Eight-year Program Review at the University of Connecticut

SELF-STUDY DOCUMENT
Department of Linguistics

January 22, 2016

Contents

Executive Summary ........................................ page 4
A. Unit Description, Mission, Goals, and Recent History .... page 6
B. Scholarly Productivity and Creative Performance .......... page 11
C. Undergraduate Programs ................................ page 19
D. Graduate Programs ...................................... page 26
F. Outreach and Public Service ................................ page 37
G. Collaboration with Other Units ........................... page 38
I. Conclusions and Future Directions ........................ page 40
Appendix ASL: American Sign Language .................... page 44
## List of Tables

Table B1: Faculty Output Summary, 2007-2015 \hspace{1cm} page 12  
Table B3: Direct expenditures \hspace{1cm} page 14  
Table B5: Faculty Productivity Comparison, Academic Analytics \hspace{1cm} page 15  
Table C1.c: UG Enrollment, Peer and Aspirants \hspace{1cm} page 21  
Table D1.a: Enrollment in Linguistics PhD \hspace{1cm} page 27  
Table D1.b: Current Ph.D students by specialization \hspace{1cm} page 27  
Table D2: Graduate Student Productivity 2008-2015 \hspace{1cm} page 29  
Table D4a Graduate Admissions, Peer and Aspirant Comparison \hspace{1cm} page 34  
Table D4b Graduate Applications, 2009-2015 \hspace{1cm} page 35  
Table D1.d: Graduate Student Retention \hspace{1cm} page 36  
Figure A1. Enrollment in ASL and Deaf studies courses \hspace{1cm} page 46  
Table B4: International Collaborations \hspace{1cm} appendix  
Table C1.a: Undergraduate Enrollment and Majors \hspace{1cm} appendix  
Table C1.b: Undergraduate course enrollment 2007-2015 \hspace{1cm} appendix  
Table C5: undergraduate Jobs \hspace{1cm} appendix  
Table D1.c: Graduate Advising Summary \hspace{1cm} appendix  
Table D1.d: Graduate Retention \hspace{1cm} appendix  
Table D3: Graduate Course Enrollment 2008-2015 \hspace{1cm} appendix  
Table D5: Graduate Placement \hspace{1cm} appendix  
Table P1: PA Faculty \hspace{1cm} appendix  
Table P2: PA Course Loads \hspace{1cm} appendix  
Table P3: PA Undergraduate Enrollment \hspace{1cm} appendix  
Table P4: PA Graduate Demographics \hspace{1cm} appendix  
Table P5: PA Graduate Admissions and Support \hspace{1cm} appendix  
Table P6: PA Degrees and Placement \hspace{1cm} appendix
Executive Summary

*Highlight the most salient points of this self-study. Place particular emphasis on new directions and remediation of existing problems.*

The UConn Department of Linguistics constitutes a vibrant intellectual center with a leading place in the field and a prominent role in the broader integrated community of Language and other Cognitive Scientists at UConn. Recent expansion in the Department has begun a process (outlined in our 2012 Cluster Hires proposal) to build on our existing internationally recognized strengths in traditional areas of linguistic theory and language acquisition to grow into one of the foremost centers for research, training, and teaching in the fundamental science of language, encompassing the widening array of methods and approaches being brought to bear on the investigation of language and its cognitive basis.

UConn Linguistics ranks extremely highly within the areas represented in the department, including a #1 ranking nationally in the 2011 Academic Analytics exercise. Our faculty are internationally prominent leaders in their areas of expertise as reflected in publications, presentations, invitations, and awards. Our graduate students are highly visible nationally and internationally and we have a strong track record of success in job placement post PhD.

Despite modest growth (from 8 regular faculty in 2002 to 11 currently), we remain a small department in our field and among our peers and aspirants (average size of P&A: 16, median 17), yet we consistently punch well above our weight. In our competition for PhD students for example, we are situated firmly among the top programs nationally (and internationally), and have a strong track record of maintaining a high stature despite limited resources, including perennially inadequate resources for graduate support (stipends, fellowships, and research support).

In the course of this self-study we have identified four areas where modest investments would enable us to gain even greater prominence in the rapidly changing landscape of linguistics:

1. **Expansion / New Areas:** UConn is uniquely positioned to take a leadership role in the science of human language. The UConn Linguistics program is among the best in the nation, and UConn is one of the only research centers (anywhere) in which scientists who investigate language from entirely different perspectives (theoretical, developmental, experimental, neurological, computational, clinical), and who belong to entirely different departments and disciplines, are actually coming together to collaborate. This may seem like a small matter, but in practice it has been extraordinarily difficult to achieve at other research centers.

Now is the time for UConn to build on this remarkable strength by making faculty hires in the following three areas: neurolinguistics, linguistic diversity, and computational modeling. The benefits will include (i) important new avenues of groundbreaking interdisciplinary research, (ii) new training opportunities for doctoral students, and (iii) new contributions to the University’s teaching mission at the undergraduate level. These initiatives directly contribute to objectives laid out in the CLAS Academic Plan and *UConn’s Path to Excellence.*
2. PhD support/Recruitment: While we compete at the highest level, our ability to recruit top PhD students falls short of where we would like to be. We have made significant advances in our PhD student support levels in recent years (with the generous support of CLAS). However, we are the only department among our peers with no semesters of work-free fellowship funding: all of our competitors offer at least 2 semesters of fellowship support (many more – up to 10) while our students must work as RAs or TAs throughout their career. We also need to be able to offer summer support packages that would allow students to at least cover living expenses so that they can remain over the summer (most are international and not allowed to work off campus) and make progress on their research projects. We would like to see growth in our PhD student cohort, and have the capacity to accommodate more students outside of syntax. Theoretical syntax was identified in 2002 – and remains – a core strength of the department. As the department expands, we aim to create more of a balance in the graduate student body among syntax and other disciplinary areas, as well as providing more opportunities for theoretical syntacticians to gain competencies in related areas. Expanding our research and training offerings, as well as improving our financial support package, will place us in a better position to see further improvements in our PhD applicant pool, and recruitment success, in a wider variety of areas.

3. Staff support: Our 2002 self study identified staff support as insufficient. At that time, one full-time staff member supported 8 full-time faculty, 37 graduate students, and 987 undergraduates. Now, our single full-time staff member supports 14 full-time faculty (including 3 in ASL), 33 graduate students, and over 2000 undergraduates, plus the American Sign Language program, the Japanese program, significant aspects of the Cognitive Science program, and has an expanded remit of duties (notably grant administration). Our current program assistant is extremely talented, but we require additional support. A perennial related issue is inadequate support for grant administration within the college, which has led prominent faculty to pursue grants through Haskins Laboratories, giving up much needed indirect cost returns to UConn.

4. Faculty Resources: As an increasing administrative burden is offloaded onto faculty, we continue to have among the highest teaching load among our peers, and faculty compensation levels well below average, even among our 5 public peer/aspirant departments. While we continue to perform well above benchmarks per faculty, our ability to sustain the level of productivity we have historically shown, and to retain our outstanding faculty, remains a perennial concern. Since the last review, we lost three faculty members (Lasnik to U Maryland, Beck to Tübingen, and Sharvit to UCLA) and have made various retention offers to fend off the poachers. That our prominent faculty have resisted external courtship is something we take as a positive indicator of the strength of the department, while at the same time cautioning against complacency.
A. Unit Description, Mission, Goals, and Recent History

The UConn Department of Linguistics was established in 1967, with a primary emphasis in Phonetics. Since then, it has evolved into a leading center for theoretical linguistics and experimental research on child language acquisition. The program has had a heavy emphasis on syntax over much of its recent history and has established and growing strengths in acquisition, morphology, phonology, and semantics. UConn Linguistics plays a central role in Cognitive Science at UConn, administers the American Sign Language program, and participates in other interdisciplinary endeavors described below. The department’s first (and only other) self study was conducted in 2002, however, the document that follows will in general use the past 7 years (fall 2007 - spring 2015) as its frame of reference. Since the 2002 study, the department has grown from 8 to 11 full-time faculty, with 6 of the current faculty members having joined since 2002. Recent hires have expanded the department’s research profile and enhanced interdisciplinary links.

Research in the Department of Linguistics at UConn seeks to describe and explain the nature of language—we investigate the grammatical structures of specific languages and search for the general principles governing those structures, as they are revealed across phonology, morphology, syntax, and semantics, and in the acquisition of language. One distinctive feature of the UConn department is a sizeable community of researchers investigating language across modalities (oral and sign languages). Collectively, our research seeks explanations of why the principles of language are the way they are, notably including questions of the mental representation of language as a cognitive system. Research methodologies in the department include a wide variety of approaches running from neural imaging through fieldwork based language description.

Note: the Department of Linguistics also administers the American Sign Language and Japanese instruction, which are taught by arrangement with the Department of Literatures, Cultures, and Languages. The ASL faculty and offerings are not included in the review of our Linguistics program (except where specifically indicated); the ASL program is described in an appendix to this document.

1) Describe briefly
   a. the profile of full-time and part-time faculty, including adjuncts and graduate assistants in the teaching programs of the unit. Clarify the primary campus appointment of each instructor.

The Department of Linguistics has 11 regular faculty members, all based at the Storrs campus:

  1 Board of Trustees Distinguished Professor (Lillo-Martin),
  6 Professors (Bobaljik, Bošković, Calabrese, van der Hulst, Snyder, Wurmbrand),
  3 Associate Professors (Gajewski, S. Kaufmann, Sprouse), and
  1 Assistant Professor (M.Kaufmann).

There is also 1 Assistant Professor in Psychological Sciences (Marie Coppola) with a joint appointment in Linguistics. In addition, a tenure-track line in Sign Linguistics was committed to the department. This line has been temporarily converted to a post-doctoral position, to be reconsidered in the future. Our 2 most recent hires resulted from a hiring initiative in 2012-2013. Linguistics proposed a plan to hire 5 new faculty members, and was authorized to search for 2. Those searches resulted in the hires of Stefan
Kaufmann and Jon Sprouse away from tenured/tenure-track positions at Northwestern and the University of California, Irvine, respectively.

The department has also benefited from visiting professors in various roles. Professor Ian Roberts of Cambridge University is currently a visiting professor in our department, and will return next academic year, providing sabbatical coverage in graduate syntax teaching and advising. In a similar vein, the department has benefited from long-standing relationships with two distinguished international scholars, each of whom is available to serve on advisory committees for our Ph.D. students, and each of whom offers an intensive Ph.D.-level mini-course in our department once every year or two: Professor Mamoru Saito of Nanzan University in Japan, and Professor Jairo Nunes of the University of São Paulo in Brazil.

Linguistics currently has 1 Visiting Assistant Professor (Klecha), 4 post-doctoral scholars (3 of whom do some amount of teaching), 2 active emeritus Professors (Abramson, Michaels), and 3 long-term adjunct Assistant Professors (Anderson, Bar-Shalom, Ritter), of whom one (Ritter) is based on the Greater Hartford campus. In addition, every semester roughly 20 of our Ph.D. students serve as Teaching Assistants in undergraduate courses, either as a leader of discussion sections in one of our largest courses, or as the instructor of record in a smaller course.

b. the instructional offerings associated with the unit, including graduate and undergraduate degrees and certificates.

Our unit is primarily a doctoral program, though we also make extensive contributions to undergraduate education especially through large general education courses, and courses that satisfy various distribution requirements. We offer, or actively participate in offering, the following degrees and certificates:

- Ph.D. in Linguistics
- Graduate Certificate in Cognitive Science

- B.A. in Linguistics and Psychology
- B.A. in Linguistics and Philosophy
- B.S./B.A. in Cognitive Science
- Minor in Linguistics
- Minor in Cognitive Science

We also plan to participate in a new Graduate Certificate Program in the Neurobiology of Language, which is currently under development.

One of our major contributions to undergraduate education is that every year we offer more than 2,000 seats in general-education (or "content area") courses for students in the College of Liberal Arts and Sciences, as follows:

- LING 1010 'Language and Mind' (circa 1,500 students per year)
- LING 1020 'Language and Environment' (up to 210 students per year)
- LING 1030 'The Diversity of Languages' (up to 210 students per year)
c. the areas of scholarly productivity and creative performance associated with the unit.

Linguistics investigates the structure and acquisition of language. In our unit we work within the tradition of Generative Grammar, which studies language as a biological characteristic of the human species. Our faculty includes specialists in five of the major areas of this discipline: syntax, semantics, phonology, morphology, and acquisition; our department is distinguished by a focus on language across both signed and spoken modalities.

- **Syntax (Bobaljik, Bošković, Sprouse, Wurmbrand)** is concerned with universal structural properties of sentences in human language, language-specific properties, and the interaction between the two. Much of our work is directed at such questions as how information about grammaticality and sentence relatedness is represented in the mind/brain, and how innate constraints on human language make it possible for a child to acquire this information.

- **Semantics (Gajewski, M.Kaufmann, S.Kaufmann)** is concerned with giving a systematic description of the interpretation of natural language expressions on the basis of their syntactic structure. The goal is to account for native speakers’ intuitions about the meanings of particular expressions in their language, the truth conditions of sentences, and the relations (such as entailment and presupposition) between these sentences.

- **Phonology (Calabrese, van der Hulst)** is concerned with the knowledge that permits language users to produce and understand the perceptible form of language. The goal is to reach an understanding of the representations and the processes underlying this knowledge.

- **Morphology (Bobaljik, Calabrese)** studies the internal composition of words: the laws governing how the pieces of words (morphemes) may be combined, and how particular combinations relate to syntactic context. A central question is the degree to which the principles of morphology are shared with those of syntax, semantics, and/or phonology.

- **Acquisition (Lillo-Martin, Snyder)** seeks to explain children’s remarkable success at identifying the grammar of their target language. Generative linguists argue that certain principles of linguistic structure, and parameters of permitted variation, must be present in the child’s brain at birth. Acquisitionists conduct experimental research to test the resulting predictions for child language development.

Across these areas, our faculty pursue a variety of theoretical, experimental, and computational approaches.

d. the outreach, service, public engagement, and clinical activities of the unit.

Our unit is quite active in service and outreach. Over the past 8 years this has meant a heavy commitment to service activities within the broader field of linguistics, and a sizable contribution to
service to the University, as well as involvement in community outreach. Individual faculty contributions to service and outreach are detailed in Section B7. At the departmental level, we highlight here senior editorial positions that are housed in the department and conferences that have been hosted at UConn. See also Section G1.1 ‘Participation of Linguistics in interdepartmental programs, for the faculty's numerous service roles in UConn's Brain Imaging Research Center, the Cognitive Science Program, the Cognitive Science Shared ERP Resource Lab, the Connecticut Institute of Brain and Cognitive Sciences, the Logic Group, the Graduate Training Program in Neurobiology of Language, and the Language and Cognition Ph.D. Program (in Psychological Sciences). Community outreach efforts are described in section F.

Editorial positions housed in the department:

- Journal of Deaf Studies and Deaf Education, Associate Editor: Lillo-Martin, 2015-Present.
- Linguistics and Philosophy, Associate Editor: S. Kaufmann, 2013 - present.
- Semantics & Pragmatics, Associate Editor: M. Kaufmann, 2010-Present.

UConn linguists also host and/or organize regional and international conferences, both one-time events and rotating annual events. A list is provided in section B7.

2) Describe the process for reviewing the unit's strategic plan and assessing its achievements and goals.

Our department’s regular faculty meet roughly weekly during the semester, and routinely discuss matters relating to our goals and objectives. In addition, for more than a decade we have also had an annual faculty all-day ‘retreat’ in the late or early summer, at which agenda items include the long-term strategizing for the department.

To date, our main effort at the assessment of our achievements and goals has been our program's first self-study, completed in 2002.

Our unit's primary objectives are to:

- Conduct ground-breaking scientific research into the human capacity for language; and
- Train Ph.D. students who will compete for top academic positions in linguistics.

An additional objective is to:

- Play a central role in the University's Cognitive Science community, especially for research on language. This includes active involvement in the Connecticut Institute of Brain and Cognitive Sciences, the Brain Imaging Research Center, the NSF-funded graduate training program in the Neurobiology of Language, and Haskins Laboratories.
Our objectives directly support the University's most recent vision statement, *Creating Our Future: UConn's Path to Excellence*, which identifies 'Brain, Mind, and Cognition' as one of the University's seven "highest-ranked areas of strategic investment" (p.23). Our objectives likewise support the *Academic Plan for the College of Liberal Arts and Sciences* (2014), where one of the "Six Areas of Emphasis for Future Growth" is language and cognition, "the basic science of human language" (p.10).

3) What peer units at other universities provide targets of aspiration for this unit?

We have identified the following Linguistics departments as peer/aspirant departments:

- Harvard University
- Massachusetts Institute of Technology (MIT)
- New York University (NYU)
- Rutgers University
- University of California, Santa Cruz (UCSC)
- University of California, Los Angeles (UCLA)
- University of Maryland (UMD)
- University of Massachusetts, Amherst (UMass)
- University of Pennsylvania (Penn)

In addition to general reputation, these were identified as the 9 departments with whom we share a similar overall profile and from whom we face the strongest competition in PhD recruitment. Over the period of this self study, 72% of prospective students who declined admissions offers accepted a competing offer from one of these 9 institutions, with more than half of those going to our three strongest competitors: MIT, UMD, and NYU. Appendix P (Tables P1-P6) provides a summary of information collected from these departments for the purposes of this self study, and referenced below (with the exception of Rutgers, which did not provide information in time to be included).¹

Table P1 in the appendix provides a comparison of the number of faculty in each of these departments, broken down by rank and gender. With the exception of Harvard, all of these programs have more permanent faculty than we do, most substantially so. On average, our P&A departments other than Harvard have 16.8 regular faculty members, as compared to our 11.

¹ We chose to use competition for PhD students as a measure of peer and aspirant standing, rather than external rankings, in part since rankings lump together programs with such diverse profiles that there is no reasonable basis for drawing conclusions from numerical comparisons, and in part since many recent rankings have been notoriously flawed. For example, the most recent NRC rankings for Linguistics omitted numerous journals, including the two most prestigious general theoretical journals, thus rendering faculty productivity counts woefully inaccurate.
B. Scholarly Productivity and Creative Performance

1) Include a list of intellectual contributions in an Appendix, covering the period of the self-study. Also present a summary table of intellectual contributions by individual faculty (e.g., columns with faculty names, and rows of counts of papers, patents, grants, etc., as appropriate – this can be created using HuskyDM taking the important items from PAR for the self-study duration).

Table B1: Faculty Output Summary, 2007-2015

<table>
<thead>
<tr>
<th></th>
<th>Bobajik</th>
<th>Boskovic</th>
<th>Calabrese</th>
<th>Gajewski</th>
<th>van der Hulst</th>
<th>Kaufmann, M.</th>
<th>Kaufmann, S.</th>
<th>Lillo-Martin</th>
<th>Snyder</th>
<th>Sprouse</th>
<th>Wurmbrand</th>
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<td>Monographs</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>

Notes to Table:
* This table includes faculty output for current UConn faculty over the review period, including contributions prior to joining UConn.
<sup>c</sup> – This row reports grant-years, i.e., years of grant funding.
2) Evaluate the level of scholarly activity in the unit. Address the quality and quantity of the unit’s publications, keynote addresses and presentations at academic and/or professional forums, and performances, as appropriate.

- Our faculty are extremely active and publish regularly in top tier venues. For example, of 33 journal articles reported in department annual reports 2007-2015, 30 were in journals in the top quartile in the SciMagO ranking, and of those, half were in journals ranked as with the top 10% of the 584 journals ranked.² Note that theses rankings are incomplete: the top journals in various subfields are entirely missing from the ranking.³ In addition, faculty publish in important specialized journals in specific areas.
- Two faculty publications have received prestigious awards from the Linguistic Society of America within the reporting period: Sprouse – Best paper in Language award (2012) Bobaljik – Leonard Bloomfield Book Award (2014).
- Book chapters and conference proceedings are included in our table as they are considered important publications in our discipline. Book chapters are often peer-reviewed just as journal articles are, and generally an invitation to submit a chapter is an indication of high scholarly reputation. Some conferences are extremely competitive and hence prestigious, with acceptance rates below 10% (GLOW, SALT, NELS) — rates that are more competitive than some of the top journals.
- UConn faculty are prominent speakers internationally, including numerous invited/keynote/plenary lectures. The large number of invitations speaks to the reputation of faculty members in their respective fields.

Since 2011, UConn has subscribed to Academic Analytics for comparative metrics across departments. We note that in the 2011 Academic Analytics ranking of faculty productivity, the UConn Linguistics program ranked #1 nationally. In subsequent analyses, we ranked well within our peer group: in 2012 we were tied with MIT and NYU, ranking below UMd, UMass, UPenn and above UCLA, UCSC, Rutgers, and Harvard. Nevertheless, we are deeply skeptical of the value of this metrics exercise, for reasons we have documented elsewhere, and will not include analysis of figures here.

3) Evaluate the level of internal and external (including collaborative) funding for research, performance, or creative activity in the unit. Is the unit competing effectively for external support?

² SciMagO Journal rankings: http://www.scimagojr.com/. These rankings include journals in a wide range of language-related disciplines and omit several important and extremely prestigious journals within Linguistics, but to a rough approximation the relative rankings among journals in our areas are more or less consistent with their reputation in the field. The following journals count among the top 10% and are relevant to work performed at UConn: Cognition, Linguistic Inquiry, Syntax, Brain and Language, Natural Language and Linguistic Theory, Cognitive Science, Language, Iberica, Linguistic Analysis.

³ For example, none of the top journals in formal semantics (Linguistics and Philosophy, Journal of Semantics, Natural Language Semantics, Linguistics and Philosophy) are included in this ranking.
• UConn Linguistics has been quite strong in attracting external and internal research support, especially considering that Linguistics is a field that generally has a moderate level of funding, with many subfields only having an overall low level. According to the 2013 Academic Analytics report, our average $121,430 per faculty member (2009-2013) in external funding ranks us 5th of 71 departments nationwide, placing us in the 94th percentile.

Table B1 above presents grant-years by faculty. The following table presents a summary of Direct External Grant Expenditures (not including F&A/indirect costs) over the self-study period as provided by the Office of the Provost.4

Table B3: Direct expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
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<td>07-08</td>
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<td>08-09</td>
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<td>09-10</td>
<td>$635,217</td>
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<td>10-11</td>
<td>$899,949</td>
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<td>11-12</td>
<td>$987,556</td>
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<td>12-13</td>
<td>$779,892</td>
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<tr>
<td>13-14</td>
<td>$480,601</td>
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</table>

Note that these expenditures only represent grants administered by the UConn Office for Sponsored Programs, for which the PI is in Linguistics. In addition, department faculty hold grants outside of this framework, notably:

William Snyder is co-PI on a prestigious NSF Integrative Graduate Education and Research Traineeship (IGERT) grant: Language Plasticity – Genes, Brain, Cognition & Computation (awarded 2012, PI: J. Magnuson, Psychology). This large interdisciplinary project includes faculty and graduate students from four departments and is further described in section G., below. See also: igert.cogsci.uconn.edu. In terms of funding, this grant provides a significant amount of external and internal support for a number of graduate students.

Diane Lillo-Martin holds grants via Haskins Laboratories (not reported in Table B3), which support research activities in the UConn department. As a structural comment, we note that external grants do not provide indirect costs (F&A) to UConn; at the same time, the level of professional/staff support for the administration of grants via Haskins is far superior to the staff support available with UConn CLAS and the department. See section I.

While some faculty have received internal funding (see list in Appendix), opportunities have become scarcer and anecdotally, internal funding seems to be harder to obtain with the reorganization of the Faculty Large and Small (Internal) Grants programs in the office of the Vice President for Research.

4) Describe any significant research interactions with external entities (public or private) developed by the unit. What have been the benefits of these interactions and the drawbacks, if any? How do they contribute to the unit's research goals?

4 The data source for Direct External Grant Expenditures is the Annual Report of Research Expenditure by Department from Office of the Vice President for Research.
Current:

The Department of Linguistics is one of five universities (the University of Cambridge, England; the University of Hyderabad, India; Nanzan University, Japan; the University of Siena, Italy; Tsing Hua University, Taiwan; and UConn) participating in the Nanzan Consortium, funded by the Japanese government during the self-study period. The consortium funded research collaborations and professional development for graduate students, including workshops and multilateral exchanges. Although the funding period has ended, members of the consortium continue to participate in research visits: Prof. Mamoru Saito (Nanzan) teaches a short course at UConn every year and sits on student advisory committees; Prof. Ian Roberts (Cambridge) spent the fall semester 2015 at UConn and will teach here for the 2016-2017 year; Prof. Luigi Rizzi (Siena) gave our inaugural May post-semester lecture series in 2014.

UConn also has a formal relationship with Haskins Laboratories, in New Haven, CT, which provides intellectual and grant support for some areas (Lillo-Martin, Snyder).

In the works:

Under an agreement between Connecticut and the German state of Baden-Württemberg, we are developing a bilateral exchange agreement with Linguistics departments at the University of Tübingen, one of the leading centers for theoretical and experimental linguistics in Europe. A visit by representatives of the Tübingen department is anticipated in 2016.

UConn is a member of Universitas 21, an international consortium of universities. UConn’s Vice Provost for Global Affairs has encouraged our participation in the development of a Language Sciences research initiative within the Universitas 21 framework, spearheaded by Prof. Colin Phillips, University of Maryland.

In addition, individual faculty have a number of established external international research collaborations, summarized in appendix, Table B4.

A primary benefit of the department-level research (Nanzan) consortium is that it provides institutional support for extended and/or repeated visits and workshops, allowing for an in-depth level of intellectual exchange that extends beyond what is generally available in the profession through conferences and other venues. For our graduate program, the ability to bring in prominent external faculty for longer lecture series (rather than one-time colloquia) supplements the intellectual offerings of our small department, providing our graduate students with additional perspectives, feedback from outside the department faculty, and important networking opportunities. Funding for these important opportunities is, however, not routine, and the department would benefit from more stable funding to support these endeavours.

5) To the extent data is available, briefly describe how the research, performance, or creative activity in your unit compares nationally with respect to these activities.

Since 2012, UConn has subscribed to Academic Analytics, and the Provost’s Office has provided us with metrics from this database, under various rubrics. We have chosen to omit presentation of this information in this self-study report, as we have serious concerns with both the accuracy and the
interpretation of the data presented in that database. We note that this is not a matter of our being disappointed by our standing, as reflected in that database: we ranked first nationally in the 2011 exercise, and well within our peer and aspirant group on all metrics in the subsequent years. Department Head Bobaljik has conveyed to the Provost’s Office (and to Academic Analytics directly) on multiple occasions significant omissions in the database – with a small department, a few key omissions skew the ranking substantially: 3 omitted articles corresponds to a difference of seven places (out of 71 ranked departments) in the most recent (2013) ranking of per faculty journal articles. In addition to omissions, the database is constructed in a manner that hinders meaningful comparison in many instances: the Linguistics heading includes departments of Cognitive Science, Applied Linguistics, and in one case Philosophy, which have substantially different publication and grant profiles. Even among Linguistics departments, counting “journal” articles fails to consider significant differences among subfields in both quantity and venue of publication, with some journals and some important publication types (book chapters, conference proceedings) entirely absent from the database. As an illustration, we report here numbers from the 2013 AA exercise for UConn and our peer/aspirant departments. We might tout, for example, the fact that we outperform all of our competitors in grant funding, (we outperform Harvard by a factor of 20!), but again, we feel that the figures are misleading. Note that figures for MIT represent totals for the combined Department of Linguistics and Philosophy, rendering meaningful comparison on the numbers close to pointless.

Table B5: Faculty Productivity Comparison, Academic Analytics

<table>
<thead>
<tr>
<th></th>
<th>UConn</th>
<th>UMaA</th>
<th>UMd</th>
<th>MIT</th>
<th>UCLA</th>
<th>UCSC</th>
<th>NYU</th>
<th>Penn</th>
<th>Harv</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of faculty</td>
<td>11</td>
<td>17</td>
<td>14</td>
<td>28</td>
<td>18</td>
<td>15</td>
<td>19</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>articles per faculty</td>
<td>3.1</td>
<td>3.4</td>
<td>5.2</td>
<td>2.4</td>
<td>3.4</td>
<td>2.9</td>
<td>4.8</td>
<td>3.1</td>
<td>2.5</td>
</tr>
<tr>
<td>citations per faculty</td>
<td>14.6</td>
<td>16.1</td>
<td>32</td>
<td>11.6</td>
<td>9.2</td>
<td>9.5</td>
<td>20.4</td>
<td>7.1</td>
<td>6.1</td>
</tr>
<tr>
<td>grant $000 per faculty</td>
<td>121</td>
<td>48</td>
<td>113</td>
<td>22</td>
<td>17</td>
<td>7</td>
<td>48</td>
<td>116</td>
<td>6</td>
</tr>
<tr>
<td>books per faculty</td>
<td>1.2</td>
<td>0.8</td>
<td>1.0</td>
<td>3.4</td>
<td>1.1</td>
<td>0.3</td>
<td>0.6</td>
<td>1.1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

* The number of faculty reported in this table is from Academic Analytics and differs slightly from the self-reported numbers provided by the individual departments, as in Table P1 in the appendix. The MIT figure is especially misleading as it includes faculty in Philosophy (which is jointly administered with Linguistics).

6) Indicate what the unit does to encourage and develop research, performance, or creative activity?

Our department has numerous venues to encourage and develop research. We encourage co-teaching of graduate seminars, especially across sub-disciplines, in order to foster collaborations and intellectual exchanges. In addition to formal situations (graduate seminars, research assistantships, and advisee-advisor interactions), undertakings to encourage research include:

Reading and study groups: numerous reading groups meet regularly to discuss current research and foster collaborations among faculty and graduate students. Standing reading groups that meet over multiple semesters include: Acquisition Lab; Sign Language Research and Discussion Group; Morphology Reading Group; and the meetings organized by the UConn Logic Group [with Philosophy and Mathematics]. Additional reading groups have been organized on topics in phonology, meaning, syntax, the evolution of language, and an interdisciplinary study group on sequential graphic narratives [with Asian and American Studies], funded by the UConn Humanities Institute.
Speaker series: the department supports three speaker series for discussion of current research. Our colloquium series brings 8 or 9 prominent external speakers to campus every year from around the world. Since 2014, we have hosted a prominent linguist in May of each year (2014: Luigi Rizzi, U Geneva/U Siena; 2015: Barbara Partee, U Mass (Amherst); 2016: Alec Marantz, NYU) to present a week of in-depth lectures and to meet with department faculty and students. We also have a weekly LingLunch which provides a venue primarily for department members and visitors to present current research in a less formal setting. Some of the reading groups also host external speakers.

One point where improvement is needed is in the funding available for the support of graduate student research. During the self-study period, the university ended its program to provide meager (maximum $500) research support for graduate students. There is no longer any source for graduate student research costs (research travel, field work, subject fees, equipment) other than faculty grants and startup. It is typical in Linguistics for successful graduate students to pursue research independent of the projects of their advisor, and these thus often fall outside the scope of their advisors’ funding. For conference travel, the Graduate School nominally provides one-time support of up to $1000 for doctoral students to attend one conference over the course of their PhD (however, like faculty travel support, these funds are often exhausted early in a given cycle—funds for 2015-2016 travel were exhausted in late fall). Since conference participation is vital for graduate students, the department has offered support from our budget: over the last few years, we have substantially increased student travel support to $500 / year for five years ($2500) per student, but even the combined internal and external amount falls well short of student needs, given that many of our students present at multiple conferences annually.

7) Describe and evaluate the unit's participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, advisory groups, and service to the University (at all levels).

Our faculty are heavily involved in service and editorial positions. Seven of our 11 faculty members serve or served as editor-in-chief (Lillo-Martín, Van der Hulst, Wurmbrand) or editor/associate editor (Gajewski, M. Kaufmann, S. Kaufmann, Lillo-Martín, Snyder) of important journals during the reporting period (see section A1d, above). Most of our faculty hold positions on multiple editorial boards. As one further indicator of the reputation of our faculty members: five of our 11 faculty members (Bobaljik, Bošković, Calabrese, Gajewski and Wurmbrand) sit on the associate editorial board of Linguistic Inquiry (one of the two most prestigious general theoretical journals) making UConn the second-most prominently represented department on that board (after MIT, where the journal is housed).

Many of our faculty are highly involved in service to the profession in a wide variety of capacities, including through committee service in professional organizations and grant review panels. Two of our current faculty (Bobaljik, Lillo-Martín) have been elected as fellows of the Linguistic Society of America, and Lillo-Martín was named a Board of Trustees Distinguished Professor in 2009 in recognition of contributions to service as well as scholarship and teaching. Bobaljik, Lillo-Martín, and Snyder have served on review panels for the National Science Foundation, and our faculty take an active role in the peer-review process at numerous levels (publications, conferences, grants, program reviews, PTR reviews, and external dissertation reviews).
UConn linguists, both faculty and graduate students, play an active role in conference and workshop organization in the field, convening events at UConn and off-campus. Conferences and workshops convened by UConn faculty members during the reporting period include:

Running Conferences and Workshops:

- 'Going Heim. Linguistic Meaning between Structure and Use'. Workshop co-organized (at UConn) by Gajewski, S. Kaufmann, M. Kaufmann, and the UConn Logic Group, 2015.
- Special Session on Presupposition, co-organized (at SALT 26, UT-Austin) by S. Kaufmann, 2015.
- Stress/Accent Conference, Leiden, co-organized by Van der Hulst, 2014.
- NELS 44 (North East Linguistics Society), international conference hosted by UConn Linguistics, 2013.
- Input and Syntactic Acquisition, Annual Meeting of the Linguistic Society of America, NSF-funded workshop hosted by Sprouse, 2012.
- 27th Comparative Germanic Syntax Workshop, co-organized (at Yale) by Bobaljik, Wurmbrand, and others, 2012.
- Context, Content, and Conversation, workshop co-organized (at U.Göttingen) by M. Kaufmann, 2011.
- Conference on Typological and theoretical issues in Stress, organized by Van der Hulst, 2010.

UConn Linguistics also hosts and/or participates in a number of annual events, including:
• **UConn Language Fest:** An annual interdisciplinary gathering of Language scientists at UConn
• **UConn, UMass, Smith-College Language Acquisition Workshop,** held twice per year rotating among venues, but normally once per year at UConn by Lillo-Martin and Snyder, 1997-Present.
• **ECO-S Graduate Student Workshop (UMD, UConn, UMass, Harvard, MIT)**

A selection of CLAS and University service of our faculty is provided here. Among the commitments to university service, we note some particularly significant contributions, including:

• **Chair, CLAS Committee on Courses and Curricula:** Gajewski, 2013-Present.
• **Director, Cognitive Science Program:** Lillo-Martin, 2011-2015.
• **Director of Undergraduate Studies, Cognitive Sciences:** Gajewski, 2012-2014; Snyder, 2014-present.

**Other Service to College of Liberal Arts and Sciences (CLAS) and University:**

• **Board of Trustees Distinguished Professor Selection Committee,** Member: Lillo-Martin, 2012-2015.
• **CLAS Academic Advisory Board,** Elected Member: Lillo-Martin, 2013, 2014.
• **CLAS Dean’s PTR (Promotion/Tenure Review) Advisory Council,** Member: Bobaljik, 2011-2012.
• **CLAS Grade Appeals Panels** (ad hoc), Member: Wurmbrand, 2007; Bobaljik, 2008.
• **CLAS Working Group on Journal Support,** Member: Snyder, 2010
• **Committee on Student Evaluations of Teaching,** Co-chair: Lillo-Martin, 2007-2008.
• **Dean’s Academic Advisory Committee,** Member: Lillo-Martin, 2007-2009.
• **Dean's Committee on Committees,** Elected Member: Wurmbrand, 2011-2014.
• **Dean’s Information Technology Advisory Committee,** Member: Wurmbrand, 2007-2008.
• **Dean’s Task Force on Revenue Generating Master’s Degrees,** Member: Snyder, 2008.
• **Fusco Lecture Series Steering Committee,** Member: Lillo-Martin, 2012-2013.
• **General Education Oversight Committee (GEOC), Content Area 2 (social sciences),** Member: Wurmbrand, 2006-2012.
• **Graduate Faculty Council,** Member: Bobaljik, 2007-2009; Calabrese, 2010-2013.
• **Interpreter Coordinator Search Committee,** Member: Lillo-Martin, 2015.
• **Large Grant Social Sciences Review Panel,** Member: Bošković, 2008.
• **Liaison to the Directors of the Regional Campuses:** Snyder, 2007-2012.
• **Psychology Department Head Search Committee,** Outside Member: Lillo-Martin, 2011.
• **Research Compliance Advisory Committee,** Member: Snyder, 2014.
• **Senate Scholastic Standards Committee,** Chair: Lillo-Martin, Fall 2008.
• **Senate Diversity Committee,** Member: Lillo-Martin, 2013-2016.
• **Speech, Language, and Hearing Sciences - Head Search:** Bobaljik, 2013.

See also Section G1.1 Participation of Linguistics in interdepartmental programs, for the faculty’s numerous service roles in UConn’s Brain Imaging Research Center, the Cognitive Science Program, the Cognitive Science Shared ERP Resource Lab, the Connecticut Institute of Brain and Cognitive Sciences, the Logic Group, the Graduate Training Program in Neurobiology of Language, and the Language and Cognition Ph.D. Program (in Psychological Sciences).

8) Describe the unit’s potential for responding to changing directions and new external opportunities. What indicators show the level of morale, commitment, and sense of continuing self-improvement of the unit?

The department continues to aim to take a leadership role in the evolution of the field and to respond to opportunities as they arise. In 2012, we responded to UConn’s Cluster Hiring initiative with a proposal for five new faculty lines that would allow the department to expand the diversity of its offerings beyond our historical core, to make us more competitive with our peer and aspirant departments. We were awarded two lines and hired Associate Professors Stefan Kaufmann and Jon Sprouse, thereby adding new dimensions to our semantics and syntax offerings, adding computational linguistics and experimental syntax to our profile, and strengthening interdisciplinary ties with Philosophy and with the Cognitive Science / Language Sciences community.

Faculty members have been active and successful in pursuing opportunities to further research and teaching in Linguistics within the broader Cognitive Sciences. Our leadership in the Cognitive Science program at UConn, the IGERT grant, and our role in the developing Institute for Brain and Cognitive Science and related projects (including NIH T32 training grant applications) are documented elsewhere in this report, and attest to the ongoing commitment of our faculty to continuing to advance our field.

See also discussion of the development of exchanges and international research initiatives under point B4, above.

C. Undergraduate Programs

1) Show summary table of enrollments and credit hours by major, campus, etc. over the course of the self-study, as appropriate.

UConn offers two joint majors, Linguistics/Psychology and Linguistics/Philosophy. There is no Linguistics major as such. Both majors comprise 4 linguistics courses (with 2 obligatory choices and two electives) 4 psychology or philosophy courses (idem) and 4 related courses, totaling 36 credits.

The major focus of UConn Linguistics’ contribution to undergraduate education is via 4 general education courses, 3 in large lecture+discussion format, and one via multiple sections (currently 5 sections per semester @ 25 students). UConn faculty teach more undergraduate student credit hours than any of our P&A departments (almost all of whom have substantially more faculty) with the exception of UCLA. Our undergraduate enrollments have more than doubled since the previous self-study, largely through growth in LING 1010 enrollments (a GenEd course reaching almost 1500 students
per year) and expansion in our “Q” designated (quantitative reasoning) courses. We provide slightly above the average per faculty FTEs in undergraduate offerings within CLAS.\(^5\)

Over the course of the self-study period, we have increased Intersession (Winter, May, Summer) offerings. Of note among these are very successful online versions of LING 1010, introduced in summer 2013, which fill immediately to capacity (25), and which we now offer three times per year.

Some courses are also offered by adjunct faculty at regional campuses: Hartford (4 courses per year), Stamford (2 courses per year), Waterbury (occasional offerings).\(^6\)

Tables C1.a and C1.b in the appendix provide additional information. Table C1.a reports on undergraduate enrollment and majors, and Table C1.b (UG Course enrollment 2007-2015) shows actual enrollments for all undergraduate offerings at the Storrs campus for the self-study period.

Table C1.c, here, provides a comparison of our undergraduate enrollment with those of our peer and aspirant departments (5 year averages).

<table>
<thead>
<tr>
<th></th>
<th>UConn</th>
<th>UMaA</th>
<th>UMd</th>
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<th>UCLA</th>
<th>UCSC</th>
<th>NYU</th>
<th>Penn</th>
<th>Harv</th>
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</thead>
<tbody>
<tr>
<td># of majors</td>
<td>31</td>
<td>150</td>
<td>97</td>
<td>10</td>
<td>470</td>
<td>220</td>
<td>90</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>Yearly</td>
<td>2192</td>
<td>1580</td>
<td>682</td>
<td>250</td>
<td>3600</td>
<td>1600</td>
<td>500</td>
<td>1033</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
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<td>Student</td>
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<tr>
<td>Enrollment</td>
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<td></td>
<td></td>
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<tr>
<td>Full time</td>
<td>11</td>
<td>19</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>13</td>
<td>16</td>
<td>18</td>
<td>7.5</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG students</td>
<td>199</td>
<td>83</td>
<td>38</td>
<td>16</td>
<td>200</td>
<td>123</td>
<td>31</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>per faculty</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2) What proportion of these courses are taught by full-time faculty, part-time faculty, and graduate students?

More than half of our undergraduate courses (including most of the large lecture courses) at Storrs are taught by regular faculty (exact proportions vary due to changes in offerings, sabbaticals, etc.). Other courses are taught by adjunct or visiting faculty or graduate students (on Ling 2010Q – see 3a. below). Non-Storrs courses are normally offered by adjunct faculty.

3) How is the quality of general education instruction assessed?

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5 Information provided by CLAS in annual staffing meeting, January 2015.

6 Stamford and Waterbury courses are often taught by Storrs-based adjuncts or GAs. The university has recently mandated a change in scheduling (ending the practice of teaching these in once/week 3-hour blocks), with the result that courses at these regional campuses will likely no longer be offered.
Quality is assessed through student evaluations. Student feedback is taken seriously and, where pointing to a structural problem, leads to appropriate changes in the course.

a. Where graduate assistants have a primary instructional role, how are they supervised?

The practice for lecture courses with sections (taught by TA’s) is that the professor who teaches the lectures meets weekly with the TAs to discuss what material will be covered in the sections. Ling 2010Q is taught in multiple sections per semester (currently 4 regular sections, capped at 25 each, though this does not meet demand, plus an independent honors section). A regular faculty member teaches one section and coordinates the remaining sections, which are taught by graduate students, providing oversight for the course, and mentoring for the graduate student instructors. When graduate students offer courses outside of the above frameworks, they present the syllabus in advance to a professor who also teaches or has taught the course. The professor provides guidance and support before and during the course. Since 2012, one faculty member takes on the role of Graduate Teaching Coordinator, and provides mentoring and supervision, including a mid-semester in-class observation, for GA instructors who are not otherwise under the supervision of a faculty member.

4) With respect to the undergraduate major(s) curriculum and courses:

a. How does the undergraduate major reflect the goals of the academic program?

The majors reflect the goals of the academic program, providing access both to the foundations and the latest results in the field of linguistics and as interdisciplinary endeavor, and a firm grasp of the scientific method as an aspect of rational inquiry.

b. What evidence is available to compare the curriculum with that of similar programs nationally?

Compared to other programs, what stands out is that UConn does not have a separate linguistic major. The number and subjects of undergraduate courses that are offered in programs depends to some extent on the size and expertise of the faculty. However, in all such programs, including the two majors of UConn, programs include a core of courses that introduce the major components of grammar. A special feature of UConn, given that the department hosts a program on ASL, are two undergraduate courses that specifically deal with Deaf communities.

In 2012, we compared our offerings to the undergraduate majors of 5 of our peer/aspirant departments in exploring what additional resources we would need to be able to offer a competitive Linguistics major. Although we serve significantly more students than almost any of our peers in terms of credit hours taught, we offer substantially fewer courses at the undergraduate level. In addition, linguistic majors elsewhere typically have two-semester sequences in topic areas (syntax, phonology, semantics) to provide students in the major with instruction beyond the introductory level – providing a basis for advanced work in graduate school or related fields. We do not have the resources (faculty, support staff) to offer a second semester in any of the core areas of Linguistics (except syntax). The level of our first year PhD courses is high, which means it is not feasible except for the most advanced undergraduate students to use the first year PhD level courses as the second semester of a course sequence.

c. Does an accrediting body prescribe any portion of the curriculum? If so, how?

21
d. How are courses in the undergraduate major(s) coordinated?

The faculty as a committee of the whole determines the complete undergraduate curriculum. The undergraduate director compares syllabi of different courses to avoid overlap and guarantee overall coverage, while allowing for individual freedom for instructors to focus on certain areas more than on others (where such choices are possible given the broad range of a certain field).

In 2010 the UG director wrote a document that compares all undergraduate courses in terms of their content. At that time some adjustments were made in the course descriptions as listed in the undergraduate catalogue.

e. How do the courses in the major contribute to its student learning outcomes?

The courses that are offered form a coherent whole, with different courses for the various aspects of linguistics. The learning outcome reflects the course offerings which guarantee a basic introduction to the core areas of linguistics, providing access to additional specialized fields, depending on the expertise of available faculty.

f. What specific efforts are made to incorporate new knowledge and perspectives into the curriculum?

All courses are continuously updated.

What efforts are made to involve students actively in their learning through internships, research projects, seminars, independent study, studio courses, etc.?

Internships are not typical in our field. Students have been offered independent studies which offer ways to satisfy specific needs or specializations that cannot be dealt with through regular courses. Where possible students are put in direct contact with research activities. Some professors have had undergraduates working with them on research projects in their labs. For example, Profs. Snyder and Lillo-Martin have had students - sometimes as recipients of a SURF award - doing research projects on children's acquisition of English or Spanish (Snyder) or ASL (Lillo-Martin). In one recent case, the student's work led to a co-authored publication in a leading journal (Hanink & Snyder 2014, in Language Acquisition).

Describe any innovations added to instructional programs since the last review.

There are now separate courses in syntax and semantics. A course on computational linguistics has been added, as well as an intermediate level course in syntax. Also two courses have been added that deal with specific issues of Deaf culture and communities.

5) Concerning the undergraduate major cohort:
a. Explain any significant changes in the undergraduate major enrollment and in degrees granted since the last review.

Significant changes: There has been a significant increase in interest in the linguistic GenEd courses which are very popular. An increase in certain higher level courses has resulted from the start of a cognitive science major within which the study of language plays a pivotal role.

What are the implications of the average lengths of time required for degree completion?

There are no implications. The department has kept up with the increasing demand for courses, especially LING 2010Q by adding extra sections.

What are the retention rates for the undergraduate majors?

Since May 2007 graduation, there are a total of 69 who have graduated in Ling/Psyc and Ling/Phil. This is the total of 57 as their first major and 12 who graduated with either as a second major. In addition 16 students enrolled in one of our two majors have left UConn before graduating. An additional 60 students switched from a linguistic major into another major.

What efforts are underway to improve performance in these areas?

All major students are carefully monitored in terms of their progress. No students can enroll for courses before having met with his/her advisor to discuss progress and planning.

b. What indicators does the unit utilize to monitor the success of its graduates?

Uconnn does not have a system in place to record where undergraduate students end up. The department has kept an informal record that is based on Linked-In, as well as personal contacts with alumni. See Appendix Table C5: Job Placement undergraduate alumni.

c. How does the quality of these graduates compare with student quality in this field nationwide?

We do not have sufficient data to offer a comparison, but our impression is that students do well to judge by graduate school acceptances and career paths. See Appendix Table C5: Job Placement undergraduate alumni.

d. Describe any honors or awards received by the unit's graduates.

We do not track this information. Cynthia Luo (Ling/Psych), was recently named a University Scholar (which is rare - there are maybe a dozen of these in any given graduating class). She was also selected and served as the undergraduate speaker at the CLAS Commencement Ceremony. Current status: J.D. Candidate at Columbia Law School, Class of 2017. Other Ling/X majors have been named New England Scholars, received Honors Medals and the like.

e. Comment on the quality of the unit's efforts to attract, support, and graduate traditionally underrepresented groups.
The department fully complies with general UConn policies, but does not in addition perform extra activities to achieve these goals.

f. How does the proportion of degrees granted to underrepresented gender and minorities compare to the university as a whole and to the field nationwide?

No information available

g. What specific plans and programs does the unit have in place for increasing the proportion of graduates from traditionally underrepresented groups? Include measures taken to provide special advice and support for such students while enrolled.

N/A

h. What is the unit doing to serve nontraditional and part-time undergraduate students?

The faculty is highly accessible to students, providing, where necessary, ad hoc services to help students who study on certain individual restrictions.

i. Describe the process and structure of the undergraduate advising in the unit.

Each student is assigned at least one advisor (or one for each ‘part’ of the major). Each student is compelled to meet with an advisor at least once per semester (specifically before registration time for the next semester). Additionally, students meet with their advisors as often as is deemed necessary. At the beginning and/or end of the semester a general meeting is called for all undergraduate majors to discuss and compare experiences and to foster a group identity.

j. What is the quality of advising for undergraduate majors?

The quality is good. They can generally reach their advisors or other professors at short notice to discuss progress and/or problems.

k. How has the advising process been evaluated?

N/A

6) Where are program graduates placed, or what do they do after graduation?

Students pursue a very diverse number of areas (see appendix table C5). Among those, a minority continue their studies in a graduate program in linguistics or cognitive science. Students who have adopted a linguistic major as their second major, sometimes pursue either the above or the field of their other major (which can be psychology, speech and hearing sciences, for example).

a. How do graduates of the program view their experience, and how are their views solicited?
There is no system in place, nor does the department keep track of graduates. Based on the fact that faculty members act as advisors until the very last moment, we know that students like the programs because there is a constant process of feedback. Faculty members are frequently asked to write recommendation letters for students who apply for graduate programs.

b. What program modifications do these views suggest?

A system for tracking students after graduation should be in place, but it would be useful if this were coordinated with such efforts already in place at the college level or via the Alumni Association.

Undergraduate Program: Final thoughts

The department’s primary contribution to undergraduate education is via general education and other service courses, through which we teach some 3000 credit hours per semester, more than almost any of our P&A departments, and significantly so on a per faculty basis. Demand for these courses (notably LING 1010, which fills to capacity at 700 students per semester; and LING 2010Q which fills at 100 non-honors seats per semester) consistently exceeds supply.

The department has periodically explored replacing the two joint majors (Ling/Psych, Ling/Phil) with a Linguistics major, most recently in a study in 2012 looking at select peer and aspirant undergraduate majors (see 4.b. above). The conclusion of that study was that to guarantee a stable and sufficiently diverse course menu, without diverting resources from the PhD program, the COGS program (in which our faculty participate actively) or our GenEd and service contributions, the department would need **three additional faculty lines** as well as additional administrative support.

Demand is high (the number of BAs awarded in Linguistics in the US more than tripled from 716 in 2000 to 2,200 in 2012). We would be much better able to serve this interested population with a dedicated major. With additional faculty and other support resources, we would be able to:

- provide more coherent oversight of the major, which is currently divided between linguistics and another department (Phil, Psych), an arrangement which (anecdotally) leaves many students between departments;
- provide more distinctness for the major (there is overlap between the Ling-Psych and CogSci majors; having a LING major rather than a joint major would make double-majors with Phil or Psych simpler to administer (avoiding problems, for example, for students wanting to double major in Psych and LING/Psych).

---

7 Some of our undergraduate courses are narrowly specialized and/or dependent on particular faculty members (Computational Linguistics, Sociolinguistics if the Deaf Community, Cultural and Linguistic Variation in the Deaf Community). Additional courses (and thus additional faculty) are needed in order to guarantee year-to-year coverage of a sufficient number of courses for a major.

• provide a departmental ‘home’ for undergraduate majors through a sense of shared community and more common course offerings

D. Graduate Programs

Address each of the following topics for both the master’s and doctoral levels, as appropriate for the graduate degrees offered.

