UNIVERSITY OF KENTUCKY

January 5, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) met on December 11, 2015 from 3:30 to 4:15 in room 118 Gluck Equine Research Center. The following committee members were in attendance and constituted a quorum: Al Cross, Sam Jasper, Lisa Vaillancourt, Ken Calvert, Ernie Bailey and Michael Kilgore.

The committee members discussed the proposal offered by Andrew Hippisley to create a new Department of Linguistics in the College of Arts and Sciences.

The Linguistic program currently is an interdisciplinary degree program offering BA, BS and Master's degree as well as a minor. The faculty members participating in the program come from English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy. External reviews of the English Department in 2006 and 2013 applauded the strength of the Linguistics program and recommended that this program be organized as a department to achieve a greater potential. There is a core of 9 faculty, 8 from Department of English and one from Department of Modern and Classical Languages, Literature, teaching almost exclusively linguistic courses, listed under the acronym LIN.

The proposal entails transferring these 9 faculty to comprise the faculty of the new department.

The proposal is supported by the Art and Sciences Dean's Executive Committee by unanimous vote, the Dean of the College of Arts and Sciences; the Chair of Department of English supported the proposal, reporting a faculty vote on Sept 16, 2015 with 33 in favor, 1 opposed and 1 abstention; the Chair of the Department of Modern, Classical Language, Literature also supported the proposal with a department faculty vote of 25 for, 1 opposed and 4 abstained. Response from an Arts and Science faculty council was not reported.

Letters of support also came from faculty at several of our Benchmark Universities.

Prior to this meeting, SOASC members reviewed the proposal online and indicated strong support by email. Since the original purpose of the meeting was to review another proposal, we were not certain we would discuss this proposal and we did not invite anyone to represent the proposal for discussion. However, the committee members regarded the proposal as a well-crafted and the arguments compelling.

At the same time, several committee members observed a discrepancy in the proposal. The author of the proposal indicated that much of the administrative structure for the department were already in place and the costs of developing the new department would be minimal. Expenses for setting up the program would include space renovation and the hiring of a department manager. The letter from the dean indicates enthusiasm and support for the change but states that space renovation is the only cost that will be incurred. The committee recommended that this discrepancy, specifically the need to hire a department manager, be resolved before this proposal goes to the Senate for discussion.

Lisa Vaillancourt made a motion that this proposal be sent to the Senate council with encouragement to recommend approval of the proposal. The motion was seconded by Ken Calvert. The committee members voted for the motions unanimously.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*[1].

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at http://www.uky.edu/Faculty/Senate/forms.htm). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

a. Disposition of faculty, staff and resources (financial and physical);
b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
d. Consultation with the faculty of educational unit that will be significantly reduced;
e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
g. Letters of support or opposition from appropriate faculty and/or administrators; and
h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Replacement of existing Linguistics Program with new Department of Linguistics in the College of Arts & Sciences and concomitant transfer of degree programs.				
Contact person name:	Andrew Hippisley	Phone:	257-6989	Email:	andrew.hippisley@uky.edu
Administrative position (dean, chair, director, etc.):	program director				

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).		
☒	Department of:	English; Modern and Classical Languages, Literatures, and Cultures
☐	School of:	N/A
☒	College of:	Arts & Sciences
☐	Graduate Center for:	N/A
☒	Interdisciplinary Instructional Program:	Interdepartmental Program in Linguistics
☐	Multidisciplinary Research Center/Institute:	N/A

Section III – Type of Proposal

Check all that apply.

[1] Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

A.	*Changes*
☐	Change to the name of an educational unit.
☐	Change to the type of educational unit (e.g., from department to school).
B.	*Other types of proposals*
☒	Creation of a new educational unit.
☐	Consolidation of multiple educational units.
☒	Transfer of an academic program to a different educational unit.
☐	Transfer of an educational unit to a different reporting unit.
☐	Significant reduction of an educational unit.
☐	Discontinuation, suspension or closure of an educational unit.
☐	Other (Give a one- or two-sentence description below; a complete description will be in the proposal.

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
  - SAOSC information must be shared with unit 10 days prior to hearing.
  - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
  - This vote is taken by the SAOSC, SC and Senate <u>for every SAOSC proposal</u>.
- ✓ Approve (or do not approve) the academic status or content of academic program.
  - This vote is taken by the SAOSC, SC and Senate <u>only when the review involves an MDRC</u>.

Senate Academic Organization and Structure Committee (SAOSC)
Guidelines for Preparing a Proposal for Change in Organization
May 5, 2011 (revised December, 2013; October 2014)

This document provides guidance on the preparation of proposals to change (modify or create) the organizational structure of an academic unit focused primarily on the academic aspects of the structural change. The recommendations are based on the experience of previous proposal documents and issues that have come up through the vetting process. Your proposal should consider that some members of the SAOSC committee, Senate Council, and University Senate may not be familiar with the relevant academic disciplines. Some suggested questions may not be applicable to every proposal but after reviewing a number of proposals these areas are often brought up during discussion. The hope is to shorten the time it takes to reach a proposal decision for proposers.

When submitting a proposal that may be reviewed by multiple Senate committees, anticipate that these committees will focus on different criteria in accordance with their charges. The SAOSC committee devotes much attention to issues such as the rationale for a unit's existence and structure, staffing sources, leadership selection processes, evidence of sustained financial viability and documentation of consultation with affected parties.

The following is a list of questions that may be applicable to your proposal. Address those items which are pertinent in the text of your proposal.

1) What is the impetus for the proposed change?

