

Strategic Plan

Department of Linguistics
University of Washington

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Department of Linguistics

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WHO WE ARE

Language has been the object of study for millennia. However, a distinct field devoted to its scientific study dates only from the beginning of the nineteenth century and its departmentalization in academia began still later. Very few autonomous departments of linguistics existed before the 1960s. Before then, linguists tended to belong to departments of foreign language, English, anthropology, and psychology. The 'cognitive revolution' sparked by the work of Noam Chomsky led to an explosion of interest in linguistics, which from the beginning has served as a focal point for the cognitive sciences. Today in the United States there are around 60 Ph. D. programs in linguistics, and 100 master's and bachelor's degree programs.

The cognitive science component of linguistics — that is, the goal of studying how grammar is situated in the human mind — is central to the field. Linguistics has links to the social sciences, the natural sciences, and the humanities. For example, linguists study the social context of language variation, the physics of speech sounds, the properties of poetic language, the acquisition of first and subsequent languages, and computational paradigms of language functions, in addition to constructing models of the mental representation of grammar. In terms of cognition, linguistics aims to determine how language is organized, integrated, incorporated, and/or embedded in the mind as well as to determine how language is realized on the physical side (the neuroscience of it all). Clearly, the symbiotic interplay and interactions of perception, memory, thought, and reasoning with language is at the core of cognitive science.

The University of Washington has one of the oldest departments of linguistics in the United States — it was founded in 1962. The number of FTE's has gradually grown from four to currently over a dozen. As the department has grown, so has its breadth of areas covered. Formal studies of grammar continue to occupy the central interest of a large majority of the faculty whose research focuses on syntax, phonology, semantics, morphology and phonetics, in a wide range of language families. During the past decade, we have added Romance linguistics, phonetics, second language acquisition, sociolinguistics and computational linguistics as specializations. Finally, we have a research professor (the only one in the Humanities Division), whose area is poetics and translation theory.

WHAT WE DO

The discovery of knowledge about how language works (i.e. research) and its dissemination to students at all degree levels (i.e. teaching) are the twin central functions of the Department of Linguistics. These functions are thoroughly integrated in our graduate program. The typical Ph. D. student has started delivering papers at conferences and publishing his or her research in journals even before passing the general exam. Indeed, given the relative youth of the field, sometimes even undergraduate majors are involved in original research. We have therefore never seen the research aspects of our unit as in any way counterposed to the teaching aspects. Given the realities of the job market, we see 'pre-professional' training as part of our responsibility. That is, we are careful to try to ensure that each graduate student's program should lead to their employability, whether in academia or in industry.

Undergraduate education has played an increasingly central part of our unit's role in the University. The number of our undergraduate majors passed the 100 mark in 1996-1997; ten years later we have 160 linguistics majors (both general and romance) and about 20 linguistics minors. To keep class size small, we teach the beginning syntax and phonology courses several times each year. Our responsibility to the undergraduate majors is to see that they have a broad-based education and, at the same time, one that prepares them adequately for advanced study in linguistics or some discipline in which linguistics plays an important role. We encourage undergraduates to collaborate with faculty on research projects and have had a number of these collaborations over the past few years. Last year an undergraduate working on Northwest English with professors Wassink and Wright was featured on the first page of the Seattle Press-Intelligencer.

Our role is also one of *general* education. A small minority of students in our high enrollment classes, LING 100 and LING 200, will go on to major in linguistics. But all students will come away from these classes, if we have fulfilled our responsibility, with a deeper understanding of how language works. LING 100, for example, allows us to convey the results of a 2500-year old grammatical tradition to students who plan to study English or a foreign language, while LING 200, a course applicable to the Quantitative and Symbolic Reasoning requirement, shows the undergraduate that even a fundamental human attribute such as language can be studied by formal analytic methods. Both courses are ideally suited to promoting critical thinking. Our 300- and 400-level classes typically have as many students from outside our Department as from inside. Whether they come from literature, from anthropology, or from computer science, our responsibility is to provide them with the specialized knowledge about language that they will need to advance in their own disciplines.

