

Report Submission - ID: 17Acad124

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Unit of Analysis ID Number: 9.00

College/School: College of Humanities & Sciences

Title: Linguistics

Type: Cert

State the mission, objectives, and primary functions of this program.: Linguistic literacy is an essential attribute in the education of students who will be citizens and leaders of multiple global communities: economic, technological, scientific, social, political, and cultural. An understanding of the extent, range, and limits of linguistic diversity fosters a non-normative appreciation of differences within and across speech communities

To this end, the Linguistics Program strives to equip students across disciplines with a foundation in core areas of linguistic analysis and to train them to think critically about a broad range of issues in language use, development, variation, and change. The Linguistics Program is situated in the Anthropology Department and serves undergraduate and graduate students in several programs of study at UM, including the Linguistics Minor, the Anthropology Major, the Anthropology Minor, the English as a Second Language Certificate, the English Linguistics option of the English Department, the Teaching Education ESL minor of the Curriculum and Instruction Department, the Communicative Sciences and Disorders BA, the Linguistics MA, the Anthropology MA Linguistics Option, and the MA in English Teaching Option of the English Department. The Linguistics Program also serves students across our campus through our General Education course offerings.

The present report covers the English as a Second Language Certificate whose focus is quite different from that of Linguistics MA and Minor. The certificate program contributes to students' success in finding career relating to English education in abroad.

Complete the FTE Detail Excel spreadsheet using the link below.:

[17Acad124_CompletetheFTEDetailExcelspreadsheetusingthelinkbelow_1001102235.pdf](#)

Using the space below, address any issues with your FTE Detail Sheet.: The APASP Personnel FTE spreadsheet for the unit of analysis represents figures from the entire Department of Anthropology, of which the ESL Certificate is just one program of study.

Departmental T/TT faculty FTE for each FY is reported below:

- FY13, 15.5 (plus, one visiting assistant adjunct professor)
- FY14, 15.5 (plus, one on medical leave, one visiting adjunct assistant professor)
- FY15, 15.5 (plus, one on medical leave, one visiting adjunct assistant professor)
- FY16, 15.5 (plus, medical leave resigns, adjunct hired on tenure line, another visiting adjunct assistant professor)
- FY17, 15.5 (plus, one visiting adjunct assistant professor)

In FY17, one member of faculty was on sabbatical; in FY16, two faculty members were on sabbatical; in FY15, one member of faculty was on 1/2 sabbatical; in FY14, one member of faculty was 1/2 sabbatical. No T/TT faculty were on sabbatical FY13, but one was on medical leave part of the year. FTE for one member of T/TT was reduced for maternity leave purposes during the five year period under review.

?For each FY, 11 TAs assigned to the department; in FY17, department supports 1/2 of a TA. In Spring 2017, Graduate School awards department a diversity (Native American) TA to a Ph. D. student.

A contract professional has been hired to direct and manage UM Anthropology Curation Facility as a Research Associate, Collections Manager or Curator.

One Administrative Associate III has functioned as Office Manager for every FY.

Student employees functioned almost exclusively as adjunct instructors supported by Summer/Winter/Online funds or buy-outs from grants, the College of H&S or the office of the Provost.

Identify Special Program Requirements. (e.g., extended credit requirements, accreditation): N/A

5YA/Trend of Total Faculty Personnel Costs : The Department of Anthropology is historically organized according to the four fields approach of American Anthropology established by Franz Boas in the early part of the 20th century. His Ph. D. student, Carling Malouf, is exclusively responsible for this arrangement, having come to UM in 1946 and pursuing a 50 year career here in three of the four fields.