1) Show summary table of enrollments by specialization, campus, etc., as appropriate.

Table D.1.a: Enrollment in Linguistics PhD

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>2013</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>2012</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>2010</td>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>38</td>
<td>6(^3)</td>
</tr>
<tr>
<td>2008</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>2007</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>2006</td>
<td>34</td>
<td>6(^3)</td>
</tr>
<tr>
<td>2005</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>2004</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>2003</td>
<td>31</td>
<td>8(^3)</td>
</tr>
</tbody>
</table>

\(^1\)Enrollment count at fall census snapshot.
\(^2\)New students at time of census snapshot includes those who began in spring, summer, or fall of the census snapshot.
\(^3\)Includes 1 each (2006, 2009) and 2 (2003) accepted without funding. Since 2010, all offers of admission include full funding.
Table D.1.b
Current PhD students, by area of (primary) specialization:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>Morphology</td>
<td>2</td>
</tr>
<tr>
<td>Phonology</td>
<td>3</td>
</tr>
<tr>
<td>Semantics</td>
<td>1</td>
</tr>
<tr>
<td>Syntax</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Table D.1.c in the appendix reports the number of students by major advisor over the reporting period (2008-2015).

2) **Overview of the graduate program(s):**

   a. Describe, in general terms, the graduate program(s) offered by the unit. How do the graduate programs reflect the basic goals of the academic program?

The department of Linguistics offers a Ph.D. in linguistics with a focus on theoretical and experimental research. As of fall 2015, the doctoral program requires 40 credits of course work, two general examination papers in different subfields, and a doctoral dissertation. The coursework requirements are as follows:

Students must complete all of the courses in group A, at least two course in group B, and an additional 22 credits determined in consultation with their advisory committee:

   a. [12 cr] All of: 5110 The Acquisition of Syntax
                      5310 Phonology I
                      5410 Semantics I
                      5510 Syntax I

   b. [6 cr] At least two of: 5120 Readings and Research in Acquisition
                                5320 Phonology II
                                5420 Semantics II
                                5520 Syntax II
                                6210 Morphology I

Students are expected to take at least 3 courses per semester in the first year, including at least 3 of the 5X10 courses (in a. above) in the fall, and to complete the two-semester sequence in at least two areas.

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9 The imbalance between syntax and other areas is a matter of concern in the department (see below). We note, though, that sub-discipline boundaries are fluid and to some degree arbitrary; thus there is in actual practice more diversity within syntax than this table indicates.

10 The department does not admit students into an MA program, but may award an MA to students enrolled in the PhD program on completion of the General Examination, or to students who do not complete the PhD program but have completed sufficient work to receive an MA.
The combination of Syntax 1 or Phonology 1 and Morphology 1 may constitute a two-semester sequence, but no course may count towards two separate sequences for an individual student. All core course requirements should be completed by the end of the second year.

The two general examination papers are normally in distinct sub-fields of linguistics, in order to achieve a measure of breadth and some original research experience in an area outside of the student’s primary research area. Due dates for the generals papers are in the fall and spring of the third year. In practice, students frequently do not meet these due dates. By department policy, students whose general examination papers are significantly late lose their guarantee of financial support from the department until such time as they complete the paper. In practice, as long as there is a need to staff graduate assistantships, students who are beyond deadlines may continue to receive assistantships. While our time-to-completion rates are comparable to our peer departments’ and well within the norms for the field, our program is unique among our peer/aspirants in requiring students to take on paid graduate assistantships from the first semester of study, a factor which we believe contributes to delays in meeting academic milestones in the program.

b. What evidence is available concerning the quality of the unit's graduate program(s)? How is this information used to strengthen the graduate program(s)? Describe, in particular, extramural awards and grants for the purpose of graduate education, either to individual students or to the program.

Linguistics graduate students are successful in presenting and publishing papers, including papers in selective international conferences and peer-reviewed proceedings and journals, see Table D2. On average, two students per year bring some external funding to their graduate education, including Fulbright, “La Caixa” and SSHRC doctoral fellowships. In addition, on average, one student per year receives an internal OSP or OMSP award, as indicated in the Table. Multiple students have been awarded fellowships to attend the bi-annual Linguistics Society of America summer institutes, and in 2013 one student was awarded the LSA Bloch Fellowship, the most prestigious student award from the society, which includes a 2-year appointment on the national association’s executive committee, representing all linguistics graduate students in the U.S. Finally, the Linguistics Department is involved in the Language Plasticity IGERT and two students are currently fully funded as a part of that project.

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11 Specific deadlines are established in the Department’s Graduate Handbook, roughly 6 (1st paper) and 9 (2nd paper) months after the due dates.
8 Year Program Review – Self-Study Outline

Table D2 Graduate Student Productivity 2008-2015

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications and Papers Accepted for Publication</td>
<td>18</td>
<td>23</td>
<td>28</td>
<td>15</td>
<td>21</td>
<td>23</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Conference Presentations and Papers accepted for Presentations</td>
<td>33</td>
<td>43</td>
<td>51</td>
<td>50</td>
<td>34</td>
<td>50</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>Invited Talks</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Awards and Grants - (OSP, OMSP, NextGenCT, IGERT)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>External Fellowships/Grants</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

An additional indication of the quality of the program is the placement of students in academic jobs. The department has been successful in placing graduates in academic positions. Among the students that graduated with a PhD from 2007 to 2012, 60% are now in tenure-track or equivalent positions. These included signature placements in tenure-track positions at both Research I universities (Cornell) and top Liberal Arts Colleges (Villanova), joining UConn alumni in a wide range of top universities nationally (Harvard, U Maryland, U Michigan) and internationally (Argentina, Australia, Brazil, Canada, France, Germany, Japan, Korea, Peru, Slovenia, Spain, Taiwan, Turkey, UK). An additional 15% are in lecturer/adjunct positions and 5% are post-docs. These placement rates are comparable to those of the majority of our P&A programs.

c. What changes in the program(s) have occurred since the last review? What changes (especially innovations) are now underway?

The curriculum of the department has changed significantly since 2007 in order to offer students a broader, more flexible course of study, as well as additional time for research. The main change has come in the course requirements for the PhD. In 2007, students were required to complete 51 credits of coursework. Now they are required to complete 40, freeing them up for independent research activities. In 2007, all students were required to complete 8 core courses in the areas of Language Acquisition, Phonology, Semantics and Syntax. Now students are required to take 6 core courses in those four areas or in Morphology. Furthermore we have added advanced courses in experimental and computational linguistics, and field methods.

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12 2007 is identified here as the starting period for this review. Curriculum change was already underway, including a significant change in 2006 that allowed acquisition to be pursued from the first semester of study. Prior to 2006, the first semester consisted of Phonology, Semantics, and a 5-credit Syntax course.
The department is also now a participant in the Language Plasticity IGERT. This has created many new educational opportunities for our students, including new courses, tutorials, and colloquia. Currently, eight linguistics students formally participate in the IGERT.\textsuperscript{13} Two new interdisciplinary certificate programs are now offered to our graduate students: Cognitive Science, and Neurobiology of Language. As the Institute for Brain and Cognitive Science at UConn takes shape, with Linguistics as a central participant, we hope to provide expanded offerings in these areas.

The department’s senior syntactician (Lasnik) left at the end of the last review (2002), and was replaced by Bobaljik and Wurmbrand. A senior faculty member in semantics left in 2011 and was replaced in 2012 by another semanticist, Assistant Professor Magdalena Kaufmann. In 2013, the department expanded with two additional faculty members, Associate Professors Stefan Kaufmann and Jon Sprouse. Kaufmann brings additional semantics expertise as well as knowledge of computational linguistics, a new area for our department. Sprouse is an expert in syntactic theory and experimental methods. Both have created successful new graduate courses in their areas of expertise. We see these hires as part of a larger plan to expand and to compete for top graduate students with departments that have larger faculty and more areas of specialization. See section I below.

3) With respect to the graduate curriculum and courses:
   a. What evidence is there of sufficient offerings and balance among the unit’s various specialties? Is there sufficient breadth of course offerings and sufficient depth for specialization? How are the courses in the graduate program coordinated? What plans are underway to modify the graduate curriculum in light of available information?

Largely due to the faculty expansion in 2013, we have been able to significantly increase course offerings at the graduate level. Courses in the following new areas have been added:

- Field Methods*
- Experimental Syntax*
- Neurolinguistics*
- Computational Linguistics (taught jointly as graduate/undergraduate)
- Pragmatics (planned)*
- IGERT Foundations 2: Language Structure and Psycholinguistics\textsuperscript{14}
- Modality Issues in Language and Development (PSYC, cross-listed)

Courses marked * are offered in alternating years. In addition, we have increased Morphology offerings, such that it will now be offered every year, rather than in alternating years, allowing for further depth in this area. We have also added a Syntax course at a transitional level, aimed at undergraduates wanting advanced study and graduate students in other departments who lack sufficient preparation for our

\textsuperscript{13} Due to NSF regulations, only US citizens receive full funding from IGERT. An unfortunate result that we lack the resources to successfully offset is that foreign students participating as IGERT associates must take the additional coursework required of IGERT and must work a full TA or RA-ship, while receiving overall less funding than their US counterparts in the same program.

\textsuperscript{14} This is now taught under a Cognitive Science course number, but by Linguistics faculty.
graduate Syntax 1. As noted above, in addition to increasing the range of our offerings, we have increased flexibility for students allowing for more variety in specialization.

Table D3 in the appendix gives a breakdown by course of enrollments in graduate courses over the study period.

We note, though, that our recruitment efforts lag somewhat behind our faculty expansions, and we have not yet established critical mass in the graduate cohort in many of these areas. Our program has historically had a skew towards syntax, and this remains true in our current student body (see table D1.b. above, D.1.c appendix). This skew reflects our applicant pool, and also the area within the pool in which we have the most success in recruitment. Candidates who have declined our offers of admission have cited critical mass in areas outside of syntax, and the limited range of offerings in these areas compared to our peers with larger faculties, as factors in their decisions. Our proposal for completing the Cluster Hire process will be an important step in addressing this.

b. What evidence is there of whether the courses meet student needs?

The success of our students in finding employment is an indication that students’ needs are being met. See Table D5 in the appendix.

c. In what ways besides individual thesis or dissertation research are students involved actively in their learning; for example, through internships, practica, and/or graduate assistantships?

Through graduate assistantships, students have valuable opportunities to teach linguistics to undergraduates as TAs or to gain research experience with faculty as RAs. Graduate students work under the close supervision of faculty members on independent research projects (notably the general examination papers in the 2nd and 3rd years) which are expected to be presentable at major conferences. A breadth requirement on the two papers is intended to ensure that students gain valuable research experience in an area outside their dissertation research. In addition, the graduate students organize the department’s colloquia which bring 8-10 external speakers to the department each year.

d. Do students have adequate resources to carry out their studies (e.g., library, office and lab space, supplies, equipment, travel, photocopying, etc.)?

There is a lack of research support for graduate student initiated projects. For example, students who wish to engage in projects that involve fieldwork or experiments have few places to turn for funding. In some cases, support may be obtained from faculty grants, but not in all cases. A program of research seed money for graduate students like the Scholarship Facilitation Fund for faculty would be a great help to our graduate students. We have recently increased the amount of funding we offer to graduate students to support travel (esp. conferences) to $500 per year (= $2500 over five years). This is an improvement, but still woefully inadequate in light of the international presence of our department in the field. Successful graduate students present at multiple conferences per year, nationally and internationally.

Office space is limited for graduate students with some students occupying unorthodox spaces. The department archives, which houses a valuable and frequently consulted collection of grammars,
awkwardly shares space with an office for adjunct faculty, visitors and post-docs. Students could better pursue their academic tasks if each were afforded some additional space.

On a practical level, an obstacle many students face is transportation. It is essential that the university work with regional transit authorities to guarantee that students have access to inexpensive, safe, reliable transportation to affordable housing in the area, as well as options for transportation to airports and train stations.

4) Concerning the graduate student cohort:
   a. Assess the quality of the graduate student cohort, based on collective GRE/GMAT or other test scores, collective grade point averages, or other admissions criteria. How does the quality of students in the graduate program compare with student quality in other similar programs? How does the quality of current students compare to the students in the program since the last review? Base the answer on objective and anecdotal data.

The quality of our graduate student cohort is excellent. We do not require students to submit GRE scores for admission. In recent years, few students have. Over the last eight years, the average undergraduate GPA of an entering student is 3.7 (most of our students are foreign, so this includes scores from a wide range of grading traditions). As noted above in item 2b, our students compete well with students from other programs in getting into selective conferences and peer-reviewed publications. While the total number of graduate students has fallen since the last review, productivity remains high.

What is the current gender and race/ethnicity composition of the graduate student cohort? How do these figures compare with those for undergraduates within the unit and for similar graduate programs at other peer and aspirational schools? What efforts are underway to attract and retain well qualified students from underrepresented groups? What mechanisms are used to support these students?

Among the currently enrolled graduate students, 20 are male and 13 are female; 18 are white (American/European), 12 Asian and 3 originate from South America (2 identify as white). Partial data for our peer and aspirant programs is provided in Table P4 in the appendix. We are broadly comparable to our peer/aspirant departments, but stand out to some extent in the ratio of male:female students (in most programs, female students slightly outnumber male) and notably in the high proportion of foreign students in our doctoral program, and the resultingly multicultural environment. In the admissions process, we attempt to identify and nominate candidates for the Outstanding Multicultural Scholars Program to promote (and provide incentives to attract) students from underrepresented groups (we have had two students awarded, and recruited one successfully). However, that program has recently been redesigned and excludes international students; thus further limiting the few tools available to recruit from underrepresented groups.

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15 Our current gender imbalance is somewhat of an anomaly due to the 2015-2016 admissions cycle in which 11 of 18 offers extended were to women, but all 5 accepted offers were men; over 7 admissions cycles, 52% of the offers we made are to women, while 42% of matriculated students are women.
b. What is the current composition of the graduate student cohort with respect to geographic origin? How do these figures compare with figures for similar graduate programs at other peer and aspirational schools?

Our graduate student cohort is overwhelmingly international. 13 students are from Europe, 11 are from Asia, 6 students are from the U.S and 3 are from South America. UConn has a much higher proportion of international doctoral students than many of our competitors.

c. What mechanisms are used to recruit students? Is the program competing well for top students?

For the last four years, the department has hosted an Open House on campus for recruitment. Top applicants are invited to visit the department together on one weekend in the spring. The department provides lodging and (partial) travel support for the invited applicants. We have succeeded in getting some of the most sought after candidates to attend the open house. From year to year there have been mixed results in getting open house attendees to accept offers of admission.

In addition to the open house, faculty members, current graduate students, and alumni engage in grass roots recruiting through their presence in the field and visibility at conferences and institutes. One of the more effective means of identifying promising undergraduates and MA students and encouraging them to apply is through teaching at summer schools. Several faculty do this on a regular basis, recent and upcoming examples include: the Linguistic Society of America Summer Institute (Snyder); the NY-St. Petersburg Institute for Linguistics, Cognition, and Culture (Wurmbrand, Bobaljik); the Linguistic Summer School in the Indian Mountains (Bošković, Bobaljik); the Netherlands National Graduate School of Linguistics (Lillo-Martin, Snyder, Wurmbrand); ESSLI (Kaufmann), Eastern European Generative Grammar (Wurmbrand, Bobaljik), Conférence Universitaire de Suisse Occidentale (Calabrese); as well as numerous mini-courses and lecture series nationally and internationally (see faculty productivity).

In general, the program is competing well. In recent years, students have chosen UConn linguistics over UPenn, McGill, UCLA, Maryland, and Rutgers, in some cases despite higher financial offers from our competitors. On the other hand, we have lost many students to MIT, NYU and Maryland. The departments we lose the most top applicants to have better funding packages, more faculty, and more integrated experimental work in the program – all factors (along with the Storrs location) that are mentioned by students who decline our offers for these programs.

The following table provides five-year averages for our department and the peer/aspirant programs with which we most closely compete for PhD students.16

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16 These figures were reported by department heads and in some cases represent estimates. On UMd, see thenext note.
The number of applicants is notably lower than for most of our peer and aspirant departments. To some extent, we believe that this has traditionally reflected a self-selection in favor of our department: as noted in our prior review “students are relatively unlikely to have heard of our department unless they have already made a serious commitment to generative linguistics, and have decided to focus on one of the areas in which we specialize.” Nevertheless, we have seen a significant rise in applications, and are not aware of a comparable rise in our peer & aspirant departments.  

The following table presents the number of applicants to the PhD program, the number of offers extended, and the number of funded doctoral students matriculated. We provide the number from the previous review (five year average as at 2001) in the leftmost column, for comparison.

<table>
<thead>
<tr>
<th>Table D4a Graduate Admissions, Peer and Aspirant Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>**</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td># applicants</td>
</tr>
<tr>
<td>offers</td>
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<tr>
<td>selectivity</td>
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<tr>
<td>matriculated</td>
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<tr>
<td>recruitment</td>
</tr>
</tbody>
</table>

As these tables show, we have greatly increased our selectivity since the last review. Our success rate in recruitment is comparable to U Mass Amherst and UCLA, but lower than our other peer and aspirant departments. That is, we lose more of our top choices each year than our peer departments do. We interpret this as a sign that we are competing well at the highest level, since the students we lose are by and large those that are accepting offers with far superior funding packages at these peer and aspirant departments.

¹⁷ We have grayed out the UMd figures in this table, since they are calculated differently and thus misleading. The offer figure for the University of Maryland reports only official offers, and does not include offers which were made informally but declined prior to the issuance of an official offer, or students who withdrew in favor of a competitor before a UMD offer was extended. This figure (and derived percentages) are thus incommensurate to UConn figures, which report actual offers in practice, rather than official offers. UConn would have a 7% selectivity rate and a 100% recruitment rate if we used the same reporting method as UMd. Harvard’s comparatively low offer rate suggests it may report in the same manner as Maryland.

¹⁸ We do not have any indications that there is a comparable rise in applications across the board; though we have incomplete information from other departments, none of the information we have indicates a rise in applications comparable to UConn’s.
departments. While we would like to improve our rate in recruitment among offers extended, we are clearly competing for the top students in the country.

We believe we have the capacity to do better, both in terms of increasing the applicant pool and in terms of our success rate, but to a significant extent, we are hampered by our funding package (see below), notably by the overall lack of fellowship funds to support multiple semesters of work without TA-ships. This is exacerbated by the location factor: merely being comparable to our competitors is rarely sufficient to offset the Storrs factor—as the majority of those we seek to recruit have multiple offers from other top programs, we need to exceed what our competitors offer in order to be successful.

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\[\]
faculty members, but up to 5) that oversees the completion of the Ph.D. thesis. See Table D.1.c in the appendix for a table of students per (major) advisor.

f. What are the retention rates in the graduate program for both master’s and doctoral students? What is the average time to degree completion? How do these figures compare with those from the last review?

In the five years from 2003 to 2007, 29 students entered our program. 18 of those students (62%) have received Ph.D. degrees. This is a slight improvement over the previous review (56%). An additional 6 students (20%) stopped after receiving an M.A. 1 student who entered in 2007 is still active. The median time to PhD for the 51 degree completions between 2003 and 2015 was 6 years.

TABLE D.1.d. Graduate Student Retention

<table>
<thead>
<tr>
<th>Entering Year</th>
<th># new PhD students</th>
<th># awarded PhD</th>
<th># stopped after MA</th>
<th># stopped w/o a degree</th>
<th># still active</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>23</strong></td>
<td><strong>10</strong></td>
<td></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

g. Explain any significant changes in graduate student enrollment and in degrees granted since the last review. How do these figures compare to peer programs? What efforts are underway to improve performance in these areas?

Since the last review, the department has awarded an average of 3.7 Ph.D.s per year. This is comparable to the rate of 3.6 reported in the last review. In the last eight years, however, the department has awarded an average of 4.9 Ph.Ds.

In the last three years, we have made an average of 6 funded admissions offers per year, an increase over the previous level of 5 funded offers per year. With the increase in faculty, this represents a concerted attempt to increase the size of our graduate program, in part to build critical mass across a broader spectrum of areas.
5) Describe the extent to which this unit interacts programatically with other units (both within and without the university) at the graduate level. Cite other units where students frequently take coursework or other program options in your unit. List courses in your unit that are frequently taken by students within other graduate degree programs.

See item 2c above for discussion of the department’s involvement in the Language Plasticity IGERT. In addition, the Linguistics Department is a core part of the Cognitive Science Program at UConn. The program offers a graduate certificate in Cognitive Science that 4 Linguistics students have completed, with one more in progress, and facilitates students taking courses in other related departments such as Psychology, Speech Language and Hearing Sciences. Students from these departments take course in our department as well. Linguistics played a central role in establishing the new Connecticut Institute for the Brain and Cognitive Sciences. We anticipate that this connection will create educational opportunities for our students and greater potential for collaboration with other units on campus. Finally, since 2006 our department has been involved in the organization of the interdisciplinary Logic Group along with Math and Philosophy. This connection has led to a regular stream of philosophy graduate students into our introductory graduate courses, especially LING 5410 Semantics I and LING 5510 Syntax I.

6) Provide a list of all graduate students from the last three to eight years and indicate to the extent possible where they have been placed. How do graduates of the program view their experience, and how are their views solicited? What program modifications do these views suggest?

See TABLE D5 in Appendix.

F. Outreach and Public Service

1) Describe the nature of academic outreach and public service activities in the unit (specifically referring to educational efforts, leadership, and sharing of knowledge off-campus, for example in the local community and throughout the state and beyond.)

2) How do these activities reflect the goals of the university Academic Plan, and the particular needs of the state and region? What evidence is available to document the quality and effects of these activities?

3) Are students involved in activities that are outreach related, and are these activities aligned with the Academic Plan?

Community outreach activities are undertaken by individual faculty, in some cases in collaboration with graduate students. Examples from the reporting period include:

- Bobaljik: Interview for The Colin McEnroe Show, WNPR (Hartford), 12 October 2011, on Itelmen/Dying Languages.
- Bobaljik: Podcast for Academic Minute, WAMC (Albany), 22 November 2011, on Itelmen/Endangered Languages.
- Bobaljik: Interview in The Moscow Times, 28 May 2012, for Lessons in Itelmen.
- Lillo-Martin: Board of Corporators, American School for the Deaf, 2008-Present.
• Snyder with Ph.D. student Emma Nguyen: *Regional Parents' Night*, Discovery Zone Learning Center, Columbia, CT, 6 May 2015 - Presentation for parents and teachers on children's "Developmental Milestones in Language."

• Snyder with Ph.D. student Emma Nguyen are featured in a *UConn Today YouTube* video: *A child and a Puppet: How Children Learn Language.* 4 Dec 2015: http://www.youtube.com/watch?v=9cTE86ZNs1c


**G. Collaboration with Other Units**

1) **What are the other departments, schools/colleges, and centers with which the members of the unit collaborate most frequently?** Describe the nature of those efforts and an assessment of successes and disappointments.

2) **In what ways (if any) do disciplinary or unit boundaries inhibit or enhance the ability of the unit to develop new approaches to research, grant competitions, teaching, or service?**

3) **Under ideal circumstances, what kinds of collaborations (e.g., research and teaching, grants, alumni programs) with other units would be desirable?**

4) **What opportunities are there for conducting interdisciplinary research projects with other units on campus or with other universities or agencies?** How successful is the unit in accommodating these needs? How desirable are these kinds of interdisciplinary relationships?

5) **Does the unit have any interdisciplinary academic programs?** How are these aligned with the goals of the university’s Academic Plan?

The University's current vision statement, *Creating Our Future: UConn’s Path to Excellence*, states that "the University Academic Vision Committee worked with colleagues throughout UConn to prioritize our interdisciplinary opportunities, and we are proud to highlight [seven] exciting and bold interdisciplinary research areas that emerged as our highest-ranked areas of strategic investment." (p.23) Among the seven is 'Brain, Mind, and Cognition': "UConn has the potential to lead in developing new innovations in science, education, and community outreach in the neurobiology of communication, which includes the cognitive, neural, and genetic bases of communicative development, function, and disorder." (p.24)

The key role of Linguistics in this initiative is clarified in the *Academic Plan for the College of Liberal Arts and Sciences* (2014), where one of "Six Areas of Emphasis for Future Growth" is language and cognition, "the basic science of human language on multiple levels, from neurobiology through behavior":

The cognitive science group at UConn has the personnel, expertise, and theoretical vision to tackle these exciting challenges. The interdisciplinary team includes faculty from seven Ph.D. programs (linguistics; speech, language, and hearing sciences; physiology and neurobiology; and four programs in psychology: behavioral neuroscience, clinical psychology, developmental psychology and perception---action---cognition) and from [...] Haskins Laboratories [...] That this group has attracted, to date, over $6 million in federal funding (including an IGERT graduate training program from NSF and ARRA funding from NIH) is evidence of the productive and pioneering nature of the collaboration. (pp.9-10)
The faculty and Ph.D. students in Linguistics are proud to play a pivotal role in these interdepartmental and interdisciplinary collaborations. Below are some specific examples of our contributions.

**G1.1 Participation of Linguistics in interdepartmental programs:**

**Brain Imaging Research Center**
- **MRI Steering Committee:** Sprouse (2014-Present)

**Cognitive Science Program**
- **Director of Program:** Lillo-Martin (2011-2015).
- **Director of Undergraduate Studies:** Gajewski (2012-2014), Snyder (2014-Present).
- **Steering Committee:** Snyder (2005-Present), Gajewski (2010-2014), Sprouse (2015-Present).
- **Faculty Search Committee:** Chair: Lillo-Martin (2012-2013); Member: Snyder (2012-2013).
- **Recruitment Coordinator Search Committee, Member:** Lillo-Martin, 2014; Snyder, 2014.
- **Recruitment Coordinator Steering Committee, Member:** Lillo-Martin, 2014-Present.
- **Affiliated Faculty:** Bobaljik, Bošković, Calabrese, Gajewski, M. Kaufmann, S. Kaufmann, Lillo-Martin, Snyder, Sprouse, Wurmbrand.

**Connecticut Institute of Brain and Cognitive Sciences**
- **Executive Committee:** Snyder (2015-Present).
- **Faculty Affiliates:** Lillo-Martin, Sprouse, van der Hulst.

**CSSERL (Cognitive Science Shared ERP Resource Lab)**
- **Co-director:** Sprouse.

**Graduate Training Program in the Neurobiology of Language (NSF-IGERT Program)**
- **Snyder:** Co-Investigator, NSF training grant (2012-2017); Co-developer and Co-instructor, COGS 5120 'Structure, Acquisition, and Processing of Language', (2013, 2014, 2016); Director of Academics (2012-Present); Executive Committee (2012-Present).
- **IGERT Diversity Committee, Chair:** Lillo-Martin (2014-2016).
- **Core Faculty:** Bobaljik, Bošković, Calabrese, Gajewski, S. Kaufmann, Lillo-Martin, Snyder, Sprouse, Wurmbrand.
- **Graduate Trainees from Linguistics:** Karina Bertolino, Pietro Cerrone, Pavel Koval, Gabriel Martinez Vera, Emma Nguyen, Roberto Petrosino, Laura Snider.

**Humanities Institute**

**Language and Cognition Ph.D. Program, Department of Psychological Sciences**
- **Affiliated Faculty:** Lillo-Martin, Snyder.

**Logic Group (Philosophy, Mathematics, Linguistics, Psychological Sciences)**
- **Faculty Participants:** Gajewski, M. Kaufmann, S. Kaufmann, Snyder.

G1.2 Participation of Linguistics in interdepartmental research:

Department of Psychological Sciences
- Research with Prof. Letitia Naigles: Lillo-Martin, Snyder.
  [A joint grant application is currently under development.]
- Research with Prof. Whit Tabor: Snyder.

Department of Speech, Language, and Hearing Sciences:
- Research with Prof. Bernard Grela: Snyder.

Question: In what ways (if any) do disciplinary or unit boundaries inhibit or enhance the ability of the unit to develop new approaches to research, grant competitions, teaching, or service?

When co-teaching interdepartmental courses (COGS 2201 'Foundations of Cognitive Science', COGS 5120 'Structure, Acquisition and Processing of Language'), faculty members in Linguistics have been permitted to count the courses as part of their departmental teaching load. This has greatly enhanced the ability of Linguistics faculty to contribute to these important interdisciplinary initiatives.

As indicated in the Academic Plan for the College of Liberal Arts and Sciences (2014, p.10), future faculty growth to support the initiative in language and cognition should include "the core areas of speech and hearing sciences, cognitive psychology, and linguistics." Indeed, the contributions of Linguistics to interdisciplinary research, while already considerable, could be substantially increased if the Linguistics Program were permitted to make additional hires in areas such as neurolinguistics and psycholinguistics, where there is great potential for collaboration.

I. Conclusions and Future Directions

1) Summarize the major strengths and weaknesses of the unit and the problems it faces in the foreseeable future.

UConn Linguistics remains a top doctoral program by many measures, with internationally noted strengths in theoretical and experimental generative linguistics. We rank consistently highly in measures of faculty productivity as well as the visibility and productivity of our doctoral students. We compete highly in these measures despite being among the smallest of our peer and aspirant departments in terms of faculty numbers.

The problems we face currently were identified at the outset of this report: growth, graduate recruitment, support, and faculty retention. In addition, though the department has grown, in our move to a much improved new building (2012), our space resources have shrunk. We face significant challenges providing office space for post-docs, adjuncts, visiting faculty and graduate students. Lillo-Martin has significantly less lab space than is needed, and we now control scheduling in only one seminar room (compared to two previously), leading to numerous scheduling conflicts.
Growth: We are a small department in a rapidly expanding discipline and need to expand the areas of expertise represented in our department. Maintaining the status quo is not sufficient to retain a position at the vanguard of the field.

Recruitment: Section D has laid out our concerns and needs in this area. A priority is being able to offer work-free semesters to our graduate students. Even though our graduate program is roughly the same size as many of our competitors, we teach far more large undergraduate courses, requiring many more of our graduate students to spend more time TAing than our competitors do. Expanding the graduate program, with additional resources for fellowships, would allow us to distribute the TA load more effectively, and provide a more competitive recruitment package.

Support and retention: see next question.

2) The quality of an academic unit can be assessed in many ways. In terms of the three criteria below, describe the overall quality of the unit.
   a. Resource criteria (e.g., student selectivity or demand; faculty prestige, training, and teaching loads; grants and contracts; library; equipment; and support staff).
   b. Reputational criteria (e.g., national or international ranking, or other judgments of the program’s students, faculty, resources, and productivity).
   c. Outcomes criteria (e.g., faculty scholarly productivity, awards and honors, research contributions, teaching performance, service to state and nation; student gains in knowledge, students’ professional achievements, personal placement/or career development, program alumni opinion).

By reputational and outcomes criteria, our program ranks among the best in the nation and internationally, as we have documented above, in the areas we represent. As regards resource criteria, there are three ways in which our department’s resources do not match our standing in the field and which impinge on our ability to effectively leverage on our existing resources to their fullest:

1) Support staff: a lack of sufficient support staff was identified as an issue in 2002. At that time, one full-time program assistant provided support to the department which consisted of 8 full-time faculty members, 37 PhD students, and served 985 undergraduate students per year. We also used to receive $10,000 per year to hire student labor for clerical front-office tasks, an arrangement described in the 2002 report as less than optimal. As of 2015, we still have only a single staff member (and our funding for student labor has been cut in half), who now supports a nearly doubled workload compared to 2002: 14 full-time faculty (11 in Linguistics, plus 3 full-time faculty in American Sign Language), 33 PhD students and 2100 undergraduate students per year. In addition, she provides support for the American Sign Language Program, the Japanese instruction, the Cognitive Science Program (until recently, directed by Diane Lillo-Martin in our department with no additional administrative support). Numerous responsibilities such as faculty grant support (purchasing, reimbursements etc.) and department budgeting have also been added to her mandate. While our current program assistant (Tamara Cohen, hired in 2012) is exceptionally capable, there are limits to what one person can do, and faculty must perform numerous administrative functions, taking valuable time away from other activities. Even a half-time additional support person would ease the enormous burden.

2) Faculty compensation: on average, our salaries lag behind those of our peer and aspirant departments. In 2014 and 2015, as part of the annual merit exercise, Department Head Bobaljik
conducted a review of salaries of Linguistics departments at our 5 public peer/aspirant departments (U Mass Amherst, U Maryland, UC Santa Cruz, UCLA, and Rutgers) using publically available sources. In the 2015 version of this exercise, we identified the following as the 2014 median salaries by rank and seniority across the five peer and aspirant Linguistics departments:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>$80,018</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$96,812</td>
</tr>
<tr>
<td>Full Professor (PhD 1990 or later):</td>
<td>$128,147</td>
</tr>
<tr>
<td>Full Professor (PhD prior to 1990):</td>
<td>$155,931</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$182,490</td>
</tr>
</tbody>
</table>

In the aggregate, faculty compensation at UConn in the 2015 exercise stands at an average of $20,000 per faculty member below the estimated 2015 median compensation of Linguistics faculty of comparable rank at these peer and aspirant departments at public universities, despite our high standing in measures of faculty productivity and prestige. Awards in 2014 and 2015 from the Dean’s and Provost’s 2014 and 2015 merit/equity pool have gone a small way to addressing this gap, but a significant gap remains for many faculty. The structure of the UConn merit pool renders this systemic gap difficult to address.

3) Faculty teaching load:

The faculty teaching load of 4 x 3-credit courses per year (2 per 14-week semester), is relatively high among our peer and aspirant departments in our field, both in nominal terms and in practice. (See Table Px in appendix). The high teaching load, combined with high administrative burden (see above), reduces time for research, mentoring, and activities such as grant application and administration. Even a modest reduction, for example to a 3.5 average load (one course reduction every second year, on the model of U Mass, Amherst) would be a major boost to our faculty’s ability to devote additional energies to scholarship, grantsmanship, mentoring, and advising. As noted elsewhere in this document, in part because our faculty is significantly smaller than most of our peers, many of our faculty devote significant additional time to independent studies, directed readings, and reading groups (all uncounted in workload metrics) in order to provide additional opportunities for our students.

The trend in our discipline is towards a lower load, recognizing the significant amount of time that faculty devote to graduate student mentoring and research activities, including lab and grant administration. Among our peer and aspirant departments, MIT has a load of 3, U Mass Amherst has a load of 3.5/year (faculty teach 4 in one year and 3 the next), and UPenn will move to a 3 course per year nominal load starting Fall 2016. Other peer and comparable departments (UCSC, UCLA, U Chicago, Stanford) teach on 10-week quarters, and are thus often able to confine their teaching to 20 weeks of the year as compared to our 28.

Our current actual load averages on paper to 3.3 per year, but this includes releases negotiated as part of startup packages and other ad hoc arrangements. In actual practice, faculty assume numerous additional administrative duties with no release to compensate: among the numerous service assignments in the department (admissions, director of graduate and undergraduate studies, financial aid, etc.), only the department head receives course load reductions, in contrast to many of our peer and aspirant departments; similarly, no reductions are granted for significantly time-consuming administrative tasks such as lab/grant management, or teaching high enrollment undergraduate courses (teaching 2 sections of Ling 1010 involves teaching to 700 students per semester and mentoring and supervising a team of 12 teaching assistants, yet ‘counts’ for course load equivalently to any other 2 courses).

3) Describe new directions in curriculum, resources, research, reorganization, staffing or student clientele planned for the next few years aimed at strengthening the unit, in conjunction with your strategic plan.

The UConn Department of Linguistics constitutes a vibrant intellectual center with a leading place in our field and a prominent role in the broader community of Language and other Cognitive Scientists at UConn. Our department combines exceptional strengths in linguistic theory and language acquisition, encompassing a wide array of linguistic diversity and spanning oral and sign modalities. Recent expansion in the Department has begun a process (outlined in our 2012 Cluster Hires proposal) to build on our existing strengths, encompassing the widening array of methods and approaches being brought to bear on the investigation of language and its cognitive basis, to ensure that we remain one of the foremost centers for research, training, and teaching in the fundamental science of language.

The field of Linguistics is concerned with the structure of language - a fundamental cognitive system - both in describing this system in its intricate complexity, and in asking why Language as a system has the properties it has. Interdisciplinary approaches to the latter question are dependent on the quality of our understanding of the former, and thus the most successful programs are those that incorporate a strong and substantial Linguistics program. As UConn plans for significant investments in the Brain and Cognitive Sciences, now is the time to make further investments in UConn Linguistics – with our established collaborations and infrastructure, we are uniquely positioned to take a leadership role nationally and internationally, not only keeping pace with other centers of (inter)national prominence, such as MIT, NYU, and the University of Maryland, but placing us in a position to eclipse rival programs in our peer and aspirant group, including those such as Harvard and UCLA.
APPENDIX ASL: American Sign Language

The Department of Linguistics administers undergraduate courses in American Sign Language (ASL) and related Deaf Studies courses, unofficially known as the ASL program. Language courses with the prefix ASLN are under the Department of Literatures, Cultures and Languages, but by an agreement administered by Linguistics, due to the fact that several Linguistics faculty have a research specialization in ASL.

The current faculty are as follows:

Joan Hanna, MA – full-time (non-tenure-track) instructor (hired full-time in Storrs for Fall 2014)
Sherry Powell, MA – full-time (non-tenure-track) instructor (Storrs)
Doreen Simons, MA – full-time (non-tenure-track) instructor (Storrs)
Linda Pelletier, Ph.D. – part-time adjunct (Storrs)
Steven Simmons, MA – part-time adjunct (Waterbury)
Diane Lillo-Martin, Ph.D. – Linguistics faculty member, coordinator

Because the faculty members are not tenure-track, their primary focus is on undergraduate instruction, along with outreach and service (such as serving on committees of the American School for the Deaf in West Hartford). They also engage in some research activities along with faculty members of the department of Linguistics. The faculty members meet regularly to discuss issues of curriculum and other programmatic matters.

While currently there is no ASL major, there is a minor in ASL and Deaf Culture, and a proposal for a minor in Interpreting ASL and English has been submitted. Other students interested in ASL form an Individualized major using ASL studies courses as well as courses from other programs.

The number of courses in ASL has increased gradually over the (approx. 20) years since the first offerings were made. In 2014-15, there were 8 sections of 1101 (Elementary ASL I), 6 of 1102, and 2 each of 1103 and 1104 offered in Storrs during the academic year, with one section of each level offered at Waterbury, and one section of each level offered in the summers at Storrs. Language courses are capped at 20 and the first-semester courses usually fill (close) to capacity. In addition, there are four courses related to Deaf Studies offered regularly (2 under the ASLN prefix and 2 in Linguistics); two Interpreting courses (this area expanding in 2016); and several special topics, independent studies, etc. Total enrollment in ASL language (ASLN) and Deaf studies (ASLS) courses has risen steadily over the years of this study, as indicated in Figure A1. (In the first year after hiring Ms. Hanna, enrollments did not increase greatly because (a) new courses were added late, and (b) summer enrollment declined dramatically. However, enrollment for Fall 2015 increased sharply, as have preliminary enrollment figures for Spring 2016. For this reason, the figure includes 2015-16.)

To supplement in-class instruction, students may receive tutoring and additional support in the ASL Resource Center (Oak 357). The tutors are almost always fellow undergraduate students who have gone through the ASL courses before; they receive course credit or in some cases student labor payment for their services. The ARC also contains videos and print resources (e.g., magazines for the Deaf community) that students may peruse. Many students also take part in independent studies and internships that permit them to interact with the Deaf community in various ways. For example, students may volunteer in the classroom or dorm at the American School for the Deaf (one student, with an individualized major connecting ASL and arts, volunteered in the school’s museum). Others participate in linguistic research projects by working in the Sign Linguistics & Language Acquisition Laboratory.
Annually, the students in ASLN 1104 (Intermediate ASL II) produce a Deaf Awareness event that brings together students and the community via an outside entertainer (such as a Deaf comedian), and includes a skit in ASL put on by the students.

The primary goal of the ASL program is to offer instruction in ASL language and Deaf studies for students who may use these courses as electives, to meet language requirements, or in pursuit of career goals including Deaf education, speech therapy, interpreting, etc. Graduates have gone on to further education at institutions offering greater specialization, including M.A. programs at Gallaudet University, and the University of Southern Maine (with an Interpreting major). We have received feedback that students who complete our program display very advanced signing skills.

Because of the increasing student interest in ASL, and the imminent closure of the only interpreting program in the state, we are currently proposing an expansion of courses in interpreting along with a minor. There is an increasing need for interpreters as well as increasing requirements for certification. We are in such a position that we can readily develop a minor that will enable more students to begin the processes required to prepare for such a field. Certification requires students to gain more experience after completion of a degree, but they will be well prepared for this stage if our minor program is approved.

There are several additional ways in which the program can meet growing demand. One possibility is to develop a major in ASLS. With our existing courses and the variable topics courses that have been offered recently, we could make such a proposal. In our recent expansions, our focus has been on increasing the number of seats for first-year language courses, since they feed the upper-division courses. As with other languages, the number of students who continue to the second year and beyond is much smaller than the number of first-year students, so we need to have a solid base in the first year. With some additional growth in instructors, a solid base and expansion in upper-level courses will be possible. Another potential development involves collaborating with faculty in the School of Education to develop a program aimed at (K-12) ASL teachers. The state has recently recognized ASL as a World Language for schools, so there is increasing demand for trained ASL teachers. We are currently investigating this option.

Some challenges that the program has been addressing have included difficulty obtaining access for various events due to a lack of clarity regarding provision of interpreting services. For example, on several occasions when one of the Deaf instructors has been invited to give a guest presentation in another class on campus, this presentation has had to be cancelled due to lack of interpreters. After numerous meetings with different campus agencies, this problem has now attracted sufficient attention that a suitable solution seems to be in the works.
Figure A1. Enrollment in ASL language (ASLN) and Deaf studies (ASLS) courses
Appendices: (Following Tables referenced in above document)

Provided by OIR:

1) Program Review Baseline Data

Provided by Program/Department:

2) List the names and titles of the faculty and professional staff of the unit.
3) External Grants and Awards and Intramural Support
4) Awards and recognitions to faculty
   --) Peers/Aspirants: [See Tables P1-P6 in Tables above]
5) Online SET Department Summary Reports
6) Department CVs, including publications
# UConn Linguistics International Collaborations

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Country</th>
<th>Institution</th>
<th>Collaborator</th>
<th>Funding Source</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept level</td>
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<td>Nanzan University</td>
<td>Saito, M</td>
<td>misc.</td>
<td>Nanzan Consortium</td>
</tr>
<tr>
<td>Dept level</td>
<td>UK</td>
<td>Cambridge University</td>
<td>Roberts, I</td>
<td>misc.</td>
<td>Nanzan Consortium</td>
</tr>
<tr>
<td>Dept level</td>
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<td>Università di Siena</td>
<td>Rizzi, L</td>
<td>misc.</td>
<td>Nanzan Consortium</td>
</tr>
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<td>National Tsing Hua University</td>
<td>Tsai, W.T.D.</td>
<td>misc.</td>
<td>Nanzan Consortium</td>
</tr>
<tr>
<td>Dept level</td>
<td>Brazil</td>
<td>Universidade de São Paolo</td>
<td>Nunes, J,</td>
<td>Regular Visiting Professor UConn; exchanges</td>
<td></td>
</tr>
<tr>
<td>Bobaljik</td>
<td>Russia</td>
<td>Institute of Linguistics (St. Petersburg), Russian Academy of Sciences</td>
<td>Volodin, A.P.</td>
<td>NSF</td>
<td>(i) Comprehensive Itelmen Dictionary; (ii) Audio-Video Documentation of Itelmen</td>
</tr>
<tr>
<td>Bobaljik</td>
<td>Russia</td>
<td>Ethno-Ecological Information Center Lach, Kamchatka</td>
<td>Degai, T.A.</td>
<td>NSF</td>
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1. Faculty FTE is calculated using full-time plus 1/3 of part-time headcount.
2. Graduate Assistant FTE is calculated using 1/4 of actual FTE.
3. Undergraduate FTE is calculated for primary and dual majors using full-time plus 1/3 of part-time headcount. For double majors, the FTE is calculated using (full-time headcount *0.5) plus ((1/2 part-time)/3). The FTE for minors is calculated using (full-time headcount * 0.1) plus ((part-time*0.1)/3).
### Enrollment, Graduate/Professional

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4 Graduate/Professional FTE is calculated using full-time plus 1/3 of part-time headcount.

5 Student Credit Hours calculation is based upon the reporting standard of New England Association of Schools and Colleges (NEASC).

6 Retention and Graduation rates are calculated using first-time full-time freshmen at Storrs Campus entering with Linguistics as a major, who are retained after one year in Linguistics, and graduated in six years in Linguistics.
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Appendix Table C5: Job placements of a number of our graduates

Christa Galitello (Pharmacy Technician at Walgreens); Drew Hund (Master's Degree in Forensic Linguistics from Hofstra University, current: Associate at Amazon); Emily Hanink (ph.D student at the University of Chicago/Philosophy); Michael Jacques (PhD program at the Massachusetts Institute of Technology (MIT)); Olivia Whitney (California State University, Fresno); Stephen Graham (Child Language Laboratory, Spoken Language Processing Laboratory, The University of Connecticut); Maho Kobayashi (Events and Communications Coordinator National Cricket Association, Japan); Ashley Waldstein (B.A. Communication Disorders and Psycholinguistics Graduate: Southern Connecticut State University/M.S. Communication Disorders Stafmember of the KidSense Therapy group); Brittany Ciullo (Research Assistant at Brown University); Chris Brozdowski (Graduate Student in Language and Cognition, Greater San Diego Area Research);

Christine Butler (Westborough, Massachusetts Individual & Family Services; Peace Corps, Camp Starfish, Community Outreach); Christopher Bolduc (International Director for Global Leadership Adventures, Los Santos Region of Costa Rica, Elizabeth Sawyer (Placement Services Coordinator at AIFS Stamford, Connecticut International Affairs); Emilie Meguid (MA Candidate at the University of Chicago Chicago); Jennifer Erickson (Transportation Services Representative at Iroquois Pipeline Operating Company Shelton, Connecticut Oil & Energy); Jessica Parker (Owner of private company); Jordan Bean (Volunteer Spanish Translator Westbrook, Connecticut Legal Services); Joshua Kanter (Corps Member at City Year Greater Los Angeles Area Nonprofit Organization Management); Julianne Ceruti (Army Audiologist, Windham, Connecticut Medical Practice); Kelcie Reid (Legal Intern at Law Offices of John Q. Gale, LLC Southington, Connecticut Legal Services); Kelly Kiernan (Special Education Teacher (ABA), Hicksville, New York Education Management); Lauren Barnes (Substitute Teacher at Current Griswold Elementary School, Creative Potential LLC); Lawrence Bierce (English Teacher at Agnes English Kindergarten Hong Kong Education Management); Lee Prunier (Aspiring Logistics Coordinator Greater Boston Area Logistics and Supply Chain); Leslie Wetmore (Primary one assistant at Montessori School of greater Hartford); Rachel Emanuelson (Master of Social Work (MSW), Piscataway, New Jersey Higher Education); Christopher Andrade (Greater New York City Area Computer Hardware); Francesca Crivello (Program Assistant at University of Connecticut, Ellington, Connecticut Higher Education); John Tyczkowski (Public Information/Communications Specialist at East Hampton Public Schools); Kirsten Crowley (Speech Language Pathologist (CFYSLP), Stamford, Connecticut Hospital & Health Care); My Nguyen (Management Information Consultant at Travelers); Samuel Thomas (Graduate of The University of Connecticut School of Law); Steven Eicher (Cyber Security Analyst at Massachusetts Center for Health Information & Analysis (CHIA), Walpole, Massachusetts Computer & Network Security); Wendy Chiou (Sales Support Coordinator at Indeed.com, Greater New York City Area Internet)
# Summary of Enrollment by Major Advisor (Storrs Campus)

## Graduate Programs
**FY 2008-2015**

<table>
<thead>
<tr>
<th>Advisor</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
<th>FY 09-10</th>
<th>FY 10-11</th>
<th>FY 11-12</th>
<th>FY 12-13</th>
<th>FY 13-14</th>
<th>FY 14-15</th>
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NB: co-advising is indicated as 0.5 for each co-major-advisor
### TABLE D.1.d. Graduate Student Retention

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<th>Entering Year</th>
<th># new PhD students</th>
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<th># stopped after MA</th>
<th># stopped w/o a degree</th>
<th># still active¹</th>
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¹One more than counted in census, because student has applied to graduate; is not currently enrolled, is in degree audit
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<td>LING 6610 (6798) - Methods in Experimental Syntax</td>
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<td>LING 6798 - Special Topics in Linguistics - Modality Issues/Lang/Develop</td>
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<td>LING 6798 - Special Topics in LING - Neurolinguistics Seminar</td>
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Notes to Table

** These courses are taught concurrently with an undergraduate course under a different number.

a Taught twice: 6 each in fall and spring

b Taught twice, 3 in fall, 4 in spring
Table D5: Placement of PhD Recipients 2007-2015

<table>
<thead>
<tr>
<th>Name</th>
<th>PhD</th>
<th>Initial Placement</th>
<th>Type*</th>
<th>Current Position</th>
<th>Type</th>
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<td>Inkie Chung</td>
<td>2007</td>
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<td>A</td>
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<td>T</td>
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<tr>
<td>Duk-Ho An</td>
<td>2007</td>
<td>University of Toronto</td>
<td>L</td>
<td>Konkuk Univ</td>
<td>T</td>
</tr>
<tr>
<td>Natasha Rakhlin</td>
<td>2007</td>
<td>UConn</td>
<td>A</td>
<td>Wayne State U</td>
<td>T</td>
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<tr>
<td>Miguel Rodríguez-Mondoñedo</td>
<td>2007</td>
<td>Indiana U.(Spanish)</td>
<td>T</td>
<td>Pontificia Universidad Católica del Perú</td>
<td>T</td>
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<tr>
<td>Simona Herdan</td>
<td>2008</td>
<td>University of Toronto</td>
<td>L</td>
<td>Oracle</td>
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<tr>
<td>Toshiko Oda</td>
<td>2008</td>
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<tr>
<td>Pei-Jung Kuo</td>
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<td>Nina Radkevich</td>
<td>2010</td>
<td>Harvard</td>
<td>P</td>
<td>U York</td>
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<tr>
<td>Serkan Sener</td>
<td>2010</td>
<td>UConn</td>
<td>L</td>
<td>Yeditepe U (Turkey)</td>
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<tr>
<td>Oksana Tarasenkova</td>
<td>2010</td>
<td>Kostroma</td>
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<td>Private English Tutor</td>
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<tr>
<td>Natalia Fitzgibbons</td>
<td>2010</td>
<td>Concordia</td>
<td>L</td>
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<td>Nüüfer Sener</td>
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<tr>
<td>Miloje Despic</td>
<td>2011</td>
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<td>P</td>
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<tr>
<td>Masahiko Takahashi</td>
<td>2011</td>
<td>Maryland</td>
<td>P</td>
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<tr>
<td>Cynthia Levart Zocca</td>
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<td>Ana Bastos-Gee</td>
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<td>Julio Villa García</td>
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<td>I-Ta Chris Hsieh</td>
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<td>L</td>
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<td>T</td>
<td>Kanazawa Gakuin</td>
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<td>Shigeki Taguchi</td>
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<td>T</td>
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<td>P</td>
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<td>L</td>
<td>Mie University</td>
<td>L</td>
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</tbody>
</table>

*T = Tenure track or equivalent, P = Post-doc, L = lecturer/visiting position, A = adjunct, O = other
### Table P1 - Faculty profile, P&A department

<table>
<thead>
<tr>
<th>Department:</th>
<th>UCONN</th>
<th>UCLA</th>
<th>UCSC</th>
<th>UMD</th>
<th>UMA Amh</th>
<th>Harvard</th>
<th>Penn</th>
<th>NYU</th>
<th>MIT</th>
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<tr>
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<td>OTHER FACULTY</td>
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<td>9</td>
<td>0.66&lt;sup&gt;b&lt;/sup&gt;</td>
<td>2&lt;sup&gt;c&lt;/sup&gt;</td>
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</table>

**Notes to table:**
- <sup>a</sup> includes 2 full professors with 100% administrative appointments
- <sup>b</sup> 3 ASL instructors; 1 joint; faculty 2 adjuncts
- <sup>c</sup> teaching fellow
- <sup>d</sup> cross-appointments
Table P2 - Faculty course loads P&A departm

<table>
<thead>
<tr>
<th>Department:</th>
<th>UCONN</th>
<th>UCLA</th>
<th>UCSC</th>
<th>UMD</th>
<th>UMA Amh</th>
<th>Harvard</th>
<th>Penn</th>
<th>NYU</th>
<th>MIT</th>
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</thead>
<tbody>
<tr>
<td>Nominal Load(^a)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3.5</td>
<td>4</td>
<td>4(^b)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Actual Average, current year</td>
<td>3.3(^c)</td>
<td>4</td>
<td>3.5</td>
<td>3.2</td>
<td>3</td>
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<tr>
<td>Value of team-taught course</td>
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Notes to table:
\(^a\) Nominal Load is regularized to a course with approximately 40 contact hours per semester. For UConn, this is 3 "hours" (@50 min) x 14 week semesters; comparable to a 4-hour course in a 10-week quarter.
\(^b\) The UPenn Linguistics nominal load will change to 3 per year as of Fall 2016.
\(^c\) The UConn average takes into account releases for administration, student advisory load, and startup, but not leaves. We have not attempted to verify that all departments have reported numbers in the same way.
### Table P3 - Undergraduate teaching P&A dep

<table>
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<th>Department:</th>
<th>UCONN</th>
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<th>UCSC</th>
<th>UMD</th>
<th>UMA Amh</th>
<th>Harvard</th>
<th>Penn</th>
<th>NYU</th>
<th>MIT</th>
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<tr>
<td>Average number of majors:</td>
<td>31</td>
<td>470</td>
<td>220</td>
<td>96.8</td>
<td>150</td>
<td>8.5 per year</td>
<td>30</td>
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<td>Avg annual enrollment:</td>
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<td>1600</td>
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**Notes to table:**
Some departments reported estimates, some current year figures, and some averages over a longer period.
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<th>Department:</th>
<th>No. current PhD students</th>
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Table P5 - Grad Admissions and Support P&A departments

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<th>UMA Amh</th>
<th>Harvard</th>
<th>Penn</th>
<th>NYU</th>
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<td>Selectivity^</td>
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<td>Recruiting Success</td>
<td>39%</td>
<td>42%</td>
<td>50%</td>
<td>82%</td>
<td>36%</td>
<td>73%</td>
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Financial Support

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Notes to table:

* All departments In this survey report that all admissions offers include full financial support.

