I. PROGRAM IDENTIFICATION

1.1 Title of Proposed Program

Master of Arts in Linguistics

1.2 Department or Functional Equivalent

Department of Linguistics

1.3 College, School, or Functional Equivalent

College of Letters and Science

1.4 Timetable for Initiation

Fall, 2010

1.5 Delivery

Program will be delivered on campus, in person

II. CONTEXT

2.1 History of the Program

Master’s level studies in linguistics have been available to UWM students for many years as part of the English M.A. program and the Master of Arts in Foreign Languages and Literature (MAFLL), now renamed “Master of Arts in Language, Literature, and Translation” (MALLT). The MALLT program is jointly sponsored by the three language departments in the College, one of which was home to Linguistics until the recent reestablishment of the Department of Linguistics. The English Department houses a single M.A., within which concentrations were introduced in 1983. One of the concentrations was designated as “Plan D. English Language Studies”, which, in 1989 was renamed “English Language and Linguistics.” The
various plans within the English M.A. have functioned effectively as independent M.A. programs since 1983.

Students in the English M.A. program choose among seven plans, each with a distinct set of requirements. All plans require a minimum of 24 credits of graduate course work, but there is considerable variation in the specific requirements among the plans.

Faculty members with expertise in linguistics have been housed not only within the English Department, but also in the former Department of Linguistics, the former Department of Foreign Languages and Linguistics, the Department of Anthropology, and the School of Education. They regularly have served as members of M.A. committees for students in Plan D. For all practical purposes, a master of arts program in linguistics has existed at UWM for 27 years.

2.2 Instructional Setting of the Program

The M.A. in linguistics will be housed in the newly re-instated Department of Linguistics. Linguistics originally was constituted as an independent department in the mid-1960s. In 1998, it was incorporated, along with other modestly-sized departments, into the Department of Foreign Languages and Linguistics; it was re-instated as an independent department on July 1, 2009. Between 1998 and 2009, faculty and courses were divided between Foreign Languages and Linguistics (undergraduate) and English (graduate). One of the primary reasons for re-instating the Department of Linguistics was to enable the consolidation of the study of linguistics in one academic unit, in which the concerns of linguists could receive appropriate consideration. Re-departmentalization allows for greater intellectual coherence and cooperation in seeking extramural funding.

The discussions that preceded the re-establishment of the Department of Linguistics produced a number of recommendations, among them that the Plan D linguistics concentration in the English M.A. should be moved from its present home and to the Department of Linguistics, composed of faculty members who transferred all or part of their appointments from other departments.

2.3 Relation to Mission Statement and Strategic Academic Plan

As one of the UW System’s two doctoral institutions, UWM has a responsibility to the State to “offer degree programs at the baccalaureate, master’s and doctoral levels” and to “conduct organized programs of research,” as well as to “… encourage faculty and staff participation in outreach activity” [The Core Mission of the UWS Doctoral Cluster]. The English Department linguistics M.A. in Plan D has addressed these
responsibilities for past 27 years through its instructional, research, and service components.

The general mission of the new M.A. in the Department of Linguistics will be to continue and expand the work of the Plan D program by fostering the scientific study of human language at UWM. The faculty members will review and revise the curriculum. They will conduct research and develop proposals for extramural funding in the fields of phonetics, phonology, morphology, syntax, historical linguistics, language typology and universals, first and second language acquisition, and the structure of specific languages. They will meet their service obligations, as they have over the past decades, by organizing symposia and participating in national and international conferences.

The transfer of the English Plan D program to the more visible Department of Linguistics will provide opportunities for language professionals in southeastern Wisconsin, as well as promising students recruited nationally and internationally, to pursue graduate degrees with special emphasis on experimental design in studies on second language acquisition and on the descriptive and pedagogical aspects of languages other than English. It will enhance the employability of our graduates in English, language, and linguistics departments around the country and abroad.