Consequently, the current principle of organization for the T/TT faculty is based on the four fields: Archaeology (4 FTE), Ethnology (5.5 FTE and one base-funded lecturer), Linguistics (4 FTE, formerly an independent academic unit offering a Linguistics MA separate from the Anthropology MA), and Physical Anthropology (formerly 3 FTE, but, due to medical issues and resignations, it has operated under full strength, and, in FY15, had only one TT, one visiting adjunct assistant professor, 1 Ph. D. TA and Ph. D. student adjuncts; this field also houses a base-funded lecturer who teaches four-fields in ANTY 101 Anthropology and the Human Experience).

At full strength, the department would have 16.5 T/TT FTE and two base-funded lecturers at 1.8 FTE. Also, one emeritus instructor has been employed at .16 FTE on average for the previous five years. The department non-adjunct faculty FTE amounts to about 18.5 annuals during the period of review.

Adjunct faculty break down per FY in the following way:

- FY17, .44 FTE (sabbatical backfill and course buy-outs)
- FY16, .80 FTE (sabbatical backfill, course buy-outs, summer/winter/online)
- FY15, 1.80 FTE (sabbatical backfill, course buy-outs, medical leave, summer/winter/online)
- FY14, .40 FTE (summer/winter/online)
- FY13, .75 FTE (summer/winter/online, spousal accommodation)

Plus, .6 FTE for one grant-funded ESL program administrator FY16/17.

5YA/Trend of Non-Faculty FTE : The department requires an Administrative Associate III to manage the office. Classified staff numbers have fluctuated due to resignations, attempts at hiring replacements, and, after replacement at full-time status, a job-sharing with a work-from-home component in response to maternity and child-care necessities.

One of the reasons an Administrative Associate III is required is to record and report pay-roll for students working on grants awarded to faculty. At least three-quarters of the personnel costs related to student/temporary is due to graduate and undergraduate students employed on faculty grants or paid positions associated with the UM Anthropology Curation Facility.

As for the latter, the accounting is complex: For example, the Curator, employed at .5 FTE based on contributions from the College of H&S, the office of the Provost and the office of the Vice President for Research, is designated as temporary but being drawn from three different fund types.

Finance: Manage Student Accounts in Banner

Human Resources: Employee Training

Student Services: Academic Advising

Criteria 1. - Bullet 1.:

The certificate in English as a Second Language program is well-aligned with the UM2020 Strategic Plan values.

- i. Leadership: Most students who pursue a certificate in English as a Second Language (ESL) enter the program already envisioning leadership opportunities, such as careers in teaching and/or researching ESL. Our capstone courses (e.g., LING 480, LING 495) develop their leadership skills by training them to put theories into practice with hands-on opportunities - a necessary skill for individuals who will lead others toward success.
- ii. Engagement: This program is designed to instill in students rigorous methods of language analysis, and to elicit in them a sense of discovery while analyzing linguistic behavior of both native speakers and language learners.
- iii. Diversity: By approaching non-native language development scientifically and objectively, students are provided with a non-Anglocentric understanding of English, and with a recognition of the role of World Englishes. This foundation allows students to become ethical educators of diverse populations.
- iv. Sustainability: The ESL Certificate includes courses focused on sense of place and identity (e.g., LING 473/573 Language and Culture, LING 477 Bilingualism). Students develop an essential sensitivity to the fact that while English as a Second Language supports learners' careers and lives, their native languages must be sustainable as well. Such a focus celebrates linguistic diversity and provides opportunities for multilingualism to flourish.

Criteria 1. - Bullet 2.: UM is the only institution in the state of Montana which offers The Certificate of English as a Second Language. This program is essential to UM's Mission "[to educate] competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and [provide] basic and applied research, technology transfer, cultural outreach" (p4). Our ESL Certificate program supports state residents who require training using English as an academic language, and international students seeking UM degrees whose first language is not English. This certificate program serves a wide range of students as it is designed to be a post-baccalaureate degree.

A reduction in ESL Certificate program resources would be disadvantageous to UM's mission. It would be a direct reduction in the number of opportunities for students in Montana to serve the world, especially for minority community members in the State and the nation. Reduction to the program would also obstruct endeavors to partner with campus constituencies which serve international students (e.g., Global Engagement Office; English Language Institute). A loss of support for the partnership would reduce services to an already underserved population. It would also shrink UM's profile because such partnerships are good indicators of a resourceful and multidisciplinary program.