Linguistics at UK is an A&S interdisciplinary program that hosts a BA/BS and Master's degree, as well as a minor. This is unusual in several ways: (i) no other A&S interdisciplinary program hosts both undergraduate and master's degrees; (ii) while no other A&S interdisciplinary program manages its own full set of courses, the Linguistics program offers its full curriculum under the LIN prefix, and our cross-listed courses are generally hosted by their LIN sections; (iii) most of UK's benchmark institutions have dedicated linguistics departments. Both our 2007 and 2013 external reviews strongly recommended the creation of a Department of Linguistics to better serve the needs of the students pursuing linguistics degrees and of the faculty teaching them (In addition, the two most recent external reviews of the Department of English – 2006 and 2013 – made similar recommendations.) The authors of our 2013 external review gave linguistics an excellent assessment:

> The Program stands out among US linguistics programs (including both departments and interdepartmental programs like UK's) in three main respects: its strength in morphology is unmatched in any other linguistics program that we know of; its development of teaching and research in Appalachian English greatly enhances its contributions to the region; and the move toward incorporating computational and statistical methods in its entire curriculum is inspired. (External review pages 1-2.)

The reviewers stated that without departmental status, linguistics at UK would not reach its full potential.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

The 2013 external review listed the benefits of a Department of Linguistics. The move to

departmental status would recognize our excellence in teaching and research across the curriculum; this would facilitate development of our established strengths, enhance our existing ties with other departments (Anthropology, English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy, and Sociology within the College of Arts and Sciences; Computer Science within the College of Engineering); and provide a framework for the creation of new ties (e.g. Gender and Women's Studies, Geography, History, Psychology, Statistics in A&S, Communication in the College of Communication and Information Science, Curriculum and Instruction in the College of Education, and Rehabilitation Sciences in the College of Health Sciences). Current UK faculty initially joining the new department will come from the Department of English, in all cases but one. The primary focus of the department of English is on literature, film, cultural studies, and creative writing; linguistics as a discipline does not fit naturally in this group. The establishment of a Department of Linguistics will further enhance our ability to apply the metrics for excellence and rigor proper to the discipline of linguistics to FMER and T&P and other faculty review and reward processes.

The weakness of the current administrative structure for linguistics at UK is precisely the fact that it is interdepartmental. As a matter of administrative convenience, linguists have been housed in different departments across campus and this has actually worked to our detriment; rather than being able to work in a unified way with common cause, linguists have had to address the priorities of the departments in which they are housed – priorities which by and large do not emphasize linguistics; and the creation of a new department will allow UK's linguists to work together for the progress of the discipline of linguistics on campus rather than working at cross-purposes with colleagues in other disciplines.

3) Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.

The Linguistics Program is currently an interdepartmental program, with faculty "affiliated" to the program from several departmental units that serve as their budgetary and tenure homes (English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy). The faculty affiliated to the program under the current guidelines for affiliation engage in the teaching, service, and administration of the program to differing degrees, as individually desired and as allowed by obligations to their home departments. The result is that there is a core group of faculty (listed under question #6 below) that teaches nearly exclusively LIN courses and bears the responsibility for assuring the staffing of the undergraduate major and minor curriculum as well as that of the MA degree and the bulk of the service and administration duties, and a more loosely affiliated group of faculty that performs occasional LIN teaching and service duties. There is a program director who oversees the functioning of the program in all its elements and who in some administrative aspects reports to the chairs of the departmental homes of the individual faculty, and in other administrative aspects reports directly to the dean of the college. The program director also currently takes on the duties of DUS. In addition, there is a DGS with normal DGS responsibilities vis-à-vis the MA degree program, and two LIN-specific committees: the Admissions & Awards Committee and the Curriculum Committee. There is a small LIN budget administered by the program, but individual faculty salaries and research funds are administered through their budgetary home departments. All faculty recognition and reward procedures (merit reviews, pre-tenure reviews, tenure and promotion reviews) are also handled in the individual departmental tenure homes.

In the words of the authors of the external review report: "We find that the current program status, being housed in English with limited control over hiring and promotion and tenure decisions,

budget allocation, and TAships, and at the mercy of other departments for the allocation of teaching resources, creates too many problems that constrain LIN's ability to live up to its tremendous academic and teaching potential."

The proposed departmental structure will allow for consolidation and elaboration of all aspects of the program, including governance, resources (financial, physical, and human), and administrative reporting lines. To allow for more efficient and effective management of resources, it will create a full set of elected administrative positions (Chair, DGS, DUS) and stabilize the committee infrastructure. It will provide the necessary autonomy to more effectively advocate for programmatic needs. As an independent unit, the visibility of Linguistics will increase as will the possibility for representation at the College and University level. The sense of community among the participating faculty will be enhanced. All of these factors are crucial for the recruitment and retention of top students and faculty at all levels, and the strengthening and expansion of the teaching and research capabilities and capacities of the program.

4) How does the change fit with department, college, and/or university objectives and priorities?

The College of Arts & Sciences is dedicated to high quality teaching and research, partly through cross-departmental collaboration. While interdisciplinary teaching and research have always been at the core of the program, cross-departmental collaboration has been hampered by the current fragmented administrative structure. In its emphasis on interdisciplinary teaching, the external review encourages the formation of a Department of Linguistics to improve the effectiveness of interdisciplinary teaching by unifying all teaching responsibilities under one unit, to provide greater opportunities for cross-disciplinary teaching by operating cross-listed courses across departmental lines, and to better connect the research and teaching mission by creating an academic unit that can host graduate programs. Departmental status will also promote higher levels of research activity through a department-based research mission whose implementation and assessment is through department level guidelines and evidences, and whose expansion will be based on targeted hires.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

There are no Departments of Linguistics in the Commonwealth of Kentucky. Of UK's eleven benchmark institutions, shown in the table, only two lack a department of linguistics, the University of Minnesota and the University of Missouri at Columbia. Nationally most state flagship universities have a Department of Linguistics.

