

LINGUISTICS PROGRAM REVIEW

KA HAKA 'ULA O KE 'ELIKŌLANI COLLEGE OF
HAWAIIAN LANGUAGE

UNIVERSITY OF HAWAI'I AT HILO

SUBMITTED: MAY, 2019

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I. Mission Statement and Goals of the Program

The mission of the B.A. program in Linguistics consists of four overlapping components. First, it offers undergraduate students at the University of Hawai'i at Hilo (UHH) an opportunity to major in Linguistics. Through a curriculum that requires 46 credits divided across three choices of specialization, the Linguistics Program affords undergraduate students an in-depth and well-rounded exposure to the study of language as a scientific field. In doing so, it provides students with the basic fundamental skills and knowledge to pursue graduate studies in linguistics and related fields and to consider careers in areas such as translation, publishing, marketing, and education.

Second, the program is designed to support multilingual education and promote international cooperation. Through a language requirement, students are encouraged not only to gain exposure to a variety of languages but also to take advantage of the numerous international exchange programs at UHH that enable study at universities throughout the world. Indeed, a significant number of Linguistics majors travel to places like Japan, South Korea, Peru, Sweden, and Norway to engage in language and cultural exchange and earn credits toward the major. Moreover, Linguistics offers a certificate in Contemporary Indigenous Multilingualism, and it also provides instruction for some of the basic courses that count toward the certificate in Teaching English as a Second Language (TESOL).

Third, Linguistics provides support for the growing movement to revitalize the Hawaiian language, considered to be one of the strongest indigenous language movements throughout the world. In fact, the Linguistics Program was strategically moved into the Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language (henceforth, Ka Haka 'Ula) in 2008 to assist in the revitalization efforts. Through its curriculum, the program provides undergraduate students majoring in Hawaiian Studies with training in the study of language, and it also offers them the opportunity to double major as several of the Hawaiian Studies courses also count toward the Linguistics major.

Finally, from within its location within Ka Haka 'Ula, Linguistics also assists in the administration of the College's graduate level programs, especially the M.A. in Hawaiian Language and Literature and the Ph.D. in Hawaiian and Indigenous Language Language and Culture Revitalization. These programs are designed to contribute, first of all, to the revitalization of Hawaiian and, second of all, to the revitalization of other indigenous languages throughout the world. The programs build on the linguistic knowledge gained by students at the undergraduate level, and accordingly, Linguistics faculty are involved in the administration of these programs, the instruction of many of the courses, and the supervision of M.A. and Ph.D. theses.

II. Secondary Accreditation

There are no secondary accreditations specific to the Linguistics Program. However, it is noteworthy that Ka Haka 'Ula was awarded full accreditation in 2009 by the World Indigenous Nations Higher Education Consortium (WINHEC). This accreditation was renewed recently in 2018. Linguistics, as far as we know, is the only such program to be housed in a college with WINHEC accreditation. Moreover, WINHEC also granted in 2018 a ten-year accreditation to another program in Ka Haka 'Ula, the Kahuawaiola Indigenous Teacher Education Program, making it the first teacher education program in the world to receive such accreditation. WINHEC Accreditation documents are not included here but are available upon request.

III. Executive Summary by Program Coordinator

The Linguistics Program at UHH is unique in that it is the only undergraduate major in Linguistics offered in the Hawaiian Islands. The University of Hawai‘i at Mānoa has a Linguistics Department that offers degrees at the master’s and doctoral levels, but it does not have an undergraduate major in linguistics. Many students, in fact, come specifically to UHH from various parts of Hawai‘i and the mainland to major in linguistics, and many also remain aware that there will be opportunities to continue their study of Linguistics at the graduate level at UH-Mānoa. The program at UHH is designed to promote a smooth transition to the graduate level.

The Linguistics Program at UHH was moved into the Ka Haka ‘Ula in 2008. Prior to that, it existed as a stand-alone interdisciplinary program that was loosely attached to the College of Arts of Sciences. In its interdisciplinary status, Linguistics did not have full-time tenured faculty assigned primarily to the program. It was coordinated by a full-time assistant professor not on a tenure track and the majority of the courses were taught by the same assistant professor and a part-time lecturer.

Following a program review in 2007 that encouraged the UHH administration to stabilize the Linguistics Program, the program was moved into Ka Haka ‘Ula and two full-time faculty, Scott Saft and Yumiko Ohara, were hired as tenure-track assistant professors. This stabilization of the program corresponded with an increase in the number of students deciding to major in Linguistics (see charts 1-3 in Section V).

The move of the Linguistics Program into Ka Haka ‘Ula has proven beneficial to the local community, especially within the movement to revitalize the Hawaiian language. Both Saft and Ohara have become competent speakers of Hawaiian and have participated in the revitalization movement not only through their teaching but also by working with youth enrolled in Hawaiian-medium educational institutions at the elementary, junior high, and high school levels. Ohara has assisted in the teaching of the Japanese language at those schools and Saft has been involved in the instruction of Japanese, Latin, and also English.

The curriculum of the undergraduate Linguistics major was revised in 2014 in order to better serve students both within and outside of college. Specifically, the program was divided into three specializations, namely Structure/Grammar, Applied/Social, and Language Maintenance, Revitalization, and Policy, thus allowing students to select an area of focus. The addition of a specialization on Language Maintenance, Revitalization, and Policy better aligned the program with the goal of Ka Haka ‘Ula to revitalize the Hawaiian language.

The 2014 revision of the program also brought the program into closer alignment with the the curriculum of general education promoted by the university. Several of the regularly offered courses in Linguistics count toward the general education requirements: Introduction to Linguistics (LING 102) counts toward the language arts requirement; Languages in Hawai‘i (LING 442) counts toward the Hawai‘i Pan-Pacific (HPP)

Requirement; both Languages in Hawai‘i (LING 442) and Critical Applied Linguistics (LING 432) toward the Global and Community Citizenship requirement (GCC); and Languages in Hawai‘i (LING 442), Critical Applied Linguistics (LING 432), and Methods and Research in Linguistics (LING 490) count toward the writing intensive (WI) requirements. Through these courses, the Linguistics Program is designed to contribute to the educational experience of students both inside and outside of the Linguistics major.

IV. Program Organization

As noted above, Linguistics began as an interdisciplinary program that was loosely attached to the College of Arts and Sciences and that did not have any full-time tenure-track faculty. It was moved into Ka Haka ‘Ula in 2008 and was provided with two tenure-track assistant professor positions to administer the program. Revisions to the curriculum in 2014 created three specializations and several courses that fulfill general education requirements for all UHH students.

Currently, the program is still administered by Ka Haka ‘Ula by Saft and Ohara, both of whom are now tenured associate professors. Ka Haka ‘Ula also employs one part-time lecturer, Patricia Perez, who has a Ph.D. in linguistics and who teaches courses specifically in the Linguistics Program. In addition, the Linguistics major incorporates courses from related disciplines that are taught by faculty in other departments. Box 1 shows the major requirements as they are listed in the UHH catalogue.