Criteria 1. - Bullet 3.: The ESL Certificate program prepares students for the social and workforce needs of the 21st century. Besides being an official language of the state of Montana, English has been the major form of language communication in the state, nation and world and, consequently, the demand from the non-English speaking population to acquire English as a second language continues to grow. Students in this program are prepared to respond the needs of these non-English speaking citizens. These citizens in turn will be able to greatly improve their quality of life by participating in social events and career opportunities where English is mandatory. Besides ESL instruction, the skill set provided by this program offers great benefits to a range of occupations including local agencies from hospitals to courtrooms.

Centralized Data Criteria 2: The ESL Certificate was designed as a post-baccalaureate degree available to undergraduate students.

Figures tabulated on Criteria 2 Metric 1 do not reflect courses taken only by students pursuing the Certificate. The same must be said of Criteria 2 Metric 5, which (like the aforesaid C2M1) replicate data provided for the unrelated Certificate in Historical Preservation. Since it was not possible to interpret these data, we were advised to treat Criteria 2 Metrics as though they were "simply blank" (email 20 September). With this as background, here is how we calculated the information provided in the bullet points that follow:

While several courses offered by the Linguistics Program contribute to completing the Certificate Program, LING 480 (offered online only in Fall semesters, and taught by adjunct faculty) provides a good benchmark of SCH for the Certification, as this course (unlike other courses required for the Certificate) is not taken by other students pursuing degrees in Linguistics.

- FY13, 12 students (UG&G), 36 SCH total (per instructional FTE, 2.67: 36/13.5~UG/G avg.)
- FY14, 13 students, 39 SCH total (per instructional FTE, 2.89: 39/13.5~UG/G avg.)
- FY15, 9 students, 27 SCH total (per instructional FTE, 2.00: 17/13.5~UG/G avg.)
- FY16, 17 students, 51 SCH total (per instructional FTE, 3.78: 51/13.5~UG/G avg.)
- FY17, 9 students, 27 SCH total (per instructional FTE, 2.00: 17/13.5~UG/G avg.)

Metric 3 (SCH ratio to non-majors) would indicate students take LING 480 to earn the certificate.

NOTE: 13.5 denominator splits difference between full time graduates (12 cr.) and undergraduates (15 cr.).

Criteria 2. - Bullet 1.: The ESL Certificate Program contributes to the ESL minor (K-12) offered by the Department of Teaching & Instruction in the College of Education and Human Sciences by teaching courses required for the degree.

LING 495 (Practicum) is specific to the ESL Certificate program of study. This course requires students to conduct classroom-observation tasks of English language courses, so the instructors of these courses and the students taking them require access to classrooms where English is to some extent both an object of study and a collection of skill-sets (speaking, listening, writing and reading). Academic support courses designed for international students (EASL courses) and courses offered by the English Language Institute have served as two central points for ESL Certificate students to access classrooms for conducting their observation tasks. In performing these tasks, students' needs are directly addressed and faculty performance is enhanced indirectly because the curriculum takes on traits of a professional-development endorsement.

Criteria 2. - Bullet 2.: If the ESL Certificate Program were reduced, the ESL minor (K-12) offered by the Department of Teaching & Learning in the College of Education and Human Sciences, would no longer be viable. As all courses were taught by the faculty members of the Linguistics Program, recovery of the program without the Linguistics Program is unlikely. Consequently, since both graduates and undergraduates pursuing the program with licensure via Montana Office of Public Instruction would not be able to completion of the program, a reduction of the program would negatively impact on K-12 children in need of ESL instruction.