Table: Benchmark institutions

Benchmark	Department of Linguistics?
Michigan State University	Yes
Ohio State University	Yes
University of Arizona	Yes
University of California – Davis	Yes
University of Florida	Yes
University of Iowa	Yes
University of Michigan – Ann Arbor	Yes
University of Minnesota – Twin Cities	Institute of Linguistics
University of Missouri – Columbia	No.
University of North Carolina at Chapel Hill	Yes.
University of Wisconsin – Madison	Yes.

Departmental status will provide a greater opportunity for retaining and attracting nationally and internationally renowned faculty in linguistics, in accordance with the Research and Scholarly Work objective of the strategic plan. It will also serve as the natural host of the current MA in Linguistic Theory and Typology and the planned PhD in Linguistics, programs that will serve the Graduate Education objective of the strategic plan since a department will allow us to recruit and retain outstanding domestic and international graduate students from all backgrounds and nationalities. In keeping with the objective of Strengthening Diversity and Inclusivity, as a department we will be in a better position to attract the highest caliber minority postdocs and train them for faculty positions. We have already hosted a number of Lyman T. Johnson postdocs of Hispanic and Native American origin who have gone on to get faculty positions in American universities.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

Faculty	Rank	Degrees	Areas of specialization
Rusty BARRETT	Associate	PhD in Linguistics UT Austin, 1999	sociolinguistics, linguistic anthropology, Mayan languages
Anna BOSCH	Associate	PhD in Linguistics U of Chicago, 1991	phonology, dialectology, Celtic languages
Andrew BYRD	Assistant	PhD in Indo-European Studies UCLA, 2010	historical linguistics, phonology, Indo-European languages
Jennifer CRAMER	Assistant	PhD in Linguistics UIUC, 2010	dialectology, sociolinguistics, Kentucky English, Appalachian English
Fabiola HENRI	Assistant	PhD in Linguistics U of Paris 7, 2010	creolistics, morphosyntax, French-based creoles
Andrew HIPPISLEY	Full	PhD in Morphology U of Surrey, 1997	morphosyntax, computational linguistics, Slavic languages, Iranian languages

Mark LAUERSDORF	Associate	PhD in Slavic Linguistics U of Kansas, 1995	historical linguistics, sociolinguistics, corpus linguistics, Slavic & Germanic languages
Kevin McGOWAN	Assistant	PhD in Linguistics U of Michigan, 2011	phonetics, sociolinguistics, computational linguistics, experimental methods
Gregory STUMP	Full	PhD in Linguistics Ohio State, 1981	morphosyntax, formal semantics, Indo-Iranian languages

7) Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.

Any tenured member of the Linguistics Department's core faculty member is eligible to serve as chair. The selection of the chair will proceed in accordance with GR VIII A 3

> Search committees for chairs of academic departments shall be appointed by the deans of the colleges after consultation with (1) the associate dean or director of the school within the college if the department is in such a school; (2) the faculty of the department; and (3) the Dean of the Graduate School if the department is involved in a graduate program.

8) What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full-time, voting rights, etc.

The Department of Linguistics' core faculty (as listed in section 6 above) is responsible for teaching, advising, and service in support of the BA and BS in Linguistics, the MA in Linguistic Theory & Typology, and (pending approval) the PhD in Linguistics. All members of the core faculty have their tenure home in the Department of Linguistics; all are full-time faculty, all have voting rights in the department, and all are expected to serve on departmental committees. The standard teaching load for core faculty is 2-2; service as DGS or DUS is compensated with a course reduction and service as chair entails a two-course reduction. The typical DOE of core faculty will be as follows:

	Assistant	Associate	Full
Teaching	45%	45%	45%
Research	50%	45%	40%
Service	5%	10%	15%

Individuals serving as DUS, DGS, department chair will have her/his DOE adjusted to reflect the administrative responsibilities.

Faculty in other departments may have the status of affiliated faculty in the Department of Linguistics. Affiliated faculty will sometimes teach LIN courses and serve on student committees; they will not have voting rights in the Department and will not serve on departmental administrative committees.

9) Will the proposed change involve multiple schools or colleges?

No.

10) If the proposed change will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.

See attached letters from the chairs of the Department of English and the Department of Modern and Classical Languages, Literatures & Cultures.

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Eight of the nine core faculty (see list in section 6 above) currently have appointments in the Department of English; Mark Lauersdorf's current appointment is in the Department of Modern and Classical Languages, Literatures & Cultures. All nine currently belong to the interdepartmental Linguistics Program faculty. Barrett, Bosch, Hippisley, Lauersdorf and Stump have tenure; Byrd, Cramer, Henri and McGowan have tenure-track appointments. All nine core faculty participate in the policy-making process; all have voting rights. Hippisley is the current director of the Linguistics Program and DUS; Stump is the Linguistics Program DGS. Currently, the two principal committees are the Admissions & Awards Committee (chaired by Lauersdorf) and the Curriculum Committee (chaired by Barrett). DOE and course release policies are covered in section 8 above.

12) Discuss any implications of the proposal for accreditation by SACS and/or other organizations.

There are no accreditation implications.

13) What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.

