Recommendation of the Ad Hoc Committee and the L&S Academic Planning and Governance Committee to Reinstate the Department of Linguistics

Recommendation:

That the L&S Faculty recommend to the Dean approval of the proposal to reinstate the Department of Linguistics.

Rationale:

See Section 2 below.

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1. Recommendation

The Committee recommends that the Department of Linguistics be reinstated in line with the following:

- the Department of Linguistics should be reinstated as a home for faculty members from various departments whose expertise is in linguistics;
- the language and linguistics track of the English undergraduate major should be eliminated;
- the linguistics concentration in the English M.A. should be removed from its present home and established as a separate M.A. within the Department of Linguistics;
- the linguistics concentration in the English Ph.D. should be removed from its present home and established as a separate Ph.D. within the Department of Linguistics;
- The TESOL graduate certificate should be moved from its present home to the new Department of Linguistics.

2. Rationale

2.1 Historical Background

The Department of Linguistics was established in 1957 with two faculty members and one full-time lecturer to administer the new undergraduate major in linguistics. The Department’s original focus was on historical and descriptive linguistics, while also overseeing the teaching of Chinese and Japanese. Over time it developed more of a mainstream orientation with a basis in theoretical linguistics while functioning largely as a service department offering a number of courses in applied linguistics.

The Department’s involvement in teaching Chinese and Japanese through the Uncommonly-Taught Language courses dates back to the 1970’s. The early courses in Chinese were offered on a self-study basis, whereby the students followed a program run through the Language Laboratory, with the final exam being administered by an off-campus consultant. In the early 1980’s, Japanese was also offered through one of the sections of the Uncommonly-Taught Language course, with the classes meeting off-campus in the evening at Riverside High School.

In 1984, the Academic Program and Curriculum Committee’s review of the Department of Linguistics noted that it “has a distinctive character among linguistics departments nationally,” despite its very small size and severely overtaxed resources. “While it is the only department with an undergraduate but no graduate program, it has nevertheless achieved a degree of national recognition, due in part to its highly successful annual symposium, and its emphasis on applied linguistics” (Report of the Ad Hoc Audit and Review Subcommittee on the Department of Linguistics, 1984). At the time, the Department had just three full-time faculty members, one of whom was engaged in administrative duties as an associate dean in the College.
One of the key recommendations to emerge from the 1984 review was the need for the department to reexamine and better define its mission and to improve its cooperation with the linguistics faculty members in the Department of English. To a considerable extent, the Department did this, but it remained a very small academic unit in terms of FTE, especially with one of its faculty members serving as associate dean during much of that time. Linguistics faculty members both served on, and chaired, MA and PhD committees within the linguistics track (Plan D) of the English graduate degrees; however, one consequence of having linguistics courses and concentrations split between two academic units (Linguistics and English) was at times a lack of coordination with course scheduling, course content, and degree requirements. Despite being split between two academic units, the linguists in both departments learned to work cooperatively, and recent personnel changes have even strengthened the collaborative relationship among the linguists on campus.

Throughout the 1980's, the Department continued to develop and administer offerings in Chinese and Japanese through its Uncommonly-Taught Language course. Arabic, which had its original home in Hebrew Studies, had been offered through the Uncommonly-Taught Language course on a temporary basis for a few years in the late 1980's and early 1990's. In 1993, the teaching of Chinese, Japanese and Arabic was regularized under their own course numbers and administered by the Department of Linguistics. This was brought about by the placement within the Department of three full-time tenure-track faculty positions for the purpose of teaching Chinese, Japanese and Arabic. Funding for these positions came from a federal grant made to the Center for International Studies (since renamed the Center for International Education).

In 1996, the College began the process of merging five departments, including Linguistics, into a single department of Languages, Literatures, and Linguistics (since renamed the Department of Foreign Languages and Linguistics). The original proposal for the merger included only the Departments of Classics, German, Hebrew Studies and Slavics, and excluded the Department of Linguistics. The Linguistics faculty pushed for being included in the merger, in part out of concern over the small size of its faculty, given that one of its four members was serving as an Associate Dean in the College of Letters and Science, and in part out of its desire to lend its expertise in the development of language instruction, given its record of success with language instruction in Arabic, Chinese, and Japanese, as well as a number of other languages that were offered from time to time through the Uncommonly Taught Languages, including Danish, Ojibwa and Turkish, to name a few. The rationale for the final merger of the five departments was stated as follows:

In the context of reduced resources and the need for joint and creative approaches to planning for the future, as well as in anticipation of College-wide curricular emphasis on internationalization, it is desirable to redraw the boundaries of departments involved in language teaching, in order to position them to develop and build on their existing strengths and to plan curricular innovation. It is thus proposed that the smaller departments involved in language teaching (including the linguistics department) merge into one new department.
Once the merger was accomplished, linguistics became a major within FLL, with the linguistics faculty administering it. The linguistics program within FLL continued to offer a linguistics concentration within the Master’s degree in Foreign Languages and Literature (MAFLL), and linguistics faculty in FLL also continued to serve on, and to chair, some M.A. and Ph.D. committees within the Department of English.

