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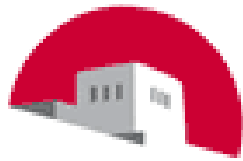
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THE UNIVERSITY *of*
NEW MEXICO

Linguistics

Academic Program Review

Spring – 2016

College of Arts & Sciences

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Criterion 0. Introductory Section and Background Information

0A. Executive Summary

The UNM Department of Linguistics is the only degree-granting linguistics program in one of the most multilingual and multicultural states in the U.S. Fourteen faculty and three staff members offer two minors (Linguistics, Navajo), two majors (Linguistics, Signed Language Interpreting), a Masters (Linguistics) and a PhD (Linguistics). Approximately 90 undergraduate and 60 graduate students are currently pursuing degrees in Linguistics and Signed Language Interpreting. The department strengths in cognitive-functional linguistics, typology, language revitalization, and language variation are all highly relevant to the cultural and linguistic diversity of the state, and lay the groundwork for guiding the university's student population to a nuanced understanding of language, identity and power. Faculty expertise in Navajo, varieties of Spanish, indigenous languages of the Americas, and signed languages (American Sign Language, in particular) is essential to the Department's efforts to train students to conduct research on language structure and use, while also serving society on language-related issues.

0B. History of each program in the unit

Founded in 1889, the University of New Mexico (UNM) occupies nearly 800 acres along old Route 66 in the heart of Albuquerque, a city founded in 1706 as a Spanish colony, with a population over 500,000. UNM represents a wide cross-section of cultures and backgrounds. In the fall of 2015, 34,656 students attended the main, branch, and health science campuses and education centers.

The University of New Mexico–Albuquerque was the first Hispanic-Serving Institution in the United States (US Department of Education “High Hispanic Enrollment”) to be classified by the Carnegie Foundation as RU/VH (Research University–Very High research activity). New additions to this category are Florida International University, University of Texas at Arlington, University of California (Irvine, Riverside, Santa Barbara, Santa Cruz), and University of Houston. UNM continues to be the *only* state-funded flagship university with this unique status. As such, a central focus of the academic enterprise at UNM is to maximize access to a student population with highly variable preparation for college, while also maintaining an international reputation for excellence in research endeavors. In a March 2012 meeting, the University Council on Academic Priorities developed a *Statement on Value Systems*, in which they concluded that UNM “could become a model for other flagship universities which are just learning how to serve America’s ‘emerging majority’ successfully.”

History and Growth of Linguistics at UNM¹

Linguistics is the scientific investigation of that uniquely human phenomenon, language. The nature of human language has been a principal target of self-examination since the earliest records of scholarly inquiry. However, being an area of inquiry that crosses all fields of the study of humankind, the study of language as a separate discipline independent of its implications for other fields went largely unrecognized until very recent times. In fact, it was less than seventy years ago that the first department of linguistics in higher education was established in the United States (at the University of Pennsylvania in 1947). Within 20 years of the creation of this

¹ Much of the material for this section comes from a report prepared for the UNM Centennial in 1989 by Garland D. Bills, and from the 2007 Department Self-Study by Sherman Wilcox.

first department, linguistics as a discipline in its own right became a part of the academic structure at most major state universities. Many of these programs became firmly entrenched during the period of rapid growth in higher education in the 1960s.

The institution of a formal linguistics unit at the University of New Mexico came along too late to capitalize on the boom. The Department of Linguistics was officially approved only in 1973. The history of linguistics at UNM, however, considerably antedates the founding of the department in 1973. In his 1989 report, "Linguistics at the University of New Mexico, 1889-1989: A Brief History," Professor Garland D. Bills identifies four broad periods of development.

The Background (1889–1968). Bills writes that, "The importance of the study of language and its relevance to the multilingual character of the state has been recognized at UNM since its very beginnings. Three of the initial six instructors, for example, were language instructors, reflecting the perceived significance of English and Spanish in the preparation of teachers (1892 UNM Catalogue, pp. 12-13). Yet for most of the first eighty years of the university, an historic interest in the teaching of linguistic matters was manifest in rather diffuse fashion at different times in distinct programs from classics to education, from speech to psychology, and from languages to philosophy. But the focal points for linguistic instruction were those programs that have contributed most to the present perception of linguistics at UNM: Spanish, education, and anthropology."

The Program (1968–1973). "The immediate impetus for establishing some sort of formal organization of linguistics at UNM was the lack of coordination in the teaching of English to foreign students. In 1967 the dean of the Graduate School, George Springer (himself an anthropologist with some training in linguistics), brought in a consultant from the National Association of Foreign Student Advisors to assess the problem." The report led to the hiring of Bernard Spolsky, an applied linguist from Indiana University. Spolsky was given a joint appointment as associate professor in Anthropology and Elementary Education, and "the specific charge of integrating and strengthening linguistics and the teaching of English as a second language at UNM." During this period, the program had no separate budget and no faculty lines of its own. The program began offering courses in linguistics: a sophomore level introduction to linguistics and a graduate seminar in linguistics. Significantly, the program, under Spolsky's impetus, sponsored the development of a series of Navajo language courses in the Department of Modern and Classical Languages in 1970. At the same time, Spolsky began a federally-funded Navajo Reading Study project which brought the Navajo linguists William Morgan and Robert W. Young to campus as adjunct professors and researchers.

The Interdisciplinary Department (1973–1988). John W. Oller, who was hired into a linguistics position in 1972, served as director of the program and began the process of preparing a proposal to establish the Department of Linguistics. In 1973 Oller became chair of the newly established Department of Linguistics. The Department had only two positions, Oller and Spolsky; an interdisciplinary group of 'voting faculty' in the Department included ten additional faculty representing seven other departments: Anthropology, Communicative Disorders, Educational Foundations, Elementary Education, English, Modern and Classical Languages, and Secondary Education.

The Restructured Department (1988–1993). In 1985 the Department underwent a Graduate Unit Review which made three salient recommendations that were to have a profound impact on the identity of the Department: (1) that the Department of Linguistics be restructured to limit voting faculty to those holding appointments in Linguistics; (2) that the Department should more fully develop its concentrations in Native American linguistics and Hispanic linguistics, and (3) that a Ph.D. be offered in the Department of Linguistics.

As a result of the recommendation, in the spring of 1988 chair Alan Hudson brought to the voting faculty a proposal to revise the department constitution that limited voting faculty to those with appointments in Linguistics. The proposal passed unanimously. In the same year, several faculty appointments were moved to Linguistics. Navajo had been taught by Roseann Willink in the Department of Modern and Classical Languages since 1970. In 1988, Willink's position was administratively transferred to Linguistics. In addition, the department successfully obtained a line for a tenure-track position in Navajo linguistics. This position was filled in 1989 by Mary Willie. Dr. Robert W. Young, who had received an honorary doctorate from UNM in 1969, worked in the department on the monumental documentation of the Navajo language that resulted in the publication in 1987 of *The Navajo Language: A Grammar and Colloquial Dictionary* (with William Morgan); he continued his research, eventually publishing a companion volume, *Analytical Lexicon of Navajo* (with William Morgan and Sally Midgette) in 1992.

Although not anticipated in the 1985 Graduate Unit Review, another change in the department was to have an equally profound impact. The Signed Language Interpreting Program, which had begun as isolated courses in “manual communication” in the early 1970s, and in 1982 was approved to offer a Bachelor of Science Degree in Signed Language Interpreting, had for years been under-appreciated and undernourished in the Department of Communicative Disorders. In 1988 this program, with its one assistant professor (S. Wilcox) and two lecturers (P. Wilcox and C. Monikowski) was administratively transferred by then-Provost Chris Garcia to the Department of Linguistics.

As Bills notes in his history, the transfer of Navajo and of the signed language interpreting program to Linguistics resulted in “an overnight doubling of the budgeted faculty in the Department.” Moreover, “the two programs immediately added a large number of courses as well as the B.S. degree in Signed Language Interpreting to the Department's curriculum.” The department also succeeded in hiring Professor Joan Bybee in 1989, who not only brought considerable expertise and international reputation in theoretical linguistics, but who was also instrumental in establishing the Ph.D. in Linguistics, which was approved by the State Board of Finance in December 1993.

The Maturing Department (1993-current). Since 1993 the Department of Linguistics has experienced great success in some areas and challenges in others. The Department now has three areas of specialization at the undergraduate and graduate levels: (1) the Department has developed an undergraduate and graduate program in theoretical linguistics specializing in typological and cognitive-functional approaches; (2) the Signed Language Interpreting program continues to grow in popularity and reputation, and the signed language interpreting faculty attract a steady stream of graduate students interested in signed language linguistics into the department; (3) Native American linguistics, Navajo language and linguistics, and Native American language revitalization are central to the department's identity. An area of emerging excellence is Linguistic Variation. Two of the most recently hired faculty have expertise in

sociolinguistic variation, and one recently hired faculty member has expertise in language contact. As these faculty achieve greater prominence in the field, the department is likely to be viewed as a destination for graduate students with an interest in sociolinguistics.

Finally, Hispanic Linguistics at UNM is currently undergoing a renaissance through efforts of the Department of Spanish & Portuguese with strong support from the Department of Linguistics. This is also an area of emerging excellence in linguistics at UNM. Graduate applicants in this subfield are more likely to apply to the Department of Spanish & Portuguese for admission, but collaboration between the two departments allows students to be mentored by faculty from both units. Across different specializations, the department has hired faculty who use data-driven and fieldwork methods, and who incorporate community outreach in their research programs. Community-engaged teaching and scholarship as accomplished by our faculty fulfills Goal 3 of the [UNM 2020 Strategic Plan](#), which states that, “UNM strives to engage people of all identities, and from all backgrounds, cultures, and communities to realize that they are capable of participating in all aspects of university life.”

Since the last APR, the department was able to pursue and realize important initiatives to support each of the three central areas of specialization. Following Professor Joan Bybee’s retirement in 2005, the department recruited and hired Professor William (Bill) Croft, an internationally renowned typologist and cognitive-functional theoretician. Croft, formerly a student of Joseph Greenberg, was contacted by Greenberg’s widow, who wanted to establish a Fellowship in her husband’s name. The Joseph H. Greenberg Fellowship was established in 2009, and has allowed the department to offer a full fellowship to one doctoral applicant each year.

The Signed Language Interpreting Program applied for and was awarded accreditation from the Commission on Collegiate Interpreter Education (CCIE) in December 2013. The program attracts an increasingly high proportion of out-of-state student applicants, which aligns the Signed Language Interpreting Program with Goal 1 of the [UNM 2020 Strategic Plan](#) of making UNM a “Destination University”.

Recognizing the need to strengthen the Navajo language program and Navajo linguistics, in 2006 Department Chair Sherman Wilcox began the process of proposing expansion of this program with a UNM Legislative Priority. The proposal requested funds from the New Mexico legislature to expand the program by adding a tenure-track Navajo linguist; staff support; teaching assistantships for Navajo graduate students; and programmatic support (curricula, media technology, travel funds for outreach, and so forth); and funds to reprint the Young and Morgan Navajo dictionary. The Legislative Priority received approval from the UNM administration. In 2007, the New Mexico legislature funded this priority for \$175,000. These ongoing funds have helped to provide financial stability to the Navajo Language Program. Staffing of the Navajo Language Program, by contrast, has not been stable, but with the recent return of Professor Mary Willie in 2015, and a new Lecturer, Dr. Dolly Manson, beginning in August 2016, the department is now in a position to pursue program growth.

0C. Organizational Structure & Governance

The Department of Linguistics uses a collaborative and inclusive approach to decision-making. All policy decisions in the Department of Linguistics are made by a committee of the whole. All faculty members – whether lecturers, tenure-track or tenured – are expected to participate in monthly faculty meetings and contribute to decision-making processes. Major policy decisions are discussed until a consensus can be reached, although we do occasionally

resort to voting, particularly when time constraints prevent continued discussion. Decisions about tenure and promotion are discussed in faculty meetings, but faculty members are then expected to submit written evaluations outlining the basis for individual evaluations of the case. Junior faculty are given the option of submitting comments on tenure and promotion cases, but when they do choose to submit an evaluation, their votes are registered separately in reports to the College. A graduate student representative selected by the graduate students is also invited to attend faculty meetings and to participate in discussions that do not include confidential information. Agenda items that include confidential information are addressed at the end of the meeting, after the graduate student representative has left.

An executive committee comprised of three faculty members is available to provide input to the Chair on decisions that require immediate response between faculty meetings. The Director of the Signed Language Interpreting (SLI) program is appointed by the Chair, with input from the SLI faculty. The SLI Director convenes weekly meetings of the SLI faculty, and manages all aspects of the SLI program, reporting to the department faculty at monthly faculty meetings. The Director of the Navajo Language Program convenes meetings of the Navajo Language Program faculty and the Chair, and manages all aspects of the Navajo Language Program, reporting to the department faculty at monthly faculty meetings. The Graduate Advisor, who is selected by the Chair, coordinates aspects of the graduate program including recruitment, advising, professional development, and program activities. The graduate committee, consisting of two faculty members in addition to the Graduate Advisor, makes all MA admissions decisions, and makes recommendations to the wider faculty on PhD admissions. The Undergraduate Advisor, who is selected by the Chair, coordinates aspects of the undergraduate program including recruitment, advising, and program activities. Ad hoc committees are appointed by the Chair to address all remaining governance issues. Those committees carry out tasks as outlined in policy guidelines developed by the faculty.

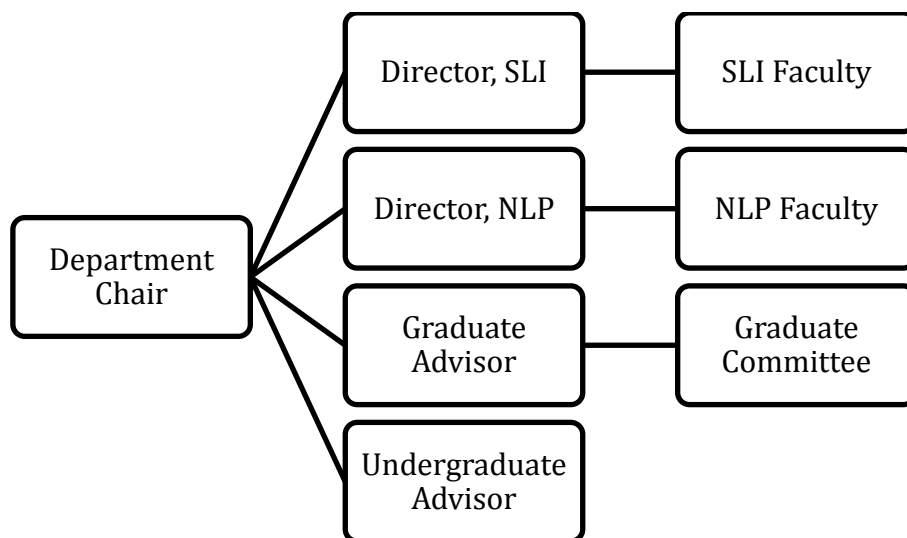


Figure 0C. Department Organizational Structure

0D. External Program Accreditations

The Signed Language Interpreting Program holds accreditation from the Commission on Collegiate Interpreter Education (CCIE). The program conducted a one year self-study culminating in a report to the CCIE. The report was determined to provide sufficient evidence to warrant a site visit from CCIE. Following a 3-day site visit in November 2013, the Signed Language Interpreting Program was granted 10-year accreditation in December 2013 with no stipulations or areas of non-compliance found.

0E. Previous Academic Program Review

The last review of the Department of Linguistics took place in 2007. The unit's self-study and the reviewers' report can be found on the Academic Program Review's website: <http://apr.unm.edu/self-study/2007/linguistics.html>. The review team consisted of Prof. Diane Brentari, formerly of Purdue University, now at the University of Chicago, Professor Doris Payne, University of Oregon, Professor Sally Rice, University of Alberta, and Professor Natalia Kolchevska, then Chair of the Department of Foreign Language & Linguistics at UNM.

The reviewers outlined 14 challenges for the department:

1. Challenge: The faculty are stretched dangerously thin. Hire two faculty in Linguistics, three faculty in ASL, and one faculty in Navajo.