Box 1: The Linguistics Major

The Linguistics Major and Assigned Credits (46 credits)

Core Courses

- LING 102 Introduction to Linguistics (3)
- LING 311 Phonetics and Phonology (3)
- LING 321 Morphology And Syntax (3)
- LING 490 Research and Methods in Linguistics (3)

Specializations

Select one of the 3 areas below as an area of concentration and take at least 3 courses in that area. From the other 2 areas, take at least 1 course. (15 credits)

Structure/Grammar

- LING 345 Historical & Comparative Ling (3)
- ENG 324 Modern English Grammar & Usage (3)
- LING 410 Semantics & Pragmatics (3)
- JPNS 451 Structure Of Japanese I (3)
- JPNS 452 Structure Of Japanese II (3)
- KHAW 453 Hawn Phonetics & Phonol (3)
- KHAW 454 Hawn Morphology & Syntax (3)

Applied/Sociolinguistics

- LING 347 Pidgins And Creoles (3)
- LING 356 Language and Gender (3)
- LING 412 Discourse Analysis (3)
- LING 432 Critical Applied Linguistics (3)**
- LING 442 Languages in Hawai‘i (3)**
- ANTH 331 Lang in Culture & Society (3)
- ENG 350 Second Lang Acquisition Theory (3)

JPNS 345 Methods for Teaching Japanese (3)

Language Maintenance, Revitalization, and Policy

KIND 240 Culture Revitalization Movement (3)

LING 432 Critical Applied Linguistics (3)**

LING 442 Languages in Hawai'i (3)**

LING 434 Indigenous Languages of the US (3)

LING 445 Explorations in Bilingual & Immersion Education (3)

KHAW 455 Hawaiian: Polynesian Languages (3)

KHWS 496 Hawaiian Studies Seminar (3)

Three additional semester hours in Linguistics (or other related and approved field) at the 300- or 400-level (3).

16 university credits in second/auxiliary language study, 4 credits of which must be in a different language from the other credits. In certain circumstances, students may substitute demonstrated fluency in a second/auxiliary language in lieu of up to 8 credits. (16)

**Courses are listed in two areas but count toward only one.

The four core courses listed at the beginning are required of all Linguistics majors. As the course that introduces students to the field, Linguistics 102 is taken at the beginning of the major. The program has no 200 level courses, but students are encouraged to take Linguistics 311 and Linguistics 321 early on since these courses provide students with fundamental knowledge concerning phonology and morphology and also practice analyzing data sets that will assist them in other 300-level courses as well as at the 400-level. Linguistics 490 is the capstone course in which students enroll near the end of their undergraduate study. For this course, students choose a specific topic within Linguistics, engage in research, and then write a final research paper of 15-20 pages. In addition, students are required to make a presentation of at least 15 minutes that is open to the public. Particularly for students planning to attend graduate school in an area related to Linguistics, the final research paper and presentation offers an opportunity for students to produce materials that can be used as part of the application process.

Through the three specializations that incorporate courses from disciplines such as English (ENG), Japanese Studies (JPNS), Anthropology (ANTH), Indigenous Studies (KIND), Hawaiian Language (KHAW), and Hawaiian Studies (KHWS), the Linguistics major encourages students to extend their learning across discipline boundaries. This fits with the mission statement of UHH, which is based on the Hawaiian phrase *'A'ohē pau ka 'ike i ka hālau ho'okahi* ("One learns from many sources"). This cross-disciplinary emphasis attracts students from various parts of the university with different interests, including those interested in the structure of language, those with a desire to know more about the social side of language, those hoping to learn how to apply linguistic knowledge to the field of language education, and those wanting to contribute to the preservation and revitalization of indigenous and endangered languages. Moreover, the

course offerings attract students who hold interests in specific languages, especially Hawaiian, Japanese, Mandarin, Tagalog, Spanish, and English.

The Linguistics Program also offers a minor that requires students to complete 26 credit hours of courses. The requirements for the minor are presented in Box 2 below.

Box 2: Linguistics Minor

Requirements (26 credits):

1. A total of 18 credits of linguistics courses including:
 - LING 102 Introduction to Linguistics (3)
 - LING 311 Phonetics and Phonology (3) or LING 321 Morphology And Syntax (3)
 - And 12 credits in LING courses, of which 6 credits must be at the 300- or 400-level.
2. One year of college-level foreign language study or the equivalent. (8)

As this box indicates, the minor features three of the major's core courses, and allows students to make a choice between Phonetics and Phonology (LING 311) and Morphology and Syntax (LING 321). Furthermore, the minor offers students flexibility in selecting courses of their liking to fulfill the other 12 credits of linguistics courses.

In addition to the major and minor, the Linguistics Program also administers an academic certificate titled Contemporary Indigenous Multilingualism. The purpose of this certificate is twofold in that it offers speakers of Hawaiian an opportunity to build on their study of Hawaiian and at the same time extends the outreach of the Linguistics Program to speakers of indigenous languages who may not have access to educational programs that allow them to focus on their own languages. The certificate as it appears in the 2018-2019 course catalog is reproduced below.

Box 3: Certificate in Contemporary Indigenous Multilingualism

Certificate in Contemporary Indigenous Multilingualism

Requirements (21-25 credits):

Required Courses (6)

LING 102 Introduction to Linguistics (3)
KIND 240 Culture Revitalization Movement (3)

Core Electives (6-8), taken from:

LING 133 Elem Indig Lang (3)
LING 233 Inter Indig Langs (3)
KHAW 103 First Lvl Trans Hawn Immersion (4)
KHAW 104 First Lvl Partial Hawn Immers (4)
KHAW 133 First Lvl Hawn for Speakers (4)
KHAW 233 Second Level Hawn for Speakers (4)

transfer semester hours in an indigenous language other than Hawaiian (i.e. Lakota, Samoan) from a tribal college or other college

Related Electives (9-11), taken from:

LING 442 Languages in Hawai'i (3)

LING 347 Pidgins And Creoles (3)

LING 331 Lang in Culture & Society (3)

Courses in indigenous languages other than Hawaiian

Courses pertaining to indigenous multilingualism with prior permission from the Hawaiian Studies department chair

Hawaiian language courses; however, no more than a total of 8 credits may be applied to this certificate

Note: This certificate may be taken by linguistics majors or any other major.

Two keys to this certificate are the courses LING 133 and LING 233 in which students work with a member of the Linguistics faculty to understand the structural features of their own indigenous languages. The purpose of these two courses is to provide students with the knowledge necessary to teach their languages to others and therefore aid in the preservation of their languages. The Linguistics faculty at UHH may not have a specific background in the indigenous languages of the students, but the idea is for them to provide students with training in the terminology and pedagogical practices that will facilitate the students' ability to teach their languages to others in their community. We recently had in Spring 2018 our first student complete the courses and earn this certificate. The student is Melissa Boyd, a speaker of Ojibwe who is currently working as an Ojibwe educator in Minnesota.

Linguistics at the Graduate Level

The major, minor, and certificate just described fall directly under the Linguistics Program, but in order to understand the role of Linguistics at UHH, as well as the work of the Linguistics faculty, it is necessary to consider courses in linguistics at the graduate level. In total, Ka Haka 'Ula administers four graduate level programs, the Kahuawaiola Indigenous Teaching Education Program, the M.A. in Indigenous Language and Culture Education, the M.A. in Hawaiian Language and Literature, and the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization. It is especially the latter two that are most closely connected to the Linguistics Program. Box 4 shows, first of all, the curriculum of the MA in Hawaiian Language and Literature.

