across campus and in industry to develop innovative scholarship and best practices in instructional delivery. We intend to maintain and augment the systems we have in place: to enhance learning opportunities for students, to mentor and nourish our junior faculty, to maintain current excellence by adding appropriate new faculty, and to increase the diversity of the department in faculty, staff and student populations. Within the UW, we intend to foster interdisciplinarity by promoting research by faculty and students in the cognitive sciences (especially with new faculty at I-LABS), by continuing our fruitful collaboration with the Simpson Center for the Humanities, and by assuring the study of historical and comparative linguistics and language acquisition, both first and second. More broadly, we will extend our external goals to include: raising support levels of the Linguistics endowments, the Nostrand Professorship, the Graduate Student Fellowship, and the Friends of Linguistics funds; carrying out locally-relevant research; developing further protocols for faculty-industry interactions; and persevering in preservation efforts of NW Native American languages.

(FORMAT FOR APPENDIX D)

EXISTING PROGRAM REVIEW: HEC BOARD SUMMARY

Name of unit Linguistics

Name of school/college Arts and Sciences

Degree title(s) BA, MA, and PhD (linguistics), MA (computational linguistics)

Year of last review 1999-2000

Current date October 2010

A. Documentation of continuing need, including reference to the statewide and regional needs assessment (you may cut and paste from Part A, Section IV, above).

B. Assessment information related to expected student learning outcomes and the achievement of the program's objectives (you may cut and paste from Part A, Section II, above).

C. Plans to improve the quality and productivity of the program (you may cut and paste from Part A, Section IV, above).

Number of instructional faculty, students enrolled, and degrees granted over last three years (Autumn-Summer)

	[2007]-[2008]	[2008]- [2009]	[2009]-[2010]	TOTAL
FTE instructional faculty	16.2	15.4	15.2	
FTE graduate teaching assistants	9	9	9.7	
Degree Program	BA	BA	BA	
Headcount of enrolled students	92	98	106	
Number of degrees granted	44	55	41	140
Degree Program	MA	MA	MA	
Headcount of enrolled students	72	62	87	
Number of degrees granted	14	19	18	51
Degree Program	PhD	PhD	PhD	
Headcount of enrolled students	9	11	11	
Number of degrees granted	0	4	1	5
TOTAL				

NOTE: "Headcount of enrolled students" (undergraduate) = number of declared majors as of 10th day of Autumn Quarter.

NOTE: BA students include both linguistics majors and Romance linguistics majors. Among the MA students, 42 (07-08), 32 (08-09), and 56 (09-10) were computational linguistics students. Among the MA recipients, 8 (07-08), 10 (08-09), and 13 (09-10) were in computational linguistics. The rest are either (regular) linguistics students or Romance linguistics students.