



July 26, 2016

Ruth V. Watkins
Senior Vice President for Academic Affairs
204 Park Bldg.
Campus

RE: Graduate Council Review
Department of Linguistics

Dear Vice President Watkins:

Enclosed is the Graduate Council's review of the Department of Linguistics. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President David Pershing for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Edward J. Rubin, Chair, Department of Linguistics
Dianne S. Harris, Dean, College of Humanities

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The Graduate School - The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

April 25, 2016

The Graduate Council has completed its review of the Department of Linguistics. The External Review Committee included:

Andrew H. Carnie, PhD
Professor, Department of Linguistics
Dean of the Graduate College
University of Arizona

Julie A. Legate, PhD
Professor, Department of Linguistics
University of Pennsylvania

Roumyana Pancheva, PhD
Professor, Department of Linguistics
University of Southern California

The Internal Review Committee of the University of Utah included:

David P. Goldenberg, PhD
Professor
Department of Biology

Karen Johnson, PhD
Associate Professor
Department of Education, Culture and Society

Patrick J. Tripeny, PhD
Associate Professor
School of Architecture
Associate Dean, Undergraduate Studies

This report of the Graduate Council is based on the self-study submitted by the Department of Linguistics, the reports of the external and internal review committees, and the Department Chair and College Dean's joint response to the internal and external committee reports.

DEPARTMENT PROFILE

Program Overview

Officially founded in 1999, the Department of Linguistics (hereafter referred to as the Department), offers degrees at the BA, MA, and PhD levels, as well as a minor and a certificate in Teaching English to Speakers of Other Languages (TESOL). Since the previous Graduate Council review, the Department has narrowed its mission to promote a primary focus on theoretical linguistics. This consolidation of emphasis has allowed the Department to better focus its offerings, as recommended by the previous Graduate Council review. Previously, the Department had covered both disciplinary and practical aspects of linguistics, including TESOL. Until 2014, the Department also had provided English instruction to international students at the University through the now-closed Global Pathways program. Another program, the Center for American Indian Languages (CAIL), closed in 2012.

The mission of the Department is to promote “an understanding of human language in all its aspects.” While the refocusing of the Department has allowed for a stronger concentration on theoretical linguistics (including the hiring of strong new junior faculty), there has been a cost in terms of the morale of senior Department members with an applied linguistics orientation. There also has been a financial impact (exacerbated by changes in University budget models). Because the Department's budget had hitherto relied importantly on the contributions of the English for Academic Success (EAS—formerly ESL) courses, for example, the changes to applied linguistics offerings have resulted in significant financial challenges for the Department.

Faculty

The Department has a relatively small faculty: 2 career-line faculty and 11 tenure-track faculty (with some senior faculty carrying administrative loads). The tenure-line faculty includes 4 assistant professors, 5 associate professors, and 2 professors, whose specializations include Second Language Acquisition, Semantics, Morphology, Phonology, Historical Linguistics, Syntax, Psycholinguistics, and TESOL. The research contributions of the faculty appear to be appropriate to time in rank. There is some tension between junior and senior faculty due to the heightened departmental emphasis on theoretical linguistics: senior faculty in applied linguistics feel that their field is now undervalued in the Department.

Because the linguistics undergraduate major is large relative to the tenure-line faculty, undergraduate courses commonly are taught by graduate students, career-line faculty, and contractual academic staff. Although the tenure-line faculty have fairly standard teaching loads, some feel stretched too thin by the needs of the Department (such as the need to mentor multiple students through independent study course work) as well as the larger institution.

Students

Undergraduate majors in the Department have increased notably since the last Graduate Council review — from 67 to 95 majors. The decrease in graduate students has also been notable — from 50 to 21. However, as applications to the Linguistics graduate programs have increased, the decrease in graduate enrollment seems to flow from the Department's change in focus and increased selectiveness in the admissions process. Both the undergraduate and graduate figures are consistent with national patterns.

Both the undergraduate and graduate programs appear to be healthy, with the students enthusiastic about their work and happy about their relations with faculty. Students largely have been protected from tensions between faculty members.

Because of changes in the budget, fewer TAs are available to help fund graduate students. Although the Chair has secured first-semester fellowships for some students, and others have been able to secure University fellowships and other institutional funding, many have had their degree progress delayed by the need to earn an income.

Curriculum

The highly prescriptive curriculum required of Linguistics majors and minors has resulted in scheduling difficulties. The scheduling problems appear to be exacerbated by the Department's emphasis on offering general education courses in Linguistics for non-specialist audiences (which increases both SCH and interest in the field).