Box 4: M.A. in Hawaiian Language and Literature

Complete all nine of the following requirements for a total of 36 credits:

1. Earn 12 credits from the following four courses:
 - HAW 603 Grad Level Hawn Lang (3)
 - HAW 630 Research Methods in Hawn Lang (3)
 - HAW 631 History of Hawaiian Lang & Lit (3)
 - HWST 663 Traditional Hawn Literature (3)
2. Earn 3 credits from:

- KHWS/HWST 473 Oli/Mele Kahiko (3)
or HWST 662 Applied Hawaiian Chant (3)
3. Earn 3 credits from:
 HWST 664 European Influenced Hawn Lit (3)
 or HWST 665 Ethnological & Hist Narratives (3)
 or KANT 486 Mo'omeheu Hawai'i Ku'una (3)
 4. Earn 3 credits from:
 KHAW/HAW 453 Hawn Phonetics & Phonol (3)
 or KHAW/HAW 454 Hawn Morphology & Syntax (3)
 or HAW 654 Advanced Hawn Grammar (3)
 5. A minimum of 24 credits must be earned in 600- or 700-level courses,
 excluding HAW 700 Thesis Research (1–6). Only six credits may be counted in
 400-level classes.
 6. Earn 3 credits from either HAW 690 Study in Hawn Spking Community (3) or
 HWST 690 Study in Overseas Ind Lg Comm (3) (course must be approved
 by program chair). Students typically study for at least six weeks with an
 endangered language community.
 7. Earn 6 additional credits in 400-, 500-, or 600-level Hawaiian Language or
 Hawaiian Studies courses from the following list (remember that not more
 than 6 hours in total may be counted at the 400-level):
 KHAW/HAW or KHWS/HWST 400-498, 600-699V (except KHAW/HAW 490)
 KED 600-699V (except KED 641-644)
 KANT 486 Mo'omeheu Hawai'i Ku'una (3)
 KIND 601-602 Language Maintenance and Shift (3), Meth/Resou Indig
 Lang Comm Blg (3)
 Up to six credits taken at another university with prior approval from the
 program chair and then transferred to the University of Hawai'i at Hilo
 8. Earn 6 credits from:
 HAW 693 Thesis and Proposal Writing (3)
 or HAW 700 Thesis Research (1–6)
 9. Earn no grade lower than a “B.”

In particular, the courses listed in items #1, #4, #6, and #7 contain a linguistic emphasis. For example, the courses included in item #4 all focus on aspects of the structure of Hawaiian and can build on the foundational knowledge provided in the Linguistics B.A. concerning language structure. Likewise, the courses in item #6 and some in item #7, such as KIND 601: Language Maintenance and Shift and KIND 602: Methods and Resources in Indigenous Language Community Building, are similar in topic to the undergraduate courses in Linguistics in the specialization that focuses on language maintenance, revitalization, and policy (see Box 1). While it is true that the majority of the students in this M.A. Program come directly from our B.A. in Hawaiian Studies, some of them have also double-majored in Linguistics and many others have taken several Linguistics courses, thus making them even more prepared at the graduate level.

The role of linguistics is also visible in the curriculum of the Ph.D. Program in Hawaiian and Indigenous Language and Culture Revitalization. The basic curriculum is presented in Box 5.

Box 5: Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization

Graduation Requirements

1. KIND 730 Rsch Meth Hwn Ind Lang Culture (3)
2. Eight Credits in Advanced Study of Language of Focus:
 - KLAN 701 Semantic/Pragmatic Indig Lang (1)
 - KLAN 702 Stylistics/Domains Indig Lang (1)
 - KLAN 703 Semantics-Prag of Indig Langua (3)
 - KLAN 704 Stylistics-Domain of Indig Lan (3)

These credits are directed toward improved analytical and fluency skills in the student's language of focus and its culture. KLAN 701-702 are seminars taken by all students to develop common understandings and form the basis for KLAN 703-704, which focus specifically on Hawaiian or other indigenous languages depending on student interests.
3. Additional Language Requirement:

For students whose language of focus is Hawaiian, the additional language requirement will be met by demonstrated fluency and academic knowledge of any approved second language equivalent to the 102 level as taught at UH Hilo. For students whose language of focus is other than Hawaiian, the additional language requirement will be met by demonstrated fluency and academic knowledge of Hawaiian equivalent to the 102 level as taught at UH Hilo.
4. Two Areas of Specialization:

Students will focus on two of the four areas of specialization provided in the program: (a) Indigenous Language and Culture Education, (b) Indigenous Language and Culture In Society, (c) Language Planning, and (d) Hawaiian Language and Culture. Specific research themes to be addressed within these broad areas are diverse in order to allow maximum application to student dissertation interests. Examples of such areas are literacy in indigenous languages, indigenous language media, spirituality and religion in traditional Hawaiian thought, lexicon development, indigenous language testing and evaluation, colonialism and neocolonialism as factors in indigenous language and culture revitalization, technology in indigenous language revitalization, diversity in indigenous languages and societies, ecological planning for indigenous language and culture survival, etc.

The amount of course work in the two areas of specialization is dependent on the student's graduate committee, who will determine when the student is sufficiently prepared to take comprehensive examinations in the two areas. At a minimum the student must complete two of the following courses (together with the prerequisites) listed below:

 - KED 794 Indigenous Language and Culture Education (3) (Pre: KED 660 Indigenous Culture-based Educ (3), KED 662 Indigenous Well-being Thru Edu (3) or equivalent)

- KIND 794 Indigenous Language and Culture In Society (3) (Pre: KIND 601 Language Maintenance and Shift (3), KIND 602 Meth/Resou Indig Lang Comm Blg (3) or equivalent)
- KLIN 794 Language Planning (3) (Pre: KIND 601 Language Maintenance and Shift (3), KIND 602 Meth/Resou Indig Lang Comm Blg (3) or equivalent)
- HWST 794 Hawaiian Language and Culture (3) (Pre: HAW 631 History of Hawaiian Lang & Lit (3), HAW 654 Advanced Hawn Grammar (3), HWST 663 Traditional Hawn Literature (3), HWST 665 Ethnological & Hist Narratives (3) or consent of instructor)
5. Students may take up to six semester credits (or equivalent) at another accredited university in courses pre-approved by the program chair and transfer the credits to the University of Hawaii at Hilo in place of any of the listed program courses.
 6. Completion of all graduate courses with a grade no lower than "B."
 7. Successful completion of a comprehensive examination consisting of oral and/or written questions, after the student's Graduate Committee determines the student has had sufficient preparation in the field of study to begin work on the dissertation.
 8. Submission and approval of a portfolio which documents the student's work to improve public opinion and/or government policy concerning the revitalization of the student's language and culture of focus. The portfolio may include newspaper or periodical articles or oral presentations aimed at the student's indigenous community or the larger public; it may include written material or oral testimony given at government forums concerned with indigenous language and culture revitalization.
 9. Successful completion of a dissertation, with enrollment in a minimum of six credits of KIND 800 Doctoral Dissertation Research (1-6) (V) during the writing of the dissertation. A final oral examination in defense of the dissertation is then required upon completion of the dissertation.

The courses listed in item #2 and the specializations noted in #4 concern aspects of language study that are focused on in the B.A. program in Linguistics. These include a concentration on semantics and pragmatics in item #2 (The Ling. Program offers a course LING 410: Semantics and Pragmatics) and also on the relationship among language, culture, and society that serves as a central topic in several of our undergraduate courses. In fact, one of the requirements for this Ph.D. program is that applicants have previously taken at least six credits of Linguistics courses. The Ph.D. program attracts students from all over the world who typically have fulfilled this requirement at other institutions, but many of our applicants from within Hawai'i have satisfied their linguistics credits by taking courses in our B.A. in Linguistics.

In order to further understand the connection of these graduate programs to the Linguistics Program, it is necessary to examine in more depth the various responsibilities of the faculty. These responsibilities are elucidated in the next subsection.