Two years after the merger, the Linguistics Program, then composed of four full-time faculty members, was reviewed by the Academic Program and Curriculum Committee. As was the case in the 1984 review, the APCC recommended, among other things, that the program better define its mission and improve cooperation with linguistics faculty members in the Department of English.

2.2 Recent Discussions

At this point (2006-2009) the linguistics faculties in both FLL and English have decided that the creation of a single Department of Linguistics is in the best interests of UWM, in general, and of the English Plan D program and the Linguistics Program within FLL, in particular. In accord with the previous reviews by the Academic Program and Curriculum Committee, the linguistics faculties believe that they can better pursue common interests within one department. Moreover, both faculties have concluded that their mission can best be defined and accomplished separate from the Department of Foreign Languages and Linguistics and the Department of English. Discussions among linguistics faculty members from both departments have led to the recommendation put forth in Section 1 above.

2.3 Issues Addressed by the Reinstatement of a Department of Linguistics

The creation of a mission statement specific to linguistics has been hampered by two facts:

- linguistics faculty members are housed in various departments and, therefore, are not in a position to develop an academic program unique to the discipline of linguistics;
- the larger department structures in which linguistics faculty members have been embedded have difficulty accommodating the diverse goals of each of their smaller constituent programs.

In the Departments of English and of Foreign Languages and Linguistics, the linguistics faculty members increasingly have felt that their issues and concerns cannot receive appropriate consideration, primarily because they constitute only a small minority within each department. Their curricular and scholarly interests have little in common with their colleagues, nor do they typically agree on hiring priorities. Reinstating the Department of Linguistics will allow the linguistics faculty to carry out the recommendations of the APCC to define a clear mission and will further enhance and extend UWM’s strong national and international reputation in this discipline.

The reinstatement of the Department of Linguistics, which will bring together linguistics faculty members from several departments, will facilitate cooperation among the linguists.
Moving the undergraduate linguistics major from FLL into the new department, and establishing the English M.A. and Ph.D. linguistics concentrations as independent degrees in this new department will allow for complete autonomy for the linguistics faculty in implementing the undergraduate and graduate degree programs, and in determining the directions in which both undergraduate and graduate education in linguistics develops at UWM. Reinstating the Department of Linguistics will also increase the ability of linguistics faculty members to achieve intellectual coherence, and to cooperate more closely in seeking extramural funding. Bringing linguistics faculty members within one department with its own M.A. and Ph.D. will create a critical mass of linguists, all of whom are productive researchers and scholars, and will provide the necessary human, professional, and material resources so that the linguists can achieve an even higher profile on campus, nationally, and internationally.

3. Mission Statement

The general mission of the new Department of Linguistics will be to continue, as well as enhance the mission of the English language and linguistics track (Plan D) of the Department of English and of the undergraduate linguistics program within the Department of FLL, viz. to foster the scientific study of human language at UWM. In accordance with this goal, the Department will conduct, or be responsible for, a variety of interrelated activities in the areas of teaching, research and service. These activities comprise four specific functions and programs:

(1) Undergraduate major. The Department will offer courses leading to both a general and an applied major in linguistics, as well as a general and an applied linguistics minor.

(2) Graduate study. The Department will continue to participate in and to support the graduate programs in a number of related academic units, including linguistically-oriented courses of study in the School of Education, the Department of Philosophy, and the Master of Arts in Foreign Language and Literature. More prominently, the Department’s courses and its faculty will continue their integration into the curricula at the Master’s and Ph.D. levels in the Department of English Plan D Program, with the eventual goal of moving the Plan D graduate program into the new Department of Linguistics. The objectives and expectations of both the undergraduate and graduate program are specified below under “Learning Outcomes”.

(3) The TESOL Certificate. The Department of Linguistics will administer the Certificate in Teaching English to Speakers of Other Languages, which is currently housed in, and administered by, the Department of English. The TESOL Certificate is a professional credential that prepares students to teach English as a second language to adult learners.

(4) General Education. The Department will offer a number of broad-based undergraduate courses meeting the general education distribution requirements
in the areas of social science, humanities and cultural diversity, as well as
courses that satisfy requirements for majors of several other programs.

Threading through these four functions are the research and service responsibilities of the
Department of Linguistics: service and outreach through periodic symposia and colloquia
at the departmental, collegiate, university, national, and international levels; research, both
individual and collaborative, in the fields of phonetics, phonology, morphology, syntax,
historical linguistics, language typology and universals, second language acquisition, and
the structure of particular languages. The Department will continue to foster research in
linguistics through the development of extramural research proposals by the departmental
faculty and jointly with researchers in other departments and in other institutions.