All students who take an introductory linguistics class should come away with basic knowledge about language and society that is required to make informed decisions as citizens: no language variety is inherently superior to any other, though they may be evaluated differently in their social context; all languages are constantly changing; signed languages are full-fledge languages and not mere 'gesture systems'.

To a certain extent, we have performed the role of publicizing what linguists do to the non-UW community. For example, we play an active role in World Languages Day and one member of the faculty was a featured participant in the PBS series 'The Human Language', which has been shown in hundreds of high schools. Our faculty are often called upon by the local press to explain and comment on language variation or local dialectology. For example, Prof. Bender has now given two talks that publicize linguistics to the broader community: she spoke at Amazon.com as part of their continuing education series and at the Society of Competitive Intelligence Professionals, also known as the Puget Sound Business Intelligence Group. Professors Wright and Wassink have been featured on the radio, particularly in publicizing their project (done in collaboration with undergraduate researchers) on the Northwest Dialect documentation. This topic was featured on the front page of the Seattle Times-Intelligencer in 2005.

Finally, we play a role in the *preservation* of knowledge. Another member of our faculty has devoted much of her career to documentation of Native American languages, especially those spoken in the Northwest, and has received recognition from tribal councils for her efforts .

OUR MISSION

Linguistics is the scientific study of language, one of the most characteristic human attributes. Courses in the Department of Linguistics provide training in the method and theory of language analysis, as well as studies of language in society and language change. The Romance Linguistics program allows the student to specialize in the theoretical analysis of one or more of the Romance Languages and to study the historical evolution of that language family. The Computational Linguistics Master of Arts degree is a professional MA that prepares students for a variety of positions including jobs as including jobs as developers of natural language processing systems for machine translation, data mining, information retrieval, and human-computer interfaces.

We see linguistics equally as a valuable component of liberal education and as a profession worth pursuing in its own right. The study of linguistics also provides pre-professional training for individuals interested in teaching languages; in areas of rehabilitative medicine such as audiology or speech therapy; in special education; in work in computer science and artificial intelligence; in work with native peoples or with immigrant groups; and in academic disciplines such as psychology, philosophy, literature and language studies.

The centrality of linguistics to a liberal education springs naturally from the fact that it straddles the cognitive sciences, the natural sciences, the social sciences, and the humanities. By way of illustration, members of our Department study the extent to which the human mind is pre-wired for grammar, the physical properties of speech sounds, the sociological conditions underlying language change, and the nature of poetic language. And University of Washington linguists are at the forefront in working to preserve a priceless heritage – the native languages that have been spoken here for thousands of years, but which are now tragically threatened with extinction.

The broad scope of the field of linguistics presents us with unique opportunities for fulfilling our mission. First and foremost, it is our goal to lead our students to the discovery that scientific and humanistic goals are not in conflict with each other. In undergraduate classes students are engaged in building formal models of grammar, subject to evaluation in the same manner as any other formal model of some aspect of the physical world. The reasoning skills that these students acquire, as well as their training in the assembly, manipulation, and evaluation of empirical data, parallel those that students come to possess by working in the natural sciences. And yet, the output of their efforts is a deeper understanding of the primary feature that distinguishes humans from other species – the possession of language. We hope that this understanding leads them to view each and every language as a priceless treasure, as worthy of preservation as any species of plant or animal.

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Our allied mission is to train students, particularly at the graduate level, to be independent researchers and teachers in the field of linguistics itself. Our goal is to encourage creative and critical thinking in our students throughout their time in the Department. Fortunately, linguistics is still a young enough field that even beginning students can produce work that is original and thought-provoking enough to have an impact outside the walls of Padelford Hall. We also try to ensure that all of our Ph. D.'s have some teaching experience within the Department, so that they can hone their pedagogical skills before setting out in an academic career.