The highly prescriptive curriculum required of Linguistics graduate students also has had limiting effects. The program lacks seminars (standard in other programs) and needs more specialty courses. (These needs are currently being met on an ad hoc basis by faculty time-intensive and burdensome independent study courses.)

Diversity

Although gender is well balanced in the Department faculty, there is no evident racial or ethnic diversity. All of the faculty identify as "white" or "unknown."

Both the undergraduate and the graduate student populations are fairly evenly distributed as to gender; in the case of undergraduate students, this local balance is out of sync with national figures in Linguistics (where women usually are represented at levels of about 64%). Any continued decline in the percentage of women in the undergraduate population therefore would be a concern.

Approximately 27% of the undergraduate Linguistics majors and about 16% of the graduate students identified as non-white. There has been an increase in Latina/o undergraduate students and a decrease in international graduate students.

At the exit interview with the ad hoc committee, the external review team lamented the closure of CAIL but observed that it would not be feasible, given current tensions, for the Department to take up work with indigenous languages again in the immediate future.

Program Effectiveness and Outcomes Assessment

Graduate students report high levels of satisfaction with their programs and the mentorship they receive (with the reservations indicated elsewhere in this report).

Time to degree is relatively long for PhD students. Although time to degree had also been overly long for master's students, recent patterns in the Department show great improvement in this regard.

After graduation, students typically take jobs in higher education or related fields, often in international settings.

Facilities and Resources

Until now the faculty office and lab space in LNCO has been adequate, but the Department is facing a crisis with regard to space for graduate student TAs, career-line faculty, and instructional staff, due to the impending demolition of Orson Spencer Hall (where all these offices were located). No new space has been allocated to the Department to replace the lost office and student meeting spaces. In addition, the Department will require one more faculty office in the future, as well as further lab space, once an external chair is hired.

Concern was expressed about low salaries for faculty, especially with regard to salary compression.

Apart from hard-line salaries, the Department in the past has relied on soft monies for much of its operations. As these monies were generated by University initiatives that have since been discontinued, the Department now faces some significant financial challenges.

COMMENDATIONS

1. The Department has made notable progress in implementing recommended changes since the last Graduate Council review. Specifically, the Department has tightened its focus on theoretical linguistics; courses that were previously offered simultaneously to undergraduate and graduate students are now primarily graduate-only courses; admissions standards have become more selective; and matriculation and graduation rates have increased.
2. The faculty, staff, and students expressed significant appreciation for the current Chair, Dr. Rubin, whose visionary leadership has helped the Department navigate through a difficult transition period.
3. Graduate and undergraduate students alike are very satisfied with their programs. In particular, the faculty are to be congratulated for their supportive mentoring of graduate students and the chair is to be commended for seeking out fellowship funding for graduate students.
4. The Department has made concerted efforts to appeal to a wider undergraduate audience and to attract new majors. The Department has doubled the number of majors in Linguistics, increased SCH significantly, and graduated 19 PhD students. In addition, the Department actively has sought to foster interest in Linguistics in the public schools (e.g., the mini-Olympiad).

RECOMMENDATIONS

1. **Facilities:** Space is a critical need for the Department and needs to be addressed. New office space (as well as research space) needs to be designated for the incoming chair. In addition, office or meeting space is needed for career-line faculty, graduate TAs, instructional staff, and possibly also additional counseling staff.
2. **Graduate student support:** Further forms of support need to be developed for graduate students, both in terms of material relief and mentorship. More fellowships are needed to allow students to make timely progress through their programs and to make the program more competitive. In addition, graduate student teaching loads should be reduced and the Department should explore ways to create sustainable programs for mentoring Linguistics TAs in-house without placing a further burden on graduate students.
3. **Curriculum revision.** Although significant curricular change has taken place, further changes are needed in both the undergraduate and graduate programs, as specified in the external and internal reports.
4. **Support for junior faculty:** Service loads for untenured faculty should be reduced.

5. **Diversity:** To further increase the Department's representation of ethnic and racial diversity (and to help place students after graduation), two recommendations are offered: a) The external and internal reports disagree regarding recommendations that impinge on faculty and student diversity. Contra the recommendation to abandon the language requirement (offered in the external report), the ad hoc committee recommends that this requirement be maintained, as it may help attract a more diverse group of students (including Latina/os), as well as better prepare graduates for jobs in international and other settings; b) In continuing the quest to generate interest in the field among younger students, faculty should look for ways to frame general-interest courses and public school programs that would draw a more diverse audience.

