

Cover Sheet

- Department of Linguistics, College of Arts and Sciences, Seattle campus
- Degrees offered by the Department of Linguistics
 - ❖ Bachelor of Arts in Linguistics
 - ❖ Bachelor of Arts in Romance Linguistics
 - ❖ Master of Arts in Linguistics
 - ❖ Master of Science in Computational Linguistics
 - ❖ Doctor of Philosophy in Linguistics
 - ❖ American Sign Language Minor
 - ❖ Linguistics Minor
- Year of last review: 2010-2011
- Chair: Richard A. Wright
- Self-study coordinators: Sharon Hargus, Shane Steinert-Threlkeld
- 12-6-2021; Appendix F updated 12-23-21

Table of Contents

Cover Sheet	1
Table of Contents	2
A: Required Background Information	5
I: Overview of Department of Linguistics	5
Mission & Organizational Structure	5
Mission	5
Degree Programs	6
Laboratories	7
Academic Support Services	9
Shared Governance	10
Faculty Governance	10
Graduate student governance	10
Budget & Resources	10
Sources of Funding	10
Advancement Activities	11
Grants	12
Usage of Funds	13
Department of Linguistics Diversity, Equity and Inclusion	13
Diversity Plan	13
Make-up of Diversity Committee	13
Diversity of Faculty and Staff	14
Utilization of Institutional Resources to Enhance Diversity	14
Outreach Strategies	15
Initiatives to Promote a Diverse, Supportive and Equitable Environment	15
Diverse Faculty Recruitment and Retention	16
Support for Underrepresented Faculty Career Success	16
II: Teaching & Learning	16
Student Learning Goals and Outcomes	16
Bachelor of Arts in Linguistics	16
Learning goals and outcomes	16
Evaluation of student learning	16
Assessment of Student Satisfaction	16
Program Improvement	17

Courses for non-majors	17
Bachelor of Arts in Romance Linguistics	17
Master of Arts in Linguistics	17
Master of Science in Computational Linguistics	17
Learning goals and outcomes	17
Evaluation of student learning	18
Assessment of Student Satisfaction	18
Program improvement	18
Courses for non-majors	18
Doctor of Philosophy in Linguistics	19
Learning goals and outcomes	19
Evaluation of student learning	19
Assessment of Student Satisfaction	19
Program improvement	20
American Sign Language Minor	20
Learning goals and outcomes	20
Evaluation of student learning	21
Assessment of Student Satisfaction	21
Program improvement	21
Courses for non-majors	21
Linguistics Minor	21
Instructional Effectiveness	22
Teaching and Mentoring Outside the Classroom	23
Learning methods beyond the classroom	23
Ensuring steady academic progress	23
Undergraduate	23
CLMS	24
PhD	24
Post-graduation preparation	24
III: Scholarly Impact	26
Awards	28
Undergraduate Research Papers	29
Post-doctoral Fellows' Impact	29
Graduate Impact	29
Changing Paradigms	30
Interdisciplinary Efforts	31

Tenure and Promotion Policies	33
IV: Future Directions	34
Current Impact of UW Linguistics	34
Where Linguistics is headed	35
Opportunities and goals	36
Tenure-track hiring	36
STEM course offerings	36
DEI improvements	37
Computational Linguistics	37
ASL program	37
B: Unit-Defined Questions	37
I: Relationship of UW Department of Linguistics to the field of linguistics	37
II: Administrative support and physical needs	39
III: Diversity, equity and inclusion	42
C: Appendices	44
Appendix A: Organizational Chart	44
Appendix B: Budget Summary	44
Biennium 2015 (July 2015-June 2017)	44
Biennium 2017 (July 2017-June 2019)	45
Biennium 2019 (July 2019-June 2021)	46
Appendix C: Information about Faculty	47
Appendix D: Diversity Plan	50
Appendix E: Physical layout of fourth floor of Guggenheim Hall	52
Appendix F: Awards	52
National Student Awards	52
UW Awards	53
Graduate School Awards	53
Li Fang-Kuei & Hsu Ying Graduate Fellowship Award	54
Departmental Awards	54
Ryan Neale Cross Memorial Fellowship	54
Computational Linguistics Masters of Science Scholarships	54
Graduate Research Excellence Awards	56
Undergraduate Awards & Honors	58
Appendix G: Enrollment and Graduation Patterns	58

A: Required Background Information

I: Overview of Department of Linguistics

Mission & Organizational Structure

Mission Statement

Linguistics is the study of language as a natural phenomenon focusing on grammar, social context, acoustics and perception of speech sounds, language evolution, acquisition and cognitive processing, and computational modeling and processing of language by computers. As language is an exclusively and intrinsically human characteristic, research on it cuts to the heart of human cognition and the social world, linking linguistics to psychology, anthropology, information science, and many other disciplines.

In order to provide a rich learning environment, upper division classes are usually limited to 35 students, and undergraduate students are encouraged to participate in faculty research. Our graduate students participate in faculty research through internships, scholarships and research appointments. We strive to maintain research-informed teaching to include recent advancements in linguistic theory and methodology.

The Department of Linguistics fosters the study and preservation of Northwest indigenous languages and American Sign Language (ASL) through teaching and research. In the ASL minor in particular as well as in students' study of other languages, we aim to ensure that they deepen their understanding of the structure of the languages they are studying as well as the ways they interact with and reflect the communities in which they are spoken. The Department of Linguistics believes that the diversity of perspectives on the phenomenon of human language provided by expertise in and life experience with different linguistic varieties is critical to the advancement of the field and accordingly we are committed to increasing the diversity of both our department and the field at large (see [Diversity](#)).

Degree Programs

At the undergraduate level, Linguistics offers a BA in Linguistics (with optional honors program), BA in Romance Linguistics, Minor in Linguistics, and Minor in American Sign Language (with optional honors program). At the graduate level, we offer a PhD in Linguistics, an MS in Computational Linguistics, and a Natural Language Technology Certificate. (An MA in Linguistics can be awarded under exceptional circumstances, as described in [Masters of Arts in Linguistics](#).) Detailed information on enrollment and graduation patterns for each degree program may be found in [Appendix G](#).

Laboratories

There are six laboratories in the Linguistics Department: the Language Development and Processing Laboratory (LDP), the Neuroplasticity and Language Laboratory (NLL), the Linguistic Phonetics Laboratory (LPL), the Phonology Laboratory (PL), the Sociolinguistics Laboratory (SL), and Treehouse (the computational linguistics laboratory). These labs provide students and faculty with training in research methods, research ethics, and IRB protocols, as well as support grant writing and grant-based research. The labs also support courses in sociolinguistics, phonetics, phonology, field methods, and psycholinguistics. The department provides limited

financial support for the operating expenses of the labs, detailed below, as they are departmental, and indeed UW-wide, resources. Three of the labs are located in Guggenheim Hall, and three in Smith Hall:

Laboratory	Location	Square Feet
Neuroplasticity and Language Lab	Smith 008	187
Linguistic Phonetics Lab	GUG 407A	429
Phonology Lab	Smith 006	140
Sociolinguistics Lab	GUG 416	290
Treehouse	GUG 417	304
Language Development and Processing lab	Smith 002	335

The Linguistics Phonetics Lab was established with an NSF grant awarded to Sharon Hargus, Kate Davis, Ellen Kaisse and Cecile McKee in 1993. When Richard Wright joined the department in 1998, he revamped the lab’s physical space, equipment set-up, and mission (to support classes and create a research space open to all students and faculty at UW). He has established a network of phoneticians, electrical engineers, and speech scientists at UW (students, faculty, and visiting scholars) who meet regularly to discuss research methods, ethics, and results. Since 2015 when Wright became chair, Arts and Sciences has provided support for a phonetics post-doctoral researcher who acts as lab director and whose office is in the LPL. Since the last self-study in 2010, the lab has continuously supported an NIH R01 subcontract (total \$722,964 PI Wright), an NSF IIS grant (total \$249,975 PI Levow) and an NSF IIS/BCS grant (total \$500,000 PI Ostendorf), and numerous unfunded student and faculty research projects including 25 completed and 7 ongoing PhDs (from Linguistics, Speech and Hearing Sciences, and Electrical Engineering), 6 AuDs, 3 undergraduate honors theses, and 3 visiting scholars.

Treehouse provides collaborative workspace for computational linguistics students as well as computing resources in the form of a server cluster with 17 compute nodes, ranging from 2.2 to 3.0 GHz, and 4 to 128 GB of RAM, with total file system space about 50 terabytes. The cluster has a firewall, one subversion server, one database server, two web servers, two LDAP servers, two file servers, and two SSH login servers. In addition to these computing resources, the server cluster also hosts a large collection of linguistic corpora. Both the equipment budget and the dedicated computing specialist for the Treehouse are fully supported by the CLMS program. While CLMS students and the computational linguistics faculty represent the primary users, this resource is also available to the department at large.

The Sociolinguistics Lab was created in 2006 by Wassink as a laboratory to support sociolinguistic research and training. Its associated interdisciplinary member group, the Sociolinguistics Brown Bag, consists of graduate and undergraduate sociolinguistic-concentrating students, other Linguistics faculty, international and domestic visiting scholars, and faculty in other departments (e.g., Anthropology, French and Italian) who conduct sociolinguistics-related research. The group currently meets biweekly.

The Language Development and Processing lab was established when Ferjan Ramírez joined the department in 2019 (reconfiguring lab space set up for a similar purpose by the late professor Akira Omaki). In the summer of 2021 she finished setting up the lab, which contains eye tracking and other equipment for research on language development and processing in infants, young children and adults. The lab also contains a child-friendly waiting area, and space for a research assistant and graduate students. The associated research group currently meets biweekly.

The Neuroplasticity & Language Lab was established when Cheng was hired in 2020 and is still being set up. The lab is currently equipped with a digital video camera, two laptops, two desktops, two iPads, and VR eye-tracking goggles. The lab space will be multi-functional, serving as the filming booth for ASL stimuli preparation, office space for RAs, and also a testing station when conducting in-person experiments. The associated research group currently meets biweekly.

The Phonology Lab is currently run by Lapierre, who joined the department in Autumn 2021. She plans to use the space for phonology and language documentation research, but has not yet set up the lab for those purposes.

Start-up costs for the hiring of faculty who direct the labs are typically split 50% with the UW, with the department's share also drawn from grant overhead (research cost recovery, RCR) and CLMS revenues.

Four of the labs (LPL, SL, LDP, NLL) each receive \$4,000 per year, once start-up funding is spent, to cover operating expenses such as equipment replacement and upgrades, software, and storage media. The annual budget of \$16,000 for the four labs is drawn from two sources: the department's share of RCR and revenues from the CLMS program. These four labs and the departmental servers are supported by a Senior Computing Specialist, who is funded 50% from the UW (General Operating Fund), 25% directly from the CLMS program (in recognition of each lab's contribution to the program), and 25% from revenues from the CLMS program. Because the computing specialist is split between four labs and also supports the departmental servers, each laboratory gets about 20% of the specialist's time. The four labs are also supported by a graduate staff assistant (SA), whose duties include checking out equipment, supporting research, website maintenance, scheduling meetings, etc. The SA position is supported by revenues from the CLMS program and other departmental revenues. The SA position used to be 50% in the LPL and 50% in the SL but now is 25% in each of the four labs (LPL, SL, LDP, NLL).

Academic Support Services

A number of Linguistics faculty and staff provide essential academic services. Forshay directs the ASL Program including placement tests. Citko and Ogihara (Graduate Program

Coordinators) provide PhD student advising, and the Linguistics Administrator (Cohn) and Academic Counselor (Parvi) share PhD program administration. The Academic Counselor handles CLMS students and programming. See organizational chart in [Appendix A](#).

Since Autumn 2020 Humanities Academic Support (HAS) Center has provided most of the undergraduate ‘nuts-and-bolts’ of undergraduate advising, such as declaring a major, but send questions to the Associate Chair about such matters as how to assess transfer credit or whether requirements can be waived or substituted. The Linguistics administrator also facilitates communication from the department to the HAS Center and undergraduate students. Linguistics faculty mentor undergraduate students through [undergraduate research](#) and [lab](#) volunteer positions.

Linguistics staff (5.65 FTE) provide non-academic services. The Administrator (1.0 FTE) manages finances/budgets, staff, HR/Payroll, grant and contract processes, facilities (including COVID-19 plans), purchasing, HAS Center liaison, and social media and communications. The Program Coordinator (1.0 FTE) handles reception, course scheduling, and assists the Administrator with fiscal tasks. The Computer Specialists (2.65 FTE) maintain the servers, and laboratory and computing equipment.

There is a small degree of overlap and collaboration between staff. For instance, the Administrator and Academic Counselor (1.0 FTE) collaborate on website creation and newsletter posting. The Academic Counselor and Program Coordinator coordinate on events. By and large, however, staffing is quite lean though it aims to provide backup and seamless service to faculty and students, for example, during staff absences.

Shared Governance

Faculty Governance

The Linguistics Department is governed by faculty consensus. Most decisions are handled by faculty committees, which, when appropriate, have a graduate student member. Some committees are standing committees (e.g. admissions, diversity, and course scheduling), while others are formed as needed (e.g. faculty hiring, curriculum change, and major changes to how revenues are used). The committees present their findings to the rest of the faculty, who vote on actionable items during faculty meetings (held at a minimum of twice per quarter). Faculty votes are typically administered using secure online software which permits both anonymous and non-anonymous voting (Catalyst), although votes may also take place in person. It is Linguistics Department tradition that the Chair is recused from voting in cases involving faculty hiring, tenure, and promotion (and a few other academic personnel decisions such as adjunct or affiliate status). The reason for this is fairness; the Chair has tiebreaker/veto authority in these cases and would effectively have two votes were they to vote as permitted by the Faculty Code.

Staff are represented in faculty meetings by the department Administrator who attends all meetings except for merit review.

Graduate student governance

The Linguistics Society at the UW (LSUW), the graduate students’ governing body, elects a president each year. The departmental chair meets monthly with the LSUW president to get feedback on how the department is running and to keep the graduate students up to date on departmental developments and plans. The LSUW president attends faculty meetings in an

advisory capacity, with the exception of meetings that are considered not open (such as when faculty merit and promotion issues are discussed or voted on). Faculty search committees include one graduate student in an advisory capacity.

Budget & Resources

Sources of Funding

[Appendix B](#) lists total departmental spending and funding sources for the 2015-2017, 2017-2019 and 2019-2021 biennia. The biggest sources of funding are the state of Washington, grants, revenue, gifts, and research cost recovery (RCR).