^ UConn figures include all offers of admission, including those that were declined prior to issuing official offer letters. The figure reported for UMD includes only official offers of admission and does not include offers that were declined before official offers were made. Thus UConn and UMD numbers are incommensurate.

* Support beyond the 5th year is not guaranteed.

^ Stipend: $28,600 + summer support $5,360.

* Some TAing is part of the graduate program, but is not tied to support.
### Table P6 - Degrees and Placement P&A departments

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| | | | | | | | | | |
| PhD placement, last 5 years, on graduation | | | | | | | | | |
| 5.a tenure-track or equivalent | 6 | 7 | 6 | 6 | 9 | 6 | 6 | 6 | |
| 5.b post-doctoral | 6 | 4 | 1 | 22 | 7 | 5 | 5 | 16 | |
| 5.c adjunct, or other term-limited | 10 | 1 | 1 | 1 | 26 | | 5 | 4 | |
| 5.d outside of academia | 2 | 4 | 5 | 1 | 4 | 6 | 2 | 5 | |
| 5.e other | 3 | 1 | 1 | | | | | | |

| | | | | | | | | | |
| PhD placement, last 5 years, current position | | | | | | | | | |
| 5.a tenure-track or equivalent | 9 | | | 11 | | 10 | | | 15 |
| 5.b post-doctoral | 4 | | | 12 | | 2 | | | 4 |
| 5.c adjunct, or other term-limited | 5 | | | 4 | | 6 | | | 6 |
| 5.d outside of academia | 2 | | | 3 | | | | | 6 |
| 5.e other | 3 | | | 1 | | 1 | | | 3 |

| | | | | | | | | | |
| PhD placement 5 years after completion* | 2006-2010 | 2006-2015 | 2005-2010 | | | | | | |
| 5.a tenure-track or equivalent | 7 | 5 | | 12 | | 10 | | 29 | |
| 5.b post-doctoral | 1 | 2 | | | | | | | 0 |
| 5.c adjunct, or other term-limited | 1 | | | 3 | | 0 | | | 0 |
| 5.d outside of academia | 3 | | | 4 | | 6 | | | 8 |
| 5.e other | | | | | | | | | 3 |

*Not all departments responded in the same way with regards to placement rates. Where years are given, this represents where students are 5 years after PhD completion.

**Terminal Mas An additional 17 MA degrees were awarded to students who continued in the PhD program.
### Linguistics
#### LING LEVEL 100 COURSES SUMMARY

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**Mean of the first eleven items:** 8.6

**Branch:** Hartford
**Storrs**
### Linguistics

**LING LEVEL 200 COURSES SUMMARY**

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**MEAN OF THE FIRST ELEVEN ITEMS:** 8.5

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SPECIAL SYSTEM FOR TEAM TAUGHT CLASSES
NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

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**Linguistics**

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MEAN OF THE FIRST ELEVEN ITEMS: 9.3

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2. Organization | 2 | 9.4 | 9.4 | 0.3 | 1 | 1 | 1 | 8 | 16 |
3. Clear Objectives | 2 | 9.5 | 9.5 | 0.8 | 1 | 2 | 1 | 9 | 15 |
4. Fulfill Objectives | 2 | 9.3 | 9.3 | 0.1 | 1 | 2 | 1 | 7 | 16 |
5. Clear Assignments | 2 | 9.3 | 9.3 | 0.1 | 1 | 2 | 2 | 4 | 18 |
6. Stimulated Interest | 2 | 9.1 | 9.1 | 0.2 | 1 | 3 | 1 | 7 | 15 |
7. Fair Grading | 2 | 9.0 | 9.0 | 0.1 | 1 | 1 | 3 | 3 | 20 |
8. Appropriate Exam | 2 | 9.3 | 9.3 | 0.1 | 1 | 2 | 2 | 4 | 16 |
9. Accessibility | 2 | 9.2 | 9.2 | 0.1 | 1 | 1 | 3 | 4 | 16 |
10. Interest, Concern | 2 | 9.2 | 9.2 | 0.0 | 1 | 2 | 3 | 5 | 16 |
11. Preparation | 2 | 9.4 | 9.4 | 0.1 | 1 | 1 | 2 | 7 | 16 |
12. Use of Comments |  |  |  |  |  |  |  |  |  |  |  |  |  |
13. Writing Assignments |  |  |  |  |  |  |  |  |  |  |  |  |  |
14. Improved Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |
15. Computer Access |  |  |  |  |  |  |  |  |  |  |  |  |  |
16. Computer Linkage |  |  |  |  |  |  |  |  |  |  |  |  |  |
17. Improved Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |
18. Explanation |  |  |  |  |  |  |  |  |  |  |  |  |  |
19. Use of Problems |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Mean of the First Eleven Items: 9.3

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### Linguistics

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NORMATIVE PROFILE BY COURSE LEVEL BY DEPARTMENT

Linguistics

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18. EXPLANATION
19. USE OF PROBLEM
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**MEAN OF THE FIRST ELEVEN ITEMS:** 9.6

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17. IMPROVED SKILLS
18. EXPLANATION
19. USE OF PROBLEM
20. ENHANCED SKILLS

**MEAN OF THE FIRST ELEVEN ITEMS:** 8.4

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17. IMPROVED SKILLS
18. EXPLANATION
19. USE OF PROBLEM
20. ENHANCED SKILLS

MEAN OF THE FIRST ELEVEN ITEMS: 8.5

BRANCH STORRS
### Linguistics

#### LING LEVEL 5000 COURSES SUMMARY

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**Branch STORRS**
### Linguistics

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**BRANCH** STORRS
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<td>59 %</td>
<td>5.0 5.0 5.0 4.0 5.0 5.0 5.0 5.0 5.0 4.0 5.0 5.0</td>
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</table>
### Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------|----------|---------------|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|              |          |               |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total, Department | 22 | 52.2 | 50% | 4.2 | 4.3 | 4.4 | 4.3 | 4.5 | 4.3 | 4.4 | 4.3 | 4.4 | 4.2 | 4.4 | 4.1 | 4.3 | 4.3 | 4.4 | 4.2 | 3.8 | 4.2 | 3.6 | 4.0 |
| Total, School | 2000 | 35.9 | 38% | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.7 | 4.4 | 4.3 | 4.0 | 4.3 | 4.4 | 4.3 | 4.3 | 4.3 | 3.8 | 4.3 | 4.3 | 3.8 |
| Total, University | 3576 | 31.4 | 38% | 4.4 | 4.6 | 4.5 | 4.4 | 4.5 | 4.3 | 4.5 | 4.7 | 4.6 | 4.4 | 3.8 | 4.4 | 4.4 | 4.1 | 4.3 | 4.4 | 4.3 | 4.3 | 4.3 | 4.3 |

### Course Level 1000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------|----------|---------------|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|              |          |               |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total, Department | 7 | 126.7 | 26% | 3.9 | 4.0 | 4.1 | 4.0 | 4.1 | 4.3 | 4.2 | 4.5 | 4.0 | 4.6 | 4.4 | 3.9 | 4.3 | 3.6 | 4.0 | 3.7 | 3.7 | 4.5 | 3.7 | 4.3 | 3.3 |
| Total, School | 849 | 47.5 | 36% | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.3 | 4.5 | 4.8 | 4.6 | 4.3 | 4.0 | 4.4 | 4.4 | 4.4 | 3.9 | 4.2 | 4.3 | 3.7 |
| Total, University | 1067 | 44.6 | 35% | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.3 | 4.5 | 4.8 | 4.6 | 4.4 | 4.0 | 4.3 | 4.4 | 4.4 | 4.3 | 4.3 | 4.3 | 3.8 |

### Course Level 2000

<p>| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------|----------|---------------|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|              |          |               |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Total, Department | 1 | 26.0 | 69% | 4.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 5.0 | 4.5 | 4.5 | 4.5 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| Diane Lillo-Martin | 1 | 16.0 | 56% | 4.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 4.0 | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |</p>
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<th>Course Level 3000</th>
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<td>Instructor, average of median ratings across courses</td>
<td>Instructor, average of median ratings across courses</td>
<td>Instructor, average of median ratings across courses</td>
</tr>
<tr>
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<td></td>
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<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22</td>
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<td>56%</td>
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<td>4.3 4.4 4.4 4.1 4.3 3.7</td>
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<td>Total, School</td>
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<td>36%</td>
<td>4.3 4.6 4.5 4.3 4.5 4.4 4.5 4.3 4.5 4.4 4.7 4.6 4.3 3.9</td>
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**Course Level 3000**

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<td>Instructor, average of median ratings across courses</td>
<td>Instructor, average of median ratings across courses</td>
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**Course Level 5000**

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<td>4.6</td>
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<td>4.6</td>
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1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
7 - The instructor was accessible to students.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor's teaching methods promoted student learning.
14 - What is your overall rating of the instructor's teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
C. Department Summary Report

Linguistics-SET Secondary Instructor

Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 1        | 345.0        | 23 %          | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
|              | 1        | 340.0        | 17 %          | 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| Total, Department | 2        | 342.5        | 20 %          | 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 5.0| 5.0| 5.0| 5.0| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.0|
| Total, School   | 79       | 50.5         | 23 %          | 4.2| 4.5| 4.3| 4.2| 4.5| 4.3| 4.3| 4.0| 4.3| 4.3| 4.6| 4.3| 4.3| 3.8| 4.1| 4.2| 4.3| 4.2| 3.6| 4.3| 3.9| 3.4| 4.1| 4.2| 4.3| 4.2| 3.6| 4.3|
| Total, University| 348      | 36.6         | 28 %          | 4.3| 4.5| 4.4| 4.3| 4.5| 4.3| 4.5| 4.3| 4.4| 4.4| 4.6| 4.5| 4.4| 4.0| 4.3| 4.3| 4.4| 4.4| 3.9| 4.3| 4.2| 3.7| 4.3| 4.2| 4.4| 4.4| 4.4| 4.0|

Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |              |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0        | -            | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School   | 0        | -            | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University| 4        | 12.3         | 39 %          | 4.3| 4.4| 4.4| 4.1| 4.4| 4.1| 4.4| 4.4| 4.4| 4.1| 4.4| 4.4| 4.4| 4.3| 4.0| 4.4| 4.4| 4.3| 4.3| 4.3| 4.3| 4.3| 4.6| 4.3| 4.4| 4.4| 4.4| 4.0|

Course Level 1000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |              |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0        | -            | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School   | 0        | -            | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University| 4        | 12.3         | 39 %          | 4.3| 4.4| 4.4| 4.1| 4.4| 4.1| 4.4| 4.4| 4.4| 4.3| 4.0| 4.4| 4.4| 4.3| 4.3| 4.3| 4.3| 4.3| 4.3| 4.3| 4.4| 4.4| 4.4| 4.4| 4.4| 4.4| 4.4| 4.4| 4.4| 4.0| 4.4| 4.4| 4.4| 4.0 |
| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 1        | 345.0         | 23 %          | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 4.0 |
| Total, Department | 2    | 342.5         | 20 %          | 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.0 |
| Total, School  | 10      | 110.9         | 28 %          | 4.4| 4.7| 4.3| 4.4| 4.2| 4.2| 4.1| 4.7| 4.7| 4.8| 4.5| 4.3 | 3.8 | 4.2 | 4.4 | 4.7 | 4.4 | 4.1 | 4.3 | 4.0 | 3.4 |
| Total, University | 11    | 110.8         | 32 %          | 4.4| 4.6| 4.3| 4.3| 4.2| 4.2| 4.0| 4.5| 4.6| 4.8| 4.4| 4.2 | 3.7 | 4.1 | 4.3 | 4.6 | 4.3 | 4.0 | 4.2 | 4.0 | 3.3 |

### Course Level 2000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | -        | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0    | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School  | 37      | 64.4          | 15 %          | 4.0| 4.4| 4.1| 3.8| 4.3| 4.2| 4.0| 4.4| 4.1| 4.5| 4.2 | 4.1 | 3.5 | 3.8 | 4.2 | 4.2 | 4.2 | 3.3 | 4.2 | 4.0 | 3.6 | 3.3 |
| Total, University | 37    | 64.4          | 15 %          | 4.0| 4.4| 4.1| 3.8| 4.3| 4.2| 4.0| 4.4| 4.1| 4.5| 4.2 | 4.1 | 3.5 | 3.8 | 4.2 | 4.2 | 4.2 | 3.3 | 4.2 | 4.0 | 3.6 | 3.3 |

### Course Level 3000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | -        | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0    | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School  | 13      | 17.6          | 28 %          | 4.3| 4.5| 4.5| 4.4| 4.7| 4.3| 4.0| 3.8| 4.1| 4.5| 4.5 | 4.3 | 4.4 | 4.0 | 4.5 | 4.3 | 4.1 | 4.0 | 4.1 | 4.4 | 4.2 | 3.5 |
| Total, University | 100   | 29.6          | 44 %          | 4.3| 4.5| 4.4| 4.3| 4.5| 4.3| 4.4| 4.2| 4.4| 4.3| 4.5 | 4.4 | 3.9 | 4.3 | 4.3 | 4.3 | 3.8 | 4.2 | 4.3 | 4.3 | 3.7 |

### Course Level 4000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | -        | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0    | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School  | 4       | 23.5          | 24 %          | 4.5| 4.5| 4.0| 4.0| 4.5| 4.3| 4.1| 3.4| 4.3| 4.4| 4.3 | 3.8 | 4.1 | 4.3 | 4.1 | 4.3 | 3.5 | 4.1 | 3.9 | 3.6 |
| Total, University | 85    | 37.4          | 27 %          | 4.6| 4.6| 4.6| 4.6| 4.5| 4.5| 4.6| 4.4| 4.6| 4.7| 4.6 | 4.6 | 4.2 | 4.4 | 4.4 | 4.5 | 4.1 | 4.5 | 4.4 | 3.9 |
Course Level 6000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0  | -  | -  | -  | 4.4 | 4.7 | 4.6 | 4.7 | 4.9 | 4.7 | 4.4 | 4.5 | 4.6 | 4.5 | 5.0 | 4.8 | 4.6 | 4.4 | 4.3 | 4.1 | 4.4 | 4.6 | 4.0 | 4.6 | 4.3 | 4.0 |
| Total, School  | 8       | 11.8          | 51 %          | 4.2 | 4.4 | 4.5 | 4.3 | 4.6 | 4.3 | 4.5 | 4.4 | 4.3 | 4.6 | 4.6 | 4.4 | 3.9 | 4.3 | 4.2 | 4.4 | 4.3 | 4.1 | 4.4 | 4.2 | 3.8 |
| Total, University | 58  | 36.9          | 24 %          | 4.5 | 4.7 | 4.6 | 4.7 | 4.8 | 4.7 | 4.4 | 4.6 | 4.3 | 4.6 | 4.6 | 4.4 | 3.9 | 4.3 | 4.2 | 4.4 | 4.3 | 4.1 | 4.4 | 4.2 | 3.8 |

Course Level 7000

| Faculty Name | #Courses | Avg Enrolment | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0  | -  | -  | -  | 4.5 | 4.7 | 4.7 | 4.5 | 4.7 | 4.4 | 4.6 | 4.6 | 4.4 | 4.6 | 4.3 | 4.7 | 4.7 | 4.1 | 4.3 | 4.1 | 4.1 | 3.3 | 4.4 | 4.3 | 3.8 |
| Total, School  | 0       | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University | 0  | -  | -  | -  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
7 - The instructor was accessible to students.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor's teaching methods promoted student learning.
14 - What is your overall rating of the instructor's teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
### Overall

| Faculty Name | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total Department | 19 | 59.0% | 17.8% | 4.1 | 4.5 | 4.3 | 4.2 | 4.5 | 4.2 | 4.5 | 4.2 | 4.6 | 4.4 | 4.6 | 4.2 | 4.5 | 4.2 | 4.1 | 4.2 | 4.2 | 4.2 | 3.5 | 4.5 | 4.2 | 3.5 |
### Course Level 0000

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<th>Instruct, average of median ratings across courses</th>
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### Course Level 1000

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<th>Instruct, average of median ratings across courses</th>
<th>Course, average of median ratings across courses</th>
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<td>4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 3.8</td>
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<tr>
<td>Total, University</td>
<td>720</td>
<td>18.7</td>
<td>14.1</td>
<td>47 %</td>
<td>4.5 4.5 4.4 4.3 4.3 4.4 4.4 4.1 4.1 4.1 4.0 4.0 4.0 4.0 4.0 3.8</td>
<td>4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 3.8</td>
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<th>Instruct, average of median ratings across courses</th>
<th>Course, average of median ratings across courses</th>
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<td>18.7</td>
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<td>47 %</td>
<td>4.5 4.5 4.4 4.3 4.3 4.4 4.4 4.1 4.1 4.1 4.0 4.0 4.0 4.0 4.0 3.8</td>
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<tr>
<td>Total, University</td>
<td>720</td>
<td>18.7</td>
<td>14.1</td>
<td>47 %</td>
<td>4.5 4.5 4.4 4.3 4.3 4.4 4.4 4.1 4.1 4.1 4.0 4.0 4.0 4.0 4.0 3.8</td>
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### Course Level 3000

| Faculty Name | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, School| 325      | 49.2           | 19.1           | 48 %          | 4.4| 4.6| 4.5| 4.4| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5|
| Total, University| 424    | 48.5           | 13.2           | 48 %          | 4.4| 4.5| 4.5| 4.4| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5|

### Course Level 4000

| Faculty Name | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department| 1     | 10.0           | 10.0           | 63 %          | 3.5| 5.0| 4.5| 3.5| 5.0| 4.0| 5.0| 5.0| 5.0| 5.0| 5.0| 4.0| 4.0| 3.5| 3.0| 3.0| 3.0| 3.0| 3.0| 3.0| 3.0|
| Total, School| 312      | 27.3           | 11.5           | 44 %          | 4.4| 4.0| 4.4| 4.5| 4.4| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5|
| Total, University| 508    | 29.4           | 13.1           | 47 %          | 4.4| 4.0| 4.0| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5|

### Course Level 5000

<p>| Faculty Name | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department| 1     | 6.0            | 6.0            | 100 %         | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
| Total, School| 188      | 13.8           | 7.7            | 82 %          | 4.4| 4.0| 4.4| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5|
| Total, University| 676    | 19.7           | 6.1            | 57 %          | 4.4| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5| 4.5|</p>
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<td>6.0</td>
<td>96 %</td>
<td>5.5</td>
</tr>
<tr>
<td>1</td>
<td>10.0</td>
<td>5.0</td>
<td>95 %</td>
<td>5.5</td>
</tr>
<tr>
<td>Total, Department</td>
<td>2</td>
<td>8.5</td>
<td>7.5</td>
<td>88 %</td>
</tr>
<tr>
<td>Total, School</td>
<td>37</td>
<td>19.8</td>
<td>5.6</td>
<td>53 %</td>
</tr>
<tr>
<td>Total, University</td>
<td>94</td>
<td>12.1</td>
<td>6.2</td>
<td>59 %</td>
</tr>
</tbody>
</table>

1. The instructor presented the course material clearly.
2. The instructor was well prepared for class.
3. The instructor responded to questions adequately.
4. The instructor stimulated interest in the subject.
5. The instructor showed interest in helping students learn.
6. The instructor gave clear assignments.
7. The instructor was accessible to students.
8. The instructor gave useful feedback on my performance.
9. The instructor returned graded work in a reasonable amount of time.
10. The instructor used class time effectively.
11. The instructor treated all students with respect.
12. The instructor graded fairly.
13. The instructor's teaching methods promoted student learning.
14. What is your overall rating of the instructor's teaching?
15. The methods of evaluating student learning seemed appropriate.
16. The course content was well organized.
17. The course objectives were clear.
18. The course objectives were met.
19. The textbook made a valuable contribution.
20. The other course materials made a valuable contribution.
21. The pace of the course seemed appropriate.
22. What is your overall rating of the course?
### C. Department Summary Report-Spring 2014

American Sign Language-SET Primary Instructor

#### Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              | 1        | 19.0          | 7.0            | 37%           | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
|              | 1        | 8.0           | 4.0            | 50%           | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
|              | 1        | 9.0           | 9.0            | 100%          | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 4.5|
|              | 3        | 16.7          | 9.7            | 58%           | 4.0| 4.2| 4.3| 4.5| 4.8| 4.0| 4.2| 4.0| 4.3| 4.0| 5.0| 3.8| 4.2| 3.8| 4.2| 3.5| 3.8| 3.8| 5.0| 4.3| 4.3| 3.7|
|              | 1        | 9.0           | 4.0            | 44%           | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
|              | 1        | 16.0          | 5.0            | 31%           | 4.0| 4.0| 4.0| 5.0| 4.0| 5.0| 4.0| 5.0| 4.0| 5.0| 5.0| 4.0| 3.0| 5.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| Total, Department | 8 | 13.9 | 7.3 | 55% | 4.2 | 4.2 | 4.5 | 4.7 | 4.8 | 4.3 | 4.4 | 4.5 | 4.3 | 4.8 | 4.0 | 4.6 | 4.2 | 4.4 | 3.9 | 4.3 | 4.1 | 4.8 | 4.5 | 4.5 | 4.1 |
| Total, School | 1878 | 37.2 | 15.1 | 45% | 4.4 | 4.6 | 4.5 | 4.4 | 4.4 | 4.5 | 4.3 | 4.5 | 4.7 | 4.5 | 4.4 | 4.0 | 4.3 | 4.3 | 4.4 | 4.4 | 4.0 | 4.3 | 4.3 | 3.8 | 3.8 |
| Total, University | 3228 | 32.7 | 14.1 | 47% | 4.4 | 4.6 | 4.5 | 4.4 | 4.4 | 4.5 | 4.4 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.0 | 4.3 | 4.3 | 4.3 | 4.3 | 3.8 |

#### Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, University | 6 | 14.8 | 6.5 | 55 % | 4.3 | 4.4 | 4.4 | 4.4 | 4.4 | 4.3 | 4.0 | 4.2 | 4.1 | 4.4 | 4.4 | 4.3 | 4.3 | 3.7 | 4.1 | 3.9 | 4.1 | 3.5 | 4.3 | 4.1 | 3.5 |
| **Course Level 1000** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 1 | 19.0 | 7.0 | 37 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| 1 | 8.0 | 4.0 | 50 % | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 3 | 16.7 | 9.7 | 58 % | 4.0 | 4.2 | 4.3 | 4.5 | 4.8 | 4.0 | 4.2 | 4.0 | 4.3 | 4.0 | 5.0 | 3.8 | 4.2 | 3.8 | 4.2 | 3.5 | 3.8 | 3.8 | 5.0 | 4.3 | 4.3 | 3.7 |
| 1 | 9.0 | 4.0 | 44 % | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1 | 16.0 | 5.0 | 31 % | 4.0 | 4.0 | 4.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Total, Department | 7 | 14.6 | 7.0 | 48 % | 4.1 | 4.1 | 4.4 | 4.6 | 4.8 | 4.1 | 4.3 | 4.4 | 4.1 | 4.1 | 4.7 | 3.9 | 4.5 | 4.1 | 4.4 | 3.8 | 4.1 | 4.0 | 4.7 | 4.4 | 4.4 | 4.0 |
| Total, School | 726 | 48.8 | 18.7 | 42 % | 4.3 | 4.5 | 4.4 | 4.3 | 4.5 | 4.4 | 4.2 | 4.5 | 4.4 | 4.7 | 4.5 | 4.3 | 3.9 | 4.2 | 4.2 | 4.3 | 3.8 | 4.2 | 4.2 | 3.6 |
| Total, University | 939 | 45.1 | 17.4 | 42 % | 4.3 | 4.5 | 4.4 | 4.4 | 4.5 | 4.4 | 4.4 | 4.3 | 4.5 | 4.4 | 4.7 | 4.5 | 4.3 | 3.9 | 4.3 | 4.3 | 4.3 | 3.9 | 4.2 | 4.2 | 3.7 |
| **Course Level 2000** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 325 | 48.2 | 19.4 | 45 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.2 | 4.5 | 4.5 | 4.7 | 4.5 | 4.3 | 4.0 | 4.3 | 4.3 | 4.3 | 4.0 | 4.3 | 4.3 | 4.2 | 3.7 |
| Total, University | 424 | 46.5 | 19.2 | 46 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.5 | 4.5 | 4.3 | 4.5 | 4.7 | 4.5 | 4.4 | 4.4 | 4.0 | 4.3 | 4.3 | 4.4 | 4.0 | 4.3 | 4.3 | 4.2 | 4.3 | 3.7 |
| **Course Level 3000** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 1 | 9.0 | 9.0 | 100 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.5 |
| Total, School | 532 | 27.3 | 11.5 | 44 % | 4.5 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 3.9 |
| Total, University | 906 | 28.4 | 13.1 | 47 % | 4.4 | 4.6 | 4.4 | 4.6 | 4.4 | 4.5 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.1 | 4.4 | 4.4 | 4.5 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 3.9 |
| **Course Level 4000** | | | | | | | | | | | | | | | | | | | | | | | | | | |
### Course Level 5000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------|----------|---------------|----------------|--------------|----|---|---|---|---|---|---|---|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 70 | 21.9 | 9.1 | 42% | 4.3 | 4.6 | 4.5 | 4.3 | 4.6 | 4.3 | 4.5 | 4.4 | 4.5 | 4.6 | 4.6 | 4.2 | 3.9 | 4.3 | 4.3 | 4.3 | 3.9 | 4.2 | 4.2 | 3.8 |
| Total, University | 284 | 24.7 | 11.5 | 47% | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.6 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.1 | 4.4 | 4.4 | 4.3 | 3.8 |

### Course Level 6000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|--------------|----------|---------------|----------------|--------------|----|---|---|---|---|---|---|---|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 188 | 12.6 | 7.7 | 62% | 4.5 | 4.6 | 4.5 | 4.7 | 4.5 | 4.6 | 4.4 | 4.4 | 4.5 | 4.8 | 4.6 | 4.5 | 4.3 | 4.4 | 4.5 | 4.5 | 4.2 | 4.5 | 4.4 | 4.1 |
| Total, University | 575 | 16.7 | 9.1 | 57% | 4.5 | 4.6 | 4.5 | 4.7 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.2 | 4.5 | 4.5 | 4.5 | 4.2 | 4.5 | 4.4 | 4.0 |

1. The instructor presented the course material clearly.
2. The instructor was well prepared for class.
3. The instructor responded to questions adequately.
4. The instructor stimulated interest in the subject.
5. The instructor showed interest in helping students learn.
6. The instructor gave clear assignments.
7. The instructor was accessible to students.
8. The instructor gave useful feedback on my performance.
9. The instructor returned graded work in a reasonable amount of time.
10. The instructor used class time effectively.
11. The instructor treated all students with respect.
12. The instructor graded fairly.
13. The instructor's teaching methods promoted student learning.
14. What is your overall rating of the instructor's teaching?
15. The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
C. Department Summary Report-Spring 2014
Japanese-SET Primary Instructor

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avgr Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 2 | 14.0 | 13.5 | 98 % | 4.5 | 5.0 | 5.0 | 5.0 | 4.5 | 4.8 | 5.0 | 4.8 | 5.0 | 4.5 | 4.0 | 4.0 | 5.0 | 5.0 | 4.8 | 5.0 | 5.0 | 4.3 | 4.0 |
| Total, School | 1878 | 37.2 | 15.1 | 45 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.3 | 4.5 | 4.7 | 4.5 | 4.4 | 4.0 | 4.3 | 4.3 | 4.4 | 4.0 | 4.3 | 4.3 | 3.8 |
| Total, University | 3228 | 32.7 | 14.1 | 47 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.0 | 4.3 | 4.3 | 3.8 |

Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avgr Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University | 6 | 14.8 | 6.5 | 55 % | 4.3 | 4.4 | 4.4 | 4.4 | 4.3 | 4.0 | 4.2 | 4.1 | 4.4 | 4.4 | 4.3 | 3.7 | 4.1 | 3.9 | 4.1 | 4.1 | 3.5 | 4.3 | 4.1 | 3.5 |

Course Level 1000
### Course Level 2000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 |
|--------------|----------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total, Department | 2 | 14.0 | 13.5 | 98 % | 4.5 | 5.0 | 5.0 | 4.5 | 5.0 | 4.5 | 4.8 | 5.0 | 4.8 | 5.0 | 4.5 | 4.8 | 4.0 | 5.0 | 5.0 | 4.8 | 5.0 | 5.0 | 4.3 | 4.0 |   |
| Total, School | 726 | 48.8 | 18.7 | 42 % | 4.3 | 4.5 | 4.4 | 4.3 | 4.5 | 4.4 | 4.4 | 4.2 | 4.5 | 4.4 | 4.7 | 4.5 | 4.3 | 3.9 | 4.2 | 4.2 | 4.3 | 4.3 | 3.5 | 4.2 | 4.2 | 3.6 |   |
| Total, University | 939 | 45.1 | 17.4 | 42 % | 4.3 | 4.5 | 4.4 | 4.4 | 4.5 | 4.4 | 4.3 | 4.5 | 4.4 | 4.7 | 4.5 | 4.3 | 3.9 | 4.3 | 4.3 | 4.3 | 3.9 | 4.2 | 4.3 | 4.2 | 3.7 |   |

### Course Level 3000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 |
|--------------|----------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
| Total, School | 325 | 48.2 | 19.4 | 45 % | 4.4 | 4.8 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.2 | 4.5 | 4.7 | 4.5 | 4.3 | 4.0 | 4.3 | 4.3 | 4.3 | 4.0 | 4.3 | 4.2 | 3.7 |   |
| Total, University | 424 | 46.5 | 19.2 | 46 % | 4.4 | 4.8 | 4.5 | 4.4 | 4.5 | 4.5 | 4.3 | 4.5 | 4.5 | 4.7 | 4.5 | 4.4 | 4.0 | 4.3 | 4.3 | 4.4 | 4.0 | 4.3 | 4.3 | 3.7 |   |

### Course Level 4000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 |
|--------------|----------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
| Total, School | 532 | 27.3 | 11.5 | 44 % | 4.5 | 4.6 | 4.6 | 4.5 | 4.7 | 4.6 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.2 | 4.4 | 4.4 | 3.9 |   |
| Total, University | 908 | 28.4 | 13.1 | 47 % | 4.4 | 4.8 | 4.6 | 4.4 | 4.8 | 4.4 | 4.5 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.1 | 4.4 | 4.4 | 4.5 | 4.1 | 4.4 | 4.4 | 3.9 |   |

### Course Level 5000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 |
|--------------|----------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
| Total, School | 70 | 21.0 | 9.1 | 42 % | 4.3 | 4.6 | 4.5 | 4.3 | 4.6 | 4.5 | 4.5 | 4.4 | 4.4 | 4.6 | 4.6 | 4.2 | 3.9 | 4.3 | 4.3 | 4.3 | 3.9 | 4.2 | 4.2 | 3.8 |   |
| Total, University | 284 | 24.7 | 11.5 | 47 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.5 | 4.6 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.1 | 4.4 | 4.4 | 4.3 | 4.4 | 3.8 |   |

### Course Level 5000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 |
|--------------|----------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
| Total, School | 70 | 21.0 | 9.1 | 42 % | 4.3 | 4.6 | 4.5 | 4.3 | 4.6 | 4.5 | 4.5 | 4.4 | 4.4 | 4.6 | 4.6 | 4.2 | 3.9 | 4.3 | 4.3 | 4.3 | 3.9 | 4.2 | 4.2 | 3.8 |   |
| Total, University | 284 | 24.7 | 11.5 | 47 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.5 | 4.6 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.1 | 4.4 | 4.4 | 4.3 | 4.4 | 3.8 |   |
### Instructor, average of median ratings across courses

| Faculty Name       | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department  | 0       | -            | -              | -              | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School      | 188     | 12.6         | 7.7            | 62%            | 4.5| 4.6| 4.6| 4.5| 4.7| 4.5| 4.6| 4.4| 4.4| 4.6| 4.5| 4.3| 4.4| 4.5| 4.6| 4.5| 4.2| 4.5| 4.4| 4.1|
| Total, University  | 575     | 16.7         | 9.1            | 57%            | 4.5| 4.6| 4.6| 4.5| 4.7| 4.5| 4.6| 4.4| 4.5| 4.8| 4.6| 4.5| 4.2| 4.5| 4.5| 4.5| 4.2| 4.5| 4.4| 4.0|

### Course Level 6000

| Faculty Name       | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department  | 0       | -            | -              | -              | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School      | 37      | 10.9         | 5.6            | 53%            | 4.4| 4.5| 4.6| 4.6| 4.7| 4.5| 4.7| 4.4| 4.4| 4.4| 4.9| 4.6| 4.5| 4.3| 4.3| 4.5| 4.5| 4.3| 4.4| 4.2| 4.0|
| Total, University  | 94      | 12.1         | 6.2            | 59%            | 4.5| 4.5| 4.6| 4.5| 4.7| 4.5| 4.7| 4.4| 4.4| 4.5| 4.8| 4.6| 4.5| 4.3| 4.4| 4.5| 4.5| 4.4| 4.4| 4.1|

1. The instructor presented the course material clearly.
2. The instructor was well prepared for class.
3. The instructor responded to questions adequately.
4. The instructor stimulated interest in the subject.
5. The instructor showed interest in helping students learn.
6. The instructor gave clear assignments.
7. The instructor was accessible to students.
8. The instructor gave useful feedback on my performance.
9. The instructor returned graded work in a reasonable amount of time.
10. The instructor used class time effectively.
11. The instructor treated all students with respect.
12. The instructor graded fairly.
13. The instructor’s teaching methods promoted student learning.
14. What is your overall rating of the instructor’s teaching?
15. The methods of evaluating student learning seemed appropriate.
16. The course content was well organized.
17. The course objectives were clear.
18. The course objectives were met.
19. The textbook made a valuable contribution.
20. The other course materials made a valuable contribution.
21. The pace of the course seemed appropriate.
22. What is your overall rating of the course?
# C. Fall 2014 Department Summary Report

**Linguistics-SET Primary Instructor**

## Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1            | 7.0      | 5.0           | 71.4 %         | 5.0           | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 4.0| 4.0| 5.0| 5.0| 5.0| 5.0| 4.0| 4.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
| 1            | 24.0     | 8.0           | 33.3 %         | 4.0           | 5.0| 4.0| 3.5| 3.5| 4.0| 4.0| 4.0| 4.0| 4.0| 4.5| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| 1            | 207.0    | 101.0         | 48.8 %         | 4.0           | 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| 1            | 14.0     | 3.0           | 21.4 %         | -             | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| 1            | 17.0     | 10.0          | 58.8 %         | 4.0           | 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 3.5| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| 1            | 24.0     | 9.0           | 37.5 %         | 4.0           | 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 3.0| 3.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| 1            | 16.0     | 2.0           | 12.5 %         | -             | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| 1            | 8.0      | 7.0           | 87.5 %         | 5.0           | 5.0| 5.0| 5.0| 5.0| 5.0| 4.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
| 1            | 4.0      | 4.0           | 100.0 %        | -             | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| 1            | 15.0     | 12.0          | 80.0 %         | 5.0           | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
| 1            | 7.0      | 6.0           | 85.7 %         | 4.0           | 4.0| 4.0| 5.0| 4.0| 4.0| 5.0| 3.5| 3.5| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| 1            | 29.0     | 20.0          | 69.0 %         | 4.5           | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
| 1            | 25.0     | 12.0          | 48.0 %         | 4.0           | 4.0| 4.0| 3.0| 4.0| 4.0| 3.0| 4.0| 4.0| 4.0| 4.0| 3.5| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0| 4.0|
| 1            | 7.0      | 4.0           | 57.1 %         | -             | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| 1            | 18.0     | 4.0           | 22.2 %         | -             | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| 2            | 13.5     | 3.5           | 31.4 %         | -             | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| 1            | 26.0     | 19.0          | 73.1 %         | 5.0           | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|

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The table above provides an overview of the courses, average of median ratings across courses, and instructor, average of median ratings across courses. The ratings range from 1 to 22, with higher numbers indicating higher satisfaction.
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### Course Level 2000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 7        | 24.4          | 12.0           | 51.6%         | 4.3 | 4.4 | 4.3 | 4.4 | 4.4 | 4.3 | 4.0 | 4.9 | 4.0 | 4.6 | 4.4 | 4.1 | 3.9 | 4.1 | 4.3 | 4.4 | 4.1 | 3.4 | 4.1 | 4.2 | 3.4 |
|              | 359      | 44.2          | 19.4           | 44.2%         | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.4 | 4.4 | 4.7 | 4.5 | 4.4 | 4.0 | 4.3 | 4.4 | 4.4 | 4.1 | 4.3 | 4.3 | 3.7 |
|              | 462      | 44.8          | 19.9           | 44.7%         | 4.4 | 4.8 | 4.4 | 4.6 | 4.4 | 4.5 | 4.3 | 4.4 | 4.5 | 4.7 | 4.5 | 4.4 | 4.0 | 4.3 | 4.4 | 4.4 | 4.1 | 4.3 | 4.3 | 3.7 |

### Course Level 3000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 7        | 12.9          | 4.4            | 46.2%         | 3.9 | 4.4 | 4.4 | 4.0 | 4.5 | 4.2 | 4.5 | 4.5 | 4.1 | 4.9 | 4.5 | 4.1 | 3.9 | 4.1 | 4.3 | 3.9 | 4.1 | 3.6 | 4.4 | 4.0 | 3.9 |
|              | 487      | 24.1          | 10.8           | 47.6%         | 4.4 | 4.6 | 4.6 | 4.6 | 4.7 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.5 | 4.2 | 4.4 | 4.4 | 4.0 |
|              | 843      | 28.6          | 13.4           | 48.3%         | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.4 | 4.5 | 4.8 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.1 | 4.4 | 4.4 | 4.3 | 3.9 |

### Course Level 4000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 67       | 23.7          | 11.2           | 50.0%         | 4.4 | 4.6 | 4.5 | 4.5 | 4.7 | 4.4 | 4.7 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.1 | 4.4 | 4.4 | 4.5 | 4.1 | 4.5 | 4.3 | 3.9 |

Total, Department 7 24.4 12.0 51.6% 4.3 4.4 4.3 4.4 4.4 4.3 4.0 4.9 4.0 4.6 4.4 4.1 3.9 4.1 4.3 4.4 4.1 3.4 4.1 4.2 3.4

Total, School 359 44.2 19.4 44.2% 4.4 4.6 4.5 4.4 4.6 4.4 4.5 4.4 4.7 4.5 4.4 4.0 4.3 4.4 4.4 4.1 4.3 4.3 4.3 3.7

Total, University 462 44.8 19.9 44.7% 4.4 4.8 4.4 4.6 4.4 4.5 4.3 4.4 4.5 4.7 4.5 4.4 4.0 4.3 4.4 4.4 4.1 4.3 4.3 3.7
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, University | 259 | 25.5 | 12.1 | 48.6 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.7 | 4.4 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.5 | 4.1 | 4.4 | 4.4 | 4.4 | 4.5 | 4.0 | 4.4 | 4.4 | 3.9 |

**Course Level 5000**

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 1 | 8.0 | 7.0 | 87.5 % | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.9 | 5.0 | 4.5 | 5.0 |
| Total, School | 214 | 12.4 | 7.2 | 56.6 % | 4.5 | 4.6 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.4 | 4.0 | 4.4 | 4.0 |
| Total, University | 634 | 18.0 | 9.7 | 55.6 % | 4.5 | 4.6 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.4 | 4.2 | 4.4 | 4.5 | 4.5 | 4.2 | 4.2 | 4.4 | 4.4 | 4.0 |

**Course Level 6000**

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 1 | 7.0 | 5.0 | 71.4 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Total, School | 46 | 9.3 | 5.2 | 53.8 % | 4.8 | 4.9 | 4.9 | 4.8 | 4.8 | 4.8 | 4.6 | 4.6 | 4.6 | 4.7 | 4.9 | 4.8 | 4.8 | 4.6 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.4 | 4.4 |
| Total, University | 95 | 11.8 | 7.2 | 63.1 % | 4.7 | 4.8 | 4.8 | 4.7 | 4.6 | 4.7 | 4.6 | 4.6 | 4.6 | 4.7 | 4.9 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | 4.6 | 4.6 | 4.3 |

1. The instructor presented the course material clearly.
2. The instructor was well prepared for class.
3. The instructor responded to questions adequately.
4. The instructor stimulated interest in the subject.
5. The instructor showed interest in helping students learn.
6. The instructor gave clear assignments.
7. The instructor was accessible to students.
8. The instructor gave useful feedback on my performance.
9. The instructor returned graded work in a reasonable amount of time.
10. The instructor used class time effectively.
11. The instructor treated all students with respect.
12. The instructor graded fairly.
13. The instructor’s teaching methods promoted student learning.
14. What is your overall rating of the instructor’s teaching?
15. The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
### Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 2        | 12.0          | 8.5             | 70.7 %        | 5.0| 5.0| 5.0| 5.0| 5.0| 4.5| 4.5| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
|              | 1        | 8.0           | 4.0             | 50.0 %        | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | -|
|              | 1        | 5.0           | 5.0             | 100.0 %       | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
|              | 3        | 19.7          | 9.0             | 45.8 %        | 4.7| 4.7| 4.7| 5.0| 5.0| 3.7| 3.8| 4.2| 4.6| 4.7| 5.0| 4.7| 4.7| 4.7| 4.7| 4.7| 4.3| 4.3| 4.3| 4.3| 4.7| 4.7| 4.3| 4.3| 4.3|
|              | 1        | 5.0           | 4.0             | 80.0 %        | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | -|
|              | 1        | 20.0          | 9.0             | 45.0 %        | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
|              | 1        | 8.0           | 4.0             | 50.0 %        | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | -|
|              | 4        | 12.3          | 6.0             | 53.9 %        | 4.6| 4.9| 4.0| 5.0| 4.8| 4.0| 4.4| 4.1| 4.5| 4.8| 4.4| 3.7| 4.5| 4.4| 4.4| 4.1| 4.3| 4.3| 4.3| 4.3| 4.8| 4.6| 4.4| 4.3| 4.3|
| Total, Department | 14 | 12.7          | 6.7             | 58.5 %        | 4.8| 4.9| 4.6| 5.0| 4.3| 4.4| 4.5| 4.4| 4.6| 4.8| 4.8| 4.8| 4.7| 4.8| 4.7| 4.6| 4.5| 4.6| 4.6| 4.8| 4.9| 4.8| 4.6| 4.6| 4.6|
| Total, School   | 1968     | 37.6          | 16.4            | 47.5 %        | 4.4| 4.6| 4.5| 4.5| 4.6| 4.4| 4.5| 4.3| 4.5| 4.5| 4.7| 4.6| 4.4| 4.1| 4.3| 4.4| 4.4| 4.4| 4.1| 4.3| 4.4| 4.4| 4.3| 4.3| 4.3|
| Total, University| 3507 | 33.3          | 15.0            | 48.3 %        | 4.4| 4.6| 4.5| 4.5| 4.6| 4.4| 4.5| 4.4| 4.7| 4.6| 4.4| 4.4| 4.1| 4.3| 4.4| 4.4| 4.4| 4.1| 4.3| 4.4| 4.4| 4.3| 4.3| 4.3| 4.3|

### Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | -        | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | -|
### Course Level 1000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 11 | 14.1 | 6.5 | 51.1 % | 4.5 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.3 | 4.3 | 4.1 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.5 | 3.6 | 4.3 | 4.5 | 3.8 |
| Total, School | 815 | 51.7 | 21.8 | 45.9 % | 4.3 | 4.6 | 4.4 | 4.6 | 4.4 | 4.4 | 4.3 | 4.4 | 4.7 | 4.5 | 4.3 | 4.2 | 4.3 | 4.3 | 3.9 | 4.2 | 4.3 | 4.3 | 4.2 | 3.7 |
| Total, University | 4622 | 44.8 | 19.4 | 44.5 % | 4.3 | 4.6 | 4.5 | 4.6 | 4.4 | 4.4 | 4.3 | 4.4 | 4.7 | 4.5 | 4.3 | 4.0 | 4.3 | 4.3 | 4.3 | 4.2 | 4.3 | 4.3 | 4.3 | 4.2 | 3.7 |

### Course Level 2000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 2 | 8.0 | 5.5 | 71.8 % | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 |
| Total, School | 487 | 24.1 | 10.8 | 47.6 % | 4.4 | 4.6 | 4.6 | 4.7 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 |

### Course Level 3000
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, University | 843 | 28.6 | 13.4 | 48.3 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.4 | 4.5 | 4.8 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.1 | 4.4 | 4.4 | 4.3 | 3.9 |

### Course Level 4000

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### Course Level 5000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -       | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | -       | -             | -              | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 214 | 12.4 | 7.2 | 56.6 % | 4.5 | 4.6 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.2 | 4.5 | 4.5 | 4.5 | 4.3 | 4.5 | 4.4 | 4.0 |
| Total, University | 634 | 18.0 | 9.7 | 55.6 % | 4.5 | 4.6 | 4.6 | 4.6 | 4.5 | 4.5 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.2 | 4.4 | 4.4 | 4.5 | 4.5 | 4.2 | 4.5 | 4.4 | 4.4 | 4.0 |

### Course Level 6000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -       | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | -       | -             | -              | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 46 | 9.3 | 5.2 | 53.8 % | 4.8 | 4.9 | 4.9 | 4.8 | 4.8 | 4.8 | 4.6 | 4.6 | 4.5 | 4.9 | 4.8 | 4.8 | 4.6 | 4.7 | 4.7 | 4.6 | 4.7 | 4.7 | 4.7 | 4.7 | 4.6 | 4.4 |
| Total, University | 95 | 11.8 | 7.2 | 63.1 % | 4.7 | 4.8 | 4.8 | 4.7 | 4.8 | 4.8 | 4.6 | 4.6 | 4.7 | 4.9 | 4.7 | 4.5 | 4.5 | 4.6 | 4.6 | 4.6 | 4.5 | 4.6 | 4.6 | 4.6 | 4.5 | 4.3 |

1. The instructor presented the course material clearly.
2. The instructor was well prepared for class.
3. The instructor responded to questions adequately.
4. The instructor stimulated interest in the subject.
5. The instructor showed interest in helping students learn.
6. The instructor gave clear assignments.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor's teaching methods promoted student learning.
14 - What is your overall rating of the instructor's teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
C. Fall 2014 Department Summary Report

Japanese-SET Primary Instructor

### Overall

| Faculty Name       | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ...               | 2        | 16.5          | 9.5           | 60.4 %        | 4.8 | 5.0 | 4.8 | 5.0 | 4.8 | 5.0 | 4.5 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.8 | 4.8 | 5.0 | 4.5 | 4.5 | 4.5 | 5.0 | 4.5 | 4.3 | 4.3 |
| Total, Department  | 2        | 18.5          | 9.5           | 60.4 %        | 4.8 | 5.0 | 4.8 | 5.0 | 4.8 | 5.0 | 4.5 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.8 | 4.8 | 5.0 | 4.5 | 4.5 | 4.5 | 5.0 | 4.5 | 4.3 | 4.3 |
| Total, School      | 1968     | 37.6          | 16.4          | 47.5 %        | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.3 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.4 | 4.4 | 4.1 | 4.3 | 4.3 | 3.8 |
| Total, University  | 3507     | 33.3          | 15.0          | 48.3 %        | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.4 | 4.4 | 4.1 | 4.3 | 4.3 | 3.8 |

### Course Level 0000

| Faculty Name       | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ...               | -        | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department  | 0        | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School      | 0        | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University  | 11       | 14.1          | 6.5           | 51.1 %        | 4.5 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.3 | 4.3 | 4.1 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.5 | 3.8 | 4.3 | 4.5 | 3.8 |

### Course Level 1000

<p>| Faculty Name       | #Courses | Avg Enrollment | Avg Respondent | Avg Resp Rate  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ...               | -        | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department  | 0        | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School      | 0        | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University  | 11       | 14.1          | 6.5           | 51.1 %        | 4.5 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.3 | 4.3 | 4.1 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.5 | 3.8 | 4.3 | 4.5 | 3.8 |</p>
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**Course Level 2000**

**Course Level 3000**

**Course Level 4000**

**Course Level 5000**
Course Level 6000

| Faculty Name   | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School   | 214 | 12.4 | 7.2 | 56.6 % | 4.5 | 4.6 | 4.6 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.2 | 4.5 | 4.5 | 4.6 | 4.5 | 4.3 | 4.5 | 4.4 | 4.0 | - | - | - |
| Total, University | 634 | 18.0 | 9.7 | 55.6 % | 4.5 | 4.6 | 4.6 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.5 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.2 | 4.4 | 4.4 | 4.5 | 4.5 | 4.2 | 4.5 | 4.4 | 4.0 | - | - | - |

1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
7 - The instructor was accessible to students.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor's teaching methods promoted student learning.
14 - What is your overall rating of the instructor's teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
# Department Summary Report -- Spring 2015

Linguistics-SET Primary Instructor

## Overall

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1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
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20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
Department Summary Report -- Spring 2015
Linguistics-SET Secondary Instructor

### Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| **Overall**  |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 1 | 8.0 | 7.0 | 87.5 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 4.0 | - | 4.5 | 4.0 | 4.0 |
| Total, School | 65 | 47.9 | 14.3 | 33.5 % | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.3 | 4.4 | 4.1 | 4.3 | 4.4 | 4.6 | 4.3 | 4.3 | 3.9 | 4.2 | 4.3 | 4.3 | 3.7 | 4.3 | 4.2 | 3.6 |
| Total, University | 313 | 34.6 | 9.0 | 36.6 % | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.4 | 4.4 | 4.3 | 4.4 | 4.4 | 4.8 | 4.5 | 4.4 | 4.4 | 4.0 | 4.3 | 4.3 | 4.4 | 4.4 | 4.1 | 4.3 | 4.3 | 3.9 |