The department was approved to hire one faculty member in Linguistics, and one faculty member in Navajo. Those hires were completed. An additional faculty hire for the Signed Language Interpreting program was approved, but due to a lack of qualified applicants, no one was hired, and the position has not been re-approved. One faculty member in the Signed Language Interpreting program retired in 2015, and we have not yet received approval to replace this faculty position, thus the SLI program faculty has shrunk since the last APR.

2. Challenge: There is no room to build the SLI program in response to increased national demand, as current faculty and technical facilities are seriously overextended.

ASL coursework has been revised in accordance with CCIE standards. Faculty have added online video submission and feedback components to courses. Recommended changes to faculty have not been made due to budget constraints.

3. Challenge: Internationally-renowned tenure-track faculty want to teach graduate courses, but are maxed out teaching undergraduate courses in the Signed Language Interpretation program.

This continues to be a challenge, but a recent faculty replacement of a lecturer is anticipated to improve flexibility in instructional assignments.

4. Challenge: Americans with Disability Act requirements are not currently being met.

A 1.0 FTE Program Specialist staff position that includes a requirement to have an interpreting license was created and filled. This position was recently vacated, but we anticipate receiving approval from the Provost's Office to hire a replacement for this

staff position.

5. Challenge: The Educational Linguistics Ph.D. program lacks a clear identity or mandate separate from Linguistics. Consider restructuring the Educational Linguistics program or perhaps completely moving it into Linguistics and rebranding it as an Applied Linguistics stream within the M.A. and Ph.D. degree programs.

Following the APR recommendations, most Department of Linguistics faculty chose to terminate their involvement with the Educational Linguistics PhD program. Three faculty with particular interests in Applied Linguistics continue to be involved. The program director, whose faculty appointment is in the College of Education, diversified faculty involvement in the program by inviting applied linguists from a variety of departments to join the program (English, Spanish & Portuguese, Honors College). The curriculum for the program was changed such that students are only required to complete 12 hours instead of 24 hours in Linguistics. The program now has a much smaller footprint in Linguistics, but remains the only Applied Linguistics degree program on campus.

6. Challenge: Improve coordination of courses and degree programs serving Native American students.

Course duplication across campus has been eliminated. Coordination across units has been hampered by personnel turnover.

7. Challenge: The Navajo program is in a fragile state. Secure legislative funding for Navajo tenure-track faculty.

Legislative funding for the Navajo Language Program was secured.

8. Challenge: Improve access to database management, transcription and analysis tools as well as workshops in using these tools.

Graduate students were successful in lobbying the Legislature to fund a Linguistics Laboratory. Renovations are currently in progress.

9. Challenge: Undergraduate and graduate sequencing of Linguistics courses needs to be re-evaluated and made more coherent.

Department curriculum committee was established to review course sequencing for undergraduate and graduate coursework. Changes were made for the BA, MA and PhD in Linguistics.

10. Challenge: The TA and RA funding situation is noncompetitive and makes the graduate program unattractive to the best students. The university should provide matching funds for the new Greenberg bequest.

The Greenberg Fellowship has made the doctoral program more attractive. The Office of Graduate Studies has provided funding for student recruitment, which in some cases

has succeeded in attracting graduate students. No matching funds for the Greenberg Fellowship have been secured.

11. Challenge: There is insufficient support and opportunity for faculty development of grants.

Fundamental reorganization of the Research Office, the provision of Faculty Research Support Officers, and increased research support systems within the College of Arts & Sciences have all contributed to a much better support system for faculty research. The Graduate Student Funding Initiative (GSFI) provides workshops and mentoring to graduate students seeking research support.

12. Challenge: There is inadequate administrative staff to support this research-intensive, community-oriented, and instructionally over-stretched unit.

Staff positions continue to be an area of challenge.

13. Challenge: We are appalled that the Departmental operating budget has not increased in 9 years.

Due to fiscal challenges, the operating budget was cut by \$6000 in FY2011. The department decided to eliminate office phones in faculty offices. In FY 2014, the operating budget was increased by about \$2300. The department continues to economize by reducing the reliance on paper, printing, copying and postage. There has also been a reduction in long-distance phone calls now that there are no office phones. However, operating costs have increased for website development and tech support.

14. Challenge: Faculty salaries are low compared to comparator departments, and there is salary compression at the Associate and Full professor levels.

The university has addressed equity and compaction on multiple occasions since the last APR. Salaries are nevertheless somewhat lower than at our peer institutions.

The reviewers concluded their report with the following comments,

“UNM and the College of Arts and Sciences are home to a Linguistics Department that has a history of national and international prominence within the field. ... Several faculty members are internationally recognized as among the most influential and prolific in the field. However, the local support it receives is wholly inadequate, in terms of annual budget, laboratory and teaching facilities, faculty and staff salary compensation, graduate student funding, and administrative awareness—all of which are surprisingly at odds with the Department’s superior external reputation. As an outcome of this Academic Program Review process, the reviewers are unanimous in their desire that UNM step up to the plate, recognize this unit’s achievements, and reward it with increased focus and administrative attention. The return on any investment in the form of new hiring and budgetary and capital expansion is a sure bet.”

Criterion 1. Program Goals

1A. Mission of the Department of Linguistics

The UNM Department of Linguistics is the only degree-granting linguistics program in one of the most multilingual and multicultural states in the U.S. As such, it bears particular responsibilities both to the field of linguistics and to the residents of the region it serves. The department thus has two concerns: (1) teaching and research on language structure and use, and (2) service to society on language-related issues. The department's approach to linguistic theory takes a primarily cognitive-functional perspective that focuses on language structure as interacting with language use. Data-driven and fieldwork methods are emphasized to support usage-based analyses of dynamic language phenomena. This orientation emphasizes the study of language typology, change, discourse, interaction, variation, interpreting, processing, and acquisition. The department is particularly concerned with the study of regional languages (especially Navajo, varieties of Spanish, and indigenous languages of the Americas) and signed languages (American Sign Language, in particular). This theoretical approach provides the foundation for effectively addressing our commitment to the application of linguistics to social concerns, including minority language maintenance and empowerment of minority communities. Thus, the department not only studies and teaches about the structure and use of language, but also encourages faculty and student involvement as advocates and participants in outreach to the linguistic communities in which we carry out research.

The four degree programs offered by the department, as well as the Minors in Navajo and in Linguistics, are one avenue through which the department mission is pursued. In each of these programs students are trained to engage in community-based and empirical research methods in order to elucidate questions about language structure and use. The BS in Signed Language Interpreting trains interpreters who serve the Deaf community. Students who pursue degrees in Linguistics or the Minor in Navajo often use their degrees in service professions within communities with complex language policy needs.

1B. Relationship of Linguistics Mission to UNM Mission

*The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching, research, patient care, and community service.***

The Department of Linguistics contributes to all four core areas of the mission. While the relevance of our mission to teaching, research and community service is explicit in our mission statement, it might be less obvious how our activities support patient care. However, by training interpreters, we provide an essential link to health care access to members of the Deaf community, and our faculty address the role of language in mediating health disparities in their research. Further, our instructional and research activities are designed to fit the unique context of New Mexico by raising student awareness about linguistic diversity and the historical, social and psychological factors that contribute to variation across language communities. This emphasis in our teaching and research inspires students to become enlightened citizens who actively enhance the quality of life for all New Mexicans.

1C. Overall Learning Goals for Each Program in the Unit

Broad Program Learning Goals for the BA, Linguistics

- A. To develop awareness of the nature of language and its role in human society
- B. To develop knowledge of theories of language and how theories relate to data
- C. To develop skills in the analysis of linguistic data and to relate linguistic structures to the functions they perform

Broad Program Learning Goals for the BS, Signed Language Interpreting

- A. To be able to communicate expressively and receptively with individuals representing a cross- section of the Deaf community.
- B. To be able to interpret and transliterate in a variety of settings at an entry level of proficiency.
- C. To understand and be able to apply best professional and ethical practices in the interpreting field.
- D. To familiarize students with the literature, history, and culture of Deaf communities.

Broad Program Learning Goals for the MA, Linguistics

- A. To develop the ability to compare and evaluate linguistic theories in several core areas of linguistics
- B. To develop the ability to critically analyze advanced, state-of-the-art research
- C. To develop the ability to collect and analyze naturally occurring linguistic data

Broad Program Learning Goals for the PhD, Linguistics

- A. To demonstrate detailed knowledge of a chosen subarea of linguistics
- B. To be able to critically analyze advanced, state-of-the-art research

1D. How Learning Goals are Communicated with Students

Learning Goals for all programs are available on the College of Arts & Sciences Assessment website:

<http://artsci.unm.edu/assessment/program-assessment.html>.

Learning Goals can also be found on the department website at the following links:

For the BA in Linguistics:

<http://ling.unm.edu/linguistics-program/undergraduate/ug-assessment-plans.html>

For the BS in Signed Language Interpreting:

<http://ling.unm.edu/signed-language-program/requirements.html>

For the MA and the PhD in Linguistics:

<http://ling.unm.edu/linguistics-program/graduate/grad-assessment-plans.html>

1E. Unit's Primary Constituents and Stakeholders

The Department of Linguistics is home to nine full-time tenured or tenure-track faculty plus two .5 FTE faculty with joint appointments in Spanish & Portuguese, as well as 4 full-time permanent Lecturers. Three full-time staff persons work in the department as well. There are 61 graduate students, 49 linguistics majors and 16 pre-majors, 44 linguistics minors, 40 signed language interpreting majors and 32 pre-majors, and 15 Navajo minors. Finally, many local, state and government agencies depend on the graduates of our program (see 1F).

1F. Examples of how satisfaction of program goals serves constituents.

Our graduates fulfill the needs of public agencies that serve language-related needs or rely on clear communication across linguistically diverse communities to carry out their mandate. For example, the public schools rely on graduates from our Signed Language Interpreting Program and our Navajo/Diné program to provide bilingual professional, teaching and staff members. Community interpreting agencies for the deaf also depend critically on graduates from our Signed Language Interpreting Program; currently, approximately 90% of the freelance interpreters employed by the Community Outreach Program for the Deaf are graduates from our program. Sorenson video relay service, located in Albuquerque, NM, is one of six national call centers for interpreters, and is a primary employer of signed language interpreting graduates.

Hospitals, courts, and other governmental agencies also rely on the Department to prepare signed language and Navajo/Diné interpreters. Social service agencies are important stakeholders in that they depend on the language skills of our students to serve the deaf and Navajo communities. The department works with several communities, primarily in New Mexico, but also in Mexico, Guatemala, Peru, Brazil and Columbia, to support their language documentation and revitalization efforts.

Naturally, other universities are stakeholders too, because they turn to our graduates to fill faculty positions in linguistics. As a program with strengths in cognitive-functional, typological, signed language, and Hispanic linguistics, our graduates are highly sought after nationally and internationally by those universities with similar specializations. Likewise, our graduates in Native American linguistics are highly sought after by universities, making these universities important stakeholders in our department. Similarly, graduates from our interpreting program often go on to become directors of interpreting departments to train other interpreters.

1G. Examples of Outreach

Department of Linguistics faculty and students engage in a broad range of outreach activities consistent with our department mission. Some examples of these activities at the local, national and international levels follow.

Local:

- Pro-bono interpreting services for events in the Deaf Community, for UNM, and for civic events, such as when the President of the United States visits Albuquerque
- Community-based health literacy intervention for Spanish speakers
- Development of juror-training materials for non-English speaking citizens of New Mexico through the Language Access Advisory Board for the NM State Courts
- Bilingual language assessment of students attending schools that collaborate with department research
- Participation in UNM's Language Expo for local high school students to help those students develop an interest in language study
- Participation in Career Fairs to support UNM students in identifying potential career paths and graduate education goals
- Department faculty serve on the state-wide Deaf Education Task Force
- Support of community efforts to provide affordable housing to deaf New Mexicans
- Mentoring of McNair and Mellon Scholars
- Interpreting students volunteer to provide parents of deaf children a "Parents Night Out" through *NM Hands & Voices*
- Interpreting program faculty and students work with New Mexico Commission for Deaf and Hard of Hearing on voter registration

National:

- Department students and faculty provide training to scholars who work with indigenous communities on language revitalization efforts, such as the Workshop on Language & Literacy Revitalization held at the University of Oregon in November

2015.

- Department scholars provide presentations and workshops for a national conference on evidence-based methods in deaf education at the Community and School Awareness conference, organized by the New Mexico School for the Deaf.
- Creation of “Best Practices” guidelines for the use of Video Relay Interpreters
- Collaboration with the national professional association for linguists, the Linguistic Society of America, in tracking the participation of women and minorities in Linguistics

International:

- High Desert Linguistics Society Conference is a biennial international conference on cognitive-functional and typological linguistics organized by department graduate students. It is attended by scholars from around the world and provides an opportunity for the exchange of ideas in a location that is rich in linguistic diversity.
- Faculty & graduate students hosted the Association for Linguistic Typology conference in August 2015. This is the premier professional organization for typologists.
- Faculty and graduate students develop language documentation materials for communities and linguists in the U.S. and in other countries, e.g., Diccionario kukama-kukamiria / castellano, Yapai kumitsa kukama-kukamiriapu: Texto para la enseñanza-aprendizaje del kukama-kukamiria como segunda lengua. Iquitos, Peru: Formabiap, Interactive Cherokee Dictionary Interface and App, Dictionary of Nanbé Tewa

As these examples demonstrate, students and faculty in the Department of Linguistics are deeply committed to pursuing academic and research activities in a manner that promotes dissemination of research results, and advocates for communities in which the languages under investigation are used. Community members seek out students and faculty in our department for guidance and support in realization of projects conceived within communities. These activities impact our local and regional communities, but also international networks of scholars and community planners.

Criterion 2. Teaching and Learning: Curriculum

2A. Curricula

2A1. BA, Linguistics

The BA in Linguistics requires 33 hours of coursework, including 24 hours of required courses and 9 hours of approved electives. Students are also required to complete four semesters of a second language or the equivalent. Required courses are:

- LING 301: Introduction to Linguistic Analysis
- LING 302: Phonetic Analysis *or* LING 303: Introduction to Phonetics
- LING 304: Phonological Analysis
- LING 322: Grammatical Analysis
- LING 331: Language in Society
- LING 367: Psychology of Language
- LING 412: Morphosyntax *or* LING 446: Language Change
- LING 425: Semantic Analysis *or* LING 429: Discourse Analysis.

The 9 hours in approved electives may be selected from courses in linguistics or from courses in other departments approved by the Department of Linguistics. Linguistics majors may pursue departmental honors by identifying a research project during the junior year in consultation with an appropriate professor/mentor and completing the project during the senior year.

Students also have the option of completing the BA in Linguistics with a *Concentration in Signed Language Studies*. This degree program is designed for students who want to focus on the linguistic study of signed languages. It requires 33 credit hours (24 required, 9 in approved electives) and four semesters of American Sign Language: SIGN 201, 210, 211, 310, or the equivalent. Required courses are:

- SIGN 305: Signed Language Linguistics
- SIGN 352: Language and Culture in the Deaf Community
- SIGN 355: Deaf History and Literature
- LING 322: Grammatical Analysis
- LING 331: Language in Society *or* LING 359: Language and Culture
- LING 367: Psychology of Language
- LING 412: Morphosyntax
- LING 425: Semantic Analysis *or* LING 429: Discourse Analysis.

Electives must be approved by the Signed Language Studies advisor.

2A2. BS, Signed Language Interpreting

The BS in Signed Language Interpreting is a closed, competitive major; students must apply for admission to the major. Approximately 30-50 students apply each year, many from out of state. After a rigorous interview process, 13 to 15 new majors are selected for the program. Applicants must complete SIGN 201, SIGN 210 and SIGN 212 prior to admission into the program. Program requirements include 40 hours of coursework including a four-hour, two-semester practicum. Required courses are:

- LING 101: Introduction to the Study of Language
- SIGN 201: Introduction to Signed Language
- SIGN 210: American Sign Language I
- SIGN 211: American Sign Language II
- SIGN 212: Fingerspelling I
- SIGN 214: Lexical Semantics for Transliteration
- SIGN 310: American Sign Language III
- SIGN 352: Language and Culture in the Deaf Community
- SIGN 360: The Interpreting Profession
- SIGN 411: Consecutive Interpreting
- SIGN 412: Simultaneous Interpreting
- SIGN 418: Signed Language Interpreting Research
- SIGN 419: Practicum in Signed Language Interpreting

2A3. MA, Linguistics

Students admitted to the MA degree program in Linguistics have two options:

- Plan I (24 semester hours of coursework plus 6 hours of thesis)
- Plan II (32 hours of coursework without a thesis)

A minimum of 12 hours of 500-level courses is required under either plan.