The Department of Linguistics recognizes the value that diverse perspectives can bring to scholarly endeavor. Accordingly, we are committed to improving our recruitment and retention of undergraduate and graduate students, faculty, and staff from groups that are historically underrepresented in our department and field including (but not restricted to) speakers of endangered languages, stigmatized linguistic varieties, deaf and hearing speakers of signed languages. Linguistic diversity is important to the discipline of linguistics because the central focus of the field is to understand the human capacity for language. Thus, linguistics scholarship benefits from inquiry into a range of families and types of human languages, used in a range of settings.

Linguistics has made some progress recently in several areas. The flexibility of the CLMA program has increased the age diversity of students in our department. The addition of faculty members in sociolinguistics and computational linguistics has increased the ethnic diversity of the faculty body, and the pool of students from underrepresented minority groups has increased somewhat. The department has successfully supported family leaves, and is more welcoming for those caring for aging parents and young children.

The Department also has as its goal to respond positively to the increasing non-academic call for linguists and for those with training in the field. Vocationally, linguistics has applications wherever language has become a matter of practical concern, as it does in such diverse fields as education, public policy, corporate data management, and medicine. The influence of linguistic theory is now evident virtually everywhere in language education, from the structure of a grade school reader to 'immersion courses' prepared for those wishing to conduct business in Japanese or French. It has also had far-reaching effects on the way in which language skills are taught. Linguistics has also benefited from the growth of computer science, in answer both to a practical interest in developing computational systems that can deal with language in various ways, and a theoretical interest in the relation between natural and artificial languages. The burgeoning field of computational linguistics is a discipline born of the pairing of these two fields and focused on areas such as grammar checking, machine translation, text summarization, and natural language interfaces to computer systems. One result of this collaboration has been the creation of career opportunities for linguists in the private sector;

another has been the creation of new degree programs and research centers aimed at integrating work in linguistics, computer science, logic, and related fields.

Finally, our mission is to prepare all of our students, whether enrolled in the lowest-level introductory class or at the point of defending their dissertations, to function as active and concerned citizens in every public arena in which language plays a role. This might involve debates over the value of bilingual education programs, issues such as 'Ebonics' and the intrinsic nature of nonstandard dialects, and the controversy over whether language can or should be purged of sexist words and expressions. We measure our success in part by the prominence of our students and graduates in this aspect of public life.

OBJECTIVES OVERVIEW

Department-Internal Goals

- To enhance learning opportunities for students
- To mentor and nourish our junior faculty
- To preserve and strengthen our theoretical offerings in syntax, semantics and phonology
- To maintain the excellence of these sections by adding appropriate new faculty, particularly hiring an assistant professor of phonology
- To expand the areas of sociolinguistics and computational linguistics
- To develop a language and research program of ASL
- To increase the number, size, and prestige of the grants we receive
- To foster departmental sub-area study groups
- To increase the diversity of the department in faculty, staff and student populations

University-Internal Goals

- To exploit technological advances in teaching and research, and to insure that all students have experience with relevant technologies
- To cultivate interdisciplinary ties that promote research by faculty and students in the cognitive sciences
- To further interdisciplinary work in Sociolinguistics, language acquisition, historical / comparative linguistics and ASL
- To foster the program in computational linguistics with UW Educational Outreach
- To assure and strengthen the cross-disciplinary study of historical and comparative linguistics and language acquisition, both first and second
- To continue collaboration with the Center for the Humanities

Broader Community Goals

- To provide collaborative and outreach opportunities for members of the Linguistics Advisory Board, for alumni and for Friends of Linguistics
- To raise support levels of the Linguistics endowments, the Nostrand Professorship, the Graduate Student Fellowship, and the Friends of Linguistics funds
- To carry out locally-relevant research
- To support language arts and immersion foreign language instruction in area schools
- To develop internship opportunities for undergraduate and graduate majors
- To develop a protocol for faculty-industry interactions
- To foster ties with other linguists in the Northwest
- To persevere in preservation efforts of NW Native American languages

DEPARTMENT-INTERNAL GOALS

- **To enhance learning opportunities for students**

Better use of technology

In 2000, we revised the LING 100 and 200 curriculum to a technologically current format that takes advantage of multimedia technology and interactive materials. Many of our faculty maintain active web sites for student participation. We aim to enhance the undergraduate curriculum by facilitating use of web-based learning by all faculty and by making all undergraduate classes more like workshops than professorial lectures.