Key events associated with the proposed change are the following:

- transfer of the existing BA, BS, and MA degree programs in linguistics to the Department of Linguistics;
- transfer of affiliation from current departmental homes to the new department for the nine core faculty;
- appointment of departmental administrators: Chair, DGS, DUS;
- election of members of departmental committees;
- hiring of department manager;
- establishment of a departmental office with the customary accoutrements;
- reflection of change to department status in all internal and public-facing databases, documents, and sources of university information.

The processes leading to the effectuation of these changes will be initiated immediately upon approval of the new department.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

The Linguistics Program currently offers a BA, a BS, an undergraduate minor, and an MA in

Linguistic Theory and Typology. The number of linguistics majors has grown steadily over the last decade and we do not expect the trend to change; on the contrary we have witnessed a steady annual increase in the number of incoming freshmen intending to major in linguistics. There is a successful recruitment strategy in place for the MA program, and a University Scholars program proposal is under development. A linguistics degree granted by an autonomous department of linguistics will carry more weight and prestige than one granted by an interdepartmental program; in addition, a full-fledged department of linguistics will provide a more robust infrastructure for supporting our students' preparation and training in linguistics.

15) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

Though funding will be necessary to hire a department manager and set up a departmental office, the essential components of the department are already provided for in the existing college budget and functioning within the college's business structure. The accompanying letter from the dean of Arts & Sciences outlines the financial commitment from the college to make the creation and running of the department possible.

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the break-down of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

The transition to departmental status was voted on by the Linguistics Program on 30 April 2014 and was unanimously approved. At the 16 September 2015 meeting of the Department of English (the primary donor department) a vote was taken by secret ballot. The outcome was: 33 in favor, 1 opposed, 1 abstention. At a 29 September 2015 meeting of the Department of Modern and Classical Languages, Literatures, and Cultures a vote was taken by secret ballot. The outcome was: 25 in favor, 1 opposed, 5 abstentions.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

See attached letters from Jeff Clymer, Mark Kornbluh, Jeanmarie Rouhier-Willoughby.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

Every year, the chair of the Linguistics Department will gather and report on the following evaluative criteria:

- Publications and presentations of faculty and students;
- Faculty and student grants and awards;
- Participation of faculty and students in cross-departmental/cross-college collaborations in research and teaching;
- Participation of faculty and students in national and international collaborations in research and teaching;
- Hosting visiting speakers and professional events;
- Public engagement and community outreach;
- Teaching honors, awards, innovations, and other successes;
- Number of undergraduate majors and graduate students;
- Number of applicants to graduate programs;
- Ratio of admissions to degrees granted;

- Time to degree;
- Employment of graduates (at the BA/BS, MA, and PhD levels);
- Admission of graduates (at the BA/BS and MA levels) to other universities.

This report will provide the starting point for a general discussion on how the department and the college can work together to enhance our effectiveness with respect to these criteria.

19) Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

See attached letters from Mark Aronoff, Alice Harris, Brian Joseph, Barbara Partee, Sally Thomason.

Approved by the Interdepartmental Program in Linguistics on 15 May 2015.

UNIVERSITY OF KENTUCKY

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November 16, 2015

To Whom It May Concern,

During an ad hoc meeting on November 13, 2015, the Dean's Executive Committee voted unanimously to approve the formation of a Department of Linguistics.

Best Regards,

Chana Akins

Chana Akins, PhD
Professor of Psychology
Co-Chair, Executive Committee

UNIVERSITY OF KENTUCKY

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November 20, 2015

Academic Senate
University of Kentucky

Dear Colleagues:

I am writing in the strongest terms to support the creation of a Department of Linguistics in the College of Arts and Sciences. This is a development long in the making for which the present moment is auspicious.

Around the country, linguistics units generally take the form of independent departments. At UK, our linguist faculty members are mostly housed in the Department of English, as are the Linguistics Major and the MA Program in Linguistics. English has been the home of linguistics for at least thirty-five years. However, there is almost no intellectual connection between the study of literature and culture, which dominates in English departments, and the study of language, which is the province of linguistics.

A recent external review of the Linguistics Program strongly recommended the formation of a separate Linguistic Department. This is also the opinion of the general linguists and it is supported by the faculty in English, and also by the faculty of MCL, in which one individual who wishes to move to a Department of Linguistics is currently housed. The Dean's Office also strongly supports the formation of this department, as does the College's Executive Committee. We are fortunate to have assembled a very strong group of general linguists spread across the major areas in the discipline. In recent years we have purposely hired linguists which fulfil the breadth of specialties needed to justify a department. The recent external review concurs with this judgement. Creating a department will allow the linguistics program to evolve on its own in ways conducive to the study of language, unconstrained by institutional inclusion in a different unit. LIN has enjoyed steady increases in majors and course enrollments in recent years, and it can better serve these populations if it has greater autonomy over its operations. Finally, creating the department will not require much in the way of resources. LIN has already had its own operating budget for some years (including research monies), and we can staff the new department without hiring additional staff. The only expenses that would be incurred in setting up the department would be minor renovations of offices where the LIN faculty will be consolidated in Patterson Office Tower.

In sum, the institution of a Department of Linguistics is intellectually justified, supported by all relevant units, feasible given the faculty in place, beneficial for the LIN program and its students, and inexpensive. For these reasons, the College of Arts and Sciences strongly supports this proposal.

Sincerely,

Mark Lawrence Kornbluh
Dean

UNIVERSITY OF KENTUCKY

Jeffory A. Clymer
Department of English
1215 Patterson Office Tower
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859 257-7008
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November 11, 2015

Mark Kornbluh, Dean
College of Arts & Sciences
202 Patterson Office Tower
University of Kentucky

Dear Dean Kornbluh:

I write to indicate the Department of English's support for the establishment of a newly formed Department of Linguistics. At our September 16, 2015 faculty meeting, the English faculty discussed the Linguistics program's proposal for department status. The English faculty voted 33 in favor, 1 opposed, and 1 abstention in support of the proposal.