III. DESCRIPTION

3.1 Program Description

The M.A. in Linguistics requires a total of 24 credits beyond the baccalaureate degree. The program is designed to provide students with the opportunity to take an array of courses across the core areas of linguistics or to specialize in a particular field or fields, including syntax, phonology, discourse analysis, sociolinguistics, second language acquisition/ESL, rhetoric/composition, and/or language education. In addition, the M.A. prepares students to carry out independent research to address problems in their area(s) of interest.

3.2 Objectives

The learning outcomes for the Linguistics M.A. are scaffolded onto the learning outcomes for the study of linguistics at the undergraduate level. They prepare students who wish to go on for a Ph.D.

**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.

Undergraduate Major: Students who complete a major in linguistics will be able to do everything listed 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 linguistics 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.

The Department has established the following student learning outcomes at the master’s level.

Students who complete the M.A. in linguistics will be able to do everything listed 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.

Students who go on for the Ph.D. in Linguistics will demonstrate all of the learning outcomes defined through the master’s level of study and, additionally will do the following:

• demonstrate a strong background in the core areas of linguistics (phonetics, phonology, morphology, syntax, language change, language typology);
• define a Ph.D-level problem in some area of language:
  o know the literature in the field that forms the context for that problem,
  o carry out independent research to address the problem, and
  o propose, write and defend a dissertation on that problem.
3.3 Curriculum

The M.A. in Linguistics requires a minimum of 24 credits, including:

- 3 credits [minimum] of 700-level courses
- 3 credit seminar in Linguistics selected from
  - English/Linguistics 805
- 18 credits of electives distributed among 400- to 800-level courses in the fields of syntax, phonology, discourse analysis, sociolinguistics, second language acquisition/ESL, rhetoric/composition, and/or language education.
- A written examination
- A final project. The project shall, with one exception, be a research paper on a topic in linguistics chosen in consultation with the student’s advisor. The exception is that the project for students who specialize in Teaching ESL to Adult Learners may be some other type of document than a research paper. For example, the project might be a video, or a set of lesson plans, or other product of extensive investigation of some aspect of teaching ESL that the student carries out as part of the internship in teaching ESL.
- An oral examination, usually lasting an hour and a half, on the final project.

3.4 Interrelationship with Other Curricula

In the past, students interested in studying linguistics at the master’s level had two venues within which to pursue this interest: the English MA and the MA in Foreign Languages and Literature (recently renamed the MA in Language, Literature, and Translation). Linguistics faculty members have been involved actively in both programs. The new MA in Spanish now provides a third alternative for students to focus on linguistics. The Linguistics MA will move from English to Linguistics. Linguistics and MALLT will continue to meet the needs of students who are interested in pursuing interdisciplinary programs of study that include course work in linguistics.

The Department of Linguistics also has memoranda of understanding with the Department of Foreign Languages and Literature that outline the provisions for members of the Linguistics faculty to support the instruction of Arabic and Chinese, which are housed in that department.

3.5 Accreditation Requirement

There is no accreditation requirement for a Master of Arts in linguistics, nor are there certification requirements for students who focus on adult-level TESOL.
3.6 Diversity

UWM’s diversity initiatives are delineated in several documents and/or plans: the UW System’s Plan 2008 and the Milwaukee Commitment Phase 2; the report of the Task Force on Race and Ethnicity; the Access to Success program; the Chancellor’s Council on Inclusion; and the new UWM Equity Scorecard. The UW System’s Plan 2008 recognizes the rapid diversity shifts within U.S. society and thus the need to respond proactively in recruitment, curriculum development, climate, and retention. The faculty of the newly re-instated Department of Linguistics anticipates that the transfer of the English Plan D M.A. program to Linguistics will have a positive effect on the recruitment of more diverse cohorts of students because the updated and expanded M.A. degree program will be more visible to students.

The program will continue to attract applicants from across the country and abroad. Given the research profile of the faculty, many international students, especially from Asian countries, have applied to the M.A. program in English and will apply to the M.A. program in Linguistics. The program also will draw southeastern Wisconsin applicants who already have professional positions and plan to advance through higher education. Students who embody regional ethnic diversity will enhance diversity in the program.