Experiential learning

We try to enhance the experience of our majors by encouraging them to seek experiential learning through internships in the community, international study, and participation in research projects guided by faculty.

We plan to expand the offerings available at the Language Learning Center for TAs and their undergraduate students, such as more problem sets in phonology and syntax and expansion of our database of the inventory of the sounds of the world's languages.

We continue to incorporate new technologies offered through Catalyst such as Catalyst tools EPost, ESubmit, WebQ, and we will encourage exploration of new technologies such as podcasting and use of clickers in large lectures.

Better support for our teaching assistants and faculty

Our TA coordinator and Lead TA now organize an autumn TA orientation for new TAs, and plan two or three additional workshops throughout the year to allow faculty and TAs to update their perspectives on teaching and to exchange ideas.

We will increase the participation of undergraduates in the life of the department, by including them in faculty research, groups/committees, and departmental activities (subdiscipline discussion groups, colloquia, etc)

- **To mentor and support our junior faculty**

Clearly define professional expectations

Junior faculty members meet once a year with the Chair and informally throughout the year with their (unofficial) mentors. To the best of their ability the latter will explain to the former where they stand in the tenuring process and what needs to be done to remedy any deficiencies. The junior faculty should be clearly advised of the opportunities afforded by the College for teaching reductions, summer salaries and other junior faculty awards.

Support their right to say 'no'

New faculty often receive requests for guest lectures, committee memberships, community service, the supervision of students outside the normal teaching load. Too often they feel that they have no choice but to accept. We will encourage them to analyze these requests realistically, and to say 'no' when the burden caused by acceptance is inappropriate.

- **To maintain the excellence of syntax, semantics and phonology by adding appropriate new faculty, particularly hiring an assistant professor of phonology**

Hire a tenure track faculty member in phonology to provide continuity in that subdiscipline given the departure of Prof. Kaisse to administration

- **To expand the areas of sociolinguistics and computational linguistics**

A second sociolinguist is needed who studies linguistic variation with a focus on understanding social systems, practices, and policies. Some relevant areas are policies regarding bilingual education, critical discourse analysis as a means of understanding the construction of ethnic (and other) identities, and the results of sociolinguistic research directly relevant to public policy and civic life.

As the CLMA establishes itself, we will make all full-time teaching positions in computational linguistics tenure track positions

- **To develop a language and research program in ASL**

Hire a lecturer to establish and implement a program of first and second year ASL

The University of Washington does not currently offer instruction in American Sign Language (ASL). It has been proposed that UW start up a two-year program (with two faculty) housed in the Linguistics Dept. There would be several benefits from establishing an ASL program at UW. The campus would gain a more diverse academic curriculum and a more diverse student body and faculty, while at the same time enhancing its prestige relative to similar institutions. UW would gain greater credibility and respect from the Puget Sound Deaf community. Arts and Sciences would increase revenue through enrollment of non-A&S students (especially, we anticipate, from Special Ed, Nursing, and Social Work) in ASL classes. The Linguistics Department would further its departmental mission to understand and teach the full diversity of human languages. Students wishing to pursue sign language research would benefit from a wider audience of informed peers and instructors with whom they can discuss their work. By providing students with the opportunity to learn the language of the American Deaf community, UW could help ease communication and promote greater understanding between hearing and Deaf members of society. UW, with its power and prestige, has the opportunity to eliminate misperceptions about deaf people and their language through ASL instruction.

Hire a tenure track faculty member who specializes in ASL theory

Signed languages like ASL represent — or should represent — an important part of the curriculum of any linguistics department that takes the search for language universals seriously. Several decades of research on signed languages have taught linguists that they manifest the major defining features of spoken languages. In terms of their broad structural properties they behave differently from spoken languages in only the most minor ways. Also, signed languages are processed in the brain in the same region as spoken languages are processed — *not* in the brain regions devoted to gestures. Yet, needless to say, there are differences between signed and spoken languages, some a function of the difference in modality, some not obviously so. That means that signed languages form an important natural laboratory for pinning down what is essential to human language and what is incidental.