Of course, the majority of the faculty in a newly-formed Linguistics department will come from the English Department. The English department understands and views Linguistics teaching and research, in their current modes, as far removed from those of literature, creative writing, film studies, and cultural studies – the main foci of English as it is currently practiced in the US academy. While in the past, Linguistics and English had more in common intellectually, the past twenty to thirty years has seen English become more theoretical and historical in focus, while Linguistics has evolved in its own directions as a discipline.

The English faculty very much value their Linguistics colleagues, while also recognizing that the dissimilarity in our disciplines means that Linguistics can likely thrive best in its own independent department. I add my own personal endorsement as Chair to that of my colleagues, and look forward to working with the new Linguistics department.

Yours Truly,

Jeffory A. Clymer
Professor and Chairperson

Cottrill-Rolfes Chair of Catholic Studies
Department of Modern and Classical
Languages, Literatures, and Cultures
1015 Patterson Office Tower
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859 257-7016; david.hunter@uky.edu

November 2, 2015

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English, 1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA

Dear Andrew:

I am writing to report to you the vote of the faculty of the Department of Modern and Classical Languages, Literatures, and Cultures regarding the establishment of a Department of Linguistics at the University of Kentucky. On September 29, 2015 the matter was presented to the department for discussion and vote. The following resolution was proposed: "Be it resolved that the faculty of the Department of Modern and Classical Languages, Literatures, and Cultures endorses the proposal to created a Department of Linguistics in the College of Arts & Sciences at the University of Kentucky." The text of the resolution and the Linguistics proposal had been previously distributed to the department and discussed by the department's Executive Committee as well.

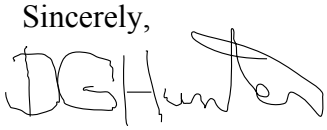
After a brief discussion, a vote was taken and resulted in the following tabulation:

Yes:	25
No:	1
Abstain:	4
Blank	1

This vote was recorded in the minutes of the department meeting, which were approved by the department at its meeting on October 27, 2015.

Please let me know if you need any further information.

Sincerely,



David G. Hunter
Interim Chair, Department of Modern and Classical Languages, Literature

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October 24, 2015

Andrew Hippisley, Chair
Program in Linguistics
University of Kentucky
Lexington, Kentucky 40506-0027

Dear Professor Hippisley,

Thank you for offering me the opportunity to comment on the possibility of creating a new Department of Linguistics at the University of Kentucky. Having made my first academic visit to the campus in 1987, having served as an external member of the 2008 committee for review of the Program in Linguistics, and having kept up with publications by several of your faculty in the areas of morphology and historical linguistics, I feel that I am somewhat familiar with your academic program.

Since the time of the external review I participated in or even earlier, I have felt strongly that it was in the best interests of the University of Kentucky and the students it serves to create a department of linguistics. Status as a department would increase the national and international visibility of the existing program. Moving linguistics faculty members out of the departments of English and Slavic would remove from them the obligations to serve in those departments and free them for service promoting linguistics. Doing so would ensure that they will always be in a supportive environment; for, while these departments have been supportive of linguistics in recent years, they might not always be in the future. With greater control over personnel decisions, linguistics is more likely to be successful. Finally, a department of linguistics would be more visible to students, who may otherwise not understand the real strength of that unit.

I was on the faculty of Vanderbilt University for nearly twenty-five years and chaired their Department of Germanic and Slavic Languages for nearly ten. While there I learned that many of the Vanderbilt undergraduates intererested in continuing their study of linguistics do not want to leave the southeast. There is a dearth of linguistics departments in the southeast offering graduate work. Some students are willing to go as far west as Austin, TX, where there is an excellent department. The University of North Carolina has a fine department in Chapel Hill. The few others are less strong academically. The program at the University of Kentucky is an excellent one that I would not hesitate to send a student to, but some students are put off by its current status as a program, which they do not understand.

Perhaps the way I can be most helpful to the Senate committee that will review the documents for the creation of a new department is to attest to the high academic quality of the existing Program in Linguistics. The quality of an institution is most clearly reflected in the quality of the faculty. Gregory Stump has been leading linguistics at the University of Kentucky for decades, and in the field he is viewed as a distinguished morphologist. When I started a regular series of conferences in morphology, the American International Morphology Meeting (AIMM), it was Greg Stump I invited to be the keynote speaker at the very first meeting. And when I organized a followup meeting of AIMM earlier this month, I turned to Greg to chair the program committee, knowing that he would be objective and would deliver an excellent program on time. (And he did do that!) Both are indicative of his stature in the field. He is truly a leader of the field, in the sense that his work has taken us in new, creative directions. This is especially

true of his 2001 book *Inflectional Morphology: A Theory of Paradigm Structure*, his work with Raphael Finkel, and his new book *Inflectional Paradigms* (which I do not think is available yet, but which I read at the invitation of the publisher).

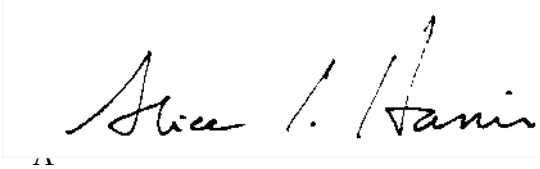
Andrew Hippisley brings expertise in computer modeling, morphology, and typology. Before coming to Kentucky, Hisppisley was a member of the research group in morpology at the University of Surrey, arguably the strongest and most productive research group in morphology in the world. While at Kentucky he has been a leader in what I regard as a most fruitful movement toward a more computational approach to morphology, firmly grounded in facts of language cross-linguistically. In recent years he has developed a very positive reputation in the field of Indo-Iranian morphosyntax, that is, the morphology and syntax of Indic and Iranian languages. Stump and Hippisley are true leaders in linguistics, and the other members of the faculty round out an excellent program with a national reputation.