Faculty

As described above, two full-time tenure-track faculty, Saft and Ohara, were hired to administer the Linguistics Program. Ohara worked as the coordinator of the program while it was still under the College of Arts and Sciences and then Saft took over as coordinator in 2009 and continues to serve in that capacity. Both Saft and Ohara obtained their doctorates from UH-Mānoa and have a background in Asian languages, which is a good fit with the focus at UHH on languages such as Japanese and Chinese. At the same time, they have become competent speakers of Hawaiian as part of the move of the Linguistics Program to Ka Haka ‘Ula. Ka Haka ‘Ula is the only college in the United States that functions completely through an indigenous language, and Saft and Ohara contribute to this by using only Hawaiian as participants in college-level faculty and committee meetings. In addition, they both have at times taught through the medium of Hawaiian; part of the tenure requirements (Saft received tenure in 2013 and Ohara in 2014) was to teach at the Nāwahīokalani‘ōpu‘u Hawaiian-medium School.

The core courses in the Linguistics Program (Box 1) are taught by Saft and Ohara. Saft regularly teaches one section per semester of the LING 102: Introduction to Linguistics and Ohara teaches two sections. LING 311: Phonetics and Phonology is taught by Ohara, LING 321: Morphology and Syntax by Saft, and the capstone course, LING 490 by both on a rotation basis. In addition, one section of LING 102 is taught each semester by a lecturer, Patricia Perez, who has a Ph.D. in Linguistics from the University of Arizona. Perez has been teaching as a lecturer in Linguistics since 2015, but even prior to that, the Linguistics Program has had one lecturer teaching at least one section of the introductory course per semester.

In addition to the core courses, Saft and Ohara also teach many of the courses listed in the three specializations of the program. Saft is responsible for LING 345: Historical and Comparative Linguistics, LING 412: Discourse Analysis, LING 442: Languages in Hawai‘i, and LING 445: Explorations in Bilingual and Immersion Education. Ohara regularly teaches LING 356: Language and Gender, LING 410: Semantics and Pragmatics and LING 432: Critical Applied Linguistics. Moreover, the program also takes advantage of Perez’s expertise in Linguistics and asks her to teach one upper division course per semester; she alternates between the courses LING 333: Psycholinguistics and LING 434: Indigenous Languages of the United States.

A typical teaching load for Saft and Ohara per semester is nine credit hours of Linguistics and for Perez it is six. The three screenshots below show offerings in Linguistics for the three semesters, Fall 2017, Spring 2018, and Fall 2018.

Screenshot 1: Fall 2017 Courses in Linguistics

University of Hawaii at Hilo • Fall 2017 Class Availability Textbooks/Course Materials
 (UH Transfer Information)

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Linguistics (LING)

Gen. Ed./ Focus	CRN	Course	Section	Title	Credits	Instructor	Curr. Enrolled	Seats avail.	Days	Time	Room	Dates
	10781	LING 102	001	Introduction to Linguistics	3	S Saft	20	10	MWF	0900-0950a	OLELO 115	08/21-12/15
[Special Approval: Instructor Approval]												
	10786	LING 102	002	Introduction to Linguistics	3	Y Ohara	27	3	TR	1100-1215p	W 1	08/21-12/15
[Special Approval: Instructor Approval]												
	10787	LING 102	003	Introduction to Linguistics	3	Y Ohara	28	2	TR	1230-0145p	STB 118	08/21-12/15
[Special Approval: Instructor Approval]												
	10785	LING 102	004	Introduction to Linguistics	3	P Perez	18	2	TBA	TBA	WWW	08/21-12/15
[Special Approval: Instructor Approval]												
	10666	LING 221	001	Intro to Language	3	C Reichl	0	0	MWF	1100-1150a	K 128	08/21-12/15
[LING 221 is cross-listed with ANTH 221. Please register for CRN 10662 to meet LING requirement. Special Approval: Instructor Approval]												
	10782	LING 321	001	Morphology And Syntax	3	S Saft	26	0	MWF	1000-1050a	OLELO 115	08/21-12/15
[Special Approval: Instructor Approval]												
	10384	LING 324	001	Modern English Grammar	3	M Conley-Ramsay	0	0	TR	0200-0315p	K 111	08/21-12/15
[Cross-listed with ENG 324. Please register for CRN 10235 to meet the LING 324 requirement. Special Approval: Instructor Approval]												
	10783	LING 345	001	Historical & Comparative Ling	3	S Saft	23	0	MWF	0100-0150p	OLELO 115	08/21-12/15
[Special Approval: Instructor Approval]												
	10237	LING 350	001	Second Lang Acquisition Theory	3	M Conley-Ramsay	0	0	MW	0300-0415p	K 126	08/21-12/15
[Cross-listed with ENG 350. Please register for CRN 10236 to meet the LING 350 requirement. Special Approval: Instructor Approval]												
ALEX,GCC	10788	LING 432	001	Critical Applied Linguistics	3	Y Ohara	19	1	TR	0330-0445p	W 9	08/21-12/15
[Special Approval: Instructor Approval]												
	10784	LING 434	001	Indigenous Languages of the US	3	P Perez	10	10	MWF	0200-0250p	OLELO 115	08/21-12/15
[Special Approval: Instructor Approval]												

Screenshot 2: Spring 2018 Courses in Linguistics

University of Hawaii at Hilo • Spring 2018 Class Availability Textbooks/Course Materials
 (UH Transfer Information)

[Back to list of subjects](#) **Click on the CRN for additional class information.**

Linguistics (LING)

Gen. Ed./ Focus	CRN	Course	Section	Title	Credits	Instructor	Curr. Enrolled	Seats avail.	Days	Time	Room	Dates
	11712	LING 102	001	Introduction to Linguistics	3	S Saft	28	2	MWF	0900-0950a	OLELO 115	01/08-05/11
Special Approval: Instructor Approval]												
	11713	LING 102	002	Introduction to Linguistics	3	Y Ohara	26	4	TR	1100-1215p	W 1	01/08-05/11
Special Approval: Instructor Approval]												
	11714	LING 102	003	Introduction to Linguistics	3	Y Ohara	28	2	TR	1230-0145p	W 1	01/08-05/11
Special Approval: Instructor Approval]												
	11715	LING 102	004	Introduction to Linguistics	3	P Perez	20	0	TBA	TBA	WWW	01/08-05/11
Special Approval: Instructor Approval]												
	11302	LING 331	001	WI/Lang in Culture & Society	3	C Reichl	0	0	MWF	1100-1150a	K 109	01/08-05/11
Cross-listed with ANTH 331. Please register for CRN 11288 to meet LING 331 requirement. Special Approval: Instructor Approval]												
	11751	LING 333	001	Psycholinguistics	3	P Perez	22	0	MWF	0200-0250p	OLELO 115	01/08-05/11
Special Approval: Instructor Approval]												
	11716	LING 412	001	Discourse Analysis	3	S Saft	21	0	MWF	0100-0150p	OLELO 115	01/08-05/11
Special Approval: Instructor Approval]												
ALEX,GCC,HPP,WI	11717	LING 442	001	WI/Languages in Hawai'i	3	S Saft	29	0	MWF	1000-1050a	OLELO 115	01/08-05/11
Special Approval: Instructor Approval]												
ALEX,WI	11735	LING 490	001	WI/Res and Methods in Ling	3	Y Ohara	12	8	TR	0330-0445p	UCB 104	01/08-05/11
Special Approval: Instructor Approval]												

Screenshot 3: Fall 2018 Courses in Linguistics

University of Hawaii
University of Hawaii at Hilo • Fall 2018 Class Availability
 (UH Transfer Information) Textbooks/Course Materials