The reinstated department includes four male and three female faculty members, among them an Arab American and a Chinese American. The list of affiliated faculty members includes Hispanic and African-American individuals (see Appendix A).

The M.A. in linguistics has had and will have an impact on diversity through the study of human language in all its variations.

3.7 Collaboration

Linguists inside and outside English have effectively shared responsibility for Plan D for decades. Linguistics faculty members have taught and advised Plan D students and have regularly chaired and served on doctoral committees.

Linguistics faculty members have a long history of involvement in, and collaboration with, other programs, most notably the Master of Arts in Language, Literature and Translation (MALLT), formerly the Master of Arts in Foreign Languages and Literature (MAFLL), and other units, including the Departments of Educational Psychology and Curriculum and Instruction in the School of Education.
Such connections have expanded possibilities for graduate students, collaborative research, and extramural support for inter-disciplinary work, and attuned to areas outside the campus. These activities extend opportunities for graduate students in the Department’s instructional areas, as well as expand opportunities for relevant outreach and community engagement to support student learning and internships.

3.8 Outreach

The Linguistics Department will continue to reach out to other units on campus, to scholars from other institutions, and to the community at large by hosting symposia and colloquia. Faculty members participate in academic and public dialogue at the local, national, and international levels.

3.9 Delivery Method

At this time, no distance education courses are planned. If it seems, in the future, that online courses would benefit the program and its students, the Department will consider this option.

IV. NEED

4.1 Comparable Programs in Wisconsin

Linguistics programs in the UW System are few. No campuses offer a Linguistics M.A. as a terminal degree. The Linguistics Department at the University of Wisconsin-Madison admits students only to the Ph.D. program, though the students may earn the M.A. along the way. The website for the Department of Linguistics at the University of Wisconsin-Madison emphasizes its focus on preparing students for research in three areas: formal theories of linguistics, articulatory and experimental phonetics, and American Indian languages. (A master of arts in applied English linguistics is offered through the English MA program.) In contrast, the Milwaukee M.A. program will admit students who are interested in the M.A. as a terminal degree as well as those who plan to go on for doctoral studies. It will offer students specialties in areas different from those on which Madison focuses: language structure (especially Germanic, Arabic and East Asian languages), phonology, syntax, first- and second-language acquisition, teaching English to speakers of other languages, and applied linguistics generally.

The M.A. program in Linguistics will replace the Plan D M.A. concentration offered through the Department of English. The more comprehensive Linguistics degree program will provide opportunities for language professionals in southeastern
Wisconsin, as well as promising students recruited regionally, nationally, and internationally, to pursue a Ph.D. with special emphasis on experimental design in second-language acquisition and on the descriptive and pedagogical aspects of languages other than English.

4.2. Comparable Programs Outside Wisconsin

In the Midwest, there are M.A. programs in linguistics at thirteen institutions outside Wisconsin: Ball State University, Indiana University, Michigan State University, Northeastern Illinois University (terminal M.A.), Northwestern University, Ohio State University, Purdue University, Wayne State University, and the Universities of Chicago, Illinois at Chicago (terminal M.A.), Illinois at Urbana-Champaign, Iowa, and Minnesota. Several other institutions in the Midwest offer programs related to Linguistics, including Indiana State (M.A. in Language, Literature, and Linguistics); Iowa State (M.A. in Applied Linguistics/TESOL); IUPUI-Fort Wayne (M.A. in English/TESOL); Northern Illinois (M.A. in Linguistics-Stylistics); Ohio U (M.A. in Applied Linguistics with a Concentration in TESOL); Southern Illinois-Carbondale (M.A. in Applied Linguistics); and Winona State (M.A. in TESOL). While some of these programs may offer strengths in aspects of linguistics that overlap specialties available in the UW-Milwaukee M.A. program, most of them are not accessible to the place-bound students in southeastern Wisconsin that the Milwaukee program will attract. The Chicago-area programs, while more geographically accessible, are prohibitively expensive for individuals in southeastern Wisconsin who will pursue their studies on a part-time basis.