The graduates of a program are also indicative of its quality, and I choose two as "bookends" of the Linguistics Program. One is my valued colleague at the University of Massachusetts, Lisa Green. Lisa earned an M.A. degree at the University of Kentucky in 1987 and is recognized today for her scholarly contributions to the study of the syntax of African American English, to the study of the development of language in the African American child, to the education of African American children, and to the diagnosis of speech disorders in African American children, as well as for outreach to young scholars through the Center for the Study of African American Language and to the community. The Linguistic Society of America has recently announced that in January 2016 Lisa will be inducted as a Fellow, one of the highest awards available in our field.

The second "bookend" is a 2015 M.A. graduate of the University of Kentucky, Sadiqeh Moradi, whom I met recently. I met Sadiqeh when she attended a morphology conference at my university; I had ample opportunity to talk with her because she stayed in my home. I was very impressed with Sadiqeh, just at the outset of her career as a specialist in morphology. As a native speaker of Farci (Persian), a graduate of Kentucky, and a student of the distinguished morphologist Mark Aronoff, Sadiqeh is set to make important contributions to our field, and I am confident that she will succeed in the things she hopes to do.

In 2017 the University of Kentucky will host the Linguistics Institute, co-sponsored by the Linguistic Society of America (LSA). The biennial Institute takes place on a different campus each time and is one of the most important activities of the LSA. That imminent event makes this a perfect time to promote the Program in Linguistics to departmental status. This would bring greater visibility to the new Department and would showcase its teaching and research, as the Institute is announced and advertized in the two years leading up to the summer of 2017. Faculty, students, and other visitors are more likely to take part in the Kentucky Linguistics Institute if they see that the unit has the status of department. In short, status as a department is essential for this unit to live up to its great potential, and there is no better time for this than now.

Sincerely,



Alice C. Harris

University of Michigan

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15 November 2015

Dean Mark Kornbluh
College of Arts & Sciences
University of Kentucky
Lexington, KY 40506

Dear Dean Kornbluh:

I am writing to express my enthusiastic support for the establishment of a Department of Linguistics at the University of Kentucky, to replace your current Program in Linguistics. I became quite familiar with the Program last year, when I served on its external review committee. All of us who served on that committee were greatly impressed with the achievements of the Program, especially in view of the considerable logistic handicap under which it was operating. A change from Program to Department would remove the logistic problems, and it would also recognize and enhance the faculty's ability to teach and conduct research at the highest level.

I was struck last year by the fact that the Program faculty have been able to design and administer coherent and effective undergraduate and M.A. programs in spite of their lack of control over teaching assignments, which are ultimately governed by individual faculty members' tenure/tenure-track departmental homes. These highly successful teaching programs are possible largely because the English Department is so supportive; some Program faculty who belong to other departments apparently have limited opportunities to contribute enough of their teaching effort to Linguistics to help maintain a sufficient level of course offerings in linguistics. And even in the English Department, a change in departmental administration would have the potential to cause difficulties for the Program in Linguistics: the current situation (that is, current as of winter 2014) depends on the good will of the English Department.

Establishing a Department of Linguistics would of course eliminate uncertainties about staffing crucial courses, for all faculty who join the new Department. Linguists who retain their current departmental affiliation would probably still have limited opportunity to teach linguistics courses, but overall planning would be an improvement over the current position. Course scheduling can always present difficulties with a small faculty, but departmental independence would give Linguistics faculty autonomy in arranging their schedules, and that in turn would make planning much easier.

The Linguistics faculty already have an admirable scholarly profile; several of them

are nationally and internationally prominent in their subfields. Like members of linguistics departments around the country, they have a strong sense of a shared intellectual mission. But both their departmental affiliations and their office space are scattered, and this circumstance necessarily makes it harder for them to form a cohesive intellectual community and to develop cross-subdisciplinary research and teaching projects. It also makes it more difficult for their graduate students in particular to develop the kinds of collegial interactions that are so important for the success of a graduate program and of individual graduate students. Establishing a Linguistics Department, with its own space for faculty and graduate students, would remove these physical barriers to the development and maintenance of a vibrant teaching and research community.

A new Department of Linguistics would surely occupy an intellectual space within the University of Kentucky that closely resembles that of other linguistics departments, including ours at the University of Michigan: Linguistics would be the focus of teaching and research in linguistics at the university and would serve as a center that draws together linguists from other departments and schools within the university. Linguistics is a field that has deep interdisciplinary ties, and these are best developed when there is a strong core – namely, a Linguistics Department – that welcomes participation in its classes and events from faculty and students in related disciplines. Linguistics at the University of Kentucky already attracts participants from a variety of units, but a Linguistics Department can serve as an effective center in ways that a Program in Linguistics cannot.

Sincerely,

Sarah G. Thomason

Sarah G. Thomason
Bernard Bloch Distinguished University Professor of Linguistics

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23 November 2015

Professor Andrew Hippisley
Program in Linguistics
University of Kentucky
Lexington, KY

Dear Andrew and Colleagues:

It is my pleasure to offer my strong support to your Program's efforts to become constituted as a full-fledged department within your university. As I see it, you have all the necessary elements: a research profile generated by your faculty that is highly visible on both the national and the international fronts, a vibrant undergraduate major, and a nascent graduate program that is developing a character of its own. I elaborate on these points in what follows.