Analysis of the budget highlights the crucial role revenue and federal grants (and to a lesser extent UW grants) play in supporting Linguistics. State funding provides approximately only half the funding, a disturbing state of affairs, because state funding alone would be inadequate to maintain current departmental activities. An especially important point is that state funding of graduate students is inadequate to support the number of teaching assistants Linguistics classes require. We require approximately 25-30 quarters/year to teach quiz sections and yet the state only funds 15 quarters. Revenue currently fills in the void left by state funding. The dearth of state funding has several consequences. Were we unable to find other funding, (1) we would be unable to support as many teaching assistants (drawn from the pool of Linguistics PhD students). (2) We would be unable to provide graduate students with training and income to continue and complete their graduate program. (3) We would be unable to offer as many classes and sections to undergraduate students.

Another area of concern is that in terms of funding for staff, we are woefully short. Only one position is fully state funded. The remaining staff salaries are cobbled together from state funds, program revenue, and endowments, yet these positions support critical departmental missions and ought to be fully state funded. Since meeting current staffing requires non-state funding, if we were to try to increase our support of departmental teaching and research, we would first have to find the funding. Hence, our ability to fully support faculty and student programs is hampered by funding. See [B. Unit-defined questions – Administrative support](#) for further details.

Advancement Activities

One of the roles of the department chair is to maintain and grow donor relations. To this end the chair meets monthly with the Director for Advancement for the Humanities to discuss strategies and donor relations. The chair also meets quarterly with the Director for Corporate and Foundation Relations to explore avenues of support for the department and individual faculty research. A department newsletter is e-mailed out three times a year (Marcom, via Arts and Sciences) to a mailing list of about 5000. A link to Friends of Linguistics, the department's discretionary fund, is provided with each newsletter. An appeal letter is sent out annually, in 2021 using a template suggested by Arts and Sciences, also suggesting donations to Friends of Linguistics and other giving avenues.

At the time of the 2010 self review there was one large endowment, The Nostrand Fund (currently \$969,278), which was established in 2001 by Howard and Frances Nostrand.

Their endowment, used to enhance faculty research, is given to one faculty member every 3 years (who is the department's Endowed Nostrand Professor for 3 years). In previous years there were also three small endowments intended for graduate student support: the Phelps Endowment, Herschensohn Endowment, and Graduate Student Endowment. While all three funds continued to grow slowly, none had enough funds to pay out enough to support a graduate student for one quarter. In 2021, the department combined the three into one budget (\$245,358) so that the combined yearly distributions of approximately \$8,180 is enough to provide one half of one quarter of support (salary + tuition + benefits) for one PhD student per year. Supplemented by departmental revenues, this fund is disbursed as the Linguistics Excellence Award, to three advanced PhD students who have demonstrated a promising research agenda and academic success.

The Ryan Neale Cross Memorial Fellowship (\$17,462 as of June 2021) was established in 2018 to support students studying computational linguistics with the goal of improving accessibility through assistive technology. This fellowship was made possible by donations from The Continuous Path Foundation, as well as friends, family, and colleagues in memory of Ryan Neale Cross, a CLMS alumnus, to the endowment named in his memory.

In the summer of 2021, following the untimely death of PhD student Jiahui Huang, students and faculty created a crowdsourcing appeal to raise \$5,000 for a memorial bench that has been placed outside Guggenheim Hall in his memory. Funds in excess of the \$5,000 are used to support students from the Friends of Linguistics fund.

In 2018 and 2019, Chair Wright worked with Arts and Sciences Dean Robert Stacey and Provost Mark Richards to help Arts and Sciences secure a \$742,572 endowment from The Bezos Family Foundation for a Distinguished Professorship in Language Acquisition and Multilingualism, currently held by Ferjan Ramírez. In 2021-2022 and 2020-2021, the endowment also provided one quarter of graduate RA support.

Grants

Faculty are encouraged to write grants, and grant activity is taken into consideration for merit. Since the 2010 self study, approximately 80% of research faculty have held research grants at some time, a significant increase over previous self-study periods. The department anticipates increased growth in securing research funding. UW-external funding sources make up the majority of faculty grants and include federal grants (NSF, NIH, IARPA, DARPA, DOD) as well as private foundations and corporations (averaging over \$402,322 per year since 2015). Faculty also apply for and occasionally secure awards from UW's Royalty Research Fund.

Grants not only support faculty research, they are a considerable source of departmental revenue (see [Sources of Funding](#) and [Appendix B](#)) and graduate student support. For example, since the 2010 self study, Wright has continuously held an NIH NIDCD flow-through grant (from Northwestern University), which has provided support for graduate RAs in our PhD program. Federal grants often include funds for research equipment and subjects, summer salary for faculty and funding for graduate students to gain research experience. Non-federal grants and endowments do the same to a lesser degree.

Students are required to apply for outside funding annually. First-year grad students receive training in grant application and on their annual progress reports they state the efforts they have made that year to seek either UW internal or external support. Students have received grants from federal (FLAS, NSF, GRFP), UW and NGO sources. See [Appendix F: Awards](#).

Usage of Funds

The department chair consults with the *resources committee*, which is an ad hoc faculty committee that convenes when minor changes to revenue spending are considered. Major decisions about changes to revenue spending are voted upon by the faculty. Ultimately, the chair and administrator make the final decision about spending, taking into account the advice of the resources committee and the faculty vote. The chair and administrator meet weekly to review finances and budgets. There is also an in-depth quarterly review, an end-of-year full audit of the revenues and expenditures, and a mandated end of biennium close-out of budgets.

Faculty vote each year on proposed new tenure track and teaching track faculty lines. In all faculty hiring, graduate students are consulted on positions and on hiring decisions, and as mentioned above, participate in search committees.

Department of Linguistics Diversity, Equity and Inclusion

Diversity Plan

Our diversity plan is described in detail in [Appendix D](#).

Make-up of Diversity Committee

The Diversity Committee typically consists of 2-3 faculty members, 1 staff member and, since 2020, one graduate student. One of the faculty members is either the Graduate Program Coordinator (GPC) (Toshiyuki Ogihara) or Alternate Graduate Program Coordinator (Barbara Citko). Typically it is the GPC that chairs the graduate admissions committee in a given year, which is meant to help coordinate the efforts of the Diversity Committee with the efforts of the admissions committee.

Diversity of Faculty and Staff

Of the 17 permanent faculty in the department, three are Asian (Cheng, Ogihara, Xia), one is African-American (Wassink), and the remainder are white. With respect to gender diversity, 29% identify as male (Forshay, Mathis, Ogihara, Steinert-Threlkeld, Wright) and the others as female.

With respect to linguistic diversity, there are three Deaf signers of American Sign Language (Forshay, Mathis, Winter), two native speakers of Standard Chinese (Cheng, Xia), one native speaker of Polish (Citko), one native speaker of Slovenian (Ferjan Ramírez), one native speaker of Japanese (Ogihara), and one native speaker of French (and English) (Lapierre). The rest are native speakers of English (solely), with degrees of second language proficiency in one or more languages.

Utilization of Institutional Resources to Enhance Diversity

The following table shows the percentage of underrepresented minorities (URMs) graduating with a BA in Linguistics. (We use UW's School of Public Health definition of URM as

“Hispanic/Latino, African Americans, Native Americans, Pacific Islanders”). On average, 9.2% of majors are URMs, with 2015/16 and 2016/17 showing a spike in URMs, for reasons unknown.

Year	International	Non-URM	URM	Total Graduates	URM Percent
2011/2012	1	29	2	32	6.25%
2012/2013	1	48	4	53	7.55%
2013/2014	2	42	2	46	4.35%
2014/2015	8	48	3	59	5.08%
2015/2016	3	28	8	39	20.51%
2016/2017	4	31	9	44	20.45%
2017/2018	5	35	3	43	6.98%
2018/2019	1	14	1	16	6.25%
2019/2020	5	22	2	29	6.90%
2020/2021	6	42	4	52	7.69%
Total:	36	339	38	413	9.20%

Outreach Strategies

Recruitment of UGs into the Linguistics major and minor is primarily through 200 level classes: 200 (Introduction to Linguistics), 210 (Language and Thought), 212 (Infant Brain and Language Development), 233 (Introduction to Language and Society), 234 (Language and Diversity), 242 (Introduction to Meaning), and 269 (Swearing and Taboo Language). We have advertised LING 233 (Introduction to Language and Society) to specific groups, e.g. the Black Students Union, to encourage enrollment of members of those groups. The Diversity Committee is studying other ways to recruit and retain more URMs into our majors, such as advertising our courses with UW’s Office Minority Affairs and Diversity.

At the graduate level, the GPCs apply for Graduate Student Equity and Excellence (formerly called GO-MAP) fellowships from the Graduate School. These fellowships help us make more attractive offers to PhD applicants from underrepresented groups.

Initiatives to Promote a Diverse, Supportive and Equitable Environment

Although we acknowledge that there is more to do to make UW Linguistics a more diverse, equitable and inclusive community, we have made some progress in the last decade.

Five of our regularly offered courses satisfy UW’s undergraduate diversity requirement: LING 233 (Introduction to Language and Society), LING 234 (Language and Diversity), LING 432

(Sociolinguistics 1), LING 458 (Language and Gender) and LING 470 (Discourse: Analyzing Talk and Texts).

In 2020 the GRE was removed from the requirements for application to the graduate program, out of concern that the GRE may put URMs at a disadvantage (see [Appendix D](#)).

In Spring 2021 Ferjan Ramírez taught a seminar on 'Race, Ethics, and Diversity in the Science of Language Development'.

The Sociolinguistics Brown Bag group of the Sociolinguistics Laboratory has co-authored a 62-page white paper, to appear in *UW Working Papers in Linguistics* in 2021, entitled "It's not just "linguistic data:" toward critically engaging notions of race and ethnicity in linguistic research." This ms., spearheaded by the lab's student members, critically assesses the under-theorization of race and ethnicity in graduate level texts and methodological guidebooks in linguistics, and offers recommendations to improve elicitation of demographic information and prioritize community-based concepts of self-identification.

Diverse Faculty Recruitment and Retention

During 2019 and 2020 faculty searches (Cheng, Mathis, Lapierre) search committees worked with the Office of the Associate Vice Provost for Faculty Advancement and modified their search procedure as a result of learning about best practices. For example, the Phonology Search Committee (responsible for hiring Lapierre) did not read letters of recommendation during the first pass through applications, as these may reflect more on the letter writer than the applicant.

Support for Underrepresented Faculty Career Success

New faculty member Lapierre, who is the first generation in her family to attend college, has received support from the Faculty Development Program. This is a year-long program intended to provide mentorship, support, and a space to reflect upon experiences for new tenure track faculty across the three UW campuses. The program includes a series of workshops over the course of the 2021-2022 academic year, opportunities for networking with other underrepresented and first-generation faculty members across campus units, as well as an official mentor. Lapierre has been paired with faculty mentor Ana Fernández Dobao, Associate Professor and Acting Chair of the Spanish Program.

II: Teaching & Learning

Student Learning Goals and Outcomes

Bachelor of Arts in Linguistics

Learning goals and outcomes

The departmental website contains a page on [Goals for Student Learning in the Linguistics Major](#). There are also links to [two tables](#) prepared for the Husky Experience, which are aimed at undergraduates transitioning to university-external jobs. One of these tables, 'The Husky Experience for Linguistics--How Linguistics fits into a career', lists departmental learning goals and their relevance to various careers. Another table, 'The Husky Experience for Linguistics - Courses', lists learning goals and career-relevant skill outcomes for seven undergraduate Linguistics courses.

Evaluation of student learning

Each instructor uses a variety of assessment devices (quizzes, homework, midterms, final papers, reading responses, etc.) to evaluate student learning, as appropriate for the class.

Assessment of Student Satisfaction

Every instructor in the department, regardless of rank, is expected to solicit end-of-quarter student evaluations (paper or online) for each class taught. Some instructors also solicit mid-quarter feedback.

Evaluations do not currently provide a breakdown of students according to URM status or not. Doing so would require customization of questions in the course templates provided by the Instructional Assessment system (Office of Educational Assessment).

We do not currently have an exit poll for undergraduate majors, and recognize that we should institute one.

Prior to 2020, the Linguistics Department had its own undergraduate advisor, who fostered a sense of community among the UG majors. We invite undergraduates to department colloquia and departmental social events, but there is no undergraduate Linguistics Club along the lines of ASL Club.

At the beginning of the pandemic as instructors and students were required to shift to remote learning, Wassink designed a [survey](#) designed to assess undergraduate feelings about remote learning and their abilities (mental, technological, situational) to cope with the new learning environment. Wassink shared her survey with the rest of the faculty and some used it with their own classes.

Program Improvement

Instructors make changes to their classes after considering (often conflicting) student comments. Programmatic changes are sometimes made in response to student feedback in other forms: e.g. the 2020 expansion of the ASL program in response to the large waitlist.

Courses for non-majors

The tables prepared for the Husky Experience mentioned above in [Learning goals and outcomes](#) list marketable skills which are relevant to non-majors as well as majors. Many students in 200-level courses are non-majors. Instructors of these courses are aware of this and often design their classes to have the broadest appeal and lasting impact.

For example, LING 233 (Introduction to Language and Society), which is taught twice a year with enrollment of approximately 200 students each time, aims to have students “identify and describe systematic observations of linguistic variation (social, historical, geographical, stylistic)” so that they can “relate linguistic variation to the functions of language in marking identity, status, group solidarity and cultural values” and “identify and describe the role of language in the creation and maintenance of social and political power”. We believe these skills are useful and career-transferable for all majors whatever their professional goals.

[Bachelor of Arts in Romance Linguistics](#)

In the last 10 years, there have been only 17 Romance Linguistics (RoLing) majors, and none in the last 3 years. RoLing majors take many of the same classes as Linguistics majors, so the

learning goals for their courses and the ways in which student satisfaction are assessed are largely the same as in [Bachelor of Arts in Linguistics](#). However, one difference between Linguistics and RoLing majors is that all RoLing majors write a senior thesis, for which they enroll in LING 419 with some instructor. McGarrity had two such students in 2018, both of whom received their degrees that same year. With the retirement of the last RoLing specialist on the faculty in 2020 (Zagona), the future of the RoLing major is under discussion.

Master of Arts in Linguistics

The MA degree is only awarded when PhD students leave the program after writing their generals papers. See [Doctor of Philosophy in Linguistics](#) for more information.