[Back to list of subjects](#) **Click on the CRN for additional class information.**

Linguistics (LING)

Gen. Ed./ Focus	CRN	Course	Section	Title	Credits	Instructor	Curr. Enrolled	Seats avail.	Curr. Waitlisted	Wait avail.	Days	Time	Room	Dates
DH, GL	13757	LING 102	001	Introduction to Linguistics	3	S Saft	29	1			MWF	0900-0950a	OLELO 115	08/20-12/14
DH, GL	13759	LING 102	002	Introduction to Linguistics	3	Y Ohara	30	0			TR	1100-1215p	UCB 113	08/20-12/14
DH, GL	13760	LING 102	003	Introduction to Linguistics	3	Y Ohara	29	1			TR	1230-0145p	UCB 113	08/20-12/14
DH, GL	13761	LING 102	004	Introduction to Linguistics	3	P Perez	20	0			TBA	TBA	WWW	08/20-12/14
	13185	LING 221	001	Intro to Language	3	C Reichl	0	0			MWF	1100-1150a	K 128	08/20-12/14
[Cross-listed with ANTH 221. Please register for CRN 13184 to meet LING 221 requirement.]														
	13763	LING 311	001	Phonetics and Phonology	3	Y Ohara	18	2			TR	0330-0445p	UCB 105	08/20-12/14
	13762	LING 321	001	Morphology And Syntax	3	S Saft	19	1			MWF	1000-1050a	OLELO 115	08/20-12/14
	13314	LING 324	001	Modern English Grammar & Usage	3	M Conley-Ramsay	0	0			TR	0200-0315p	K 126	08/20-12/14
[Cross-listed with ENG 324. Please register for CRN 13313 to meet the LING 324 requirement.]														
	13316	LING 350	001	Second Lang Acquisition Theory	3	M Conley-Ramsay	0	0			MW	0300-0415p	K 126	08/20-12/14
[Cross-listed with ENG 350. Please register for CRN 13315 to meet the LING 350 requirement.]														
	13764	LING 434	001	Indigenous Languages of the US	3	P Perez	12	8			MWF	1100-1150a	OLELO 115	08/20-12/14
	13765	LING 445	001	Explor Bilingual & Immers Ed	3	S Saft	20	0			MWF	0100-0150p	OLELO 115	08/20-12/14
GAHP, WI	13141	LING 451	001	WI/Structure Of Japanese I	3	M Honda	0	0			TR	0330-0445p	K 104	08/20-12/14
[Cross-listed with JPNS 451. Please register for CRN 13138 to meet the LING 451 requirement.]														

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Updated: 08/17/2018 10:12:07 AM HST

These screenshots not only demonstrate the courses carried by the three faculty in Linguistics, but they also show some of the other courses taught outside of the program that count toward the Linguistics major. These include LING 324: Modern English Grammar, LING 350: Second Language Acquisition Theory, and LING: 451: Structure of Japanese I. These courses are cross-listed with Linguistics but are based in other programs and departments and are thus taught by other faculty. LING 324 and LING 350 are based in the English Department and taught by their faculty, and LING 451 is in Japanese Studies.

In addition to their work in the Linguistics Program, Saft and Ohara also contribute to the M.A. and Ph.D. programs described above. Saft serves as Chair of Graduate Studies in Ka Haka ‘Ula and also as coordinator of the Ph.D. Program. As Chair of Graduate Studies, Saft is charged with representing ka Haka ‘Ula on the campus Graduate Council, and he is also responsible for calling meetings in Ka Haka ‘Ula to discuss issues at the graduate level and to sign official documents. All four of the graduate programs in Ka Haka ‘Ula have a coordinator and it is the coordinators who are charged with the basic task of overseeing the administration of each program. As coordinator of the Ph.D. Program, Saft is involved in the recruitment and advising of students, the creation of course schedules, the construction and supervision of comprehensive exams, and the planning of dissertation defenses. Moreover, Saft also teaches some of the courses. For instance, he has been the regular instructor for the two one-credit courses listed under item #2 in Box 5 above, KLAN 701: Semantics/Pragmatics of Indigenous Languages and KLAN 702: Stylistics and Domains of Indigenous Languages. He also has taught one KIND 794 course (listed under item #4 of Box 5), titled Language Policy and Practice. Additionally, he regularly serves as the instructor for one course in the M.A. Program in

Hawaiian Language and Literature, namely, HWST 690: Study in Overseas Indigenous Communities (listed under item #6 in Box 4).

Ohara does not teach any courses at the graduate level, but she is an active participant on thesis and dissertation committees. She has in the past been a member of one Ph.D. and one M.A. committee for students who have graduated, and she is serving as the Chair of the thesis committee for a current M.A. student. This type of committee service is also performed by Saft; he has served on the Ph.D. committees for two of our graduates and is currently serving on three other Ph.D. committees.

In addition to the contributions of Saft and Ohara, the teaching requirements of courses in linguistics at the graduate level are fulfilled by faculty from Hawaiian Studies. In fact, due to linguistic expertise of Hawaiian Studies faculty such as William Pila Wilson, Jason Iota Cabral, and Kauanoë Kamanā to teach such courses, their names are listed in the official UH-Hilo catalogue under both Hawaiian Studies and Linguistics. Box 3 below shows how the Linguistics faculty are listed in the 2018-2019 UH-Hilo catalog.

Box 6: Linguistics Faculty

Coordinator: Scott Saft, Ph.D.

Yumiko Ohara, Ph.D.

Scott Saft, Ph.D.

William Pila Wilson, Ph.D.

Jason Iota Cabral, Ph.D.

Kauanoë Kamanā, Ph.D.

Wilson and Cabral teach the linguistics courses listed in items #1 and #4 of Box 4 (the M.A. in Hawaiian Language and Literature), and Wilson and Kamanā serve as instructors for some of the courses listed under items #2 and #4 in Box 5 (the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization). They also regularly serve on thesis and dissertation committees, and they also teach courses at the undergraduate level that count toward the Linguistics major (those listed as KHAW in Box 1).

To summarize this section on program organization, the Linguistics Program at UHH is housed within Ka Haka ‘Ula as a stand-alone program that administers an undergraduate degree through two primary faculty. At the same time, the program also provides significant support at the graduate level in programs that feature linguistics as a part of curricula focused on revitalizing Hawaiian and other indigenous languages.

V. Evidence of Program Quality

Since moving into Ka Haka ‘Ula in 2008, there is evidence that the Linguistics Program has thrived as a stable entity that makes strong contributions to undergraduate education at UHH as well as to the revitalization of Hawaiian and other indigenous languages. This evidence is presented here through the subsections of *Enrollment, Degrees Awarded, Student Learning Outcomes, Assessment, and Faculty-Student Activities.*