Centralized Data Criteria 3: The Criteria 3 metrics record zeros or NAs. These centralized data do not correctly reflect the number of students completing the program of study leading to the ESL Certificate. In lieu of being given centralized data, we have reconstructed the data based on the description below. Using these numbers, we believe that the 5YA of students who have passed through the Certificate Program of study is over 5.

The above number is based on the student enrollment in the *capstone course* of the program of study, LING 495 (formerly 491). Students enroll in this course for the purpose of completing the final requirement for certification. Thus students who have completed this course have satisfied the requirements for the ESL Certificate.

- FY13, 2 students
- FY14, 3 students
- FY15, 4 students
- FY16, 11 students
- FY17, 7 students

Naturally, we cannot claim these students did in fact earn the certificate, but we infer they have, based on completed certification applications, attendance in other courses leading to the certificate, and management of classroom-observation tasks.

Criteria 3. - Bullet 1.: The capstone course is constituted entirely by classroom-observation tasks arranged by a supervisor of the certificate curriculum, who functions as liaison with academic support (EASL) instructors and the faculty

supervisor at the English Language Institute. Content of the supervisor's responses to the classroom-observation tasks is the only measure of productivity. Typically, results are stated both in numbers and types of tasks completed (accuracy focus = low; classroom managing = medium; content development = high).

Criteria 3. - Bullet 2.: The program's capstone course (LING 495) functions as a service component especially when the instructor of observed classes request our students to assist instruction. The productivity is measured by the range of venues that are reached in this manner, and the size of population served. In past, we have reached out to the English Language Institute, instructors of UM foreign language courses, a local high school, and occasionally an Open Entry ESL course offered by Missoula Parks and Recreation. Task-types are weighed differently (accuracy focus = medium; classroom managing = high; syllabus design = low), and typically concern subjective properties culled out from interaction between students and instructors.

Criteria 3. - Bullet 3.: The Linguistics Program faculty regularly engage in other instructional activities:

- i. We supervise graduate student independent studies
- ii. We mentor graduate exchange students
- iii. We mentor graduate students in their writing of graduate conference abstracts and papers that emerge from research papers written for our courses
- iv. We provide feedback on oral conference presentations and scholarship applications

We provided TA supervision and program administration for EASL courses (syllabus design, materials development).

Centralized Data Criteria 4: We are not provided with time-to-degree data. We advise students who are pursuing BAs or MAs simultaneously that the certificate should take at least three semesters to earn the 22 credits needed for its completion. In some cases, international students on exchange earn the ESL Certificate in one year (two semesters) when their primary goals are to obtain this certification and their schedules are designed to do so.

Criteria 4. - Bullet 1.: Students who completed the ESL Certificate and utilized the Certificate in their careers have taught in Montana, in other states (e.g., California, Pennsylvania, Indiana, Nebraska, Washington) and internationally (e.g., China, Japan, Italy, Vietnam, Korea, Saudi Arabia, Bangladesh).

Criteria 4. - Bullet 2.: Faculty have received numerous institutional grants (e.g., UM Small Grant Program, UM Faculty Professional Enhancement Program), state-wide grants (e.g., Humanities Montana), national grants and fellowships (e.g., NEH, NSF, the Whatcom Museum, and American Philosophical Society).

Faculty are recognized as national and international leaders in the field of Linguistics as evidenced by:

- i. invitations to be visiting scholars, to deliver keynote addresses in the US and in Europe (e.g., Library Residential Fellowship, American Philosophical Society Library; University of Gothenburg, Sweden), and to give a TEDx talk.
- ii. regular invitations to review grant applications for national and international funding organizations (e.g., National Science Foundation, Social Science and Humanities Research Council of Canada, Centre National de la Recherche Scientifique, SOAS)
- iii. regular invitations to review journal articles (e.g., Canadian Journal of Linguistics, Canadian Modern Language Review, International Journal of American Linguistics, Lingua, Linguistische Arbeiten, Phonology, Romance Languages and Linguistic Theory, Synthese, Papers of the Algonquian Conferences)
- iv. frequent service on conference scientific committees (e.g., Algonquian Conference; International Conference on Actionality, Tense, Aspect, Modality and Evidentiality; Formal Semantics of African, Asian and Austronesian Languages; Formal Approaches to Morphosyntactic Variation, Generative Linguistics in the Old World; Semantics and Linguistic Theory; The Semantics of Verbal Morphology in Under-Described Languages, Society for the Study of the Indigenous Languages of the Americas, Linguistic Society of America)
- v. service as external reviewers for promotion at other institutions (e.g., Swarthmore College, University of Lethbridge)
- vi. consulting for The Geology Museum in Madison, WI and the Environmental Research Group in Missoula.
- vii. one of our members receiving the Helen and Winston Cox Educational Excellence Award.

Criteria 4. - Bullet 3.: N/A

Centralized Data Criteria 5: Faculty contributing to this certificate program are all in the Linguistics Program which, since 2003, has been part of the department of Anthropology.

Criteria 5. - Bullet 1.: Due to employee reductions, classes such as LING 466, LING 476, and LING 481 came to be offered less frequently or became dormant.

Criteria 5. - Bullet 2.: The Linguistics Program faculty regularly review the ESL Certificate program curriculum in order to improve efficiency and increase flexibility, allowing for timely passage through the program of study. Recent improvements include:

- i. removing courses (e.g., LING 466, LING 481),
- ii. permitting students to take MCLG 410 to satisfy the LING 480 requirement when funds were not available for an adjunct instructor, and
- iii. combining two courses into a single course (e.g., the content of LING 476 and LING 478 were merged into a single course)

Criteria 5. - Bullet 3.: There is no administrative FTE associated with this program.

Criteria 6. - Bullet 1.: The ESL Certificate program is currently engaged in many activities that directly contribute to the Strategic Opportunities of the UM Strategic Vision. Continuing and expanding these activities would further contribute to such opportunities. Here we focus on three:

SO 2: Invest in people

The ESL Certificate program provides students with the opportunity to earn a certificate that assures that they are capable of conducting ESL research and/or teaching which is aligned with the Initiative 2 (Invest in Professional Development).

SO 3: Partner with Place

Students in the ESL Certificate program discover the system of English for themselves, and also discover how learners acquire English as second language. This practice celebrates diversity locally and internationally. (Initiative 3 - Value Diversity through Place-based Partnerships and Internationalization).

SO 4: Reinvent the Heart of the Curriculum

Through the instruction of LING 480 which was reinvented as an online course, students experience how new models of instruction in 21st century are structured and delivered, and are given the opportunity to implement this experience in their future careers (Initiative 1 - Reassert and Rebrand our Model of Education).

Criteria 6. - Bullet 2.: UM is the only institution in the state of Montana that offers the ESL Certificate Program. Thus, this certificate directly contributes to establishing UM as a leader serving state-wide needs. The status of the Certificate as a post-baccalaureate degree encourages students with a wide range of educational backgrounds to pursue this program of study.

Criteria 6. - Bullet 3.: One opportunity that would promote efficiency and would enhance student and faculty performance would be to offer this certificate as a fully online program. This way, students from all over the state, across the nation, and internationally would have the opportunity to complete the program of study remotely. Often the individuals who seek out this post-baccalaureate certificate are educators themselves who cannot relocate to Missoula, and contact the UM Linguistics Program to inquire about the possibility of completing the program online. Making the program available fully online would increase enrollment in the program and provide individuals with the opportunity to enhance their careers without requiring them to interrupt their current career or relocate to Missoula.

Criteria 6. - Bullet 4.: With additional resources for the ESL Certificate, we would secure a full-time faculty member to address demands throughout the campus relating to ESL training and support of international for whom English is a

second language. If this position is secured, LING 480 would be offered regularly, LING 466 would be revived and taught by the faculty, and the faculty would collaborate with Global Engagement Office in developing international student support.

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