Master of Science in Computational Linguistics

Learning goals and outcomes

In the CLMS program, the program-wide learning goals for students are to:

- Think like a computational linguist (i.e. be able to conceptualize problems and understand how different approaches connect with them, and how to evaluate how well a particular approach is working)
- Understand the state of the art in computational linguistics (what is possible with current technology? what approaches are currently most successful?)
- Understand the potential contributions of both linguistic knowledge and machine learning to NLP applications
- Be prepared for a job in industry

Evaluation of student learning

Core CLMS courses typically involve weekly problem sets. LING 566 also includes take-home exams. The computational linguistics electives (LING 575 courses) and LING 573 (Systems and Applications) involve quarter-long term projects, frequently done as group projects to model working conditions in industry and to permit students to work on more ambitious project goals. Intermediate milestones for quarter-long term projects usually include oral presentations to classmates. In addition, each CLMS student completes a program capstone in the form of an MS thesis, an MS project or an internship. The project and internship options also include literature review and written assignments. The MS thesis option differs from the other two in being centered around original research, where the student shapes the research question and carries out the project.

Assessment of Student Satisfaction

All CLMS courses are evaluated through the Instructional Assessment System. Students also often volunteer feedback to faculty. We do not yet have any specific processes for soliciting feedback from students from underrepresented groups.

Program improvement

Feedback from students typically leads to discussion amongst the CL faculty and then associated changes, which sometimes require working through UW channels. Changes which have been made to the program in response to student feedback include:

- Changing the designation of the program degree from MA to MS, based on feedback from students that their resumes were getting ignored because of the degree designation. This change didn't involve curricular changes but rather alignment of the degree title with curricular content.
- Bringing neural networks as a topic into (a) the core sequence and (b) a recurring elective course, while maintaining our existing focus on the fundamentals of understanding the shape of problems in computational linguistics.
- Coordinating across classes to make sure that homework due dates are staggered.
- Reclassifying LING 567 (Knowledge Engineering for NLP) to count as a Linguistics or a CL elective.

Courses for non-majors

We also administer the [Natural Language Technology Certificate](#), which involves taking an introductory course and then two of the core courses in the CLMS program.

Doctor of Philosophy in Linguistics

Learning goals and outcomes

Graduate students are expected to produce original research that advances their chosen sub-field of linguistics and to become competent at disseminating their research results in both oral and written formats. At the same time, students who graduate with a PhD from our department are expected to have broad training: all students, regardless of their specialization, are required to take at least one course from each sub-discipline. Graduate students who collect quantitative data are also expected to learn appropriate statistical and/or programming tools.

Evaluation of student learning

We evaluate student learning and student progress in a variety of ways. PhD students have to maintain a GPA of 3.0 in order to be considered in good standing and remain eligible for departmental funding. See also [PhD program progress](#).

Assessment of Student Satisfaction

We assess student satisfaction through feedback on end of quarter course evaluations. The faculty and chair work closely with LSUW and its president, who, as mentioned above, attends faculty meetings and communicates student concerns to the faculty. We take student concerns seriously; to give one example, as a result of student feedback, we recently modified our [leave policy](#). We also solicit student feedback on matters that are of concern and/or will affect students.

We currently do not have a formal or informal way of gauging the satisfaction of students from underrepresented groups. This is something that we would like to work towards remedying.

Program improvement

After talking with students and faculty, the curriculum was revised twice in the last ten years. Students used to take 3 syntax classes in their first year. This has now changed to 1 required syntax class.

In the 2010 self study, one of our goals was to come up with a way of supporting our PhD students in a more reliable way. We noted that first-year typically students did not receive TAs, and second year students typically received only one quarter of support, with heavy reliance on TAs from other departments, and FLAS, to help support our graduate students. After several years of planning and researching funding options, in 2013 the department began guaranteeing 5 years of support to each PhD student admitted to the program. This was achieved by limiting the number of PhD students admitted to the program to the number that existing TA positions, projected RA positions on grants, student-acquired fellowships, and departmental revenues could support. For example, in the fall of 2020 we had 104 applicants to the PhD program. A total of six started the program in Autumn 2021, four admitted in 2021 and two deferrals from the 2020 admission year.

American Sign Language Minor

Learning goals and outcomes

Students graduating with a minor in ASL must complete second year ASL. By that time, students are expected to be able to use and understand appropriate ASL grammar and vocabulary, including facial expression, especially in the following situations: Introducing oneself, greeting and leave-taking, exchanging personal information, discussing living situations, talking about family, talking about everyday activities, describing and identifying people and things, making requests and asking for advice, using agreement verbs, narrating stories, discussing neighborhoods, describing restaurants, suggesting a place to eat, keeping others informed. They are also expected to have learned about the history of ASL, Deaf culture, and technological devices and services explicitly established for Deaf people.

Evaluation of student learning

ASL instructors assess student learning of ASL receptive and expressive skills with various tools, including quizzes, homework assignments, midterms, final exams, sign production video assignments, etc., as appropriate for particular ASL classes.

Assessment of Student Satisfaction

Like other Linguistics faculty, every ASL instructor is expected to solicit student evaluations for each class taught. Course evaluations do not show whether a student is from a URM unless mentioned by the student.

Program improvement

ASL faculty meet every week to discuss curriculum, updates, and future developments to include Black, Indigenous and People of Color (BIPOC) cultural information among ASL courses at different levels. A DeafBlind lesson unit is included in every year of ASL as well as in the required Deaf Studies (ASL 305) class, along with a guest DeafBlind presenter.

We currently offer third year ASL. Third year courses are non-sequential (e.g. ASL 302 can be taken before 301). However, due to insufficient demand from students, we are only offering these courses every other year in the Autumn of odd-numbered years (e.g. 2021).

Courses for non-majors

Many students from outside the department take ASL to satisfy their foreign language requirement for graduation. Some take ASL to enhance their communication skills for anticipated professional work with the Deaf population. The learning goals for ASL courses are the same regardless of a student's major.

Linguistics Minor

LING minors take a subset of the classes that LING majors take, so the learning goals and ways in which student learning and satisfaction is assessed are largely the same as in [Bachelor of Arts in Linguistics](#). There have been 81 LING minors in the last 10 years, with the largest number (14) in 2020-2021 (see [Appendix G: Enrollment and Graduation Patterns](#)).

Instructional Effectiveness

Teacher Training

Every Autumn before classes start, the TA coordinator (currently Laura McGarrity) organizes a 2-day training workshop for all TAs with teaching appointments, continuing as well as new TAs. Workshop presenters (departmental faculty and graduate students) share and discuss information on a variety of teaching-related topics: e.g., grading philosophies and practices, dealing with classroom challenges, fostering equity and inclusion in the classroom, teaching with technology, how to engage students, etc. New TAs are visited in the classroom by the TA coordinator in their first two quarters of teaching and receive feedback on their teaching. Subsequent classroom visits are available on request. New TAs also attend [Center for Teaching and Learning](#) workshops that have been recommended by other TAs and the TA coordinator. The Center for Teaching and Learning is also available for consultation by faculty who wish to improve specific courses, learn about strategies for remote learning, etc.

Course-specific Improvements

Every faculty member is required to receive peer feedback on teaching, according to the following schedule: full and associate professors, every 3 years; assistant professors, annually. Faculty visit classrooms (or watch a recorded class), then provide their fellow instructor with written feedback.

As mentioned above in several places, every instructor in the Linguistics Department, regardless of rank and program, is expected to collect student evaluations for every course taught. Students sometimes give feedback on courses informally, either during the course or after.

The following anecdotes describe some of the changes to course design and/or assessment that have been made in response to student feedback.

McGarrity: In a class in which one assignment was submitted as a group project (for a group grade), several students complained in evaluations that they had members who did not do their share of the work. I consulted sources on how best to deal with this kind of scenario and implemented a peer-evaluation component to the project, where each member would share what every other member contributed to the project. In addition to a group grade, then, each member also got an individual grade which was determined based on the peer feedback.

Subsequent student evaluations indicated that the change was a good one and I no longer received complaints about students not doing their part.

Levow: Similar to McGarrity above, I instituted a team contribution survey for the project-based NLP Systems and Applications course (LING 573), to better understand individual contributions and address concerns about balance. In the same course, student evaluations had requested more flexibility in choice of task for the course as well as a dislike of hearing many reports about the same task. To address these concerns, as well as to deal with an increase in class size, I allowed the class teams to select their own tasks from a group of related topics (in this case on 'automatic affect recognition'), alternated groups of teams for two of the three required project status presentations, and ran the final project presentation as a virtual "poster" session. This flexibility allowed more student choice, while still allowing students to see common issues and challenges across tasks. There is still a lot of room for improvement in the online poster session management, but the course evaluations again yielded a number of useful suggestions that I plan to incorporate in future courses.

Bender: I taught a discussion-based seminar class where there was too much reading that I wanted to cover, so I employed a "divide and share" strategy where we all read different things each week, sharing questions we were going into the papers with, and then discussed what we had found. My goal in doing this was to help the students (and myself!) gain access to a larger body of literature than any one of us could have managed individually. In the course evaluations, a student pointed out a hidden benefit that hadn't occurred to me: they felt more comfortable asking questions in this class than in others, because they weren't assumed to have done all of the reading. In light of this feedback, I now employ this strategy even when I could choose one shared set of readings.

Ferjan Ramírez: I started using the "mini-syllabus" in response to students reporting being confused and "fishing for answers" around Canvas in other courses. A mini-syllabus is an outline of learning objectives for the week, in addition to all the readings and assignments for the week. Students had a lot of positive feedback about it.

Ogihara: I incorporated a lot of group work within the zoom-based setting. In general, remote teaching worked well for me, including zoom-based "office hours." I think I received better teaching evaluations in my zoom-based courses. The true challenge is the "hybrid setting," in which I teach in the classroom but also need to address the needs of the remote students.

Hargus: In 2015, after feedback from outraged students in LING 451 (Phonology 1) who received low scores on their first midterm, I instituted a low-stakes, weekly form of assessment in the form of an in-class 20-minute quiz. These quizzes were designed to be relatively easy, and give students feedback on whether they were keeping up with what they were expected to have learned in the course at that point. Both the students and I found the weekly quizzes very useful, and I've instituted similar biweekly quizzes in LING 481 (Morphology).

Teaching and Mentoring Outside the Classroom

Learning methods beyond the classroom

All subfields in the department have informal meetings with graduate (and often undergraduate) students in which they discuss relevant readings, share research or listen to presentations by UW internal or external academics. In addition to the lab meetings, there are syntax and semantics roundtables, which meet biweekly, and as well as a discussion group on language documentation (and related issues, such as language revitalization), which meets twice a quarter.

Faculty regularly supervise UGs in LING 499 (independent study). Some of these students go on to present their LING 499 work in the UG Research Symposium or as a UG honors thesis.

Many graduate students learn about aspects of academia by getting involved in faculty research (as RAs, lab members, co-authors on papers and/or conference presentations). Graduate students are also encouraged to publish their research, and are *required* to present two papers at conferences/workshops/colloquia.

The ASL faculty actively supports the [ASL Club](#) as it reinforces many of the goals of ASL courses and thus improves student learning of ASL.

Ensuring steady academic progress

Undergraduate progress

As mentioned in [Academic Support Services](#), since Autumn 2020 HAS has handled undergraduate advising for Linguistics, in a consolidation of humanities-wide advising in Humanities Academic Services. HAS is currently engaged in internal discussions about how best to monitor students to ensure compliance with requirements for timely graduation. Previously, the departmental undergraduate advisor (a graduate student since 1995) kept track of student progress and held meetings with individual students as necessary.

The graduate students' organization, Linguistic Society at UW (LSUW), held an information session for UG Ling majors in Spring 2021 (organized by the Community Development chair of LSUW), and there have been similar events sporadically in the past. The meeting was geared towards informing UGs about grad school options. The organizer, Emily Ahn, noted: "In the future, I would love to have an event where we bring in alums and talk more about other careers and paths for folks who get their bachelors in Ling." Feedback from one participant expressed the idea that it would be useful to get more information about what can be done with a LING degree (BA, PhD) outside of academia, as well as learn more about undergraduate research opportunities for currently enrolled students. This kind of information used to be communicated to students by the department's undergraduate advisor. The event was deemed a success by both organizers and the approximately 15 attendees, but there are currently no plans to offer it every year as it depends on staffing of LSUW officer positions and there are personnel changes in LSUW every year.

CLMS program progress

The CLMS program uses a Student Tracking Database (STDB) to monitor student progress. In particular, at the start of each quarter, each student logs in and records information about: what requirements they have completed, which requirements remain, and how/when they plan to fulfill those requirements and graduate. Furthermore, there is a regular series of Graduation Planning meetings, discussed in [CLMS post-graduation preparation](#).

PhD program progress

In addition to doing well in their coursework, PhD students are expected to meet certain milestones by the end of each academic year:

<i>year</i>	<i>milestone</i>
1	take required courses, decide on a concentration area, find an advisor, start forming a PhD committee
2	complete the first Generals paper, finish forming PhD committee, continue taking required courses
3	complete the second Generals paper, take the General Exam, finish taking required courses, satisfy the language requirement
4	submit dissertation proposal to committee (by end of Autumn, unless presented at General Exam), start dissertation research and writing
5	finish writing, defend and file dissertation

Every year towards the end of Spring quarter each PhD student submits a Progress Report form, reviewed and signed by their advisor, to the Graduate Program Coordinator. (These were not collected in 2020 and 2021 due to disruptions caused by the pandemic.)

Post-graduation preparation

Linguistics post-graduation preparation

Undergraduates who wish to obtain more advanced degrees in linguistics typically discuss their plans with faculty as part of the process of seeking letters of recommendation. For other career options, we believe that students now mostly talk to HAS advisors or other students. We do not know if undergraduates consult the departmental website [skill → career pages](#) and whether they find this information useful.

All incoming graduate students are required to take [LING 599B](#), a year-long course designed to help orient and connect first-year PhD students in Linguistics. The course focuses on student success and professional development. In addition, the seminar places considerable emphasis on promoting mental health and fostering diversity, equity, and inclusion in linguistics and beyond. Notably, the series fulfills a key mission outlined in the department's [anti-racism statement](#) by exploring anti-racist practices in research and teaching and by raising

awareness around imposter syndrome, which is known to affect underrepresented groups disproportionately (e.g., [Ewing et al. 1996](#) and [Cockley et al. 2013](#)). Featuring speakers from across the department and campus, the seminar meets for 50 minutes each week (1 credit / quarter). LING 599B draws on popular seminars previously taught by former faculty Edith Aldridge and emerita Ellen Kaisse, but was revamped for 2021-22 by Wright, Steinert-Threlkeld, Cheng, and graduate student Naomi Tachikawa Shapiro, and will be taught by Naomi this year.