To carry out its mission, the Department of Linguistics has established the following
learning outcomes:

i) Undergraduate Minor: Students who complete a minor in linguistics will:
   • know how human language can be studied scientifically as part of the
     natural world, and
   • gain factual knowledge about human language and the languages of
     the world.

ii) Undergraduate Major: Students who complete a major in linguistics will
    be able to do everything under i) above, and in addition:
    • be able to demonstrate an understanding of the scope of linguistics
      and linguistic inquiry;
    • analyze a set of linguistic data with a view towards defining a problem
      based on those linguistic data;
    • propose a solution to that problem within the context of scholarly
      linguistics research;
    • write a term-paper-length analysis in support of the proposed
      solution.

iii) Master of Arts: Students who complete the M.A. in linguistics will be able
to do everything ii) above, and in addition:
    • explain the development of various linguistic theories;
    • demonstrate knowledge of advanced linguistic problem-solving
      techniques;
    • prepare and defend a coherent thesis based on current research in the
      field.

iv) Doctor of Philosophy: Students who complete the Ph.D. in linguistics will
be able to do everything under iii) above, and in addition:
   • demonstrate a strong background in the core areas of linguistics
     (syntax, phonology, morphology, language change, language typology)
   • define a Ph.D-level problem in the area of language:
know the literature in the field that forms the context for that problem,
carry out independent research to address the problem, and
propose, write and defend a dissertation on that problem.

4. Faculty and Staff

4.1 Minimum Number of Faculty Members Needed

The Department will be able to deliver its undergraduate and graduate curriculum leading to the undergraduate major, the Master of Arts in Foreign Languages and Literature with a specialization in linguistics, and a Ph.D. in linguistics with eight full-time faculty members whose tenure home is in linguistics. More specifically, this size faculty would allow the Department to accomplish two crucial goals. First, it would enable the Department to cover the following core areas of linguistics, all necessary to sustain a viable doctoral program: phonetics, phonology-morphology, historical linguistics, syntax, semantics, language universals and linguistic typology, discourse analysis/pragmatics, sociolinguistics, first and second language acquisition, computational linguistics and TESOL. In some cases, individual faculty members may have a specialization in more than one of these areas, and, in other cases, the specialization will be addressed by more than one faculty member. We expect that the specializations themselves may be covered by faculty members who come from a variety of linguistic schools of thought. The second goal that this size faculty would allow the Department to reach is to meet its research commitments and service responsibilities.

The College is aware that additional FTE will have to be added to the new department, especially once a Ph.D. program is fully functional. The first step would be to replace the positions vacated by Bert Vaux's resignation and Edith Moravcsik's retirement. This would allow the Department to return to the status quo ante when it had the faculty strength needed (4.0 FTE: Eckman, Noonan plus two new hires) to adequately deliver the undergraduate major along with its service course commitments. Thus, the two replacement positions should be for specializations in phonology and syntax-language universals. We would seek general linguists who could teach introductory-level and service courses, as well as undergraduate and graduate courses in their area of specialization. Subsequently, if Greg Iverson returns from his leave of absence, then three additional faculty members will be needed to implement the Department's Master's and Ph.D. program. An important area of interest that should be covered in one of these first three additional positions is a phonetician, in particular, someone capable of setting up a phonetics laboratory and whose research interests are substantial enough to attract extramural funding. This total of 8.0 FTE represents an increase of one FTE over the high-water mark of 7.0 FTE in linguistics faculty members from the FLL linguistics program and the English department that combined just a few years ago to implement the Plan D Ph.D. program.

4.2 Augmentation of the Executive Committee
It may be necessary to augment the executive committee of the new department until an appropriate executive committee size is reached. The Committee has approached several faculty members in other departments about their willingness to serve on an augmented executive committee, and all have indicated that, if appointed, they would consent to do so.

4.3 Faculty and Staff Members from Other Programs and Tenure Homes

In addition to the linguists who wish to move their tenure homes to the new department, there are other linguists on campus who may choose to remain in their current departments, or to hold joint appointments with their current department and the new department. Individuals who wish to move their tenure homes must request the approval of their current departments and dean(s), as well as obtain the approval of the new department. At the time of writing this document, faculty members from other departments who have expressed the desire to move either all or part of their appointment to the new department include those listed in Appendix A.

Tenured individuals who move their tenure homes to the Department of Linguistics will be accepted automatically without any additional tenure review conducted by the Department. Non-tenured individuals will count the same number of years of service in the Department of Linguistics Department as they counted in their prior tenure home. Following the initial move of faculty members concurrently with the reinstatement of the Department, any additional faculty members who wish to move to the Department will have to be approved by the departmental executive committee. Faculty members will also be free to affiliate with the new department through partial and shared appointments.