Prerequisites

Incoming MA students are asked to complete the following 12 hours of basic linguistics courses (or their equivalents) if they were not completed in their undergraduate studies, but they may not be counted toward the coursework requirements of the degree:

- LING 301: Introduction to Linguistic Analysis
- LING 302: Phonetic Analysis *or* LING 303: Introduction to Phonetics
- LING 504: Phonological Analysis
- LING 522: Grammatical Analysis

Required Courses

- A graduate course in phonological theory (502 or 503)
- A graduate course in morphosyntax (512)
- A graduate course in language change (546)

- A graduate course in psycholinguistics (e.g., 560, 565, 566, 567, 568, 569)
- A graduate course in sociolinguistics (e.g., 531, 533, 535, 539)
- Two graduate courses, covering two of the three following research areas:
 - (1) discourse/syntax (523, 529, or a seminar on a relevant topic);
 - (2) cognitive linguistics (519, 525, or a seminar on a relevant topic);
 - (3) typology/field linguistics (513, 517, 548, or a seminar on a relevant topic)

Students also have the option of pursuing the MA in Linguistics with a *Concentration in Native American Languages of the Southwest*. In addition to the required courses, candidates choose one of three focus areas:

- 1) Field Research on Native American Languages,
- 2) Bilingualism and Bilingual/Multicultural Education, or
- 3) Navajo Studies

The candidate must complete 12 hours of coursework in the chosen focus area, and three hours of coursework in either of the other two focus areas. The following courses satisfy the focus requirements:

Field Research

- LING 513: Linguistic Field Methods
- LING 515: Native American Languages
- LING 559: Language and Culture
- NATV 402: Education, Power and Indigenous Communities
- NATV 445: Politics of Identity

Bilingualism and Bilingual/Multicultural Education

- LING 535: Societal Bilingualism
- LING 566: Psychology of Bilingualism
- LLSS 453: Theoretical and Cultural Foundations of Bilingual Education
- LLSS 580: Seminar in the Education of the Bilingual Student
- LLSS 582: Curriculum Development in Multicultural Education

Navajo Studies

- NAVJ 501: Navajo Linguistics
- NAVJ 511: Navajo Verb System I
- NAVJ 512: Navajo Verb System II
- NAVJ 515: Advanced Navajo

2A4. PhD, Linguistics

Requirements for the doctoral program in Linguistics include:

- 48 hours of graduate credit coursework in linguistics, at least 18 post-MA
- 18 hours of dissertation hours (LING 699)
- 24 hours completed at UNM; 18 hours after admission to the PhD program

Required Courses

- Two courses in Phonetics and Phonology (502 or 503 plus 502, 503, 505 or an approved seminar)
- Discourse/Syntax (523, 529, or an approved seminar)
- Cognitive Linguistics (519, 525, or an approved seminar)
- Typology/Field Linguistics (513, 517, 548, or an approved seminar)
- One methodology course appropriate to the field of specialization
- Three advanced seminars

In addition to the preceding coursework requirements, all doctoral candidates must fulfill three research skills requirements:

1. Proficiency in a language other than the student's native language.
2. Knowledge of the structure of a non-Indo-European language.
3. Coursework in statistics up to and including Analysis of Variance or the equivalent.

A PhD in Linguistics with a *Concentration in Speech and Hearing Sciences* is also available. For students who have a master's degree in Speech-Language Pathology, required courses are:

- LING 502: Generative Theories of Phonology *or* LING 503: Usage-Based Phonology
- LING 504: Phonological Analysis
- LING 522: Grammatical Analysis
- LING 523: Functional Syntactic Theories
- LING 531: Language in Society
- LING 567: Psychology of Language
- An advanced course in sociolinguistics

For students who have a master's degree in Linguistics, the required courses are:

- SHS 510: Anatomy and Physiology of Human Communication
- LING 506: Introduction to Experimental Phonetics
- SHS 431: Language Disorders in Children
- SHS 550: Neural Basis of Communication
- SHS 507: Adult Neurogenic Communicative Disorders
- SHS 530: Language Development or LING 560: Child Language
- An additional SHS course on language disorders

Requirements for all students in the concentration:

- a second graduate course in theoretical phonetics or phonology
- LING 529: Discourse Analysis
- a graduate level course in statistics
- a graduate level course in research methods (not SHS 506)

- three seminars, one in each of the comprehensive examination areas.

Students in the concentration must also meet all other requirements for the Linguistics Ph.D.

Advancement to Candidacy

The Department faculty are currently revising requirements for advancement to candidacy. Proposed revisions were submitted to the UNM Curriculum Committee in November 2015, and are still under consideration. The standing requirements include successful completion of all pre-requisite and required coursework with a grade of B- or better; cumulative GPA of 3.0 or higher; documented completion of the research skills requirements; and successful completion of the comprehensive examination. The usual format of the comprehensive examination is a series of three take-home exams, allowing three days for each area. Responses of 12-14 double-spaced pages per area are typical. A published paper may be accepted in lieu of ONE of the exams. The proposed revision to these requirements will replace the three take-home exams with the following:

- Completion of a qualifying paper and submission (acceptance not required) to a refereed journal
- Completion of a 10 – 25 page double-spaced dissertation prospectus modeled on NSF dissertation research improvement grant requirements
- Presentation of the dissertation prospectus in a colloquium setting

The proposed changes were designed to increase professionalization of the doctoral program, and to improve students' readiness for the job market.

After advancement to candidacy, each doctoral student must prepare a dissertation that demonstrates ability to do independent research and competence in scholarly exposition. Dissertations present the results of original investigations of significant problems and provide the basis for publishable contributions to the research literature in linguistics.

2B. Contributions to Other Units

2B1. Contributions to UNM Core

The Linguistics Department contributes to two of six areas of the UNM Core Curriculum. The objective of coursework in Area IV: Social and Behavioral Sciences (6 to 9 credits) of the UNM Core Curriculum is to teach students to identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. We offer approximately 20 sections of *LING 101: Introduction to the Study of Language* cross-listed as *ANTH 110: Language, Culture and the Human Animal* each year, with an enrollment of approximately 50 students per section. Overall enrollment in LING 101 peaked in 2010, and has been declining since that year (see Figure 2B1). The decline in enrollment follows enrollment trends in the department and in the university, but could also be impacted by the introduction of online sections, which are capped at 35 students as opposed to face-to-face sections, which are capped at 65.

Area VI of the UNM Core Curriculum is named "Foreign Language", but the actual requirement is that students complete 3 hours of coursework in a *non-English* language. The Linguistics department offers instruction in several indigenous languages that can be used to fulfill this requirement, including American Sign Language, Navajo, Kiché, and Quechua.

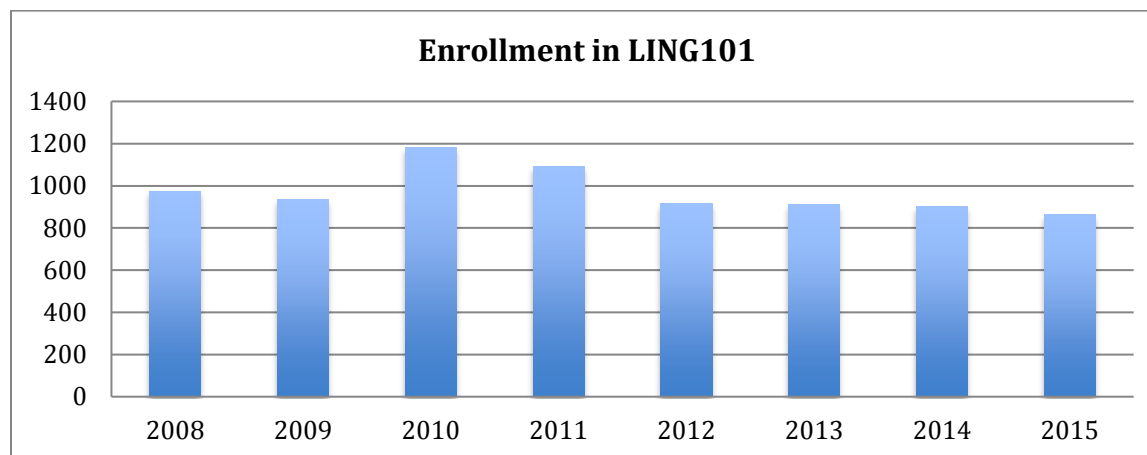


Figure 2B1: Enrollment in LING 101 from 2008 to 2015

2B2. Contributions to UNM Diversity Requirement

The U.S. & Global Diversity & Inclusion undergraduate requirement promotes a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context. Students are required to complete three hours of coursework from approved courses. The Linguistics Department is committed to supporting and expanding this initiative as it aligns closely with the Department Mission. The following Linguistics courses have been adapted to incorporate the learning objectives required of courses that can be used to fulfill this requirement:

- LING 331: Language in Society
- LING 334: Language and Gender

2B3. Cross-listed courses

The department offers courses that are cross-listed in a broad range of other departments:

- LING 101/ANTH 110: Introduction to the Study of Language (offered by Linguistics)
- LING 303/SHS 303: Introduction to Phonetics (offered in alternating semesters by Linguistics and Speech & Hearing Sciences)
- LING 304/ANTH 317: Phonological Analysis (offered by Linguistics)
- LING 322/ANTH 318: Grammatical Analysis (offered by Linguistics)
- LING 359/ANTH 310/CJ 319: Language & Culture (offered by Anthropology)
- LING 367/PSY 367: Psychology of Language (offered by Linguistics)
- LING 436/LLSS 460/NATV 460: Language and Education in Southwest Native American Communities (offered by LLSS – Language, Literacy & Sociocultural Studies)
- LING 447/ENGL 447: Old English (offered by English)
- LING 449/ENGL 449: Middle English (offered by English)
- LING 460/PSY 422: Child Language (offered by Linguistics)
- LING 554/ANTH 514: Seminar in Language Theory (offered by Linguistics)

- LING 568/PSY 569: Seminar in Psycholinguistics (offered by Linguistics)

2B4. Courses for undergraduate degree programs in other units

Linguistics offers two courses that are required for Speech and Hearing Sciences (SHS) undergraduate majors, *LING 301: Introduction to Linguistic Analysis* and *LING/SHS 303: Introduction to Phonetics*. In fact, LING 301 and LING/SHS 303 fulfill competencies required by the accrediting organization for Speech and Hearing Sciences, so these course offerings are vital contributions to SHS students and the SHS programs.

Linguistics also supports the Foreign Languages & Literatures Department's BA in Languages degree by offering *LING 301: Introduction to Linguistic Analysis*. Students in the degree program are required to select 12 hours in electives from Linguistics, FLL or English.

2B5. Contributions to graduate degree programs in other units

The Linguistics Department participates in the interdisciplinary PhD program in Educational Linguistics, housed in the College of Education. Doctoral students in the Educational Linguistics program are required to complete 12 hours of coursework in Linguistics:

- LING 304: Phonological Analysis
- LING 522: Grammatical Analysis
- LING 531: Language in Society
- LING 567: Psychology of Language

Doctoral students also frequently ask Linguistics faculty to serve on their Committee on Studies or their Dissertation Committees. At the time of the last APR, the review committee recommended that the Linguistics department reduce their involvement in the Educational Linguistics program. The Educational Linguistics faculty in the College of Education recruited faculty from other departments across campus, so that Linguistics faculty now represent only a minority of the affiliated faculty. The Educational Linguistics Coordinator also introduced a curriculum change to reduce the required hours of training in Linguistics from 24 to 12 hours. This is the only doctoral program at UNM for students interested in Applied Linguistics, and thus the active affiliated faculty would like to see the program continue. There is no Masters program at UNM for students interested in Applied Linguistics.

2C. Modes of course delivery

The majority of Linguistics courses are offered in face-to-face format with web-enhancement. The online offerings of the department are expanding. Three sections of our UNM Core Curriculum course, *LING 101: Introduction to the Study of Language*, are offered online in the Fall and Spring semesters, as well as one during the Intersession. We also offer LING 101 as a second-half Fall semester class. Following instructions from the College, all Evening Weekend Degree Program sections of LING 101 were moved to an online format. Graduate Student Jalon Begay developed an online version of *NVJO 101: Elementary Conversational Navajo* two years ago. It is now being offered online every semester. Professor Jacobson also recently developed two online courses for advanced undergraduate and graduate students. They are currently being offered as "Topics" courses until they have been adopted into the UNM Curriculum: *LING 490/590: Methods in Language Research*, and *LING 490/590:*

Grant Writing. This semester will see the first launching of an online course in the Signed Language Interpreting Program, *SIGN 320: American Sign Language IV*. This is the most advanced semester of ASL offered at UNM, and we will evaluate whether students at this level of proficiency can succeed in a purely online format without direct contact with the instructor. The visual cues needed to process a signed language are altered through video transmission, and hence, while signers frequently use video transmission, it is not yet clear whether this format is ideal for instructional purposes. Professor Caroline Smith is now working on the development of an online version of *LING 303: Introduction to Phonetics*. Phonetics enrolls 70 students per semester and serves majors in Linguistics, Speech & Hearing Sciences, and Languages (BA offered in the Department of Foreign Languages and Literatures). By moving to an online format, we can eliminate scheduling conflicts across departments, and increase enrollment capacity.

Criterion 3. Teaching and Learning: Continuous Improvement

The [University of New Mexico Student Learning Goals](#), posted on the website of the Office of Assessment, comprise three domains: Knowledge, Skills and Responsibility. Department degree programs have program-specific student learning goals that are linked to these university-wide learning goals, as outlined below.

3A. Overview of Assessment Process

3A1. BA, Linguistics

Broad Program Learning Goals for the BA, Linguistics

- A. To develop awareness of the nature of language and its role in human society
- B. To develop knowledge of theories of language and how theories relate to data
- C. To develop skills in the analysis of linguistic data and to relate linguistic structures to the functions they perform

The faculty measure success toward these goals via a series of Student Learning Outcomes (SLOs). This methodology is consistent with accreditation expectations of UNM and serves as part of the formal assessment process for all BA programs at UNM. The SLOs and their alignment with UNM student learning goals are as follows:

Student Learning Outcomes (SLOs) for the BA, Linguistics

- A.1 Students will articulate an awareness of linguistic diversity and variability within and across societies.

UNM Goals (X Knowledge ___ Skills X Responsibility)

- B.1 Students will describe how a linguistic theory would interpret relevant data, or how that data is problematic for the theory.

UNM Goals (X Knowledge ___ Skills ___ Responsibility)

- C.1 Students will analyze data from language structures and relate it to language function.

UNM Goals (X Knowledge X Skills ___ Responsibility)

Assessment Plan for the BA, Linguistics

Student progress on learning objectives is assessed using both direct and indirect measures. For direct assessment, the department collects end-of-semester work (exams/projects/research papers) in four classes which are primarily taken by students close to completion of the degree program: *LING 412: Morphosyntax*, *LING 425: Semantic Analysis*, *LING 429: Discourse Analysis*, and/or *LING 446: Language Change*. Samples are evaluated on a 4-point rubric specific to each SLO. The criterion for success is 75% or more of the evaluated

work will be rated at the top two levels on the rubric. For indirect assessment, graduating seniors are asked to complete an exit survey.

3A2. BS, Signed Language Interpreting

Broad Program Learning Goals for the BS, Signed Language Interpreting

- A. To be able to communicate expressively and receptively with individuals representing a cross- section of the Deaf community.
- B. To be able to interpret and transliterate in a variety of settings at an entry level of proficiency.
- C. To understand and be able to apply best professional and ethical practices in the interpreting field.
- D. To familiarize students with the literature, history, and culture of Deaf communities.