Otherwise, in the general linguistics track of the graduate program, post-graduation planning mostly occurs in individual discussions between grad students and their advisors. In these meetings, summer internships (common in phonetics and computational linguistics) and other opportunities for professional development are discussed.

The PhD track in computational linguistics has led to non-academic careers for many of our graduates. General linguistics PhD students may also take courses from the computational offerings to prepare them for non-academic professions. [Appendix H](#) contains job placement data for PhD alumni for whom we have such information.

CLMS post-graduation planning

The CLMS faculty conduct a series of monthly meetings, referred to as Graduation Planning meetings, which serve to prepare students to complete their graduation requirements in the program as well as to support their future professional development in industry or academia. The meetings cover the tech industry job search, including resume preparation and technical interviews, as well as the design and execution of a Master's thesis and aspects of the PhD application process. Students are paired with advisors who provide individual guidance throughout the process.

III: Scholarly Impact

Faculty impact

Much of the research done by UW Linguistics faculty is interdisciplinary. Faculty have collaborations and/or adjunct appointments in Anthropology, Asian Languages and Literatures, Bioinformatics, Canadian Studies, Computer Science, Electrical Engineering, English, I-Labs, Near Eastern Languages and Civilizations, Psychology, Center for Human Neuroscience, Slavic, and Speech and Hearing Sciences. Linguistics tenure track and tenured faculty are active in research, conference presentations and publishing in traditional academic venues (books, articles, and conference proceedings). Such publications are often interdisciplinary, ranging from traditional linguistics, including philology, to indigenous studies, sociology, psychology, philosophy, computer science, physics, medicine, electrical engineering, and neuroscience. An example of the caliber and interdisciplinary nature of our faculty's publications is a recent paper by Ferjan Ramírez in *Proceedings of the National Academy of Sciences* (IF 11.2) on infant language development: Ferjan Ramírez, N., Lytle, S., Kuhl, P.K. (2020). Parent Coaching Increases Conversational Turns and Advances Infant Language Development. *Proceedings of the National Academy of Sciences* 117(7). DOI: 10.1073/pnas.1921653117

Bender's recent work on the societal impact of language technology has been highly influential among researchers and has also been the subject of significant media attention. Her

paper (co-authored with UW Linguistics PhD student Angelina McMillan-Major as well as Dr. Timnit Gebru and Dr. Margaret Mitchell, then at Google) “On the Dangers of Stochastic Parrots: Can Language Models be Too Big? 🦜”, published at FAccT in March 2021 has already been cited over 300 times as of November 2021 (per Google Scholar), is the subject of [numerous media reports](#) internationally, and has also been the subject of reading groups and workshop events around the world, including such fora as the [Center for Digital Humanities](#) at Princeton University, [Critical AI](#) at Rutgers University, the [Alan Turing Institute](#) (a multi-university national institute in the UK), and [Precog](#), at the Indian Institute of Technology, Hyderabad.

Cheng’s work on the effects of early language deprivation among d/Deaf individuals has been published in journals with a broader and interdisciplinary audience, including *Developmental Science* and *Current Opinion in Behavioral Sciences*. She also recently gave a talk at the Language First Conference, a conference attended by Speech Language Pathologists and Deaf Educators, to further raise awareness of the risk of early language deprivation in this population.

Since the last unit review in 2010, Citko has published two single-authored books (2011 *Symmetry in Syntax: Merge, Move and Labels* and 2014 *Phase Theory: Introduction*, both by Cambridge University Press) and one co-authored one (2020 MIT Press *Linguistic Inquiry* series monograph titled *Merge: Binariness in (Multidominant) Syntax*). Together, they engage with some of the fundamental notions in current minimalist syntax: the structure building mechanism Merge and the chunks of structure called phases.

McGarrity has helped develop and grow our undergraduate program to cater to more majors. As part of an early technology initiative to increase the reach of our largest service-learning course (LING 200), McGarrity hybridized the course, moving part of the curriculum online, thus allowing it to support more graduate TAs, accommodate more students (current enrollment: 270), and introduce the discipline to a wider audience, attracting more students to the major.

Levow’s work leverages knowledge of linguistic structure, especially in speech prosody, to inform systems for automatic spoken language processing. Her work emphasizes the integration of this information with minimally supervised machine learning techniques to support development of systems for lower-resource or endangered languages.

During the last ten years, Ogihara continued to publish extensively in temporal and modal semantics. He published three book chapters, six journal articles, as well as a book (in Japanese) published in Japan. He is now under contract as an editor of a handbook on temporality in language (with Karen Zagana of UW and Seth Cable of UMass-Amherst) to be published by Cambridge University Press. This is a testament to the contribution he has made to the field of formal semantics.

Steinert-Threlkeld has published a series of papers using computational methods to study semantic typology, integrating logical approaches to formal semantics with tools from computer science and machine learning. These have appeared in premier semantics venues (*Semantics & Pragmatics*, *Journal of Semantics*, *Semantics and Linguistic Theory*) as well as prestigious venues catering to a broader cognitive science audience (*Cognition*). He has been

invited to multiple lab meetings and international conferences (e.g. Formal Semantics Meets Historical Linguistics, in Jerusalem) to give talks about this work. Similarly, he has been invited to write a monograph-length summary of computational approaches to typology for the new series *Cambridge Elements in Semantics*, reflecting that “your work in this domain has of course been prominent” (from invitation email). He has also actively published in natural language processing venues (i.e. conferences), particularly on interpreting and analyzing neural language models. At these conferences, he has also been a leader of roundtable discussions on the relationship between cognitive science and NLP, and has led many mentoring sessions for students.

Since 2010, Hargus has advanced the documentation of the four indigenous languages she studies, not only in grammatical investigations but also lexical and textual documentation, the latter a major focus of her research. She takes seriously the duty of documentary linguists to create material that is useful to communities of speakers and their non-speaking descendants. In 2016, with computational support from then graduate student Joshua Crowgey, she created websites for the presentation of text transcriptions, translations and word glosses with audio for three of the languages she studies: [Deg Xinag](#), [Witsuwit'en](#), [Tsek'ene](#). More web-posting of texts is underway, including those of the voluminous [Sahaptin corpus](#) (USER: sah; PASSWORD: yakama22). In 2019 she finished compiling a dictionary of the Kwadacha dialect of Tsek'ene (with 7,440 accompanying sound files), published by the Kwadacha Education Society, and is nearing completion of the compiling of a dictionary of Witsuwit'en (with 16,148 accompanying sound files), to be published by the Witsuwit'en Language and Culture Society. Work on Sahaptin lexicography has also continued since the publication of the [2009 dictionary](#) (with native speaker Virginia Beavert), with the database and accompanying sound files approximately 50% greater (15,332 sound files currently vs. 9,830 in 2009).

Emeritus faculty continue to be professionally active after retirement and have over the past ten years reviewed articles and books; organized and consulted on conferences; given over 100 lectures; written scores of articles; and published six books. Klausenburger published a monograph *Ockham's Razor in Linguistics*, a review of studies in French phonology. Kaisse has also published quite a bit, and continues editing the journal *Phonology*. Herschensohn has been Coordinating Editor of the *Journal of French Language Studies*, has served on numerous scientific committees, has published 20 articles and has co-edited the *Cambridge Handbook on Second Language Acquisition*. In addition to her other professional contributions and publications, Zagona is joining colleagues Ogihara and Cable (U. Massachusetts) as co-editors of the *Cambridge Handbook of Temporality in Language*, under contract with Cambridge University Press. Newmeyer has a book in press with Oxford University Press: *American Linguistics in Transition: From Post-Bloomfieldian Structuralism to Generative Grammar*. In the past 10 years, he has in fact published forty articles.

Awards

In 2021, Hargus received the Ken Hale award from the Linguistic Society of America, and Wright was made a Fellow of the Acoustical Society of America. Emeritus faculty Newmeyer

received a Mellon Emeritus Fellowship, 2011-2013. [Appendix F](#) lists awards received by our students since 2010, among them 21 departmental-external awards to graduate students.

[Undergraduate Research Papers](#)

The departmental web page lists [38 undergraduate honors theses](#) completed from 2000-2018, 26 of these since 2010.

[Post-doctoral Fellows' Impact](#)

Since 2015 there has been one post-doctoral scholar to fill in for phonetics lab supervision and phonetics teaching and research while Richard Wright has been chair: Elizabeth McCullough (2015-2017), Marina Oganyan (2017-2021, and Matthew Kelley (beginning Dec 2021). These post-docs have taught LING 450/550 (a regularly scheduled class required for undergraduate LING majors, general linguistics and CLMS grad students) as well as a graduate seminar.

McCullough taught statistics for linguistics, a class that had not been offered before. Oganyan taught a class that the late Prof. Omaki had been assigned (442/542) (also required for grad students), as well as a graduate seminar in morphological processing. Wright has co-authored publications with both McCullough and Oganyan, as well as presented at several conferences. The phonetics post-docs interact with grad students quite a bit by virtue of organizing and running the weekly phonetics lab meetings. They also mentor phonetics graduate students in research methods, including experimental design, research ethics, and IRB protocols.

[Graduate Impact](#)

Several PhDs since 2010 are faculty at academic institutions. [Kirby Conrod](#) (2019 PhD) is a visiting assistant professor at Swarthmore College. Russell Hugo (2016 PhD) is the Assistant Director of the Language Learning Center at the University of Washington. [Valerie Freeman](#) (2015 PhD), is an assistant professor at Oklahoma State University. [Sanghoun Song](#) (2013 PhD) is an associate professor at the Department of Linguistics, Korea University. [Steven Moran](#) (2012 PhD) is an assistant professor at the Institute of Biology, University of Neuchâtel. [Kyoko Sano](#) (2012 PhD) is an affiliate assistant professor in UW Linguistics. Also note that the late Jiahui Huang, who would have finished his degree in 2021, was offered and accepted a faculty position at Chinese University of Hong Kong.

Many other recent graduate students have been employed by the technology sector, even PhDs outside of the computational linguistics concentration. See [Appendix H, PhD Job Placement Data](#).

[Changing Paradigms](#)

[Technological Advances](#)

Interdisciplinary collaborations with researchers in other disciplines (e.g. psychology/cognitive science, developmental sciences, neuroscience, speech & hearing science) and the advances in neuroimaging technologies and psycholinguistic paradigms have made it easier to connect human language research with the rest of the cognitive neuroscience field. For example, through collaborations with I-LABS, Ferjan Ramírez continues to conduct research and publish studies on the brain processing of language using state of the art technology (MEG and MRI).

The Folk Linguistics Online Mapping (FLOM) tool<<https://depts.washington.edu/flom/>>, a digital tool for sociolinguistic research on spatial perceptions of language variation under development at UW, has also been made possible due to advances in technology. It allows for web-based systematic data collection, data analysis, as has been used to study English in New England<<http://depts.washington.edu/flom/6viewsNE/>> in joint work by Evans' students Ben Jones and Nicole Chartier (PhD 2020).

Web site development/dissemination of results is not new, but is easier and quicker than it used to be, and more appropriate than traditional (print) forms of publication for some kinds of research results, such as dissemination of texts with audio, as mentioned in [Faculty Impact](#).

Decolonization

Over the last decade, there has been a push across the social sciences and within the field of linguistics to decolonize research practices. Decolonizing linguistics requires us to center our efforts around the aspirations, goals, and priorities of the language communities that we study. In line with this, language documentarians are redesigning their research agendas and research practices as a direct response to community interests.

Lapierre's work on nasality in Panãra, an Amazonian indigenous language of Brazil, is the result of a long-term collaborative commitment with members of the community. The scientific study of nasality in Panãra has helped Lapierre in co-developing an orthography of the language with indigenous school teachers. Hargus's current dictionary project with Witsuwit'en speakers and learners in various British Columbia communities includes an extensive review and comment period by community members, which has improved the user-friendliness of the dictionary as well as sharpened the translations of some words and sentences.

Interdisciplinary Efforts

Three Linguistics classes are listed among the courses that may be taken to fulfill UW's [Data Science minor](#), which draws on courses from twenty-three disciplines. The Linguistics classes are LING 421 (R For Linguists), LING 471 (Computational Methods for Linguists), and LING 472 (Introduction to Computational Linguistics).

As mentioned in [Faculty Impact](#) and [Technological Advances](#), much faculty research is interdisciplinary. Our faculty conduct research and hold grants with faculty in the Humanities, Social Sciences, Natural Sciences, Medicine, Electrical Engineering, and Computer Science, and our many adjuncts from these disciplines attest to our interdisciplinary connections. Here we provide more detail on faculty whose research particularly connects with other disciplines.

Bender is a member of the [Value Sensitive Design Lab](#) and [Tech Policy Lab](#) at UW, where she collaborates with faculty from the iSchool, Computer Science and Engineering, and the Law School. These labs provide the context for the [Data Statements](#) project, joint work with Prof. Batya Friedman (iSchool) and Linguistics PhD student Angelina McMillan-Major. Bender is also a founding member (and executive committee member) of [RAISE](#) (Responsibility in AI Systems and Experiences), a cross-departmental center bringing together faculty, postdocs and

graduate students from Linguistics, the iSchool, Computer Science and Engineering, Statistics, Sociology, the Department of Computing Software and Systems at UW Bothell, and others. This group is focused on bringing questions of societal impact into the design stages of AI systems. Outside of UW, Bender maintains active collaborations with linguists and computer scientists through the [DELPH-IN Consortium](#), which has member sites in 13 countries across five continents.

Cheng has four ongoing collaborative projects: 1) with Dr. Christina Zhao from UW's Department of Speech and Hearing Sciences/I-LABS, to study mismatch responses in ASL using MEG; 2) with the Hearing, Speech & Deaf Center (HSDC), an NGO, to study longitudinal bilingual development of Deaf and hearing children in an ASL-English bilingual preschool program; 3) with Dr. Hao Lin, a sign linguist at Shanghai International Studies University in China, to establish assessment tools that can be used to test deaf children's language development in China, and to conduct psycholinguistic experiments in Chinese and Chinese Sign Language; 4) with Dr. Marina Bedny, a cognitive neuroscientist at Johns Hopkins University, to conduct fMRI studies on brain plasticity in the classical language regions when early language is not sufficient.