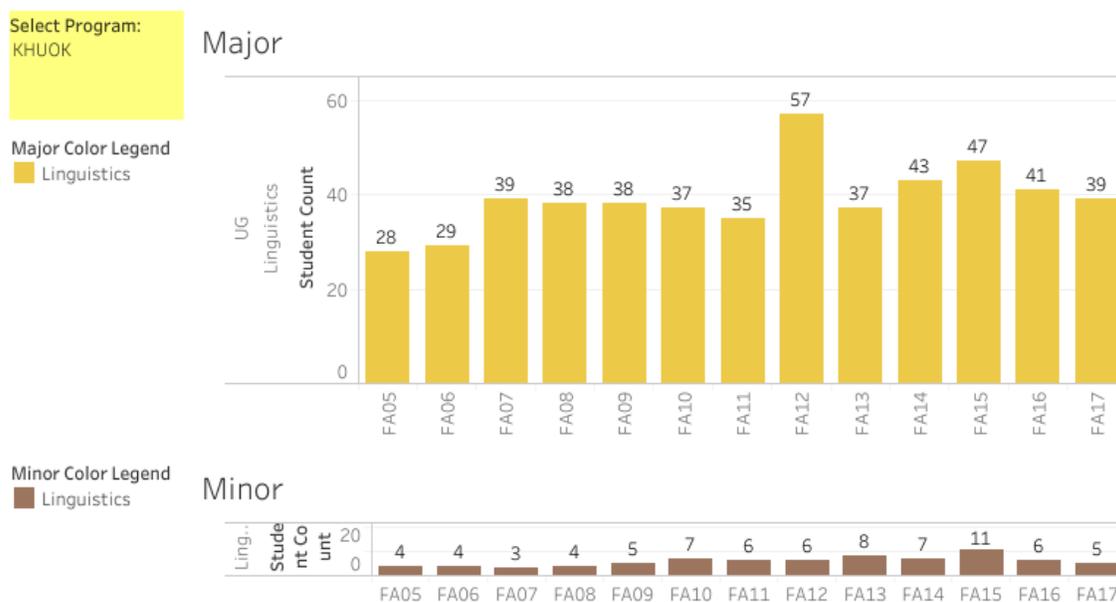
Enrollment

The numbers in Chart 1 below show the official majors count by year from Fall 2005 through 2017. These numbers are provided by the Institutional Research Office at UHH and viewable on the website at

<https://hilo.hawaii.edu/uhh/iro/UHHiloProgramReview.php>.

Chart 1: Linguistics Majors from 2005-2017

Enrollment



Note:
 1. Counts are by 1st Declared Major/Minor of the selected program.
 Source: IRO_BASE (Census)

As the chart shows, there has been some fluctuation, but the number of majors has consistently remained around 40 since 2007. In particular, these figures indicate an increase in majors from a time prior to the movement of Linguistics from the College of Arts and Sciences to Ka Haka ‘Ula in 2008 and also prior to the employment of Saft and Ohara at UHH (Ohara began in 2004 as a non-tenure track assistant professor and Saft in 2005 as a part-time lecturer). Chart 2 shows enrollment numbers for the years 2000-2005 that were presented in the 2007 Linguistics Program Review.

Chart 2: Linguistics Majors from 2000-2005 (taken from program reviewed submitted in 2007).

Headcount Majors, 5-Year Trend

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
17	11	15	21	25	28

In the past fifteen years, then, Linguistics has basically doubled its number of majors from around 20 to approximately 40.

Comparison of enrollment figures with other majors at UHH indicates the relative strength of the Linguistics Program. Charts 3-6 provide the major numbers for the departments of Philosophy, Mathematics, History, and Anthropology.

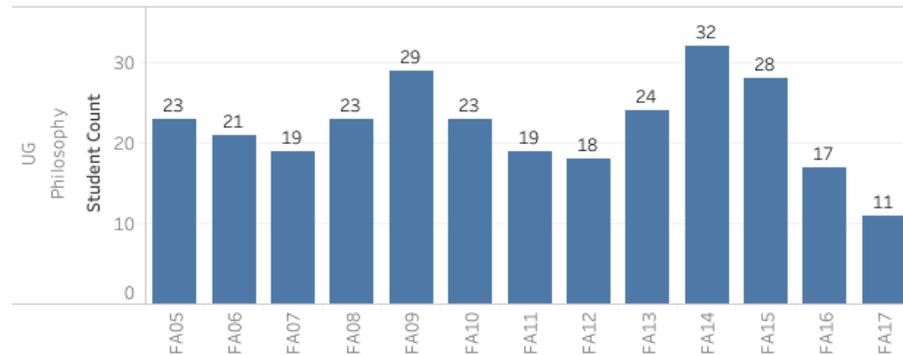
Chart 3: Philosophy Majors from 2005-2017

Enrollment

Select Program:
Philosophy

Major Color Legend
Philosophy

Major



Minor Color Legend
Philosophy

Minor



Note:
1. Counts are by 1st Declared Major/Minor of the selected program.
Source: IRO_BASE (Census)

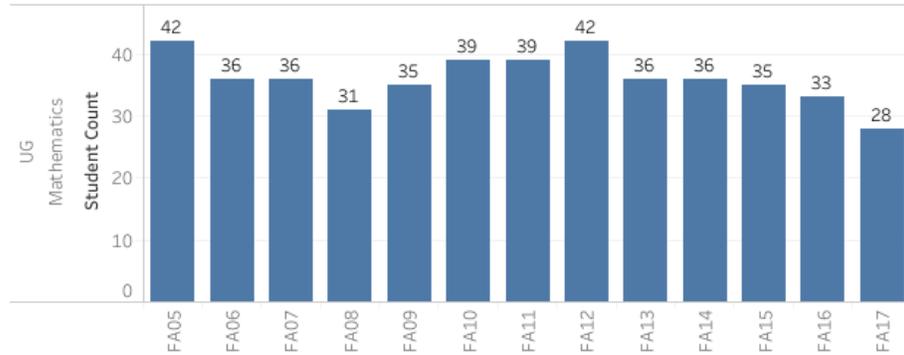
Chart 4: Mathematics Majors

Enrollment

Select Program:
Mathematics

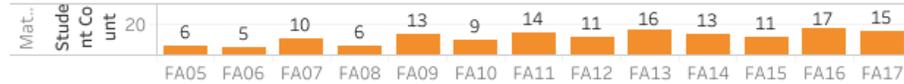
Major

Major Color Legend
■ Mathematics



Minor Color Legend
■ Mathematics

Minor



Note:
1. Counts are by 1st Declared Major/Minor of the selected program.
Source: IRO_BASE (Census)