1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
7 - The instructor was accessible to students.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor's teaching methods promoted student learning.
14 - What is your overall rating of the instructor's teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
### Department Summary Report -- Spring 2015

**American Sign Language-SET Primary Instructor**

#### Overall

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1 - The instructor presented the course material clearly.  
2 - The instructor was well prepared for class.  
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18 - The course objectives were met.
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20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
# Department Summary Report -- Spring 2015

## Japanese-SET Primary Instructor

## Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | 1        | 15.0          | 12.0           | 80.0 %        | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
|              | 1        | 8.0           | 4.0            | 50.0 %        | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| Total, Department | 2      | 11.5          | 8.0            | 65.0 %        | 4.5| 5.0| 5.0| 5.0| 5.0| 4.8| 4.5| 5.0| 5.0| 4.8| 5.0| 5.0| 5.0| 4.8| 5.0| 5.0| 5.0| 4.8| 5.0| 4.5| 4.5|
| Total, School   | 1841    | 36.3          | 14.8           | 44.7 %        | 4.4| 4.6| 4.5| 4.6| 4.6| 4.6| 4.4| 4.5| 4.8| 4.5| 4.8| 4.4| 4.1| 4.4| 4.4| 4.4| 4.1| 4.4| 4.3| 3.8|
| Total, University | 3228   | 32.4          | 14.0           | 46.8 %        | 4.4| 4.6| 4.5| 4.5| 4.5| 4.4| 4.4| 4.5| 4.5| 4.8| 4.5| 4.5| 4.4| 4.4| 4.4| 4.4| 4.1| 4.4| 4.4| 3.9|

1 - The instructor presented the course material clearly.
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17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
Department Summary Report
Linguistics-SET Primary Instructor

Overall

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| Course Level 1000 |
| Faculty Name      | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|                   |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 6 | 162.2 | 56.2 | 42.5 % | 4.0 | 4.5 | 4.5 | 4.3 | 4.5 | 4.3 | 4.2 | 4.0 | 4.3 | 4.5 | 4.3 | 3.8 | 4.3 | 4.3 | 4.2 | 3.8 | 4.3 | 4.3 | 3.7 |
| Total, School     | 847 | 49.0 | 22.1 | 48.7 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.3 | 4.5 | 4.7 | 4.5 | 4.4 | 4.0 | 4.2 | 4.4 | 4.3 | 3.9 | 4.2 | 4.3 | 3.7 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.5 | 4.4 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 3.8 |

| Course Level 2000 |
| Faculty Name      | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|                   |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 1 | 22.0 | 20.0 | 90.9 % | 4.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 3.5 | 4.0 | 4.0 | 4.0 | 3.0 | 4.0 | 4.0 | 3.0 |
| Kalin, Laura      | 1 | 12.0 | 11.0 | 91.7 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 4.0 | 5.0 |

| Course Level 0000 |
| Faculty Name      | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|                   |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School     | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University | 10 | 14.1 | 7.8 | 61.0 % | 4.3 | 4.3 | 4.3 | 4.4 | 4.2 | 4.5 | 4.2 | 4.4 | 4.3 | 4.3 | 4.2 | 4.1 | 4.1 | 4.3 | 4.3 | 4.3 | 3.8 | 4.1 | 4.2 | 3.9 |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 63 | 20.4 | 8.1 | 40.4 % | 4.4 | 4.4 | 4.4 | 4.6 | 4.5 | 4.7 | 4.6 | 4.6 | 4.4 | 4.4 | 4.5 | 4.6 | 4.6 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 4.4 | 3.9 | 4.3 | 4.4 | 4.0 |
| Total, University | 265 | 25.4 | 11.6 | 46.3 % | 4.4 | 4.6 | 4.5 | 4.7 | 4.4 | 4.6 | 4.4 | 4.4 | 4.4 | 4.8 | 4.4 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 4.4 | 3.9 | 4.4 | 4.4 | 3.9 |

**Course Level 3000**

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 7 | 24.0 | 13.6 | 56.8 % | 4.0 | 4.7 | 4.4 | 4.4 | 4.6 | 3.7 | 4.4 | 4.4 | 4.8 | 4.5 | 4.6 | 4.0 | 4.3 | 4.9 | 4.1 | 4.3 | 4.7 | 3.4 | 4.1 | 3.7 | 3.1 | - |
| Total, School | 355 | 44.1 | 19.5 | 44.5 % | 4.4 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.4 | 4.0 | 4.3 | 4.4 | 4.4 | 4.3 | 4.0 | 4.3 | 4.2 | 3.7 | - |
| Total, University | 460 | 44.6 | 19.7 | 45.2 % | 4.3 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.5 | 4.3 | 4.0 | 4.3 | 4.3 | 4.4 | 4.3 | 4.0 | 4.3 | 4.2 | 3.7 | - |

**Course Level 4000**

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 63 | 20.4 | 8.1 | 40.4 % | 4.4 | 4.6 | 4.6 | 4.7 | 4.5 | 4.4 | 4.4 | 4.4 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 4.4 | 3.9 | 4.3 | 4.4 | 4.0 | - |
| Total, University | 265 | 25.4 | 11.6 | 46.3 % | 4.4 | 4.6 | 4.5 | 4.7 | 4.4 | 4.6 | 4.4 | 4.4 | 4.4 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 3.9 | 4.4 | 4.4 | 3.9 | - |

**Course Level 5000**

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 1 | 7.0 | 7.0 | 100.0 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | - |
| Total, School | 63 | 20.4 | 8.1 | 40.4 % | 4.4 | 4.6 | 4.6 | 4.7 | 4.5 | 4.6 | 4.4 | 4.4 | 4.5 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 3.9 | 4.3 | 4.4 | 4.0 | - |
| Total, University | 265 | 25.4 | 11.6 | 46.3 % | 4.4 | 4.6 | 4.5 | 4.7 | 4.4 | 4.6 | 4.4 | 4.4 | 4.4 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 3.9 | 4.4 | 4.4 | 3.9 | - |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |              | 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0| 5.0|
| Total, Department | 4 | 6.0 | 5.8 | 95.8% | 4.8 | 4.5 | 4.5 | 4.5 | 5.0 | 5.0 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 |
| Total, School | 227 | 12.5 | 6.9 | 53.7% | 4.5 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.7 | 4.4 | 4.5 | 4.6 | 4.8 | 4.7 | 4.5 | 4.3 | 4.5 | 4.4 | 4.5 | 4.4 | 4.0 | 4.2 | 4.3 |
| Total, University | 656 | 18.8 | 10.1 | 54.7% | 4.4 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.6 | 4.4 | 4.5 | 4.8 | 4.7 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.4 | 4.4 | 4.4 | 4.3 | 4.0 | 3.9 |

Course Level 6000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |              | 7.0 | 6.0 | 85.7% | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Total, Department | 2 | 8.0 | 6.5 | 81.7% | 4.5 | 5.0 | 5.0 | 4.5 | 5.0 | 4.5 | 5.0 | 4.5 | 5.0 | 4.5 | 5.0 | 4.5 | 4.5 | 4.5 | 5.0 | 5.0 | 4.5 | 5.0 | 5.0 | 5.0 | 4.5 |
| Total, School | 39 | 11.4 | 5.6 | 51.4% | 4.5 | 4.6 | 4.7 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.6 | 4.8 | 4.7 | 4.5 | 4.3 | 4.5 | 4.5 | 4.5 | 4.5 | 4.6 | 4.6 | 4.2 | 4.2 | 4.2 |
| Total, University | 97 | 12.6 | 6.8 | 58.9% | 4.6 | 4.7 | 4.7 | 4.8 | 4.7 | 4.6 | 4.7 | 4.6 | 4.8 | 4.7 | 4.8 | 4.6 | 4.3 | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | 4.4 | 4.4 | 4.3 |

1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
7 - The instructor was accessible to students.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor’s teaching methods promoted student learning.
14 - What is your overall rating of the instructor’s teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
# Department Summary Report

## American Sign Language-SET Primary Instructor

### Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |               |                |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              | 4        | 18.3          | 12.0           | 64.5 %        | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.9 | 5.0 | 4.9 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.8 | 4.5 | 4.6 | 5.0 | 4.8 | 4.6 | 4.9 | 5.0 |
|              | 1        | 7.0           | 6.0            | 85.7 %        | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
|              | 3        | 17.7          | 6.3            | 36.8 %        | 4.3 | 4.3 | 4.3 | 4.7 | 5.0 | 4.3 | 4.3 | 4.3 | 4.3 | 4.7 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 |
|              | 1        | 17.0          | 13.0           | 76.5 %        | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
|              | 1        | 6.0           | 4.0            | 66.7 %        | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   | -   |
|              | 4        | 15.3          | 11.5           | 74.3 %        | 4.0 | 4.6 | 3.9 | 4.3 | 4.4 | 4.1 | 4.1 | 4.0 | 4.3 | 4.3 | 4.1 | 3.8 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 |
| Total, Department | 14    | 15.5          | 9.7            | 63.9 %        | 4.6 | 4.8 | 4.5 | 4.7 | 4.8 | 4.6 | 4.6 | 4.5 | 4.6 | 4.6 | 4.7 | 4.5 | 4.5 | 4.4 | 4.5 | 4.3 | 4.4 | 4.6 | 4.6 | 4.5 | 4.4 |
| Total, School | 2004 | 38.5          | 16.5           | 47.9 %        | 4.4 | 4.6 | 4.5 | 4.5 | 4.6 | 4.5 | 4.5 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.4 | 4.0 | 4.3 |
| Total, University | 3600 | 32.6          | 15.2           | 49.3 %        | 4.4 | 4.6 | 4.5 | 4.5 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.8 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.4 | 4.0 | 4.4 | 3.9 |

### Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              | -        | -             | -              | -             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0    | -             | -              | -             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, School | 0      | -             | -              | -             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**University of Connecticut**
Instructor, average of median ratings across courses

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.5 | 4.7 | 4.4 | 4.3 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 3.8 |
| Total, School | 847 | 44.1 | 19.5 | 46.8 % | 4.5 | 4.6 | 4.6 | 4.6 | 4.7 | 4.5 | 4.5 | 4.8 | 4.6 | 4.4 | 4.3 | 4.4 | 4.4 | 4.4 | 4.3 | 4.0 | 4.3 | 4.4 | 3.7 |
| Total, Department | 12 | 16.5 | 10.2 | 45.2 % | 4.3 | 4.6 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.5 | 4.3 | 4.4 | 4.4 | 4.4 | 4.3 | 4.0 | 4.3 | 4.2 | 3.7 |
| Course Level 1000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 12 | 16.5 | 10.2 | 46.8 % | 4.6 | 4.7 | 4.6 | 4.8 | 4.8 | 4.5 | 4.6 | 4.6 | 4.5 | 4.6 | 4.5 | 4.6 | 4.5 | 4.4 | 4.5 | 4.3 | 4.4 | 4.6 | 4.5 | 4.4 | 4.5 |
| Total, School | 847 | 44.1 | 19.5 | 48.7 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.3 | 4.5 | 4.7 | 4.5 | 4.4 | 4.0 | 4.3 | 4.4 | 4.4 | 4.3 | 4.0 | 4.3 | 4.3 | 3.7 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.4 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 3.8 |
| Course Level 2000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 12 | 16.5 | 10.2 | 46.8 % | 4.3 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.6 | 4.5 | 4.4 | 4.5 | 4.4 | 4.6 | 4.4 | 4.5 | 4.4 | 4.2 | 4.3 | 4.3 | 3.7 | 4.2 | 3.7 |
| Total, School | 847 | 44.1 | 19.5 | 44.5 % | 4.6 | 4.6 | 4.5 | 4.4 | 4.4 | 4.0 | 4.0 | 4.2 | 4.0 | 3.7 | 3.5 | 3.3 | 4.0 | 4.0 | 4.2 | 4.7 | 3.7 | 4.0 | 4.3 | 4.5 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.5 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 3.8 |
| Course Level 3000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 12 | 16.5 | 10.2 | 46.8 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.6 | 4.5 | 4.4 | 4.5 | 4.3 | 4.4 | 4.6 | 4.5 | 4.4 |
| Total, School | 847 | 44.1 | 19.5 | 44.5 % | 4.6 | 4.6 | 4.5 | 4.4 | 4.3 | 4.0 | 4.3 | 4.4 | 4.3 | 4.0 | 4.3 | 4.4 | 4.3 | 4.0 | 4.3 | 4.2 | 4.3 | 4.2 | 3.7 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.4 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.4 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 3.8 |
| Course Level 4000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 12 | 16.5 | 10.2 | 46.8 % | 4.5 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.6 | 4.5 | 4.6 | 4.6 | 4.5 | 4.6 | 4.5 | 4.4 | 4.5 | 4.3 | 4.4 | 4.6 | 4.5 | 4.4 | 4.5 |
| Total, School | 847 | 44.1 | 19.5 | 44.5 % | 4.3 | 4.4 | 4.3 | 4.4 | 4.4 | 4.0 | 4.0 | 4.2 | 4.0 | 3.7 | 3.5 | 3.3 | 4.0 | 4.0 | 4.2 | 4.7 | 3.7 | 4.0 | 4.3 | 4.5 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.3 | 4.4 | 4.3 | 4.4 | 4.4 | 4.0 | 4.0 | 4.2 | 4.0 | 3.7 | 3.5 | 3.3 | 4.0 | 4.0 | 4.2 | 4.7 | 3.7 | 4.0 | 4.3 | 4.4 | 3.8 |
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -            | -   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | -       | -             | -            | -   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 63 | 20.4    | 8.1           | 40.4 %       | 4.4 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.6 | 4.4 | 4.4 | 4.5 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 4.0 | 3.9 | 4.3 | 4.4 | 4.0 |
| Total, University | 265 | 25.4    | 11.6          | 46.3 %       | 4.4 | 4.6 | 4.5 | 4.5 | 4.7 | 4.4 | 4.4 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 3.9 | 4.4 | 4.4 | 3.9 |

### Course Level 5000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -            | -   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | -       | -             | -            | -   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 227 | 12.5    | 6.9           | 53.7 %       | 4.5 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.7 | 4.4 | 4.5 | 4.6 | 4.8 | 4.7 | 4.5 | 4.3 | 4.5 | 4.6 | 4.5 | 4.3 | 4.5 | 4.4 | 4.0 |
| Total, University | 656 | 18.8    | 10.1          | 54.7 %       | 4.4 | 4.6 | 4.6 | 4.5 | 4.7 | 4.6 | 4.4 | 4.5 | 4.8 | 4.7 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.2 | 4.5 | 4.4 | 4.3 |

### Course Level 6000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -            | -   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | -       | -             | -            | -   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 39 | 11.4    | 5.6           | 51.4 %       | 4.5 | 4.6 | 4.7 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.6 | 4.6 | 4.8 | 4.7 | 4.5 | 4.3 | 4.5 | 4.5 | 4.5 | 4.5 | 4.6 | 4.2 |
| Total, University | 97 | 12.6    | 6.8           | 58.9 %       | 4.6 | 4.7 | 4.7 | 4.8 | 4.6 | 4.7 | 4.6 | 4.7 | 4.8 | 4.8 | 4.6 | 4.3 | 4.6 | 4.6 | 4.6 | 4.5 | 4.6 | 4.6 | 4.6 | 4.3 |

1. The instructor presented the course material clearly.
2. The instructor was well prepared for class.
3. The instructor responded to questions adequately.
4. The instructor stimulated interest in the subject.
5. The instructor showed interest in helping students learn.
6. The instructor gave clear assignments.
7. The instructor was accessible to students.
8. The instructor gave useful feedback on my performance.
9. The instructor returned graded work in a reasonable amount of time.
10. The instructor used class time effectively.
11. The instructor treated all students with respect.
12. The instructor graded fairly.
13. The instructor's teaching methods promoted student learning.
14. What is your overall rating of the instructor's teaching?
15. The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
# Department Summary Report

## Japanese-SET Primary Instructor

### Overall

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, Department | 2 | 15.5 | 13.0 | 85.5 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Total, School | 2004 | 36.5 | 16.5 | 47.9 % | 4.4 | 4.6 | 4.5 | 4.5 | 4.5 | 4.5 | 4.4 | 4.5 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 |
| Total, University | 3600 | 32.6 | 15.2 | 49.3 % | 4.4 | 4.6 | 4.5 | 4.5 | 4.5 | 4.5 | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 |

### Course Level 0000

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -        | -             | -              | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, University | 10 | 14.1 | 7.8 | 61.0 % | 4.3 | 4.3 | 4.3 | 4.3 | 4.4 | 4.2 | 4.5 | 4.2 | 4.4 | 4.3 | 4.3 | 4.2 | 4.1 | 4.1 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 3.8 | 4.1 | 4.2 | 3.9 |

### Course Level 1000
| Faculty Name | #Courses | Avg | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |     |               |              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 2 | 15.5 | 13.0 | 85.5 % | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Total, School | 847 | 49.0 | 22.1 | 48.7 % | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.7 | 4.5 | 4.6 | 4.0 | 4.2 | 4.3 | 4.3 | 3.9 | 4.2 | 4.3 | 3.7 |
| Total, University | 1264 | 41.5 | 18.7 | 47.8 % | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.7 | 4.6 | 4.4 | 4.1 | 4.3 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 3.8 |

### Course Level 2000

| Faculty Name | #Courses | Avg | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |     |               |              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 355 | 44.1 | 19.5 | 44.5 % | 4.4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.8 | 4.6 | 4.6 | 4.4 | 4.3 | 4.4 | 4.2 | 3.7 |
| Total, University | 460 | 44.6 | 19.7 | 45.2 % | 4.3 | 4.5 | 4.5 | 4.5 | 4.5 | 4.6 | 4.5 | 4.3 | 4.3 | 4.3 | 4.3 | 4.2 | 3.7 |

### Course Level 3000

| Faculty Name | #Courses | Avg | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |     |               |              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 473 | 24.2 | 10.9 | 46.8 % | 4.5 | 4.7 | 4.7 | 4.6 | 4.5 | 4.4 | 4.5 | 4.8 | 4.6 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.5 | 4.1 | 4.4 | 4.4 | 4.0 |
| Total, University | 848 | 28.4 | 13.8 | 49.3 % | 4.4 | 4.6 | 4.6 | 4.6 | 4.5 | 4.4 | 4.5 | 4.5 | 4.8 | 4.6 | 4.4 | 4.1 | 4.4 | 4.4 | 4.4 | 4.0 | 4.4 | 4.4 | 3.9 |

### Course Level 4000

| Faculty Name | #Courses | Avg | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |     |               |              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 63 | 20.4 | 8.1 | 40.4 % | 4.4 | 4.6 | 4.6 | 4.5 | 4.6 | 4.4 | 4.5 | 4.8 | 4.6 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 4.0 |
| Total, University | 265 | 25.4 | 11.6 | 46.3 % | 4.4 | 4.5 | 4.6 | 4.6 | 4.6 | 4.4 | 4.6 | 4.4 | 4.4 | 4.8 | 4.6 | 4.5 | 4.2 | 4.4 | 4.4 | 4.4 | 3.9 | 4.4 | 4.4 | 3.9 |

### Course Level 5000

| Faculty Name | #Courses | Avg | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|              |          |     |               |              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|              |          |     |               |              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Instructor, average of median ratings across courses
Course, average of median ratings across courses
| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -       | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 227 | 12.5 | 6.9 | 53.7 % | 4.5 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.7 | 4.4 | 4.5 | 4.6 | 4.8 | 4.7 | 4.5 | 4.3 | 4.5 | 4.5 | 4.6 | 4.5 | 4.3 | 4.5 | 4.4 | 4.0 |
| Total, University | 656 | 18.8 | 10.1 | 54.7 % | 4.4 | 4.6 | 4.6 | 4.5 | 4.7 | 4.5 | 4.6 | 4.4 | 4.5 | 4.5 | 4.8 | 4.7 | 4.5 | 4.2 | 4.4 | 4.5 | 4.5 | 4.2 | 4.5 | 4.4 | 3.9 |

**Course Level 6000**

| Faculty Name | #Courses | Avg Enrolment | Avg Respondent | Avg Resp Rate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| -            | -       | -             | -             | -             | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Department | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, School | 39 | 11.4 | 5.6 | 51.4 % | 4.5 | 4.6 | 4.7 | 4.6 | 4.7 | 4.5 | 4.7 | 4.5 | 4.6 | 4.6 | 4.8 | 4.7 | 4.5 | 4.3 | 4.5 | 4.5 | 4.5 | 4.5 | 4.6 | 4.6 | 4.2 |
| Total, University | 97 | 12.6 | 6.8 | 58.9 % | 4.6 | 4.7 | 4.7 | 4.8 | 4.8 | 4.7 | 4.8 | 4.6 | 4.8 | 4.8 | 4.8 | 4.6 | 4.8 | 4.3 | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | 4.3 |

1 - The instructor presented the course material clearly.
2 - The instructor was well prepared for class.
3 - The instructor responded to questions adequately.
4 - The instructor stimulated interest in the subject.
5 - The instructor showed interest in helping students learn.
6 - The instructor gave clear assignments.
7 - The instructor was accessible to students.
8 - The instructor gave useful feedback on my performance.
9 - The instructor returned graded work in a reasonable amount of time.
10 - The instructor used class time effectively.
11 - The instructor treated all students with respect.
12 - The instructor graded fairly.
13 - The instructor’s teaching methods promoted student learning.
14 - What is your overall rating of the instructor’s teaching?
15 - The methods of evaluating student learning seemed appropriate.
16 - The course content was well organized.
17 - The course objectives were clear.
18 - The course objectives were met.
19 - The textbook made a valuable contribution.
20 - The other course materials made a valuable contribution.
21 - The pace of the course seemed appropriate.
22 - What is your overall rating of the course?
### Program Review Baseline Data (Effective Fall 2015) - Linguistics

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¹ Faculty FTE is calculated using full-time plus 1/3 of part-time headcount.
² Graduate Assistant FTE is calculated using 1/4 of actual FTE.
³ Undergraduate FTE is calculated for primary and dual majors using full-time plus 1/3 of part-time headcount. For double majors, the FTE is calculated using (full-time headcount * 0.5) plus (1/2 part-time/3). The FTE for minors is calculated using (full-time headcount * 0.1) plus (part-time*0.1/3).
## Program Review Baseline Data (Effective Fall 2015) - Linguistics

<table>
<thead>
<tr>
<th>Element</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
<th>FY 09-10</th>
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<th>FY 11-12</th>
<th>FY 12-13</th>
<th>FY 13-14</th>
<th>FY 14-15</th>
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<td><strong>Retention and Graduation Rates (Storrs Campus)</strong></td>
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<td>One Year Retention (LING to LING)</td>
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<td>83%</td>
<td>50%</td>
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<td>Six Year Graduation (LING to LING)</td>
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4 Graduate/Professional FTE is calculated using full-time plus 1/3 of part-time headcount.

5 Student Credit Hours calculation is based upon the reporting standard of New England Association of Schools and Colleges (NEASC).

6 Retention and Graduation rates are calculated using first-time full-time freshmen at Storrs Campus entering with Linguistics as a major, who are retained after one year in Linguistics, and graduated in six years in Linguistics.
## Program Review Baseline Data (Effective Fall 2015) - Linguistics

<table>
<thead>
<tr>
<th>Element</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
<th>FY 09-10</th>
<th>FY 10-11</th>
<th>FY 11-12</th>
<th>FY 12-13</th>
<th>FY 13-14</th>
<th>FY 14-15</th>
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7 Average Time to Degree (Bachelor's): The Average Time to Degree was calculated using first-time full-time freshmen Cohort at Storrs. There are 3 terms in each fiscal year. For example, FY 07-08 includes Summer 2007, Fall 2007, and Spring 2008. In the calculation, only the graduate students persisting in the same academic plan were chosen.

8 Average Time to Degree (Master's and Doctoral): There are 3 terms in each fiscal year. For example, FY 07-08 includes Summer 2007, Fall 2007, and Spring 2008. In the calculation, only the graduate students persisting in the same academic plan were chosen.

10 Source: The University of Connecticut Recent Alumni Survey.

11 Source: Academic Analytics.

12 Direct Instructional Expenditures calculation is based on the reporting standard of Delaware Cost Study.

13 The data source of Direct External Grant Expenditures is the Annual Report of Research Expenditure by Department from Office of the Vice President for Research.
# Department of Linguistics

Self - Study 2007-2015

Faculty and Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>Regular Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Jonathan Bobaljik</td>
<td>Professor and Department Head</td>
</tr>
<tr>
<td>Željko Bošković</td>
<td>Professor</td>
</tr>
<tr>
<td>Andrea Calabrese</td>
<td>Professor</td>
</tr>
<tr>
<td>Jon Gajewski</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Harry van der Hulst</td>
<td>Professor</td>
</tr>
<tr>
<td>Magdalena Kaufmann</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Stefan Kaufmann</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Diane Lillo-Martin</td>
<td>Board of Trustees Distinguished Professor</td>
</tr>
<tr>
<td>William Snyder</td>
<td>Professor</td>
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<tr>
<td>Jon Sprouse</td>
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<td>Susanne Wurmbrand</td>
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<table>
<thead>
<tr>
<th><strong>Faculty in Other Departments with Joint Appointment in Linguistics</strong></th>
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</thead>
<tbody>
<tr>
<td>Marie Coppola</td>
</tr>
<tr>
<td>Assistant Professor of Psychology and Linguistics (joint appointment)</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Joan Hanna</td>
</tr>
<tr>
<td>Lecturer - American Sign Language</td>
</tr>
<tr>
<td>Sherry Powell</td>
</tr>
<tr>
<td>Lecturer - American Sign Language</td>
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<tr>
<td>Doreen Simons</td>
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<td>Lecturer - American Sign Language</td>
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</tbody>
</table>
Emeriti, Instructors, Post-Doctoral Fellows, Adjunct and Visiting Faculty

Arthur Abramson  Professor Emeritus
Mona Anderson  Adjunct Assistant Professor
Eva Bar-Shalom  Adjunct Assistant Professor
Ana Bastos-Gee  Adjunct Assistant Professor (Stamford)
Cynthia DeRoma  Adjunct Assistant Professor
Kadir Gökgöz  Post-Doctoral Fellow
Matthew Hall  Post-Doctoral Fellow
Laura Kalin  Post-Doctoral Fellow
Peter Klecha  Visiting Assistant Professor
Howard Lasnik  Professor Emeritus
David Michaels  Professor Emeritus
Keiko Murasugi  Research Scholar
Linda Pelletier  Adjunct Assistant Professor -American Sign Language
Nancy Ritter  Adjunct Assistant Professor (Hartford)
Ian Roberts  Distinguished Visiting Professor
Mamoru Saito  Distinguished Adjunct Professor
Steve Simmon  Adjunct Lecturer - American Sign Language (Waterbury)
Philipp Weisser  Post-Doctoral Fellow
# Department of Linguistics

## Self-Study Review 2007-2015

### Grant Funding List

**External Funding**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Amount</th>
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<td>National Science Foundation. Lynen Fellow: Case and Coordination</td>
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<tr>
<td></td>
<td>Lillo-Martin, D. (2015-2019)</td>
<td>$1.5M</td>
<td>Principal Investigator, National Institutes of Health Grant; 'Sign Language Acquisition, Annotation, Archiving and Sharing'</td>
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<td>2012</td>
<td>Bobaljik, J.</td>
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<td>Alexander von Humboldt Foundation. Friedrich-Wilhelm-Bessel Research Prize.</td>
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<tr>
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<td>2010</td>
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<td>American Philosophical Society. Universals in Comparative Morphology</td>
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<td>Bobaljik, J (2010-2011)</td>
<td>$3,100</td>
<td>Endangered Language Fund. <em>Itelmen Language Ausio Recordings I</em> with D. Koester (U. Alaska) and T. Degai (Lach/Raipon, Kamchatka).</td>
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<tr>
<td></td>
<td>Gajewski, J. (2009-2012)</td>
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<td>NSF Grant; Co-PI: <em>On the traditional Noun Phrase: Comparing languages With and Without articles</em></td>
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Lillo-Martin, D. (2009-2011) $70,000 NIH 'Development of an ID-Gloss Database for ASL Signs'

2007
Bobaljik, J (2006-2010) € 30,000 Alexander von Humboldt Transcoop Grant, with Uli Sauerland (ZAS, Berlin) An Integrated Morphosemantics of Agreement
Lillo-Martin, D (2006-2011) $1.1M NIH 'The Acquisition of Language in Deaf Children'

*** Does not include grants received at other institutions

Internal Funding

2015
Gajewski, J. $1,841 Scholarship Facilitation Fund Grant: University of Connecticut Office of Research Representation of degree in American Sign Language
Lillo-Martin, D $1,200 Scholarship Facilitation Fund Award, UConn; 'SignFest'
van der Hulst, H.( 2015-2016) $1,000 Small grant from Uconn's Humanities Institute for UConn Graphic Narrative Initiative (reading/study group)

2014
Lillo-Martin, D (2014-2015) $8,000 UConn, Communication Disorders
Lillo-Martin, D (2014-2016) $12,000 VPR and CLAS Funding, ASL Acquisition Video Archive
van der Hulst, H.( 2014-2015) $1,000 Small grant from Uconn's Humanities Institute for UConn Graphic Narrative Initiative (reading/study group)

2013

2011
Boskovic, Z. UConn Research Foundation Faculty Research Grant, Project: On rescue by PF deletion

2010
Bobaljik, J Faculty Small Research Grant: Sabbatical Research: Morphological Universals (2010)
van der Hulst, H. (2010-2011) $1,500 Small Faculty Grant for editing work on Word Accent book

2009
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<td>Bobaljik, J</td>
<td>Faculty Large Research Grant</td>
<td>Cross-Linguistic Grammar Survey Resource (2009)</td>
<td></td>
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<tr>
<td>Lillo-Martin</td>
<td>$15,000</td>
<td>&quot;Parameter Setting: A Training Study&quot; (co-PI)</td>
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<tr>
<td>van der Hulst, H.</td>
<td>$16,000</td>
<td>Large Faculty Grant</td>
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<tr>
<td><strong>2008</strong></td>
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</tr>
<tr>
<td>Boskovic, Z.</td>
<td>UConn Research Foundation Faculty Research Grant</td>
<td>Crosslinguistic investigation of the structure, extractability, and agreement properties of Noun Phrases</td>
<td>$30,000</td>
<td></td>
</tr>
<tr>
<td>Gajewski, J.</td>
<td>$30,000</td>
<td>Faculty Large Grant. University of Connecticut Office of Research. Negative Polarity Items and the Varieties of Entailment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>van der Hulst, H.</td>
<td>Provost Award for teaching relief (2 courses)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>van der Hulst, H.</td>
<td>$750</td>
<td>Small grant from the UC Research Foundation for the First SignTyp Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>van der Hulst, H.</td>
<td>$10,000</td>
<td>GEOC award for course development</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td><strong>2007</strong></td>
<td></td>
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<tr>
<td>Boskovic, Z.</td>
<td>UConn Provost's Scholarship Development Program Award</td>
<td>Project: Noun Phrase or Determiner Phrase?</td>
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</tr>
</tbody>
</table>
## List of Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Award Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Bobaljik, J.</td>
<td>Fellow (elected), Linguistic Society of America</td>
</tr>
<tr>
<td></td>
<td>Kaufmann, M.</td>
<td>JSPS invitation fellowship for research in Japan, $1.985M</td>
</tr>
<tr>
<td></td>
<td>Kaufmann, S.</td>
<td>Guest Professor, Department of Linguistics, Kyoto University, Japan Fall 2015</td>
</tr>
<tr>
<td></td>
<td>Lillo-Martin, D</td>
<td>Fellow, University of Connecticut Humanities Institute</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Bobaljik, J.</td>
<td>Leonard Bloomfield Book Award, Linguistic Society of America</td>
</tr>
<tr>
<td></td>
<td>Bobaljik, Boskovic, Gajewski, Sprouse, Wurmbrand</td>
<td>Provost's Commendation for Teaching Excellence</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Bobaljik, Boskovic, Sprouse, Wurmbrand</td>
<td>Provost's Commendation for Teaching Excellence</td>
</tr>
<tr>
<td></td>
<td>Sprouse, J</td>
<td>Early Career Award for outstanding contributions to the field. Awarded by the Linguistic Society of America</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Sprouse, J</td>
<td>Best paper in <em>Language</em> 2011 for <em>A test of the cognitive assumptions of magnitude estimation</em>. Awarded by the Linguistic Society of America</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Bobaljik, J.</td>
<td>Friedrich Wilhelm Bessel-Forschungspreis A. von Humboldt Foundation (Germany)</td>
</tr>
<tr>
<td></td>
<td>Lillo-Martin, D</td>
<td>Elected as a Fellow, Linguistics Society of America</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Bobaljik, J</td>
<td>Sabbatical Fellow, <em>American Philosophical Society</em></td>
</tr>
<tr>
<td></td>
<td>Kaufmann, S.</td>
<td>American Council of Learned Societies (ACLS) Fellowship: <em>Speaking of Possibility and Time.</em></td>
</tr>
<tr>
<td></td>
<td>Kaufmann, S.</td>
<td>Resident Fellow, Lichtenber-Kolleg, Georg-August-Universität Göttingen, Germany</td>
</tr>
<tr>
<td></td>
<td>Lillo-Martin, D</td>
<td>Provost's Research Development Award, UConn</td>
</tr>
<tr>
<td></td>
<td>Lillo-Martin, D</td>
<td>Elected, Connecticut Academy of Arts &amp; Sciences</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Bobaljik, J</td>
<td>Fellow, <em>University of Connecticut Humanities Institute</em></td>
</tr>
</tbody>
</table>
JONATHAN DAVID BOBALJIK

Curriculum Vitae

CURRENT POSITION
Professor and Department Head

ADDRESS
Department of Linguistics
University of Connecticut - Oak Hall
365 Fairfield Way, U-1145
Storrs CT 06269 USA

TELEPHONE
(860) 486-0153, (fax) 486-0197

E-MAIL
jonathan.bobaljik@uconn.edu

EDUCATION
Ph.D., Linguistics, Massachusetts Institute of Technology 1995
Dissertation: Morphosyntax: the syntax of verbal inflection
Chairs: Noam Chomsky and David Pesetsky; ctee: K. Hale, A. Marantz, H. Lasnik
B.A. (Honours), Russian and Slavic Studies, McGill University 1990
(one semester at Leningrad State University, USSR, 1990)

ACADEMIC HONOURS AND FELLOWSHIPS
Fellow (elected), Linguistic Society of America 2016
Leonard Bloomfield Book Award, Linguistic Society of America 2014
Friedrich Wilhelm Bessel-Forschungspreis A.von Humboldt Foundation (Germany) 2012
Sabbatical Fellow, American Philosophical Society 2010
Fellow, University of Connecticut Humanities Institute 2008-2009
William Dawson Scholar, McGill University 2001-2005
Junior Fellow, Harvard University, Society of Fellows 1995-1998
Mellon Graduate Fellowships 1990-92, 94-95
SSHRC Doctoral Fellowship 1992-1994

PREVIOUS ACADEMIC APPOINTMENTS
University of Connecticut, Associate Professor 2003-2008
McGill University, Assistant / Associate Professor (tenured 2002) 1998-2003
Society of Fellows, Harvard University, Junior Fellow 1995-1998

VISITING AND ADJUNCT PROFESSORSHIPS
Adjunct Professor, McGill University 2003-2006
McGill University, Assistant Professor (special category) 1995-1998

Visiting Positions/Summer Schools:

EGG (East European Summer School in Generative Grammar) Brno 2015
NY-St. Petersburg Institute of Linguistics, Cognition and Culture, St-P. Russia. 2014-15
Linguistics Summer School in the Indian Mountains, Kangra, India 2012
Visitor (Sabbatical), Institut für Sprachwissenschaft der Universität Wien 2010
OTHER AFFILIATIONS

UConn IGERT: Language Plasticity – Genes, Brain, Cognition & Computation. 2015-
Member, Wissenschaftliches Netzwerk Grundmechanismen der morphologischen Exponenz
(Core Mechanisms of Morphological Exponence). (DFG, Leipzig) 2007-2010
Assoc. Member, Centre for Research on Language, Mind and Brain (Montréal) 2001-2003
Collaborator, Northern People’s Academy, Kamchatka State Pedagogical University 2001
Research Assistant, Kamchatka Ethnographic-Ecological Expedition 1993-1994
(National Council for Soviet and East European Research & Kamchatka Institute of Ecology and Nature Management; PI D. Koester, Columbia U.)

RESEARCH GRANTS

EXTERNAL GRANTS

2015-2016 National Science Foundation. Case and Coordination [postdoctoral support]
2013-2017 National Science Foundation (Documenting Endangered Languages & Arctic Social
Krauss (U. Alaska)
2011-2015 National Science Foundation (Documenting Endangered Languages & Arctic Social
D. Koester (U. Alaska)
2010-2011 Endangered Language Fund. Itelmen Language Audio Recordings, with D. Koester
(U. Alaska) and T. Degai (Lach/Raipon, Kamchatka).
2006-2010 National Science Foundation. An Integrated Morphosemantics of Agreement.
2006-2010 Alexander von Humboldt Transcoop Grant, with Uli Sauerland (ZAS, Berlin) An
Integrated Morphosemantics of Agreement.
2002-2005 SSHRC Standard research Grant: A morphosyntactic theory of complex agreement
systems.
2002-2004 FQRSC New Researchers Team Grant with S. Wurmbrand: Investigating the
invisible: Towards an explanatory characterization of covert movement.
2001-2004 FCAR Team Grant. PI = L. Travis (McGill). with S. Wurmbrand (McGill); C. Lefebvre
(UQàM). Syntactic Categories
1999-2002 SSHRC Standard research Grant: A morphosyntactic theory of complex agreement
systems.
1998-1999 FCAR New Researchers Grant: The Itelmen verb: implications and applications
1998-1999 UNESCO & CIPSH Endangered Languages Maintenance Grant: Itelmen (awarded
patronage of UNESCO/CIPSH, program terminated without funding).

INTERNAL GRANTS

UConn: Faculty Large Research Grant: Cross-Linguistic Grammar Survey Resource (2009)
Faculty Small Research Grants:
   Syncretism Distribution Modeling (2013) with U. Sauerland, T. Green
   Sabbatical Research: Morphological Universals (2010)
Conference Grant (w/ S. Wurmbrand): 16th Comparative Germanic Syntax Workshop (2001)
SSHRC Special Competition: A-Chains: Towards a theory of agreement (2000-2001)
Competitive Travel Grant (1999)
SSHRC Internal Grant: Asymmetries in Itelmen agreement (1999)

SERVICE

PROFESSIONAL SERVICE

Committees: MIT Corporation Visiting Committee Linguistics and Philosophy
Linguistic Society of America
Bloomfield Book Award Cttee (Chair 2016)
Cttee on Honorary Members (Chair 2012)
Cttee on Endangered Languages and Their Preservation (also Curator, CELP web page on Funding Opportunities)

Editor: Glot International, Squibs Editor
(co-editor with S. Wurmbrand)

Editorial Boards: Natural Language and Linguistic Theory
Linguistic Inquiry
The Linguistic Review
Journal of Linguistics
Iberia: An international Journal of Theoretical Linguistics
Oxford Studies of Endangered Languages (book series)
Versita/de Gruyter Open Linguistics Advisory Board
English Linguistics (English Linguistic Soc. of Japan)
Canadian Journal of Linguistics
Open Generative Syntax (book series)
Lingua
Syntax
MIT Working Papers in Linguistics

Grant Panels: National Science Foundation, Linguistics Panels

REFEREEING/REVIEWING


Conferences: American International Morphology Meeting (AIMM), Brussels Conference on Generative Linguistics, Chicago Linguistics Society (CLS), Comparative Germanic Syntax Workshop (CGSW), ConSole, Deutsche Gesellschaft für Sprachwissenschaft (DGfS), Formal Approaches to Japanese Linguistics
(FAJL), Formal Approaches to Morphosyntactic Variation (FAMV),
Generative Linguistics in Poland (GLiP), Generative Linguistics of the Old
World (GLOW), Ghent (GIST), International Morphology Meeting (IMM),
Linguistic Society of America (LSA), Moscow Syntax/Semantics
Conferences (MOSS), North Eastern Linguistic Society (NELS), Penn
Linguistics Colloquium (PLC), Poznań Linguistics Meeting, Semantics and
Linguistic Theory (SALT), The Semantics of African, Asian and
Austronesian Languages (AAA), Sin FonJA, Tools in Linguistic Theory
(TiTLT), West Coast Conference on Formal Linguistics (WCCFL), Western
Conference of Linguists (WECOL), Is the Best Good Enough? (MIT), Bilbao
Workshop on Ergativity

Other:
(Fellowships, awards, etc) Queens College Cambridge, Linguistic
Association of Great Britain
(Grant Proposals) National Science Foundation USA, Social Sciences and
Humanities Research Council Canada, Calgary Institute for the Humanities,
Israeli Science Foundation, Netherlands Organisation for Scientific
Research (NWO), Oesterreichischer Wissenschaftsfonds (FWF)
(Book Proposals, Manuscripts, Chapters) Benjamins, (Wiley)-Blackwell,
(Journal Proposals) Blackwell, Springer
(Tenure / Promotion Reviews) various

CONFERENCE AND WORKSHOP ORGANIZATION

Organizer:
27th Comparative Germanic Syntax Workshop
Yale; (with R. Frank, S. Wurmbrand, R. Zanuttini)

Workshop on Markedness and Underspecification in the
Morphology and Semantics of Agreement (Harvard)
(with A. Nevins & U. Sauerland)

16th Comparative Germanic Syntax Workshop
McGill; (with S. Wurmbrand)

Workshop on Language Endangerment and Preservation
M.I.T. (with R. Pensalfini)

Committee:
NELS, UConn (Faculty Advisor)
Formal Approaches to Slavic Linguistics, MIT.

UNIVERSITY SERVICE

UConn:
CLAS Dean’s PTR Advisory Council 2011-2012
Graduate Faculty Council 2007-2009
CLAS Courses and Curriculum Committee 2003-2004
Arjona/Monteith Replacement Building Committee 2004-2005
CLAS Grade Appeals Panel (ad hoc) 2008
Speech, Language, and Hearing Sciences Head Search 2013

McGill:
New Faculty Issues Working Group 1998-1999
Committee on Research, Faculty of Arts 2000-2002
SSHR (Internal) Grants Committee (Chair from 1/02) 2000-2003
Faculty of Graduate Studies and Research / OVPR
Seminar and Outreach Committee, McGill Centre for Research on Language, Mind and Brain, 2002
McLennan Library Advisory Committee (Arts), 2002
Committee on Graduate Studies (Faculty of Arts), 2002-2003
Council of Graduate and Postdoctoral Studies, 2002-2003
Committee on Graduate Studies (Faculty of Arts) (Faculty of Arts Representative, elected)

DEPARTMENTAL SERVICE

UConn: Department Head, 2012-2016
Chair, Linguistics Search Committees (2), 2012-2013
Co-chair, Graduate Admissions Cttee, 2010-2012
Director of Graduate Studies, 2007-2009
Departmental Hearing Officer, 2004-2009
Publicity, 2004-2007
Department Head Search Committee, 2007
Committees of the whole, and misc. ad hoc cttees
Admissions, Curriculum, Searches, PTR etc.

McGill: (Cttees of whole) Admissions, Fellowship, Curriculum, etc., 1998-2003
Seminar Series Coordinator, 1998-2003
Department Webmaster, 1999-2001
Department Listserv Owner, 1999-2003
Sociolinguistics Search Committee, 1999
Generalist/Syntax Search Committee, 2000
Neurolinguistics Search Committee (Chair), 2001


MEMBERSHIPS

Linguistic Society of America
Canadian Linguistic Association
Association for Linguistic Typology
Generative Linguistics in the Old World
Society for the Study of the Indigenous Languages of the Americas
American Association of University Professors
American Association for the Advancement of Science

LANGUAGES

English (native)
German, Russian, French, Itelmen

COURSES TAUGHT

UConn: undergrad: Language and Mind
The Science of Linguistics
Syntax and Semantics

graduate: Syntax I, Syntax II
Readings and Research in Syntax
Problems in Syntax
(Agreement; Spell-Out; Word-Order and Scope)

Morphology
Special Topics: Comparatives / Degree Constructions
Structure of a Specific Language: Itelmen
Generals Workshop
Professional Methods
Field Methods
Independent Studies

McGill: undergrad
Morphology
Structure of a Specific Language (Itelmen)
Field Methods
Independent Study

graduate:
Syntax III, Syntax IV
Morphological Theory and Analysis
Advanced Seminars in Morphology
Individual Directed Reading

Elsewhere: Harvard University (1997): Directed Reading, graduate

STUDENT SUPERVISION

Post-doctoral: Philipp Weisser (F. Lynen Fellow, 2015-2016)
Laura Kalin (2014-2016)
Susana Béjar (2003-2005) current affiliation: University of Toronto

Ph.D.:
Paula Fenger
Christos Christopoulos
Abigail Thornton
Koji Shimamura (co-advisor S. Wurmbrand)
Gísli Rúnar Harðarson (co-advisor S. Wurmbrand)
Peter Smith (2015, co-advisor S. Wurmbrand), to: U. Frankfurt
Beata Moskal (2015 co-advisor H. van der Hulst), to: U. Frankfurt
Zhanna Glushan (2013) to: West Virginia U.
Hsu-Te Johnny Cheng (2013, co-advisor Ž. Bošković) current: UConn
Nina Radkevich (2010, co-advisor Ž. Bošković) current: University of York
Masashi Nomura (2005, co-advisor H. Lasnik) current: Chukyo University

M.A.:
R. Julian Inglis (2001 McGill)
Alan C. Bale (2001, McGill; co-supervised with B. Gillon)
Janet J.-W. Choy (2000; McGill),
Lara Riente (2000; McGill)

B.A. (hon):
Gabriel Poliquin (2001 McGill)
Brian Young (2000 McGill),
Isabelle Duquennois (2000, McGill Dep’t of Russian and Slavic Studies, co-supervised with T. A. Patera),

As Committee member / External reader
In progress Akihiko Arano, Ksia Bogomolets, Marcin Dadan, Ryosuke Hattori,
Jungmin Kang, Troy Messick, Irina Monich, Jayeon Park, Hiroaki Saito,
Yuta Sakamoto, Zheng Shen, Adrian Stegovec, Aida Talić, Neda Todorović, YongSuk Yoo.

Completed

Ting Xu (2016)
Tsuyoshi Sawada (2015)
Yoshiyuki Shibata (2015, posthumous)
Irina Monich (2015)
Shigeki Taguchi (2015)
Koichi Otaki (2014)
Jelena Runić (2014)
William Oxford (2014 U. Toronto)
José Riqueros Morante (2013)
I-Ta Chris Hsieh (2012)
Carlo Linares (2012, Rutgers)
Julio Villa García (2012)
Ana Bastos-Gee (2011)
Miloje Despić (2011)
Masahiko Takahashi (2011)
Oksana Tarasenkova (2010)
Natalia Fitzgibbon (2010)
Serkan Şener (2010)
Cynthia Levart Zocca (2010)
Pavel Caha (2009 CASTL / Tromsø)
Pei-Jung Kuo (2009)
Miguel Rodríguez-Mondoñedo (2007)
Duk-Ho An (2007)
Inkie Chung (2007)
Stacy Dickerman (B.A., 2006, Marlboro College)
Mario van de Visser (Utrecht, 2006)
Marjo van Koppen (Leiden, 2005, cum laude)
Simone Conradie, (McGill, 2005)
Hela ben Ayed (McGill 2003)
Evan Mellander (McGill, 2002)
Ayşe Gürel (McGill, 2002)
Asya Pereltsvaig (McGill, 2001)
Mikinari Matsuoka (McGill, 2001)
Ileana Paul (McGill, 2000)
Nicholas Adamson (McGill Philosophy, 2000)
C.-Y. Tony Pi (McGill, 1999)
Takako Kawasaki (McGill, 1999)
Mika Kizu (McGill, 1999)
Hidekazu Tanaka (McGill, 1998)
Douglas Wharram (MA, 1996, Memorial University Newfoundland)

RESEARCH

MAIN RESEARCH INTERESTS

Morphology, Syntax, Morphology-Syntax Interface;
Linguistic Universals
Endangered Languages and their Preservation
Arctic Languages, Germanic and Slavic Languages

PRIMARY FIELDWORK SITE

Tigil and Kovran, Kamchatka, Russia

PUBLICATIONS:

Book


Edited volumes


Journal Articles


1998 “Floating Quantifiers: Handle With Care,” (State-of-the-Article) *Glott International* 3.6: 3a-10c.

**Book Chapters**

Submitted On a make-believe argument for Case Theory.
Submitted (with Tatiana Degai, David Koester and Chikako Ono) Documenting Itelmen: Fieldwork in Kamchatka. for volume on fieldwork in Russia, ed. A. D. Nakhimovsky.


2004 “Clustering theories”. In Katalin É. Kiss and Henk van Riemsdijk, eds. Verb clusters: A study of Hungarian, German and Dutch. John Benjamins, Amsterdam, pp. 121-145.


Working Papers and Conference Proceedings

Submitted Knocking twice intentionally.


1990 (with Stephanie Downey) “Selected Stories of Isaak Babel.” [translations from Russian] *McGill Journal of Russian and Slavic Studies, v2(1).*

**Book Reviews, Scholarly Notes, Other**


Edited working papers
1991 (with A. Bures) MIT Working Papers in Linguistics v. 14: Papers From the Third Student Conference in Linguistics, MIT.
1990 (with S. Downey) McGill Journal of Russian and Slavic Studies, v. 2(1)

Reviews of my work

Newspaper, popular articles / Interviews:
Unpublished Itelmen Educational Material (Kamchatka):

2001 *12 уроков ительменского языка* [12 lessons of Itelmen]: Pedagogical materials for Itelmen grammar. 26 pages.

1996 *Мээин дэмэл* [Our stories]: Collection of Itelmen texts with interlinear Russian translation.


Unfinished projects / in preparation:

(with Mark C. Baker) *Generative Morphology: an Introduction*. [draft: 457 ms pp.]

*Itelmen* (Grammar and Texts).

(with Peter W. Smith, Beata Moskal, Ting Xu, and Jungmin Kang) Pronominal Suppletion: Case and Number.

PRESENTATIONS:

Lecture Series / Mini-Courses / Summer-Schools:


2014 Distributed Morphology. UCLA. May 2014.


2012 (Im)possible Morphemes. Linguistics Summer School in the Indian Mountains, Kangra, India.


1999 Topics in Morphology. *LOT Summer School*. Potsdam, Germany.

1999 “A-Chains at the Interfaces” Lecture Series (4-day seminar), Katholieke Universiteit Brabant, Tilburg, The Netherlands, October.

Invited Presentations

2010  Comparative Universals: Suppletion and (Im)possible Morphemes. Colloquium, University of Pennsylvania. October.
2007  Comparative Suppletion: least has MORE. Plenary Address. Georgetown University Round Table on Language and Linguistics (GURT). March.
2006  The ABCs of Comparative Suppletion. Invited lecture, Syntax Reading Group, Amherst. November.

2006 The ABCs of Comparative Suppletion. Invited lecture, Jersey Syntax Circle, Princeton. April.


2004 Towards a phi-free syntax? Phi Workshop McGill University, August.


2003 “VP: The Forgotten Phase” Colloquium. University of Massachusetts, Amherst. October. [Collaborative work with Susi Wurmbrand]

2003 “Predictably Eccentric: The Morphosyntax of the Chukchi Spurious Antipassive” Invited talk, University of Connecticut, Storrs. February. [Collaborative work with Phil Branigan].

2002 “Relativized Phases, Restructuring and Long-Distance Object Agreement”, Colloquium. SUNY Stony Brook. November. [Collaborative work with Susi Wurmbrand]

2002 “Relativized Phases, Restructuring and Long-Distance Object Agreement”, Colloquium. New York University. October. [Collaborative work with Susi Wurmbrand].