Submitted by the Ad Hoc Committee of the Graduate Council:

Audrey A. Thompson (Chair)
Professor, Department of Education, Culture and Society

Ginny A. Pepper
Professor, College of Nursing

Linda C. St. Clair
Associate Librarian, Marriott Library

Sudeep Kanungo (Undergraduate Council Representative)
Research Assistant Professor, Department of Civil and Environmental Engineering

College Name
College Of Humanities

Department Name
Linguistics

Program Name
All

Faculty Headcount

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full Time Tenured Faculty	6	7	6	5	6	5	7
	Full Time Tenure Track	2	1	2	2	2	4	3
	Full Time Career Line/Adjunct Faculty	1	1	2	3	2	2	2
	Part Time Tenure/Tenure Track	2	2		1			
	Part Time Career Line/Adjunct Faculty							
	Total	11	11	10	11	10	11	12
With Masters Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	0
	Full Time Tenure Track	0	0	0	0	0	1	1
	Full Time Career Line/Adjunct Faculty	0	0	0	0	0	0	0
	Part Time Tenure/Tenure Track	0	0		0			
	Part Time Career Line/Adjunct Faculty							
	Total	0	0	0	0	0	1	1
With Bachelor Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	0
	Full Time Tenure Track	0	0	0	0	0	0	0
	Full Time Career Line/Adjunct Faculty	0	0	0	0	0	0	0
	Part Time Tenure/Tenure Track	0	0		0			
	Part Time Career Line/Adjunct Faculty							
	Total	0	0	0	0	0	0	0
Total Headcount Faculty	Full Time Tenured Faculty	6	7	6	5	6	5	7
	Full Time Tenure Track	2	1	2	2	2	5	4
	Full Time Career Line/Adjunct Faculty	1	1	2	3	2	2	2
	Part Time Tenure/Tenure Track	2	2		1			
	Part Time Career Line/Adjunct Faculty							
	Total	11	11	10	11	10	12	13

Cost Study

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Direct Instructional Expenditures	1,239,782	1,273,809	1,243,284	1,756,818	1,954,284	1,980,539	1,609,261
Cost Per Student FTE	5,842	5,546	4,024	4,075	3,644	3,950	4,821

FTE from Cost Study

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-Time Salaried	14	29	17	40	40	26	24
Part-Time or Auxiliary Faculty	2	1	0		2	1	0
Teaching Assistants	2	6	10	16	21	7	5

Funding

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Grants	18,163	61,135	101,583	119,149	97,621	12,899	-28,723 *
State Appropriated Funds	901,275	830,795	858,443	1,018,255	920,260	1,047,503	1,293,896
Teaching Grants	18,163	61,135	6,829	0	0	0	0

*This negative balance reflects an over-charge on a particular grant that was rectified the following fiscal year.

Student Credit Hours and FTE

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SCH	Lower Division	2,535	2,829	4,722	7,929	9,768	8,331	3,999
	Upper Division	2,594	2,661	3,267	3,393	4,492	5,094	4,717
	Basic Graduate	584	636	654	916	1,083	904	712
	Advanced Graduate	241	298	200	159	136	174	154
FTE	Lower Division	85	94	157	264	326	278	133
	Upper Division	86	89	109	113	150	170	157
	Basic Graduate	29	32	33	46	54	45	36
	Advanced Graduate	12	15	10	8	7	9	8
FTE/FTE	LD FTE per Total Faculty FTE	5	3	9	7	8	11	6
	UD FTE per Total Faculty FTE	6	3	6	3	4	6	7
	BG FTE per Total Faculty FTE	2	1	2	1	1	2	1
	AG FTE per Total Faculty FTE	1	0	1	0	0	0	0

Enrolled Majors

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Undergraduate Pre-Majors	21	18	17	26	15	13	11
Undergraduate Majors	46	33	36	50	67	77	84
Enrolled in Masters Program	26	14	15	20	15	17	14
Enrolled in Doctoral Program	24	22	19	16	13	11	12

Degrees Awarded

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Undergraduate Certificate	36	27	24	26	35	36	21
Bachelors	23	23	20	20	31	25	27
Masters	14	8	4	6	2	3	7
Doctorate	1	1	4	3	4	3	2

Memorandum of Understanding Department of Linguistics Graduate Council Review 2015-16

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 1, 2016, and concludes the Graduate Council Review of the Department of Linguistics. Ruth V. Watkins, Senior Vice President for Academic Affairs; Dianne S. Harris, Dean of the College of Humanities; Edward J. Rubin, Chair of the Department of Linguistics; and Donna White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on April 25, 2016. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: Facilities. Space is a critical need for the Department and needs to be addressed. New office space (as well as research space) needs to be designated for the incoming chair. In addition, office or meeting space is needed for career-line faculty, graduate TAs, instructional staff, and possibly also additional counseling staff.