4.3 Regional, State and National Needs

Citing an article in the Wall Street Journal, the worldwidelearn.com website (http://www.worldwidelearn.com/online-education-guide/social-sciences), reports that “professionals with linguistics degrees are in high demand by technology companies. Linguists who design and implement products for international use, such as general software, voice recognition software, and web design, will enjoy strong job prospects over the next decade. Linguists who seek employment in the technology field generally receive compensation that is two to three times higher than linguists in other fields.” Positions for linguists are available in both public and private sectors, in the military, many areas of technology, and such fields as international affairs, education, research, program administration, translation, and consultation, in addition to many areas of technology. The demand for TESOL (Teaching of English to Speakers of Other Languages) specialists is high across the country.

For students who plan to go on to Ph.D. studies in Linguistics, the future is bright for
most specialty areas. Christopher Potts, a linguistics professor at Stanford University, and Heidi Harly, a linguistics professor at the University of Arizona, have studied the employment outlook for graduates with a Ph.D. in linguistics. They have tracked job ads and compared the data with the number of Linguistics Ph.D.s granted in the United States each year. The table below presents their findings for the past five years through 2008 (final data for 2009 are not available yet).


These data indicate that in all areas of linguistics, except syntax, the jobs available exceed the number of Ph.D.s granted. The differential is especially pronounced in applied and computational linguistics. In general, the theoretical areas have reached a fair balance between Ph.D.s and jobs.

4.4 Student Demand – Future Enrollment

Since Spring 2004, forty students have been admitted into the English M.A. Plan D. Currently, there are 10 Plan D M.A. students enrolled. The current enrollments in Plan D may not reflect the true demand for the program. The possibility of moving this option to Linguistics has been under discussion for two years, and during that time Plan D graduate students were not actively recruited. Given this fact, the enrollments
in Plan D compare very favorably with those of the other plans in the English degree:

<table>
<thead>
<tr>
<th>English M.A. Plan Name</th>
<th>MA Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Studies</td>
<td>12</td>
</tr>
<tr>
<td>Rhetoric and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>7</td>
</tr>
<tr>
<td>Modern Studies</td>
<td>7</td>
</tr>
<tr>
<td>Professional &amp; Technical Writing</td>
<td>11</td>
</tr>
</tbody>
</table>

With the re-establishment of an independent Department of Linguistics in July 2009, student interest in pursuing a M.A. degree in linguistics has increased, at least as measured informally by inquiries about the program and about how to apply for admission. One student has been admitted for the fall semester of 2010, and the Department is working with staff in the English Department to consider offering a Graduate Teaching Assistantship and/or a Chancellor’s Awards to this student. [Until the program is officially transferred, Linguistics does not have access to the Graduate Admission Evaluation (GAE) data base.]

The 10 continuing students for the implementation year will come from students currently enrolled in the English M.A. Plan D program. When the program is fully functioning in Linguistics, approximately 5 new M.A. students per year will be admitted, and it is likely that three to four students per year will graduate while one or two will drop out of the program permanently or temporarily. The graduation rate will depend upon the number of students pursuing their studies on a part-time basis. By the fifth year, an equilibrium of about fifteen students in the program will be reached.

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students admitted</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Continuing students</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Graduating students</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

4.5 Collaborative or Alternative Program Exploration

For the present, the Linguistics Department will administer the M.A. program much as it was administered in the English Department. There are no immediate plans to explore offering the program collaboratively as attention will be focused on reestablishing the program successfully in Linguistics.
V. ASSESSMENT AND ADVISING

The faculty of the Department of Linguistics will conduct regular reviews of its mission and learning outcomes and will assess its success in meeting those outcomes. The following assessment tools may be utilized:

1. Data on faculty and student involvement in the work of the Department and the M.A. program: The Department will track the number and profile of Linguistics faculty and affiliated faculty members, as well as the enrollment in and progress through the M.A. program. This information will be used to identify programmatic strengths and staffing needs and in recruiting students.