2002 “Eccentric agreement and multiple case checking” Invited presentation, Workshop on Ergativity. University of Toronto. October. [Collaborative work with Phil Branigan].

2002 “Relativized Phases, Phase II: The locality of Long Distance Agreement” Colloquium, Universität Tübingen, Germany. June.


1999  “Contextual Allomorphy in Context.” University of Vienna, Austria, December.

1999  (with Susi Wurmbrand) “Modals, Raising and A-Reconstruction” Invited Seminar, University of Salzburg, Austria, December.


1999  “The Ins and Outs of Contextual Allomorphy” Maryland Morphology Mayfest, May.

1999  “Itelmen in Context and Context in Itelmen” Keynote Address, SCIL 11, University of Texas, Austin, May.


1997  “Two Heads Aren’t Always Better Than One.” Colloquium presentation, University of Maryland, College Park. April. [Collaborative work with H. Thráinsson.]

1997  “Two Heads Aren’t Always Better Than One.” Colloquium presentation, City University of New York Graduate Center. April. [Collaborative work with H. Thráinsson.]


1992  “Icelandic: The Role of TP.” Workshop on Functional Categories and Argument Structure, University of Massachusetts at Amherst, December [Collaborative work with Dianne Jonas].
1992 “Current Trends in Linguistics at MIT.” Invited talk, Second English Department / Institute for Linguistics, Beijing Foreign Studies University, Beijing, China, June.

**Invited Discussant:**


2004 Comments on the paper by Cable. Workshop on (Non)identity within a paradigm. MIT January 2004.

2000 Dutch-Hungarian Study Group on Verb-Clusters. Hungarian Institute for Advanced Study (Collegium Budapest), Budapest, Hungary, June.

1999 Dutch-Hungarian Study Group Workshop on Verb-Clusters, Öttevény, Hungary, October.

**Conference Presentations (by refereed abstract):**

2015 Beata Moskal, Peter Smith, Ting Xu, Jungmin Kang and Jonathan Bobaljik. A number of cases of pronominal suppletion. Presented at GLOW 38, Paris. [presented by co-authors]


2012 (with Uli Sauerland) Syncretism Distribution Modeling and Person Paradigms. GLOW 35, Potsdam, Germany, March 2012. [presented by co-author]

2008 (with Susi Wurmbrand) Word Order and Scope: Transparent Interfaces and the $\frac{3}{4}$ Signature. GLOW 31, Newcastle upon Tyne. March 2008. [presented by co-author]


2001 “What's in a paradigm?” Third Mediterranean Meeting on Morphology, Barcelona, Spain, September.

2001 “On what it means to be rich.” Workshop on the Role of Agreement in Argument Structure. Utrecht, the Netherlands, August.
2001 (with Susi Wurmbrand) “Seven Prefix-Suffix Asymmetries in Itelmen” 37th Chicago Linguistics Society, Chicago, April.


1992  “Nominally Absolutive is Not Absolutely Nominative.” Eleventh West Coast Conference on Formal Linguistics (WCCFL), Los Angeles, February.


Presentations on Language Endangerment and Preservation (to non-Linguists):


OTHER

EMPLOYMENT (NON-ACADEMIC)

Adventure Travel Guide (Russia / Central Asia)
REI Adventure Travel: 1991-1996
Mountain-Travel Sobek: 1998

Translator Snow Leopard, other Adventure Travel, Russia 1993-1994

SERVICE (NON-ACADEMIC)

Board of Directors, Our Children’s Center (West Hartford) (Secretary, 2006-2007; President, 2007-2008) 2006-2008
Curriculum Vitae

Željko Bošković

Department of Linguistics
University of Connecticut, U-1145
Storrs, CT 06269
zeljko.boskovic@uconn.edu
(860) 486-0156

Education

B.A. 1988 Sarajevo University
      (Department of English)
M.A. 1991 West Virginia University
      (Department of Foreign Languages)
M.A. 1993 University of Connecticut
      (Department of Linguistics)
Ph.D. 1995 University of Connecticut
      (Department of Linguistics)
Dissertation title: Principles of Economy in Nonfinite Complementation

Academic Appointments

1995-2000 Assistant Professor of Linguistics, University of Connecticut.
2000-2004 Associate Professor of Linguistics, University of Connecticut.
2004- Professor of Linguistics, University of Connecticut.

Visiting Positions

1998 University of Novi Sad, Serbia and Montenegro.
1998 XVII Summer Courses of the University of the Basque Country in San Sebastián, Spain/X
      European Courses.
1998 5th Central European Summer School in Generative Grammar, Debrecen, Hungary.
      (Organized by GLOW and GLEE.)
2001 Centre National de la Recherche Scientifique (CNRS), Paris, France.
2002 Universidade Estadual de Campinas, Brazil.
2002 University of the Basque Country in Vitoria, Spain.
2002 University of Leipzig, Germany.
2003 Linguistic Society of America Summer Institute, Michigan State University.
2004 Indiana University, Bloomington.
2006 University of Belgrade, Serbia and Montenegro.
2008 Universidade de São Paulo, Brazil.
2008 University of Nova Gorica, Slovenia.
2010 Indiana University, Bloomington.
2010 University of Novi Sad, Serbia.
2011 5th Linguistic Summer School in the Indian Mountains, Kangra, India (organized by the
Formal Studies in the Syntax and Semantics of Indian Languages Society)
2013 Nanzan University, Japan.
2015 University of Paris 7 and Centre National de la Recherche Scientifique (CNRS), Paris,
France.
2015 Beihang University, Beijing, China.

Field of Specialization

Linguistics

Research Interests

Syntactic Theory; Comparative Syntax; Slavic Linguistics; Balkan Linguistics.

Honors and awards

Hasan Brkić Award for academic achievements, Sarajevo University 1987, 1988.
NSF grant SBR-951088 (Co-PI): Abstract Case, Morphological Case, and the Minimalist
Program, 1995-1996.
NSF grant BCS-0920888 (PI): On the Traditional Noun Phrase: Comparing Languages With and
Without Articles, 2009-2015.
University of Connecticut Research Foundation Junior Faculty Summer Fellowship, Project:
Case Theory and the Minimalist program: Exceptional and Inherent Case-Licensing, 1996.
University of Connecticut Research Foundation Faculty Research Grant, Project: 6th Annual
University of Connecticut Research Foundation Faculty Research Grant, Project: The Syntax of
University of Connecticut Research Foundation Faculty Research Grant, Project: Eastern States
University of Connecticut Research Foundation Faculty Research Grant, Project: On the Nature
University of Connecticut Research Foundation Faculty Research Grant, Project: Studies in
University of Connecticut Research Foundation Faculty Research Grant, Project: Structure of the
Traditional Noun Phrase, 2006.
University of Connecticut Provost’s Scholarship Development Program Award, Project: Noun
Phrase or Determiner Phrase?, 2007.
University of Connecticut Research Foundation Faculty Research Grant, Project: Crosslinguistic
investigation of the structure, extractability, and agreement properties of Noun Phrases, 2008.

University of Connecticut Research Foundation Faculty Research Grant, Project: On rescue by PF deletion, 2011.

**Professional activities**

Reviewer, ConSole 2007.
Reviewer, Brussels Conference on Generative Linguistics 2010.
Reviewer, The Georgetown University Round Table on Languages and Linguistics 2004.
Reviewer, Poznan Linguistic Meeting, 2013.
Reviewer, Specificity in the Grammar: Form and Interpretation, University of Trento 2014.
Reviewer, Agreement across Borders, University of Zadar, 2015.
Reviewer, Formal Approaches to Morphosyntactic Variation, University of the Basque Country at Vitoria-Gasteiz, 2015.
Reviewer, SinFonJJA 8, University of Ljubljana, 2015.

Reviewer for NSF (grant proposals).
Reviewer for the Israel Science Foundation (grant proposals).
Reviewer for the Canada Council for the Arts (grant proposals).
Reviewer for the Social Sciences and Humanities Research Council of Canada (grant proposals) Reviewer for the Ministry of Education, Taiwan: National Professorship Award.
Reviewer for the Research Foundation - Flanders (FWO), (Fonds Wetenschappelijk Onderzoek - Vlaanderen, FWO (grant proposal)
Reviewer for the University of Connecticut Research Foundation (grant proposals).
Academic Council Member, Banja Luka College of Communications, Bosnia and Herzegovina, 2001.
Area Review Committee Member (social sciences), University of Connecticut, 1995-1996.
Graduate Faculty Council Member, University of Connecticut, 2000.

Publications

Books:

Refereed Journal Articles:

Bošković, Ž. 2006. ‘Case checking vs Case assignment and the Case of adverbial NPs’, Linguistic Inquiry 37, 522-533.
Bošković, Željko. 2009. ‘Unifying first and last conjunct agreement’, Natural Language and Linguistic Theory 27, 455-496.
Bošković, Željko. 2011. ‘Rescue by PF deletion, traces as (non)-interveners, and the that-trace effect’, Linguistic Inquiry 42, 1-44.
Bošković, Željko. 2014. ‘Now I’m a phase, now I’m not a phase: On the variability of phases with extraction and ellipsis’, Linguistic Inquiry 45, 27-89.
Bošković, Ž. in press. ‘On the timing of labeling: Deducing Comp-trace effects, the Subject Condition, the Adjunct Condition, and tucking in from labeling’, The Linguistic Review.

Articles in Books:


Bošković, Ž. 2008. ‘What will you have, DP or NP?’, In Proceedings of the North East Linguistic Society 37, 101-114. GLSA, University of Massachusetts, Amherst.


Bošković, Ž. 2009. ‘Licensing negative constituents and negative concord’, In Proceedings of the North East Linguistic Society 38, 125-139. GLSA, University of Massachusetts, Amherst.


Bošković, Ž. 2012. ‘When are negative imperatives banned?’ In S. Halupka-Resetar, M. Marković, T. Miličev and N. Miličević (eds.) Selected papers from SinFonIJA 3, 6-17. Cambridge Scholars Publishing, Newcastle upon Tyne.
Bošković, Ž. 2015. ‘On multiple left-branch dislocation: Multiple extraction and/or scattered deletion.’ Formal Approaches to Slavic Linguistics: The Berkeley Meeting 2014.

Working Papers:


Reviews:


Published Reviews of my Books:

Other publications:

Conference and Colloquium Presentations:
1993, ‘ECP, Superiority, and Multiple Wh-Movement in Overt Syntax’, Formal Approaches to Slavic Linguistics 2, MIT.
1997, ‘Superiority and Economy of Derivation: Multiple Wh-Fronting’ presented at Kanda University of International Studies, Japan (by invitation).
1997, ‘Sometimes in SpecCP, sometimes in-situ’, presented at Nanzan University, Japan (by invitation).
1997, ‘Superiority and Economy of Derivation: Multiple Wh-Fronting’ presented at the Nanzan University Syntax Workshop, Japan (by invitation).
1998, ‘Sintaksičke i fonološke karakteristike enklitika u srpskom jeziku’, presented at University of Novi Sad, Yugoslavia (by invitation).
1999, ‘What is special about multiple wh-fronting?’, University of Toronto, Canada (by invitation).
1999, ‘Syntax, semantics, and phonology of questions in Slavic and Balkan languages’, 3rd Conference on Formal Approaches to South Slavic and Balkan Languages, University of Plovdiv, Bulgaria (by invitation).
1999, Ž. Bošković and S. Franks, ‘Phonology-syntax interactions in South Slavic’ 3rd Conference on Formal Approaches to South Slavic and Balkan Languages, University of Plovdiv, Bulgaria (by invitation).
1999, ‘What is special about multiple wh-fronting?’, Cornell University (by invitation).
1999, ‘Syntax, semantics, and phonology of questions in Slavic and Balkan languages’, 3rd Conference on Formal Approaches to South Slavic and Balkan Languages, University of Plovdiv, Bulgaria (by invitation).
1999, ‘What is special about multiple wh-fronting?’, Cornell University (by invitation).
1999, ‘What is special about multiple wh-fronting?’ 30th Conference of the North East Linguistic Society, Rutgers University.
2000, ‘LF movement and the Minimalist Program’, Université de Paris 8, France (by invitation).
2000, ‘On scrambling’, Université de Paris 8, France (by invitation).
2000, ‘Syntax, semantics, and phonology of multiple wh-fronting’, Université de Paris 8, France (by invitation).
2000, ‘Cliticization and the syntax-phonology interface’, Université de Paris 8, France (by invitation).
2000, ‘Comments on Cynthia Allen: Case and Middle English genitive noun phrase’, 6th Diachronic Generative Syntax Conference, University of Maryland, College Park (by invitation).
2000, ‘On multiple wh-fronting’, University of Maryland, College Park (by invitation).
2000, ‘Floating vs non-floating quantifiers’, University of Maryland, College Park (by invitation).
2001, ‘Cliticization patterns in South Slavic’, Workshop on the Syntax of South Slavic Languages, University of Venice, Italy (by invitation).
2001, ‘On clausal clitics in South Slavic’, Acme Balkanica Conference, Concordia University, Canada (by invitation).
2001, ‘Floating quantifiers and restrictions on θ-role assignment’, Université de Paris 8, France (by invitation).
2001, ‘On left branch extraction’, 4th European Conference on Formal Description of Slavic Languages, University of Potsdam, Germany (by invitation).
2001, ‘Left branch extraction and the structure of NP’, Université de Paris 3,7,8, France (by invitation).
2001, ‘Left branch extraction and the structure of NP’, University of Maryland (by invitation).
2002, ‘Floating quantifiers and restrictions on θ-role assignment’, Universidade Estadual de Campinas, Brazil (by invitation).
2002, ‘On left branch extraction and the structure of NP’, University of Leipzig, Germany (by invitation).
2002, ‘Floating quantifiers and restrictions on θ-role assignment’, Yokohama National University, Japan (by invitation).
2002, ‘Scrambling and left branch extraction’, Nanzan Workshop on Scrambling, Nanzan University, Japan (by invitation).
2002, ‘Clitics, prepositions, and floating quantifiers in Germanic’, University of the Basque Country in Vitoria, Spain (by invitation).
2003, ‘Floating quantifiers, economy, and the clause/PP parallelism hypothesis’ University of Michigan, Ann Arbor (by invitation).
2003, ‘Multiple wh-fronting’, Universität Frankfurt/Main, Germany (by invitation).
2004, ‘On PPs’, University of Maryland, College Park (by invitation).
2005, ‘On minimalism,’ Sarajevo University, Bosnia and Herzegovina (by invitation).
2005, ‘The basic design of the grammar, University of Belgrade, Serbia and Montenegro (by invitation).
2006, ‘DP in Serbo-Croatian?’, University of Belgrade, Serbia and Montenegro (by invitation).
2006, ‘On the clausal and NP structure of Serbo-Croatian and its place in the broader Slavic context’, Formal Approaches to Slavic Linguistics 15, University of Toronto, Canada (by invitation).
2006, ‘What will you have, DP or NP?’, 37th Conference of the North East Linguistic Society, University of Illinois, Urbana-Champaign.
2006, ‘On two types of negative constituents and negative concord’, Formal Description of Slavic Languages 6.5, University of Nova Gorica, Slovenia (by invitation).
2006, ‘DP ili NP: o strukturi tradicionalne imeničke sintagme’, International Linguistic Colloquium on Contemporary Linguistics 2’, University of Sarajevo, Bosnia and Herzegovina (by invitation).
2007, ‘NP or DP?’, The First Annual Workshop on Generative Syntax, University of Novi Sad, Serbia (by invitation).
2007, ‘Move vs Agree’, Nanzan University, Japan (by invitation).
2007, ‘NP or DP’, Nanzan University, Japan (by invitation).
2007, ‘NP or DP’, Universität Frankfurt/Main, Germany (by invitation).
2007, ‘Move vs Agree’, University of Stony Brook (by invitation).
2007, ‘Licensing negative constituents and negative concord’, 38th Conference of the North East Linguistic Society, University of Ottawa, Canada.
2007, ‘On relativization strategies’, Formal Description of Slavic Languages 7, University of Leipzig, Germany.
2008, ‘Move vs Agree’, Universidade de São Paulo, Brazil (by invitation).
2008, ‘Driving force and freezing effects’, Universidade de São Paulo, Brazil (by invitation).
2008, ‘On negative constituents, negative concord, and negative imperatives’, Universidade de São Paulo, Brazil (by invitation).
2008, ‘Comparing languages with and languages without articles’, Universidade de São Paulo, Brazil (by invitation).
2008, ‘First and last conjunct agreement’, Universidade de São Paulo, Brazil (by invitation).
2008, ‘On three structures of Leo Tolstoy’, Formal Approaches to South Slavic and Balkan Languages 6, Dubrovnik, Croatia (by invitation).
2008, ‘On Leo Tolstoy’, Sarajevo Linguistic Gathering 3, University of Sarajevo, Bosnia and Herzegovina (by invitation).
2008, ‘Clitics’, University of Nova Gorica, Slovenia (by invitation).
2008, ‘Multiple wh-fronting’, University of Nova Gorica, Slovenia (by invitation).
2008, ‘Comparing languages with and languages without articles’, University of Nova Gorica, Slovenia (by invitation).
2008, ‘First and last conjunct agreement’, SinFonIJA 1, University of Nova Gorica, Slovenia (by invitation).
2008, ‘To have or not have articles’, University of Venice, Italy (by invitation).
2008, ‘To have or not have articles’, University of Leiden, The Netherlands (by invitation).
2009, ‘On NPs and clauses,’ International Conference on Sentence Types: Ten Years After, Goethe Universität, Frankfurt, Germany (by invitation).
2009, ‘Good monsters are back, now we need to name them,’ Atoms and laws of the Noun Phrase: A comparative perspective, Utrecht University, The Netherlands (by invitation).
2009, ‘To have and have not: Articles and DP,’ Research Institute for Linguistics of the Hungarian Academy of Sciences, Budapest, Hungary (by invitation).
2009, ‘Imperatives can do strange things, but are they really that strange?’, Sarajevo Linguistic Gathering 4/SinFonIja 2, Sarajevo, Bosnia and Herzegovina (by invitation).
2009, ‘More on the NP/DP analysis,’ Formal Description of Slavic Languages 8, University of Potsdam, Germany (by invitation).
2010, ‘Phases and left-branch extraction,’ 5th Annual Moscow Student Conference on Linguistics, Independent University of Moscow, Russia (by invitation).
2010, ‘Phases beyond clauses,’ GLOW 33, University of Wrocław, Poland (by invitation).
2010, ‘Another monster,’ MayFest 2010: Bridging typology and acquisition, University of Maryland (by invitation).
2010, ‘Rescue by PF deletion, intervention effects, and the that-trace effect,’ SinFonIJA 3, University of Novi Sad, Serbia.
2010, ‘Crosslinguistic studies in minimalist syntax and generative typology’, University of Novi Sad, Serbia (by invitation).
2010, ‘Rescue effects by PF deletion,’ Minimalism and Interfaces, Universidade de São Paulo, Brazil (by invitation).
2011, ‘More on the DP/NP analysis of languages with and without articles,’ Workshop on languages with and without articles, Université de Paris 8, France.
2011, ‘On NPs, clauses, phases, everything…’ University of Michigan, Ann Arbor (by invitation).
2011, ‘Rescue by PF deletion, intervention effects, and head movement,’ GLOW 34, University of Vienna, Austria.
2011, ‘Clausal and NP structure, locality of movement, and phases,’ Linguistic Summer School in the Indian Mountains 5, Kangra, India (by invitation).
2011, ‘On the Variability of Phases: Now I’m a Phase, Now I’m Not a Phase’, GLOW in Asia: Workshop for Young Scholars, Mie University, Tsu City, Japan (by invitation).
2012, ‘On clitic doubling and second position cliticization: How much does D matter?’, Clitics and Beyond, University of Göttingen, Germany (by invitation).
2012, ‘On the NP/DP parameter, word order, binding relations, and plurality within Chinese NPs’, 13th International Symposium on Chinese Languages and Linguistics, National Taiwan Normal University and Linguistic Society of Taiwan (by invitation).
2012, ‘21st century minimalist syntax: the main issues,’ National Taiwan Normal University, Taiwan (by invitation).
2012, ‘On NP Structure,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
2012, ‘Phases with extraction and ellipsis,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
2012, ‘On clausal and VP structure,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
2012, ‘On rescue by PF deletion,’ 14th Seoul International Conference on Generative Grammar, Dongguk University, South Korea (by invitation).
2012, ‘Now I’m a phase, now I’m not a phase,’ Indiana University (by invitation).
2013, ‘On the edge,’ Formal Approaches to Slavic Linguistics 22, MacMaster University, Canada.
2013, ‘On locality domains in terms of phases and structural/semantic variation,’ University of Novi Sad, Serbia (by invitation).
2013, ‘On the syntax and semantics of multiple edges’, Comparative Syntax and Language Acquisition Workshop 2, Nanzan University, Japan (by invitation).
2013, ‘On phasal locality domains’, Nanzan University, Japan (by invitation).
2013, ‘On the contextuality of phases,’ University of Maryland (by invitation).
2013, ‘On deep extractions,’ Formal Description of Slavic Languages 10, University of Leipzig, Germany.
2014, ‘From the Complex NP Constraint to everything,’ Ohio State University, Columbus.
2014, ‘From the Complex NP Constraint to everything,’ GLOW 37, CRISSP, KU Leuven, Brussels, Belgium.
2014, ‘Multiple left-branch extraction as scattered deletion and familiar demonstratives,’ Formal Approaches to Slavic Linguistics 23, University of California Berkeley.
2014, ‘On the Complex NP Constraint and locality of movement,’ International Conference on Generative Linguistics and Philosophy, Goethe Universität, Frankfurt, Germany (by invitation).
2014, ‘On the locality of movement: Starting from the Complex NP Constraint’, University of Kansas (by invitation).
2014, ‘Deducing the Subject Condition, the Adjunct Condition, the that-trace effect and tucking in from labelling’, International Workshop in Linguistics, Dokkyo University, Tokyo, Japan (by invitation).
2014, ‘On extraction from clausal and other complements functioning as phases’, English Linguistic Society of Japan 32, Gakushuin University, Tokyo, Japan (by invitation).
2015, ‘It’s important when you label’, Workshop: Syntax, Relative Clauses, and Slavic Languages, University of Utrecht, The Netherlands (by invitation).
2015, ‘On clitics, ellipsis, and nominal structure very broadly and crosslinguistically’, Gender, Class, and Determination: A Conference on the Nominal Spine, University of Ottawa, Canada (by invitation).
2015, ‘On the locality of movement and phases’, SinFonIJA 8, University of Ljubljana, Slovenia (by invitation).
2015, ‘On clitics, ellipsis, and nominal structure crosslinguistically’, University of Paris 7, France (by invitation).
2015, ‘On the NP/DP parameter’, Beihang University, Beijing, China (by invitation).
2015, ‘More on the NP/DP parameter and Chinese’, Beihang University, Beijing, China (by invitation).
2015, ‘On phasal locality domains’, Beihang University, Beijing, China (by invitation).
2015, ‘On parameters’, Beijing Institute of Technology, Beijing, China (by invitation).
2015, ‘On the locality of movement, phases, and labeling’, Tsinghua University, Beijing, China (by invitation).
2015, ‘If you are moving, it’s important when you label’, University of Geneva, Switzerland (by invitation).
2015, ‘On extraction from complements of lexical heads: Intermediate adjunction or unlabeled categories, University of Paris 7, France (by invitation).
2015, ‘On the locality of movement: It’s important when you label’, University of Paris 8, France (by invitation).
2015, ‘Getting edgy,’ Humboldt University, Berlin, Germany (by invitation).
2015, ‘On the ban on movement out of moved elements with remarks on adjuncts and case,’ Formal Description of Slavic Languages 11, University of Potsdam, Germany (by invitation).
2015, ‘On the locality of movement dependencies: Phasal spell-out’, University of Sarajevo, Bosnia and Herzegovina (by invitation).
2015, ‘On the locality of movement with phases and labels’, Workshop on Syntax with a Focus on Slavic, University College London, United Kingdom (by invitation).

M.A. advising

Safet Beriša (2014)

Ph.D advising

Major advisor (43):

Penka Stateva (2002) How different are different degree constructions?
Pei-Jung Kuo (2009) IP internal movement and topicalization.
Serkan Sener (2010) (Non-)peripheral matters in Turkish syntax.
Cynthia Zocca DeRoma (2011) Divide et impera - separating operators from their variables.
Ana Claudia Bastos-Gee (2011) Information structure within the traditional nominal phrase: The case of Brazilian Portuguese.
José Riqueros Morante (2013) Spanish nominal(ization) patterns


Shigeki Taguchi (2015) Syntactic operations on heads and their theoretical implications

Tsuyoshi Sawada (2015) Pleonastic merger

Yoshiyuki Shibata (2015) Exploring syntax from the interfaces

Marcin Dadan (in progress)

Renato Lacerda (in progress)

Troy Messick (in progress)

Vanessa Petroj (in progress)

Yuta Sakamoto (in progress)

Aida Talić (in progress)

Neda Todorović (in progress)

Yong Suk Yoo (in progress)

Ja Yeon Park (in progress)

Ryosuke Hattori (in progress)

Adrian Stegovec (in progress)

Akihiko Arano (in progress)

Laura Snider (in progress)

Hiroaki Saito (in progress)

Hiromune Oda (in progress)

Yuta Tatsumi (in progress)

Associate advisor (27):


Sandra Stjepanović (1999) What do scrambling, second position cliticization and multiple wh-fronting have in common?


Arthur Stepanov (2001) Cyclic domains: A minimalist study on adjunction and extraction.

Acrisio Pires (2001) The syntax of gerunds and infinitives: Subjects, Case, and control. [University of Maryland]

Saša Vukić (2003) On Features and the MLC.


Bosook Kang (2005) Acquisition of language particular properties under impoverished input.


Lydia Grebenyova (2006) Multiple interrogatives: Syntax, semantics, and learnability. [University of Maryland]
David Hron (2011) Arity operations: Domain of application. A comparative study of Slavic Languages [external reader, Tel Aviv University]
Will Harwood (2013) Being progressive is just a phase: Dividing the functional hierarchy. [Ghent University]
Lena Ibnbari (2015) Right node raising structures in Russian: an analysis in terms of multidominance [Ben-Gurion University of the Negev]
Peter Smith (2015) Feature Mismatches: Consequences for Syntax, Morphology and Semantics
Sabine Laszakovits (in progress)
Gísli Harðarson (in progress)
Koji Shimamura (in progress)
Shen Zheng (in progress)

December 2015
Curriculum Vitae

ANDREA CALABRESE

Department of Linguistics
University of Connecticut
U-145
Storrs, CT 06269

26 Elm Hill Rd.
Talcottville, CT 06066

EDUCATION

1975-1980 University of Padova Padova, Italy
Doctor in Humanities (Dottore in Lettere), Summa cum Laude
Thesis Title: Alcuni sviluppi recenti in Grammatica Generativa
Advisor: Prof. Alberto Mioni

1984-1988 Massachusetts Institute of Technology Cambridge, MA
Ph.D in Linguistics
Thesis title: Towards a Theory of Phonological Alphabets
Advisor: Prof. Morris Halle

SCHOLARSHIPS

January 1978-University of Warsaw Warsaw, Poland
June 1978 Department of Philosophy of Language

1980-1981 Polish Academy of Sciences Warsaw, Poland
Department of Logic and Philosophy of Language

ACADEMIC APPOINTMENTS

March 1981-University of Konstanz Konstanz, Germany
September 1981 Research Fellow in Italian Linguistics
Department of Romance Languages

October 1981-University of Konstanz Konstanz, Germany
March 1982 Instructor in Italian Linguistics
Department of Romance Languages

1982-1985 Scuola Normale Superiore Pisa, Italy
Post-doctoral Fellow in Linguistics

1983-1984 Massachusetts Institute of Technology Cambridge, MA
Visiting Scholar
Department of Linguistics
<table>
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<tr>
<th>Time</th>
<th>Institution</th>
<th>Location</th>
<th>Position/Role</th>
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<tr>
<td>Fall 1984</td>
<td>Wellesley College</td>
<td>Wellesley, MA</td>
<td>Instructor, Department of Italian</td>
</tr>
<tr>
<td>September 1988-</td>
<td>The Johns Hopkins University</td>
<td>Baltimore, MD</td>
<td>Post-Doctoral Fellow in Cognitive Neuro-Psychology, Department of Psychology</td>
</tr>
<tr>
<td>June 1989</td>
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<tr>
<td>July 1989-</td>
<td>Harvard University</td>
<td>Cambridge, MA</td>
<td>Assistant Professor of Linguistics, Department of Linguistics</td>
</tr>
<tr>
<td>July 1994</td>
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<tr>
<td>July 1994-</td>
<td>Harvard University</td>
<td>Cambridge, MA</td>
<td>Associate Professor of Linguistics, Department of Linguistics</td>
</tr>
<tr>
<td>December 1996</td>
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<tr>
<td>June-July 1996</td>
<td>Universita' di Padova</td>
<td>Padova Italy</td>
<td>Visiting Professor, Department of Linguistics, (Taught two one-month courses:</td>
</tr>
<tr>
<td>November 1996</td>
<td>University of Budapest</td>
<td>Budapest, Hungary</td>
<td>Visiting Professor, Department of Romance Languages, (taught a two week-course on Romance phonology)</td>
</tr>
<tr>
<td>March-May 1999</td>
<td>Universita di Siena</td>
<td>Siena, Italy</td>
<td>Visiting Professor for a series of classes on Phonological Theory, Facolta di Lettere, University of Siena, Italy. March 16-25, April 12-28, May 12-28</td>
</tr>
<tr>
<td>May 2001</td>
<td>Universita' di Padova</td>
<td>Padova Italy</td>
<td>“Introduction to Dynamic Phonology.” Seminar, Department of Linguistics, University of Padova, Padova, Italy, May 16-17.</td>
</tr>
</tbody>
</table>
May 2003. **Universita' di Padova** Padova Italy
“Distributed Morpology” Seminar, Department of Linguistics, University of Padova, Padova, Italy, May 26-27.

April 28-October 2003 **Universita di Siena** Siena, Italy
Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.

February 2004-July 2004 **Universita di Siena** Siena, Italy
Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.

May 2005-June 2005 **Universita di Siena** Siena, Italy
Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.

January 2006 **Universita di Siena** Siena, Italy
Visiting Professor. Program "Il Rientro dei Cervelli", Facolta' di Lettere, University of Siena, Italy.

May 2006-June 2006 **Universita di Siena** Siena, Italy
Visiting Professor Facolta' di Lettere, University of Siena, Italy.

May 2007-June 2007 **Universita di Siena** Siena, Italy
Visiting Professor Facolta' di Lettere, University of Siena, Italy.

May 2008-June 2008 **Universita di Siena** Siena, Italy
Visiting Professor. Facolta' di Lettere, University of Siena, Italy.

May 2009-June 2009 **Universita di Siena** Siena, Italy
Visiting Professor. Facolta' di Lettere, University of Siena, Italy.

May 2010 **Universita di Siena** Siena, Italy
Visiting Professor. Facolta' di Lettere, University of Siena, Italy.

May 2011 **Universita di Siena** Siena, Italy
Visiting Professor. Facolta' di Lettere, University of Siena, Italy.

June 2011 **Universita' di Padova** Padova Italy
Visiting Professor Department of Linguistics
Seminar: new perspectives on Sanskrit syllabification

January 1997 - July 2007
University of Connecticut
Storrs, CT
Associate Professor
Department of Linguistics

July 2007 - Present
University of Connecticut
Storrs, CT
Full Professor
Department of Linguistics

PUBLICATIONS


33. "Introduction to Phonological Theory" in A Calabrese (ed.)) A Romance Phonology Reader, Doctoral Program in Romance Philology, L. Eötvös University, Budapest, 1996.


36. Cristina Romani and Andrea Calabrese


42. “Metaphony Revisited” in Rivista di Linguistica 11, 1999, pp. 7-69


56. Cluster syllabification, Gemination and Syllabic Repairs in Sanskrit, in Rajat Mohanty and Mythili Menon (eds.) Universals and Variation, Hyderabad, 2009


63. Allomorphy in the Italian Passato Remoto: A Distributed Morphology Analysis. Language and Information Society. Language and Information Institute, Sogang University, Korea. 1-75.


67. Glushan, Zhanna, and Andrea Calabrese “Context Sensitive Unaccusativity in Russian and Italian’ Proceedings of West Coast Conference on Formal Linguistics 31 (WCCFL 31), Arizona State University, Tempe, AZ.


IN PRESS.

75. Andrea Calabrese (2014) On the morphophonology of Metaphonic Alternations in Altamurano. Francesc Torres-Tamarit, Kathrin Linke and Marc van Oostendorp (eds.) Approaches to Metaphony in the Languages of Italy. De Gruyter Mouton

76. Mirko Grimaldi, Sandra Miglietta and Andrea Calabrese “On integrating different methodologies in phonological research: acoustic, articulatory, behavioral and neurophysiological evidence in the study of a metaphony system” Francesc Torres-Tamarit, Kathrin Linke and Marc van Oostendorp (eds.) Approaches to Metaphony in the Languages of Italy. De Gruyter Mouton


78. Irregular Morphology and Athematic Verbs in Italo-Romance. To Appear in Isogloss. A Journal on Variation of Romance and Iberian languages

WORKS IN PROGRESS:

79. Andrea Calabrese, Bianca Sisinni, Mirko Grimaldi, Barbara Gili Fivela Francesco Sigona. Perception and Production of Non-Native Vowels by Adult Speakers

80. Sisinni, B., Grimaldi, M., Calabrese, A., Pellegrino, S., "Measuring visual attention during audiovisual speech perception".


82. Andrea Calabrese and Zhanna Glushan
"Ne-cliticization and auxiliary selection: agentivity effects in Italian."

83. Andrea Calabrese  
Essays in Morpho-Phonology  
Aspects of Sanskrit Morpho-honology (Book in progress: almost completed)  
The morpho-phonology of the Italian verbs.

84. Giuliano Bocci and Andrea Calabrese  
Givenness, Focus and Pitch-accenting: The Case of Tuscan Italian

SYMPOSIA AND CONFERENCES

July 1979  "Some Remarks on Grammar and Ideology" presented at the 2nd Congress of IASS (International Association of Semiotic Studies), Vienna, Austria.

October 1980  "Sui pronomi atoni e tonici dell'italiano" presented at the 7th Meeting of the Rivista di Grammatica Generativa, Amelia, Italy.

December 1980  "La grammatica generativa ed il problema della forma logica" presented at the Meeting of the AISS (Associazione Italiana di Studi Semiotici), Palermo, Italy.

February 1983  "Interrogazione multipla, focus ed emarginazione in Italiano" presented at the 9th Meeting of the Rivista di Grammatica Generativa, Venice, Italy.


April 1985  "Some properties of the Italian Pronominal System" presented at the Symposium "Tema-Rema in Italiano/Theme-Rheme in Italian," Frankfurt am Main, Germany.

November 1986  "The Interaction of Phonological Rules and Filters in Salentino" presented at the 17th Meeting of the NELS, MIT, Cambridge, MA.


April 1987  "Consonantal Alternations in Salentino" presented at the Cortona Phonology Meeting, Cortona, Italy, 6-7 April 1987.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1989</td>
<td>&quot;The Lack of Infinitival Clauses in Salentino: a Synchronic Analysis&quot; presented at the LSRL XIX, Columbus, Ohio.</td>
</tr>
<tr>
<td>April 1990</td>
<td>(in collaboration with Cristina Romani) &quot;Syllable Structure in Aphasia: A Case Study&quot;, Cortona Phonology Meeting II, Cortona, Italy</td>
</tr>
<tr>
<td>May 1990</td>
<td>(in collaboration with Cristina Romani) &quot;The Representation of from an Aphasic Patient&quot;, I Annual Meeting of TENNET (Theoretical and Experimental Neuropsychology - Neuropsychologie Expérimentale et Théorique), Montreal, Canada.</td>
</tr>
<tr>
<td>February 1991</td>
<td>&quot;Palatalization Processes in the Romance Languages: A Theoretical Symposium on Romance Languages XXI,</td>
</tr>
<tr>
<td>June 1991</td>
<td>Week-long seminar (5 lectures) presenting my theory of phonological markedness and palatalization, University of Padova, Italy.</td>
</tr>
<tr>
<td>October 1991</td>
<td>(in collaboration with Cristina Romani) &quot;Deletion Errors: Evidence for a hierarchy of syllabic configurations&quot; presented at the XXIX Meeting of the Academy of Aphasia, Rome, Italy</td>
</tr>
<tr>
<td>October 1992</td>
<td>&quot;Theoretical Consequences of Phonological Disturbances in Aphasia: A Linguistic Point of View&quot;. Poster presented at Faculty of Arts and Sciences Neuro-Science Fair, Harvard University, Cambridge, MA.</td>
</tr>
<tr>
<td>June 1994</td>
<td>&quot;The morphology of Italian clitic systems and Distributed Morphology&quot; lecture given at the University of Padova, Padova, Italy, June 28.</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 1994</td>
<td>&quot;The Latin nominal morphology and its development in Romance&quot;</td>
</tr>
<tr>
<td>October 1996</td>
<td>&quot;Messapica&quot;</td>
</tr>
<tr>
<td>March 1997</td>
<td>'Sievers' Law in Vedic&quot;</td>
</tr>
</tbody>
</table>

May 2001  “OT Failures and Dynamic Phonology,” Invited talk at the Department of Linguistics, University of Siena, Siena, Italy, May 19.


April 2002  "On the Feature [ATR] and the Evolution of the Short High Vowels of Latin into Romance. Key-Note Lecture of 32nd Linguistic Symposium on Romance Languages, University of Toronto, April 19-21.


<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2005</td>
<td>(with Samuel Jay Keyser) &quot;On the peripatetic behavior of aspiration in Sanskrit roots, 5th Asian GLOW, October 5-8, Jawaharlal Nehru University, New Delhi, India.</td>
</tr>
<tr>
<td>February 2010</td>
<td>Andrea, Calabrese, Francesco Sigona, Luigina Carrappa, Bianca Sisinni, Mirko Grimaldi, &quot;L’armonia vocalica nel dialetto di...&quot;</td>
</tr>
</tbody>
</table>

15
Tricase (Salento meridionale): studio articolatorio tramite ultrasuoni, Associazione Italiana Studio della Voce, Napoli, 2-4 Febbraio 2010.


May 2010 Riflessioni sulla morfologia dei sistemi di Caso, University of Florence, May 13, 2010

September 2010 Morphological markedness effects in the subject clitic systems of Italian dialects. Keynote Speaker, X Incontro di dialettologia italiana, University of Bristol, UK. September 22-24.


March 2011 Gemination in Sanskrit and Middle Indic languages, March 11, Invited presentation, Jawaharlal Nehru University, New Delhi, India.


January 2013 Roberto Petrosino, Mirko Grimaldi, Sandra Miglietta and Andrea Calabrese “Rappresentazioni uditive e (sotto)specificazione fonologica nella percezione del parlato: uno studio elettrofisiologico”. 9th Convegno
Nazionale dell’Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma,

January 2013


January 2013

Sisinni, Bianca, Mirko Grimaldi, Barbara Gili Fivela, Francesco Sigona e Andrea Calabrese. “Percezione e produzione di vocali non native da parte di parlanti adulti” 9th Convegno Nazionale dell’Associazione Italiana di Scienze della Voce [AISV], Italy, Venice, January 2013. Roma,

February 2013

Glushan, Zhanna, and Andrea Calabrese. “Context Sensitive Unaccusativity in Russian and Italian” WCCFL 31, 8-10 February 201, Arizona State University

January 2014


February 2014

Roberto Petrosino, Sandra Miglietta, Mirko Grimaldi and Andrea Calabrese “(A)symmetries and phonological (under)specification in speech perception: a MMN study” The 40th Incontro di Grammatica Generativa, Trento, Italy, February 13-15.

June 2014

“Irregular Morphology and Athematic Verbs in Italo-Romance” 8th Cambridge Italian Dialect Syntax and Morphology Meeting, 20-22 June University of Padova-University of Venice

October 2014

On the morphophonology of metaphonic alternations in some Italian dialects. What do they tell us about the organization of the grammar? Ferrara International Phonology Meeting, Phonological Questions for the Next Decade. October 9-10, Ferrara, Italy.

November 2014


January 2015

“Metaphony in Altamura” Invited Speaker, Department of Linguistics, University of Padova, Italy.
MARIE COPPOLA

Department of Psychological Sciences
University of Connecticut
406 Babidge Road
Unit 1020
Storrs, CT 06269-1020

Cell +1 860 617-7586
Fax +1 860 486-2760
Skype mariecoppola
Videophone +1 860 288-5332
Email marie.coppola@uconn.edu

http://psych.uconn.edu/faculty/coppola.php
http://languagecreationlab.uconn.edu

2010-present  Assistant Professor, Department of Psychological Sciences (Developmental Division) and Department of Linguistics, University of Connecticut, Storrs, CT
Director, Language Creation Laboratory

Education
University of Rochester, Rochester, NY.

Linguistic Society of America Summer Institute, University of New Mexico, 1995

Massachusetts Institute of Technology, Cambridge, MA.
S. B., Cognitive Science, 1991; Minor in Spanish Language, Literature, & Culture

Research Areas: Language emergence and change; Homesign; Language acquisition; Language and cognition; Cognitive development; Sign language, gesture, and modality issues

Competitive Grant Awards

• NSF (Education and Human Resources) “CAREER: The impact of language experience on the development of number representations in deaf, hard of hearing, and hearing children” Recommended for funding 2016-2020
• NSF (Linguistics) “A typological analysis of handshape: Gesture, homesign, and sign language” 2012-2017 (Coppola, Co-PI; Brentari, PI)
• NIH (NIDCD) R01 DC00491 “From spontaneous sign systems to sign language” 2011-2016 (Goldin-Meadow, PI; Coppola, Consultant)
• Small Grant Fund, University of Connecticut Dept. of Speech, Language, & Hearing Sciences “Number language and numerical cognition in deaf children” 2012-2013 (Coppola, PI)
• NIH (NIDCD) P30 DC010751 “Emergence, structure, and neurological basis of typical and atypical language” 2010-2012 (Coppola, Co-I; Lillo-Martin, PI)
• NIH Loan Repayment Program, 2007-2009 (Coppola, PI)
• Psychonomic Society, Women in Cognitive Science Travel Award, 2006 (Coppola, PI)
• NIH National Research Service Award (NIDCD), Postdoctoral, 2004-2005 (Coppola, PI)
• National Academy of Education/Spencer Foundation Postdoctoral Fellowship, 2004-2005 (Coppola, PI)
• National Science Foundation Graduate Research Fellowship, 1996-1999
• National Defense Science and Engineering Grant, Honorable Mention, 1996
• McGill University, Max Stern Recruitment Fellowship, 1995 (declined)

Awards and Honors

• National Institutes of Health Training Grant (postdoctoral), University of Chicago, 2002-2004
• National Institutes of Health Training Grant (predoctoral), University of Rochester, 1999-2002; 1995-6
• Massachusetts Institute of Technology, Special Commendation for Teaching, 1992

Languages
Native: English and American Sign Language; proficient in written and spoken Spanish; conversational in Nicaraguan Sign Language and various homesign gesture systems; consummate gesturer.
RESEARCH POSITIONS

University of Chicago
2006-2009  Research Associate, NIH R01 grant “Spontaneous sign systems in four cultures”
       PI: Dr. Susan Goldin-Meadow
2002-2006  Post-doctoral research  Collaborator: Dr. Susan Goldin-Meadow

Purdue University
2006-2011  Consultant, NSF grant “Grammatical regularities in sign language and homesign”
       PI: Dr. Diane Brentari

University of Rochester, Department of Brain and Cognitive Sciences
1995-2002  Doctoral research  Advisor: Dr. Elissa L. Newport

Massachusetts Institute of Technology, Department of Brain and Cognitive Sciences

PUBLISHED ARTICLES AND CHAPTERS


**Manuscripts Submitted and in Preparation**


Gagne, D. and M. Coppola. (in preparation). The role of language and education experience in False Belief understanding.


**PUBLISHED CONFERENCE PROCEEDINGS**


**BOOK SERIES**


**INVITED TALKS: SCHOLARLY**


Coppola, M. (2012). Number without a language model: What homesigners tell us about number representations. Language and Cognition Colloquium Series, Northeastern University, Boston, MA.

Coppola, M. (2012). Homesigners reveal core knowledge: Number language is robust but numerical cognition is not. Workshop on Core Knowledge, Language, and Culture, Lorentz Center, Leiden University, The Netherlands.


Coppola, M. (2005). From homesign to Nicaraguan Sign Language: Language genesis at the individual, family, and community levels. Program in Language and Cognition, Northwestern University, Evanston, IL.


INVITED TALKS: PUBLIC ENGAGEMENT


**PRESENTATIONS AT CONFERENCES**

**Papers:**


*Awarded the Cognitive Science Society Computational Modeling Prize


Posters (refereed):


classes in Nicaraguan Sign Language. Boston University Conference on Language Development, Boston, MA.


Posters (non-refereed):

Spring Frontiers in Undergraduate Research, Storrs, CT, April 2015:


Svelnys, C. and M. Coppola. Learning a count list supports exact representation of quantity: Evidence from a deaf child before and after exposure to sign language.

UConn Language Fest, Storrs, CT, April 2015:


Svelnys, C. and M. Coppola. Learning a count list supports exact representation of quantity: Evidence from a deaf child before and after exposure to sign language.

Jenkins, T., M. Coppola, and C. Coelho. Gesture frequency and discourse quality in aphasia.

Fall Frontiers in Undergraduate Research, Storrs, CT, October 2014:


Finding Common Ground: Social, Ecological, and Cognitive Perspectives on Language Use, Storrs, CT, May 2014:

Carrigan, E. and M. Coppola. Communication partners’ comprehension of family-based homesign gesture systems.

Gagne, D. and M. Coppola. Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers.

University of Connecticut Language Fest, Storrs, CT, April 2014:

Gagne, D. and M. Coppola. Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers.

Jenkins, T., C. Coehlo, and M. Coppola. Effective quality of gestures in narrative production in aphasia.


University of Connecticut Language Fest, Storrs, CT, April 2013:


Coppola, M. and D. Gagne. Stories don’t get better with age: Maturation and life experience do not drive narrative structure in emerging languages.


Jenkins, T., C. Coehlo, and M. Coppola. The effects of gesture and gesture restriction on discourse quality: Pilot study proposal.

Richie, D. R., C. Yang, and M. Coppola. Elicitation and analytic methods for documenting the lexicons of emerging signed languages.


University of Connecticut Language Fest, Storrs, CT, April 2012:


Other venues:


**TEACHING: UNIVERSITY OF CONNECTICUT**

Spring 2016  PSYC 2400 Developmental Psychology (undergraduate)
Fall 2015   PSYC 2400 Developmental Psychology (undergraduate)
Coppola curriculum vitae, page 13 of 17

Teaching:

University of Chicago, Departments of Psychology & Comparative Human Development
Winter 2008-09 Designed and taught How Children Develop in the Urban Teacher Education Program.
2006 Seminar on Syllabus & Course Design, Center for Teaching & Learning, Univ. of Chicago.
Spring 2004 Co-led Evolution & Development of Language (Graduate seminar).
Spring 2003 Designed and taught Human Language Creation (Graduate seminar).
2003-2005 Initiated and led Gesture Reading Group.

University of Rochester and MIT, Departments of Brain and Cognitive Sciences


Supervising & Mentoring

University of Connecticut, Departments of Psychology and Linguistics
Graduate Mentoring
2010-2015 Psychology, Ph.D. Major Advisor
Emily Carrigan (origins of spatial grammar in Nicaraguan Sign Language (NSL))
Deanna Gagne (development of structure in NSL)
Russell Richie (development and structure of lexicon)

Psychology, Ph.D. Associate Advisor
Jason Anastas (multi-scale measures of executive function)
Rebecca Boncoddo (dynamics of counting)
Ashley De Marchena (gesture and Autism Spectrum Disorder (ASD))
Kaitlin Flannery (friendship dissolution in adolescence)
Christina Irvine (socio-pragmatic development and ASD)
Emma Kelty-Stephen (lexical and grammatical development in autism)
Jessica Mayo (pragmatics in autism)
Jinhee Park (language in Korean children with ASD)
Saima Tek (joint attention and ASD)
Ya-Ching (Maggie) Yeh (acquisition of Mandarin)

**Psychology**, Ph.D. Reader
Jennifer Bisson, Laura Brennan, Nicole Depowski, Anthony Goodwin, Pamela Whitney

**Psychology**, M.A. Major Advisor
Emily Carrigan, Deanna Gagne, Erica Israel, Russell Richie

**Psychology**, M.A. Associate Advisor
Deanna Gagne, National Science Foundation Graduate Research Fellowship
Christopher Brozdowski, NSF Graduate Research Fellowship Honorable Mention

**Linguistics**, Ph.D. Associate Advisor
Corina Goodwin (acquisition of morphology in bimodal bilinguals)
Sandra K. Wood (homesign and Universal Grammar)

2010-present
Prior to and during annual field trips to Nicaragua, trained four graduate students in sign language fieldwork techniques in developing countries.
Supervised 12 undergraduate students on various research projects related to homesign, emerging languages, sign language linguistics, and language and cognition.

2010-present
Nationally competitive fellowships awarded to mentees
Deanna Gagne, National Science Foundation Graduate Research Fellowship
Christopher Brozdowski, NSF Graduate Research Fellowship Honorable Mention
Emily Carrigan, NSF Graduate Research Fellowship Honorable Mention

**Undergraduate Mentoring and Awards**
Office of Undergraduate Research

**Summer Undergraduate Research Fund (SURF) Award**
Keesha Miller 2015 Named award: Robert and Elizabeth Subkowsky Award
Eli Miranda 2013

**Social Sciences, Humanities, and Arts Research Experience (SHARE) Award**

**Psychology Undergraduate Research Award**
Spring 2015 Sarah Lodge, Keesha Miller
Fall 2014 John Gerrity, Jessica Hazel
Fall 2013 Eli Miranda

**Psychology**, Undergraduate thesis advisor: Jeannette DeFrino

**University of Chicago, Department of Psychology**
2006-2008 Co-supervised Ph.D. on numerical cognition in Nicaraguan homesigners (E. Spaepen).
Designed and conducted independent reading and research course on the ethics of social science research in developing countries.

2003-present Supervised seventeen undergraduate research assistants in coding data from child and adult homesigners, hearing family members, and other hearing adults in Nicaragua.


**University of Rochester, Department of Brain and Cognitive Sciences**

2002-2003 Supervised full-time research assistant on all aspects of experimental field work in Nicaragua: stimulus creation and design, data coding and analysis; fieldwork techniques.

Spring 1999 Supervised independent study project on morphology in homesign systems.

**Massachusetts Institute of Technology, Dept. of Brain & Cognitive Sciences, Clinical Research Center**

1992-1995 Supervised several undergraduate research assistants on data collection, coding, and analysis of language data from patients with neurodegenerative diseases and brain injury.

**PROFESSIONAL ACTIVITIES (Ad hoc Reviewer):**

**Journals**

- Cognition
- Cognitive Development
- Cognitive Science
- Developmental Psychology
- Developmental Science
- Erkenntnis
- Frontiers in Psychology: Language Sciences
- Infancy
- International Journal of Psychology
- Journal of the American Philosophical Association
- Journal of Autism and Developmental Disorders
- Journal of Child Language
- Journal of Cognitive Neuroscience
- Journal of Experimental Child Psychology
- Journal of Experimental Psychology: Learning, Memory and Cognition
- Journal of Linguistics
- Journal of Nonverbal Behavior
- Language
- Language Acquisition
- Language, Interaction, and Acquisition
- Language Learning and Development
- Learning Communities (special issue on sign languages)
- Learning and Individual Differences
- Lingua
- Psychological Science
- Sign Language and Linguistics
- Society for Caribbean Linguistics

**Granting Agencies**

- Endangered Languages Documentation Programme
- Israel Science Foundation
- National Science Foundation, Linguistics Program
- Netherlands Organisation for Scientific Research
- Boston University Conference on Language Development
- Evolution of Language Conference
- International Society for the Study of Gesture
- Israel Association for Theoretical Linguistics
- Society for Research in Child Development

**Memberships:**

- Cognitive Science Society
- International Society for the Study of Gesture
- Linguistic Society of America
- Sign Language & Linguistics Society
- Society for Language Development
- Society for Research in Child Development
PUBLIC ENGAGEMENT

2005-present  Executive Director and Founder, Manos Unidas (Hands Together)
http://www.manos-unidas.org

Mission Statement: Ensuring equal access to educational and vocational opportunities for deaf children and young deaf adults in Nicaragua by providing access to sign language, Spanish literacy, numeracy, and real-life job skills so they can become contributing members of society and the Deaf community.