The SLOs for the BS and their alignment with UNM learning goals are as follows:

Student Learning Outcomes (SLOs) for the BS, Signed Language Interpreting

- A.1 Students will understand and apply grammatical structures of ASL.
UNM Goals (X Knowledge X Skills ___ Responsibility)
- B.1 Students will apply appropriate communication mode, style, and register.
UNM Goals (___ Knowledge X Skills ___ Responsibility)
- C.1 Students will understand the role of the professional interpreter.
UNM Goals (___ Knowledge ___ Skills X Responsibility)

Assessment Plan for the BS, Signed Language Interpreting

Student progress on Learning Objectives is assessed using both direct and indirect measures. SLO A1 is assessed through faculty ratings of video presentations of 3-5 minutes from students in ASL III (capstone ASL course) on a 3-point rubric. SLO B1 is assessed through an indirect measure of supervisor comments submit weekly during the 2-semester capstone practicum experience. SLO C1 is assessed with student performance on the National Registry of Interpreters for the Deaf written examination. Graduating seniors take the examination early in their final semester, and their scores on the professional and ethical questions are evaluated to assess student learning in these domains.

3A3. MA, Linguistics

Broad Program Learning Goals for the MA, Linguistics

- A. To develop the ability to compare and evaluate linguistic theories in several core areas of linguistics

- B. To develop the ability to critically analyze advanced, state-of-the-art research
- C. To develop the ability to collect and analyze naturally occurring linguistic data

The SLOs for the MA and their alignment with UNM learning goals are as follows:

Student Learning Outcomes (SLOs) for the MA, Linguistics

A.1 Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics, discourse or language change.

UNM Goals (Knowledge ___ Skills ___ Responsibility)

B.1 Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics.

UNM Goals (Knowledge ___ Skills ___ Responsibility)

C.1 Students will collect and analyze a novel set of naturally occurring data following principles of a linguistic theory.

UNM Goals (___ Knowledge Skills ___ Responsibility)

Assessment Plan for the MA, Linguistics

Student progress on learning objectives is assessed using direct measures. Each semester, the department collects MA theses, comprehensive exams, and analytical term papers. The collected papers are then evaluated on a three year cycle, one SLO per year, such that the collection of student work reflects several cohorts of students each time one SLO is evaluated. Theses and comprehensive exams are scored on a four-point rubric to evaluate student mastery of linguistic theory. Analytical term papers are scored on a four-point rubric to evaluate the use of hypotheses, arguments and evidence. Analytical term papers that include novel datasets are scored on a four point rubric to assess the fidelity of data collection methods to theoretical principles. The criterion for success is 75% or more of the evaluated work will be rated at the top three levels on the rubric.

3A4. PhD, Linguistics

Broad Program Learning Goals for the PhD, Linguistics

Goal A. To demonstrate detailed knowledge of a chosen subarea of linguistics

Goal B. To be able to critically analyze advanced, state-of-the-art research

The SLOs for the PhD and their alignment with UNM learning goals are as follows:

Student Learning Outcomes (SLOs) for the PhD, Linguistics

A.1 Students will critically compare and evaluate theories and bring relevant data to bear on those theories in the subarea of linguistics chosen for doctoral research.

UNM Goals (Knowledge ___ Skills ___ Responsibility)

B.1 Students will pose an original research problem in their chosen subarea.

UNM Goals (___ Knowledge X Skills ___ Responsibility)

B.2 Students will produce a publishable research paper or monograph on a scientific problem.

UNM Goals (___ Knowledge X Skills ___ Responsibility)

Assessment Plan for the PhD, Linguistics

Student progress on learning objectives is assessed using direct measures. Each semester, course term papers, qualifying papers, dissertation prospectuses, and dissertations will be collected. The collected papers are then evaluated on a three year cycle, one SLO per year, such that the collection of student work reflects several cohorts of students each time one SLO is evaluated. Course term papers are scored on a four-point rubric to evaluate student ability to critically compare and evaluate theories and bring relevant data to bear on those theories. Dissertation prospectuses are scored on a four-point rubric to evaluate student ability to pose an original research problem. Qualifying papers and dissertations are scored on a four point rubric to assess student ability to produce a publishable research paper or monograph on a scientific problem. The criterion for success is 75% or more of the evaluated work will be rated at the top three levels on the rubric.

3B. Impact of the program's annual assessment activities

At the time of the last APR, UNM was in the process of formalizing general education and degree program assessment procedures for more transparent review by external accrediting bodies. The Linguistics Department had recently developed a formal assessment process for the general education courses at that time, but was using an informal system to assess student learning outcomes in the four degree programs offered by the department. A major change in assessment since the last APR is the development of formal assessment plans for each degree program. Developing and maintaining these degree program assessment plans in addition to the general education assessment plans requires approximately 8 faculty work hours per week to carry out.

Assessment outcomes, in addition to feedback from the last APR Site Visit report, and recommendations from students and faculty have all informed continuous program improvement. The department undertook a major overhaul of the BA, MA and PhD degree requirements in 2008-9, implemented in fall 2010, in response to comparison of the UNM Linguistics BA programs to other UNM BA degree programs, and comparison of the UNM Linguistics MA and PhD programs to Linguistics MA and PhD programs at other universities as part of the 2007 APR process. A program comparison analysis with peer institutions revealed that our program required 6 to 9 hours of coursework more than our peer institutions. By streamlining the

requirements for the BA, we were able to adjust enrollments across our courses to increase proficiency in core domains of the BA curriculum.

The most recent improvement to the undergraduate linguistics curriculum was motivated by analysis of outcomes for SLO C1, indicating that advanced students still struggle with analysis of phonological data. In considering how to better equip our students to work with such datasets, a new faculty member proposed revising the phonetics curriculum to incorporate new data analysis tools and to use data from a wide range of languages instead of focusing primarily on English. The emphasis in our prior phonetics course is a result of sharing the course with the Speech and Hearing Sciences department. SHS majors need to specialize in understanding and transcribing the phonetics of English. After meetings between the department phoneticians and the SHS chair, it was determined that keeping our current Introduction to Phonetics course was important for serving SHS student needs. However, since we teach phonetics every semester, we resolved to offer a different introductory course focusing on cross-linguistic phonetic analysis in alternating semesters with the traditional English phonetics course. The newly proposed *LING 302: Phonetic Analysis* will be offered for the first time in the Spring 2017 semester.

Changes to the graduate degree programs have focused on better preparing our students for the job market. At the MA level, we have improved advisement to new MA students and increased project-based learning in our curriculum in order to improve student preparation for writing a thesis. At the time of the last APR, about 20% of MA students selected the Plan I MA (thesis), but that percentage has increased to 50%. Students completing the thesis have had greater success obtaining admission to PhD programs.

Changes to the PhD program are currently in progress. These reforms were motivated in part by the sparse data produced by the current assessment process; changes have been introduced to allow us to base program decisions over a larger and more stable quantification of student progress toward learning objectives. A second reason that program changes were introduced was that many students were not completing program requirements on the anticipated schedule. A review of student progress indicated a particularly long pause between the completion of comprehensive exams and submission of a dissertation proposal. The Graduate Advisor proposed the possibility of modifying our dissertation proposal process to the faculty in 2012. Fortunately, the department had recently hired three new faculty who brought recent graduate school experiences to the table. In our discussion of the requirements for advancement to candidacy, it was these new faculty who expressed their concern that the current requirements would not position graduates of the program to be competitive on the job market. The faculty chose to completely reform all requirements following completion of coursework to place greater emphasis on developing professional skills and increasing productivity in the final years of the graduate program.

Formerly, students wrote three 12 – 15 page comprehensive exams in order to advance to candidacy; subsequently, they wrote a 100 page dissertation proposal, and then the dissertation. Many students did not have any publications after completing the graduate program despite years of formal writing experience. The new program requires students to prepare and submit a manuscript for external review to a linguistics journal in the subfield of their choice, to prepare a 15 – 20 page dissertation prospectus, and to present the proposed dissertation study in a colloquium in order to advance to candidacy; subsequently, students complete the dissertation simultaneously with responding to reviews to the qualifying paper. These program changes were submitted in November 2015 and are undergoing review by college and university curriculum committees.

Criterion 4. Students (Undergraduate and Graduate)

Each sub-section (4A1, 4A2, 4B1, 4B2, etc.) is organized by first addressing undergraduates, and subsequently MA and PhD students.

4A. Student recruitment and admissions

4A1. Admissions

B.A. in Linguistics

Pre-admission requirements for the College of A&S and B.A. in Linguistics are:

- Completion of Writing and Speaking Core:
- ENGL110 and
- ENGL120 and
- One of: ENGL219, ENGL220, CJ130 or PHIL156
- Completion of Math Core (3 credit hours but may be more, depending on placement and remediation needed)
- Completion of Foreign Language Core (12 credit hours): Note that the A&S Linguistics degree requires that a student complete four semesters or equivalent of a Foreign Language. Students are able to complete the Linguistics BA with 120 credit hours:
- Completion of Initial Course work required by the major (LING 301 in the case of Linguistics)
- Completion of at least 26 total credit hours (including the above)
- 2.0 GPA

The 4-year roadmap used to guide incoming freshmen and new Linguistics majors is available at the following link:

http://degrees.unm.edu/undergrad_programs/684/degree_plans

Once students meet the requirements above, they are auto-admitted to the major via an IT report if they have declared Linguistics as their intended major. Department Orientation sessions are conducted for these students each semester (see below under discussion of recruitment and transfer articulation).

B.S. in Signed Language Interpreting

Admission to the CCIE accredited B.S. degree in Signed Language Interpreting is by application only. This is a highly competitive program designed to prepare entry-level professional interpreters. Applications are accepted during the spring semester, and only a fixed number of students are admitted to the program each year, as stipulated by the requirements for accreditation. There are pre-requisite courses that need to be completed before an application to the program can be submitted, and these include: SIGN 201, SIGN 210, SIGN 212 and English 120 or equivalent. As with the B.A. in Linguistics, students must be eligible for admission to the College of Arts & Sciences (see above). Applicants submit an application with letter of interest, transcripts, and letters of recommendation. They are also required to submit to a 30-minute interview with program faculty and any contingent faculty who wish to participate. Admission is

based on GPA, reports from instructors, level of maturity, quality of experience with the deaf community, level of proficiency in ASL (relative to background and level of preparation) and letters of recommendation. The faculty also considers current and projected local and national needs in the interpreting profession when selecting majors.

Master of Arts in Linguistics

Admission to the MA program is based on the applicant's background and demonstrated expertise or potential for advanced research in linguistics. The Departmental Graduate Committee reviews applications, and is delegated authority by the Department Chair to admit or reject students. In addition to the application materials required by the Office of Graduate Studies for admission to the Master's Program, the Department requires a statement of purpose and letters of recommendation from academics familiar with the applicant's research abilities.

Ph.D. in Linguistics

Admission to the Ph.D. program is based on the applicant's demonstrated expertise in Linguistics (as evidenced by a strong Master's degree, writing samples and letters of recommendation), and the availability of an appropriate member of the faculty of the Department to mentor the student and supervise the student's proposed research. The Department requires a statement of purpose and letters of recommendation from academics familiar with the applicant's research abilities in addition to the materials required by the Office of Graduate Studies. The entire Linguistics faculty reviews applications to the Ph.D. program, and a majority vote is required before admitting a student.

4A2. Transfer Articulation

Course Transfer articulation for undergraduates

Course transfer approvals for our programs are done through the transfer articulation process via the UNM Admissions Office. A student wishing to transfer a course from another institution first submits an official transcript (translated if necessary) to UNM Admissions, who assure that the course shows up on LoboTrax and on the student's transcript (UNM Admissions also determines the appropriate grade to be assigned to the course). The student then meets with the department Undergraduate Advisor to determine whether courses taken are equivalent to courses within the program. A Transfer Approval Form is then filled out and signed by the Undergraduate Advisor, submitted to the Registrar's Office, and the student's transcript and LoboTrax are updated.

Undergraduate Transfer to College of Arts & Sciences and Linguistics

Pre-majors are students who declare an intended Linguistics major but do not yet meet the pre-admission requirements for the major and/or the college of Arts & Sciences. Therefore, they technically are categorized under UC (University College) until they complete the requirements for admittance. However, the Linguistics Undergraduate Advisor and the College of A&S Advisor initiate advisement of these students as soon as they declare their intended A&S major: this is done in the hopes that the pre-majors will be admitted to the Linguistics or SLIP majors and College of Arts & Sciences prior to earning 60 credit hours. See Orientation Sessions below under the section on Recruitment.

Graduate Course Transfer articulation

Graduate students meet with the graduate advisor, who determines which courses satisfy department requirements, in consultation with relevant instructors, and then signs off on the Program of Studies form.

4A3. Recruitment

Our department recruits and retains undergraduate students in a number of ways:

Recruitment Events

The Linguistics and the Signed Language Interpreting Program (SLIP) undergraduate (major) programs participate in a number of recruitment fairs at UNM, as does the minor in Navajo program. These include High School Senior Day; Meet UNM; the Center for English Language and American Culture (CELAC) major fair; the New Mexico School for the Deaf Transition Fair; and the Santa Fe Community College Transition Fair. Linguistics, SLIP and Navajo host booths to promote their major and minor programs, where they provide handouts and information packets for potential applicants to the programs. Both faculty and students are available at the booths to talk to the students about the programs and the careers and job opportunities available to students completing the programs in our department. Linguistics and SLIP also participate in a Language Expo for high school students and make a presentation for Presidential Scholarship recipients. SLIP also distributes promotional materials developed by the National Consortium on Interpreter Education at the various recruitment events.

LING 101/ANTH 110

Linguistics 101 (Introduction to the Study of Language) is a course that meets the requirements of the UNM Core Curriculum (Area 4, Social and Behavioral Sciences). The course, which is cross-listed with Anthropology 110, is a popular course providing a broad overview of linguistics, introducing students to what linguists do and to various sub disciplines within linguistics. A faculty coordinator trains our graduate students to teach the course (the course is a major source for Teaching Assistantships for our students, see the section on graduate students below). Each academic year, between 18-20 sections of the course are taught, including fall, spring, late-starting, intersession and summer sessions, with approximately 700 students enrolled under the Linguistics course number and 200 students enrolled under the Anthropology course number each year since 2008. In Spring 2012, the department began to offer two sections per semester of LING 101/ANTH 110 online: 549 students have taken the course online in the past 4 years. In Fall 2016, the department increased online offerings to three sections per semester. LING 101/ANTH 110 constitutes a primary funneling mechanism of students into our Linguistics degree programs. Our instructors routinely discuss the major in their classes, and, as graduate students, relay their experiences with the department and faculty (most of our courses are cross-listed, and taken by both undergraduates and graduates: the instructors have already taken many of our courses and are able to provide the students with a wealth of information about the curriculum and program).

SIGN 201

SIGN 201 (Introduction to Signed Language) provides an overview of signed language studies. All of the SIGN 201 instructors dedicate time in class to discussing the interpreting

profession and the Signed Language Interpreting Program with their students. Between 10 and 13 SIGN 201 courses are taught each fall and spring semester, including the UNM Main Campus, UNM West, and UNM Valencia campuses, with one SIGN 201 course being taught in the summer on the main campus. An average of 700 students take the course each academic year, and approximately 50% of the applicants for the major emerge from this pool.

Orientation Sessions

The department Undergraduate Advisor works in collaboration with the College of Arts & Sciences Advisor to provide 1-2 orientation sessions to incoming majors each semester. The Honors Program and McNair coordinators periodically speak at these sessions, as well. The Signed Language Interpreting Program requires each major to attend a 30-60 minute one on one advisement with the Director before beginning the program. Each major also attends a one hour meeting each fall. The purpose of advisement sessions for both Linguistics and SLIP degree programs is to prepare students for their progress through their studies, with the additional objective of retaining undergraduates who have decided to major in Linguistics. The sessions are designed to provide for an easy transition into the college and the declared major, as well as for a smooth transfer articulation from community colleges such as CNM, or from UNM branch campuses.

Our department also strives to recruit and retain graduate students in a number of ways:

Faculty expertise

Students choose to attend UNM in part based on the expertise of our faculty members, which include world-renowned scholars conducting cutting-edge research in language typology, historical linguistics, language and cognition, sociolinguistics, language revitalization, Hispanic Linguistics, Signed Language Interpreting and Health Discourse. We sustain our program in part through our expertise, and through the recruitment and promotion of faculty with relevant research and teaching agendas (See Criterion 5).