2. Exit survey: Graduating students will be required to complete a questionnaire about their experience in the program. Some will be interviewed informally to determine if the questionnaire needs revision.

3. Preparation for careers: The program will track the success of recent graduates in securing academic or professional positions for which their M.A. work prepared them.

4. Alumni surveys: Surveys of graduates will be conducted at regular intervals to solicit feedback about the strengths and weaknesses of the program and their preparation for their careers.

The Department will develop mechanisms and procedures for tracking its students’ progress toward the M.A. and their activities after graduation.

Five years after the M.A. is moved to Linguistics, the Department will conduct a five-year self-study that includes assessments of the program. Outside reviewers will be invited to the campus to examine both the program and the Department’s policies and procedures related to the M.A. After receiving the report of the outside reviewers, the Department will develop specific plans for altering policies, procedures, and program structure as is necessary.

5.2 Advising

The Department of Linguistics recognizes the importance of advising from the time students are admitted to the time they graduate. They need to understand the various
options available to them and receive feedback, early and often, about their performance in the program.

Once the M.A. is transferred to the Department of Linguistics, we intend to follow the procedures implemented in Plan D. Upon admission to the program, students will be advised by the Director of Graduate Studies. As students work with faculty members during their first year of coursework, they will select their own major advisors and, in consultation with the major advisors, compose committees for the oral and written exams and the final project.

5.3 Access for Individuals with Disabilities

The UWM campus and the Department of Linguistics are committed to providing equal opportunities for all students, student employees and staff. Students with disabilities will be referred to the UWM Student Accessibility Center (SAC) to create a personalized plan for accommodating their needs, and the Department will conform to all university and professional guidelines for meeting those needs. SAC offers services to persons with visual, auditory, physical, medical, learning, or psychiatric disabilities.

VI. PERSONNEL

6.1 Current Faculty Requirements

Currently, seven faculty members have all or part of their appointments in the Department of Linguistics (see Appendix A). All of them claim Linguistics as their tenure home. Three positions recently became vacant due to the resignation, retirement, or death of the incumbents, and we anticipate an additional resignation in the near future. Beyond the four replacements, additional faculty members are not needed to deliver the M.A. program. In addition to the necessary research and thesis/project courses, new courses in Linguistics at the 700- and 800-level are required to offer the programs. With the replacement faculty members, the Department will be able to staff these new courses without detracting from the undergraduate program. The existing courses that have been available to English Plan D students will remain available to M.A students in Linguistics. A number of the English courses have been moved to Linguistics. A sizeable number of other courses in Plan D have been set up as joint course offerings in English and Linguistics. Faculty members who have transferred all or part of their appointments to the Linguistics Department are in the process of creating new courses that will utilize their expertise. Linguists in other departments (see Appendix A) may also play a role in advising and mentoring M.A. students in Linguistics.
6.2 Additional Faculty Requirements

As mentioned in section 6.1 above, three positions recently became vacant due to the resignation, retirement, or death of the incumbents, and we anticipate an additional resignation in the near future. Recruitment plans for two of these vacant positions are in preparation. The third position is likely to be filled within the next three years. If the anticipated resignation occurs, recruitment to fill that position is likely to occur immediately. The funding for these positions already exists, but they are listed in the budget (see section 9.1 below) as new positions.

6.3 Academic Staff

The Department of Linguistics has several part-time academic staff members, all of whom have Ph.D. degrees. They teach courses in areas not currently covered by faculty. These individuals are experienced instructors, and they bring valuable expertise to the Department’s programs.

6.4 Classified Staff

A full-time program assistant is assigned to the Linguistics Department. No additional classified positions are required to support the M.A. program.