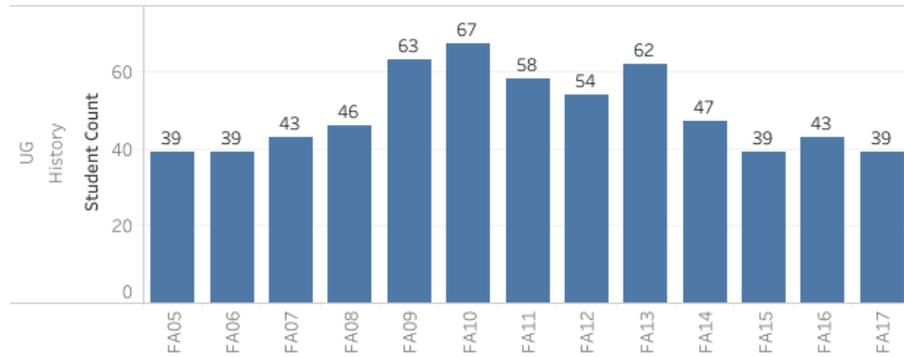
Chart 5: History Majors

Enrollment

Select Program:
History

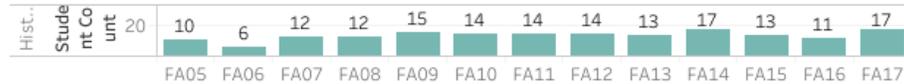
Major

Major Color Legend
■ History



Minor Color Legend
■ History

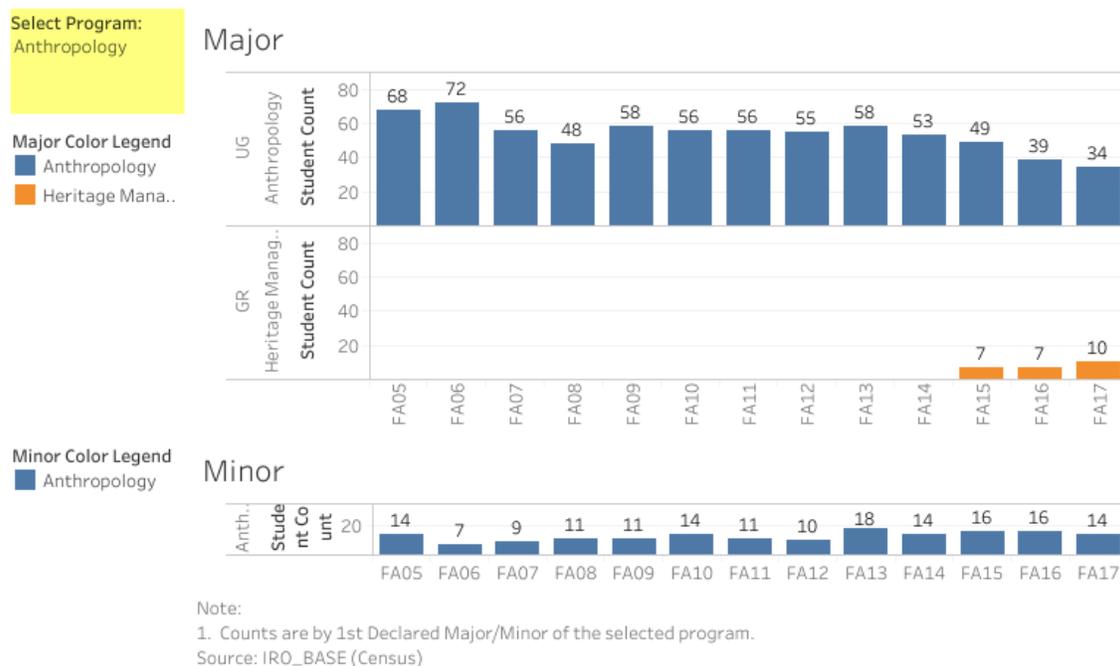
Minor



Note:
1. Counts are by 1st Declared Major/Minor of the selected program.
Source: IRO_BASE (Census)

Chart 6: Anthropology Majors

Enrollment



These charts demonstrate that Linguistics consistently attracts more majors than Philosophy and Mathematics and is on par with History and Anthropology. Here, it should be emphasized that unlike these four departments, Linguistics, largely due to its size, is categorized as a program and not a department. In terms of faculty numbers, Linguistics, with only two full-time faculty focused on the undergraduate major, is significantly smaller than these four departments. In the 2018-2019 UHH catalogue, Philosophy lists five full-time faculty at the professorial level, Mathematics has nine full-time faculty at the professorial level and four instructors, History has six full-time faculty at the professorial level, and Anthropology lists six full-time faculty at the professorial (not including one Professor Emeritus) and four instructors. To be sure, like the Linguistics Program, each department has its own circumstances--for example, Mathematics is considered a “service” department in that it provides several courses, such as MATH 100, that are part of the core general education requirements and thus receive high attendance numbers (and necessitate a set of instructors to teach multiple sections). Nonetheless, the fact that a program with only two full-time faculty is able to maintain major enrollments numbers that are higher or at least equal to these departments with significantly more faculty is strongly suggestive of the strength and quality of the Linguistics Program at UHH.

Moreover, it is relevant to note that it is not just the Linguistics Program that has been thriving. Both the M.A. in Hawaiian Language and Literature and the Ph.D. in Hawaiian and Indigenous Language Culture and Revitalization have maintained strong enrollment

numbers. The M.A. program began in 1998 and have had several graduates so far, some who have continued on to the Ph.D. program. The latest cohort just began in Fall 2018 with six students, bring the current number of students in the M.A. program to 19. The Ph.D. program began in 2006 with its first cohort of five students, all of whom have since graduated with their doctorates. Since 2013, the time when Saft began working as the coordinator, the program has accepted 21 further students, including its most recent cohort of ten in Fall 2018. Eleven of these students have successfully passed their comprehensive exams and are currently engaged in the writing of their dissertations. One Tlingit student, X'unei Twitchell from Alaska, is preparing to defend his dissertation in November, 2018. The Linguistics faculty has been able to maintain solid undergraduate numbers while also contributing to expanding graduate programs.

Strength in enrollment is evident not only in the number of majors but also in the fact that courses in Linguistics are consistently filled to capacity. The three screenshots shown in Section IV under the subcategory of *faculty* show high student numbers particularly for the courses taught by Saft and Ohara. Typically, the LING 102 sections they teach are capped at 30 students, and all sections for the three semesters in the screenshots have at least 20 with most being at or near 30. The upper division 300-400 level courses typically have a maximum of 20, which means that these courses are also usually full. In fact, there are several courses that are filled beyond capacity; for example, the two 300-level courses taught by Saft in Fall 2017 (Screenshot 1) consisted of 23 and 26 students, respectively. Since moving into Ka Haka 'Ula, Linguistics has yet to have a course canceled due to low enrollment in the regular spring and fall semesters (typically, courses that do not get at least 11 students are canceled). High enrollment numbers such as these speak to the vitality of the program.

Degrees Awarded

Even with a small number of full-time faculty, the Linguistics Program makes significant efforts to offer students the courses that will allow them to graduate in a timely manner within four years. Chart 7 indicates the number of students that have graduated with their B.A.s in Linguistics per school year through 2017 (the figures in green circles represent the number of Native Hawaiian graduates).

Chart 7: Number of Linguistics Graduates Per Year

Degrees Awarded



Notes:

1. Native Hawaiian includes Hawaiian Ancestry and Race
2. Green circles represent the number of Native Hawaiian graduates

As the chart indicates, the graduation numbers are the highest since 2014-2015, the time when revisions were made to the program in order to make courses more accessible to students.

Much like the number of majors, these graduation figures are high in relation to other departments at UHH. Charts 8-11 show the respective number for the Philosophy, Mathematics, History, and Anthropology Departments.

Chart 8: Number of Philosophy Graduates Per Year
Degrees Awarded



Notes:
1. Native Hawaiian includes Hawaiian Ancestry and Race
2. Green circles represent the number of Native Hawaiian graduates

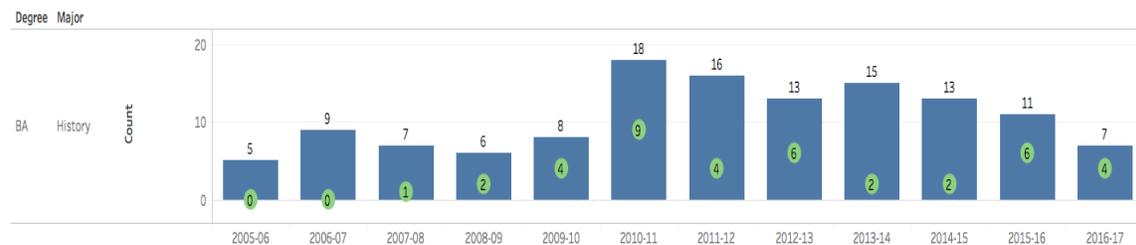
Chart 9: Number of Mathematics Graduates Per Year
Degrees Awarded



Notes:
1. Native Hawaiian includes Hawaiian Ancestry and Race
2. Green circles represent the number of Native Hawaiian graduates

Chart 10: Number of History Graduates Per Year

Degrees Awarded



Notes:
1. Native Hawaiian includes Hawaiian Ancestry and Race
2. Green circles represent the number of Native Hawaiian graduates

Chart 11: Number of Anthropology Graduates Per Year
Degrees Awarded



Notes:

1. Native Hawaiian includes Hawaiian Ancestry and Race
2. Green circles represent the number of Native Hawaiian graduates

These charts show that, with the exception of Anthropology (Chart 11), Linguistics has graduated more students since 2014 than the other departments. This result is partly due to the program revisions in 2014 that made it even easier, without altering the number of required credits, for students to get the necessary courses for graduation, but it can also be attributed to the diligence on the part of the two faculty members in terms of advising students. Typically Saft and Ohara divide those students declared as Linguistics majors between themselves, with each one being assigned approximately 20 advisees. They then meet with each student several times a semester (sometimes more) in order to chart out a path toward graduation. Often, advising goes beyond the undergraduate level to include discussions with students about graduate school and career options.