To increase the number, size, and prestige of the grants we receive

Make available (on a website) helpful advice on preparation of grant applications; promote periodic workshops on grant preparation available through the College and the Library.

Inform faculty of importance of getting indirect costs for the department in devising grant applications.

Encourage collaborative research groups within the Department

Identify opportunities for collaborative interdepartmental research such as the NSF IGERT proposal. The aim of IGERT is to foster collaboration among Linguistics, Electrical Engineering, Computer Science, Psychology, and Speech and Hearing Sciences to bring NSF funding to UW for an Integrative Graduate Education and Research Traineeship program focusing on representations and learning of language by humans and machines.

Attract industry-supplied grants through initiatives to fund specific projects within the department

- **To foster departmental sub-area study groups**

Within the linguistics department, there are currently several research /discussion groups, including the syntax roundtable, phonology roundtable, the phonetics lab group, the sociolinguistics brown bag and the Computational Linguistics Lab which exist to stimulate discussion and cohesion among students and faculty in these subdisciplines. The Department will promote opportunities for the similar exchange of ideas in those subdisciplines that do not currently have discussion groups in place.

- **To increase the diversity of the department in faculty, staff and student populations**

Assure that every effort is made to consider all new candidates for faculty and staff with the intention of hiring diversity candidates whenever possible

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Develop a Diversity Plan for Recruitment and Retention of Underrepresented Minorities to recruit new graduate students who will increase the diversity of the Department

Two key areas in which linguistics needs to improve relate to recruitment and retention of students of underrepresented backgrounds. The following paragraphs describe the obstacles to recruitment and retention, and outline activities to support department efforts. This section of the strategic plan summarizes the content of a longer document prepared by the Linguistics Department ad-hoc Committee on Diversity (E. Bender and A. Wassink).

Recruitment

First steps include advertising Linguistics to prospective students, describing the career paths open to linguists, and allowing part time study.

According to the results of a survey of minority scholars conducted recently by the LSA's Committee for Ethnic Diversity in Linguistics (CEDL), more underrepresented minorities pursue careers in the linguistics subfields of sociolinguistics, computational linguistics, and creole linguistics than in the traditional subfields of syntax and phonology. Building on our emerging strengths in non-traditional subfields should improve our ability to attract and retain minority students.

Recruitment Plan

Our recruitment activities should target the following student populations: Undergraduates and prospective undergraduates looking for a major; for the graduate program, undergraduates finishing/finished elsewhere who may or may not be already considering graduate school, prospective graduate students interested in studying Linguistics, considering which graduate programs to apply to.

Necessary Information: Funding sources--particularly those UW-internal sources available for minority students; career opportunities; Department-internal announcement of internships and specific job (possibly in a UW Linguistics wiki website or archived mailing list); Alumni Network--including tracking and publicizing information about the types of jobs held by our alumni, and alumni willing to serve as contacts for our graduates; research projects and courses focusing on less commonly analyzed languages

We will develop a web page linking our department to organizations on campus (e.g., McNair Scholars, GO-MAP, DO-IT) and in our field nationally

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(e.g., CEDL, COSWL) which work towards increasing minority recruitment and retention. By creating these links we not only connect our students to mentoring opportunities but also reaffirm our commitment to minority recruitment and retention.

Retention Plan

Mentoring: We will educate ourselves regarding the findings of the CEDL survey and what the CEDL mentoring program offers. We will then advertise it as a resource to our students. CEDL mentoring program website: <http://www.lsadc.org/info/lsa-comm-ethnic.cfm>

For underrepresented minorities, the community of one department might not provide critical mass. Thus in addition to promoting within-department community (e.g., through support of LSUW), we will seek ways to support networking between students in our department and those in allied fields.