Citko is an adjunct faculty member in Slavic Literatures and Languages. In 2020 she organized the 29th Formal Approaches to Slavic Linguistics annual conference in collaboration with colleagues in Slavic.

Evans is an affiliate member of the Center for Studies in Demography and Ecology (CSDE), which has enabled her to collaborate with other affiliate researchers and students directly leading to several presentations and publications.

Ferjan Ramírez has an active collaboration with the Institute for Learning & Brain Sciences, which allows her to conduct state of the art research on infant brain development and language processing. She also collaborates with the Child Language Research Lab in the Department of Speech and Hearing Sciences.

Several faculty (Bender, Ferjan Ramirez, Herschenohn), adjuncts (Ana Fernández Dobao, Chan Lü) and affiliates (Paul Aoki, Russell Hugo) are involved in two interdisciplinary programs involving bilingualism and language acquisition, the Committee for Multilingual Teaching, Research and Learning (CMTRL) and the Graduate Certificate in Second/ Foreign Language Teaching (SFLT). The former has as its mission "to support multilingual education, as well as heritage language maintenance and development by facilitating articulation between K-12 and higher education, promoting advanced language study, and encouraging research on early bilingualism and dual language immersion." The committee hosts an annual visit by K-12 bilingual students (Spanish/ Mandarin-English) to campus, interfaces with the College of Education Masters in Teaching, and serves an advisory role in the community. Committee members carry out research on dual language immersion programs: for example, Fernández Dobao and *Herschenohn* have published studies of Spanish-English heritage and second language learners in the Seattle Public Schools, and Lü and Pace have worked with Mandarin-English learners. The SFLT offers opportunities to graduate students in language

programs to earn a certificate reflecting their gained expertise in teaching foreign languages through coursework, experience and a capstone project.

Levow has had collaborations with UW colleagues in Computer Science and Engineering as well as Electrical and Computer Engineering, resulting in a number of publications and the creation of publicly available linguistic resources. These collaborations range over topics including automatic detection of phonesthemes; analysis and automatic recognition of stance-taking in conversation speech; and investigation of differences in human and machine speech transcription. A collaboration with members of the UW Electrical and Computer Engineering Department and University of Illinois Urbana-Champaign developed machine translation, automatic speech recognition, and lexical resources for low-resource languages.

Steinert-Threlkeld has active collaborations with the Institute for Logic, Language and Computation in Amsterdam (Jakub Szymanik) and the Institut Jean Nicod and the Cognitive Science Department at the École Normale Supérieure in Paris (Philippe Schlenker and Emmanuel Chemla). He also regularly teaches and organizes workshops at the interdisciplinary conferences North American / European Summer School in Logic, Language and Information (NASSLLI/ESLLI).

Wright at UW is an affiliate of [The Virginia Merrill Bloedel Hearing Research Center](#), [The Institute for Learning and Brain Sciences](#), and the [Center for Human Neuroscience](#) where he collaborates with a number of faculty from Speech and Hearing Sciences, Psychology, and Neuroscience. He has co-authored talks and papers with faculty and students from a variety of UW departments across campus including Computer Science, Electrical Engineering, German Studies, Medicine, Neuroscience, Psychology, and Speech and Hearing Sciences. He is an adjunct professor in Speech and Hearing Sciences where he has served on 9 PhD committees (7 complete), since 2010. He also served on one PhD committee in Neuroscience (complete) supervised in SHS. He has additionally served on two AuD committees and chaired 4. He actively collaborates and publishes research with Mari Ostendorf in Electrical Engineering, with whom he has been a co-PI on two NSF grants, co-authored 6 scientific papers, and served on two EE PhD committees (both complete) since 2010. Nationally, he is an affiliate of Northwestern University's Institute for Public Health and Medicine, and a collaborator with Pamela Elizabeth Souza in Audiology at [Northwestern University's School of Communication](#). He has held a hearing related NIH NIDCD R01 subcontract from Prof. Souza continuously since the last self-study. He also collaborates with Frederick Gallun in Psychophysics at OHSU's [Oregon Hearing Research Center](#). Souza and Wright have published 9 papers in various scientific journals since the last self-study and Gallun is a co-author on 4 of them. Internationally, Wright collaborates with Nicholas Ballier of the [Centre de Linguistique Inter-langues, de Lexicologie, de Linguistique Anglaise et de Corpus-Atelier de Recherche sur la Parole](#) where he has conducted research and served on 3 PhD committees (2 complete) since the last self-study. He has continued to collaborate with his former PhD advisee, Assistant Prof. Steven Moran of the [Institute of Biology at the University of Neuchâtel](#), resulting in one publication in *Language* (co-authored with another former PhD advisee Daniel McCloy) since the last self-study and the continued development of the [Phoible](#) online database.

Tenure and Promotion Policies

The Chair is required by the Faculty Code to have an individual meeting with permanent faculty on the following schedule: Assistant Professors annually, Associate Professors biennially, and Professors triennially. Academic and teaching achievements, annual merit progress, tenure and promotion progress, and research and teaching plans are discussed in these meetings. The meetings also provide a forum in which the Chair can receive feedback about the department. The Chair is required to write a summary of each meeting, which is then shared with the individual faculty member, who can request changes or amendments of the summary before approving it. The Chair also frequently meets informally at the request of individual faculty.

It is a Linguistics Department policy that each newly hired Assistant professor is assigned a faculty mentor, who provides feedback and guidance on research priorities, course planning and sequencing, time management and other aspects of departmental structure as needed. Bender is the mentor for Steinert-Threlkeld, Herschensohn for Cheng, Wassink for Ferjan Ramírez, McGarrity for Mathis, and Hargus for Lapierre.

Reappointment of Assistant Professors is voted on by the higher ranked faculty every 2 years as required by faculty code. The candidate provides the department with a CV (listing publications, supervised graduate students, committee work, etc.), student teaching evaluations, and peer teaching evaluations. Following the faculty vote, the Chair composes a letter which includes the faculty recommendation, including appointment term; faculty vote results (for, against, abstaining, absent, and total number of eligible voters); reasons for the faculty decision; Chair's independent recommendation; assessment of candidate's research, teaching (if applicable), and service at the departmental, university, and national levels. Documents are then forwarded to the dean's office, who makes the final reappointment decision. Faculty members must be notified in writing of reappointment decisions by the Chair. Evaluation for tenure and promotion from Assistant to Associate Professor is obligatory during the fifth year. Promotion from Associate Professor to Professor is voluntary and initiated by the individual faculty member. The promotion candidate provides CV, statement of achievements and arc of career, and sample publications. Higher ranked faculty vote on whether or not to advance the promotion case. If approved by the faculty, the chair takes the case to the Divisional Dean of the Humanities for approval. If approved by that dean, tenure and promotion cases are then assigned to a departmental committee, which shepherds the case through the process. The Chair, in consultation with the promotion committee, identifies a pool of potential impartial external reviewers, solicits their help, and keeps asking until a minimum of three, but preferably five to seven, agree to review the candidate. Based on the candidate's materials and external letters, the departmental committee provides the candidate with a report, which the candidate is allowed to respond to. Following that, faculty senior to the candidate study the materials and vote on the case. Following the vote, the Chair reviews the case and writes an independent report and recommendation, which is forwarded to the divisional Dean.

All UW faculty members are required by faculty code to submit a yearly activity report to their departmental chair. These reports, which cover teaching, research, service, and EDI

activities and accomplishments, are required for annual merit increases, and are also required as part of the tenure, promotion, reappointment, and renewal portfolios. To facilitate the process and make it more transparent, the Linguistics Department uses a standardized form for creating the activity report in advance of the Spring merit meeting. The forms are stored in a secure online location so that they are accessible to members of the Linguistics faculty prior to the annual merit review meeting. In the Linguistics Department, faculty are evaluated by faculty of higher rank; highest rank faculty are evaluated by the chair; and the chair is evaluated by the dean.

There are three possible merit outcomes: extra-meritorious, meritorious, no merit. Criteria for merit in the four areas of research (for research faculty), teaching, service, and EDI are approved by the faculty each year in Autumn. Research is deemed meritorious by the quality and quantity of publications, presentations, grants, public scholarship (including website development), patents and other research products. Evaluation depends on the usual standards for a faculty member's subfield; e.g. computational linguistics (where conference presentations may be as prestigious as publications) vs. quantitative subfields of linguistics (where books are uncommon) vs. qualitative linguistics (where books are most common). The diversity of subfields in the department mandates flexibility in determining research quality.

IV: Future Directions

Current Impact of UW Linguistics

Bender has held several leadership positions in computational linguistics organizations, including: Program Committee co-Chair for COLING 2018 (appointed), member of the Executive Board of the North American Chapter of the Association for Computational Linguistics (NAACL; elected) from 2012-2017, serving as its chair from 2016-2017. In 2021 she was elected to a four-year term on the Executive Board of the Association for Computational Linguistics (ACL), for which she will be VP Elect (2022), VP (2023), President (2024) and Past President (2025).

In 2020, Xia was the program chair for the large annual conference for the Association for Computational Linguistics.

In 2020 Wassink was elected to the Linguistic Society of America Executive Committee. In 2018, Citko was one of four nominees for that committee. Emeritus faculty Newmeyer was recently elected to the Executive Committee of the Comité International Permanent des Linguistes (organizers of the International Congresses of Linguists), and in 2021 was elected Secretary-Treasurer of the LSA (a position he also held 30 years ago!). In 2013 (before retiring) emerita faculty Kaisse was the LSA President.

All three ASL faculty are members of the Washington State American Sign Language Teachers Association (WA ASLTA), as well as members of the national ASL Teachers Association (ASLTA). Some of Forshay's other activities include sponsorship of the Guatemala School for the Deaf Development in 2016, and representation of UW's ASL Program at Lake Washington School District Interpreter Career Panel in 2016. He has also served as the chair of the Cultural Competency Committees of WA ASLTA (2015-present), and is on the Endowment Fund Board for Washington State Association of the Deaf. Winter has served as the Treasurer of the WA

ASLTA since 2018 and was president from 2012-2017. She has held the Professional Certificate (the highest-level certificate) from ASLTA since January 2014.

Where Linguistics is headed

Since the 1990s and accelerating in the 2000s to the present, linguistics as a field has become more computationally and experimentally oriented with stronger ties to computer science and statistical modeling on the one hand and to cognitive psychology and the social sciences on the other. Theory and typology have been, and will continue to be, important to the department in the traditional qualitative fields (syntax, semantics, morphology and phonology), but these are now juxtaposed with more experimental subfields.

In our 2010 self-study, and as laid out in our department's current strategic planning, Linguistics set a goal to increase cognitive-behavioral, social, and computationally oriented approaches to linguistics, and to increase ties to psychology, speech and hearing sciences, social and behavioral sciences, computer science, and electrical engineering, and we have indeed been moving in this direction. Key to achieving this goal has been strengthening our offerings and research in the areas of language acquisition and cognitive processing. At the same time, we have continued to offer training in the traditional, qualitative subfields of linguistics, which provide a source of data and hypotheses for testing. The department is now strongly transdisciplinary, as discussed in [Interdisciplinary Efforts](#).

A major new strand within computational linguistics is work that situates language technology in its social context and seeks to inform the design of that technology so as to minimize and mitigate the harm that can come from automated systems. For example, automated systems which are insufficiently attuned to language variation can lead to *allocational harms*, where systems don't work as well or at all for speakers of marginalized varieties. Another example involves the way in which systems trained on large corpora can reproduce the stereotypes encoded in those corpora in ways that impact the world. We have been weaving this theme into the CLMS curriculum since 2017, with at least one Special Topics course (LING 575) related to it annually, incorporation into the CLMS orientation, and consistent call-outs of the topic through the core CLMS courses (LING 570-573) as well as the Introduction to Computational Linguistics (LING 472). Bender, Levow and Wassink, together with PhD alumna Rachael Tatman organized and presented a panel on this topic ('Ethical Risks of Voice Technology: A Sociolinguistic Perspective') at the 2020 meeting of the American Association for the Advancement of Science, and continue to pursue research in this area (e.g. [Bender et al 2021](#); Bender's on-going work on [data statements](#) with Batya Friedman in the iSchool and Linguistics PhD student Angelina McMillan-Major).

Opportunities and goals

Tenure-track hiring

We feel that our current mix of computational, theoretical and laboratory faculty is a healthy reflection of the state of linguistics, with the exception of syntax. Recent syntax faculty departures (1) and retirements (2) have left a large hole in the syntactic part of our program. We currently have only one formal syntactician (Barbara Citko), so our department lacks the syntactic resources of similar institutions (e.g. UCLA, 5; Stanford, 3) and is not able to cover all the required syntax courses without ad hoc temporary hires. The current hiring priority is therefore for a syntactician. In the best of all possible worlds, we would hire a linguist who

specializes in theoretical syntax and also works on indigenous, endangered or understudied languages. This would help shore up another of our traditional strengths, language documentation and community-based linguistics.

STEM course offerings

Since the 2010 review, we have increased our undergraduate STEM and data science course offerings. In addition to the three courses which count towards the Data Science minor, mentioned above in [Interdisciplinary Efforts](#), we also offer LING 520 (Introduction to Statistics for Linguists). Unfortunately, except for LING 472 (Introduction to Computational Linguistics) these classes are not taught every year. For example, LING 421 (R for Linguists) is only taught by Wassink, and she is also responsible for teaching other classes.

We would like to expand Linguistics course offerings in data science. We feel that such STEM courses enhance the marketability of a Linguistics degree, particularly for undergraduates, but also for graduate students, given the scarcity of academic jobs. Other classes that we would like to offer but are unable to staff include corpus linguistics, programming for linguists (beyond LING 471 (Computational Methods for Linguists)). In large part thanks to the CLMS courses that are also taken by our PhD students, many of our recent PhDs (both computational and general) now work in the private sector with titles approximating “data scientist”. See [Appendix H](#).

We have made overtures to Computer Science to create a Linguistics and Computer Science major (not a double major), similar to one offered by UCLA, but have been rebuffed as CSE does not want to create any increase in demand for their classes. Our best bet for such a major (Linguistics and Data Science? Linguistics and Information Science?) might be with course offerings through UW’s Information School (iSchool).