With two students at the University of Chicago, founded a non-profit organization to promote educational and vocational opportunities for Nicaraguan deaf people. After relocating to Connecticut, in 2012 reconstituted the board of directors, built the organization’s infrastructure, hired a National Director to represent the organization in Nicaragua, created a website, established a donor database, and initiated a major fundraising campaign. Planned programs, hired staff, and oversaw staff training and curriculum development for our current projects. These include 1) establishing weekly sign language classes in two rural areas of Nicaragua without any other special education and 2) increasing the number of Deaf-accessible (interpreted into sign language) secondary education programs nationally from 2 to 3. Received 501(c)3 status in 2007. In 2013 was invited to participate in a Disabilities Roundtable at the United States Embassy in Managua, Nicaragua. Annual budget ~$30,000.

INTERDISCIPLINARY EFFORTS AND CONFERENCE ORGANIZING

2015  UConn Sign Fest (Co-Organizer, Dr. Diane Lillo-Martin, Linguistics)

Organized a one-day mini-conference highlighting a range of research with sign languages. Half of the presentations were given by Deaf scholars. Attendance 50.

2014-2015  Participating faculty, Expression, Communication, and the Origins of Meaning Research Group (Dr. Dorit Bar-On and Dr. Mitchell Green (Philosophy), Directors)

2013-2014  Language Evolution and Emergence Reading Group (with Russell Richie, graduate student)

Established reading group focused on issues of language evolution and emergence; participants include faculty and students from Psychology, Linguistics, and Philosophy.

2011-2015  UConn Language Fest (Co-Organizer, Dr. Emily Myers)

Organized a plenary session on campus (Oak Hall) featuring three speakers and two poster sessions with 45-64 posters presented by UConn faculty, graduate students, and affiliates to catalyze new collaborations in the study of language across disciplinary and departmental boundaries. Attendance 140.

2010-2011  Language Plasticity Reading Group (Co-Organizer, Dr. Emily Myers)

UNIVERSITY AND DEPARTMENT SERVICE

2013  College of Liberal Arts and Sciences Focus Group on communication

2012  College of Liberal Arts and Sciences Grade Appeal Committee

University of Connecticut, Department of Psychology

2014  Deaf Awareness. With Erica Israel, a Deaf graduate student, offered a department colloquium providing orientation to Deaf culture and offering strategies for interacting with Deaf colleagues.

2013  Cognitive Science Search Committee. Represented the Developmental Division in an interdisciplinary search, which resulted in 3 Psychology hires (one in Developmental) and one in Speech, Language, and Hearing Science.

2012-2015  Integrative Graduate Education and Research Training Grant (IGERT)
Executive Committee (2015-)

Courses and Curriculum Committee; Events Committee (2012-2014)

Diversity Committee (2012-2015): Discuss ways to recruit and retain students from underrepresented groups, including ethnic groups as well as disability groups (in particular, Deaf scholars).

2013-present Faculty Advisor, Language For All. Encouraged students to form a new student organization on campus dedicated to promoting access to rich language input for all children, especially those at risk (e.g., deaf children in the US and in developing countries; children in families of low socioeconomic status; bilingual children)

2013 Audio-visual consulting for Psychology Annex flex-space research rooms

2011 Husky Ally Safe Zone Workshop, University of Connecticut Rainbow Center

2011 Psychology Club lecture, Starting from Scratch: Language creation and language genesis in Nicaragua.

2010-present Coordinate graduate admissions procedures and recruitment efforts for the Developmental Division

University of Connecticut, Department of Linguistics

2011 Search Committee, Sign Language Linguist

University of Chicago, Department of Psychology

2006 Postdoctoral Fellow Professional Development Series

Initiated meetings addressing professional development for 10 postdoctoral fellows.

2003-2008 Psychology Graduate Student Organization

Participated in panels on postdoctoral positions and applying to jobs for graduate students.

University of Rochester, Department of Brain and Cognitive Sciences

1997-2001 Participated in undergraduate panels on graduate and post-graduate careers for students in the Department of Brain and Cognitive Sciences and American Sign Language Program.


Scheduled speakers, arranged meetings, and coordinated social events.

1995-1996 Brain and Cognitive Sciences Lunch Series

Co-founded, with two other first-year graduate students, a weekly interdisciplinary departmental seminar series, which solidified connections in the newly-formed department.

Other Service

2008-2010 Reviewer, Children of Deaf Adults (CODA) Scholarship

Evaluated essays and application materials from students with Deaf parents and recommended recipients of college scholarships.

1999-2002 Educational Counselor, Massachusetts Institute of Technology, Rochester, NY

Interviewed undergraduate applicants and wrote evaluations for the Admissions Committee. Shared information and experiences about undergraduate life at MIT.

MEDIA APPEARANCES

2007, 2014 Chicago Public Radio (WBEZ), Worldview, Global Activism Series

Invited to discuss the current projects of Manos Unidas in Nicaragua; current students participated in both interviews to share how their activities in the organization enhanced their educational experiences. 2014 interview available at: http://www.wbez.org/episode-segments/global-activism-helping-deaf-nicaragua


http://wnpr.org/post/sumptuous-silence
Curriculum Vitae

Jon Gajewski
University of Connecticut       T 860.486.1584
Department of Linguistics       F 860.486.0190
365 Fairfield Way, U-1145       jon.gajewski@uconn.edu
Storrs Mansfield, 06269         http://gajewski.uconn.edu

Employment

2005-2011 Assistant Professor, University of Connecticut
2011-    Associate Professor, University of Connecticut

Education

2005  Ph.D. in Linguistics
      Massachusetts Institute of Technology
      Thesis: Neg-Raising: Presupposition and Polarity
      Chair: Irene Heim

2000  B.A. in Linguistics
      University of Michigan
      Summa cum laude

1997  Summer Greek Institute
      City University of New York

External Grants

Co-PI. National Science Foundation. On the traditional Noun
Phrase: Comparing languages with and without articles. 9/09-6/12.
(Grant#: 0920888 PI: Željko Bošković)

Internal Grants

Faculty Large Grant. University of Connecticut Office of
Research. Negative Polarity Items and the Varieties of
Entailment. 9/07-8/08. $3000

Scholarship Facilitation Fund grant. University of Connecticut
Office of Research. Representation of degree in American Sign
Language. 1/15 - 6/15. $1841

Peer-Reviewed Journal Articles and Book Chapters

Selected papers available for download at http://gajewski.uconn.edu

Gajewski, Jon. To appear. Foundation of Formal Semantics. In:

Gajewski, Jon. To appear. The name and nature of neg-raising. In:
Companion to semantics. Matthewson, Rullmann, Zeijlstra (eds.),
Wiley. Invited contribution.


Manuscripts in Preparation


Current Service

Director of Graduate Studies, Department of Linguistics
Chair, College of Liberal Arts and Sciences, Committee on Curricula and Courses.

Other Publications


**Presentations**


**Ph.D Theses Supervised**

•ener, Nilüfer. 2011. Semantics and Pragmatics of Evidentials in Turkish. (Co-advised with Yael Sharvit)

Xu, Ting. 2015. Almost again: On the semantics and acquisition of decomposition adverbs. (Co-advised with William Snyder)

**Undergraduate Theses Advised**

Herrera, Gabriel. 2010. Language Shift in the Kamchatka
Peninsula: An historical examination into the regional Slavic influences and modern progressions in the case of Itelmen. Named an Outstanding Capstone Project by the Individualized Major Program at the University of Connecticut.


**Teaching Experience**

University of Connecticut

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<tr>
<th>Course</th>
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<tr>
<td>COGS 2201</td>
<td>Introduction to Cognitive Science</td>
<td>Sp11, Sp12</td>
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<td>LING 1010(101)</td>
<td>Language and Mind</td>
<td>F05, F06, F08, F10, F12</td>
</tr>
<tr>
<td>LING 202</td>
<td>Principles of Linguistics</td>
<td>F07</td>
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<tr>
<td>LING 2010Q</td>
<td>The Science of Linguistics</td>
<td>Sp10x2, F13, S16x2</td>
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<tr>
<td>LING 3510Q(206)</td>
<td>Syntax and Semantics</td>
<td>Sp08, Sp09</td>
</tr>
<tr>
<td>LING 5410(301)</td>
<td>Semantics I</td>
<td>F05, F06, F08, F09, F10, F12, F15</td>
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<tr>
<td>LING 5420(370)</td>
<td>Semantics II</td>
<td>Sp08, Sp12</td>
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<tr>
<td>LING 6010</td>
<td>General Exam Workshop</td>
<td>07, 09</td>
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<tr>
<td>LING 6040</td>
<td>Structure of (A)SL</td>
<td>S14</td>
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<tr>
<td>LING 6410(373)</td>
<td>Semantics Seminar</td>
<td>F07</td>
</tr>
<tr>
<td>LING 6420(372)</td>
<td>Topics in Semantics</td>
<td>Sp05, Sp06, Sp09, Sp11, Sp13</td>
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**Service**

2015- **Chair**, University Task Force on General Education
2013- Member, Curricular Action Workflow Committee
2013- Member, Disability Studies Advisory Committee
2013 Member, UConn Strategic Area Advisory Team: Brain, Mind and Cognition
2013 Member, CLAS Academic Vision Faculty Advisory Committee
2013- **Chair**, CLAS Committee on Curricula and Courses
2012-14 Director of Undergraduate Studies, Cognitive Science program.
2011- Associate Editor, Journal of Semantics
2010- Member, Associate Editorial Board, Linguistic Inquiry
2010-14 Member Cognitive Science Steering Committee, UConn.
2010 Co-Chair of Admissions, UConn Linguistics.
2007-2010 Co-Director of Undergraduate Studies, UConn Linguistics.
2007-2010 Undergraduate Council, UConn College of Liberal Arts and Science.
2007 Co-organizer of Semantics and Linguistic Theory; May 11-13; Storrs, CT.
2005- Member, Committee on Courses and Curricula, UConn CLAS.
2004- Ad hoc Reviewer

- Conferences: NELS, WCCFL, SALT, Sinn und Bedeutung, GLOW, LSA
National Science Foundation, Israeli Science Foundation, Social Sciences and Humanities Research Council (Canada)

2001-3 Organizer: Syntax/Semantics Reading Group, MIT.
Curriculum Vitae: Magdalena Kaufmann

office: Department of Linguistics, Unit 1145
365 Fairfield Way, Room 353
Storrs, CT 06269-1145
+1-860-486-5769

home: 110 Summit Rd.
Storrs, CT 06268
+1-847-440-9319

email: magdalena.kaufmann@uconn.edu
web page: http://homepages.uconn.edu/~mak12019/

maiden name: Johanna Magdalena Scheiner
previous name: Johanna Magdalena Schwager
date of birth: February 2, 1978
citizenship: Austrian

Education:

2006 Dr. phil., general linguistics, University of Frankfurt, summa cum laude
advisors: Thomas Ede Zimmermann, Günther Grewendorf,
Arnim von Stechow (external)

2002 - 2005 PhD student, University of Frankfurt/Main,
Graduiertenkolleg Satzarten: Variation und Interpretation.

2002 Mag. phil. in general linguistics/German philology,
University of Vienna, summa cum laude
advisors: Wolfgang U. Dressler, Martin Prinzhorn, Arnim von Stechow (external)

1999 - 2002 Courses in computer science, Technical University of Vienna

1999 - 2002 Courses in philosophy, University of Vienna

1998 - 1999 Visiting student (ERASMUS), University Rome III,
general linguistics and Italian philology.

1996 - 2002 General linguistics and German philology, University of Vienna
1996 final examination (summa cum laude)

1988 - 1996 Gymnasium (classical languages)
Employment:

2012–present  Assistant Professor, University of Connecticut
2008–2012  Junior Professor (W1, tenure track) and research group leader for group *Noun phrases in intensional contexts*, University of Göttingen (reappointment: 2011)
2010–2012  Visiting Researcher, Northwestern University, Evanston, IL
winter term 07/08, winter term 08/09, summer term 10  Guest lecturer (MA program), University of Vienna
2006–2008  Instructor (MA program), University of Frankfurt
2005–2008  Postdoctoral researcher, University of Frankfurt (part of DFG-Forschergruppe *Funktionalbegriffe & Frames*)
2000–2002  Teaching assistant for *Grundfragen der Sprachwissenschaft* (Introduction to linguistics), Wolfgang U. Dressler
2000–2001  Temporary staff at the Department of General Linguistics, Vienna (3 months)
1998–2000  Coach at *International Language Services* (1030 Vienna) [German, Latin]

Academic Services:

Editorial Work:

2010–present  Associate editor for journal *Semantics and Pragmatics*
2009–present  Reviewer for book proposals with Cambridge University Press

Conference and Workshop Organization:

2015  Co-organizer of the Annual Workshop of the UConn Logic Group ‘Going Heim’
08/2014–present  Area representative for linguistics at UConn Logic Group
2014  Co-organizer of workshop ‘Models in Formal Semantics and Pragmatics ’ *26th ESSLLI*, Tübingen (Germany).
2013  Co-organizer of workshop ‘Modality as a window on cognition’ *International Congress of Linguists*, Geneva (Switzerland).
2011  Co-organizer of workshop ‘Zur grammatischen Realisierung von Einstellungsinhalten’, *DGfS Jahrestagung 2011*, University of Göttingen
2010-2011  Member of organizing committee for *DGfS Jahrestagung 2011*
2010  Member of program committee for *Sinn und Bedeutung 15*
2010  Member of organizing committee for *Semantik und Pragmatik des Südwestens 2*
2009  Member of program committee for *Sinn und Bedeutung 14*
2008–2012  (Co-)Organizer of the following workshops at the University of Göttingen ‘Frequently Asked Concealed Questions’, ‘Speech Acts’, ‘Flavoured Utterances -

2006–present Referee for international conferences and workshops (e.g. SALT, Sinn und Bedeutung, Amsterdam Colloquium, GLOW)

2000 Member of organizing committee for 9th International Morphology Meeting

Academic administration:

08/2014-07/2015 Webmaster & Publicity, Dept. of Linguistics, University of Connecticut
2013 Co-chair of graduate admissions, Dept. of Linguistics, University of Connecticut
2010-2012 Member of search committee for W2, English Language, University of Göttingen
2009 Chair of search committee for W1, Romance Linguistics, University of Göttingen

Grants and Collaborations:

08/2015-01/2016 JSPS invitation fellowship for research in Japan (long term)
04/2015-03/2018 Joint researcher in ILCAA joint research project ‘Semantics of Discourse Particles in East and Southeast Asian Languages’
2011–2012 PI in DFG Research Group Relative Clauses, University of Frankfurt/Göttingen [1 PhD position (for 3 years: 132,600.00 Euros out of 2,488,927.00 Euros for entire group)]
2010–2012 DAAD cooperation Germany-Hongkong Cross-linguistic investigation into the interaction between speech acts and particles (with Yurie Hara) [2 years; 9,420 Euros for travel]
2009–2012 PI in Courant Centre The Multi-Layered Text Protocol, University of Göttingen
2008–2012 Free Floater Group Noun Phrases in Intensional Contexts, University of Göttingen [own position + 1.5PhD + discretionary funds of 39.800 Euros/a.]
2005 Collaboration in development of research proposal DFG-Forschergruppe Funktionalbegriffe & Frames, University of Düsseldorf/University of Frankfurt/Main.

Awards and Scholarships:

2005 ESSLLI Student Session Best Paper Award
2004 - 2007 Invited to meetings III, V, VI, VII, VIII and IX of the international research group Semantiknetzwerk
2004 Invitations as visiting scholar, ZAS Berlin (5 and 10 days)
2002 - 2006 Graduate School Fellowship, DFG
1996 Winner of Austrian Olympics in Classical Greek
Languages:

- German: native
- English, Italian: excellent
- French: reading, basic speaking
- Tagalog, Hungarian, Japanese: basic
- Latin, Classical Greek: reading
Publications and Presentations

Note: published/presented under the name of ‘Schwager’ unless indicated otherwise.

Books:

2012  [as M. Kaufmann] *Interpreting Imperatives*

Journal Articles:

in prep.  [as M. Kaufmann; with C. Poschmann] Questioning imperatives.
acc.     [as M. Kaufmann] Free choice is a form of dependence. Accepted for publication in *Natural Language Semantics*.
2001     [as M. Scheiner] Development of the German Future Periphrasis

Papers in Peer Reviewed Collections:

2011     Imperatives and tense
2010     Modality and speech acts: troubled by German *ruhig*

Papers in Collections:

in prep.  [as M. Kaufmann; with S. Tamura] Possibility and necessity: deontic and epistemic
t.a.      [as M. Kaufmann; with S. Kaufmann] Mood and Modality
t.a.      [as M. Kaufmann; with S. Kaufmann] Modality and Conditionals
2013     [as M. Kaufmann] Satztyp und Semantik
2010     On what has been said in Tagalog: Reportative *daw*
Proceedings Papers of Refereed Conferences:


2012 [with S. Kaufmann] Epistemic Particles and Performativity
In: *Proceedings of SALT 22. CLC*.

2011 Speaking of qualities
In: *Proceedings of SALT 19. CLC*.

In: *Proceedings of SALT 19. CLC*.

2009 [with E. Castroviejo-Miro] Amazing DPs
In: T. Friedman & S. Ito (eds.): *Proceedings of SALT 18. CLC*.

2009 What is amazement all about?
In: A. Riester (ed.) *Proceedings of Sinn und Bedeutung 13, OPUS*.

2008 Keeping Prices Low: an Answer to a Concealed Question
In: A. Grøenn (ed) *Proceedings of Sinn und Bedeutung 12. ILOS*.

2007 Bodyguards under Cover
In: T. Friedman & M. Gibson (eds.): *Proceedings of SALT 17. CLC*.

2007 Conditionalized Imperatives
In: M. Gibson & J. Howell (eds.): *Proceedings of SALT 16. CLC*.

2005 Exhaustive Imperatives
In P. Dekker & M. Franke (eds.): *Proceedings of the 15th Amsterdam Colloquium. ILLC Amsterdam*.

2005 Permitting Permissions
In: J. Gervain (ed.) *Proceedings of the 10th ESSLLI Student Session*.

2004 Negating and Conjoining Imperatives
In S. Blaho, L. Vicente, & M. de V os (eds.) *Proceedings of Console XII*.

2003 Temporal Anchoring of Habituals
In M. von Koppen, J. Sio, & M. de V os (eds.) *Proceedings of Console XI*.

Reviews:

*Journal of Linguistics* 44, 552-558.
**Invited Talks:**

2016  t.b.a., *Japanese/Korean Linguistics*, NINJL, Tokyo.
2016  t.b.a., Workshop *Imperatives: Worlds and Beyond*. Hamburg University.
2016  t.b.a., Invited talk at Annual Symposium of Logic. University of Connecticut.
2016  t.b.a., Colloquium, Harvard University.
2015  Presupposing - expressive - speech acts, CREST international workshop on formal and computational semantics, Kyoto University (November).
2015  It depends on ‘It depends on’, Invited talk at LENLS 12, Nov 15-17.
2015  Imperative semantics, Tutorial for ILCAA Joint Research Project *Semantics of Discourse Particles in East and Southeast Asian Languages*, Meeting 2, TUFU University, Tokyo, (October).
2015  Locating events in time and across worlds: the case of *tokoro da*, Meikai University, Tokyo (September).
2015  Talk about embedding, ZAS Berlin (June).
2015  Embedded imperatives across languages, Colloquium, UMass at Amherst (April).
2014  Embedded imperatives across languages, Colloquium, Rutgers University, (November).
2014  Look for a sweater or find the missing screw, Mr. X! *Carpentry*, Workshop in honor of Ede Zimmermann’s 60th birthday. Frankfurt University, September 29.
2014  Embedded imperatives across languages Colloquium, Department of Linguistics, SUNY Stony Brook (April).
2013  Imperatives, disjunction, free choice, and what it all depends on Colloquium, Cornell University (November).
2013  Embedded Imperatives across Languages: too rare to expect, too frequent to ban Mini-Workshop on Syntax and Semantics: Imperatives, Embeddability, and Politeness, Yale University (October).
2013  Imperatives and (Im)perfect Information Eberhard Karls University Tübingen (May).
2013  Imperatives and (Im)perfect Information Goethe University Frankfurt (May).
2012  The modal operator theory of imperatives: Revisiting assets and drawbacks MIT (November).
2012  Make Me Modal University of Chicago (May).
2012  Questioning Imperatives University of Connecticut (February).
2011  Questioning Imperatives Workshop *Formal Semantics*, Kyoto University (February).
2011  [with S. Kaufmann] Particles and Performativity
Workshop *Formal Semantics*, Kyoto University (February).
2011  Particles and Performativity
Workshop *Particle Day*, Hongkong City University, Hongkong (November).
2011  Imperatives: Between Form and Funktion
*PhLing*–Talk, Northwestern University (February).
2010  [with S. Kaufmann] Awareness, Information, and Action
Workshop *Flavoured Utterances: Particles and Sentences*, Göttingen (March).
2010  Imperatives as Moody Modals
University of Chicago (February).
2010  Speaking of Qualities
University of Tübingen (February).
2009  Be ruhig Intrigued.
Workshop *Modalpartikeln und Satztypen im Sprachvergleich Deutsch-Ungarisch*, Budapest (August).
2009  Imperatives as Moody Modals
Workshop *10 years after*, University of Frankfurt (June).
2009  Definitiv Bairisch
*Festkolloquium f. S. Löbner*, University of Düsseldorf (March).
2009  [with E. Zimmermann] Definitely Possessed
Workshop *‘Verbal and Nominal Possession’*, University of Düsseldorf (January).
2008  Tagalog ‘daw’ and its cognates: A crosslinguistic view on reportative markers
University of Tübingen (July).
2007  Possession und Definitheit
*LAK*, University of Cologne (July).
2007  Change under cover: the status of individual concepts
University of Stuttgart (January).
2007  Definitheitsmarkierer im Bairischen.
University of Stuttgart (January).
2006  What Mayors, Strikers, and Bodyguards might tell us about individual concepts
DIP-colloquium, ILLC Amsterdam (December).
2006  Relativ Definit
University of Vienna (November).
2006  Conditionalized Imperatives
Szklarska Poręba Workshop in Formal Semantics and Pragmatics, Poland (March).
2006  Living on the Addressee
Workshop ‘How to refer to one’s own words’, in honour of A. Mittwoch, HU Berlin (July).
2004  [with Hans-Martin Gärtner] Pseudo-Coordination meets the type-force square
Workshop ‘Mood and (In-)Subordination, ZAS Berlin (November).
2004  Satztyp und oder - Zu nicht-kanonischen Imperativen
*LAK IDSL Universität Köln* (June).
2004  Conditional Imperatives
Semantikzirkel ZAS Berlin (February).
Refereed Conference Talks and Posters Without Proceedings:

2010  [with S. Kaufmann] Respecting Rights
       11th WS On the Roots of Pragmasemantics, Szklarska Poreba (March).
2009  Modality and speech acts: troubled by German modal particle ‘ruhig’
       LENLS VI, Tokyo (November).
2009  [with E. McCready] Intensifiers
       Workshop Expressive Meaning, DGfS (March).
2008  What is Amazement All About?
       Österreichische Linguistiktage, University of Vienna (December).
2008  [with C. Poschmann] (Un)Quoted Imperatives
       ICQM2, Berlin (October).
2005  Conditionalized Imperatives
       Accepted for Colloque de Syntaxe et Semantique a Paris (September/October).
2004  Why imperatives can(not) embed
       Poster at Georgetown University Round Table, Washington (March).
2004  Don’t be late or you’ll miss the first slot
       Talk at NASSLLI 2004 Student Session, UCLA (July).

Further Conference and Workshop Talks:

2013  [with S. Kaufmann] Information dependence in conditionalized prioritizing modality
       Modality as a window on cognition, International Congress of Linguists, Geneva.
2013  [with S. Kaufmann, Y. Takubo] The Japanese marker tokoro da: A case study in time and modality
       Modality as a window on cognition, International Congress of Linguists, Geneva.
2012  Questioning Imperatives
       Workshop Alternatives and Modality, University of Göttingen (July).
2012  Imperatives and Imperfect Information
       Workshop Relating Particles to Evidence and Inference, University of Göttingen (July).
2009  Why imperatives work
       Speech Act Workshop, University of Göttingen (February).
2007  Reconsidering Individual Concepts
       CSF07, University of Düsseldorf (August).
2007  How definite are prenominal genitives
       Workshop Thomasberg, Austria (June).
2006  Imperative Subjects at the Syntax-Semantics Interface
       Österreichische Linguistiktagung, University of Klagenfurt (December).
2006  The Topic Has Changed: On Functional Concepts
       Semantiknetzwerktreffen VI, Barcelona (September)
2004  Right-Node Raising und Boolsche Algebra
       Österreichische Linguistiktagung, University of Salzburg (November).
2004  Wie pseudo sind Pseudo-Imperative
       GGS, IDS Mannheim (May).
2003  [as M. Scheiner] Fragt und kritisiert nicht!
       GGS, University of Cologne (May/June).
2003  [as M. Scheiner] Fragt und kritisiert nicht,
       DGFS, University of Munich (February).
2002  [as M. Scheiner] Habitualität und Ereignisquantifikation
Österreichische Linguistiktageung, University of Innsbruck (December).

2002  [as M. Scheiner] Habituelle Sätze und Ereignisquantifikation
GGS, University of Frankfurt (May).
Teaching Experience

Taught during one academic semester (14 weeks à 2 hours; WS - winter or fall semester, SS - summer semester; C - University of Connecticut, G - University of Göttingen, F - Frankfurt University, V - University of Vienna, K - Kyoto University):

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<th>Semester</th>
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<tr>
<td>WS 15, K</td>
<td>with Y. Takubo, Y. Deguchi</td>
<td>Semantics of necessity and possibility</td>
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<tr>
<td>SS 15, C</td>
<td>with S. Wurmbrand</td>
<td>Special Topics in Linguistics: The features and monsters of binding</td>
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<td>SS 15, C</td>
<td>Introduction to intensional semantics (graduate/undergraduate, enrolment: 5)</td>
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<td>Seminar in Semantics Indexicality and speech reports</td>
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<td>SS 13, C</td>
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<td>SS 13, C</td>
<td>Language and Culture</td>
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<td>SS 12, G</td>
<td>Linguistic expressions that relate to preferences, rules, and goals</td>
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<td>with I. Frana</td>
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<td>WS 11/12, G</td>
<td>with J. Gajewski</td>
<td>Language and Mind</td>
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<td>SS 11, G</td>
<td>Introductions to the discipline of linguistics (undergraduate, enrolment: 6)</td>
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<td>WS 08, F</td>
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<td>WS 07/98, F</td>
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</table>

Semantics III; topic: modality

Formale Ansätze zur Syntax-Semantik Schnittstelle (Formal Methods for the Syntax-Semantics Interface)

Semantik und Pragmatik III (Semantics and Pragmatics III)

Semantik und Pragmatik I (Semantics and Pragmatics I)

Semantik der Nominalklassen (The semantics of noun classes)

sortal, functional, and relational nouns; mass and count nouns
Taught as block seminars:

ESSLLI 2009  Speech acts [with Regine Eckardt]
ESSLLI 2008  Optimizing the future
WS 07/08, WS 08/09, SS 10, V  *Einführung in die Semantik* (Intro to semantics)  extensional semantics

### Advising

<table>
<thead>
<tr>
<th>school</th>
<th>degree</th>
<th>main advisor?</th>
<th>name</th>
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<tbody>
<tr>
<td>UConn</td>
<td>Ph.D.</td>
<td>no</td>
<td>Sabine Laszakovits</td>
<td>in prep.</td>
</tr>
<tr>
<td>UConn</td>
<td>Ph.D.</td>
<td>no</td>
<td>Troy Messick</td>
<td>in prep.</td>
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<tr>
<td>UConn</td>
<td>Ph.D.</td>
<td>no</td>
<td>Emma Nguyen</td>
<td>in prep.</td>
</tr>
<tr>
<td>UConn</td>
<td>Ph.D.</td>
<td>no</td>
<td>Ting Xu</td>
<td>May X, 2015</td>
</tr>
<tr>
<td>UConn</td>
<td>MA</td>
<td>no</td>
<td>Jing (Emma) Yang</td>
<td>Spring, 2015</td>
</tr>
<tr>
<td>Oslo</td>
<td>Ph.D.</td>
<td>no</td>
<td>Silje Alvestad</td>
<td>Nov 15, 2013</td>
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<tr>
<td>Göttingen</td>
<td>Dr. phil.</td>
<td>yes</td>
<td>Sarah Zobel</td>
<td>Oct 29, 2012</td>
</tr>
<tr>
<td>Göttingen</td>
<td>Mag. phil.</td>
<td>no</td>
<td>Christopher Götz</td>
<td>2011</td>
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<tr>
<td>Göttingen</td>
<td>BA</td>
<td>yes</td>
<td>Swantje Tönnis</td>
<td>2012</td>
</tr>
<tr>
<td>Göttingen</td>
<td>BA</td>
<td>yes</td>
<td>Stefanie Wolff</td>
<td>2012</td>
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<tr>
<td>Göttingen</td>
<td>BA</td>
<td>yes</td>
<td>Elisabeth Ahrends</td>
<td>2010</td>
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<tr>
<td>Göttingen</td>
<td>BA</td>
<td>no</td>
<td>Katharina Fuhrmann</td>
<td>2008</td>
</tr>
</tbody>
</table>
Stefan Kaufmann

Department of Linguistics
University of Connecticut
365 Fairfield Way, Unit 1145
Storrs, CT 06268
U.S.A.

Department of Linguistics
Kyoto University
Graduate School of Letters
Kyoto, 606-8501
Japan

stefan.kaufmann@uconn.edu
http://homepages.uconn.edu/~stk12004/

Research areas
Natural Language Semantics and Pragmatics; Japanese Linguistics; Computational Linguistics

Employment
Associate Professor, Department of Linguistics, University of Connecticut. Since 2013.
Lecturer, Department of Linguistics, University of Connecticut. 2012-2013.
Associate Professor, Department of Linguistics, Northwestern University. 2008-2013.
Assistant Professor, Department of Linguistics, Northwestern University. 2002-2008.
Postdoctoral Researcher, Kyoto University, Japan. 2001-2002.

Education
Ph.D., Stanford University, Stanford, CA. Major: Linguistics, Minor: Asian Languages (Japanese).
Eberhard-Karls-Universität, Tübingen, Germany: Department of Japanese Studies and Department of Slavic Languages. 1990-1994.
Visiting Student, St. Petersburg State University, Russia. Fall 1993/94.
Grants and awards

External

[A1] Guest Professor, Department of Linguistics, Kyoto University, Japan. Fall, 2015.


Internal

[B1] Hewlett Foundation: Server and backup service for data storage and analysis to be used in computational linguistics courses. 2009 - 2010. $5,000.


[B3] Hewlett Foundation: Grant to improve the computational facilities for teaching Computational Linguistics and Natural Language Processing at Northwestern University. 2002 - 2003. $4,800.

Pre- and postdoctoral


Publications

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Journal articles


**Other journal publications**


**Book chapters**


Under review


In preparation

[H1] Kaufmann, Stefan. Strong and weak presupposition: German ja under quantifiers.


Dissertation


Technical reports


Software


Conferences

Baumann, Peter, Brady Clark, and Stefan Kaufmann. 2014. 
Overspecification and the cost of pragmatic reasoning. 

Rohde, Hannah, Scott Seyfarth, Brady Clark, Gerhard Jäger, and Stefan Kaufmann. 2012. 
Communicating with Cost-based Implicature: A Game-Theoretic Approach to Ambiguity. 
In Brown-Schmidt, Sarah, Jonathan Ginzburg, and Staffan Larsson, editors, 

Kaufmann, Magdalena and Stefan Kaufmann. 2012. 
Epistemic particles and performativity. 
Chicago, IL, May 2012.

Rohde, Hannah, Scott Seyfarth, Brady Clark, Gerhard Jäger, and Stefan Kaufmann. 2012. 
Cost and implicature in word use: Testing predictions of a game-theoretical model of alignment. 
25th Annual CUNY Conference on Human Sentence Processing, The City University of New York, 

Kaufmann, Stefan and Magdalena Schwager. 2011. 
A unified analysis of conditional imperatives. 
In Cormany, Ed and Satoshi Ito, editors, Proceedings of Semantics and Linguistic Theory (SALT 19), pages 223-238. 
Columbus, OH, April 2009.

Diermeier, Daniel, Stefan Kaufmann, and Eyal Sagi. 2011. 
A Quantitative Approach to Framing in Political Speech. 2nd Annual Text As Data Conference, Northwestern University, 
Evanston, IL.

Thompson, Will and Stefan Kaufmann. 2010. 
Signaling games with partially observable actions as a model of conversational grounding. 
Interactive Decision Theory and Game Theory Workshop, Twenty-Fourth Conference on Artificial Intelligence (AAAI-10), 
Atlanta, GA.

Kaufmann, Stefan and Magdalena Schwager. 2010. 
Respecting Rights. Logic: Meaning and Inference in Theory and Practice, 11th Szklarska Poręba Workshop, 
Szklarska Poręba, Poland.

Liu, Jiaxi and Stefan Kaufmann. 2009. 
Comparing the perception of meaningful discourse structure in music and language. 
17th Annual Meeting of the European Society for Philosophy and Psychology (ESPP), Budapest, Hungary.

Arita, Setsuko and Stefan Kaufmann. 2009. 
The Japanese unconditional operator doose. 

Djalali, Alex and Stefan Kaufmann. 2009. 
Probabilistic inferences in dynamic semantics. 

Dehghani, Morteza, Rumen Iliev, and Stefan Kaufmann. 2009. 
Causal explanations in counterfactual reasoning. 
In Taatgen, Niels and Hedderik van Rijn, editors, Proceedings of the 31st Annual Meeting of the Cognitive Science Society, 
held at VU Amsterdam, The Netherlands, pages 2608-2613.

Sagi, Eyal, Stefan Kaufmann, and Brady Clark. 2009. 
Culture in the mirror of language: A Latent Semantic Analysis approach to culture. 
In Taatgen, Niels and Hedderik van Rijn, editors, Proceedings of the 31st Annual Meeting of the Cognitive Science Society, 
held at VU Amsterdam, The Netherlands, pages 637-642.

Sagi, Eyal, Stefan Kaufmann, and Brady Clark. 2009. 
Semantic Density Analysis: Comparing word meaning across time and phonetic space. 
In Basili, Roberto and Marco Pennacchiotti,


German, James B., Eyal Sagi, Brady Clark, Stefan Kaufmann, and Min-Joo Kim. 2006. The role of hearers' beliefs in the interpretation of logical connectives. Second Conference on Games and Decisions in Pragmatics (GDP II), Zentrum für Allgemeine Sprachwissenschaft, Berlin, Germany.


Kaufmann, Stefan. 2004. A modal analysis of expressive meaning: German ja under quantifiers. Workshop on Implicature and Conversational Meaning, Sixteenth European Summer School in Logic, Language and Information (ESSLLI 16), Nancy, France. [slides]


Invited talks


Workshop Interfaces: How information in syntax, pragmatics and discourse is (or is not) represented in semantics, Kyoto University, Japan. February, 2014.


Workshop on Bayesian Natural Language Semantics and Pragmatics, European Summer School in Logic, Language and Information (ESSLLI), Heinrich-Heine-Universität Düsseldorf, Germany. August, 2013.

Linguistics and Philosophy Workshop, Johann Wolfgang Goethe-Universität Frankfurt, Germany. May, 2013.

Workshop Perspectives on Modality, Stanford University, Stanford, CA. April, 2013.


Institut für Sprachwissenschaft, Universität Wien, Austria. May, 2010.

Tilburg Center for Logic and Philosophy of Science (TiLPS), Tilburg University, The Netherlands. May, 2010.


Zentrum für Allgemeine Sprachwissenschaft, Berlin, Germany. April, 2010.

Workshop A Matter of Attitude: The Semantics of Attitude Ascriptions From the Perspectives of Linguistics and of Philosophy, Georg-August-Universität Göttingen, Germany. February, 2010. [Cancelled due to illness]


Logic and Engineering of Natural Language Semantics 6 (LENLS VI), Tokyo Institute of Technology, Japan. November, 2009.

Sixth Workshop on Inferential Mechanisms and their Linguistic Manifestation, Kyoto University, Japan. September, 2009.

Tenth Symposium on Logic and Language (LoLa 10), Balatonszemes, Hungary. August, 2009.


Department of Linguistics, Eberhard-Karls-Universität, Tübingen, Germany. December, 2006.


Pragmatics Colloquium, University of Bielefeld, Germany. June, 2006.


Game Theory Lunch, Department of Managerial Economics and Decision Sciences, Kellogg School of Management, Northwestern University. May, 2006.

Linguistics Colloquium, Michigan State University, East Lansing, MI. April, 2006.

Michigan Linguistics and Philosophy Workshop, University of Michigan, Ann Arbor, MI. October, 2005.


Annual Undergraduate Lecture, Department of Linguistics, Northwestern University, Evanston, IL. May, 2005.

Michigan Linguistics and Philosophy Workshop, University of Michigan, Ann Arbor, MI. October, 2005.


Annual Undergraduate Lecture, Department of Linguistics, Northwestern University, Evanston, IL. May, 2005.


Semantics Group, Kyoto University, Kyoto, Japan. June, 2002.


Semantics Research Group, University of Tokyo, Japan. May, 2002.

Tsujii Laboratory, University of Tokyo, Japan. May, 2002.


Language Media Laboratory, Kyoto University, Kyoto, Japan. October, 2001.


Professional activities

Projects


Co-investigator, 推論機構の言語的実現とその解釈メカニズムに関する研究. [Inferential mechanisms and their linguistic manifestations.] Funded by the Japan Society for the Promotion of Science (JSPS). With Yukinori Takubo (PI, Kyoto University), Setsuko Arita (Osaka Shoin), Yoshihiko Asao (Kyoto University), Cleo Condoravdi (PARC, Stanford University), Barbara Dancygier (University of British Columbia), Szymon Grzelak (University of Tokyo), Takao Gunji (Kobe Shoin), Yuka Hayashi (Kyoto University), Ikumi Imani (Nagoya Gakuin), Shoichi Iwasaki (UCLA), Satoshi Kinsui (Osaka University), Tomohide Kinuhata (Kyoto University), Chigusa Kurumada (University of Tokyo), Michinao Matsui (Kobe Shoin), Hiroshi Mito (Osaka University), Tsuyoshi Ono (University of Al-

Co-investigator, 日常的推論の理論と言語形式: 量化表現、条件文、モーダル表現を中心として。 [The Logic of Everyday Inference and Its Linguistic Forms: With Special Reference to Quantificational Expressions, Conditionals, and Modal Expressions.] Funded by the Japan Society for the Promotion of Science (JSPS). With Takao Gunji (PI, Kobe Shoin), Setsuko Arita (Osaka Shoin), Kai von Fintel (MIT), Ikumi Imani (Nagoya Gakuin), Yasuhiro Katagiri (Advanced Telecommunications Research), Chungmin Lee (Seoul National University), Hiroshi Mito (Osaka University), Shigeru Sakahara (University of Tokyo), Peter Sells (Stanford University), Yukinori Takubo (Kyoto University), Jae-II Yeom (Hongik University). 2003-2007.

External member, Group 36 in the project Towards a Center of Excellence in the Study of Humanities in the Age of Globalization, Kyoto University, Japan. Project leader: Yukinori Takubo. 2003-2006.

Workshops and conferences

Co-organizer, Special session on Presupposition, Semantics and Linguistic Theory (SALT 26), May, 2015, Austin, TX. With Cleo Condoravdi (Stanford University).

Co-organizer, Workshop Going Heim. Linguistic Meaning Between Structure and Use, held under the auspices of the UConn Logic Group, April, 2015. With Jon Gajewski and Magdalena Kaufmann.


Co-organizer, Workshop on Modality as a Window on Cognition, held in conjunction with the Nineteenth International Congress of Linguists (CIL 19) in Geneva, Switzerland. July, 2013. With Magdalena Kaufmann (University of Connecticut) and Yukinori Takubo (Kyoto University).

Co-organizer, Speaking of Possibility and Time II. First Workshop on Evidence and Inference, held in Göttingen, Germany. June, 2011. With Nicholas Asher (CNRS Toulouse), Julie Hunter (UT Austin), Magdalena Schwager (Göttingen University) and Yukinori Takubo (Kyoto University).

Co-organizer, Speaking of Possibility and Time. Seventh Workshop on Inferential Mechanisms and Their Linguistic Manifestation, held in Göttingen, Germany. June, 2010. With Magdalena Schwager (Göttingen University) and Yukinori Takubo (Kyoto University).


Organizer, Language and Cognition Colloquium Series, Northwestern University. Fall, 2005.

Program committee, Language under Uncertainty: Modals, Evidentials, and Conditionals, conference held at Kyoto University. January, 2005. Organized by Takao Gunji (Kobe Shoin) and Yukinori Takubo (Kyoto University).

Co-organizer, Workshop on *Conditional and Unconditional Modality*, held as part of the 15th European Summer School in Logic, Language and Information (ESSLLI 15), Vienna, August, 2003. With Cleo Condoravdi (PARC and Stanford University), Jan Nuyts (University of Antwerp), and Frank Veltman (University of Amsterdam).


**Editing**


Special issue on Modality and Evidentiality, *Journal of Semantics*, Volume 25, Number 3 (August, 2008). With Takao Gunji (Kobe Shoin) and Yukinori Takubo (Kyoto University).


**Reviewing**

Journals: *Australian Journal of Linguistics; Cognitive Science; Cognition; Journal of Logic, Language and Information; Journal of Philosophical Logic; Journal of Semantics; Journal of Symbolic Logic; Journal of Slavic Linguistics; Language; Language Acquisition; Linguistics and Philosophy; Mind; Natural Language and Linguistic Theory; Semantics & Pragmatics; Speech Communication; Studia Logica; Studies in Language Sciences.*

Conferences: Amsterdam Colloquium (AC); Chicago Linguistic Society (CLS); Colloque de Syntaxe et Sémantique à Paris (CSSP); International Conference on Deontic Logic and Normative Systems (DEON); Generative Linguistics in the Old World (GLOW); Japanese/Korean Linguistics (J/K); Semantics and Linguistic Theory (SALT); Sinn und Bedeutung (SuB).

Funding Agencies: National Science Foundation (NSF); Alexander-von-Humboldt-Stiftung; Deutsche Forschungsgemeinschaft (DFG).

Miscellaneous book manuscripts and chapters, book proposals, workshop and conference papers.

**Professional organizations**

Membership:
- Association for Computational Linguistics (ACL).
- Linguistic Society of America (LSA).
- Deutscher Hochschulverband (DHV).

Service:

Teaching and advising

Courses at UConn

LING 5410, Semantics I. Fall 2013.
LING 6410, Semantics Seminar.
  Fall 2014: Conditionals.

Courses elsewhere

Northwestern
Ling 270, Meaning
  Fall 2003, 2004; Spring 2006 (with Gregory Ward); Winter, Spring 2007; Winter, Spring, Fall 2008; Winter 2009; Winter, Fall 2011.
Ling 331, Formal Foundations of Linguistic Theory
Ling 334, Introduction to Computational Linguistics
  Spring 2003; Fall 2010, 2011.
Ling 370, Fundamentals of Meaning
Ling 400, Seminar in Linguistics
  Spring 2006: Reasoning (with Lance Rips, Dept. of Psychology).
  Spring 2012: Modality and Conditionals
Ling 470-1, Semantic Analysis I
Ling 470-2, Semantic Analysis II
Ling 471, Proseminar in Semantics
  Spring 2009 (with Bei Yu).
Ling 472, Seminar in Semantics.
  Spring 2008: Rational Communication
  Fall 2004: Questions and Answers
  Fall 2002: Conditionals
Ling 598, Summer Research Seminar.
  Summer 2003 (with Jeff Lidz), 2004 (with Matt Goldrick).

Kyoto University

ESSLLI

Independent study

UConn
Spring 2014: Emma Yang (Grad., Linguistics).
Fall 2013: Abigail Thornton (Grad., Linguistics).
Emma Yang.

Northwestern
Fall 2011: David Potter (Grad., Linguistics).
Winter 2011: Debbie Kim (Grad., Learning Sciences).
Fall 2008: Seungki Kim (Ugrad., Linguistics).
Jiaxi Liu (Ugrad., Linguistics).
Xiaoju Zheng (Grad., Linguistics).
Spring 2008: Alex Djalali (Ugrad., Linguistics).
Spring 2007: Matthew Berends (Grad., Linguistics).
Morteza Dehghani (Grad., Computer Science).
Jiaxi Liu.
Jiaxi Liu.
Spring 2006: Jessica Gayda (Ugrad., Mathematics), David Huffaker, (Grad., Communication Studies), Francisco Iacobelli (Grad., Computer Science), Reuven Lerner (Grad., Learning Sciences).
Fall 2005: Matthew Berends.
Anne Gooch (Ugrad., Linguistics).
Gregory Dam (Grad., Learning Sciences).
Paul Tepper (Grad., Communication Studies).
Paul Tepper.
Spring 2004: Lewis Gebhardt, James German (Grad., Linguistics).
Erica Winston, Deborah Zutty (Ugrad., Linguistics).
Winter 2004: Lewis Gebhardt, James German.
Erica Winston, Deborah Zutty.
Winter 2003: James German.
Rhiannon Stevens (Grad., History; with Rae Moses).

Advising

Dissertations
Main adviser: Will Thompson (Northwestern, 2009); Ralph Rose (Northwestern, 2005).

Stefan Kaufmann
University of Connecticut / Kyoto University

http://homepages.uconn.edu/~stk12004/
Member of committee: Peter Baumann (Northwestern, exp. 2016); Neda Todorović (UConn, exp. 2015); Julie Matsubara (Northwestern, exp. 2015); Ezra Cook (Northwestern Philosophy, exp. 2015).
Carl Ehrett (Northwestern Philosophy, 2010); Lewis Gebhardt, James German (Northwestern, 2008); Elisa Sneed German, Kristen Syrett, Joshua Viau (Northwestern, 2007).
External examiner: Menxi Yuan (City University of Hong Kong, exp. 2015).

Ph.D. Milestones

UConn Linguistics Generals Papers
Committee member: Yuta Sakamoto; Koji Shimamura; Abigail Thornton (2015).

Northwestern Linguistics Qualifying Papers

Northwestern Technology and Social Behavior Qualifying Exams
Francisco Iacobelli (2008); Paul Tepper (2005).

Faculty mentor on summer research projects
2008: Jiaxi Liu, University Research Grant Committee (URGC) award. With Richard Ashley (Music) and Brady Clark (Linguistics).
2006: Jessica Gayda, University Research Grant Committee (URGC) award.

Service

UConn
Director of Financial Aid, Department of Linguistics. Since 2013.

Northwestern
Director of Undergraduate Studies, Department of Linguistics. Winter-Summer 2004; Fall 2005-Summer 2006; Spring 2007-Summer 2009; 2010-2012.
Member, Office for Research Ad-hoc Limited Submission Panel. Summer 2012.
Member, Weinberg College of Arts and Science committee on Asian Languages, Literatures and Cultures. 2011-2012.
Member, Weinberg College of Arts and Sciences curriculum committee. 2008-2009; since 2010-2012.
Member, Linguistics Department ad-hoc committee on promotion and tenure. 2008-2009; 2010-2011.
Faculty Mentor, Fellow Program of the Searle Center for Teaching Excellence. 2010-2011.
Member, Weinberg College of Arts and Sciences ad-hoc committee on promotion and tenure. 2008-2009.
Linguistics representative, Weinberg College of Arts and Sciences inter-departmental search committee in Middle Eastern Studies. 2008-2009.
Chair, Linguistics Department search committee in Middle Eastern Studies. 2008-2009.
External member, Philosophy Department search committee in Metaphysics and Epistemology. 2008-2009.