We will consider whether and how our degree programs can be adapted to part-time study in a way that works well for students who need work while in school while not unnecessarily prolonging the time to degree.

Action Item Summary

The Department will establish a standing committee consisting of the GPC, Undergraduate Adviser and members of the Admissions Committees, on minority recruitment and retention, to include faculty, staff and students. In the short term, the committee will:

- Take advantage of UW-internal opportunities for recruitment, including tabling at events and using of the GO-MAP list to identify potential minority applicants.
- Incorporate the best practices as identified by GO-MAP.
- Publish this diversity mission statement on the departmental website.
- Develop a packet of information/web-site that will be presented to undergraduate students when they declare a Linguistics major. This packet will include links to the goings-on of the department, information about financial aid/internships, etc.
- Familiarize the faculty with the results of the CEDL survey and discuss how it might connect students and faculty with CEDL mentors.

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-- Solicit feedback from GO-MAP and identify other departments (at UW and elsewhere) which can serve as role models in this process.

-- Apply for a GO-MAP recruitment fellowship to provide one year of support to one in-coming graduate student, and work to pair that with a guarantee of support for the second year as well. We will consider how other sources of funding (e.g., IGERT fellowships) can be used in recruiting minority students.

In the long term, once the department's diversity plan is implemented, the committee will meet at least annually to review progress, track response rates to particular outreach efforts, and make recommendations for adjustments as necessary. Progress will be measured by tracking our success in recruiting and retaining minority students and by comparing ourselves to peer departments at peer institutions.

UNIVERSITY-INTERNAL GOALS

- **To exploit technological advances in teaching and research, and to insure that all students have experience with relevant technologies**

Assure that the College makes available to faculty and students the use of appropriate technology in teaching and research

Assure maintenance of teaching and research equipment/supplies and adaptation to future needs

Identify opportunities for collaborative interdepartmental research in the areas of computational linguistics, sociolinguistics, language acquisition, and cognitive science

Increase connections with industry through overall department initiatives to fund specific efforts within the department

Increase contact with local high-tech firms

Over a dozen of our graduates work for Microsoft and other local companies as computational linguists. Having proved our usefulness to these firms, it is time to raise the possibility of a more structured interrelationship with them. This might range from industry-sponsored internships for our students to a soft-money funded faculty position.

Incorporate technology into coursework

Insure that faculty and students, are familiar with the most appropriate current applications of technology and that UW furnishes access to these applications

- **To cultivate interdisciplinary ties that promote research by faculty and students across campus in the cognitive sciences, language acquisition (first and second) and language-based linguistics such as Spanish, Chinese**

In cognitive science, our strategy has been to build 'upwards' from a focus in psycholinguistics (i.e. the psychology of language). Several members of our own department, along with others in Speech and Hearing Sciences (SPHSC), Psychology, CSE and Electrical Engineering form the natural core of such a

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group. We encourage this interdisciplinary effort involving individuals in Philosophy, Anthropology, SPHSC, Computer Science & Engineering, and some language departments as well. We aim to continue this process in the following ways.

Coordinate course offerings in the relevant departments and continue to offer collaborative graduate seminars with faculty from other departments

Encourage students from linguistics to take more courses in SPHSC and psychology (and vice-versa) and to compose their M.A. and Ph. D. committees with faculty from more than one of these departments

Allow faculty to teach courses aimed at graduate students from the other majors

Actively recruit appropriate students for the IGERT Program, creating sufficient flexibility in departmental requirements to allow IGERT students to take an appropriate range of courses in the other departments
If the IGERT isn't funded, the collaboration that it represents is a move towards a cognitive science entity on campus.