4.4 Graduate Teaching Assistants, Unclassified and Classified Staff

Currently, there are approximately 14 graduate teaching assistants (approximately seven FTE) in linguistics, supported by teaching courses in Linguistics, the Less Commonly Taught Languages and English. There is also a graduate teaching assistant (.5 FTE) assigned to teach English as a Second Language as part of the non-credit Intensive English Program. These graduate students, for the most part, are either studying for Master's degrees in MAFL, or are pursuing MA's or Ph.D.s through the English Plan D graduate program. We do not anticipate any immediate need for additional GTA support, but a memorandum of understanding will be needed if Teaching Assistants appointed through the Department of Linguistics are to teach uncommonly-taught language courses (such as Chinese, Japanese, Korean, etc.) in another department.

Graduate students recruited into the Linguistics MA and Ph.D. tracks will be able to receive Graduate Teaching Assistantships from the Department of Linguistics to lead the discussion sessions associated with its two large-lecture undergraduate courses, Linguistics 100 and 210. In addition, the Department of Linguistics will coordinate with the other language departments (FICL, FLL, Spanish) and with the Department of English to seek appointments for its graduate students as teaching assistants in those departments. The dean's office must facilitate this coordination, which will need to serve the interests of both the Department of Linguistics and the curricular missions of the other departments.
There are lecturers who teach regularly in the English and FLL linguistics programs. These are listed under Appendix B, and some, or all, of them may choose to transfer to the new department.

Separation from the Department of Foreign Languages and Linguistics does not bring with it support staff. A full-time program assistant will be needed to serve the myriad functions of a doctoral department, although in the very short term, FLL has offered to share its office staff to serve the needs of the new department.

5. Supplies and Expense; Space; Capital Equipment

5.1 Supplies and Expenses Needs

An appropriate portion of the S&E money in the existing departments that supply faculty members to the new department should be moved into the Department of Linguistics. Some additional S&E to support departmental functions and the new Ph.D. program will be needed. See Appendix C.

5.2 Space Needs

The space currently occupied by linguistics faculty members is adequate, although a rearrangement of faculty office locations will be necessary to bring the faculty members into the same area. A departmental office and conference room will be needed, although in the short term the Department of Foreign Languages and Linguistics may be able to share their departmental office and conference room space. When additional faculty members are hired, office space will have to be identified.

5.3 Capital Equipment Needs

The only immediate need for additional capital equipment will be to support the departmental office. Capital resources currently available to the linguistics faculty members will move with them to the new department. An expansion of the Department’s programs that will involve additional hiring would necessitate the acquisition of office furnishings and computer equipment.

6. Department’s Scope of Responsibilities

6.1 Instructional Programs The Department of Linguistics will house the undergraduate major and minor in linguistics as well as a master’s degree and, ultimately, a Ph.D. degree in linguistics. The English Department has agreed to have both the M.A. and Ph.D. tracks in Plan D transferred to the new department. The College already has initiated the process of requesting an entitlement to plan a Master’s and Ph.D. in linguistics. The Department will also continue to participate in the MAFL degree, which will serve students who seek a degree concentration within foreign languages but with a linguistics emphasis. Thus, students will be able, at the Master’s level, to enroll in a linguistics track with a pure
linguistics emphasis within the new department, or to enroll in the linguistics emphasis within the MAFLL program, where they will receive a more interdisciplinary education that includes the foreign languages.

6.2 Research Programs Through aggregation of linguistics faculty members in a single department, as well as through formal affiliations with a variety of centers and institutes, the Department will bring together a significant array of resources devoted to research in the areas of linguistic typology, second language acquisition, phonology, syntax, as well as other areas of linguistics. Anticipated needs within the new department include: phonetics, sociolinguistics, historical linguistics, and computational linguistics.

The Department’s faculty will continue to cooperate with the Department of English to administer the Plan D Ph.D. program until such time as the Department of Linguistics has its own Ph.D. program and all students who are currently enrolled in the Plan D program have completed their studies.

Linguistics faculty members have successful histories over the last three decades of obtaining significant and substantial extramural grants to support their research. More specifically, in the 1980’s Professors Eckman, Moravcsik and Wirth were awarded two grants for more than $100,000 from the National Science Foundation (NSF), one to support their collaborative research, and a second to host a national conference on second language acquisition. During the 1990’s, Professor Noonan obtained three research grants from NSF totaling around $500,000; in addition, one of Professor Noonan’s Ph.D. students was awarded an NSF dissertation grant along with a grant from the Endangered Languages Fund. Also in the 1990’s, Professors Eckman and Iverson received an NIH AREA Grant worth $105,000. And currently, Professors Eckman and Iverson are conducting research under a five-year grant from NIH worth $1.39 million. It is anticipated that the new department will add more faculty members who will further strengthen the curricular efforts, as well as have the ability to conduct research that will attract extramural funding.

6.3 Outreach and Community Engagement The Department of Linguistics will continue its current outreach activities through its on-going support of the introduction of less-commonly taught languages to UWM and the community.