Department Website

Individuals exploring options for graduate studies are depending increasingly on online resources. We became acutely aware of the need to revamp the department website upon receiving comments and suggestions from potential graduate students during campus visits, and subsequent discussions at faculty meetings regarding student recruitment. These discussions led to a major revision of our website in fall 2013 under the direction of the Department Chair, Caroline Smith. The goal was to develop a site with a more professional and modern design, reflective of the expertise of our faculty and the strengths of our programs. Subsequently, the university moved to a new website infrastructure, and required departments to complete training in the new system if they wanted to make changes to their own websites. The Graduate Program Coordinator agreed to complete the training. The department filed a request for staff position review, which was approved, following which the Graduate Program Coordinator became the Department Webmaster. The old website was migrated forward into the new system. The updated site is easier to navigate and provides more "user friendly" access to information about our program and faculty. See: ling.unm.edu

Financial Support

The department is able to recruit and retain a number of excellent students by offering some financial support. However, such support is extremely limited compared to what comparable programs are able to offer. The lack of funding for students remains a significant challenge for us, resulting in the loss of highly qualified prospective students on a number of occasions (see Criterion 8 for comparisons). The following are the primary financial incentives we are able to offer incoming and ongoing graduate students:

1. Joseph H. Greenberg Endowed Research Fellowship: The Department of Linguistics offers one fellowship per year to support a newly admitted doctoral student. The Joseph H. Greenberg Fellowship was endowed by a generous bequest from the late Selma Greenberg. The fellowship provides a stipend and a part-time research assistantship to an outstanding doctoral student for three and a half years. The department provides an additional semester of support through a full-time teaching assistantship, such that Greenberg Fellows have four years of financial support. The fellowship and the teaching assistantship provide up to nine hours of graduate tuition each fall and spring semester, as well as graduate health insurance coverage. All accepted applicants to the Ph.D. program in Linguistics at UNM are considered; there is no separate fellowship application form. The department offers this fellowship to the top applicant as determined by the entire voting faculty, and has served as an effective means of attracting competitive candidates who are being wooed by other programs. Previous recipients include: 2009 *Ah-Rim Kim*, 2010 *Corrine Occhino*, 2011 *Shelece Easterday*, 2012 *Jackelyn Van Buren*, 2013 *John Mitchell Sances*, 2014 *Tim Zingler*, *Huichieh Hsu (MA)*, and *Meagan Vigus (MA)*, 2016 *Lukas Denk*, *Meagan Vigus (PhD)*.

2. Teaching Assistantships: The department is able to offer a limited number of graduate students the opportunity to teach sections of LING 101. Students are selected for these positions based on their academic progress (thus constituting an added incentive for moving forward in completing degree requirements). Applications are evaluated by the entire department faculty. Preference is given to PhD students in hiring, although MA students are sometimes selected to teach courses. Occasionally there may be opportunities to teach other courses (besides LING 101), or to serve as an assistant or grader to a faculty member. These positions are assigned using the same process as for the LING 101 assignments.

3. Research Assistantships: Faculty members with outside grant funding hire graduate and/or undergraduate students to assist with their research projects. These positions usually require specific skills relevant to the project, e.g., knowledge of a specific language; knowledge of computational linguistics; etc. Currently the faculty with grant support who supervise research assistants include Melissa Axelrod; William Croft; Holly E. Jacobson; Jill Morford; Naomi Shin; Caroline Smith; and Rosa Vallejos (see *Criterion 5* for further discussion of faculty grant funding).

4. Campus visits for prospective graduate students: For the past three years (2014, 2015 and 2016), the department has collaborated in a new recruitment initiative funded by the Office of Graduate Studies. This initiative aims to recruit the top admitted applicants by inviting them to campus to introduce them to the department, including the Chair, Graduate Advisor, and other faculty and students. The visit includes a campus tour, class visitation, among other activities. The funds are used to reimburse prospective students for their travel, food, and lodging, although our graduate students also host some of the visiting prospective students. Of the students who have participated in this initiative, five chose to attend UNM, and one, who was invited to visit as a Masters student, chose to stay at UNM for the PhD despite receiving a better financial offer

from another university. In addition, our hope is that those who chose to attend other institutions have spread the word in the Linguistics community about their positive experiences at UNM. We hope to be able to continue this recruiting partnership with OGS in the future.

5. Funding opportunities through other units at UNM: Some Linguistics graduate students are able to work in other departments or service units at UNM, particularly the Department of Spanish and Portuguese and the Department of English. Two other units that have been particularly good sources of employment for our students are the Center for Academic Program Support (CAPS) <http://caps.unm.edu> and the Center for English Language and American Culture (CELAC) <http://celac.unm.edu>.

6. Other sources of funding: In order to retain students, graduates are encouraged by faculty mentors to apply for internal and external sources of funding, especially to support dissertation research. Our students have demonstrated a great deal of success in obtaining funding in recent years, and are provided with feedback on the application process from mentors. For example, in Spring 2016, three of our doctoral students were awarded prestigious Bilinski Fellowships, three were awarded Latin American & Iberian Institute Fellowships, and one was awarded a Mellon Fellowship. Financial incentive for recruiting and retaining MA and PhD students remains one of the greatest challenges to growing our academic programs. The department is in dire need of ways to offer competitive multi-year funding packages to attract promising students.

4B. Enrollment Trends, Persistence, and Graduation Trends

4B1. Enrollment

Undergraduates

The number of undergraduates majoring in Linguistics held steady from 2006 (starting at the time of our last Self-Study) and 2008, and then increased (with a slight dip in 2010) through 2012, when we reached a total of 81 undergraduate majors. This increase is not surprising given the 2008 economic crisis, which led to increased student enrollment nation-wide during 2008 and the years immediately following. There has been a decrease each year since, leaving us in 2015 with 47 students enrolled. However, this is only slightly lower than in 2006: our enrollment numbers overall have stayed steady with no significant changes. Further, enrollment in the Signed Language Interpreting major remains steady. Enrollment is capped to 12-13 new majors each year, such that there are between 45 and 60 majors at all times.

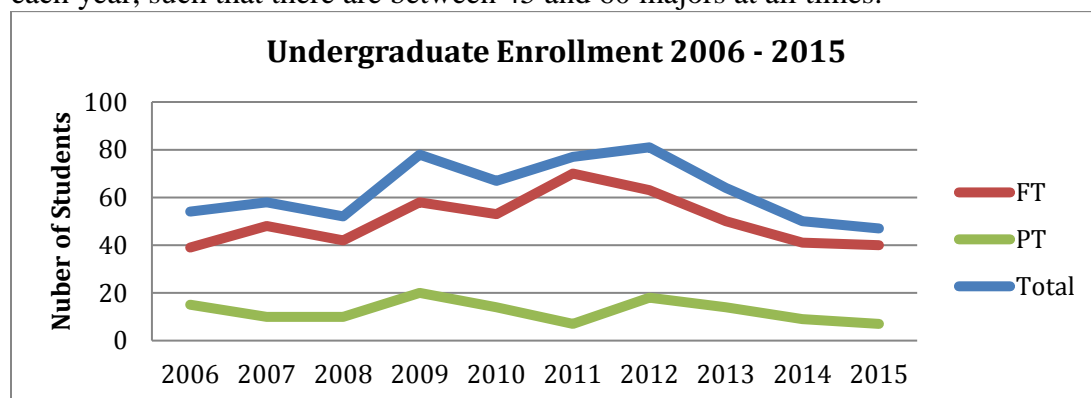


Figure 0B1a: Undergraduate Enrollment 2006-2015

Graduates

A similar growth trend can be observed in our graduate programs. In 2006 we had 37 enrolled graduates. This figure continued to increase through 2012, when we had 62 students enrolled (with a slight dip in 2009). The number of graduate students peaked in 2013, and in 2015 we had 62 enrolled. We attribute this growth in the past seven years to increased recruitment efforts, in addition to changes in our faculty in terms of diversified interests. More than half of the graduate students are part time due, in part, to a lack of funding available for students to attend as full-time, traditional students. Multi-year funding packages would increase the number of enrolled full-time students, and continues to be one of our primary objectives.

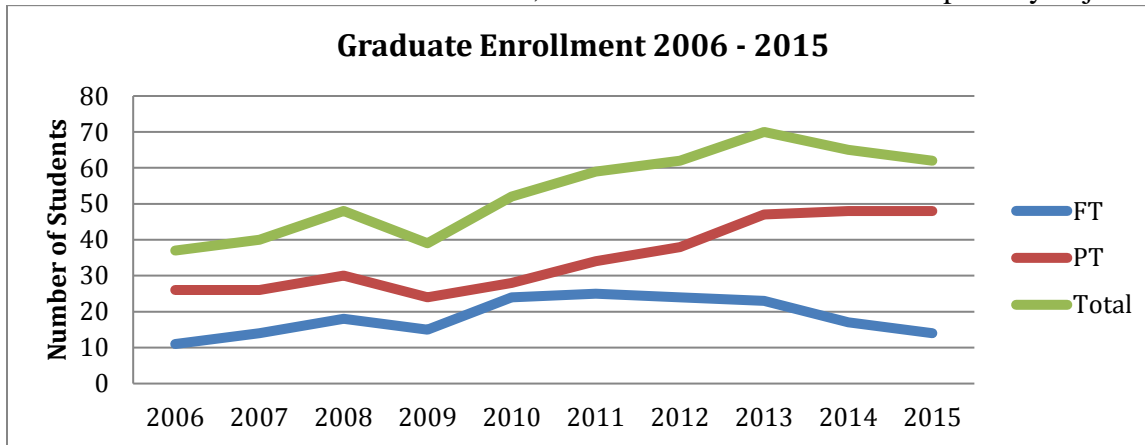


Figure 0B1b: Graduate Enrollment 2006-2015

Full-Time/Part-Time Enrollment by Level of Students Admitted to Program¹

**Linguistics
Fall 2005 to Fall 2015**

Level	FT-PT	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Undergrad	FT	39	48	42	58	53	70	63	50	41	40
Undergrad	PT	15	10	10	20	14	7	18	14	9	7
Undergrad	Total	54	58	52	78	67	77	81	64	50	47
Graduate	FT	11	14	18	15	24	25	24	23	17	14
Graduate	PT	26	26	30	24	28	34	38	47	48	48
Graduate	Total	37	40	48	39	52	59	62	70	65	62

¹ Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program's college.

Data Source: 21-day enrollment file for HED reporting
UNM Office of Institutional Analytics: Heather Mechler

4B2. Persistence and Graduation Trends

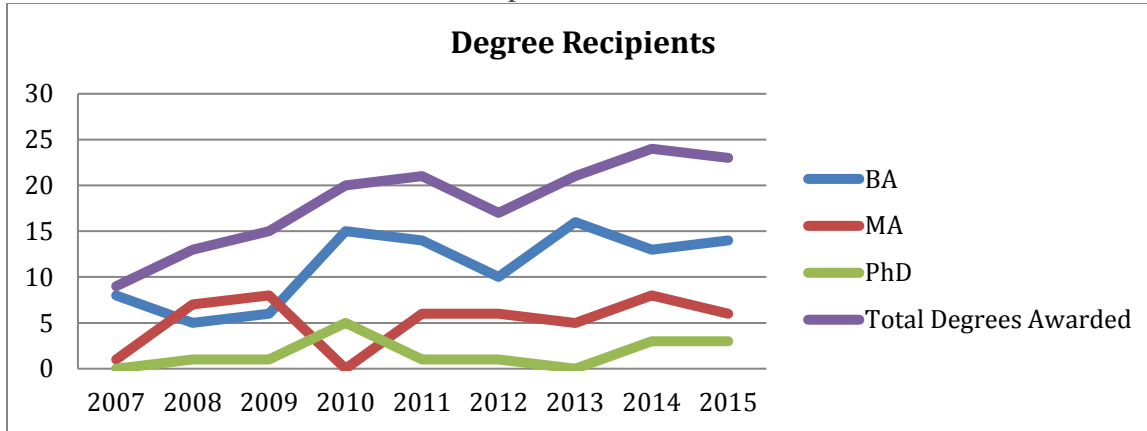
Undergraduates

Since 2007, the Linguistics Department has awarded 101 BA degrees in Linguistics. An

additional 12 to 15 students graduated with a BS in in Signed Language Interpreting each year. In 2010, the number of Linguistics degree recipients nearly doubled, and has remained steady up to the current year.

Graduates

Since 2007, the Linguistics Department has awarded 47 Master of Arts Degrees and 15 doctoral degrees. As mentioned previously, many had been working on their degrees on a part time status. It is clear that if we were able to offer multi-year funding packages to graduate students this would accelerate persistence and graduation rates. See Appendix A for a list of theses and dissertations that have been published since the last APR.



**Total Number of Degree Recipients
2006-2007 to 2014-2015
Linguistics**

Major	Degree	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Linguistics	BA	8	5	6	15	14	10	16	13	14
Linguistics	MA	1	7	8		6	6	5	8	6
Linguistics	PhD		1	1	5	1	1		3	3
Total Degrees Awarded		9	13	15	20	21	17	21	24	23

Data Source: Data extracted from the Academic Outcome Table.
UNM Office of Institutional Analytics: Heather Mechler

Degrees are based on Academic Year (leading Summer, Fall Semester, Spring Semester).
Students who receive multiple degrees are counted each time.

4C. Advisement Process

Undergraduate Advising

Three faculty members designated by the Chair serve as Undergraduate Advisors for the Linguistics major, SLIP major, and the Navajo minor, respectively. The Undergraduate Advisors advise prospective and current Majors and Minors in collaboration with the College of Arts & Sciences Senior Academic Advisor to the Department.

The department advisors and A&S Senior Academic Advisor coordinate efforts in advising current and prospective majors and minors. The Linguistics Undergraduate Advisor in collaboration with the A&S Senior Academic Advisor provides 1-2 required orientation sessions to incoming Linguistics majors each semester (which, as mentioned previously, also serves the purpose of retaining students). In addition, new students are required to meet with both a department and A&S advisor to review their plans of study: an advisement hold is placed on their student accounts, meaning they are unable to register for classes, until they have completed this requirement. SLIP majors also are required to attend a 30-60 minute one-on-one advisement session with the Director. These one-on-one meetings are essential to the students in preparing themselves for obtaining their degree and developing their academic plans. Students are encouraged to meet with both advisors every semester or whenever they have any questions related to their degree plans. In addition, the A&S Advisor maintains a student listserv, and emails the students regularly with information regarding orientations and other student opportunities, such as grants, fellowships, and relevant career events, workshops and lectures.

Graduate Advising

The Graduate Advisor has the responsibility of advising students on practical matters, ensuring the students are aware of class schedules and have clear academic plans, and providing assistance with filling out the forms for candidacy after completion of comprehensive examinations, and assisting with other logistical matters. In our department, we also assign each incoming student a faculty mentor. Mentors are assigned upon acceptance of the student into the MA or PhD program: an attempt is made to select mentors whose research interests align with the students', as determined from application materials. A reception for both faculty and students is held at the beginning of each semester to welcome new students, and to provide some orientation to the programs of study. As students progress through their respective programs, including coursework and comprehensive examinations, the primary source for advising is the mentor and graduate advisor. After the coursework and examinations are completed, the committee chair for thesis or dissertation takes on the role of primary advisor. Graduate students also have access to wide array of advisement services through the [Graduate Resource Center](#) (GRC). The GRC offers academic and professional workshops, writing camps, support for finding and applying for funding, and one-on-one consultation to both prospective and current graduate students.

4D. Student Support Services

In addition to the formal advising and mentoring provided to students (as described in 4C), the department provides support to students in other ways.

Undergraduates

-Department Honors Program: the Department Honors Program is for seniors who have a grade point average of 3.5 or higher in the Linguistics or SLIP major. Students interested in participating in the program seek out a faculty member who is willing to oversee a research project, and with approval of the Department Chair, they conduct a two semester project involving writing a research proposal; submitting an IRB proposal; collecting and analyzing data; and writing an honor's thesis based on the research. The student works closely with the designated faculty member throughout the two semesters.

-Eligible students are encouraged by undergraduate advisors and faculty members to apply for fellowships, such as the Mellon-Mays Undergraduate Fellowship, and to apply to participate in other academic training programs, such as the Ronald E. McNair and Research Opportunity Program.

-Undergraduate advisors and faculty members encourage students to use the Center for Academic Programs Support (CAPS) for tutoring and supplemental instruction.

-Students in the SLIP program are required to participate in a 300-hour interpreting practicum. In this robust, frontline process of developing interpreting skills, the students work closely with faculty and deaf community members. Students work closely with program faculty and approved supervisors who are either nationally certified interpreters or approved members of the deaf community. The SLIP has MOUs with seven agencies in New Mexico to provide placement opportunities.