Hold more colloquia of interest to faculty and students in the relevant departments

- **To further interdisciplinary work in Sociolinguistics, computational linguistics, language acquisition, historical/comparative linguistics and ASL**

With a sociolinguistics program now established, we are in a position to form the nucleus of those scholars on campus with interest in language and society. We can help to do this:

By hiring an additional sociolinguist and transforming the computational full-time lecturer into a tenure track position

By continuing to play an active role in the weekly meeting of junior faculty teaching sociolinguistics-related courses in several University departments

By using these meetings as a vehicle for stimulating formation of interdepartmental research projects in sociolinguistics

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By following up on the request of researchers in the School of Education to learn about the findings of sociolinguistic research as an aid to curriculum research and development

By strengthening the sociolinguistics track within our own Department

By having as a long-range goal an interdisciplinary sociolinguistics program

We can strengthen the study of acquisition by encouraging the hiring of first and second language acquisition specialists across campus who might offer courses cross-listed in Linguistics

We can strengthen the study of diachronic linguistics by encouraging the hiring of specialists in historical and comparative linguistics who might offer courses cross-listed in Linguistics; this surely is one of the areas in which the various language departments and the Linguistics Department have a strong interest and strong connections

We will continue to collaborate with the Center for the Humanities

Given that the goals of the Center involve furthering collaborative research, interdisciplinary work, team-teaching of interdisciplinary courses, as well as K-12 educational programs, we have in the past received support from the Center for such projects. We will continue to avail ourselves of this forum and to apply for Center grants.

BROADER COMMUNITY GOALS

- **To provide collaborative and outreach opportunities for members of the Linguistics Advisory Board, for alumni and for Friends of Linguistics and to raise support levels of the Linguistics endowments, the Nostrand Professorship, the Graduate Student Fellowship, and the Friends of Linguistics funds**

Continue inviting Friends of Linguistics to department events such as colloquia, symposia, parties and UW events (e.g. Visitors Day, Celebration of Distinction)

Cultivate new Board members

Continue publication of Linguistics newsletter twice a year

Continue stewardship of important donors to the Department

Develop means of encouraging further contributions to the funds to reach the level that supports an annual graduate fellowship award

Develop a plan for granting a graduate award until such time as the graduate fellowship fund is fully endowed

- **To carry out locally-relevant research**

By continuing our work on the indigenous languages of the region

Our documentation projects for languages spoken in Washington British Columbia, Alberta and Alaska will continue and deepen, as will our ties with Heritage University in Toppenish and the University of Alaska Fairbanks.

By initiating research on the English spoken in the state of Washington

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An initiative is underway to describe dialectal variation in American English in the Pacific Northwest.

- **To support language arts and immersion foreign language instruction in area schools**

Continue to be the department at the University most involved in World Languages Day.

Work with K-12 language programs in conjunction with local businesses and social service organizations. We will use our position on the advisory board of the John Stanford International School (JSIS) to facilitate exchanges between UW and JSIS. (Faculty and graduate students in the Department have already done valuable longitudinal studies of child second language acquisition, deriving from this partnership.)

Help to set educational policy standards regarding bilingual and multilingual children in K-12 schools.

Advise the schools in matters concerning the linguistic competence of minority children, particularly speakers of African-American Vernacular English.

Strengthen our ties to bodies such as the Higher Education Coordinating Board and the Extension certificate program in Multicultural Teaching by continuing to work with them in an advisory fashion.

Maintain ties with our graduates currently teaching linguistics and language-related courses in the area schools

- **To develop research and internship opportunities for undergraduate and graduate majors**

We will use the Carlson Leadership Office to develop opportunities for undergraduate majors in linguistics to do work in the community through both General Studies 350 and service learning. We plan to make contacts in the community in educational, social service and industry contexts in order to create a pool of internship opportunities for undergraduates.

We aim to develop a protocol for faculty-industry interactions

Recently, department faculty have been approached by local software companies for short-term consultation in building software using research findings of instrumental phonetics. As opportunities grow for this type of interaction, we will develop a departmental protocol for consulting with industry and disseminating the findings of our research.

For the past three years the Department has co-sponsored a research symposium on computational linguistics with Germanics, CSE, EE and Microsoft. We aim to expand the opportunities by including other technology enterprises such as Amazon in the symposium series.

- **To foster ties with other linguists in the Northwest by continuing exchange of colloquia speakers from regional universities**