7. Department’s Relationship to Other Academic and Non-Academic Units

Linguistics faculty members have a long history of involvement in, and affiliations with, other programs and departments at UWM. These include:

- School of Education
- Department of Anthropology
- Department of English
- Cognitive Studies Interest Group
- English as a Second Language Program
- Master of Arts in Foreign Languages and Literature
Affiliation of a united linguistics faculty with these campus units will:

- create synergies for collaborative research;
- expand opportunities to garner extramural support for research that is interdisciplinary and attuned to areas of public policy and community needs, as well as provide access to infrastructure for supporting proposal development and for managing outside grants;
- extend opportunities for graduate students in the Department’s instructional areas to obtain financial support and learn, first hand, the craft of basic and applied research;
- expand opportunities for relevant outreach and community engagement to support student learning, internships, and community-based research.

8. Courses

By agreement of the faculty, courses currently listed under the Linguistics curricular area will move to the Department of Linguistics. In addition, appropriate linguistics courses in other departments that have been developed by faculty members who move their tenure homes to the Department of Linguistics should be allowed, with the approval of those departments, to move into the Linguistics curricular area, and/or be jointly offered by the department from which the faculty member moves. See Appendices D and E.

The Department of Linguistics may continue to support the instruction of less-commonly-taught languages. The Department will make specific commitments for its faculty members to continue to teach any courses currently taught in a department other than the Department of Linguistics on a regular basis, to be defined in each individual case. New methods of crediting course enrollments to the unit providing the instructor make it more attractive for individuals to teach outside their departments.

9. Other Implementation Matters

Much of the success of the new department will hinge on its ability to attract and accept only quality students into the graduate program, and to support them during their matriculation. In this vein, there are two major factors that impinge on the Department's ability to serve its graduate students: i) the ability to offer enough courses during any given semester, so that students can complete their degree requirements in a timely fashion, and ii) giving adequate financial support to the students accepted into the program.

Accepting into the graduate program only quality students will likely mean that, in the program’s formative years, we will have a relatively small number of students in our graduate courses. This being the case, it is therefore imperative that the College allow such courses to be offered despite smaller than normal enrollments. One way in which smaller enrollments in some graduate courses can be mitigated is through students pursuing the TESOL Certificate enrolling in some of these courses. This will clearly be possible only for those courses that satisfy requirements for students in the doctoral program as well as
those pursuing the TESOL Certificate. Ultimately, however, it will be the case that higher-level seminars taken only by Ph.D. students must be offered despite small enrollments.

The matter of adequate support for the graduate program touches on two areas, the first being sufficient graduate assistancies and the second being the program getting national and international exposure. The second entails sufficient travel support for students to make presentations at professional conferences. We take up each of these matters in turn.

In the beginning years, the Department's source of new graduate students will be its undergraduate program, international students, and students pursuing the TESOL Certificate. In the past, we have been able to recruit a number of international students into the MAFLL program, and subsequently into doctoral studies in the Department of English Plan D Program. These students have been drawn from various programs around the world, and have been based almost entirely on the international contacts of the various linguistics faculty members. We have supported these students with assistantships primarily in language courses such as Chinese, Japanese and Korean.

Although these sources of graduate students will likely be adequate in the formative years of the Department's doctoral program, its ultimate success will depend on our being able to attract and support at least some quality students from around the United States. For this to happen, the program needs to get exposure on a national as well as international front in the form of our students making presentations at scholarly conferences. Quality student presentations before a wide-reaching audience will alert the field to the existence of the program, while the quality of the scholarship presented then attests to the caliber of the program itself. Of course, this is possible only if we have admitted quality students who are capable of getting on the program of such conferences; but more important, it is crucial that funding is available to support our students' attendance at these conferences.

10. Timetable

The Committee would like to propose the following timetable for the reinstatement of the Department of Linguistics.

January, 2009  
Proposal will be complete and approved by L&S Dean; submission to L&S Academic Planning and Governance Committee (AP&GC); faculty members interested in moving prepare paperwork

February, 2009  
Approval of proposal by L&S AP&GC; submission to L&S Faculty

March, 2009  
Approval of proposal by L&S Faculty; Dean's office finalizes a plan for movement of resources to support the new department; submission of proposal and implementation plan to Provost who requests advice of campus APBC

April, 2009  
APBC reports to Provost; Provost submits proposal to University Committee (for recommendation to the Faculty Senate)
May, 2009 Faculty Senate approval

September 1, 2009 Department of Linguistics begins functioning

11. Administrative Organization

11.1 Program Reviews and Assessment

The Faculty of the Department of Linguistics will conduct regular reviews of its mission and learning outcomes that will assess its success in meeting those outcomes. Faculty, equipment, and curricular needs will be identified. Assessment of individual academic programs will be undertaken. See Appendix F. The following assessment tools may be utilized:

1. Data on faculty and student involvement in the department and its programs: The size of the departmental faculty, the number of associate faculty members, and the enrollment of students in the department’s programs will be tracked. This information will be used to identify areas of need in terms of faculty strengths and in disseminating information about the department’s programs to potential students.