As to research, while all of your faculty contribute to said research profile, I can mention four faculty in particular whose work I know well and whose productivity and impact are especially high: Professor Greg Stump, Associate Professor Mark Lauersdorf, Assistant Professor Andrew Byrd, and, if it is not impertinent for me to say so, yourself, too. Professor Stump and you both have come to have an international reputation in morphological theory, having contributed important research monographs published with the leading press in our field, Cambridge University Press, along with numerous influential articles placed in key journals, and now editing a major handbook (the *Cambridge Handbook of Morphology*) that is destined to be a landmark publication. Mark Lauersdorf is one of the few Slovak specialists in the United States today and has complemented his Slavic linguistic research with important work in digital humanities. Finally, Andrew Byrd's work continues a noble and crucial two-hundred-year-old scholarly tradition in Indo-European linguistics — the historical source of the scientific basis of Linguistics as a discipline -- enriched by a facility with current theoretical insights in phonology; his book on the syllable in Indo-European is a case in point.

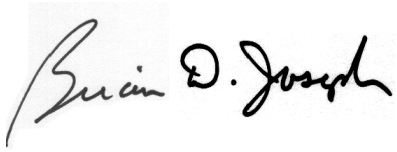
As far as teaching is concerned, the size alone of your undergraduate major, with as many students proportional to your overall student population as we have at Ohio State, for instance, speaks to the quality of your offerings; students vote with their feet, so to speak, so numbers, especially for a somewhat arcane subject that students are not exposed to in high school, are particularly telling.

THE OHIO STATE UNIVERSITY

I can mention too that a major research institution such as University of Kentucky is anomalous among its peers in not having a department of Linguistics. Given the growth of the field in recent decades and the emerging importance of computational approaches in linguistic research — an area in which Kentucky has considerable strength (all of the senior scholars I mention by name above have a significant computational component to their research) — one would have to wonder why Kentucky is behind the times if Linguistics were not to be a stand-alone department.

I trust that these brief words are sufficient to indicate the strength of my conviction that departmental status is called for in your case, a conviction built on your own strengths in research and teaching.

Sincerely yours,



BRIAN D. JOSEPH
Distinguished University Professor of Linguistics, and
The Kenneth E. Naylor Professor of South Slavic Languages and Linguistics
Fellow (2013-14) Center for Hellenic Studies, Harvard University
Fellow, American Academy of Arts and Sciences
Fellow, American Association for the Advancement of Science
Fellow, Linguistic Society of America
Member and former Chair, Ohio State Academy of Teaching
Former Editor (2002-2008), *Language. Journal of the Linguistic Society of America*

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October 31, 2015

Professor Andrew R Hippisley
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USA

e-mail: andrew.hippisley@uky.edu

Dear Professor Hippisley,

You asked me if I might write a letter of support for the establishment of a Linguistics Department at the University of Kentucky, in place of the current Program in Linguistics. I am very happy to hear the news that such a proposal is in the works; it seems to me an excellent idea.

I have studied the materials you sent me, including the department's own proposal (October 2014 version) and the report of the External Committee in March 2014. My letter is also informed by my having known Professor Gregory Stump since he was a graduate student in the late 1970's, by talking with a faculty member of our department who got her M.A. in your English Department in 1987 specializing in linguistics with Professor Stump, and who has visited your department several times since then; and by talking with one of our own Ph.D. students who just recently gave a linguistics colloquium for your program. All of the evidence points in the same direction: your university clearly has the strength and coherence in faculty and students to have a successful Linguistics Department, and having a Linguistics Department would in turn be of great benefit to those in it, to a wider range of students and colleagues in your university, and to the academic and non-academic communities you connect with.

As your External Committee stated, the faculty at the core of the Linguistics Program are excellent, and the BA, BS, and MA programs are good, coherent programs that are attracting good students in ever-increasing numbers. The faculty member I know first-hand, Professor Stump, is a world leader in morphology and morphosyntax. The External Committee wrote, "[the program's] strength in morphology is unmatched in any other linguistics program that we know of;" and that is very strong language coming from a committee that includes Mark Aronoff, himself a world leader in morphology. I note that your program has two specialists in morphology, Professor Stump and yourself -- so I can readily agree with the External Committee that morphology can be showcased as one of the special strengths of the new department in both research and teaching. And morphology is a very natural theoretical specialty to combine with computational

linguistic work, with the study of language acquisition, and in many other interdisciplinary combinations. When I used to teach introductory courses, I always preferred to begin with morphology, because I found it the most accessible part of linguistics for students to understand and a good medium for introducing students to scientific reasoning about the native speaker's unconscious knowledge. For similar reasons, I think that morphology is a very good thing to be strong in, and not many other departments in the US really specialize in it.

Sociolinguistics appears to be another big strength of the program; I don't know about your sociolinguists first-hand, but the External Committee's report is strongly argued, and I have no reason to doubt their assessments. That's an important subfield of linguistics which is in fact weak at some of the strongest theoretical departments, like my own or MIT's. Through sociolinguistics, linguistics can play a valuable role in educating the public about socially important issues, such as linguistic discrimination, bilingualism, dialects, and language preservation. The External Committee especially pointed to your development of teaching and research about Appalachian English as a valuable contribution.