All parties agreed that this recommendation is paramount for the Department moving forward. The Senior Vice President suggested that the new incoming Chair engage with Facilities Planning to develop a three-year strategic plan that would designate critically needed lab and office space for the Department that is currently unavailable. That additional space is deemed crucial, in this recommendation and by the internal and external reviewers, to fulfill the mission of the Department. The Senior Vice President suggested several possible spaces for expansion of the Department, but the logistics and final decisions need to be made in conjunction with central Facilities Planning. The Dean will also be involved in these negotiations and sees the facilities issue as key to the future development of the Department. Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 2: Graduate student support: Further forms of support need to be developed for graduate students, both in terms of material relief and mentorship. More fellowships are needed to allow students to make timely progress through their programs and to make the program more competitive. In addition, graduate student teaching loads should be reduced and the Department should explore ways to create sustainable programs for mentoring Linguistics TAs in-house without placing a further burden on graduate students.

This recommendation is a primary goal of the Department and strides have been made to address the needs of graduate students. There is now research support infrastructure available at the College level, and grants include support for graduate students. The current Chair has implemented the practice of giving course releases for TAs and has made adjustments in teaching loads. The Dean is working with

the Vice President for Research regarding possibilities for increasing graduate stipends. The Senior Vice President suggested altering teaching schedules so that graduate students would not be required to teach during the entire duration of their graduate studies. It is important to avoid any perceptions of exploitation and delaying completion due to excessive teaching loads. This recommendation is related to Recommendation 4 in that increasing service requirements of faculty is counterproductive for protecting faculty from excessive service loads. The incoming Chair is aware of this problem and will strive to find load balance for the TAs and for the faculty. Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 3: Curriculum revision. Although significant curricular change has taken place, further changes are needed in both the undergraduate and graduate programs, as specified in the external and internal reports.

Curricular revision is always on the "front burner" for the Department and is a necessity in this discipline. The external and internal review teams suggested many innovative initiatives that are under consideration. In addition, partnerships with the College of Education and School of Computing are being explored. The Chair's response states, "...new proposals are under development for next Fall that will enact further improvements." Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 4: Support for junior faculty: Service loads for untenured faculty should be reduced.

The reviewers were unified in their strong recommendation for the institution to provide additional faculty lines for the Department. In addition to replacing retiring faculty, there is a real need to add at least one more tenure-track faculty line, in addition to hiring a new chair. The search for a new chair is being re-launched, but because of excessive faculty teaching, research, and service loads, there is a legitimate need for the administration to consider providing funding for an additional faculty member. In addition to the request for a new faculty position, the Department should implement guidance for current faculty on managing service loads to keep them in balance with the other demands they are required to meet in terms of teaching and research. In particular, loads should be in line with best practices for junior faculty. The Dean is looking at establishing such guidelines College-wide. Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 5: Diversity. To further increase the Department's representation of ethnic and racial diversity (and to help place students after graduation), two recommendations are offered: a) The external and internal reports disagree regarding recommendations that impinge on faculty and student diversity. Contra the recommendation to abandon the language requirement (offered in the external report), the ad hoc committee recommends that this requirement be maintained, as it may help attract a more diverse group of students (including Latina/os), as well as better prepare graduates for jobs in international and other settings; b) In continuing the quest to generate interest in the field among younger students, faculty should look for ways to frame general-interest courses and public school programs that would draw a more diverse audience.

Increasing diversity remains a central concern for the Department. As the Chair points out in his response, "Our discipline is founded on the appreciation and the study of both the diversity of our species and the underlying, unifying, biologically determined commonalities of it." Although the ad hoc committee suggested maintaining the language requirement as a potential way to increase diversity, the department has tried to correlate the language requirement with increasing diversity and found that it has not been effective. Diversity extends beyond language boundaries. The development of diverse faculty and courses offered could be more impactful in terms of drawing a more diverse group of students to the Department. Developing a robust, diverse postdoctoral fellows program is one way that was suggested to increase diversity and facilitate more diverse junior faculty hires.

This memorandum of understanding is to be followed by regular letters of progress from the Chair of the Department of Linguistics to the Associate Dean of the Graduate School. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting will be scheduled during AY 2018-19 to discuss progress made in addressing the review recommendations.

Ruth V. Watkins
Dianne Harris
Edward Rubin
Donna M. White



David B. Kieda
Dean, The Graduate School
July 26, 2016