Graduates

As mentioned above, the department supports graduate students in a number of ways financially. In addition, there are a number of other mechanisms used to support graduate students as they move forward in their programs.

-Conference presentations: Graduate students are encouraged to present papers at conferences, and are counseled by faculty members in developing these presentations. Students are encouraged to give practice talks prior to conferences: both faculty and students attend practice talks and provide feedback to the students. The papers presented are often revised versions of papers written for a course taken with a faculty member. In other cases, students report on data collected through participation in a project as a research assistant or for a thesis or dissertation.

-Journal articles: Graduate students are also encouraged to publish papers in peer-reviewed journals, and are mentored by faculty members as they develop these articles, and, in some cases, the papers are co-authored with a faculty member. The published papers presented are often revised versions of papers written for a course taken with a faculty member. In other cases, the purpose of the paper is to report on data collected through participation in a project as a research assistant or for a thesis or dissertation.

-Grant and Fellowship Applications: Students are encouraged to apply for grants and fellowships. Faculty mentor students as they develop applications for submission.

-Linguistics 101 Coordination: Every year a faculty member is designated as the coordinator of Linguistics 101: the coordinator works with graduate students in developing their courses, both face-to-face and online, and discusses teaching approaches and methods. The coordinator also assists TAs with problems or challenges that emerge over the semester.

-Teaching Awards: Each year there is a call for teaching awards. The Linguistics 101 Coordinator and the Chair determine whether to nominate a student for the award. Ling 101

students have also occasionally nominated their instructors for teaching awards as well. A number of our Linguistics 101 student teaching assistants have been selected for teaching awards.

-Faculty advisor to HDLS: Every year a faculty member is designated as the advisor to the High Desert Linguistics Society (HDLS), a student-directed society which organizes a biannual Linguistics conference at UNM. The faculty member serves as a liaison between HDLS and the faculty, and counsels the student HDLS Committee as needed. The HDLS provides students with the experience of serving on an executive board, in addition to organizing an international conference. The conference is recognized at the national and international level, and attracts both students and faculty from across the nation and world. Proceedings of the conference are also published by students, and are available online at the following address: <http://linggraduate.unm.edu/HDLS11Proceedings.html>

4E. Student Success and Retention Initiatives

Undergraduates

As mentioned above, students majoring in Linguistics or SLIP can receive Departmental Honors if they complete an Honors Thesis, by completing a two-semester research project overseen by a faculty member.

Graduates

As noted in 4D, student success and retention is supported through assisting students in preparing conference presentations and journal articles, in addition to fellowship and grant applications. Through the support of our department, our students have been awarded fellowships and grants, as well as positions in the Center for Academic Program Support. The HDLS, as described above, is also an important component of professional development for the Linguistics graduate students.

4F. Success of Unit's Graduates

Graduates of the Signed Language Interpreting Program work in a wide variety of settings. For example, the Director of Interpreting Services at the New Mexico School for the Deaf is a UNM SLIP graduate, as well as the coordinator for deaf services at CNM. The two staff interpreters at UNM are UNM graduates. The staff interpreter and coordinator of interpreting services at the New Mexico Commission on Deaf and Hard of Hearing is a UNM SLIP graduate. The coordinator of interpreting services at a local dual language charter school, Albuquerque Sign Language Academy is a UNM SLIP graduate. The Director of Gallaudet Interpreting Services (world's only liberal arts college for the deaf) is a UNM SLIP graduate. Many interpreting professors across the country are UNM SLIP graduates.

For the Linguistics graduate programs, thesis and dissertation committee chairs work closely with MA and PhD students in preparing for the job market. Appendix A contains a list of the MA and PhD students who have graduated since 2007, and includes the titles of their theses and dissertations, in addition to where students have found employment. Two-thirds of PhD students have faculty positions in higher education, although half of these placements are post-doctoral or visiting positions. The majority of the remaining third have positions in academic

administration or research staff positions. The MA degree recipients primarily go on to pursue doctoral studies, while some express an interest in working for the private sector.

Consistency of placements with program SLOs

As noted above, the placements of SLIP graduates are clearly consistent with program goals. Graduates of the MA and PhD programs are all in positions that require the essential skills outlined in our SLOs. Whether in faculty positions or in academic administration, our graduates are all in positions that require them to critically evaluate research, to pose original research questions, and to distribute the results of their investigations in scholarly settings. The success of our students in the job market reflects on the training they have received at UNM, and on our reputation as a department.

Methods used to measure the success of graduates

The SLIP surveys each of its graduates every year in October to gather information on employment and certification. The Linguistics BA Program has recently started a survey of graduating seniors. However, we do not have a formal tracking system in place to track career trajectories or overall success in the academy of either undergraduates or graduates who have completed the Linguistics degree programs.

Criterion 5. Faculty

5A. Faculty composition and credentials

At the time of the last APR, the Department of Linguistics had 7.5 tenured/tenure-track faculty, one Visiting Assistant Professor, and 4 Lecturers. This was down from 10 faculty members from 1996 to 2004. Since 2007, we have lost several faculty members to resignations and retirements. Catherine Travis (.5 FTE), one of our experts in Hispanic Linguistics, resigned her position in 2010, and Paul Platero (Visiting Assistant Professor in 2007), who directed the Navajo program, resigned in 2014. Phyllis Wilcox, founder and former director of the Signed Language Interpreting Program, retired in 2015 after 44 years of service to UNM. Since 2007 there have been five new hires, two at .5 FTE, bringing the number of tenured and tenure-track faculty in the Department of Linguistics currently to 10 (including two joint appointments with the Department of Spanish and Portuguese, Shin and Vallejos). In addition, all the previous lecturers have resigned or retired, and 4 new lecturers have been hired since our last APR in 2007, as well as one 3-year Visiting Lecturer, and one 1-year Visiting Lecturer. This brings us closer to the size of UNM's peer institutions (see Appendix 3). We continue to have a broader spectrum of courses than other institutions however. It will be essential for the department to maintain, and hopefully grow, the size of the faculty in the upcoming years in order to maintain areas of strength while also adapting to the needs of the field.

With respect to demographics, our department faculty is predominately Caucasian and female. Seven of the 10 tenured/tenure track faculty are female. Eight are Caucasian, with one Hispanic female, and one Native American female. The four permanent lecturers are female. One is Caucasian, two are Hispanic and one is Navajo. One of our permanent lecturers is Deaf. The two visiting lecturers are Caucasian females.

The five new tenured/tenure-track hires (Jacobson, Koops, Shin, Vallejos, Willie) have increased our capacity to offer core courses in addition to more intensive, specialized seminars. These scholars have much needed expertise in sociolinguistics, bilingualism, Hispanic linguistics, Native American linguistics, sociophonetics, documentary fieldwork, discourse analysis, intercultural communication, and interpreting studies. All five focus on minority languages in the U.S. Southwest and Latin America in different contexts, including education and healthcare settings. Two of these hires have been awarded tenure (Jacobson in 2015 and Shin in 2016), and one was hired with tenure (Willie). The six lecturers have also greatly enhanced our programs: Nordquist (three-year visiting lecturer) has increased our capacity to teach core courses in Linguistics, freed other faculty to teach advanced seminars, and has brought undergraduate research support and teaching awards to the department. Chappell (one-year visiting lecturer) provides coverage of introductory level language courses, freeing up our more experienced lecturers to teach more specialized classes. Griffen and Myers have increased our capacity and expertise in signed language and interpreting pedagogy, allowing the department to maintain the nationally renowned and recently accredited Signed Language Interpreting Program. Manson and Lujan will begin in Fall 2016, bringing additional support to the Navajo Language Program and the Signed Language Interpreting Program, respectively.

5A1. Faculty Degrees and Areas of Expertise

Full Professors

Melissa Axelrod

PhD, Linguistics, University of Colorado

Areas of Expertise: Morphosyntax and semantics, particularly in polysynthetic languages; language documentation and revitalization.

William Croft

PhD, Linguistics, Stanford University

Areas of Expertise: Typology and universals; construction grammar; semantics; cognitive linguistics; language change

Jill P. Morford

PhD, Psychology, University of Chicago

Areas of Expertise: Psycholinguistics, bilingualism, signed language acquisition & processing

Sherman Wilcox

PhD, Educational Linguistics, University of New Mexico

Areas of Expertise: Cognitive grammar approaches to signed language linguistics; typological studies of grammatical modality in signed languages; gesture and language; language evolution

Mary Ann Willie

PhD, Linguistics, University of Arizona

Areas of Expertise: Navajo linguistics; morphological knowledge of native speakers of Navajo; Navajo pedagogy

Associate Professors

Holly E. Jacobson

PhD, Second Language Acquisition and Teaching, University of Arizona

Areas of Expertise: Health discourse; impact of language on healthcare access, health status, and health disparities; intercultural communication in healthcare contexts; health literacy; discourse analysis; translation and interpreting studies

Barbara Shaffer

PhD, Educational Linguistics, University of New Mexico

Areas of Expertise: Interpreting theory; subjectivity and intersubjectivity in interpreting and discourse; viewpoint; grammaticalization of signed languages.

Naomi Shin (Joint appointment with Department of Spanish and Portuguese)

PhD, Linguistics, City University of New York Graduate Center

Areas of Expertise: Hispanic linguistics, child language development, bilingualism, language contact, sociolinguistics

Caroline Smith

PhD, Linguistics, Yale University

Areas of Expertise: Prosody, especially French; laboratory phonology; phonetics and speech production.

Assistant Professors

Christian Koops

PhD, Linguistics, Rice University

Areas of Expertise: Sociophonetics; quantitative corpus linguistics; statistical methods; language revitalization; Oklahoma Cherokee

Rosa Vallejos (Joint appointment with the Department of Spanish and Portuguese)

PhD, Linguistics, University of Oregon

Areas of Expertise: Morphosyntax, documentary fieldwork, Spanish in contact, Amazonian languages

Lecturers

Shelly Chappell, Visiting Lecturer I

BS, Signed Language Interpreting, University of New Mexico

Areas of Expertise: American Sign Language; signed language interpreting

Christena Griffen, Lecturer II

MA, Sign Language Education, Gallaudet University

Areas of Expertise: American Sign Language; signed language pedagogy

Amanda Lujan, Lecturer II

MA, Interpreting Pedagogy, University of North Florida

Areas of Expertise: Interpreter pedagogy

Dolly Manson, Lecturer II

PhD, Curriculum & Instruction/Education Administration, New Mexico State University

Areas of Expertise: Navajo; curriculum & instruction

Dawn Myers, Senior Lecturer II

MS, Speech and Hearing Sciences, University of New Mexico

Areas of Expertise: American Sign Language; signed language interpreting

Dawn Nordquist, Visiting Lecturer III

PhD, Linguistics, University of New Mexico

Areas of Expertise: Semantic prosody, formulaic language, corpus linguistics

5A2. Faculty Roles and Responsibilities

All tenured and tenure-track faculty in the department are expected to dedicate time to teaching, research, and service. The expected time dedication to each is 40% teaching; 40% research; and 20% service, although these percentages can change depending on teaching releases, teaching fellowships, or administrative assignments. The normal teaching load for research-active tenured/tenure-track faculty is two courses per semester, and four courses per semester for lecturers. For the two faculty members (Shin, Vallejos) with joint appointments, the teaching load is the same, but split equally between Linguistics and Spanish & Portuguese. All faculty members, full and joint, also advise graduate students and serve on comprehensive exam, thesis and dissertation committees. Jill P. Morford currently serves as Chair of the Department of Linguistics, and Sherman Wilcox is Graduate Advisor. There are three Undergraduate Advisors: Holly E. Jacobson (Linguistics); Barbara Shaffer (Signed Language Interpreting Program-SLIP); and Mary Ann Willie (Navajo Minor). Barbara Shaffer is also the current Director of the SLIP. During the Site Visit, Prof. Shaffer will be on sabbatical, and Professor Emerita Phyllis Wilcox will be serving as Interim Director of the SLIP. All faculty members, full and joint, serve on department committees and ad hoc committees on a rotating basis, as designated by the Chair.

The workload for lecturers is 80% teaching; and 20% service. Lecturers also have administrative roles in the Navajo Language Program and the Signed Language Interpreting Program. UNM has a promotion ladder for Lecturers, such that Lecturers can apply for promotion to Senior Lecturer after 5 to 10 years of service, and for Principal Lecturer after 11 years of service. Principal Lecturers are eligible for a semester of academic leave to encourage professional growth and to increase competence among lecturers. The Department of Linguistics has one Senior Lecturer (Dawn Myers) and no Principal Lecturers.

5B. Professional development

The Department of Linguistics has very limited resources for professional development of faculty members unless they bring in their own sources of external or internal funding through grant awards or other sources. The Dean of the College of Arts & Sciences has provided \$500 per faculty member in recent years to support faculty research and travel expenses. This amount is usually enough to cover airfare for one conference, for example, leaving faculty to pay their own registration, lodging and meals. Such expenses can be prohibitive, especially considering the lower salaries at UNM compared to Linguistics departments at comparable institutions.

The UNM Sabbatical Policy is another mechanism for professional development. However, because the department is not allowed to have more than 1/7 of the tenured/tenure-track faculty on sabbatical at the same time, faculty are sometimes faced with waits of one to two years upon reaching eligibility to request a sabbatical. Pre-tenured faculty can request one research semester before or after their mid-probationary review in which they are released from teaching duties as a means of supporting them in building their portfolios for tenure and promotion. Associate Professors can also request one semester of teaching release to support their preparation for promotion to Full Professor. UNM policy also allows faculty to participate in funded research on an Interagency Personnel Agreement (IPA) between UNM and funding institutions. For example, this policy allowed Holly Jacobson to spend four semesters in 2010 and 2011 as Senior Research Fellow at the National Institutes of Health campus in Bethesda to conduct health disparities research. Faculty can also take a leave without pay to participate in

funded research, or for other professional development, upon approval by the department and college.

The Center for Teaching Excellence (cte.unm.edu) provides faculty with a wide selection of resources and events to support the development of teaching, as well as to contribute to scholarship on teaching and learning.

The College of Arts & Sciences also provides research support to faculty through a staff of Faculty Research Support Officers (FRSO) who work in close collaboration with the Office of the Vice President for Research to assist faculty with proposal development and submission, and to identify relevant sources of funding for faculty.

5C. Faculty Research and Creative Works

Linguistics faculty members have maintained highly productive research agendas, and as a result have published in nationally and internationally renowned journals, as well as obtaining external and internal grant funding.

5C1. Publications

Since 2007, the Linguistics faculty have published 2 single-authored books; 4 edited volumes; 25 book chapters in edited volumes; and 56 peer-reviewed journal articles, including papers in press. These articles have been published in such prestigious journals as *Bilingualism, Language, and Cognition*; *Cognition*; *International Journal of Corpus Linguistics*; *Journal of Child Language*; *Journal of Historical Pragmatics*; *Journal of Linguistics*; *Laboratory Phonology*; *Language*; *Language Documentation and Conservation*; *Language Variation and Change*; *Lingua*; *Linguistics*; *Linguistic Typology*; *Memory and Cognition*; *Sign Language Studies*; and *Theoretical Linguistics*, among others. Journals such as *Deaf Studies and Deaf Education*; *Literacy and Numeracy Studies*; and the *Journal of Community Health* demonstrate the interdisciplinary nature of our faculty's research. In addition, faculty have disseminated their work in 15 volumes of conference proceedings. Axelrod and Vallejos have also been active in publishing grammars, dictionaries, and other language resources for indigenous languages, including grammars, dictionaries, and language resources. These publications are listed in the faculty CVs provided in Appendix C.

5C2. Invited and Peer-Reviewed Presentations

The faculty have also disseminated their research and work at more than 200 conferences since 2007, 15 of these being invited plenaries (Croft, Morford & Wilcox). Faculty also developed and conducted 69 other types of invited presentations, including workshops, colloquiums, lectures, and seminars, as invited speakers at national and international conferences hosted in Asia, Australia, Europe, and North & South America.

5C3. Major Awards, Recognitions, and Honors

Members of the faculty of the Department of Linguistics have received numerous awards in the past seven years for both teaching and research:

- William Croft was named Fellow of the Linguistics Society of America in 2016; became an Honorary Member of the Association Française de Linguistique Cognitive in 2015;

and received a Lifetime Achievement Award from the Evolutionary Linguistics Association in 2013.