DEI improvements

Linguistics would like to continue implementing the recommendations of the Diversity Committee and Diversity Plan ([Appendix D](#)).

ASL program

Another goal has been to expand the ASL program. Fortuitously, in 2021 the UW provost initiated a “values-based” expansion of introductory language courses. In the Humanities, the strongest unmet student demand is for ASL. Humanities divisional dean Brian Reed is considering requesting an acting assistant teaching professor position in ASL which could become permanent if the position resulted in sustained increased enrollments. The Linguistics faculty are unanimously in favor of such a position.

A longer term goal is to offer an undergraduate degree in ASL, parallel to other bachelor’s degrees in languages at UW. Students with such a degree could continue in academia in linguistics, sign language research, or go on to more specialized areas such as ASL interpreting, DeafBlind interpreting, Deaf education, and ASL education elsewhere. The new ASL hire, if the position materializes, would allow us to offer additional sections of first and second year ASL, thereby creating the demand for a third year ASL series to be offered every year, along with a fourth year “Professional Study” of ASL, including such topics as ASL Interpreting and Deaf education.

B: Unit-Defined Questions

The following unit-defined questions were prepared by Wassink and Steinert-Threlkeld in 2019 for the ten-year review that was to take place in 2020, but postponed because of the pandemic. As we have filled in the required parts of this self-study, we realize that some of these questions are answered in earlier sections of this document.

I: Relationship of UW Department of Linguistics to the field of linguistics

1. What is the state of the field of Linguistics right now and are we matching that by effectively training our students for and thinking towards the future? As we seek to align ourselves with our changing field, where do we want to be in 10 years?

See [Changing Paradigms](#) and [Where Linguistics is Headed](#).

a. We are an outlier in our division (Humanities); where do we think Linguistics needs to be within the university's organization?

As a field, Linguistics straddles the Humanities, Social Sciences, Natural Sciences, and Computer and Information Sciences. The National Science Foundation places linguistics in the Behavioral, Cognitive and Social Sciences. Similarly, many Linguistics departments in North America are situated in social and/or behavioral sciences (e.g. University of California, Berkeley). On the other hand, Linguistics departments which grew out of English or other language programs are often found in humanities divisions or their equivalents.

At UW, the Humanities Division of the College of Arts and Sciences contains 12 departments and one other unit, the Language Learning Center. The Humanities Departments focus on language and literature, for the most part: Asian Languages and Literature, Spanish and Portuguese Studies, Slavic Languages and Literatures, Scandinavian Studies, English, French and Italian Studies, Comparative History of Ideas, Classics, Cinema and Media Studies, Near Eastern Languages and Civilization, German Studies. Some of the courses that undergraduates can take to satisfy the elective requirement for the undergraduate major are offered by other departments within the Humanities. While Linguistics finds common ground with other Humanities departments in language study, Linguistics is most distinct from other Humanities departments with its laboratories and emphasis on data analysis, both qualitative or quantitative.

Chair Richard Wright previously explored moving Linguistics to another division, Social Sciences (which contains 14 depts, among them Anthropology and Philosophy) or Natural Sciences (which contains 9 depts, among them Speech and Hearing Sciences and Psychology), but neither division wanted to expand to include Linguistics, and so Linguistics has remained in the Humanities.

b. How does the department prepare graduate students for both academic and non-academic careers, and how can our practices be improved?

See [Post-graduation Preparation](#) for more detail on how we prepare our students and [Appendix H: PhD Job Placement Data](#) for PhD job placement history. See [STEM Course Offerings](#) for one suggested improvement to current departmental practices.

c. How well do our offerings for undergraduate students serve both majors and non-majors? In particular, how can we better enhance their learning experiences and prepare them for future professional opportunities?

Apart from LING 200, our 200-level courses do not count towards the major. Our last departmental advisor, the late Jiahui Huang, raised the question of whether we should start developing 300-level courses (or perhaps converting some 200-level courses to 300), which could be taken by majors to fulfill the elective requirement.

It would be good to hold sessions once a year for LING majors, to discuss what to do with a LING degree and perhaps connect them with alumni working outside of academia. The departmental UG advisor used to perform this function. Since undergraduate advising can no longer be handled within the department, we believe that this function would be best performed by a faculty member who serves as UG program coordinator. This person's duties would be to organize quarterly informational sessions, organize meetings of an undergraduate LING club, and connect UGs interested in research with particular faculty members. McGarrity currently does some of this when students or other faculty reach out to her.

d. Given our existing strengths and vision, are there any gaps representing sub-areas of linguistics in which the department should aim to hire in the future? Are there any opportunities to strengthen transdisciplinary connections of which we might take advantage? See [Opportunities and Goals](#).

II: Administrative support and physical needs

2. Is the amount of administrative support we have sufficient for the increasing needs of the department (e.g., amount of externally-funded research grants, student advising, program support, office support)?

Current staffing (see [Appendix A: Organizational Chart](#)) is barely adequate for current needs and certainly not sufficient for growth. There are two components to consider. First, the amount of administrative support of 5.65 FTE (Administrator = 1, Academic Counselor = 1, Program Coordinator = 1, Computer Specialists = 2.65), discussed in [Academic Support Services](#), leaves no room for more than the necessary. For instance, staff maintain the bare minimum of communications including web updates and social media, but do not have leeway for desirable tasks such as strengthening alumni outreach and DEI efforts and reporting. In addition, we have many grants but faculty, especially junior faculty, have expressed their desire to submit more. A final example of where staff could provide additional support is our active labs with complex purchasing. We added one faculty lab in 2020-2021 and will add another in 2021-2022. This adds a great amount of stress, in terms of setup, maintenance and support, on the current staffing level. We request a 25-40% time fiscal technician to handle routine fiscal and office tasks and reduce the time the administrator spends on these tasks, so as to allow more time for unit-specific and high expertise needs.

Second, staff salaries are not fully supported by state funding, so although we have 5.65 staff, only one is fully state-supported. The Academic Counselor manages CL Program students and PhD students, yet CL Program pays her salary and the shortfall is made up from revenue. In other words, her salary is completely unsupported by state funds, yet based on her workload with PhD students, she ought to be at a minimum 25% state-supported. Also, for our full-time

lab computer specialist, we make up the shortfall from state funding with revenue. The computer specialist's support of the labs allows the labs to conduct research and maintain a high profile in their field. Similarly, our full-time Program Coordinator and the 65% FTE Computer Specialist completely dedicate their time to the department and thus ought to be funded through the state.

The following are the percentages of staff salaries funded by revenue: 50% of one full-time Program Coordinator position, 25% of one full-time lab Computer Specialist position, 15% of a 65%-time departmental Computer Specialist position, 25% of one full-time Academic Counselor position. However, based on their time allocations, the following salaries ought to be state-funded: 100% of the full-time Program Coordinator, 100% of the full-time Computer Specialist, 100% of the 65% Computer Specialist, 25% of the full-time Academic Counselor.

On a related note, compression of faculty salaries has improved compared to 20 years ago but continues to be an issue. A recent salary [report](#) presented to the Faculty Senate (Exhibit D) noted that "UW-Seattle ranks #100 out of 100 in terms of productivity, impact, and cost-of-living adjusted salaries for full professors. UW-Seattle ranks #96 out of 100 in terms of productivity, impact, and cost-of-living adjusted salaries for associate professors. UW-Seattle ranks #93 out of 100 in terms of productivity, impact, and cost-of-living adjusted salaries for assistant professors. Considering only assistant professor salaries, on which UW-Seattle does best, our junior faculty should be the fourth highest paid among 100 institutions on the basis of productivity, impact, and cost-of-living, behind only UC-Berkeley, UCLA, and the University of Michigan. In fact our assistant professor salaries are only good enough for 19th place."

a. Even without an increase in the number of Linguistics faculty, we have a need for more space. What needs do we have for type and amount of new space, looking into the near-term? How are these best met?

Three ASL faculty share an office which is 173 square feet, only slightly bigger than offices assigned to single faculty (see [Appendix E](#)). They are working on rearranging the ASL Program office to make room for the three ASL instructors since they agreed it would be better to share the same office where they can interact everyday. Plans are underway to turn the office into a Deaf friendly one with DeafSpace architecture and design concepts. If a fourth ASL faculty member is hired, as discussed in [ASL Program](#), their space problem will become more acute.

Teaching Professor Laura McGarrity shares an office with temporary lecturers like Lorna Rozelle.

Linguistics staff offices are in two separate buildings, Guggenheim and Padelford. Computer Specialists are in Padelford, away from the faculty and labs they serve, with the exception that Chad Bonny is in Guggenheim. To facilitate serving the Linguistics community and promote community, it would be ideal to house them in the same building.

Three labs are in Smith, a five-minute walk from Guggenheim.

There is no space for undergraduate RAs, post-docs, or other affiliated researchers who are not graduate students. Additional office space for these personnel, either in GUG or near the corresponding labs, is desirable.

b. Are instructors of all levels receiving sufficient teaching support?

Some classes have assignments that must be hand-graded. It is advantageous for this hand-grading to be performed by a grader who does not know the students personally and can be completely objective while grading. Sometimes but not always department finances allow the department to hire a grader for such courses. Sometimes a grader is tied to the enrollment size of the course, but course size shouldn't matter if the goal is to achieve the most objective grading possible. Having TAs in 400-level UG classes would be ideal, perhaps one TA for 2 average sized classes at that level. Such TAs could assist with grading, hold office hours, make appointments with students and perhaps lead a section. TAs for 400 level courses would allow us to increase enrollment of such classes as LING 450/550, which regularly fills up.

c. Are the departmental (not lab-specific) technical resources and support sufficient? If not, how could they be improved? Are the current lab spaces sufficiently-equipped for carrying out the work for which they are designed?

The NLL director, Cheng, feels that her research group is constrained by its small space.

The Sociolinguistics Lab Director, Wassink, has proposed that the labs have permanent ongoing support from the UW to provide funding stability, which would facilitate securing federal grants (since having functioning facilities is a prerequisite for obtaining funding for research projects). A model she proposes is a \$9,000 biennial budget for the SL to be administered by a Senior Computing Specialist with an additional \$5,000 biennial operating expense budget. This would increase the total operating costs of the four labs to \$28,000 per year. In Wassink's proposal, the majority of the financial burden would come from Arts and Sciences. While the Sr Computing Specialist position was increased from 50% to 100% with the addition of the LDP and NLL laboratories, Wassink feels that 20% time (20% for each of the four labs plus 20% departmental server support time) is insufficient to cover the computing and equipment needs of the SL and the other labs. She proposes that the SL should have dedicated computational support. She also feels that 25% support of each lab from a single SA is insufficient and should be increased so that the SL has a dedicated SA position. A dedicated computational specialist in each lab would increase the number in the department to 5 (including the 1 CLMS program funded computational specialist).

III: Diversity, equity and inclusion

Have we seen, since the last review, improvements in our recruitment and retention of students from underrepresented and minoritized backgrounds? If not, how could we do better?

Statistics about underrepresented minority representation in our undergraduate program may be found in [Utilization of Institutional Resources to Enhance Diversity](#). We find a slight improvement in these numbers in the last decade, with a large jump in the years 2015-2017. At the graduate level, the CLMS program's admissions procedure is designed to ensure that our admitted pool is as or more diverse than the applicant pool.

Are our classrooms spaces where everyone feels welcome and supported?

We strive to make our classrooms such places, such as by making eye contact with every student (during in-person learning), learning student names quickly, and explicitly welcoming students to class. However, we do not currently have a way of assessing to what extent we succeed at this, except in custom surveys as described in Bachelor of Arts in Linguistics, Assessment of Student Satisfaction, or by customizing end of quarter evaluations.

Do our course offerings (especially at the introductory level) appeal to minority students?

This is an even more difficult question to answer. To do so, we would need to compare enrollments in Linguistics classes with UW UG minority student enrollments, but no office collects demographic data on enrollments in specific courses. (There isn't even a clear definition of "minority" on the Office of Minority Affairs and Diversity [website](#). In [Utilization of Instructional Resources to Enhance Diversity](#), we used UW's School of Public Health definition as "Hispanic/Latino, African Americans, Native Americans, Pacific Islanders".)

a. How successful are we at supporting minority and endangered language documentation, and how could we do better?

We should offer a language documentation course every year to expose students to this kind of research, traditionally called "field methods". Minimally this could be a reading-based class (as was taught by Hargus in 2015 and 2016), but better is a class where students investigate traditional language documentation topics, working with a native speaker, as was done by Hargus in Aut 2018 (Tigrinya), Winter 2020 (Tigrinya), Spring 2021 (Khams). This kind of class is a great source of data for general papers and dissertations. However, student demand for field methods is minimal. In Aut 2018, there were 3 students + 1 auditor, with two of the students from outside Linguistics. In Winter 2020, there were three students + 1 faculty auditor. In Spring 2021, there were two enrolled students and one student auditor. In some graduate programs field methods is a required class, and is in fact longer than a one-quarter course. Staffing the class is also a challenge. This class is 500-level, and faculty teach one such course per year. 500-level courses typically help faculty with their research, but this class is more of a graduate-level service class to the department. It is essentially a new class for whichever faculty member teaches it if the professor has no prior knowledge of the language or the family of languages it belongs to. With the arrival of Lapierre on the faculty, Hargus and Lapierre could perhaps take turns offering field methods.