2. Exit survey: Graduating students will be required to answer questions in an exit questionnaire. These questions will be aimed at determining the strengths and weaknesses of the students’ programs. Specifically students will be asked to comment on how well prepared they feel at this point in their development to enter the workplace or to pursue further study at the professional/graduate school level. Some of those completing the exit questionnaire will be interviewed informally to determine if the questionnaire needs improvements.

3. Preparation for professional and graduate work: The success of recently graduated majors will be tracked by determining acceptances rates for students entering professional/graduate schools.

4. Alumni surveys: Surveys of graduates will be conducted at regular intervals to determine views of alumni over time concerning how well their programs prepared them for employment or for post-baccalaureate education. In these surveys, alumni will be asked to evaluate the strengths and weaknesses of their program and to recommend improvements.

11.2 Administrative Structure

A. Faculty

1. Departmental Faculty: The departmental faculty is composed of those individuals whose tenure home is in the Department of Linguistics.
a. **Duties:** The departmental faculty has primary responsibility for the immediate governance of the department including development and oversight of the department’s academic, research, and outreach programs. The department’s faculty shall carry out the academic planning process on a regular basis, including, but not limited to, the preparation of the department’s academic program plans and program assessment.

b. **Meetings:** The departmental faculty will meet at least twice a semester to conduct its business, and minutes reflecting all formal actions taken shall be recorded.

2. **Affiliated Faculty:** Faculty members from other units who are involved in the instructional, research, and/or service missions of the department are affiliated faculty members. Affiliated faculty members may participate in discussions of matter of interest and/or consequence to them, but they may not have a formal vote in any departmental matters unless so authorized by the department’s faculty.

**B. Committees**

1. **General:** Committees are appointed to act on behalf of the department. They may be imbued with advisory and/or decision-making authority for specific categories of business.

2. **Standing Committees**

   a. **Executive**

      i. **Membership** - The executive committee shall consist of tenured individuals holding professor or associate professor rank in the department’s faculty. If the initial move of faculty members to the department results in fewer than five (5) members on the Executive Committee, additional members with affiliated interests may be appointed to supplement the membership until such time that there are five (5) tenured faculty members in the department.

      ii. **Duties** - The executive committee makes recommendations concerning appointment, dismissals, promotions, salaries, merit allocations, and other personnel and budget matters, which are transmitted through the director to the dean. The executive committee, by annual vote, may delegate to a smaller committee or to the chair the authority to make recommendations with respect to any or all of the following: salaries, non-tenure appointments, appointment or promotion of classified personnel, appointment of assistants, equipment and supplies.

   b. **Curriculum Committee**

      i. This committee will consist of three (3) faculty members and one student each from the undergraduate and graduate programs. The members of the Curriculum Committee shall elect the committee chair.
ii. The Curriculum Committee shall act upon faculty members'
recommendations concerning the development of new programs and
courses, changes to existing programs and courses, and acceptance of
courses from other departments or programs to count in any of the
department’s academic programs.

c. Graduate Advisory Committees
   i. The chair of a student’s graduate advisory committee must be selected
      from among the graduate faculty members of the department.
   ii. All members of the faculty are eligible to serve as members of students’
       advisory committees. If appropriate, one affiliated faculty member may
       have membership on a student’s advisory committee.

d. Other Committees
   Additional standing and/or ad hoc committees may be appointed by the
department’s faculty as necessary to carry out the responsibilities of the
faculty members.
C. Department Chair

1. **Eligibility** – Any member of the departmental faculty may serve as the chair, although it is advisable that the chair should be selected from the tenured faculty members.

2. **Appointment Process** – All members of the department’s faculty shall be given an opportunity to register an individual preference for the chair. These preferences shall be communicated to the dean at the time of the dean’s request for this information.

3. **Duties** – The chair has budgetary authority for the department and is responsible for the day-to-day administration of the department, which includes, but is not limited to, the following:
   i. serve as the official channel of communication for all matters affecting the department and the President, Chancellor, Dean, and other University officials or departments;
   ii. call meetings of the department’s faculty and executive committee, presides over those meetings, and transmits minutes of the meetings to appropriate individuals and offices;
   iii. have charge of all official correspondence of the department and of all announcements in the Undergraduate Catalog, Graduate Bulletin, or other University publications, although the chair may designate another member of the faculty to carry out these responsibilities;
   iv. have responsibility for all department supplies and records;
   v. submit course and academic program requests for action by appropriate committees and the dean;
   vi. report to the dean regarding the activities and needs of the department;
   vii. act for the department in emergencies, pending a meeting of the executive committee.

11.3 Amendment of Administrative Organization

Any provision of this administrative organization document may be amended by a two-thirds vote of all of the department’s faculty members, as long as the proposed changes are in accord with UWM Policies and Procedures Chapters 2 and 4.