Chair, Linguistics Department search committee in Syntax and Semantics. 2005-2006.
Curriculum Vitae
Diane C. Lillo-Martin

Office Address
University of Connecticut
Department of Linguistics
365 Fairfield Way, Unit-1145
Storrs, CT 06269-1145
Phone: 860-486-0155
Fax: 860-486-0197
Email: diane.lillo-martin@uconn.edu
Webpage: http://linguistics.uconn.edu/profile/lillo-martin.html

Home Address
1057 Storrs Road
Storrs, CT 06268
Phone: 860-429-4212
Cell: 860-455-5174

Education
1981 BA, California State University, Northridge
Major: Linguistics; Minor: Anthropology
1983 MA, Linguistics, University of California, San Diego
1983 Student, Linguistic Society of America Summer Institute, UCLA
1985 Visitor, Massachusetts Institute of Technology
1986 Ph.D., Linguistics, University of California, San Diego
Dissertation: Parameter Setting: Evidence from Use, Acquisition, and Breakdown in American Sign Language
Supervisor: Edward S. Klima

Professional Experience
1980-1981 Tutor, Linguistics Program; California State University, Northridge
1983-1985 Teaching Assistant, Department of Linguistics; University of California, San Diego
1982-1986 Research Assistant, Laboratory for Language and Cognitive Studies; The Salk Institute; La Jolla, CA
1986-1993 Assistant Professor, Linguistics Department; University of Connecticut
1986-present Research Associate; Senior Research Scientist; Haskins Laboratories, New Haven, CT
1993-1998 Associate Professor, Linguistics Department; University of Connecticut
1995-2007 Department Head, Linguistics Department; University of Connecticut
1998-2009 Professor, Linguistics Department; University of Connecticut
2007-present Coordinator, American Sign Language Studies
University of Connecticut
2009-present Board of Trustees Distinguished Professor, Linguistics Department; University of Connecticut
2011 (summer) Instructor, Linguistic Society of America Summer Institute
University of Colorado
2011-2015  Director, Cognitive Science Program
            University of Connecticut
2014 (summer)  Instructor, Netherlands Graduate School in Linguistics (LOT)
            Summerschool, Nijmegen
2015-           Affiliated faculty, CT Institute for Brain and Cognitive Sciences

**Fields of Specialization**
- American Sign Language
- Theoretical/Experimental Language Acquisition; Bilingualism; Syntax;
- Psycholinguistics; Reading

**Professional Organizations**
- Linguistic Society of America
- Generative Linguists of the Old World
- Sign Language and Linguistics Society
- International Society for Gesture Studies
- International Association for the Study of Child Language

**Honors and Awards**
1977-1981  Aid Association for Lutherans All College Scholarship
1981      Summa Cum Laude, California State University, Northridge
1981-1982  Regents Fellowship, University of California, San Diego
1983      Linguistic Society of America Summer Institute Fellowship
1984      Travel Grant, Office of Graduate Studies and Research, UCSD
1984-1985  Humanities Graduate Student Research Grant,
            Office of Graduate Studies and Research, UCSD
1985-1986  Research Grant, Office of Graduate Studies and Research, UCSD
1986      Dissertation Fellowship, Department of Linguistics, UCSD
1986-1997  Small Research Grants, Research Foundation, UConn
1987      Faculty Major Research Grant, Research Foundation,
            University of Connecticut (with Stephen Crain)
1987      Summer Faculty Fellowship, UConn
1987      Equipment Grant, Research Foundation, UConn (with Stephen Crain)
1988      Equipment Grant, Research Foundation, UConn (with Stephen Crain)
1988-1992  Principal Investigator, National Institutes of Health Grant;
            ‘The Acquisition of Literacy by Deaf Children and Adults’
1992-1993  Shannon Award, National Institutes of Health
1993-1997  Principal Investigator, National Institutes of Health Grant;
            ‘The Acquisition of Language and Literacy by the Deaf’
1994      Faculty Major Research Grant, Research Foundation, UConn
1996      Faculty Major Research Grant, Research Foundation, UConn
1997-1998  Principal Investigator, National Institutes of Health Grant;
            ‘The Acquisition of Language in Deaf Children’
1998      Faculty Major Research Grant, Research Foundation, UConn
            (with William Snyder)
1998
Phi Kappa Phi
1998-2003
Principal Investigator, National Institutes of Health Grant;
‘The Acquisition of Language in Deaf Children’
1999
Chancellor’s Information Technology Award, UConn
2000
Faculty Major Research Grant, Research Foundation, UConn
2001-2004
Principal Investigator, National Science Foundation Grant;
‘The Acquisition of ASL by Deaf Children with Delayed Input’
2003
Faculty Major Research Grant, Research Foundation, UConn
2004-2005
Principal Investigator, National Science Foundation Conference Grant;
‘NELS 35 with Special Session on Sign Linguistics’
2004-2006
Shannon Award, National Institutes of Health
2006-2009
Principal Investigator, National Institutes of Health Grant;
‘The Acquisition of Language in Deaf Children’
2009
Provost’s Research Development Award, UConn
2009
Faculty Major Research Grant, Research Foundation, UConn
(with William Snyder and Letitia Naigles)
2009
Elected to membership, Connecticut Academy of Arts & Sciences
2009-2015
Principal Investigator, National Institutes of Health Grant;
‘Development of Bimodal Bilingualism’
2009-2011
Principal Investigator, National Institutes of Health Grant;
(Competitive revision supplement to Dev. of Bimodal Bilingualism)
‘Development of an ID-Gloss Database for ASL Signs’
2009-2011
Principal Investigator, National Institutes of Health Grant;
‘Emergence, Structure and Neurobiological Basis of Typical and
Atypical Language’
2011
Elected as a Fellow, Linguistic Society of America
2014-2015
Communication Disorders Grant, UConn; ‘Executive Function and
Implicit Learning in Children Using Cochlear Implants’
2014-2016
VPR and CLAS Funding, ASL Acquisition Video Archive
2015
Scholarship Facilitation Fund Award, UConn; ‘SignFest’
2015-2016
Fellow, University of Connecticut Humanities Institute
2015-2019
Principal Investigator, National Institutes of Health Grant;
‘Sign Language Acquisition, Annotation, Archiving and Sharing’

Professional Activities
(appointments are for academic year unless otherwise noted; list excludes department-internal
committee memberships at UConn)

1980-1981
Student Representative to the Linguistics department, CSUN
1981-1983
Student Representative to the Linguistics department, UCSD
1984-1985
Linguistics Colloquium Committee, UCSD
1984-1985
Organization Committee, Review Committee,
Southern California Conference on General Linguistics
1985-1986
Student Representative to the Linguistics department, UCSD
1985-1986
Chair, Organization Committee,
Southern California Conference on General Linguistics
1987-1990
Chair, Admissions Committee, Linguistics Department, UConn
1988-1991 Curriculum and Courses Committee, College of Liberal Arts and Sciences, UConn
1989-1993 Social and Behavioral Sciences, Area Review Committee, UConn
1990 Presenter at NIDCD Research and Training Meeting on Perspectives of the Deaf Community
1991-1993 Chair, Admissions Committee, Linguistics Department, UConn
1994 NIDCD Expert Panel on Language and Language Impairments
1994-1995 Steering Committee, Haskins Laboratories
1994-1996 Chair, Search Committees, Linguistics Department, UConn
1994-1996 Search Committee, Dean, College of Liberal Arts & Sciences, UConn
1997 Chair, Search Committee, ITAP Manager, UConn
1997-2010 ITAP Advisory Committee, UConn
1998-present Editorial Board, *Sign Language & Linguistics*
2001-2003 BBBP-3 Study Section, National Institutes of Health
2003-2005 Chair, BBBP-3/LCOM Study Section, National Institutes of Health
2003 Search Committee, Associate Dean, CLAS, UConn
2003 Terascale Initiative Working Group
2003-2006 University Senate, UConn (elected)
2003-2006 Graduate Faculty Council and Executive Committee, UConn
2004 Executive Committee on External Access to University Data
2004 Presenter, Odyssey Day, UConn
2004-2008 Scholastic Standards Committee, UConn
2003-2011 Editor-in-Chief, *Language Acquisition*
2005-2008 Executive Committee, Linguistic Society of America (elected)
(co-calendar years)
2005 Co-organizer and Discussant, Workshop on Verb Agreement in Sign Languages, LSA Summer Institute, Harvard
2006 Provost’s Task Force on Teaching, Learning & Assessment; Chair, Sub-committee on Evaluation of Teaching, UConn
2006-2007 Facilitator, Participation of UConn Dept. of Linguistics in International linguistics consortium (with the universities of Nanzan, Siena, Cambridge, Hyderabad, and Tsing-Hua)
2006-2011 NSF Linguistics review panel (meeting once per year)
2007-2009 Teaching, Learning & Assessment Oversight Committee, UConn
2007-2008 Co-chair, Committee on Student Evaluations of Teaching, UConn
2007-2008 Organizing Committee, GALANA 3 Conference (held at UConn Sept. 2008)
2007-2009 Dean’s Academic Advisory Committee, College of Liberal Arts & Sciences, UConn
2007-2009 University Senate, UConn (elected)
2008 Presenter, Odyssey Day, UConn
2008 Chair, Senate Scholastic Standards Committee, UConn (Fall 2008)
2008-present Board of Corporators, American School for the Deaf; Education Committee, American School for the Deaf
2009 Co-organizer (with Richard Meier)
Symposium: Verb Agreement in Spoken and Signed Languages
LSA Annual Meeting; San Francisco

2009 Ad hoc member, LCOM Scientific Review Committee, NIH
2010-2011 LSA Social and Political Policy Committee (calendar years)
2010-2011 Chair, Search Committee, Linguistics Department, UConn
2010-2012 University Senate, UConn (elected)
2010-2012 Faculty Standards Committee, UConn
2010-2013 Editorial Board, Journal of Deaf Studies and Deaf Education
2011 Outside member, Psychology Dept. Head Search Committee, UConn
2011 Chair, LSA Social and Political Policy Committee (calendar year)
2012 Chair, Linguistics Department Head Search Committee, UConn
2012-2013 Fusco Lecture Series Steering Committee, UConn
2012-2013 Chair, Search Committee, Cognitive Science Program, UConn
2012-2015 Board of Trustees Distinguished Prof. Selection Committee, UConn
2012-2015 Editorial Board – International Editors, Gengo Kenkyu
         (Journal of the Linguistic Society of Japan)
2013-2014 CLAS Academic Advisory Board, UConn (elected) (calendar years)
2013-2015 Faculty Standards Committee, UConn
2013-2016 University Senate, UConn (elected)
2013-2016 Senate Diversity Committee, UConn
2013-2016 Board Chair, Sign Language Linguistics Society (elected)
2014 Search Committee, Cog Science Recruitment Coordinator (3 mths)
2014-2015 Academic Plan Pre-proposal review committee
2014-2015 Co-chair, Sign Fest Organizing Committee
2014-2016 Chair, IGERT Diversity Committee, UConn
2014-present Steering Committee, Cog Science Recruitment Coordinator
2015 Interpreter Coordinator Search Committee (3 mths)
2015-present Associate Editor, Journal of Deaf Studies and Deaf Education

Ad hoc Reviews:
Journals

Applied Psycholinguistics; Bilingualism: Language and Cognition; Brain and Language;
Cognition; Cognitive Neuropsychology; Frontiers in Psychology; Infancy; International
Journal/Review of Sign Linguistics; Journal of Child Language; Journal of Cognition
and Development; Journal of Deaf Studies and Deaf Education; Journal of Experimental
Psychology; Journal of Memory & Language; Journal of Pragmatics; Journal of Speech
and Hearing Research; Language; Language Acquisition; Language and Cognitive
Processes; Language and Speech; Lingua; Linguistic Approaches to Bilingualism;
Linguistic Inquiry; The Linguistic Review; Linguistic Variation; Linguistics &
Philosophy; Memory and Cognition; Natural Language and Linguistic Theory;
Neuropsychologia; Open Linguistics; Perception & Psychophysics; PLOS-One;
Psychological Science; Sign Language & Linguistics; Studia Linguistica

Book publishers
Blackwell Press; Cambridge University Press; Chicago University Press; D. Reidel Press;
Oxford University Press
Grant agencies
European Research Council; German Research Foundation; Icelandic Research Fund; Israel Science Foundation; Leverhulme Trust; National Science Foundation Linguistics Program; National Science Foundation Developmental & Learning Sciences Program; National Institutes of Health – NIDCD; National Institutes of Health – Sensory Disorders and Language Study Section; National Institutes of Health – Fellowships; National Institutes of Health – Special Emphasis Panels; National Institutes of Health – Small Business Awards; National Institutes of Health – Loan Repayment Program; National Institutes of Health – NIMH; Netherlands Organisation for Scientific Research (NWO); Research Grant Council of Hong Kong; Rockefeller Foundation; Social Sciences and Humanities Research Council of Canada

Various book chapters
Various national and international linguistics conferences
Various (confidential) university promotion and tenure cases and departmental reviews

**Dissertations supervised (17 at UConn; 2 at other universities)**


Gaurav Mathur (2000). *Verb Agreement as Alignment in Signed Languages*. Massachusetts Institute of Technology. (co-supervisor)


Oksana Tarasenkova (2010). *Acquisition of Agreement and Morphological Features Within the Noun Phrase in Russian.* University of Connecticut.


Sandra Wood (2013). *Degrees of Rootedness in Acquisition of Language: A Look at Universal Grammar in Homesigners and Late Learners of Libras.* University of Connecticut.


Associate advisor for 33 completed Ph.D. dissertations in Linguistics at the University of Connecticut; 3 in other fields at the University of Connecticut; and 5 at other universities.

Currently serving as supervisor or co-supervisor for 4 Ph.D. students at the University of Connecticut; associate advisor for 2 at the University of Connecticut; and 2 at other universities.

Additional Master’s-level advising not reported here.
Pre-doctoral, post-doctoral, and visiting scholar mentoring
Gaurav Mathur; Ph.D. 2000, Massachusetts Institute of Technology. Pre-doctoral visiting student (part-time) at UConn 1997-2000.
Kathryn Davidson; Ph.D. 2011, University of California, San Diego. Post-doc at UConn 2012-2013 (19 months).
Kazumi Matsuoka; Ph.D. 1998, University of Connecticut. Visiting Scholar at UConn 2012-2013 (12 months).
Vadim Kimmelman; Ph.D. 2014, University of Amsterdam. Pre-doctoral visiting student at UConn 2013 (2 months).
Matthew Hall; Ph.D. 2012, University of California, San Diego. Post-doc at UConn 2013-2016 (3 year NRSA award).
Kadir Gökgöz; Ph.D. 2013, Purdue University. Post-doc at UConn 2013-2016 (30 months).
Valentina Aristo; Ph.D. in progress, CNRS. Pre-doctoral visiting student at UConn 2014 (1 semester).
Mirko Santoro; Ph.D. in progress, CNRS. Pre-doctoral visiting student at UConn 2014 (1 semester).

Publications
(Note on authorship: As an interdisciplinary scholar, my publications follow a variety of authorship standards, but for the most part they follow the linguistics tradition where authorship is reserved for substantial participation in the project and the write-up, with order reflecting (a) order of effort, or (b) alphabetical ordering, or (c) varied ordering across multiple outputs for a group collaborating intensively. In relevant recent cases I adopt PI-last ordering.)

Books


[Reviewed in Studies in Second Language Acquisition (2001)]
[Reviewed in the *Journal of Linguistics* (2006); *Natural Language and Linguistic Theory* (2008); *Language* (2010)]


*Articles and Chapters*


Chen Pichler, Deborah, Quadros, Ronice Müller de, & Lillo-Martin, Diane (2010). Effects of Bimodal Production on Multi-Cyclicity in Early ASL and LSB. In Jane Chandlee, Katie Franich, Kate Iserman, & Lauren Keil (Eds.), A Supplement to the Proceedings of the 34th Boston University Conference on Language Development. [http://www.bu.edu/linguistics/BUCLD/supp34.html]


University Press.


In press / accepted / submitted


Proceedings of Generative Approaches to Language Acquisition - North America (GALANA) 6.


Selected works in progress


Working Papers


**Presentations at Professional Conferences, Mini-Courses, and Workshops**

*All are oral presentations selected by competitive review of abstracts unless otherwise indicated.*


Lillo-Martin, Diane (1992). Bilingual, Bicultural Education and Theoretical Linguistics. Invited discussion, Round Table on Bilingual and Bicultural Approaches to Deaf Education and Language Policy; Fourth International Conference on Theoretical Issues in Sign Language Research (TISLR); University of California, San Diego, CA; August 1992.


Lillo-Martin, Diane, Boster, Carole T., Halbert, Anne, Matsuoka, Kazumi, Nohara, Michiko, Schley, Sara & Simons-Marques, Doreen (1996). Effects of Different Early Input on the Acquisition of ASL Syntax by Deaf Children. Poster presentation, Fifth International Conference on Theoretical Issues in Sign Language Research (TISLR); Université du Québec à Montréal, Quebec, Canada; September 1996.


Snyder, William & Lillo-Martin, Diane (2001). On the Acquisition of Spanish Goal PPs. 4th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages; Urbana-Champaign, IL; October 2001.


Lillo-Martin, Diane & Quadros, Ronice Müller de (2010). Interfaces and WH-Questions in Sign Languages. 20th Colloquium on Generative Grammar; Barcelona; March 2010.


Lillo-Martin, Diane & Quadros, Ronice Müller de (2010). Does Prosody Make Sign Language Syntax Different? Theoretical Issues in Sign Language Research (TISLR) 10; Purdue University, IN; October 2010.

Quadros, Ronice Müller de, Lillo-Martin, Diane, & Chen Pichler, Deborah (2010). Two Languages but One Computation: Code-Blending in Bimodal Bilingual Development. Theoretical Issues in Sign Language Research (TISLR) 10; Purdue University, IN; October 2010.


presentation, Workshop em Línguas de Sinais e Bilinguismo dos Surdos; Universidade de Brasília, Brazil; March 2011.


Lillo-Martin, Diane (2011). On Direct and Indirect Quotation in ASL. Invited presentation, Symposium on Complex Sentences and Beyond in Sign and Spoken Languages; Lichtenberg-Kolleg, Georg-August-Universität Göttingen, Germany; October 2011.


Kozak, L. Viola, Quadros, Ronice Müller de, Cruz, Carina Rebello, Pizzio Lemos, Aline, Chen Pichler, Deborah & Lillo-Martin, Diane (2013). Phonological development in bimodal


Lillo-Martin, Diane (2013). Sign Language Acquisition by Deaf and Hearing Children. Invited Presentation, Conference Inaugurating the Center for Gesture, Sign, and Language at the University of Chicago; Chicago, IL; March 2013.


Koulidobrova, Elena & Lillo-Martin Diane (2013). A ‘point’ of inquiry: The case of the (non-) pronominal IX in ASL. Pronouns @ Tübingen: The Impact of Pronominal Form on Interpretation; Tübingen, Germany; November 2013.


Koulidobrova, Elena & Lillo-Martin Diane (2014). When there is nowhere to point yet: The case of (non-)pronominal IX in ASL. (Accepted but withdrawn) Sinn & Bedeutung; Göttingen; September 2014.


**Invited Colloquia/Presentations not listed above**
Northeastern University; May 1985
McGill University; November 1985
University of California, San Diego; January 1986
University of Iowa; January 1986
University of California, Irvine; March 1986
University of Connecticut; October 1986
Northeastern University; February 1987
University of Mass., Amherst; March 1987
National Technical Institute for the Deaf; March 1988
Princeton University; March 1989
Massachusetts Institute of Technology; April 1989
University of Maryland; April 1989
Haskins Laboratories; May 1989
Boston University; February 1990
University of Mass., Amherst; November 1991
Brandeis University; February 1992
University of Maryland; March 1992
University of Chicago; May 1992
CUNY Graduate Center; September 1992
Harvard University; April 1994
Cornell University; September 1995
Salk Institute; January 1996
University of Maryland; April 1996
Five College Cognitive Science Community; University of Mass.; December 1997
CUNY Graduate Center; April 1998
Pontifícia Universidade Católica do Rio Grande do Sul; April 1999
University of Delaware; April 2000
Nanzan University; September 2000
Pontifícia Universidade Católica do Rio Grande do Sul; November 2001
Universidade Estadual de Campinas; November 2001 (two talks)
Purdue University; March 2002
Max Planck Institute for Psycholinguistics, Nijmegen; March 2002
University of North Dakota; July 2002
University of California, San Diego; October 2002
University of Connecticut, Dept. of Communication; November 2003
Universidade Federal de Santa Catarina; August 2004
Nanzan University; March 2005
Haskins Laboratories; May 2005
Yale University; September 2005
Gallaudet University; October 2005
CUNY Graduate Center; November 2006
Universidade Federal de Santa Catarina; November 2007
Universidade de São Paulo; November 2008
Chinese University of Hong Kong; December 2008
Gallaudet University; April 2010
University of Maryland; April 2010
Nanzan University; Sept.-Oct. 2011 (two talks)
Universidade Federal de Santa Catarina; May 2012
University of Iceland; April 2013 (two talks)
Smith College; November 2013
Central Connecticut State University; December 2013
State Institute for the Deaf, Rome (ISSR); January 2014
VL2 (eMeeting); January 2014
University of Illinois at Chicago; February 2014
Yale University (guest lecture); March 2014
Massachusetts Institute of Technology (guest lecture); May 2014
Max-Plank Institute; June 2014
Massachusetts Institute of Technology (guest lecture); April 2015
Universidade Federal de Santa Catarina (guest lecture); June 2015
University of Pennsylvania; Jan. 2016
Presentations to Psychology/Linguistics Group at the University of Connecticut:
WILLIAM SNYDER

Personal Information

Address: Linguistics, Unit 1145
University of Connecticut
Storrs, CT 06269, USA
860 / 486-0157

E-mail: william.snyder@uconn.edu

Education

Ph.D. Massachusetts Institute of Technology, August 1995
Department of Brain and Cognitive Sciences,

Committee: Kenneth Wexler [Advisor], Noam Chomsky,
David Pesetsky, Steven Pinker.

Research Internship Massachusetts General Hospital, 1989-1990
Pre-doctoral Internship in Cognitive Neuroscience.

S.B. Massachusetts Institute of Technology, June 1989
Computer Science & Engineering; Brain & Cognitive Sciences.

Academic Appointments

Professor University of Connecticut, Department of Linguistics,
August 2012 – Present

Senior Scientist / Affiliate Haskins Laboratories, New Haven, Connecticut,
September 1998 - Present

Affiliated Faculty University of Connecticut, Department of Psychology,
Program in Language and Cognition, 1998-Present

Head of Department University of Connecticut, Department of Linguistics,
July 2007 – June 2012

Associate Professor University of Connecticut, Department of Linguistics,
September 2002 – August 2012

Assistant Professor University of Connecticut, Department of Linguistics,
September 1995 - August 2002

Invited Visiting Faculty LSA Summer Linguistic Institute, University of Michigan,
Summer 2013
Invited Visiting Faculty  LOT Winter School, Vrije Universiteit, Amsterdam, January 2010
Invited Visiting Faculty  LSA Summer Linguistic Institute, Stanford University, Summer 2007
Invited Visiting Faculty  Department of Linguistics, University of Massachusetts, Amherst, Spring 2004
Visiting Scholar  Department of Linguistics and Philosophy, MIT, January - August 2003
Invited Visiting Faculty  Institute of Cultural and Linguistic Studies, Keio University, Tokyo, Summer 2003

Teaching Interests
Language Acquisition  Comparative Syntax
Experimental Methods  Syntax-Semantics Interface
Psycholinguistics

Teaching Experience

University of Connecticut: Undergraduate Courses Taught Regularly

LING 1010  Language and Mind
COGS 2201  Foundations of Cognitive Science
LING 3110  Experimental Linguistics

University of Connecticut: Graduate Courses Taught Regularly

LING 5110  Acquisition of Syntax
LING 5120  Readings and Research in Acquisition
COGS 5120  Structure, Acquisition and Processing of Language
LING 6110  Methods in Acquisition
LING 6120  Topics in Acquisition

LSA Summer Linguistic Institute, University of Michigan, 2013
Language Acquisition and Grammatical Variability

LOT Winter School, Vrije Universiteit Amsterdam, January 2010
Language Acquisition and Grammatical Variation

LSA Summer Linguistic Institute, Stanford University, 2007
LSA 116P  Using CHILDES
Doctoral Advising

Major advisor to Emma Nguyen (Ph.D. expected 2018).


Major advisor to Koichi Otaki (Ph.D. 2014) Dissertation: Ellipsis of Arguments: Its Acquisition and Theoretical Implications. [Tenure-track Assistant Professor, Kanazawa Gakuin University, Japan]

Major advisor to Jean Crawford (Ph.D. 2012) Dissertation: Developmental Perspectives on the Acquisition of the Passive. [Intel Corporation]

Co-advisor, with Prof. Diane Lillo-Martin, to Natalia Rakhlin (Ph.D. 2007). Dissertation: Semantic Manifestations of the Developing Theory of Mind. [Post-doctoral researcher, Yale University (School of Medicine); now tenure-track assistant professor, Wayne State University]


Major advisor to Koji Sugisaki (Ph.D. 2003). Dissertation: Innate Constraints on Language Variation: Evidence from Child Language. [Tenure-track assistant professor, and now professor, at Mie University, Japan]


Co-advisor, with Prof. Diane Lillo-Martins, to Kazuko Hiramatsu (Ph.D. 1999). Dissertation: Accessing Linguistic Competence: Evidence from Children's and Adults' Acceptability Judgments. [Tenure-track assistant professor, and now associate professor, at the University of Michigan (Flint Campus)]

Associate advisor to numerous current or past Ph.D. students in linguistics, psychology, communication disorders, and bilingual education at the University of Connecticut.

Fulbright supervisor for Evrim Önem, doctoral candidate at Ankara University (Turkey), 2008-09 Fulbright Fellow in the University of Connecticut Department of Linguistics.


External dissertation reader for the Department of Linguistics, McGill University, Montreal, 1997 (Roumyana Slabakova: Zero Acquisition: Second Language Acquisition of the Parameter of Aspect).

Research Interests

Language Acquisition (Syntax, Morphology, Semantics)
Comparative and Theoretical Syntax
Syntax-Semantics Interface
Experimental Psycholinguistics

Grants and Fellowships


University of Connecticut Research Foundation Grant, Parameter Setting in Language Acquisition: A Training Study (Faculty Large Grant), to (PI) Dr. Diane Lillo-Martin and (Co-Investigators) Drs. Letitia Naigles and W. Snyder, 2009-2010.

National Science Foundation Grant, GALANA Conference, to (PI) W. Snyder and (Co-Investigator) Dr. Diane Lillo-Martin, 2008-2011.

University of Connecticut Research Foundation Grant, Indexing and Copy-editing of Book Manuscript ('Child Language: The Parametric Approach') (Faculty Small Grant), to W. Snyder, 2007.

University of Connecticut Research Foundation Grant, The Acquisition of Japanese Morphosyntax (Faculty Large Grant), to W. Snyder, 2002-2006.

University of Connecticut Research Foundation Grant, Children’s Acquisition of Russian: Longitudinal Transcription (Faculty Small Grant), to W. Snyder, 2000-2001.

National Institutes of Health (National Institute for Deafness and Communication Disorders) Grant, The Acquisition of Language by Deaf Children (Research Grant #DCD00183), to (PI) Dr. Diane Lillo-Martin and (Co-Investigator) W. Snyder, 1998-2002.

University of Connecticut Research Foundation Grant, Russian Child Language Development: Videotaping (Faculty Small Grant), to W. Snyder, 1998-1999.

University of Connecticut Research Foundation Grant, Cross Linguistic Early Syntax Study (Faculty Large Grant), to (PI) Dr. Diane Lillo-Martin and (Co-PI) W. Snyder, 1998.

University of Connecticut Research Foundation Grant, Acquisitional and Comparative Approaches to Parametric Models of Syntax (Faculty Large Grant), to W. Snyder, 1996-1998.
University of Connecticut Research Foundation Grant, *Acquisitional and Comparative Approaches to Parametric Models of Syntax* (Faculty Small Grant), to W. Snyder, 1995-1996.

Funding from Italian government to participate in the Workshop on Language Acquisition Research, International Institute for Advanced Scientific Studies, Trieste, Italy, July 1993.

NSF-funded Research Travel Grant for visitorship at UQAM (Université du Québec à Montréal), Canada, 1993.


Chiang Ching Kuo Foundation Grant in Chinese Linguistics, to study Chinese syntax at the LSA Summer Linguistic Institute, University of California at Santa Cruz, 1991.


**Academic Service**  
*Expertise-related Service (Selected)*


Member of Editorial Advisory Board, *English Linguistics*, 2010-Present.  
Member of Review Board, *Snippets*, 2000-Present.  
Member of Advisory Board, Tokyo Conference on Psycholinguistics, 2004-Present.  

Reviewer:  
Agence Nationale de la Recherche (ANR), France  
European Science Foundation  
National Science Foundation, United States  
NWO (Dutch Research Council), The Netherlands  
Research Grants Council, Hong Kong

*Annual Review of Language Acquisition*  
*Behavioral and Brain Sciences*  
*Cognition*  
*Cognitive Science*  
*Language Acquisition*  
*Language and Linguistics*  
*Language Learning*  
*Lingua*  
*Linguistic Approaches to Bilingualism*  
*Linguistic Inquiry*  
*Linguistics & Philosophy*  
*Natural Language & Linguistic Theory*  
*Natural Language Semantics*  
*Snippets*  
*Southwest Journal of Linguistics*  
*Syntax*
Boston University Conference on Language Development (BUCLD)
Formal Approaches to Japanese Linguistics (FAJL)
Generative Approaches to Language Acquisition (GALA)
Generative Approaches to Language Acquisition - North America (GALANA)
Generative Linguists of the Old World (GLOW)
GLOW (Generative Linguists of the Old World) in Asia
Hispanic Linguistics Society - Acquisition of Spanish and Portuguese
Japanese/Korean Linguistics
Eastern States Conference on Linguistics (ESCOL)
North East Linguistic Society (NELS)
Semantics and Linguistic Theory (SALT)
Tokyo Conference on Psycholinguistics (TCP)
University of Pennsylvania Linguistics Colloquium
West Coast Conference on Formal Linguistics (WCCFL)

John Benjamins book series, *Language Acquisition and Language Disorders*
MIT Press Linguistics Monographs
Cambridge University Press Linguistics Textbooks
Springer Verlag
Wiley-Blackwell


*Administrative Service (Selected)*

Chair of Academics Committee / Director of Academics, Neurobiology of Language Program (IGERT), University of Connecticut, 2012-Present.


Member of Executive Committee, Connecticut Institute of Brain and Cognitive Sciences, 2015-Present.

Member of Executive Committee, Neurobiology of Language Program (IGERT), University of Connecticut, 2012-Present.

Member of Steering Committee, Cognitive Science Program, University of Connecticut, 2005-Present.

Graduate Student Teaching Coordinator, Department of Linguistics, University of Connecticut, 2012-Present.
Head of Linguistics Department, University of Connecticut, 2007-2012.

Director of Graduate Studies, Department of Linguistics, University of Connecticut, 2002-2007.

Chair, Communications Committee, Department of Linguistics, University of Connecticut, 1995-2002.

Director of Undergraduate Studies, Department of Linguistics, University of Connecticut, 1998-1999.
Publications


Snyder, W., Lillo-Martin, D., and Naigles, L. (in press) "How to set the Compounding Parameter." In *Proceedings of GALA 6*.


Unpublished Conference Presentations


Smith, S., Snyder, W., and Meeks, L. (1990) "Agraphia in Alzheimer's Disease." Poster presentation at the Massachusetts Alzheimer's Disease Research Center, Fifth Annual Scientific Poster Session, Massachusetts General Hospital, Boston, Massachusetts, 9 November 1990.
Circulated Manuscripts


Selected Talks


21 January 2016
Jon Sprouse

Education

2007 **Ph.D., Linguistics.**
University of Maryland

2003 **A.B., Linguistics, summa cum laude.**
Princeton University

Academic Positions

2013-present **Associate Professor, Department of Linguistics.**
University of Connecticut

2007-2013 **Assistant Professor, Department of Cognitive Sciences.**
University of California, Irvine

Visiting Positions

2012-2013 Assistant Professor, Program in Linguistics. Princeton University

Awards

2013 Jon Sprouse. Early Career Award for outstanding contributions to the field. Awarded by the Linguistic Society of America.


Grants


Journal Articles


*in press* Sprouse, Jon, Ivano Caponigro, Ciro Greco, and Carlo Cecchetto. Experimental syntax and the variation of island effects in English and Italian. *Natural Language and Linguistic Theory.*
Journal Articles (continued)


Books


Book Chapters

Book Chapters (continued)


Conference Proceedings


Invited Presentations


2015  Neuronal oscillations and syntactic structure-building. McMaster University, April 1.

2015  Experimental syntax and three debates in linguistics. McMaster University, April 1.


2015  It’s time to get serious about gradience. Invited speaker at Florida Linguistics Yearly Meeting 2, Eckerd College, March 8.

2014  A conversation about acceptability judgments. University of Massachusetts, Amherst, October 16.


2014  Experimental syntax: Chasing Monsters. Invited speaker at WCCFL 32, University of Souther California, March 8.


2013  The next phase of experimental syntax. Yale University, October 1.


2013  Island effects: domain-general or domain-specific. Pomona College, February 13.
Invited Presentations (continued)


2012 Experimental syntax and the cognitive neuroscience of language. Harvard University, October 19.

2012 Syntactic islands and learning biases. Princeton University, October 8th.

2012 Assessing the role of experimental syntax in linguistic theory. Keynote speaker at TEAL 7, Hiroshima University, February 18.


2011 Making sense of the experimental syntax landscape. Michigan State University, October 27.

2011 The cognitive neuroscience of sentence processing. California State University, Fullerton, October 10.


2010 The quantitative syntax debate. University of California, Santa Cruz, May 28.

2010 The experimental syntax debate. Keynote speaker at the 19th annual Linguistics Symposium. California State University, Fullerton, April 12.


2008 Islands and the role of working memory in acceptability judgments. University of California, Los Angeles, October 15.

2008 Moving beyond experiments. University of Tuebingen, Germany, May 6.

2007 Acceptability, Grammaticality, and the Role of Experimental Syntax. University of California, Santa Cruz, November 2.

2007 Acceptability, Grammaticality, and the Role of Experimental Syntax. University of Southern California, October 29.

2007 Engaging the debate. Guest Lecture, Harvard University, May 3.

2007 The new power of acceptability judgments. Harvard University, May 1.

2007 Subject Islands, Grammar, and Parser. Harvard University, April 30.


Invited Presentations (continued)

2006
Experimental Syntax. University of California, San Diego, November 30.

Conference Presentations

2015

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Conference Presentations (continued)


2005 Sprouse, Jon. ACD and Movement Reconsidered, NELS 36, University of Massachusetts Amherst, October.


Service to the field

2013-present Member of the Program Committee, Linguistic Society of America.


Service at the University of Connecticut

2014-present Member of the Steering Committee for the Brain Imaging Research Center (BIRC), University of Connecticut.

2013-present Co-director of Graduate Admissions, Department of Linguistics.

2013-present Co-director of Cognitive Science Shared Electrophysiology Resource Laboratory (CSSERL), College of Liberal Arts and Sciences.

Service at the University of California, Irvine

2011-2013 Associate Director, Center for Language Science, School of Social Sciences

2011-2012 Search Committee, Department of Cognitive Sciences

2011, 2012 Alumni Excellence Scholarship Award Committee, School of Social Sciences

2011, 2012 Alice B. Macy Award Committee, School of Social Sciences

2011 Order of Merit Award Committee, School of Social Sciences

2010-2012 Undergraduate Director, Department of Cognitive Sciences

2009, 2010, 2011 Outstanding Honors Thesis Award Committee, School of Social Sciences

2009 Merit Review for Faculty Member, School of Social Sciences

2007-2013 Director, Syntax Lab, Department of Cognitive Sciences
Curriculum Vitae of Harry van der Hulst (updated January 2015)

Harry van der Hulst
Department of Linguistics,
University of Connecticut
Oak Hall, Room 362, U-1145
365 Fairfield Way
Storrs CT 06269
USA

harry.van.der.hulst@uconn.edu

1. Education

1971-1977 University of Leiden
   Major: Dutch Language and Literature
   Minors: General Linguistics, Philosophy of Language, Logic
1977 Master's degree (cum laude)
1977-1985 Full researcher at the Dutch Lexicological Institute (INL, Leiden)
1984 PhD at Leiden University: Syllable structure and stress in Dutch
1976-1982 Lecturer at the COCMA (Utrecht) in (historical) linguistics and Gothic
1985-1986 Assistant professor in the Dutch Department, Leiden University
1986-1994 Assistant professor in the Department for General Linguistics, Leiden University
1994-1999 Associate professor in the Department for General Linguistics, Leiden University
1994-1999 Associate professor at the Holland Institute of Generative Linguistics (HIL), a Graduate Program in linguistics
1996-1999 Director of the Holland Institute of Generative Linguistics (HIL)
1998-1999 Member of the Scientific Council of the National Research Center (LOT)
1999-2000 Distinguished Visiting Fellow in the Arts and Sciences (Full Professor Rank, supported by the Luce Foundation) at Skidmore College, Saratoga Springs
1999-2000 Part-time Visiting Scholar at the Department of Linguistics, NYU
2000-present Professor of Linguistics (Department of Linguistics, University of Connecticut (Storrs)

Research areas: phonology, morphology, in particular segmental structure, syllabic structure, stress, compounding, sign language, gesturing, language change & evolution, language acquisition, and the interplay between phonetics, phonology and human cognition.

Short Bio: Harry van der Hulst (PhD 1984, University of Leiden) specializes in the phonology (the sound structure of languages) and has done research in feature systems and segmental structure, syllable structure, word accent systems, vowel harmony, sign language phonology, the phonology-phonetic interface, historical phonology and child phonology. His theoretical orientation is that of Dependency Phonology and Government Phonology, his own model being called ‘Radical CV Phonology’. In addition, he has developed interests in language evolution and
cognitive science. He has published 4 books, 2 textbooks, over 150 articles; he has edited 24 books and 6 journal theme issues in the above mentioned areas. He has held guest positions at the University of Salzburg, the University of Girona, Skidmore College and New York University, and taught at the LSA summer Institute in 1997 (Cornell University). He co-founded the Dutch linguistic journal GLOT which was published from 1980 to 1990. He has been EDITOR-IN-CHIEF of the international linguistic journal *The Linguistic Review* since 1990 and he is co-editor of the series ‘Studies in generative grammar’ (Mouton de Gruyter). Currently he is a member of the Editorial board of *Sign Language and Linguistics*. In addition, he has served on the boards of linguistic journals such as *Phonology*, *Lingua*, *Linguistics and Acta Linguistica Hungarica*. He is a member of the board of GLOW (Generative Linguistics of the Old World). He is currently (since 2000) professor of linguistics at the University of Connecticut. He is married to Nancy Ritter (also a linguist) and has 7 children. He plays percussion, likes to construct artful objects, perform in musicals and collects books (among others).

2. Publications

2.1. Books

1976

1984

2001

2005

2006

2008


Monographs in preparation

Hulst, H.G. van der (in prep). Sounds of silence [about the phonology of sign languages].

Collection of articles

Hulst, H.G. van der (in prep). Phonology and the grammar

Text books in preparation

Hulst, H.G. van der (in prep). Phonology: from scratch to theory.

2.2. Edited volumes


**Edited theme issues of Journals**


2.3. *Articles (those marked with * appeared in peer-reviewed journals)*

1977

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Submitted


In preparation


3.3. Web publications

Oxford Bibliographies Online: Vowel Harmony

http://www.oxfordbibliographies.com/browse?jumpTo=vowel+harmony&letter=v&module_0=obo-9780199772810&page=3&pageSize=20&sort=title

5. Reviews

1977


1979


1984

6. **Reviews of my scholarly work** [needs updating]

I have no systematic record of reviews. I looked at two journals so far. These are all reviews of the books that I have edited:

- Journal of Linguistics 20/2 (1984), 365-373 (Structure of Phonological Representations)
- Journal of Linguistics 23/2 (1987), 466-468 (Advances in Phonology)
- Language 59/2 (1983), 402-405 (Lexical Grammar)
- Language 59/4 (1983), 905-907 (Scope of Lexical rules)
- Language 72/4 (1996), 847-851 (Tone)
- Language 78/3 (2002), 606-607 (The Syllable)

7. **Lectures and papers presented (since 1982)**

- *Invited lectures are marked by *
- *Papers accepted for refereed conferences are marked by ***

**1982**
23 January: Taalkunde In Nederland (Amsterdam): Een lexicaal-prosodische analyse van klemtoon in het Nederlands
13 - 15 Augustus: Salzburg Summer Festival in Linguistics: Autosegmental association in metrical domains

**1983**
**22 January: Taalkunde In Nederland (Amsterdam): Metrische roosters and grids**
**1-3 March: 5e Jahrestagung DGFS (Passau): Lexical phonology**
20 July: Linguistic Symposion (UCLA): Metrical grids and trees
20 July: Linguistic Symposion (UCLA): The treatment of pitch-accent
10 Augustus: NWO-workshop Nonlinear Phonology (Amsterdam): Vowel harmony. Rules or representations?
5 October: Institut fur Sprachwissenschaft (Salzburg): Phonological constituent structure

**1984**
**28 January: Taalkunde In Nederland (Amsterdam): Het verkleiningsuffix en de structuur van de Nederlandse lettergreep**
17 February: GPW Winter meeting (Amsterdam): Syllable structure: flat, metrical or what?
11 May: GPW Spring meeting (Amsterdam): Harmony and disharmony in Nyangumarda (with N. Smith)
**25 - 28 June: 5e Phonologietagung (Eisenstadt): Hungarian vowel harmony**
31 Augustus: GWP Summer meeting (Amsterdam): Ambisyllabicitic and the structure of Dutch syllables
16 November: GPW Fall meeting: A metrical analysis of Dutch word stress

1985
15 January: Department ATW/RUG: Universele en taalspecifieke aspecten van lettergreepstructuur
**19 January: Taalkunde In Nederland (Amsterdam): Het klemtoonpatroon van samenstellende afleidingen in het Nederlands
**19 January: Taalkunde In Nederland (Amsterdam): Underspecification (with C. Ewen)
1 February: GPW Winter meeting (Tilburg): A classification of pitch accent systems (with N. Smith)
**28 February: 6e Jahrestagung der DGFS (Hamburg): The stress pattern of complex words
15 March: Fridayclub (Amsterdam): Het klemtoonpatroon van het Nederlands
3 April: NWO-workshop over Morfologie (Leiden): The structure of synthetic compounds in the light of their stress pattern
**18 April: GLOW phonology workshop (Brussel): The internal structure of segments
**18 April: GLOW phonology workshop (Brussel): Single-valued features and neutral vowels in Hungarian

*19 June: Conferentie on non-linear phonology (Lyon): Aspects of Dutch syllable structure and stress
16 July: GWP Summer meeting: Underspecification theory and so-called non-harmonic segments
*3 September: Workshop on lexical phonology (Tromso/Noorwegen): Neutral vowels
17 October: Colloquium Afrikaanse taalkunde (Leiden): Opaque and neutral vowels in Turkana and Bari (with N. Smith)

1986
**23 January: Taalkunde In Nederland (Leiden): Vocaalharmonie in Tunen (with M. Mous)
**23 January: Taalkunde In Nederland (Leiden): Synchronische consequenties van merger voor vocaalharmoniesystemen (with N. Smith)
**8 April: GLOW (Barcelona): The autosegmental representation of neutral segments (with N. Smith)
20 April: Nomen (Leiden): De autosegmentele analyse van klinkerharmonie
2 June: Workshop Phonological Features (Wassenaar): The autosegmental representation of neutral vowels (with N. Smith)
1 September: Colloquium Afrikaanse taalkunde (Leiden): Y-prosodie in Ga’anda (with N. Smith)
1 September: Colloquium Afrikaanse taalkunde (Leiden): Vowel harmony in Lelemi (Togo-Remmant) (with M. Mous)
*5 September: Max Planck Instituut (Nijmegen): On skipping
*26 September: University College/SOAS (Londen): Trends in non-linear phonology
1987
12 January: GPW Winter meeting (Amsterdam): Segmentstruktur en lettergreepstructuur with J. van Lit
**24 January: Taalkunde In Nederland (Amsterdam): Vowel harmony in Khalkha and Buriat (East Mongolian) (with N. Smith)
**24 January: Taalkunde In Nederland (Amsterdam): Single-valued features and the distinction between [-F] and [0F] (with C. Ewen)
**6 March: 9e Jahrestagung DGFS (Augsburg): Symmetry and single-valued features (with C. Ewen)
**6 March: 9e Jahrestagung DGFS (Augsburg): ATR and rounding harmony (with N. Smith)
*26 March: University of Essex: Vocalic features and vowel harmony
*26 March: University of Essex: Two lectures in a Workshop on phonology
*10 April: Vrijdagclub (Amsterdam): Voocaalkenmerken en vocaalharmonie
8 May: GPW Summer meeting (Leiden): Metrische parameters
9 September: Colloquium Afrikaanse taalkunde (Leiden): The representation of vowel height (with N. Smith)
**11 September: Morfologiedag (Gent): Struktuurparadoxen (with T. Hoekstra en F. van der Putten)
**6 November: NELS (Toronto): The geometry of vocalic features
**8 November: NELS (Toronto): On foot typology (with A. Lahiri)

*10 November: MIT (Boston): The dual interpretation of |i|, |u| and |a|
19 November: Department ATW/RUG: De geometrie van vocalische kenmerken
17 December: Department Nederlands/RUG: Autosegmentele fonologie en kindertaal (with C. Levelt)

1988
23 January: Taalkunde in Nederland (Leiden): Tungusic and Mongolian vowel harmony: a minimal pair (with N. Smith)
**23 January: Taalkunde In Nederland (Leiden): [high], [low] and [back] or [I], [A] and [U] (with C. Ewen)
12 February: OTS (Utrecht): Klinkerkenmerken
*17 February: SOAS (Londen): The geometry of vocalic features
20 February: GPW Winter meeting (Essex): Syllable structure and syllabification
**31 March: GLOW workshop (Budapest): The convergence of phonological theories
*12 April: Max Planck Instituut (Nijmegen): The internal structure of phonological segments
15 April: TABU-dag (Groningen): Nederlandse klemtoon: "versie 5.0" (with J. van Lit)
*1 July: 6e Phonologietagung (Krems): The phonological and phonetic basis of the simplex feature hypothesis
2 July: Phonologietagung/workshop (Krems): Segmental hierarchitectuure
2 July: Phonologietagung/workshop (Krems): Underspecification in child phonology
9 November: Brandeis University: Dutch stress: mora, syllable, foot
10 November: MIT (Boston): Features and Dependency
15 November: Umass (Amherst): Features and Dependency
18 November: OTS (Utrecht): De fonologie van kindertaal (with R. van Zonneveld)
1989
10 June: Coordination Phonologie (Paris): A dependency view on segmental structure
5 July: SOAS (London): Atoms of segmental structure
*9 oktober: MIT (Boston): On the structure of complex consonants (with N. Smith)
13 October: Dpt. of Linguistics (University of Toronto): Why unary features?
17 October: Dpt. of Linguistics (University of Ottawa): Vocalic components
19 October: Dpt. of Linguistics (McGill): What is good about mora theory?
20 October: Dpt. of Linguistics (UQAM): Consonantal components

1990
8 June: TABU-dag (Groningen): De architectuur van het segment
24 October: Dpt. of Linguistics (University of Toronto): The molecular structure of phonological segments
*13 December: LCJL conference (Leiden): The molecular structure of phonological segments

1991
18 March: Dpt. of Linguistics (University of Edinburgh): Intrasegmental dependency structures
*24 March: GLOW Acquisition workshop (Leiden): Global determinacy and phonological acquisition (with E. Dresher)
28 March: GLOW Acquisition workshop (Leiden): Remarks on phonological development
22 June: Acquisition workshop (Max Planck Institute/Nijmegen): The role of heads in phonological acquisition (with E. Dresher)
10 July: University of California at Santa Cruz: Dependency structures in phonology
*20 July: Conference on Phonological Feature Organization (Santa Cruz): On the nature of phonological primes

1992
13 January: Soas (London): Extrasyllabicity and empty nuclei
**18 January: Taalkunde In Nederland (Utrecht): Iambic lengthening in Carib (met. E. Visch)
18 January: Taalkunde In Nederland (Utrecht): Transparent consonants (with M. Mous)
9 April: University College London: Phonological primes and segmental structure
*23 May: Canadian Linguistic Association: Heads (with E. Dresher)
11-14 June: Engeland (London): The cold vowel and the spine
**4 July: 7e Phonologietagung (Krems): Main stress and rhythm (with J. Kooij)
5 July: 7e Phonologietagung (Krems): On the independence of stress and rhythm
6 July: 7e Phonologietagung (Krems): On sign language phonology
4 September: ESF workshop (San Sebastian): Stress retraction
*18 September: Opening lecture CLS year (Nijmegen) Units in the analysis of signs

1993
16 January: HILP (Leiden): Metathesis effects in Leti (with A. van Engelenhoven)
19 January: University College London: Units in the analysis of signs
20 January: University of Durham: Units in the analysis of signs
21 January: University of Newcastle: Radical CV phonology
9 February: SCHIL (Leiden): On the Phonology of Sign Language
**5 April: GLOW conference (Lund, Sweden) Dependency relations in the representation of signs
14 June: Paris VIII: Metathesis effects in Leti
*12-14 August: Laboratory Phonology 4 (Oxford, England) How abstract are the elements?

1994
**6 April: Spring meeting of the LAGB (Salford): Head-dependent relations in the phonological representation of signs.
27 April: Departmental talk (Tilburg): A radical CV theory of the syllable
19-20 May: Phonology workshop (Manchester): The segment - syllable connection
9 June: NIAS (Wassenaar): Gebarentaalkunde
**22-27 August: 7th International conference on Austronesian linguistics (Leiden): The structure of Kambera roots (with M. Klamer)

**1-3 September: 4th European Sign Linguistics conference (Munich): Head-dependent relations in the phonological representation of signs.
*16-17 September: International workshop on phonological structure (Durham): The relation between primary and secondary accent: 10 years after.
27 November: Trondheim: The composition of handshapes.

1995
25-27 January: Universiteit van Amsterdam, HILP2: The Uneven Trochee (with M. Klamer)
8 March: xxxx: The phonological organization of signs
*24 March: Amsterdam, Fridayclub: Fonologie en gebarentaal
*19-21 June: Royaumont (France), Conference on Trends in Phonological models and methods: Principles of Radical CV Phonology
*1-3 September: University of Essex, workshop on derivations and constraints: Weight-by-position by position (with S. Rosenthall)
*7-9 September: University of Groningen, Gala Conferentie: The acquisition of handshape
29 September: University of Leiden, VTW-Fridayclub: De structuur van gebarentalen
*14 December: University of Essex: Primary accent is non-metrical
*14 December: University of Essex: Acquisitional evidence for the composition of handshape
*18 December: Max Planck Institute, Nijmegen: Remarks on Optimality Theory.

1996
**20 January: Reduplication in Leti (TIN-day, Utrecht) (with M. Klamer)
**April: Leti metathesis and reduplication (3rd meeting of the Austronesian Formal linguistics association, UCLA) (with M. Klamer)

**17 May: Phonological categorization and phonetic exponents (at Phonology Conference, Manchester)

6 June: Phonological categorization and phonetic exponents (at University of Toronto)

*17 June: Dutch stress (at workshop on Stress at the Max Planck Institute)

19-18 September: two poster presentations (at Sign Linguistics Conference in Montreal)

**xx November: Radical CV phonology (at Phonologica Conference, Vienna)

9 December: Structure paradoxes in phonology (at OT on the HIL, Leiden)

1997

**10 January: On some parallels between empty nuclei and unstressed syllables (HILP III, Amsterdam (with G. Rowicka)

**8 February: Structure paradoxes in phonology (MOT, Toronto)

11 February: Primary accent is non-metrical (University of Toronto)


*April: Two lectures at the University of Kentucky

*5 May: Phonological structure in sign language (Ohio State University)

**28 August: Prosodic choices in Dutch plural formation (Marburg) (with Jan Kooij)

**18 September: Syntagmatic organization of movement phases in signs and co-speech gestures (Hamburg) (with I. Kita & I. van der Gijn).

1998

6 February: The structure of Sign Phon. Max Planck Institute Worskop on Multimedia Databases (Nijmegen)

27 March: Gebarenfonologie in Leiden. Dutch Sign Day (Leiden)

18 May: The internal and external syntax of segments: Reduction to CV (New York University/USA)

19 May: Modality-free phonology (StonyBrook/USA)

21 May: Syllable structure and segmental structure are one (CUNY/USA)

26 May: Syllable structure and segmental structure are one (UCLA/USA)

*22 June: Head-driven Phonology. Royaumont II (Paris) (with N. Ritter)

26 October: On the lexical - postlexical distinction (Manchester)

**13 November: The phonetic and phonology of place (Gallaudet, Washington/USA) (with E. van der Kooij)

20 November: Modality-free phonology (University of Rochester)

1999

**29 January: The symmetry condition in sign language and gesture (with S. Kita & I. van Gijn). HILP IV conference (Leiden)

xx February: the study of language. Skidmore College (Saratoga Springs)

**22 April: No Sympathy for Opacity. CLS #35 (Chicago) (with N. Ritter)

28 September: Creative hands – On the nature of sign Language. Skidmore College (Saratoga Springs)
19 October: So how did languages emerge? – On the creation of the form of language. Skidmore College (Saratoga Springs)

9 November: The diversity of languages – On the creation of confusion. Skidmore College (Saratoga Springs)

*12 November: On the notions ‘segment and syllable’ in sign language (NYU, Linguistic Department)

*19 November: Modalities of Language (NYU, Psychology Department)

7 December: The creation of new languages, both natural and artificial. Skidmore College (Saratoga Springs)

2000

11 April: “Leonardo da Vinci: Why I’m so creative”. Skidmore College (Saratoga Springs)

**26 April: Head-driven Phonology. First North American Phonology Conference (Montreal) (with Nancy Ritter)

2001

29 November: Levels, Constraints and Heads. Talk at Haskins Laboratories (New Haven) (with Nancy Ritter)

2002

**27-30 June: Phonetic implementation and phonetic pre-specification in sign language phonology (Laboratory Phonology Conference, Yale) (with Els van der Kooij)

*1-3 August, Invited speaker at the 2002 International Conference on Korean Linguistics (Korea, August 1-3): Licensing in Phonology

*1-3 August, Key note speaker at the 2002 International Conference on Korean Linguistics (Korea, August 1-3): Complex segment in Radical CV Phonology

**1-3 November, Ninth International Phonology Meeting (Vienna): No stricture, just structure.

*1-3 November Ninth International Phonology Meeting (Vienna): Invited moderator and speaker for a workshop on phonological licensing

6 December, Cognitive Phonology. Talk for the Cognitive Science Faculty at UConn.

2003

**9-11 January, Old World Conference on Phonology (OCP) (Leiden, The Netherlands): On the internal and external organization of sign segments: some modality specific property of sign segments in NGT (with Els van der Kooij)

*25 April. Invited talk: Dutch syllable structure meets Government Phonology. McGill University

*24-29 July, 17th International Congress of Linguists, Charles University in Prague, Czech Republic: Phonological dialectics. A short history of generative phonology. (Member of the Scientific committee)

2004

X February. Brackets and grid marks, or theories of primary accent and rhythm. CUNY conference on phonological representations.