- Jill P. Morford was named a Regent's Lecturer in 2007 and was selected as a Visiting Scholar at the Research Centre 538: Multilingualism, Hamburg in 2010.
- Barbara Shaffer was selected for a Fulbright Specialist Grant to conduct seminars on Mental Health Interpreting in Ireland in 2011.
- Naomi Shin was awarded the UNM Outstanding New Teacher of the Year in 2015, and named UNM Teaching Fellow in 2014.
- Rosa Vallejos was awarded the UNM College of A&S Teaching Award for Excellence in 2016; and nominated for the UNM New Faculty of the Year in 2015. She also won the Society for the Studies of Indigenous Languages of the Americas (SSILA) Mary Hass Book Award in 2011; and a Panini Award Honorable Mention from the Association of Linguistic Typology in 2011.
- Dawn Nordquist was named a UNM Teaching Fellow for the 2016-2017 academic year.

5C4. Research Grants

The faculty in the Linguistics Department have been successful in obtaining numerous internal and external grants for their research and teaching, despite our small size. The projects that have been funded since 2007 reflect the amazing range and breadth of the research activities of our faculty members. Faculty have been awarded \$67,208 in internal funding and \$2,282,009 in external funding since 2007. Appendix B includes a list of awards, award amounts and dates, PIs, and funding agencies.

5D. Faculty Experience

Faculty have a wide range of academic and professional experience. Appendix C includes brief CVs outlining the experience of each faculty member.

Criterion 6. Resources and Planning

6A. Resource Allocation and Planning

The Department of Linguistics budget is primarily committed to faculty, staff and student compensation, with very few uncommitted funds for departmental initiatives. Due to the small size of the department, resource allocation and planning of uncommitted funds for departmental initiatives, such as purchase of language corpora, can be achieved in faculty meetings with participation of all faculty members. Requests from student organizations and other departments for small contributions to support academic events on campus are handled by the Chair with input from the Department Administrator. Merit raises are assigned by the Chair on the basis of evaluations from a three-member faculty committee that reviews performance in the areas of research, teaching and service. Faculty rank graduate student applicants for the Greenberg Fellowship and for Assistantships. The recipient of the Greenberg Fellowship is resolved through discussion at a faculty meeting. Assistantships are assigned by the Chair with input from the Coordinator of the core course, Linguistics 101, following the faculty ranking.

6B. Budget and Funding

The Department of Linguistics budget is almost exclusively funded from Instruction & General (I & G) funds allocated by the University during the annual budget process. The total operating budget for the Linguistics Department is \$21,698. Included in the total operating budget is \$3000 that is set aside as a Chair's discretionary fund, which is used to pay for the Chair's travel to conferences or research presentations. This effectively leaves only \$18,698 to pay for all of the operating expenses of the department, including phone and fax lines, copier expenses for two machines, general office supplies, and support for speakers and events in Linguistics and in other departments. The Department also has a budget of \$100,000 for the Navajo Language Program which funds the Supplemental Administrative Component for the NLP Coordinator, salaries for TA/RA for instruction of some NLP courses, salary for the on-call Special Events Coordinator, salary for temp part-time faculty to teach NLP courses, and for student recruitment efforts for the program. On occasion, the NLP funds have also been used to provide bridge funds to accelerate hiring of new faculty into NLP faculty positions.

The other significant portion of the Department's budget is made up of the salary lines for faculty, staff and graduate students. The salary budget is broken down as follows:

Faculty - \$847,618
Administrative professional staff - \$84,102
Support staff - \$34,776
GA/TA – \$117,432
Student - \$900

Office/computer supplies - \$8,092
Copier leases for Ling. & SLIP main offices - \$5,157
Line/telecommunication charges - \$2,087
Other expenses - \$2500

The I&G budget does not include salaries for temporary part-time instructors or instruction of intersession courses. These funds are negotiated with the College of Arts & Sciences on an annual basis. The department's part-time instructor budget for 2015/2016 was \$49,500.

The Linguistics Department also receives course fee revenue for some of the Signed Language Interpreting Program courses. These funds are used for the use and upkeep of the Language Learning Lab used by SLI students, supplies for the courses and events for SLI students. The total amount of course fees for the SLIP was \$9,068 for AY2015/2016.

6C. Staff Composition and Responsibilities

The Department of Linguistics houses the Signed Language Interpreting Program (SLIP) and the Navajo Language Program (NLP). The department is supported by three 1.0 FTE full-time staff members and an on-call .50 FTE part-time staff member: Department Administrator A1 (Linguistics Dept. main office); Graduate Program Coordinator (Linguistics Dept. main office); Program Specialist (SLIP office); Special Events Coordinator (NLP) and two part-time work-study student employees (Linguistics & SLIP).

The Department Administrator A1 directly supervises staff and student employees for the department's main office and shares supervision of staff in each of the programs with their respective coordinators. She oversees and administers all support staff functions of the department: fiscal and budgeting, grant administration, human resources, assistance with curriculum planning and administration, program project development, facilities and resource management, and is the principal liaison among other departments and other external constituencies, and consults with the Chair on matters concerning the department.

The Graduate Program Coordinator position manages and coordinates the student application and degree requirements for the department, provides faculty and classroom support (Schedule Build, textbooks, student assessments), maintains all student records and reporting, monitors students' programs so that the necessary deadlines are met, maintains student data management systems, manages department inventory, and provides backup support to main office reception and the Department Administrator. The role of department Webmaster was recently added to her duties in an effort to keep the department website updated and to stay up to date on the latest social media trends.

The Program Specialist for the Signed Language Interpreting Program is unique because this position includes regular administrative duties as well as specialized duties as a signed language interpreter for deaf faculty members, students and visitors from the Deaf Community. The regular duties include maintaining student records for the program to assure that all requirements meet the standards of profession, responding to inquiries regarding the program and supporting delivery of the curriculum. The Program Specialist also assists the Department Administrator with purchases and account maintenance for the program, facilities usage and scheduling, events planning, and is the first point of contact for the program and maintains supplies and materials inventory for the program's video and book library.

The On-call Special Events Coordinator for the Navajo Language Program assists the Director of the NLP with organizing special events for the program, attends special recruitment events to assist the NLP director, and assists the Department Administrator with purchasing for the program.

6D. Library Resources

Linguistics Department faculty, staff, and students have access to the libraries and services provided by the UNM College of University Libraries and Learning Sciences as well as the libraries associated with the UNM Law School and the UNM Health Sciences Center. The College of University Libraries and Learning Services library system includes the Zimmerman Library, which houses the social sciences and humanities collections – including those that support the study of linguistics, as well as the Centennial Science & Engineering Library, the Parish Memorial Library for Business & Economics, the Fine Arts & Design Library, and the Center for Southwest Research & Special Collections. Historical archives are also available at the Maxwell Museum of Anthropology and the UNM Office of the Secretary.

The University Libraries, with a collections budget of \$5.6 million, provide access to over 3 million library volumes, including over 67,000 journals, and access to another 5 million volumes via collaborative memberships (e.g. HathiTrust, Center for Research Libraries, and other consortial groups). Additionally, the Libraries use the Worldcat library system for its catalog, allowing integrated access to millions of books and journal articles in libraries worldwide, which can be accessed through the Libraries' Interlibrary Loan service. The Libraries also provide access to 95 of the 100 highest impact-factor linguistics journals as ranked by Journal Citation Reports (JCR) for 2014. The Libraries also subscribe to over 400 databases including many specialized in linguistics-related topics such as: Linguistics and Language Behavior Abstracts (LLBA), Communication and Mass Media Complete, North American Indian Thought and Culture, Bibliography of Native North Americans, eHRAF Collection of World Cultures, MLA International Bibliography, PsycINFO, JSTOR, PubMed, Anthropology Plus, and Sociological Abstracts. Multi-disciplinary database subscriptions include: Web of Science, Academic Search Complete, and Lexis-Nexis Academic. As of summer 2016, the University Libraries also now have a subscription to the new Annual Review of Linguistics journal. The Annual Review of Linguistics, in publication since 2015, covers significant developments in the field of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, and their interfaces. Reviews synthesize advances in linguistic theory, sociolinguistics, psycholinguistics, neurolinguistics, language change, biology and evolution of language, typology, as well as applications of linguistics in many domains.

The Libraries' Inter-library Loan service supports borrowing materials not held by UNM and is usually able to deliver most journal articles within 24 hours and books within five days. This service is free to students, faculty and staff. Additionally, the Libraries provide research help desks that are open over 60 hours per week and staffed by professionals in order to help patrons with research problems and using materials.

The Zimmerman Library also houses the Indigenous Nations Library Program (INLP). The aim of INLP is to serve the information needs of UNM-based Native American communities and programs as well as outreach to New Mexico tribes. INLP's goals are to recruit, retain, and ensure academic success of Native American students and to foster research on and about the state's rich Native American history and resources.

Archival Collections at the Center for Southwest Research support linguistics with significant holdings documenting linguistic studies in varied New Mexican communities. Examples of these archival collections include: The American Indian Oral History Collection, The Robert W. Young Papers, the Ruben Cobos Collection of Southwestern Folklore and Folk

Music, The John Duncan Collection of California Maidu Oral Histories and Music and Plains Indian Music, and the New Mexico-Colorado Spanish survey records – which constitutes the first comprehensive, quantitative survey of New Mexican Spanish as spoken by resident native speakers.

The College of University Libraries and Learning Services also provides a Social Sciences Librarian, an assistant professor, to provide outreach, classroom instruction, one-on-one consultation services, and collections support to the Linguistics Department. Linguistics faculty can also work with the Social Sciences Librarian to design classroom assignments that teach students how to conduct research. The librarian also purchases library resources (journals, films, books, databases, etc.) to support the Department's work. The Librarian works in coordination with the University Libraries' Research Data Services Department, overseen by its Director, an associate professor, to support the Linguistic Department's data needs such as: creating data management plans for grant proposals; managing, curating, and archiving data sets; maximizing the usefulness and lifespan of researcher's data; and, collaborating with researchers to share data. It also provides infrastructure, UNM's Lobovault, to support data hosting needs and to archive faculty publications when allowable under copyright policy.

Criterion 7. Facilities

The Linguistic Department facilities are adequate to support student learning as well as scholarly and research activities, with two exceptions. First, recently hired faculty use data-intensive research methods consistent with changes in the field of Linguistics. These faculty need better laboratory support than was traditionally the case in Linguistics. Currently, only three faculty members have dedicated laboratory space, but seven faculty members use data-intensive research methods and would benefit from laboratory space. The need for laboratory space is particularly pressing for junior faculty members who had access to appropriate laboratory facilities during their training, but have not been assigned permanent laboratory space at UNM. Second, due to delays in faculty hiring, the department is relying on Visiting Lecturers and Part-Time Instructors on a short-term basis. We do not have sufficient office space to house our temporary lecturers and instructors.

7A. Unit's Allocated Facilities

First Floor Humanities (112)

Occupant	Status	Room Number	Square Footage	Usage
Entry Space		112	783	Meetings, presentations, student practice area
Program Specialist and student employee	Admin	114	167	Administrative
Video/Book Library	Admin	116	112	Admin
Admin. Records Vault	Admin	116A	48	Admin
P. Wilcox	Faculty Emerita	118	144	Faculty
"The Pit Area"		120	441	General Meeting
Alcove		122	81	General Meeting
C. Griffin	Faculty	124	76	Faculty
Ling. Conf. Room		134	394	Instructional/Admin Meeting
B. Shaffer	Faculty	136	117	Faculty
Hallway		140		
S. Wilcox	Faculty	140A	144	Faculty
Video Production Lab & S. Chappell	Visiting Faculty	140B	103	Lab & Faculty
A. Lujan	Faculty	140C	91	Faculty
D. Myers	Faculty	140D	85	Faculty
Sign Conference Room		144	398	Instructional
Grad Student Computer Lab		148	374	Lab

Graduate Student Linguistics Research Lab		152	399	Lab & Part Time Instructors
Restroom		154	30	
Restroom		156	30	
Kitchen		158	119	
Patio			218	

Fifth Floor Humanities

Occupant	Status	Room Number	Square Footage	Usage
Library, instructional and meeting space		520	409	Library, Study area, student meeting space, Navajo classes
C. Koops Lab	Lab	524	139	Lab - Faculty Research
D. Nordquist	Faculty	524A	70	Faculty
Ling. Dept. Office & Reception area	Admin	526	254	Admin.
Dept. Admin. Office, Meeting Space	Admin	530	276	Admin.
Grad. Program Coord., Copier Room & Storage	Admin	534	253	Admin.
D. Manson	Faculty	544	138	Faculty
M. Willie	Faculty	546	138	Faculty
J. Morford Lab	Lab	550	124	Lab - Faculty Research
C. Smith	Faculty	552	124	Faculty
W. Croft	Faculty	554	183	Faculty & Research
M. Axelrod	Faculty	556	125	Faculty & Research
C Smith Lab	Lab	558	140	Faculty & Research
J. Morford	Faculty	560	142	Faculty
C. Koops	Faculty	562	139	Faculty
H. Jacobson	Faculty	564	139	Faculty
R Vallejos-Yopan	Faculty	566	142	Faculty
Closet	Storage	578	19	
Mail Area		512B	83	

Third Floor Humanities

Occupant	Status	Room Number	Square Footage	Usage
H. Jacobson	Lab	358	146	Lab - Faculty Research

7B. Computing Facilities

Department of Linguistics Graduate Student Office and Linguistics Research Lab

The department operates a graduate student office for the use of graduate students with tables, couches, a refrigerator, but also several computer workstations (both PC and Mac), a printer and a scanner. Legislative funds for a Linguistics Research Lab were procured in March 2016, and will be available for outfitting the Linguistics Research Lab (Hum 152) with equipment for graduate student research projects, including equipment necessary for both ethnographic and sociolinguistic interviewing as well as experimental research. The equipment will include computer workstations for carrying out experimental research.

Criterion 8. Program Comparisons

8A. Unit's Distinguishing Characteristics

8A1. National Ranking

The UNM Linguistics Department is very unique in that it focuses on typological and cognitive-functional approaches to language, in addition to offering expertise in American Indian languages, and signed languages. National rankings were not found to be enlightening in determining the national reputation of our graduate programs. As was the case seven years ago, the US News and World Report ranking of graduate programs does not include Linguistics under its category of best-ranked Social Sciences and Humanities programs. The website PhD.org has added data on the University of New Mexico PhD in Linguistics since our last APR: however, our review of the data shows that the information provided on the site is not accurate in all categories. For example, the website shows that our students receive support only from research assistantships, while 0% of students are listed as receiving teaching assistantships or fellowships (in reality, as discussed elsewhere in this APR, our students are primarily funded through TAs and our fellowship program). There are also a number of other missing values, which makes the rankings difficult to interpret. The University of New Mexico is ranked from 31 to 47 out of 52 peer programs listed on PhD.org, although the peer programs listed are not all considered UNM peer institutions, nor are the types of expertise within the programs (functionalist vs. formalist, etc.) taken into account in these comparisons. Four of the 52 peer institutions listed on PhD.org are included in our comparisons (see below): University of Colorado-Boulder (ranked 10-25); University of Arizona (ranked 14-24); University of Oregon (ranked 24-41) and University of California at Santa Barbara (ranked 32-47). Due to the confounding variables mentioned, it is not possible to accurately determine the reputation of our program through these rankings.

8A.2 Comparison with Linguistics programs at Peer Institutions

Of the 22 UNM peer institutions approved by the Higher Education Department, we selected eight for comparison with our department because they have Linguistics programs with similar objectives as ours, and they are similar in size. All have graduate programs in Linguistics, with the exception of University of Oklahoma-Norman. The peer institutions include:

- New Mexico State University
- Oklahoma State University
- University of Texas at El Paso
- University of Arizona
- University of Colorado-Boulder
- University of Kansas
- University of Oklahoma-Norman
- University of Utah

In addition, we added two linguistics programs not listed as UNM peer institutions by the HED, but that use functionalist approaches similar to ours. These are:

- University of California at Santa Barbara
- University of Oregon

We gathered data on the 10 peer institutions by reviewing websites and other published sources,

and through correspondence with undergraduate and graduate directors and department chairs, when possible. The information obtained is summarized in Tables 1 and 2.