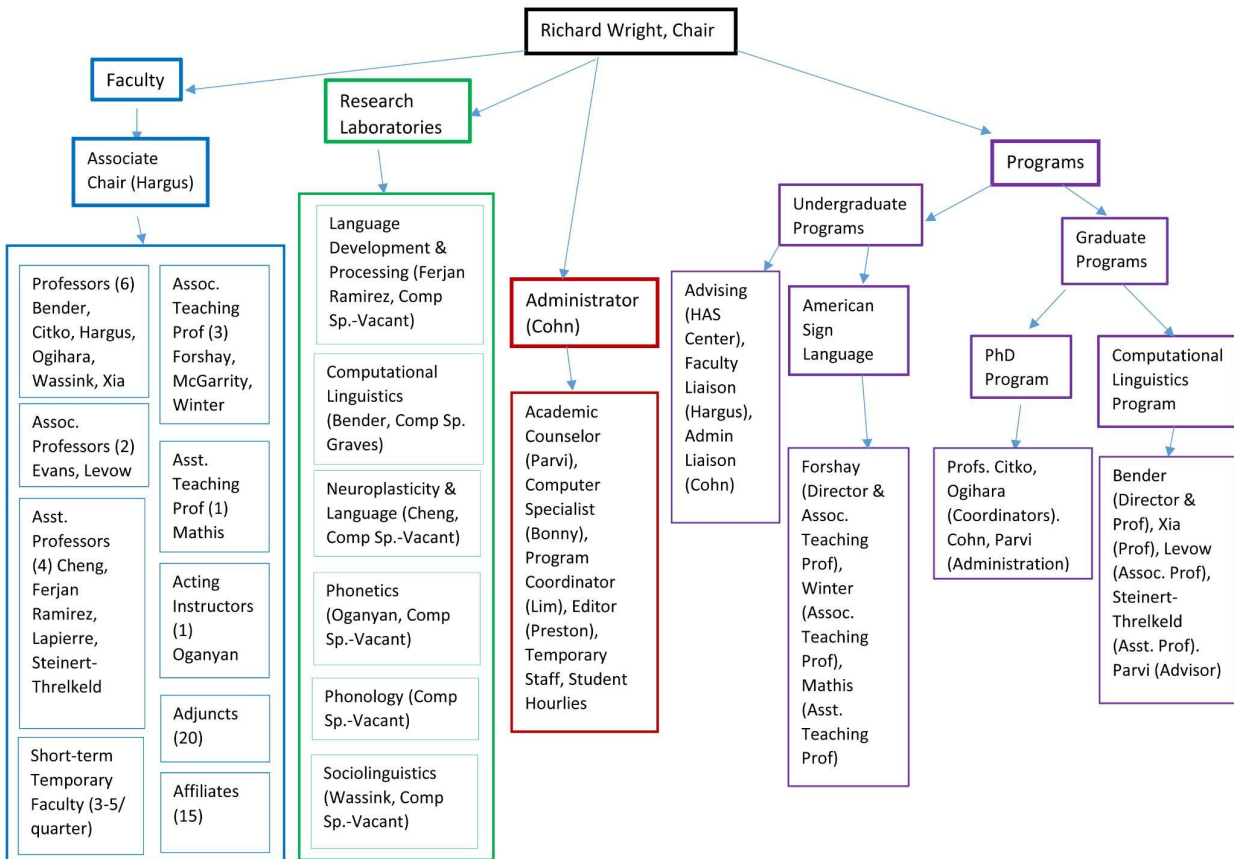
Another way that the department could support minority and endangered language documentation would be to admit more students of such languages, and/or provide infrastructure for visiting scholars who are native speakers of such languages. The CL program has done something of the former. Building on an NSF-funded project with co-PI Bender, Levow has offered a Special Topics course in Computational Linguistics (Ling575) on Speech Technology for Endangered Languages each year since Spring 2020. The course presents issues in endangered language documentation and revitalization, foundational approaches in speech technology, and ways in which the latter can support the former. The term projects in the course encourage students to develop and evaluate specific speech technologies on endangered languages or compare the performance of existing systems across high-resource and endangered languages. The resulting projects have included automatic speech recognition systems for Ho-Chunk, Icelandic, and Chichewa; tone tutoring systems for Taiwanese; and speaker diarization systems for Breton, Chuvash, and Maori. A number of the students in the course have shared their experiences as speakers of minoritized languages and have brought their knowledge of these languages to the development of systems in their course projects.

b. Are we offering courses that address issues of underrepresentation or that take as their core aspect of study issues relating to minority experiences?

We offer several such courses: LING 458 (Language and Gender), LING 234 (Language and Diversity), and LING 432 and 433 (Sociolinguistics 1 and 2). LING 234 has been advertised as one of UW’s “cool courses” on the College of Arts & Sciences’s [Instagram Stories Highlights](#), as well as across other communication channels (like First Year Programs and the HUB). For graduate students, our [new proseminar](#) heavily discusses such topics. Finally, as mentioned in [Initiatives to Promote a Diverse, Supportive and Equitable Environment](#), Ferjan Ramirez taught a graduate seminar on “Race, Ethics, and Diversity in the Science of Language Development”.

C: Appendices

Appendix A: Organizational Chart



Appendix B: Budget Summary

Biennium 2015 (July 2015-June 2017)

Revenue Source	Total Expenditure	Percent
Designated Operating Funds	57.55	0.00
Endowment	309,475.44	3.47
Foreign Private Source	166,289.87	1.86
Gifts	541,798.61	6.07
National Institutes of Health	80,069.59	0.90
National Science Foundation	1,457,904.53	16.33
Research Cost Recovery	79,482.27	0.89
Revenue	2,338,086.84	26.19
State	3,953,454.79	44.29
Total	8,926,619.49	100.00

Biennium 2017 (July 2017-June 2019)

Revenue Source	Total Expenditure	Percent
Department of Defense	1,257,050.66	11.68
Designated Operating Funds	25,018.54	0.23
Endowment	375,589.73	3.49
Foreign Private Source	5,276.08	0.05
Gifts	586,252.28	5.46
National Institutes of Health	172,895.74	1.61
National Science Foundation	1,496,350.26	13.90
Research Cost Recovery	64,626.50	0.60
Revenue	2,884,799.69	26.81

State	3,892,485.67	36.17
Total	10,761,345.15	100.00

Biennium 2019 (July 2019-June 2021)

Revenue Source	Total Expenditure	Percent
Department of Defense	1,446,800.75	13.09
Designated Operating Funds	12,078.00	0.11
Endowment	729,609.84	6.60
Gifts	611,726.72	5.54
National Institutes of Health	286,746.76	2.60
National Science Foundation	802,882.10	7.27
Research Cost Recovery	93,516.99	0.85
Revenue	2,810,312.59	25.43
Royalty Research Fund	35,528.89	0.32
State	4,220,753.71	38.20
Total	11,049,956.35	100.00

Appendix C: Information about Faculty

Name	Linguistics Title	Other Title	Affiliations	Link to CV / Website
Bender, Emily M.	Professor	CLMS Faculty Director Computational Linguistics Lab Director	Paul G. Allen School of Computer Science and Engineering	Emily Bender's CV

Cheng, Qi	Assistant Professor	Neuroplasticity & Language Laboratory Director	Center for Human Neuroscience	Qi Cheng's CV
Citko, Barbara	Professor	Graduate Program Coordinator	Slavic Languages & Literatures	Barbara Citko's Website
Evans, Betsy E.	Associate Professor			Betsy Evan's CV
Ramírez, Naja Ferjan	Assistant Professor	Language Development & Processing Laboratory Director	Slavic Languages & Literatures, Center for Human Neuroscience	Naja Ferjan Ramírez's CV
Forshay, Lance	Associate Teaching Professor	ASL Program Director		None listed
Hargus, Sharon	Professor	Associate Chair	Canadian Studies	Sharon Hargus's Website
Lapierre, Myriam	Assistant Professor			Myriam Lapierre's Website Myriam Lapierre's CV
Levow, Gina-Anne	Associate Professor			Gina-Anne Levow's CV

Mathis, Dan	ASL Assistant Teaching Professor			Dan Mathis's UW Profile
McGarrity, Laura	Associate Teaching Professor			Laura McGarrity's Website Laura McGarrity's CV
Oganyan, Marina	Acting Instructor	Acting Phonetics Laboratory Director		None listed
Ogihara, Toshiyuki	Professor	Graduate Program Coordinator		Toshiyuki Ogihara's UW Homepage
Steinert-Threlkeld, Shane	Assistant Professor	Computation, Language, & Meaning Band of Researchers Laboratory Director		Shane Steinert-Threlkeld's website
Wassink, Alicia Beckford	Professor	Sociolinguistics Laboratory Director		Alicia Beckford Wassink's CV
Winter, Kristi	Associate Teaching Professor			Kristi Winter's CV

Wright, Richard	Professor and Department Chair	Phonetics Laboratory Director	Speech and Hearing Sciences, Virginia Merrill Bloedel Hearing Research Center, Center for Human Neuroscience	Richard Wright's CV
Xia, Fei	Professor		Biomedical Infometrics & Medical Education	Fei Xia's CV

Appendix D: Diversity Plan

In our Diversity Plan and [Anti-Racism statement](#), we have reaffirmed our commitment to diversity, equity and inclusion. The following points summarize core aspects of the policies and commitments outlined in these two documents. We also note that the diversity committee is in the process of revising the anti-racism statement and diversity webpages.

We have established a diversity committee to track recruitment and retention data, identify racial bias in recruitment processes and to update our departmental diversity mission statement.

We have incorporated equity, diversity, and inclusion (EDI) statements into our rubric in faculty searches.

We use EDI statements and actions as a component of our annual faculty merit and our promotion and tenure rubric.

We have established a Linguistics Award in Diversity Scholarship aimed at recruiting graduate students who are from underrepresented and diverse backgrounds and/or who conduct research on understudied areas of language.

We have removed the GRE requirement at the department level, as GRE scores [do not correlate with graduate success](#) and continue to reflect gender and ethnic gaps (cf. [Bleske-Rechek and Browne 2014](#)).

We will work with the Office of Equity and Justice to implement anonymous climate surveys at the departmental level.

Our Diversity Committee will use time in one faculty meeting each year to review the [Dean's Diversity, Equity, and Inclusion strategic planning guidelines](#) and departmental recruitment and retention data.

The Diversity Committee will regularly contribute to the departmental newsletter.

We will review the selection process for our research colloquium series to ensure that it provides a platform to project and amplify the diverse voices in our field.

We will have at least one colloquium speaker each year who will speak on racism and inclusion in academia and linguistics specifically.

We will create a quarterly venue for reading and discussing works on race in America.

We will take steps to ensure that future hiring committees place greater emphasis on diversity and anti-racist work. We will conduct outreach to actively recruit BIPOC students for our undergraduate courses at UW.

We will look into avenues for mandatory diversity training in the department, minimally making everyone in the department familiar with [UW's Race & Equity Initiative](#).

We will discuss expanding the graduate requirements to include additional proseminars that specifically study and address racism, diversity, and inclusion in linguistics, and in academia more generally.

We will expand on the [Linguistics Award in Diversity Scholarship](#) prompt to welcome applicants to share how their background and/or experience with diversity has informed their approach to research. This will help attract more—and more diverse—applicants.

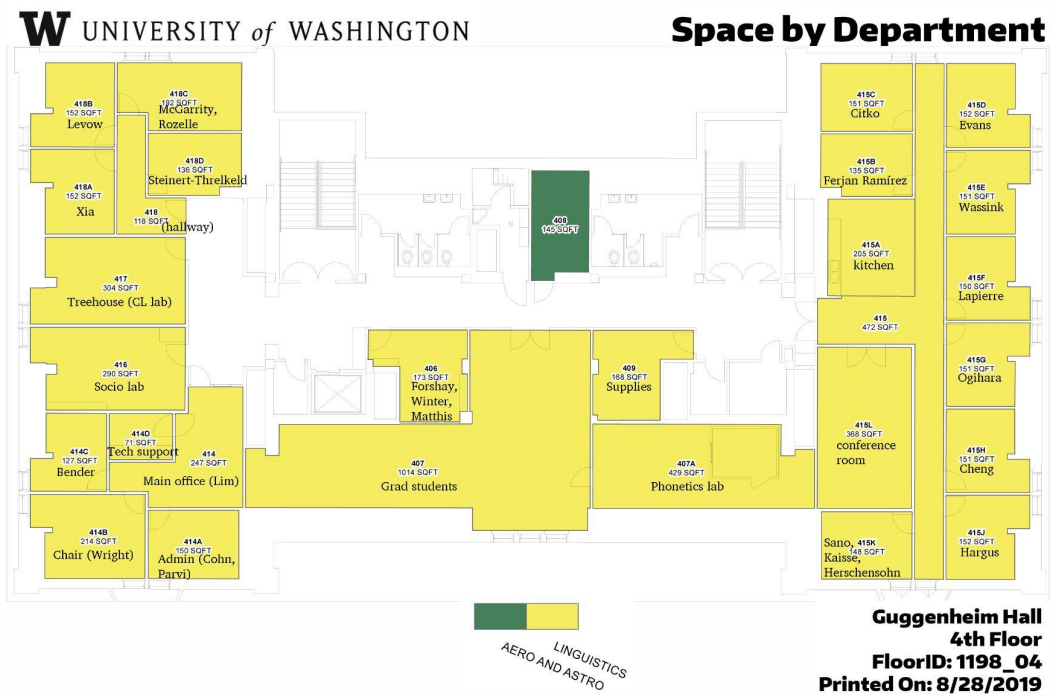
We will develop a linguistics outreach program at high schools and community colleges, especially those that serve more diverse Seattle neighborhoods.

We encourage everyone in the department to read the Charity Hudley et al. (2018) paper: *Linguistics and race: An interdisciplinary approach towards an LSA statement on race*.

We encourage instructors to work towards incorporating 50% readings and resources from BIPOC scholars into their curricula as a means to better reflect the diversity of their respective sub-fields and to amplify the voices of scholars from underrepresented groups.

We encourage faculty to include on their website a thorough statement that explains their personal approach to diversity and inclusion in teaching and research.