Ad hoc committee members

Fred Eckman, Chair  [eckman@uwm.edu]
Gregory Iverson
Edith Moravcsik
Mickey Noonan
APPENDIX A

PROPOSED INITIAL DEPARTMENT FACULTY AND ACADEMIC STAFF MEMBERS

Laura Ambrose, Lecturer, Department of English (0.75 FTE)

Michael Darnell, Senior Lecturer, Department of English (0.25 FTE)

Fred Eckman, Professor, Department of Foreign Languages and Linguistics (1.0 FTE)

Gregory Iverson, Professor, Department of Foreign Languages and Linguistics (1.0 FTE) (on leave through 2010)

Edith Moravcsik, Professor, Department of Foreign Languages and Linguistics (1.0 FTE) (retiring 2009)

Michael Noonan, Professor, Department of English (1.0 FTE)

Holly Smith, Lecturer, Department of English (0.75 FTE)

Bozena Tieszen, Lecturer, Department of Foreign Languages and Linguistics (1.0 FTE)
APPENDIX B

PROPOSED FACULTY AND ACADEMIC STAFF MEMBERS WHO MAY MOVE ALL OR PART OF THEIR APPOINTMENT TO THE LINGUISTICS DEPARTMENT

Yea-Fen Chen, Associate Professor, Department of Foreign Languages and Linguistics

Roberta Corrigan, Professor, Department of Educational Psychology

Garry Davis, Associate Professor, Department of Foreign Languages and Linguistics

Hamid Ouali, Assistant Professor, Department of Foreign Languages and Linguistics

Sandra Pucci, Associate Professor, Department of Curriculum and Instruction
APPENDIX C

SUMMARY OF RESOURCE REALLOCATION TO THE DEPARTMENT OF LINGUISTICS

I. Faculty/instructional staff salaries: Funds for the salaries and benefits of those members of the faculty and instructional academic staff who move their positions into the Department of Linguistics will be reallocated to the new department. Two new faculty members (in years 2 and 3) will be supported with funds from open positions.

II. Project assistant (full-time) salary: Funds for a Department of Linguistics project assistant will be reallocated from vacant classified staff positions in the College.

III. S&E funds: We anticipate that the department will need $15,000 in S&E, part of which will be reallocated from the Department of Foreign Languages and Linguistics and Department of English, with the remainder coming from other L&S funds, such as online fees and grant overhead.

IV. Space: One office in Curtin Hall will be identified to house the Department of Linguistics main office. There may be some movement of faculty/staff members among offices, but the space for those individuals already exists.

V. One-time start-up: It is estimated that $6,400 of one-time funding will be needed to supply furniture and equipment for the departmental office and one faculty office in Year 2. An additional allocation of $3,200 will be required to furnish a second faculty office in Year 3. These funds will come from the College’s budget. Year 2 also will require an allocation of $15,000 in start-up funds to set up a phonetics lab. Subsequent upgrades in equipment for this lab will be supported from grant funds.

LINGUISTICS DEPARTMENT BUDGET
Estimated Total Costs and Income
(assumes costs increase 3% over previous year)

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<tr>
<th>CURRENT COSTS</th>
<th>FIRST YEAR 2009-2010</th>
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<th>SECOND YEAR 2010-2011</th>
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<th>THIRD YEAR 2011-2012</th>
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<td>Non-personnel</td>
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<td><strong>Subtotal</strong></td>
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<td>Fees (online instruction) – Yrs 1 &amp; 2, 1 crse; Yr 3, 2 crses</td>
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<td>927,437</td>
<td>998,605</td>
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</table>
1 FTE includes 2 full-time faculty members and 2.75 full- and part-time instructional academic staff members. Does NOT include 1 FTE faculty member on unpaid leave of absence.
2 Salary cost calculated on 2008-2009 salaries, including fringe benefits (faculty/staff: 40% in yr 1, 41% in yr 2, 41.5% in yr three), w/1% annual increase.
3 FTE includes 3 full-time faculty members (return of Iverson from unpaid leave) and 2.75 full- and part-time instructional academic staff members.
4 Salary cost calculated on 2008-2009 salaries, including fringe benefits (TAs: 29.5% in yr 1, 30.5% in yr 2, 31% in yr three), w/1% annual increase.
5 Transfer of proportional amount of existing S&E from English and FLL for faculty/staff who transfer to the new department. Assumes no increase each year.
6 Assistant Professor of Linguistics; specialization in phonetics
7 Starting salary rate: $5,000 plus fringe benefits of 41%
8 Academic department associate, full time.
9 Starting salary $30,921 plus fringe benefits of 48.5%.
10 1.0 FTE added for Assistant Professor of Linguistics; specialization in syntax-language universals
11 Starting salary rate: $55,000; 1% salary increase for Yr 2 faculty member; fringe benefits rate of 41.5%
12 Assumes 2% salary increase plus fringe benefits of 49%
13 Furnishings for department office and for new faculty members
14 For computer equipment for new faculty members and department office.
APPENDIX D