Institution	Linguistics Department	#Core Tenure-TT Faculty	# Other Faculty	BA/BS	Minor	# of Majors	# of Minors
University of New Mexico	Yes	10	4	Yes	Yes, Ling or Navajo	49 Ling 40 SLIP	44 Ling 15 Nvjo
New Mexico State University	No (Spanish Dept)	4	1	Yes	No	No data	N/A
Oklahoma State University	No (English Dept)	6	3	No	Yes, starts Fall 2016	N/A	0
University of Texas at El Paso	Yes (shared with literature studies)	6	1	Yes	Yes, Ling or T&I	40 Ling	30 Ling 20 T&I
University of Colorado-Boulder	Yes	11	1	Yes	Yes	No data	No data
University of Kansas	Yes	11	0	Yes	Yes	110	20
University of Oklahoma-Norman	Yes (shared with languages and literature studies)	3	1	Yes	Yes	60-70	7
University of Utah	Yes	14	5	Yes	Yes	125	8
University of Arizona	Yes	25	0	Yes	Yes	No data	No data
University of California-Santa Barbara	Yes	12	0	Yes	Yes	211	“15 per year” [SIC]
University of Oregon	Yes	10	2.5	Yes	Yes	95	9

Table 1: Undergraduate Program Comparison

Institution	Graduate Certificate	MA/MS	PhD	# of Grad Students	Grad Student Funding
University of New Mexico	No	Yes	Yes	61	10 one-year .25 FTE TAships and 1 multi-year (4X) fellowship awarded per year
New Mexico State University	No	Spanish with concentration in Linguistics	No	No data	No data
Oklahoma State University	Yes, TESOL	Yes	Yes	35	MA: 3 .5 FTE multi-year (3X) TAships awarded per year PhD: 5 .5 FTE multi-year (5X) TAships awarded per year Awardees can apply for one more year of funding.
University of Texas at El Paso	No	Yes	No	No data	No TAships awarded; Occasional RAships, if funding available
University of Colorado-Boulder	Yes	Yes	Yes	50	All PhDs are awarded multi-year funding, either as TAs or RAs
University of Kansas	L2 Studies	Yes	Yes	30	All PhDs have 5 years of funding, combining RAships, TAships, and fellowships
University of Oklahoma-Norman	No	No	No	N/A	N/A
University of Utah	No	Yes	Yes	17	All grad students are funded through fellowships, TAships, or RAships. Number of years not specified.
University of Arizona	No	Yes, incl. MA in Native American Linguistics	Yes	No data (53 in 2007)	No data
University of California-Santa Barbara	No	No	Yes	29	Two PhD students per year awarded 5-year combined fellowship and TAship. Other students receive TAships, but length varies.
University of Oregon	No	Yes	Yes	54	22 TAships, specifics not provided

Table 2: Graduate Program Comparison

Student-Faculty Ratio: Among the 10 peer institutions, the number of current tenure-track/tenured faculty ranges from 4 to 25. Four of the institutions have fewer core faculty than UNM. However, UNM has 1 core faculty member who works primarily in the SLIP program, 1 whose time is divided between the Ling and SLIP programs, and 1 who oversees the Navajo minor. In addition, 3 of our other faculty (lecturers) teach in the SLIP programs. This leaves us with 8.5 in the Linguistics program. Because we did not receive relevant data from the University of Colorado-Boulder and the University of Arizona, we cannot determine the exact ranking of UNM in terms of number of enrolled students, and graduate student-faculty ratio. The UNM Linguistics program has a student-faculty ratio of 7.7. This is significantly higher than UCSB (2.4), U Kansas (2.7); OSU (3.8), and UO-Eugene (4.32). (UA had a student-faculty ratio of 2.8 in 2007, and it is likely that this has stayed the same, or even decreased, given the growth in their core faculty). The University of Utah has a very small student-faculty ratio (.89) but constitutes a much smaller graduate program than the other 9 peer institutions, with a larger undergraduate program. With 89 undergraduate majors (Ling and SLIP) and 59 undergraduate minors, UNM ranks as the 2nd largest undergraduate program out of the 7 for which we have data. The high graduate student-faculty ratio, combined with a high undergraduate student-faculty ratio, is cause for an extremely heavy teaching and advising load for UNM core and affiliated faculty.

Student Funding: As mentioned elsewhere, UNM is able to fund 11 new awards each year. Only one involves a multi-year package (the Greenberg fellowship discussed in Criterion 4). In addition, the 10 assistantships at UNM are .25 FTE, not .5 FTE as is the norm at many other institutions and in other UNM departments. This means UNM only awards 5 .5 FTE positions (total) each year. Other peer institutions, such as OSU, UC-Boulder, U Kansas, and UCSB, offer multi-year packages to graduate students. The lack of graduate student funding continues to be a weak point in our program when compared to other institutions, impacting both our ability to select top students as well as the progress of current students.

Uniqueness of our Programs: As has been emphasized throughout this APR, the UNM Department of Linguistics has a very unique group of faculty supporting a distinctive clustering of programs, which mutually inform each other. We offer a rigorous academic setting that allows students to study language in context from many different perspectives, and to combine the study of language with the broader study of human cognition. The functionalist approach of our Linguistics curriculum continues to be shared with only a few US universities, including in particular UC-Boulder, the University of Oregon, and UCSB. Our Navajo minor is a unique program requiring 18 hours in Navajo language and linguistics. The University of Arizona also offers Navajo language courses (although they do not offer a minor) and a MA in Native American Languages and Linguistics: we are fortunate to now have Mary Willie, former coordinator and instructor in both programs at UA, directing our Navajo program. Northern Arizona University (not a peer institution) is the only other university that offers a Navajo minor, but it does not offer the linguistics component that UNM does. Our Signed Language Interpreting Program is one of only 13 in the entire country to receive accreditation from the

prestigious Commission on Collegiate Interpreter Education (CCIE) (none of our peer institutions have accredited programs).

Criterion 9. Future Direction

9A. Summary of Strengths and Challenges

The Department of Linguistics is home to a small but highly productive, collaborative and mutually supportive group of faculty. Indeed, the high level of achievement across the department can make it difficult to recognize outstanding performance. Graduate students are also highly motivated and work effectively as both instructors and researchers, and have a recent record of winning many university-wide fellowships (Bilinski, Mellon, LAII). The staff of the Department of Linguistics have created a work environment that is defined by collegiality and respect. As such, the human capital of the department is one of its greatest assets. The department also has a unique research profile that fits exceptionally well in the social and geographic setting of New Mexico. The department strengths in typology, language documentation and revitalization, and language variation are all highly relevant to the cultural and linguistic diversity of the state, and lay the groundwork for guiding the university's student population to a nuanced understanding of language, identity and power. The department houses one of only 13 nationally accredited interpreter training programs, and is one of a handful of institutions of higher learning where students can receive more than two years of training in Navajo language and linguistics.

The greatest department weaknesses are in large part due to the fiscal challenges faced by the university, and more generally by the state. The department has several ongoing faculty needs, and some new faculty needs due to changes in the field of Linguistics. Graduate student funding has been an ongoing challenge and continues to pose barriers to rapid progress to degree for our graduate students.

Challenge #1: As documented in the last APR Reviewers' report, the Signed Language Interpreting Program has too few tenure-track/tenured faculty to allow program faculty to teach outside of the program, and to share the heavy administrative load of the program. Since 1994 the program has had three tenure-track/tenured faculty lines. The department was in the midst of a faculty search to increase the program to four tenure-track/tenured faculty lines when Professor Emerita Phyllis Wilcox retired in 2015. This was an unanticipated retirement. The search process was not successful. Hence, rather than increasing the program faculty, there has been a reduction to just two tenure-track/tenured faculty. Addressing the faculty needs of the Signed Language Interpreting Program is essential to maintaining the national reputation of this program, which attracts applicants from all over the U.S.

Challenge #2: At the time of the last APR Reviewers' report, the department needed a sociolinguist and a phonologist. Through two hires, Shin and Koops, the department has successfully improved faculty expertise in sociolinguistic variation. (Both hires were designed to address multiple needs, not solely sociolinguistics). Due to the excellent publishing records of these two faculty, sociolinguistic variation is a growing strength in the department which is likely to dominate the department's research profile in the coming decade. However, the department continues to function without a phonologist. The department relies on graduate students to deliver graduate coursework in phonology. Faculty expertise in phonology is critical

to providing undergraduate and graduate students with a firm grounding in this important sub-field of linguistics.

Challenge #3: The Big Data movement has had an impact on Linguistics as on other disciplines. Graduate students need better training in quantitative skills to be competitive on the job market. Thus, the department needs a scholar who uses quantitative methods, such as a corpus linguist, to join the faculty. This individual could also have expertise in a current area of need (Phonology) or an expected area of need following anticipated retirements (Native American Linguistics, Language Documentation & Revitalization, Typology, Cognitive Linguistics, Signed Language Linguistics).

Challenge #4: Graduate student funding has improved since the last APR, but continues to be an area of need. Since the last APR, the department attempted to improve graduate student funding by switching to a strategy of funding students with .5 FTE TAships instead of relying primarily on .25 FTE TAships, which are not sufficient for students to live on. In general, we found that students teaching two classes were not able to make sufficient progress on their comprehensive exams and dissertations. Thus, we returned to offering students only .25 FTE positions. But this is not a satisfactory solution. With the current changes to our graduate program, and the recent success of our graduate students in obtaining fellowships for the last year or years of their doctoral studies, it is time to revisit our funding model to consider creative solutions to this ongoing challenge.

9B. Strategic planning efforts

Several mechanisms are in place at UNM to ensure that strategic planning is ongoing. First and foremost, the APR process provides a broad perspective on departmental goals and progress toward those goals. These goals are pursued under the direction of the Chair, who serves a 4-year term. The Chair reports annually to the Dean on the state of the department. Program assessment and general education assessment metrics are collected each semester, and discussed by the faculty on a bi-annual basis.

The College and the Provost's Office also introduce initiatives that impact our departmental strategic plan. For example, in order to increase the 4-year graduation rate, the tuition structure at UNM was changed to incentivize enrollment in 15 hours or more per semester. However, this change increased the need for students to have more options for late-starting and intersession courses. In response to this university-wide need, our department has shifted instructional resources in order to provide appropriate courses in these formats. Likewise, the university is invested in developing more online course and degree options in order to increase enrollment of new student populations. The department is exploring the viability of these options as revenue-generating possibilities.

9C. Strategic directions and priorities

Goal 1: Promote and maintain areas of departmental strength

Given a budget climate in which the state and the university are looking to minimize the negative impact of deficits, a priority of the department must be to promote and maintain our

areas of departmental strength. We are pursuing this goal by shielding faculty and students from the effects of budget rescissions, seeking acknowledgement of faculty and student achievements through awards and fellowships, and supporting collaborative research efforts within the Department and across academic units at UNM in order to strengthen the research and teaching portfolios of current faculty. For example, when the department was required to reduce the operating budget in 2011, the decision was taken to eliminate phone lines instead of reducing support to TAs. We continue to look for ways to reduce our operating budget while maintaining support for faculty and students. To bring recognition to faculty achievements, we have nominated faculty for national (AAAS, LSA) and university awards and fellowships. We also have been proactive about participating in collaborative research efforts supported by the College and the Research Office. For example, Axelrod, Koops and Nordquist recently were awarded a seed grant to establish an interdisciplinary Humanities Working Group with faculty from Spanish & Portuguese, Foreign Languages & Literatures, and Geography and Environmental Science. The seed funding from the College of Arts & Sciences will allow this group of investigators to apply to the NEH Common Good Initiative. Likewise, Shin took advantage of a call from the Faculty Research Development Office to apply for funds to support Women in STEM. She proposes to use the funds to develop a project that would draw on departmental expertise in Spanish, ASL and Navajo to investigate language development with variable input.

Our current programs cannot be maintained without replacing faculty vacancies; hence, faculty hiring as outlined in Challenges #1 and #2 is an important component of our strategic plan to maintain our current strengths. Our three-year hiring plan (see Appendix D) requests authorization to hire a tenure-track/tenured faculty member for the Signed Language Interpreting Program in FY 2018, a faculty member in Language Revitalization and Corpus Linguistics in FY 2019, and a faculty member in Signed Language Linguistics and Cognitive Linguistics in FY 2020. Any retirements in the coming years might affect the department hiring priorities.

Goal 2: Build faculty expertise in Phonology, and Quantitative Methods

Addressing the department's need for a phonologist is unlikely to be resolved without approval to hire a new faculty member. The other departments on campus that could potentially employ a phonologist (Speech & Hearing Sciences, Spanish & Portuguese, Foreign Language & Literatures, and Educational Psychology) do not currently have any phonologists on their faculties, and don't anticipate hiring one in the near future. However, it would be possible to hire a phonologist with expertise in another area of department need, such as Native American Linguistics, Cognitive Linguistics, or Typology. A final possibility would be to create a Visiting Lecturer position for a phonologist with a 2-year term to hire recent PhDs who are looking for permanent positions. This position would bring a variety of young scholars to UNM for a brief period of time rather than creating another permanent faculty line in Linguistics. This strategy would not ensure consistent quality in phonology instruction, but could bring scholars with experience in newer research and teaching methodologies to the department, and address the current need for temporary positions for recent graduates in the sluggish job market.

Goal 3: Equip students to carry out research in an era of big data

Due to an initiative of the Graduate Student Professional Association (GPSA) with support from Associate Dean for Research in the College of Arts & Sciences Tom Turner, graduate students were invited to submit proposals to renovate a laboratory space on campus. Two current students, Joan Esse Wilson and Rebeca Martínez Gómez, took the lead on formulating a proposal to create a shared laboratory where linguistics graduate students can pursue both experimental and ethnographic research. Their proposal was one of two selected by the GPSA for promotion during the 2016 New Mexico legislative session. These students traveled to Santa Fe to represent UNM and the GPSA, and to promote research opportunities for graduate students. Their efforts resulted in an appropriation of \$35,000 to renovate Humanities 152 for a new Linguistics Research Laboratory.

The implementation of this new laboratory is currently underway, and comes at an ideal time considering the changing demands in the field of linguistics. In order to equip students to collect, manage and analyze large datasets, the laboratory will provide for the technology needs of students. The department is now pursuing ways to increase student training and mentoring to make use of the new lab equipment in order to incorporate more data-driven methodologies into their research programs. Current faculty will provide some guidance, but the department is also collaborating with units across campus for additional sources of training and mentoring. Finally, faculty expertise in this domain is included in the department's hiring plan for FY 2019.

Goal 4: Improve graduate student funding

UNM graduate student funding is on par with other institutions, but only when students are awarded .5 FTE TA/RA/GA positions. The tradition in Linguistics of relying on .25 FTE positions has allowed us to give support to more students, and to create a strong peer group of graduate student teaching assistants. However, students cannot live on these stipends, and thus typically accept additional positions to supplement their income. The faculty are exploring alternative funding solutions. For example, to address the high workload associated with a .5 FTE TA position, the current Linguistics 101 Coordinator is designing a shell in UNM Learn to facilitate course planning and implementation for Linguistics 101 instructors. We are also improving graduate student mentoring and advising students to apply for competitive fellowships.

Goal 5: Support campus discourse on diversity and inclusion

As a part of the UNM2020 Visioning Process, the university committed itself to promoting institutional citizenship and inclusive excellence. The Department of Linguistics has an important role to play in this university-wide effort. The department's theoretical and methodological approach to linguistics of relating patterns in language usage to social, psychological and historical factors allows us to demonstrate the universals across many varieties of language using empirical methods, and to provide explanations for variation in language. Our research and classroom instruction challenges discriminatory views of minority communities, and reveals to students how discriminatory social perspectives can be *detected* in language use and *propagated* by language use. In a state as diverse as New Mexico, this includes debunking social attitudes that students have adopted about themselves. Our classes give students the analytical tools to discover for themselves that all varieties of language exhibit complex and

predictable structures that evolve over instances of language use within specific usage contexts. From our introductory core course to our most advanced doctoral seminar, our instruction is designed to empower students with empirical approaches to understanding the nature of language and its role in human society.

The Department of Linguistics has demonstrated a record of excellence in research and teaching since its inception in 1973. The department faculty and staff are committed to pursuing excellence in the coming decade and look forward to the proposals and suggestions that emerge through the Academic Program Review process.