VII. ACADEMIC SUPPORT SERVICES

7.1 Library Resources

Graduate students in the English Plan D M.A. program have had access over the years to a multitude of relevant resources on the UWM campus, throughout the UW System, and in the local area. Linguistics students in the transferred M.A. program will be able to draw on these resources. The UWM Libraries are more than adequate to support the M.A. program in the Department of Linguistics. The libraries contain substantial holdings in the area of general linguistics, as well as adequate numbers of books and periodicals in the more focused area of descriptive grammars of specific languages.

7.2 Access to Student Services

Graduate students in Linguistics will have access to the full range of student services already in place at UWM. The Department of Linguistics and the Graduate School will partner in assisting potential students in the admissions process. Students will have access to academic and career advising through their faculty mentors, and
students with disabilities will be supported through a number of resources on campus, including the Student Accessibility Center.

VIII. FACILITIES – EQUIPMENT

8.1 Capital Resources – Existing Facilities and Capital Equipment

The space needs of the program will be accommodated within Curtin Hall. Construction scheduled for summer 2010 will create a departmental office, conference room and Chair’s office, all accessible to individuals with disabilities. The College of Letters and Science will reallocate the space necessary for new faculty members and graduate students. The College has provided capital equipment, especially computers and related equipment, in the past and will do so in the future.

8.2 Capital Budget Needs – Additional Facilities and Capital Equipment Required

No additional facilities or capital equipment are required.

8.3 Clinical Facilities

Not applicable.

8.4 Security

Virtually all learning resources on campus that students will use are housed in the Library and campus computer labs, which have attendants and security systems. However, the integrity of student work is fundamentally the responsibility of the Department’s faculty and, as such, is but an extension of the academic and personal integrity of each individual faculty member. There is, at present, no institutionally sanctioned mechanism in any department whereby, absent a grievance by a student (for which there are extant institutional mechanisms) a professor’s grade of an A may be reduced to a C or vice versa. And so, as a matter of empirical fact, the integrity and credibility of the degrees/credits awarded by any department at UWM is contingent on the academic integrity and strength of the faculty that it hires. In placing the institution’s imprimatur on the Ph.D. in linguistics, UWM vouches for the credibility of the degree in regard to the integrity of student work via the academic and personal integrity of the faculty with whom that work will be done. It must be noted here that it is the responsibility of the Graduate Faculty Committee to assure, through its constant review of all graduate programs, that the credibility of credits at, and degrees from, UWM never are compromised.
The Graduate Student and Faculty Handbook of UWM’s Graduate School specifies policies and procedures that are designed to insure the integrity of student work and the credibility of the degrees/credits that the institution awards. Concerning student academic misconduct, for example, it calls out “Chapter UWS 14 and the UWM implementation provisions (faculty Document 1686).” It notes also that “[t]he Office of the Vice Chancellor has prepared a manual to assist faculty in implementing these requirements: Academic Misconduct: UW Milwaukee Guide for Instructors (copies are available from the Office of the Vice Chancellor). Questions regarding academic misconduct or correspondence required in implementation should be directed to the Graduate School’s Associate Dean for Academic Programs and Student Services, who serves as the hearing officer for all graduate students. ‘Appeals of the findings or sanctions of academic misconduct are heard by the Graduate School Scholastic Appeals Committee’.”

IX. FINANCE

9.1 Operating Budget and Budget Narrative

The Linguistics budget already includes faculty and staff salaries and several forms of support for graduate students. Seven faculty members currently offer five 3-credit courses per semester that apply to the M.A. program. Faculty teaching loads are 6 credits per semester, so the 15 credits taught each semester represent 2.5 FTE.

Three faculty members recently retired, resigned, and deceased will be replaced over the next three years and paid from existing salary lines. The replacement of these individuals will allow the creation of at least six new 700- and 800-level courses for the Ph.D. program over the first three years. Two of these courses will be taught each semester, accounting for 1.0 FTE listed in the budget under additional costs for personnel.