COURSES CURRENTLY OFFERED BY THE ENGLISH DEPARTMENT THAT WILL BE JOINTLY LISTED AND OFFERED BY THE LINGUISTICS DEPARTMENT

Undergrad and U/G Courses
English 209 Language in the United States
English 210 Interrational English
English 211 Aspects of the English Language: (Subtitle)
English 212 Grammar and Usage
English 213 Grammar for Students of Foreign Languages
English 400 Introduction to English Linguistics
English 401 History of English
English 403 Modern English Grammar
English 404 Language, Power, & Identity
English 406 Advanced English Grammar
English 407 Introduction to Functional Syntax
English 565 Introduction to Adult/University Level TESOL
English 567 Materials for ESL Instruction
English 569 Internship in Teaching ESL to Adult Learners
English 634 Seminar in English Language Studies

Grad Courses
English 731 History of the English Language
English 732 Modern English Grammar
English 760 Research Methods in Linguistics and ESL
English 761 Discourse Analysis
English 763 Morphology
English 764 Sociolinguistics
English 765 Semantics and Pragmatics
English 767 Linguistic perspectives on composition
English 766 Theory of Second Language Acquisition
English 768 Linguistic perspectives on literature
English 769 Topics in Linguistics: (Subtitle)
English 789 Internship in Teaching ESL to Adult Learners
English 805 Seminar in English Language
English 806 Seminar in Linguistics: (Subtitle)
APPENDIX E

COURSES CURRENTLY OFFERED BY THE DEPARTMENT OF FOREIGN LANGUAGES AND
LINGUISTICS THAT WILL BE TRANSFERRED TO THE DEPARTMENT OF LINGUISTICS

Linguis 100  The Diversity of Human Language
Linguis 192  Freshman Seminar: (Subtitle)
Linguis 193  Freshman Seminar: (Subtitle)
Linguis 199  Independent Study
Linguis 200  Aspects of Language: (Subtitle) [See English 211]
Linguis 210  Power of Words
Linguis 211  Origins of Words
Linguis 212  Language and Gender
Linguis 213  Grammar for Students of Foreign Languages (jointly-offered)
Linguis 222  Linguistics and the Social Sciences: (Subtitle)
Linguis 260  Natural Logic
Linguis 289  Internship in Linguistics, Lower Division
Linguis 297  Study Abroad: (Subtitle)
Linguis 299  Ad Hoc: (Subtitle)
Linguis 350  Introduction to Linguistics
Linguis 370  General Phonetics and Phonetics Practicum
Linguis 380  Honors Seminar: (Subtitle)
Linguis 390  Fundamentals of Linguistic Analysis
Linguis 398  Topics in Linguistics: (Subtitle)
Linguis 400  Introduction to English Linguistics
Linguis 402  Studies in Spanish Grammar: (Subtitle)
Linguis 410  Linguistics and Grammar in ESL Education
Linguis 412  Applied Phonology
Linguis 420  Introduction to Second Language Acquisition
Linguis 430  Language and Society
Linguis 432  Urban Dialects
Linguis 440  Psycholinguistics
Linguis 460  Sound and Sound Systems
Linguis 464  Word and Sentence Structure
Linguis 466  Semantics
Linguis 468  Language in its Various Forms: (Subtitle)
Linguis 470  Historical/Comparative Linguistics
Linguis 474  Language Typology and Language Universals
Linguis 476  Linguistics Theory
Linguis 489  Internship in Linguistics, Upper Division
Linguis 490  Field Methods
Linguis 492  Structure of a Language: (Subtitle)
Linguis 497  Study Abroad: (Subtitle)
Linguis 499  Ad Hoc: (Subtitle)
Linguis 560  Advanced Phonology
Linguis 564  Advanced Syntax
Linguis 565  Introduction to Adult/University Level TESOL
Linguis 699  Independent Reading
Linguis 708  Proseminar in Linguistics
Linguis 799  Independent Reading and Research
APPENDIX F
PROGRAM ASSESSMENT PLAN

During the first five years of its existence, the Department of Linguistics faculty will establish committees and their assignments, including the assignment of program assessment to the appropriate committee. That committee will develop an assessment plan for each of the programs it offers, subject to the approval of the entire departmental faculty. While the specific assessment tools will be identified by the Department when it develops its assessment plans, Section I.C. of the Administrative Organization section of this document (see above) lists some of the tools that are likely to be employed. Assessment information on courses and programs will be entered into the WEAVE system.

In addition, the Department will develop mechanisms and procedures for tracking the progress of majors/graduate students and will create a system for keeping records on the activities of its graduates after they leave UWM. These individuals will be an important source of information for the assessment process.

Five years after the Department is instituted, it will conduct a five-year self-study that includes assessments of each of its programs. Outside reviewers will be invited to the campus to examine the Department and its programs, policies, and procedures. Subsequent to receiving the report of the outside reviewers, the Department will develop specific plans for altering policies, procedures, and programs as is necessary.