Appendix E: Physical layout of fourth floor of Guggenheim Hall



Appendix F: Awards to students

Department-External Awards to Graduate Students, 2010-2021

Recipient	Award	Date	Source
Niticon Davis	Foreign Language and Area Studies Fellowship	2021-2022	US gov't
Tsudoj Wada	Foreign Language and Area Studies Fellowship	2021-2022	US gov't
Tsudoj Wada	Foreign Language and Area Studies Fellowship	2020-2021	US gov't
Tsudoj Wada	Foreign Language and Area Studies Fellowship	2019-2020	US gov't
Nathan Loggins	Foreign Language and Area Studies Fellowship	2019-2020	US gov't
Agatha Downey	Foreign Language and Area Studies Fellowship	2019-2020	US gov't
Nathan Loggins	Chiang Ching-kuo dissertation fellowship	2019	NGO (Chiang

			Ching-kuo Institute)
Tsudoi Wada	Foreign Language and Area Studies Fellowship	2018-2019	US gov't
Naomi Tachikawa Shapiro	Foreign Language and Area Studies Fellowship	2018-2019	US gov't
Emily Ahn	NSF Graduate Research Fellowship	2017-2021	US gov't
Alexander Sugar	Ilse D. Cirtautas Central Asian Studies Fellowship	2017-2018	UW
Mary FitzMorris	Isaac Alhadeff Sephardic Studies Graduate Fellowship	2017-2018	UW
Laura Panfili	Graduate School Presidential Dissertation Fellowship	2017-2018	UW
Nathan Loggins	Foreign Language and Area Studies Fellowship	2017-2018	US gov't
Alexander Sugar	Confucius China Studies Program Joint Research PhD Fellowship	2016-2017	NGO (Institute of Int'l Education)
Alli Germain	Fulbright Scholarship	2016-2017	US gov't
Anna Moroz	Foreign Language and Area Studies Fellowship	2016-2017	US gov't
Nathan Loggins	Foreign Language and Area Studies Fellowship	2016-2017	US gov't
David Inman	Foreign Language and Area Studies Fellowship	2016-2017	US gov't
Mary FitzMorris	Foreign Language and Area Studies Fellowship	2016-2017	US gov't
Kellianne Bennett	Foreign Language and Area Studies Fellowship	2016-2017	US gov't
Olga Zamaraeva	Labex EFL Mobility Grant	2016	French gov't
Olga Zamaraeva	Microsoft Research Women's Research Fellowship	2015-2016	NGO

Sarala Puthuval	Li Fang-Kuei and Hsu Ying Graduate Fellowship Award	2015-2016	UW
Brent Woo	Foreign Language and Area Studies Fellowship	2015-2016	US gov't
Nathan Loggins	Foreign Language and Area Studies Fellowship	2015-2016	US gov't
Mary FitzMorris	Foreign Language and Area Studies Fellowship	2015-2016	US gov't
Amie DeJong	Foreign Language and Area Studies Fellowship	2015-2016	US gov't
Kathleen Manlove	Graduate School Presidential Dissertation Fellowship	2015	UW
Rachael Tatman	NSF Graduate Research Fellowship	2014-2017	US gov't
Alexander Sugar	Foreign Language and Area Studies Fellowship	2014-2015	US gov't
Amie DeJong	Foreign Language and Area Studies Fellowship	2014-2015	US gov't
Sarala Puthuval	Fulbright Scholarship	2014-2015	US gov't
Sanghoun Song	Graduate School Presidential Dissertation Fellowship	2013-2014	UW
Justin Goodenkauf	Fritz/Boeing Graduate Fellowship for International Research	2013-2014	UW
Sarala Puthuval	Fritz/Boeing Graduate Fellowship for International Research	2013-2014	UW
Alexander Sugar	Foreign Language and Area Studies Fellowship	2013-2014	US gov't
Marina Oganyan	Foreign Language and Area Studies Fellowship	2013-2014	US gov't
Hyunjung Ahn	Foreign Language and Area Studies Fellowship	2012-2013	US gov't
Wendy Kempzell Jacinto	Foreign Language and Area Studies Fellowship	2012-2013	US gov't
Sarala Puthuval	Foreign Language and Area Studies Fellowship	2012-2013	US gov't

Yin Li	Li Fang-Kuei and Hsu Ying Graduate Fellowship Award	2011-2012	UW
Darren Tanner	Dissertation Fellowship in the Cognitive, Clinical and Neural Foundations of Language - William Orr Dingwall Foundation	2010-2011	UW
Amy McNamara	Li Fang-Kuei and Hsu Ying Graduate Fellowship Award	2010-2011	UW
Maria Robinson	Foreign Language and Area Studies Fellowship	2010-2011	US gov't
Wendy Kempsell Jacinto	Foreign Language and Area Studies Fellowship	2010-2011	US gov't
Justin Goodenkauf	Foreign Language and Area Studies Fellowship	2010-2011	US gov't
Ioulia Galperina-Radu	Foreign Language and Area Studies Fellowship	2010-2011	US gov't
Chak-Lam Yip	Li Fang-Kuei and Hsu Ying Graduate Fellowship Award	2009-2010	UW
Joshua Hou	NSF Graduate Research Fellowship	2009-2010	US gov't

Department-Internal Awards to Graduate Students

Recipient	Award	Date
Amandalynne Paullada	Graduate Research Excellence	2021
Naomi Tachikawa Shapiro	Graduate Research Excellence	2021
Yuanhe Tian	Graduate Research Excellence	2021
Shengqi Zhu	MS in Computational Linguistics Scholarship	2021
Hillel Steinmetz	Ryan Neale Cross Memorial Fellowship	2021
Benjamin Jones	Graduate Research Excellence	2020
Jiahui Huang	Graduate Research Excellence	2020

Anna Moroz	Graduate Research Excellence	2020
Dolapo Martins	MS in Computational Linguistics Scholarship	2020
Rosetta Hanako Pendleton	MS in Computational Linguistics Scholarship	2020
Cady Gansen	Ryan Neale Cross Memorial Fellowship	2019-2020
Kristen Howell	Graduate Research Excellence	2019
Courtney Mansfield	Graduate Research Excellence	2019
Olga Zamaraeva	Graduate Research Excellence	2019
Sophia Chan	MS in Computational Linguistics Scholarship	2019
Abdulkadir Gundogdu	MS in Computational Linguistics Scholarship	2019
Martin Horst	MS in Computational Linguistics Scholarship	2019
Allison Dodds	Ryan Neale Cross Memorial Fellowship	2018-2019
Nicole Chartier	Graduate Research Excellence	2018
Kirby Conrod	Graduate Research Excellence	2018
David Inman	Graduate Research Excellence	2018
Emma Bateman	MS in Computational Linguistics Scholarship	2018
Avijit Vajpayee	MS in Computational Linguistics Scholarship	2018
Alli Germain	Graduate Research Excellence	2017
Rik Kedziorski	Graduate Research Excellence	2017
Alexander Sugar	Graduate Research Excellence	2017
Weifeng Jin	MS in Computational Linguistics Scholarship	2017
Brian Moran	MS in Computational Linguistics Scholarship	2017
Esther Le Grézause	Graduate Research Excellence	2016
Marina Oganyan	Graduate Research Excellence	2016
Sarala Puthuval	Graduate Research Excellence	2016

Melina Koukoutchos	MS in Computational Linguistics Scholarship	2016
Elizabeth Nielsen	MS in Computational Linguistics Scholarship	2016
Luke Willson	MS in Computational Linguistics Scholarship	2016
Michael Goodman	Graduate Research Excellence	2015
Kathleen Manlove	Graduate Research Excellence	2015
Russell Hugo	Graduate Research Excellence	2015
John Dodson	MS in Computational Linguistics Scholarship	2015
Martin Horn	MS in Computational Linguistics Scholarship	2015
Sophie Ahn	Graduate Research Excellence	2014
Valerie Freeman	Graduate Research Excellence	2014
Yin Li	Graduate Research Excellence	2014
Anca Burducea	MS in Computational Linguistics Scholarship	2014
Ceara K. Chewing	MS in Computational Linguistics Scholarship	2014
Ryan C. Martin	MS in Computational Linguistics Scholarship	2014
Daniel McCloy	Graduate Research Excellence	2013
Antariksh Bothale	MS in Computational Linguistics Scholarship	2013
Claire Jaja	MS in Computational Linguistics Scholarship	2013
Sean Wibel	MS in Computational Linguistics Scholarship	2013
Justin Goodenkauf	Graduate Research Excellence	2012
John Gilmer	MS in Computational Linguistics Scholarship	2012
Joseph Kaufmann	MS in Computational Linguistics Scholarship	2012
Kathryn Nichols	MS in Computational Linguistics Scholarship	2012
Naoko Komoto	Graduate Research Excellence	2011
Stefan Behr	MS in Computational Linguistics Scholarship	2011

James White	MS in Computational Linguistics Scholarship	2011
Steven Moran	Graduate Research Excellence	2010
Ryan N. Cross	MS in Computational Linguistics Scholarship	2010
Chase A. Hermsen	MS in Computational Linguistics Scholarship	2010
Joshua F. Lutes	MS in Computational Linguistics Scholarship	2010
Jason L. Shaw	MS in Computational Linguistics Scholarship	2010

Undergraduate Awards & Honors

Recipient	Award	Date	Source
Sophia Miller	Foreign Language and Area Studies Fellowship	2021-2022	US gov't
Bryнна Kilcline	Foreign Language and Area Studies Fellowship	2021-2022	US gov't
Tessa Homan	Foreign Language and Area Studies Fellowship	2021-2022	US gov't
Kariana Tripp	Foreign Language and Area Studies Fellowship	2020-2021	US gov't
Joel Slominski	Foreign Language and Area Studies Fellowship	2020-2021	US gov't
Diana Davidson	Foreign Language and Area Studies Fellowship	2020-2021	US gov't
Avery Chan	Foreign Language and Area Studies Fellowship	2020-2021	US gov't
Jake McManus	CoMotion Mary Gates Innovation Scholarship	2019	UW
Peji Hota Wakhan	Husky 100	2019	UW
Isabella Mae Tinte	Foreign Language and Area Studies Fellowship	2018-2019	US gov't
Geordie MacLearnsberry	Foreign Language and Area Studies Fellowship	2017-2018	US gov't
Martin Horst	Husky 100	2017	UW
Isabella Mae Tinte	Foreign Language and Area Studies Fellowship	2016-2017	US gov't

Samuel Grose	Foreign Language and Area Studies Fellowship	2016-2017	US gov't
Victoria Turnbull	Foreign Language and Area Studies Fellowship	2015-2016	US gov't
Allegra Bozorth	Foreign Language and Area Studies Fellowship	2015-2016	US gov't
Charles Warner	Foreign Language and Area Studies Fellowship	2014-2015	US gov't

Appendix G: Enrollment and Graduation Patterns

Bachelor of Arts in Linguistics

YEAR	ENROLLMENTS OF LING MAJORS IN LING UNDERGRAD CLASSES	BA IN LINGUISTICS AWARDED
2011-2012	431	32
2012-2013	382	53
2013-2014	419	46
2014-2015	364	59
2015-2016	366	39
2016-2017	407	44
2017-2018	384	43
2018-2019	404	16
2019-2020	522	29
2020-2021	565	52
Grand Total	4244	413

Bachelor of Arts in Romance Linguistics

YEAR	ENROLLMENTS OF ROM LI MAJORS IN LING UNDERGRAD CLASSES	BA IN ROM LI AWARDED
2011/2012	31	2
2012/2013	19	1
2013/2014	26	3
2014/2015	16	4
2015/2016	18	3
2016/2017	11	1
2017/2018	12	1
2018/2019	1	2
2019/2020	1	
2020/2021	5	
Grand Total	140	17

ASL Minor

YEAR	ENROLLMENTS OF ASL MINORS IN ASL CLASSES	ASL MINORS AWARDED
2011/2012	34	
2012/2013	56	4
2013/2014	38	7
2014/2015	26	5
2015/2016	38	10
2016/2017	57	8
2017/2018	68	10
2018/2019	29	2
2019/2020	45	7
2020/2021	48	3
Grand Total	439	56

Linguistics Minor

YEAR	ENROLLMENTS OF LINGUISTICS MINORS IN UNDERGRAD CLASSES	LINGUISTICS MINORS AWARDED
2011/2012	31	6
2012/2013	45	8
2013/2014	39	7
2014/2015	49	11
2015/2016	48	7
2016/2017	63	8
2017/2018	49	8
2018/2019	75	1
2019/2020	85	11
2020/2021	56	14
Grand Total	540	81

Master of Science in Computational Linguistics

Year	ENROLLMENTS OF MS STUDENTS	MS DEGREES AWARDED
2011-2012	66	25
2012-2013	61	14
2013-2014	53	18
2014-2015	69	27
2015-2016	73	19
2016-2017	79	28
2017-2018	78	25
2018-2019	85	18

2019-2020	105	13
2020-2021	113	51
Grand Total	782	238

Doctor of Philosophy in Linguistics

Year	ENROLLMENTS OF PHD STUDENTS	PHDS AWARDED
2011-2012	89	1
2012-2013	103	3
2013-2014	101	1
2014-2015	105	4
2015-2016	113	6
2016-2017	99	4
2017-2018	102	6
2018-2019	102	2
2019-2020	77	3
2020-2021	74	5
Grand Total	965	35

Appendix H: PhD Job Placement Data

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Name	PhD Year	Job Placement
David Goss-Grubbs	2010	Facebook
Darren Tanner	2011	Microsoft
Steven Moran	2012	Assistant Professor, Université de Neuchâtel, Switzerland
Julia Miller	2013	Sr Data Manager, ARC Centre of Excellence for the Dynamics of Language, School of Culture, History & Language , Australian National University
Dan McCloy	2013	Institute for Learning & Brain Sciences (prev: postdoc in the Laboratory for Auditory Brain Science & Neuroengineering)
Haotian He	2014	Senior Machine Learning Engineer at Apple
Sanghoun Song	2014	Associate Professor, Korea University, Korea
Laurel Preston	2014	Editorial Assistant, Journal of French Language Studies (Cambridge University Press)

Meghan Oxley	2015	Academic Adviser, UW Integrated Sciences Program
HunJung Ahn	2015	Assistant Professor (Teaching), Director of Korean Language Program, University of Southern California, Los Angeles CA
John Riebold	2015	PitchBook Data
Wendy Kempzell Jacinto	2015	Kaiser Permanente
Valerie Freeman	2015	Assistant Professor, Oklahoma State University
Russ Hugo	2016	Asst Dir Language Learning Center, UW
Kathleen Manlove	2016	Facebook
Sarala Puthuval	2017	Alaska Native Language Center archivist
Marina Oganyan	2017	Acting Instructor, University of Washington Linguistics Department
Rachel Tatman	2017	Rasa
Esther Le Grézause	2017	Facebook
Michael Goodman	2018	LivePerson (previously: post-doc at Nanyang Technological University, Singapore)
Rik Koncel-Kedzioriski	2018	Amazon (previously: post-doc at UW)
Chad Mills	2018	Grammarly
Laura Panfili	2018	Amazon
Mary Fitzmorris	2019	Facebook
David Inman	2019	post-doc, University of Zürich, Switzerland
Kellianne Bennett Yang	2019	Academic Advisor, Department of World Languages and Cultures, University of Utah, Salt Lake City UT
Joshua Crowgey	2019	Google
Mike Scanlon	2019	foundry10
Brent Woo	2019	Amazon

Amie De Jong	2019	(unknown)
Kirby Conrod	2019	Acting Assistant Professor, Swarthmore
Alexander Sugar	2019	LexCheck
Kristen Howell	2020	LivePerson
Nicole Chartier	2020	Amazon
Leanne Rolston	2020	LivePerson
Olga Zamaraeva	2021	post-doc, University of A Coruña, Spain
Courtney Mansfield	2021	LivePerson