2005
26 April. Patterns in vowel harmony. UCLA Linguistic Department, Weekly Colloquium.
*8 July. Between Stress and Tone conference. Invited speaker (Member of the Scientific committee)
9 September. Dependency in phonology. Stony Brook linguistic colloquium (by invitation)

2006
** 30 November. The meaningless side of language. Connecticut College (New London)

2007

2008
* 17 January: The Syllable in RcvP. Cuny Conference on Precedence Relations. NYC.

2009
** 18 January: Primary accent and rhythm. Cuny Conference on the foot. NYC
**21 January: Monovalent features. OCP preworkshop. Edinburgh [With Norval Smith]
* 2 April: Theories of Stress. Leiden, The Netherlands
*April 23, Annual UConn LanguageFest: StressTyp: a database of word accentual system (Poster presentation).

2010
30 April. In defense of accent Stresstyp conference, University of Connecticut
*18 December. A typology of pitch accent systems. Tokyo/Japan
*May 15. Vowel harmony and locality. McGill, Canada

2011
July/August - Three public lectures onboard the MS Maasdam:
  What are sign languages? (July 31)
  The origin of language (August 7)
Is language hard-wired? (August 24)

December 3 - Separating primary stress from rhythm: evidence from StressTyp1. University of Connecticut (with Rob Goedemans, Leiden U.)

2012

January 12 – On the nature of phonological primes. Cuny Conference on the Segment. NYC.
*December 2 – Representing Rhythm. Delaware Conference on Word Stress and Accent.

2013

January 16-18, 2013 - Attended CUNY Forum conference in NYC (no talk, chaired session and contributed to tribute to Morris Halle)

*February 8 – Sign language phonology. UQAM workshop on Complexity.

March 27 – Language and identity. Hall High School, West Hartford. Organized by ‘Hello West Hartford’


09/20&21/13 M90 conference at MIT Poster presentation about ST2

November 15 Delaware lecture; vowel harmony

2014

Jan 6-8 Conference in Paris on the work of Tobias Scheer; The opponent principle in RcvP


August 12-22 Organizer of conference on stress and accent; Leiden, The Netherlands

2015

* January 15-17: But Mr. Lowenstamm, it’s CVs all the way down. Talk presented at The form of structure, the structure of form - Three days of linguistics for Jean Lowenstamm, 2015, University Paris Diderot – Paris 7


8. Invited Courses abroad (i.e. outside the Netherlands)
-1984, May: Course on Tone systems at the university of Salzburg (1 week)
-1985, July/August: Salzburg Summer school: Course on Tone systems (6 weeks)
-1991, 12-16 August: Course on Non-linear Phonology at Saarbrücken Summer school in Computational Linguistics (1 week)
-1991, 30 September - 4 October: Course on Metrical Phonology at the University of Salzburg (1 week)
-1991, 7-11 October: Course on Dependency Phonology at the University of Salzburg, (1 week)
-1992, 11-15 May: Course on Non-linear Phonology at the University of Novisad, Yugoslavia (1 week)
-1993, 3-8 May: Course on Stress in Gran (Conference center, Norway) (1 week)
-23-27, August: Course on Non-linear Phonology at the University of Helsinki (Finland) (1 week)
-1994, 4-29 July: two courses, on Introduction to Nonlinear Phonology, and on Metrical phonology (4 weeks) at the Girona Summer school in Linguistics:
-1995, 17-22 May: Course on Stress at the university of Umea (Sweden) (1 week)
-1997, April/May: 8 lectures on Phonology at the university of Kentucky (Lexington) (1 week)
-1997, August: Course Dutch Phonology at the LSA Linguistic Institute (Cornell University, 4 weeks)
-1999, April: 3 lectures on Sign Language, and Stress at New York University
-1999 (Sept. – Dec.): 4 part lecture series at Skimore College, NY on Creativity and Language
-1999 (Nov.-Dec.): Several lectures on Phonology in the department of linguistics, and the department of psychology of NYU
-2000. Visual languages (a one semester course). Skidmore College

9. Invited courses in the Netherlands

-May 1986, October 1988, May 1989: Graduate Courses on Phonology for the National Research School in Linguistics (LOT, the Netherlands)
-June 1990: AVT-summer school on Segmental structure
-28 May 1994: one day course (two lectures) on Nonlinear Phonology for the Dutch Phonetic Society (Leiden)
-6-10 June 1994: LOT-course on Sign Phonology (with L. Uyechi)
-June 1996: LOT course on Theories of Word Accent

10/11. Scientific organizational work

11.1. Phd and postdoc grants

-During the 1990s: from the Netherlands Organization for Scientific Research (NWO) I received four grants for phd-student projects (V. Lit, Levelt, Fikkert, Polgárdi), and three post-doc positions (Visch, v. Oostendorp, Rowicka).
11.2. Projects

-During the years 1990-1994, I have been Theme-coordinator of an international research group consisting of approximately 20 linguists working on “word prosodic systems of European languages” as part of a large 5-year project financed by the European Science Foundation (project name: EUROTYPL). This project involved organizing 10 workshops (1990 Leiden (2x), 1991 Pisa, Salzburg, 1992 Essex, San Sebastian, 1993 Konstanz, Lund, 1994 Strasbourg, Utrecht) and editing of a book (approximately 1000 pp.) which appeared in 1999 (Mouton de Gruyter).

-In the course of the ESF project I received various small grants to work on a database StressTyp which aims at storing information on word prosodic systems of the world’s languages. We also started work on a related database system with a component on phonotactic/syllable structure, called SylTyp. StressTyp was also part of a joint project (which started in the fall of 1997) of Dutch and Indonesian linguists which aimed at a description of word prosodic systems of Indonesian languages. StressTyp has also been made part of other projects (World Atlas of Language Structures, WALS, directed by Bernard Comrie) and the Dutch Taal DataBank project (TDB, ongoing). Currently, StressTyp is being further developed with a grant from the NSF (2011-2013/4); see below.

-I was a member of the coordinating committee of a European Science foundation (ESF) network (called INTERSIGN) in the area of sign language (1997-2000). This project involved 8 researchers and approximately 30 guest participants.

-Together with Teun Hoekstra I planned, organized and coordinated an international theme group on the logical problem of language acquisition during the academic year 1990-1991 at the Netherlands Institute for Advanced Study in the Humanities and the Social Sciences (NIAS). This group consisted of appr. 10 researchers from the Netherlands and the US.

-In the mid nineties I started a project called SignPhon. This project (involving two phd-students and several research assistants) aims at establishing a lexical database of sign from Sign Language of the Netherlands (SLN). Signs are stored and provided with phonetic and phonological coding. We have acquired two grants from NWO (Netherlands Organization for Scientific Research) and a grant from the Gratama Foundation and the Faculty of Arts in Leiden.

-In 1998, I organized a conference, bringing together all sign language researchers in the Netherlands and Belgium, attempting to establish an overview of current research and stimulating more collaboration. We published some preliminary results in 1999.

- 2006 – 2008 SignTyp, a project that aims to establish a cross-linguistic sign language database (with Rachel Channon, University of Maryland/Gallaudet University). This project was made possible by a $200,000 grant from the National Science Foundation (NSF)

- 2011 – 2013/4 StressTyp2, extending the StressTyp database and developing a web interface.

- 2011 – 2013/4 SignTyp continuation, developing a collection of 15 sign language lexicon each containing 1000 signs, all signs being encoded for phonetic and phonological properties.

11.3. Conference organization

11.4. Workshop organization


For many of these organizational events, grants were obtained from NWO (Netherlands Organization for Scientific Research), KNAW (The Royal Academy for Sciences in the Netherlands) or other organizations.

11.5. Grants in the USA

External:
- 2006-2008 NSF grant SignTyp ($200,000). Development of a cross-linguistic database of signs.

Internal:
- Spring 2008 Provost Award for teaching relief (2 courses)
- 2008 Small grant from the UC Research Foundation for the First SignTyp conference ($750)
- 2008 - 2010 GEOC award for course development ($10,000)
- 2009 – 2010 Large Faculty Grant ($16,000)
- 2010-2011 Small Faculty grant ($1,500) for editing work on Word Accent book
- 2014-2015 Small grant from UConn’s Humanities Institute ($1,000) for UConn Graphic Narrative Initiative
- 2015-2016 Small grant from UConn’s Humanities Institute ($1,000) for UConn Graphic Narrative Initiative
12. Editorial work

-Since 1990 I have been the EDITOR-IN-CHIEF of the international linguistic journal *The Linguistic Review* (since 1990). Since 1997 TLR has been associated with the GLOW society.

-Editor of 24 books on various aspects of grammar (mostly on phonology or morphology) and 6 special issues of linguistic journals.

-Co-founder (with T. Hoekstra) and editor of the (Dutch) linguistic journal GLOT (which existed from 1979 until 1988, i.e. 10 years).

-Series editor of “Linguistic Models” (Mouton de Gruyter), and “Studies in Generative Grammar” (Mouton de Gruyter).

-Member of the Editorial or Consulting board of the journals:
  *Phonology* (Cambridge University Press, 1988 - 1993)
  *Sign Language Linguistics* (Benjamins Publishing Company 1998 - )
  *Japanese Linguistics* (2009-)

13. Sabbaticals

*The Netherlands Institute for Advanced Study in the Humanities and Social Sciences (NIAS)*
-1 September 1990 - 1 July 1991: Language acquisition
-1 January - 1 July 1994: Word prosodic systems (ESF-project)

*Skidmore College, NY (funded by the Luce Foundation)*
-1999-2000: Distinguished visiting Fellow in the Arts & Sciences. The funding for this position was part of a three-year grant (obtained by Skidmore College) on the subject of Human Creativity in the Arts and Sciences.

*Uconn*
-
- Fall 2006 – Regular one semester Sabbatical (after 6 years of teaching)
- Spring 2007 – One semester teaching relief (Provost Grant)
- Spring 2014

14. Administrational organizational work

14.1. At Leiden University and internationally

-Director of the Holland Institute of Generative Linguistics (HIL) (1996-1999)

  HIL was a graduate institute, based on a collaboration of the University of Amsterdam, The Free University (of Amsterdam) and Leiden University. (The name has now changed into Leiden University Centre for Linguistics, LUCS. HIL/LUCS is part of the National Graduate School in Linguistics, LOT). I was actively involved in founding this institute in 1992 and have been director for three years. The task of the director combined the roles of both a managing and scientific director. The faculty of HIL consisted of approximately 50 faculty members and 40 PhD students. In 1998 we started an “Advanced Masters Program”, a one-year curriculum.
-Director of undergraduate studies in the department of linguistics (1986-1996)
-Member of the LOT board
-Member of the LOT Scientific Council. This council is “a body of prominent and experienced researchers who are actively involved with the research of the National Research Centre [i.e. LOT]”.
-Permanent board member of the GLOW Society (as Editor of The Linguistic Review)

14.2. At Uconn

- Member of the Courses and Curriculum Committee (2000 - 2002)
- Member of Admission committee (2000 - present)
- Chair of Graduate Admissions (2001-2002)
- Member of Cognitive Science Steering committee (2002 - 2009)
- Undergraduate Director (2002 – 2007, 2011 - present)
- Overseer Departmental Website (2007 - 2009)

15. Teaching

15.1. Courses abroad

-1984, May: Course on Tone systems at the University of Salzburg (1 week)
-1985, July/August: Salzburg Summer School: Course on Tone systems (6 weeks)
-1991, 12-16 August: Course on Non-linear Phonology at Saarbrücken Summer school in Computational Linguistics (1 week)
-1991, 30 September - 4 October: Course on Metrical Phonology at the University of Salzburg (1 week)
-1991, 7-11 October: Course on Dependency Phonology at the University of Salzburg (1 week).
-1992, 11-15 May: Course on Non-linear Phonology at the University of Novisad (1 week)
-1993, 3-8 May: Course on Stress in Gran (Conference center, Norway) (1 week)
-23-27, August: Course on Non-linear Phonology at the University of Helsinki (Finland) (1 week)
-1994, 4-29 July: two courses, on Introduction to Nonlinear Phonology, and on Metrical phonology (4 weeks) at the Girona Summer school in Linguistics:
-1995, 17-22 May: Course on Stress at the university of Umea (Sweden) (1 week)
-1997, April/May: 8 lectures on Phonology at the university of Kentucky (Lexington) (1 week)
-1997, August: Course Dutch Phonology at the LSA Linguistic Institute (4 weeks)
-1999, April: 3 lectures on sign language, and Stress at New York University
-1999 (Sept. – Dec.): 4 part lecture series at Skimore College, NY on Creativity and Language
-1999 (Nov.-Dec.): Several lectures on Phonology in the department of linguistics, and the department of psychology
15.2. **Courses in the Netherlands**

- May 1986, October 1988, May 1989: Graduate Courses on Phonology for the National Research School in Linguistics (LOT, the Netherlands)
- June 1990: AVT-summerschool on Segmental structure
- 28 May 1994: one day course (two lectures) on Nonlinear Phonology for the Dutch Phonetic Society (Leiden)
- 6-10 June 1994: LOT-course on Sign Phonology (with L. Uyechi)
- June 1996: LOT course on Theories of Word Accent

15.3. **At Leiden University**

15.3.1. **Undergraduate level**

- Introduction general linguistics, phonology, morphology, language acquisition, sign linguistics
- Seminars phonology, sign linguistics
- Topic courses in phonology, sign linguistics

15.3.2. **Graduate level (HIL)**

Advanced and Topic courses in the HIL graduate program in the areas of phonology and sign linguistics.

**15.3 At Skidmore College (Undergraduate level)**

- Summer 2000: Visual Languages
- Long distance course (UWW, 2007): A Capacity for Language
- Long distance course (UWW, 2008): The Evolution of Language
- Long distance course (UWW), 2009): A Mind for Language

15.3. **At Uconn**

15.3.1. **Undergraduate level**

- Ling 1010 (Language and Mind)
- Ling 1030 (The Diversity of Languages)
  Spring 2004, Spring 2011

- Ling 202 (Principles of Linguistics):
  Spring 2001

- Ling 3310Q (Phonology)
  Fall 2013

- Ling 3610W (Language and Culture)

- Ling 3799 (Independent Study)
  - Fall 2002 (3 credits): Frank Macchi (undergraduate student Anthropology)
  - Spring 2004 (3 credits): Victoria Camporeale
  - Spring 2005 (3 credits): Michael Kuo (undergraduate student Family Studies)
  - Spring 2007 (6 credits): Diana Jacobs (Political Science)
  - Spring 2009 (3 credits): Giedre Kovaliovaite, Krista Rogers, Leslie Wetmore (all in the area of language acquisition)
  - Spring 2011 (Alex Vaxman)
  - Spring 2012 (3 credits) CogSci 3599 (Michael Donovan)
  - Fall 2012 (3 credits) CogSci 3599 (Larry Bierce)
  - Spring 2015 (3 credits) Ling 3xxx Taryn Kalagher

- INTD 1820 First Year Experience Course
  Fall 2007 (The Evolution of Language), Fall 2008 (The Evolution of Language)

15.3.2. Graduate level

- Ling 5310 (Phonology I)
  Fall 2000, Fall 2001 (with AC) (not recorded in PeopleSoft), Fall 2002 (with AC), Fall 2003, Fall 2004, Fall 2005, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2013, Fall 2014

- Ling 5320 (Phonology II)
  Spring 2002 (with AC), Spring 2003 (with AC) (not recorded in PeopleSoft), Spring 2004, Spring 2005, Fall 2007, Spring 2008, Spring 2011, Spring 2013,

  Ling 6310 (Problems/Seminar in Phonology):
  - Fall 2002 (“Dependency and Government Phonology”)
  - Fall 2003 (“Sentence Prosody”)
  - Fall 2004 (“Dependency and RCVP Phonology”)
  - Spring 2006 (“Word Accentual Systems of the World”)
  - Fall 2008 (“Sentence Phonology”)
  - Fall 2009 (“Word Accent”)
  - Spring 2010 (“Word Accentual Systems of the World”)
- Fall 2010 (“Vowel Harmony”)
- Fall 2011 (“Vowel Harmony”)
- Fall 2012 (“Accent and morphology”)
- (No seminar in Fall 212 because of course relief)
- Fall 2014 (Radical CV Phonology)

-Ling 6010 (General Examination Workshop)
  Fall 2005
- Ling 6798 (Seminar in General Linguistics)
  Spring 2001 (“Segmental inventories”)
- Ling 6799 (Investigation of Special Topic)
  - Spring 2002 (Sandra Wood, Inkie Chung; “Sign language phonology”)
  - Spring 2003; (Irena Vincent, Graduate student in Communication Sciences)
  - Fall 2005 Oksana Transenkova (graduate student linguistics)
  - Fall 2005 Shigeki Taguchi (graduate student linguistics)

16. Supervision

16.1. PhD-supervision (major supervisor)

Netherlands:


UConn:

Alex Vaxman (ungoing)
Irina Monich (ungoing, co-supervisor/committee)
Beate Moskal (ungoing)

16.2. PhD-supervision (external supervisor) - The Netherlands

J. Baart, Focus, syntax and accent placement (RUL, 1987)
S. Langeweg, The stress system of Dutch (RUL, 1988)
D. Gilbers, Digital Phonology (RUG, 1992)

16.3. PhD-supervision (external supervisor) - USA

A. Delilkan (NYU, 2002), M. Hiller, Vowel Harmony (Rutgers, 2005), Inkie Chung (UConn, Linguistics, 2007), Irena Vincent (UConn, Communication Disorders, 2008)

16.4. PhD committee


16.5. External examiner abroad

-J. Scobbie, Attribute value phonology (Edinburgh, 1991)
-Th. da Silva, Nuclear phenomena in Brazilian Portuguese (SOAS, London, 1992)
-Hussein M. Al-Ageli, Syllabic and metrical structure in Tripolitanian Arabic
   University of Essex, 1995)
-P. Avery, The representation of voicing contrast (University of Toronto, June 1996)
-M. Cobb, ATR- and Height harmony (SOAS, London, March 1997)

16.6. PostDoc supervision

M. Oostendorp (HIL,NWO) (1997 - 1999)
G. Rowicka (HIL, NOW) (1999 - 2001)

16.7 Supervision of Generals Paper (UConn)

Overseer


Committee-member


17. Media appearances [some details missing]
- 1993: 15 Minutes appearance in a documentary on communication on Dutch TV (VPRO) as expert on Sign Language.
- 1994: 30 minute appearance on Dutch radio as project leader of a Language Acquisition Project
- 1999: Interview in Alumni Magazine (Skidmore College)
- 1994: Half page interview in Dutch Newspaper as project leader of a Language Acquisition Project
- March 30, 2005: Two hour interview on linguistics on WILI Radio Show Talk Show (Host: Wayne Norman)
- March 28, 2005. Five Minute interview on evolution of language. WTIC (Hartford) Radio Show (Host: Diane Smith)
- 2008: Article in Advance (UConn weekly) on SignTyp
- May 3rd, 20012: Carol Vassar-Pettit and I spoke for 25 minutes about the evolution of language and about endangered languages. The show is entitled “Rich Answers,” and is a cooperative public service program between the Conference of Churches and Lite 100.5 WRCH radio in Farmington, a CBS radio station. The program airs each Sunday morning from 5:30 AM ~ 6:30 AM and has approximately 50K listeners. They also post the show to the Internet as a podcast.

18. Art exhibits

- *Changing the Object*. An overview exhibit overview of my artwork at Skidmore College (November 17 – December 17 1999)
- Two selected art works at Annual Exhibit of the Saratoga Arts Council (February 2000)

19. Musicals

2009 *Sound of Music* – role of the butler (Franz) and Admiral von Schreiber (Broad Brook Opera house Players)
2010 *Brigadoon* – role of McGregor (West Hartford Community Theater).
2011 *Annie* – 5 different small roles (Manchester Musical Players).
2011 *Tribute to Gershwin* (cabaret performance sponsored by West Hartford Community Theater) – “Let’s call the whole thing off”.
2011 *Sound of Music* – role of Admiral von Schreiber (West Hartford Community Theater)
2012 *Secret Garden* – role of Ben, the gardener
2012 *My Fair Lady* – roles of Quartet member, Ascott singer and Zoltán Karpathy (West Hartford Community Theater)
2013 *Les Misérables* – 5 different smaller roles (West Hartford Community Theater)
2014 *Mikado* – Gentleman from Japan (Simsbury Light Opera Company)
2014 *The producers* - 5 different smaller roles (West Hartford Community Theater)
Curriculum Vitae

Education

1994-1998 Massachusetts Institute of Technology, Linguistics
Ph.D., September 1998
Doctoral Dissertation: *Infinitives*
Dissertation Committee: Noam Chomsky, Alec Marantz, David Pesetsky

1988-1993 University of Wien, General Linguistics and German Language and Literature
Masters degree (Magistra der Philosophie) with distinction, November 1993
MA thesis: *Extraktion aus Adjektivphrasen im Deutschen* [Extraction from adjectival phrases in German]
Thesis Committee: Prof. U. Dressler, Prof. M. Prinzhorn, Prof. C. Schaner-Wolles

Academic Appointments

2015- University of Connecticut, Department of Linguistics, Storrs, Full professor
2009-2015 University of Connecticut, Department of Linguistics, Storrs, Associate professor
2003-2009 University of Connecticut, Department of Linguistics, Storrs, Assistant professor
1998-2006 McGill University, Department of Linguistics, Montréal, Canada
2003-2006: Adjunct professor
2001-2003: Assistant professor, tenure-track
2000-2001: Postdoctoral researcher (SSHRC)
Spring 2001: Lecturer
Spring 2000: Lecturer
1998-1999: Visiting scholar

Spring 2000 Concordia University, Department of Linguistics, Montréal, Canada, Lecturer
Fall 1999/2000 Universität Wien, Department of General Linguistics, Vienna, Austria, Lecturer
1998-1999 Université du Québec à Montréal (UQàM), Department of Linguistics
Postdoctoral researcher, Groupe de recherche sur l’asymétrie (Principal investigator: Anna Maria diSciullo)

Research Interests

Theoretical syntax; Syntax and its interfaces; Germanic linguistics

Home page: [http://wurmbrand.uconn.edu](http://wurmbrand.uconn.edu)

Languages: German (native); English (near native); working knowledge of French, Italian, Latin, Dutch; field experience in Itelmen

October 2015
Field Work and Other Studies

June - July 2001  Field work on Itelmen language; Petropavlovsk Kamchatskii, Tighil, Kamchatka, Russia
1999-2001  Invited member of the research group on verb clusters funded by the Dutch Ministry of Education under the Third Memorandum of Understanding
June - August 1997  LSA Summer Linguistic Institute; Cornell University, Ithaca, New York
July - Sept. 1996  Field work on Itelmen language; Kamchatka, Russia
Research Assistant on the project The Itelmen language and its relevance to history, identity, and indigenous rights; William F. Milton Fund, Harvard University
June - July 1992  International Summer School in Linguistics; Girona, Spain.

Grants and Fellowships

2002  Social Sciences and Humanities Research Council of Canada
Standard research grant; Principal investigator: The nature of case and agreement licensing
Amount: $160,180 (for 3 years)
2002  Fond Québécois de la recherche sur la société et la culture
Research grant (Nouveaux Chercheurs); Principal investigator: West Germanic multi-verb constructions: Implications for the theory of movement
Amount: $54,466 (for 3 years)
2002  Fond Québécois de la recherche sur la société et la culture
Team research grant (Nouveaux Chercheurs; Principal investigator J.D. Bobaljik): Investigating the invisible: Towards an explanatory characterization of covert movement
Amount: $101,217 (for 3 years)
2002  McGill University, Travel grant
2001  Arts Undergraduate Society, Grant for research assistant positions; Amount: $3,500
2001  Social Sciences and Humanities Research Grants, McGill University
Internal research grant for the project Syntactic variation in Germanic multiple verb constructions; Amount: $4,400
2001  Research Development Fund, McGill University
Internal research grant for the project Syntactic variation in West Germanic multi-verb constructions; Amount: $4,000
2001  (with Jonathan Bobaljik) McGill University
Conference grant: 16th Comparative Germanic Syntax Workshop
2000-2002  Social Sciences and Humanities Research Council of Canada
Postdoctoral Fellowship (“Clausal categories: a comparative study”) 
1997  Linguistic Society of America, Fellowship for the 1997 Linguistic Institute at Cornell
1994-1998  Massachusetts Institute of Technology & Department of Linguistics
MIT Graduate Tuition Awards, Fellowship
1994-1996  Bundesministerium für Wissenschaft und Forschung, Austria [Austrian Federal Ministry of Science]; Fellowship for graduate studies abroad
1993  Bundesministerium für Wissenschaft und Forschung, Austria [Austrian Federal Ministry of Science]; Leistungsstipendium (Performance-based Award)
Teaching Experience

Award

2014, Spring    Provost letter of recognition for teaching excellence, University of Connecticut
2014, Fall      Provost letter of recognition for teaching excellence, University of Connecticut

University of Connecticut (Undergraduate courses)

Language and mind     Fall 2003, Spring 2007, Fall 2009
The science of linguistics     Fall 2007, Spring 2008, Spring 2009, Fall 2010, Spring 2011, Fall 2011, Fall 2012, Fall 2015
Syntax and semantics     Spring 2008, Spring 2012, Spring 2013
Syntax                  Spring 2014, Fall 2014
Advanced introduction to syntax     Fall 2013 (both graduate and undergraduate), Spring 2015, Spring 2016

University of Connecticut (Graduate courses)

Syntax I               Fall 2004 (5 hours), Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015
Syntax II              Spring 2009
Readings and research in syntax     Fall 2003, Fall 2006, Fall 2008
Generals workshop       Spring 2004, Spring 2006
Professional methods    Fall 2004
Advanced seminars       Spring 2004: Syntax and semantics of infinitives (with Y. Sharvit)
                        Spring 2006: Topics in Germanic syntax
                        Spring 2007: Word order and scope (with J. Bobaljik)
                        Spring 2009: Economy in Syntax
                        Spring 2011: Syntactic dependencies
                        Spring 2012: Agree, Merge, and Phasehood
                        Spring 2013: Phases and features
                        Spring 2014: Syntactic domains, transparency phenomena, and some locality
                        Spring 2015: Binding (with M. Kaufmann)
                        Spring 2016: TBD

McGill University (Undergraduate courses)

Introduction to Linguistics     Spring 2002
Structure of English           Spring 2002, Spring 2003
Structure of a specific language     Spring 2000 (German)

McGill University (Graduate courses)

Syntax III               Fall 2001, Fall 2002
Advanced seminars       Spring 2001: Anaphoric relations
                        Spring 2003: Infinitives
Other teaching positions

July-August 2015  EGG Summer School, Brno, Czech Republic
July 2015  Institute of Linguistics, Cognition and Culture (NYI), St. Petersburg, Russia
June-July 2015  Universität Wien, Department of General Linguistics, Vienna, Austria
Seminar aus Grammatiktheorie und kognitiver Sprachwissenschaft (Locality domains of variable binding and quantifier raising; semester course; lecture block)
July-August 2014  Institute of Linguistics, Cognition and Culture (NYI), St. Petersburg, Russia
Morphology: the syntactic structure of words (with J. Bobaljik); Syntax 2 (with J. Bailyn); Puzzles in syntax and semantics
August 2013  Department of Linguistics, University of São Paulo
Mini course: Move, Agree, and phasehood in raising constructions—a typology
Participation in the meeting of the National Association of Graduate Studies in Linguistics
June 2013  Universität Wien, Department of General Linguistics, Vienna, Austria
Proseminar: Phasensyntax und syntaktische Abhängigkeiten (Syntax of phases and syntactic dependencies; semester course; lecture block)
June 2007  Nanzan University, Nagoya, Japan
Lecture series: Scope and word order
Spring 2000  Concordia University, Department of Linguistics, Montréal
Generative Syntax II (undergraduate syntax introduction)
Fall 1999  University of Vienna, Department of General Linguistics
Proseminar: Verbsyntax der germanischen Sprachen (Verb syntax of the Germanic languages)
Fall 1996  MIT, Department of Linguistics, Cambridge, Mass;
Teaching assistant for Prof. Janis Melvold (Introduction to Linguistics)

Non-Academic Teaching Experience

Assistant primary school teacher  1993-1994  City of Vienna; teaching German to foreign children
Private German instructor  1992-1994
Monograph


Edited volumes


Journal articles

Wurmbrand, Susi. The cost or raising quantifiers. Submitted for a special volume on quantifier scope, *Lingua*.

Wurmbrand, Susi. Stripping and topless complements. Conditionally accepted for *Linguistic Inquiry*.


Book chapters (* = refereed)


Conference proceedings

Susanne Wurmbrand


Working papers


Reviews of my work


Manuscripts and lecture notes


Presentations

Conference presentations (by refereed abstracts)


2015 Crossing clauses covertly—difficult but not impossible. 46th North Eastern Linguistic Society Annual Meeting (NELS 46), Concordia University, Montréal, Canada (October).


2014 (with Koji Shimamura). Two types of restructuring in Japanese—Evidence from scope and binding. 7th Formal Approaches to Japanese Linguistics (FAJL 7; alternate/poster), Tokyo, Japan (June).

2014 Restructuring across the world. Olomouc Linguistics Colloquium (Olinco 2014), Olomouc, Czech Republic (June).

2014 (with Youssef Haddad). Cyclic Spell-Out derived agreement in Arabic raising constructions. 28th Annual Symposium on Arabic Linguistics (ALS28), Gainesville, Florida (March).

2014 On forward and backward raising. 32nd West Coast Conference on Formal Linguistics (WCCFL 32), Los Angeles, California (March).

2013 The features of voice. Little v Workshop, Leiden (October).

2013 (with Youssef Haddad). Cyclic Spell-Out and Agreement Options in Raising. Workshop on Opacity in Grammar (WOPiG), Leipzig (October).

2013 Complex predicate formation via voice incorporation. Approaches to Complex Predicates, Paris, France (May).

Susanne Wurmbrand

2012 (with Artemis Alexiadou & Elena Anagnostopoulou). Movement vs. long distance Agree in raising: Disappearing phases and feature valuation. 43rd North Eastern Linguistic Society Annual Meeting (NELS 43; poster presentation), CUNY, New York (October).

2012 (with Artemis Alexiadou and Elena Anagnostopoulou) Disappearing phases: Evidence from raising constructions cross-linguistically. 5th Conference on Syntax, Phonology and Language Analysis (SinFonIJA), Vienna (September).


2011 QR and selection: Covert evidence for phasehood. 42nd North Eastern Linguistic Society Annual Meeting (NELS 42), Toronto, Canada (November).


2009 Reconstructing the A/A’-distinction in reconstruction. 33rd Annual Penn Linguistics Colloquium (PLC 33), Philadelphia, Pennsylvania (March).

2008 (with Jonathan Bobaljik) Word order and scope: Transparent interfaces and the ¾ signature. 31st GLOW Colloquium, Newcastle upon Tyne, UK (March).

2006 WollP: Where syntax and semantics meet. 37th North Eastern Linguistic Society Annual Meeting (NELS 37), Urbana-Champaign, Ill. (October).

2006 Infinitives are tenseless. 25th West Coast Conference on Formal Linguistics (WCCFL 25), Seattle, Washington (April).

2006 Infinitives are tenseless. 30th Annual Penn Linguistics Colloquium (PLC 30), Philadelphia, Pennsylvania (February).


2003 Syntactic vs. post-syntactic movement. Annual Meeting of the Canadian Linguistic Association (CLA), Halifax, Canada (June).

2003 (with Jonathan Bobaljik) Anti-reconstruction effects are anti-reconstruction effects. Annual Meeting of the Canadian Linguistic Association (CLA), Halifax, Canada (June).


2002 A-movement to the point of no return. 33rd North Eastern Linguistic Society Annual Meeting (NELS 33; poster presentation), Cambridge, Mass. (November).

2002 Lexical vs. functional restructuring. 28th Incontro di grammatica generativa (IGG 28), Lecce, Italy (February).


2001 How far can AGREE see? 24th GLOW Colloquium, Braga, Portugal (April).

2001 AGREE—The other VP-internal subject hypothesis. 20th West Coast Conference on Formal Linguistics (WCCFL 20), Los Angeles, California (February).

Syntactic vs. semantic control. *15th Comparative Germanic Syntax Workshop* (CGSW 15), Groningen, The Netherlands (May).

The structure(s) of particle verbs. Workshop on *The Argument Structure of Semantically Complex Verbs*, Annual Conference of the German Linguistics Society (GfS), Marburg, Germany (March).

Modal verbs must be raising verbs. *18th West Coast Conference on Formal Linguistics* (WCCFL 18), Tucson, Arizona (April).

Modal verbs must be raising verbs. *Workshop on Move and Interpret Alpha*, Kanda University, Japan (March).


The Size Of Infinitives. *Annual Meeting of the Canadian Linguistic Association* (CLA), Ottawa, Canada (June).


Heads or phrases? Particles in particular. *Germanic Linguistics Annual Conference 4* (GLAC4), Ohio State University, Columbus, Ohio (April).


**Plenary talks, invited workshop presentations**

Bound to (Dis)Agree—The features of binding. Plenary speaker at the *30th Comparative Germanic Syntax Workshop*, Chicago, Illinois (May).

(with Neda Todorović) (In)Finite possibilities of ‘da’—Restructuring the tense and aspect domains. Plenary speaker at the *Workshop on aspect in embedded clauses*, ZAS, Berlin (May).

Voice restructuring—From Formosan to restructuring cross-linguistically. Invited talk at *A Minimalist workshop on Formosan infinitives*, Academia Sinica, Taipei, Taiwan (December).

Thoughts on the syntactic domain of QR. Invited plenary talk at the workshop *Quantifier Scope: Syntactic, Semantic, and Experimental Approaches*, Bayonne, Basque Country, France (June).

(with Jonathan Bobaljik) Syntax all the way down: Comparative evidence. Panel presentation at the organized panel *Distributed Morphology: 20 Years Later*, LSA Annual Meeting, Boston (January).

Reverse *Agree*: A unified view of syntactic dependencies. Invited plenary talk at the *Cornell is Gorges Linguistics Workshop* (CiGLW), Ithaca (April).

Parasitic participles in Germanic: Consequences for the theory of verb clusters. Plenary speaker at the workshop *Dutch verb order variation in a broader perspective*, Ghent, Belgium (November).
2008  Word order and scope in German. Plenary speaker at the 23rd Comparative Germanic Syntax Workshop, Edinburgh, UK (June).


2005  A note on adjacency. Invited talk at the workshop for Henk van Riemsdijk, Tilburg (December).

2005  Against lexical or syntactic complex head formation. Invited talk at the workshop on Complex Predications, LSA Summer Institute 2005 (July).


2004  Verbal complexes: Regular syntax, complex PF. Invited talk at the workshop on Infinitives (Sonderforschungsbereich 471 Variation and Evolution in the Lexicon), University of Konstanz (September).

2003  How complex are complex predicates?. Plenary speaker at the 18th Comparative Germanic Syntax Workshop, Durham, UK (September).


2000  Verb clusters—The empirical domain. Plenary talk at the general meeting of the Dutch-Hungarian Study Center on Language Contact, the Netherlands Institute for Advanced Study, Wassenaar, The Netherlands (November).

2000  Verb clusters: variation at the right periphery. Invited talk at the workshop on Syntactic Microvariation, organized by the SAND project (Syntactic Atlas of the Dutch Dialects), Meertens Instituut, Amsterdam (August).

1999  Verb cluster phenomena in German—results and interpretation of a questionnaire based study. Invited talk at the second workshop on Verb Clusters, (subgroup of the Dutch-Hungarian Study Center on Language Contact), the Netherlands Institute for Advanced Study, Budapest, Hungary (June).

1999  Infinitival subjects: an aspect of meaning. Invited talk at the workshop Subjekte [Subjects], Österreichische Linguistiktagung (Annual Austrian Linguistics Meeting), Vienna, Austria (October).

1999  Where do verbs cluster: West Germanic perspectives. Invited talk at the workshop on Verb Clusters (subgroup of the Dutch-Hungarian Study Center on Language Contact), the Netherlands Institute for Advanced Study, Ötевény, Hungary (October).

1993  The adjectival phrase in German. III Giornata di Grammatica Tedesca del Centro Linguistico Interfàcultà, University of Venice, Italy (January).

Colloquia

2015  TBD. Colloquium, University College London (November).


2015  (with Neda Todorović) Da, da, da—(In)Finite possibilities. Colloquium, University of Göttingen (May).

2015  Crossing domains—Restructuring and QR. Colloquium, University of Maryland (March).
2014 Structure building by domains—evidence from size restructuring. Colloquium, Tsinghua University, Taiwan (December).


2014 The domain(s) of restructuring. Colloquium, University of Pennsylvania (October).

2013 Forward and backward raising. Colloquium, University of Götttingen (July).


2010 Parasitic participles: Evidence for how to Agree. Colloquium, Yale University (October).


2005 Infinitives are tenseless. Colloquium, Georgetown University (November).

2004 Anti-reconstruction effects: How complex are complex predicates? Colloquium, Yale University (February).

2003 On Agree and Move. Colloquium, Graduate Center, City University of New York (October).

2002 The ordering of verb clusters: An argument for PF-movement. Colloquium, Concordia University, Montréal, Canada (March).


2000 Particularly complex heads and small clauses. Colloquium, Concordia University, Montréal, Canada (April).

Other invited talks and lectures


2015 Bound pronouns in four Germanic languages: Consequences for Agree and Spell-Out. Workshop organized by the research group Rethinking Comparative Syntax (ReCoS) at the University of Cambridge; workshop held in Arezzo, Italy (June).

2014 Crossing phases—The cost of QR. Invited lecture, University of Toronto (November).

2014 The cost of raising quantifiers. Invited talk, University of Stuttgart (September).


2011 On Merge and feature licensing. Invited talk, University of Leipzig (July).

2011 On Agree and feature licensing. Invited talk, University of Potsdam (June).

2011 Reverse Agree: Consequences for the domain of QR. Invited talk, ZAS, Berlin (June).

2010 Parasitic participles in Germanic: Consequences for syntactic theories. Invited talk, University of Vienna (June).
2010 Valuation from the top: Evidence from parasitic participles in Germanic. Invited talk, University of Nova Gorica (May).

2010 Parasitic morphology in Germanic: Consequences for the theory of feature checking. Invited talk, University of Stuttgart (May).

2003 Beyond the phase: Moving to agree. Invited talk, University of Connecticut, Storrs (February).

2002 Relativized phases: Phase 1—Case and agreement domains. Invited talk, University of Tübingen, Germany (June).

2002 Empirische Dialektstudien [Empirical dialect studies]. Invited talk, University of Vienna, Austria (June).

2001 MOVE vs. AGREE: On the licensing of case and agreement. Invited talk, McGill University, Montréal, Canada (February).

2000 A-movement, AGREE, and reconstruction. Invited lecture, Nanzan University, Nagoya, Japan (December).

1999 (with J. Bobaljik) Modals, raising, and A-reconstruction. Invited lecture, University of Salzburg, Austria (December).


1999 Lexical vs. functional: The case of modals. Invited lecture, Tilburg University, The Netherlands (October).

1999 Control? Invited lecture, University of Potsdam, Germany (August).

**Editing and Reviewing**

**Editorial duties**

- Since 2015 Co-Editor Language Science Press Series, Generative Syntax
- 2000-2004 Co-editor Glot International Squibs
- Since 2013 Editorial board Jahrbuch des Phonogrammarchivs (Yearbook of the Austrian Audiovisual Research Archive), Austrian Academy of Sciences
- Since 2013 Editorial board Empirically Oriented Theoretical Morphology and Syntax (Open Access in Linguistics; FU Berlin)
- Since 2012 Editorial board Linguistic Inquiry
- Since 2007 Editorial board Edinburgh Advanced Textbooks in Linguistics series

**Reviews for tenure and promotion**

- 2015 Tenure review for promotion to Associate Professor, McMaster University, Canada
- 2014 Tenure review for promotion to Associate Professor, University of Georgia
- 2013 Tenure review for promotion to Associate Professor, Pennsylvania State University
- 2010 Review for promotion to Associate Professor, Ben-Gurion University of the Negev
Susanne Wurmbrand

Reviewing for granting agencies

2015 Slovenian Research Agency (ARRS)
2015 Deutsche Forschungsgemeinschaft (German Research Foundation, DFG)
2014 Research Foundation Flanders (Fonds Wetenschappelijk Onderzoek Vlaanderen, FWO)
2009 Netherlands Organization for Scientific Research
2001, 2004, 2006 National Science Foundation USA

Reviewing of journal articles and book proposals

Reviewing requests accepted per year: 8-10 (book chapter reviews not included)
Reviewing requests turned down per year: 10-15

Canadian Journal of Linguistics
Folia Linguistica
Journal of Comparative Germanic Linguistics
Journal of Germanic Linguistics
Journal of Historical Linguistics
Journal of Linguistics
Journal of Semantics
Language
Lingua
Linguistic Inquiry
Linguistics in the Netherlands
Linguistic Variation Yearbook
Linguistic Variation
Linguistische Berichte
Natural Language and Linguistic Theory

Nordic Journal of Linguistics
Oceanic Linguistics
Olomouc Modern Language Series
Probus
Studia Linguistica
Syntax
The Linguistic Review
UConn Working Papers in Linguistics

Book proposals:
Cambridge University Press
Elsevier
John Benjamins
Mouton de Gruyter
Niemeyer Verlag
Oxford University Press

Reviewing for conferences

Since 2013 Incontro di Grammatica Generativa (IGG40, 41)
Since 2013 Semantics and Linguistic Theory (SALT 24, 25)
Since 2012 Annual Penn Linguistics Colloquium (PLC37-39)
Since 2012 Syntax, Phonology and Language Analysis conference (SinFonIJA 5, 7)
Since 2006 Conference of the Student Organization in Linguistics in Europe (ConSOLE15, 16, 20, 21)
Since 2005 Chicago Linguistic Society Annual Meeting (CLS42-45, 49-51)
Since 2002 North Eastern Linguistic Society (since NELS33)
Since 2001 Comparative Germanic Syntax Workshop (since CGSW16)
Since 2001 Generative Linguistics of the Old World (since GLOW25)
Since 2001 West Coast Conference on Formal Linguistics (WCCFL20, 22, 24-27, 29-33)

2015 Sinn und Bedeutung 20
2015 Formal Approaches to Morphosyntactic Variation
2011 Generative Linguistics in Poland (GLiP)
2010 Antilocality and Snowballing workshop GIST1
2007 Forces in Grammatical Structures (FiGS)
2006 Formal Approaches to Japanese Linguistics (FAJL4)
### University of Connecticut, Department of Linguistics

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Position</th>
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<tbody>
<tr>
<td>2013, 2014, 2015</td>
<td>Organizer of Open House and recruitment weekend; Chair</td>
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<tr>
<td>2007-2010, 2014-current</td>
<td>Admissions; Chair</td>
</tr>
<tr>
<td>2010-2014; 2015</td>
<td>Publicity; Chair</td>
</tr>
<tr>
<td>2003-2007</td>
<td>Financial aid coordinator; Chair</td>
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<tr>
<td>2014</td>
<td>Promotion, Tenure, Reappointment Committee; Member</td>
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<tr>
<td>2013</td>
<td>Promotion, Tenure, Reappointment Committee; Member</td>
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<tr>
<td>2013</td>
<td>Promotion, Tenure, Reappointment Committee; Member</td>
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<tr>
<td>2012-2013</td>
<td>Search committee for two positions in Linguistics; Member</td>
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<tr>
<td>2011-2012</td>
<td>Search committee for tenure-track assistant professorship in semantics; Member</td>
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<tr>
<td>2011</td>
<td>Search committee for tenure-track assistant professorship in sign linguistics; Member</td>
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<tr>
<td>2011, 2013, 2015</td>
<td>Intersession student instructor selection committee; Member</td>
</tr>
<tr>
<td>2011</td>
<td>Student summer job selection committee; Member</td>
</tr>
<tr>
<td>2007-2011, 2013-2015</td>
<td>David Michaels Teaching Assistant Award selection committee; Member</td>
</tr>
<tr>
<td>2007-2009</td>
<td>Visiting scholar liaison</td>
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<tr>
<td>2007</td>
<td>Coordinator for UConn student workshop series at Nanzan University</td>
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<tr>
<td>2004-2005</td>
<td>Search committee for tenure-track assistant professorship in semantics; Member</td>
</tr>
<tr>
<td>2004-2005</td>
<td>New building committee; Member</td>
</tr>
<tr>
<td>2003-2007</td>
<td>Committee on graduate admissions; Member</td>
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<tr>
<td>2003-2007</td>
<td>Ling lunch coordinator</td>
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<tr>
<td>Since 2003</td>
<td>Committees on undergraduate and graduate curriculum; Member</td>
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<tr>
<td>Since 2003</td>
<td>Committee on general exam proposals; Member</td>
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<td>Since 2003</td>
<td>Departmental list manager</td>
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### University of Connecticut, College of Liberal Arts and Sciences

<table>
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<tr>
<th>Year(s)</th>
<th>Position</th>
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<tbody>
<tr>
<td>2011-2014</td>
<td>Dean’s Committee on Committees; Elected member</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Dean’s Information Technology Advisory Committee; Member</td>
</tr>
<tr>
<td>2007</td>
<td>Grade appeal panel; Member</td>
</tr>
<tr>
<td>2006-2012</td>
<td>General Education Oversight Committee (GEOC), Content Area 2 (social sciences) subcommittee; Member</td>
</tr>
</tbody>
</table>

### McGill University, Department of Linguistics

<table>
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<tr>
<th>Year(s)</th>
<th>Position</th>
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<tbody>
<tr>
<td>2002-2003</td>
<td>Graduate recruitment/admissions/funding committee; Chair</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Graduate admissions committee; Member</td>
</tr>
<tr>
<td>2002</td>
<td>Merit exercise subcommittee; Member</td>
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<tr>
<td>2001-2003</td>
<td>Graduate fellowships committee; Member</td>
</tr>
<tr>
<td>2001-2003</td>
<td>Departmental webmaster and web page designer</td>
</tr>
<tr>
<td>2001-2002</td>
<td>Curriculum and program revisions committee; Member</td>
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<td>2000-2001</td>
<td>Post doctoral research guidelines committee; Member</td>
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### McGill University, Faculty of Arts

<table>
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<tr>
<th>Year(s)</th>
<th>Position</th>
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<tbody>
<tr>
<td>2003</td>
<td>Scholarships committee; Member</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Curriculum committee; Member</td>
</tr>
</tbody>
</table>
MIT Linguistics

1995-1998 Editorial staff; MIT Working Papers in Linguistics
1995-1997 Coordinator of weekly linguistics talk series “Ling-lunch”

Outreach

2000-2006 Ask-A-Linguist consultant

Conference Organization

2012 Comparative Germanic Syntax Workshop 27 (CGSW27), Yale University
(Organizer; with Jonathan Bobaljik, Bob Frank, Raffaella Zanuttini)
2001 Comparative Germanic Syntax Workshop 16 (CGSW16), McGill University, Montréal
(Organizer; with Jonathan Bobaljik)
2012-2013 NELS 44; Faculty advisor of the organizing committee, UConn, Storrs
2004 NELS 35; Faculty advisor of the organizing committee, UConn, Storrs
1995 Is the Best Good Enough, MIT, Cambridge, Mass.; Committee member
1995 NELS 26, MIT & Harvard, Cambridge, Mass.; Committee member
1994 17th GLOW Colloquium, Wien, Austria; Committee member
1992 7th International Phonology Meeting, Krems, Austria; Committee member

Student Supervision and Advising

B.A. Senior theses advisor

2011 Emily Hanink (UConn; double major in Linguistics/Philosophy & German, with a concentration in German Studies)

M.A. advisor

2008 Benjamin Girard-Bond, UConn Linguistics

M.A. advisory committee

2014 Safet Beriša, UConn Linguistics
2006 Karen O’Brien, UConn Linguistics

Ph.D. theses main advisor

Current Pavel Koval
Current Sabine Laszakovits
Current Gísli Rúnar Harðarson
Current Zheng Shen
Current Koji Shimamura
Current Peter Smith
2009 Pei-Jung Kuo, UConn Linguistics; Thesis: *IP internal movement and topicalization*
Ph.D. theses committee member

2015   Yoshiyuki Shibata, UConn Linguistics (posthumous degree)
2015   Tsuyoshi Sawada, UConn Linguistics
2015   Shigeki Taguchi, UConn Linguistics
2014   Marcel Pitteroff, Department of Linguistics, Stuttgart University
2014   Jungmin Kang, UConn Linguistics
2013   Zhanna Glushan, UConn Linguistics
2013   José Riqueros, UConn Linguistics
2013   Hsu-Te Cheng, UConn Linguistics
2012   Nilanjan Bhowmick, UConn Philosophy
2011   Ana Bastos, UConn Linguistics
2011   Masahiko Takahashi, UConn Linguistics
2011   Miloje Despić, UConn Linguistics
2010   Natasha Fitzgibbons, UConn Linguistics
2010   Nina Radkevich, UConn Linguistics
2010   Serkan Şener, UConn Linguistics
2007   Duk-Ho An, UConn Linguistics
2005   Masashi Nomura, UConn Linguistics
2005   Simone Conradie, McGill Linguistics

Current
UConn Linguistics:  Karina Bertolino  Hiroaki Saito
                    Christos Christopoulos  Snider Laura
                    Marcin Dadan  Adrian Stegovec
                    Paula Fenger  Aida Talić
                    Ryosuke Hattori  Abigail Thornton
                    Renato Lacerda  Neda Todorović
                    Troy Messick  Yong-Suk Yoo
                    Jayeon Park

General exam overseer

2015   Zheng Shen, UConn Linguistics
2014   Gísli Rúnar Harðarson, UConn Linguistics
2014   Koji Shimamura, UConn Linguistics
2014   Peter Smith, UConn Linguistics
2013   Corina Goodwin, UConn Linguistics
2012   Neda Todorović, UConn Linguistics
2010   Helen Koulidobrova, UConn Linguistics
2010   Koichi Ohtaki, UConn Linguistics

Short-time supervision

Spring 2014   Suzana Fong, University of São Paulo
                        Visiting student, University of Connecticut
Fall 2002    Jozefien Akkermans, Plusprogramma Linguistiek, Utrecht University
                        Visiting student, McGill University
Spring 2002   Eva Dobler, Department of Linguistics, University of Vienna
                        Visiting student, McGill University
Examination

External Reader

2007 Kristine Bentzen, Dissertation, Tromsø University

McGill University

2003 Tohru Uchiumi, Evaluation paper
2003 Yuhko Kayama, Evaluation paper
2002 Monica Ungureanu, Evaluation paper
2002 Teresa Wu, Evaluation paper
2002 Ingrid Leung, Ph.D. thesis
2002 Simone Conradie, Evaluation paper
2001 Mikanari Matsuoka, Ph.D. thesis
2001 Tomokazu Takehisa, Evaluation paper

University of Connecticut

2015 General examination committee: Marcin Dadan
2015 General examination committee: Renato Lacerda
2014 General examination committee: Troy Messick
2013 General examination committees: Aida Talić, Beata Moskal, Neda Todorović
2012 General examination committee: Yoshiyuki Shibata
2011 General examination committees: Jungmin Kang, Jelena Runić
2010 General examination committee: Julio Villa-Garcia
2009 General examination committees: Masahiko Takahashi, I-Ta Hsieh, Zhanna Glushan, Hsu-Te Cheng
2008 General examination committees: Miloje Despić, Masahiko Aihara, Carlos Buesa
2007 General examination committees: Natasha Fitzgibbons, Nina Radkevich, Pei-Jung Kuo
2006 General examination committees: Shigeki Taguchi, Takuro Tanaka, Ana Bastos
2005 General examination committees: Tsuyoshi Sawada, Serkan Şener, Duk-Ho An
2004 Language exam: Sarah Felber
General examination committees: Simona Herdan, Inkie Chung