Such strength argues in favor of departmental status; only with departmental autonomy will you be able to do rational planning and development. As in any interdepartmental Program, the linguistics faculty now have to develop their curriculum under constraints imposed by the participating departments. Quoting again, "the current program status, being housed in English with limited control over hiring and promotion and tenure decisions, budget allocation, and TAships, and at the mercy of other departments for the allocation of teaching resources, creates too many problems that constrain LIN's ability to live up to its tremendous academic and teaching potential." (External Committee report, page 11.)

Departmental status will benefit students and faculty both internally and externally. Internally, the External Committee gave many clear strong arguments in Section 4 of their report, some of them summarized in the sentence just quoted. Externally, it's quite clear that being a Department confers a higher 'status' than being a Program, in part because it's well known that a Program has less autonomy and is less able to plan and build over time in an intentional way. Students with degrees from a Linguistics Department are at an advantage over students from a Linguistics Program in both the job market and in graduate school applications. And the Department will have more visibility externally than the Program has had; this can help faculty get grants, fellowships, awards, etc., and it will also help in attracting students into the undergraduate and M.A. degree programs.

The university should benefit. Right now I'm not sure the university fully appreciates what excellent linguists it has. Once Linguistics is a department, and its reputation has had some time to spread, it may be anticipated that the University of Kentucky's Linguistics Department will do well in national rankings and bring credit to the whole university. The university should also benefit from the fact that cross-institutional comparisons will be much easier to make when one can compare Linguistics

Departments across peer institutions. And there are meetings for Department Heads at the annual meeting of the Linguistic Society of America; those are also open to heads of Linguistics Programs, but by default things are geared towards Departments; the LSA facilitates discussion of best practices and alerts departments to nationwide issues or government policies, grants programs, etc., that may be of relevance to them.

Your strength in Linguistics is not new, especially since Professor Stump has been on your faculty for most if not all of his distinguished academic career. I knew him as a young star in formal semantics (my field); and then later he switched fields to morphology and rapidly became a recognized leader in that field as well.

Our faculty member Lisa Green (http://people.umass.edu/lisag/) got her M.A. in English with a specialization in Linguistics at the University of Kentucky in 1987 and with her strong recommendation from Professor Stump was admitted to our own Ph.D. program, where she excelled, receiving her Ph.D. from us in 1993 with a dissertation on some topics in the syntax of African American English. She taught at the University of Texas from 1995 to 2006, and then joined our faculty. She told me that she was delighted to discover how many linguistics courses there were inside the English department, and that she took a course from Professor Stump just about every semester. She is grateful that he offered her the possibility of a TAship teaching an introduction to linguistics using the excellent then-new textbook by Fromkin and Rodman; she reports that he was very helpful in advising her on how to teach. When she was finishing, it was Stump who recommended that she apply to UMass; Lisa says that he helped her with the application, and then made phone calls to people here at UMass to help the process along. Lisa has stayed in touch with Greg, and has given two or three talks at your university since she left -- one from Texas and one or two from here. Her impression is that you have a robust group of students. She sat in on some classes and found them really engaged.

Lisa also knows your faculty member Rusty Barrett; he was a graduate student when she was teaching at the University of Texas. She knows that he works very well with students and has a big impact on them. Lisa is director of our Center for the Study of African American Language, and she runs a summer program in linguistics and African American studies for students from all over the country. She recently had two very good students from the University of Kentucky in that program, and was impressed with what a strong background in linguistics they already had -- she finds this not to be true with the majority of the students in the program, but the Kentucky students were impressive. So from her experience, she told me she can certainly attest to the strength of linguistics at the University of Kentucky, and to the great progress they've made as they've expanded. All in all, Lisa told me, she is very excited that Kentucky may have a real Linguistics Department very soon; she is definitely in favor of the proposal.

I also spoke with Tracy Conner, a current Ph.D. student of ours who just very recently gave a talk at your university. She had exciting things to say about the strength of your faculty in the study of local dialects and the great potential she sees in that direction of work. If I may, I'll simply incorporate an email she sent to me:

They are a real melting pot of approaches, which allows for their students and the theoretical work they do to benefit from the good of multiple perspectives. I'm primarily speaking about syntax as they draw from both minimalism and LFG frameworks. They have just hired Kevin McGowen, who is starting a phonetics lab where eye-tracking technology will be available for the department. It seems like there is also a culture of collaboration. Also, as a body of individuals who are interested in investigating the structure of dialects of English and Creoles, they have a great resource in being so close to communities of speakers of Appalachian English. I even heard there is a community of African-American English speakers in Appalachia who are also Appalachian English speakers (UK has coined them Afrolachian speakers), a community whose language variety is ripe for study. I believe the UK linguists are in a great position to investigate these local varieties due to the diversity of skills in their faculty such as fieldworkers, sociolinguists, individuals with expertise in corpus building, and syntacticians and morphologists who would be instrumental in accounting for the variation and structural differences of these languages in contact. This theoretical work on social dialects is important to the field. Finally, because they have a large student base of Appalachian English speakers, there is an opportunity available to train up native speaker linguists, and also involve undergraduate dialect speakers in the important research that must be done.
[Tracy Conner, Ph.D. student, Linguistics, UMass Amherst]

Finally, I am sure that the change to department status will have benefits beyond your university, because anything that helps your linguistics faculty and students achieve their great potential better will help them better accomplish all the good things that linguistics can do for the wider academic and non-academic world, from helping to document and preserve endangered languages and dialects, to designing better human-machine interfaces, to finding ways to help aphasic patients recover their language function, to improving the teaching of languages in schools. In sum, I can unequivocally recommend that the change to a Department of Linguistics be approved. It will be a very good one!

Sincerely,

Barbara H. Partee
Distinguished Professor Emerita of Linguistics and Philosophy