There is one half-time M.A. TA who is assigned discussion sections in the large introductory-level courses in the Linguistics Department. Funding for one additional half-time M.A. student is requested to allow for the recruitment of an exceptional M.A. student who is likely to go on for the Ph.D. in UWM’s program.

The Department has a supply and expense budget in the amount of $12,250, of which about 25% will be devoted to the M.A. program. The College will allocate $2500 in additional S&E, and research grants secured by members of the faculty will provide the remaining funds.
The Department has a full-time assistant to manage the office and support degree programs. It is estimated that 20% of her time will be devoted to the M.A. program.

Beyond the support of graduate students and hiring into vacant faculty positions, modest funds already have been provided for some office furnishings, S&E, and student help. Computer equipment and office furnishings for the new hires will be transferred from the previous incumbents. No additional funds are needed for this purpose.

9.2 Operating Budget Reallocation

As mentioned above, funds for the new faculty members will come from the positions of previous incumbents. The lecturers in two courses will be replaced by a new TA. The additional funds for S&E will come from increased tuition revenue that results from the admission of new M.A. and Ph.D. students in Linguistics. Because the M.A. in Linguistics has existed in Plan D of the Department of English graduate program since 1983, no significant immediate reallocation of resources is necessary. As with all programs at the institution, reallocations are made on the basis of campus priorities, programmatic need, and enrollments. As required by UWM’s Policies and Procedures, as well as long-standing practice, any future reallocations will be made within the principles and regulations of the relevant shared governance groups.

9.3 Extramural Research Support

Linguistics faculty members have successful histories over the last three decades of obtaining significant and substantial extramural grants to support their research. In the 1980s 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 1990s, Professor Noonan (since deceased) 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 1990s, Professors Eckman and Iverson received an NIH Academic Research Enhancement Award 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 faculty members who join the department will conduct research that will attract extramural funding.
9.4 Costing Methodology

Service-based pricing and distance education programming do not apply.

9.5 Commitment to Maintain Program

As mentioned in several places above, the Department of Linguistics has played a consistent and significant role in the Plan D M.A. program of the Department of English for the past 27 years, as an independent academic department and as a program within the Department of Foreign Languages and Linguistics. This strong commitment to the master’s program will continue within the reinstated department.

9.6 Proposed Budget

**LINGUISTICS M.A. BUDGET**

*Estimated Total Costs and Resources*

<table>
<thead>
<tr>
<th>CURRENT COSTS</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Instructional Staff</td>
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<td>$421,064</td>
<td>3.5</td>
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<td>Graduate Assistants</td>
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<td>Non-instructional Academic/Classified Staff</td>
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<td>Non-personnel</td>
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<td>Supplies &amp; Expenses</td>
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<td>Other (Define)</td>
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<td>(GPR)</td>
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<td>Fees</td>
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<td>Other (Define)</td>
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<td>Subtotal</td>
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<td><strong>$642,945</strong></td>
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Appendix A

Linguistics Department Faculty Members

Yea-Fen Chen, Associate Professor; Chinese, Applied Linguistics

Roberta Corrigan, Professor; First Language Acquisition, Cognitive development

Garry Davis, Associate Professor; German, Southeast Asian Languages, Historical linguistics

Fred Eckman, Professor; Second language acquisition, Second language phonology, Second language syntax

Gregory Iverson, Professor; Phonological theory, Korean linguistics, Historical linguistics

Hamid Ouali, Assistant Professor; Arabic, Syntactic theory

Sandra Pucci, Associate Professor; TESOL, Bilingualism; Language pedagogy

Associated Linguistics Faculty Members

Cheryl Ajirotutu, Associate Professor, Department of Anthropology

Lawrence Kuiper, Associate Professor, Department of French, Italian, and Comparative Literature

Susan Lima, Associate Professor, Department of Psychology

Gabriel Rei-Doval, Associate Professor, Department of Spanish and Portuguese

William Washabaugh, Professor, Department of Anthropology

Kathleen Wheatley, Associate Professor, Department of Spanish and Portuguese