Another factor influencing the graduation rate of the students is efforts made by Saft and Lei Kaponu, a lead administrator in Ka Haka ‘Ula, to create a four-year academic map for students in the Linguistics major. This is part of an initiative started by the university several years ago to enhance rates of retention and graduation. Students are able to access a sample four-year map for Linguistics on the UHH website at <https://hilo.hawaii.edu/uhh/vcaa/4YearMaps18-19/linguisticsba/>. Chart 12 shows the most recent version of the Linguistics map.

Chart 12: Linguistics Four-year Map



University of Hawai'i at Hilo – Four-Year Academic Plan 2018-2019
Ka Haka 'Ula O Ke'elikōlani
Bachelor of Arts (BA) - Linguistics

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2		Year 3		Year 4	
Fall		Fall		Fall		Fall	
LING 102 (DH: Humanities)	3	Lang/Aux Lang 1 (GL: LANG ARTS)	4	LING 321	3	GE GCC (Rec: LING 432)	3
DS: SOC SCI I	3	DA or DL: ARTS, LIT II	3	LING Structure (Upper)	3	LING Upper Elective	3
FGA, FGB or FGC: GLOBAL MULTICUL I	3	GQR: QUANT REASONING	3	LING Concentration II	3	Upper Elective	3
Elective	3	DB: BIOL SCI or DP: PHYS SCI	3	Aux Lang 3	4	GE HPP (Rec: LING 442)	3
Elective	3	DY: SCI LAB	1	Upper Elective	3	WI Elective	3
Credits		Credits		Credits		Credits	
15		14		16		15	
Spring		Spring		Spring		Spring	
ENG 100 (FW: WRIT COM)	3	LING 311	3	Aux Lang 4	4	LING 490	3
FQ: QUANT REASONING	3	DB: BIOL SCI or DP: PHYS SCI	3	LING Maint Revitaliz (Upper)	3	Upper Elective	3
DS: SOC SCI II	3	Aux Lang 2	4	LING Applied (Upper)	3	Upper Elective	3
FGA, FGB or FGC: GLOBAL MULTICUL II	3	LING Concentration I	3	LING Concentration III	3	WI Elective	3
Elective	3	Elective	3	WI Upper Elective	3	Elective	3
Credits		Credits		Credits		Credits	
15		16		16		15	
Summer		Summer		Summer		Summer	
Credits		Credits		Credits		Credits	
0		0		0		0	
Total Credits		Total Credits		Total Credits		Total Credits	
30		60		92		122	

Notes:

1. Students must earn at least a 2.0 GPA in courses required for the major.
2. At least 45 credits must be earned in courses at the 300- or 400- level.

Rev:
5/15/18

This map sets out a course of study that includes not just the requirements for the Linguistics major but also general education requirements. While each student is unique, a point which becomes clear through individual advising, these academic maps are important because they include all necessary graduation credits and thus serve as visible evidence that it is possible to finish the Linguistics degree within four years.

Student Learning Outcomes

In addition to creating a four-year academic map, the Linguistics Program has worked with the administration to formulate a set of student learning outcomes (SLOs) that can be measured through assessment. These SLOs have been created at the program level as well as for each individual course. Box 3 below displays the SLOs at the program level.

Box 7: Student Learning Outcomes at the Program level

The Bachelor of Arts degree in Linguistics provides students with a broad introduction to the field. Upon successful completion of their degree, students will be able to:

1. Explain the major academic theories of language with a focus on what they say about the relationship between language and human beings.
2. Through the study of phonetics and phonology, demonstrate knowledge of how sound patterns work and analyze phonological data.
3. Through the study of morphology and syntax, describe the structure of words and sentences and analyze morphological and syntactic data.

4. Demonstrate basic knowledge of the semantic and pragmatic properties of languages and analyze semantic and pragmatic data.
5. Through the study of discourse analysis, analyze data to explain how language works in discourse.
6. Identify structural and cultural features of languages relevant in the Hawai'i Pan Pacific such as Hawaiian, Japanese, Chinese, English, and Hawai'i Creole.
7. Explain the relationship among language, culture, and society and critically evaluate how language plays a central role in social and political issues such as gender and racial discrimination, immigration attitudes and laws, and educational policies.
8. Locate and utilize reliable scholarly information in academic journals and books as a part of engaging in academic linguistic research and write a cohesive research paper of approximately four thousands words on a pertinent linguistic topic that is organized succinctly with at least an introduction, body, and conclusion and that includes foot/endnotes and citations.
9. Employ audiovisual materials and appropriate technology such as PowerPoint as part of a succinctly organized ten-minute presentation of linguistic research findings to an audience.
10. Demonstrate a working knowledge of two languages other than English.

It can be seen that this list of SLOs has an emphasis in numbers 1-5 on what are often considered the core areas of Linguistics, namely, phonetics, phonology, morphology, syntax, semantics, pragmatics, and discourse analysis. Moreover, outcome 6 indicates the effort made by the program to emphasize the local environment in which the program is embedded with a focus on languages such as Hawaiian and Hawai'i Creole, as well as languages like Japanese, Chinese, and English that have played an important role in the history of Hawai'i. Outcome 7 links to both a local and global context with its focus on broader social and political factors that influence language. It is this outcome in particular that is relevant for students specializing in language maintenance and revitalization, including the Hawaiian situation and also minority and endangered languages throughout the world. Outcomes 8 and 9 focus on developing the research skills of students. These are important not just for students preparing for the graduate level but also for students seeking jobs that require research, writing, and presentation skills. Outcome 10 aligns with the language requirement of the program that prompts students to expand their understandings at an international level.

Each individual course in the Linguistics Program has been designed with these ten outcomes in mind. The following chart, Chart 13, offers a sense of how some of the individual courses support these outcomes (this chart only includes the courses, except for the language requirement, taught by Linguistics faculty). It was first created in approximately 2009 and has since been updated to go along with the revisions to the Linguistics Program.

the practice of focusing on one core competency per year, the Linguistics Program has assessed written communication in 2013-2014, information literacy in 2015-2016, oral communication in 2016-2017, and written communication again in 2017-2018. The school year 2014-2015 was reserved by UHH for quantitative reasoning but after discussion with members of the Assessment Support Committee at the campus level, it was determined that the Linguistics Program would not participate given the minimal role of statistics in the Linguistics curriculum.

In order to assess the core competencies, the two full-time faculty in Linguistics, Saft and Ohara, convened at the end of each spring semester to measure the work of students based on the rubric and ranking system developed by the Assessment Support Committee at UHH. The rubrics for the three competencies are shown below in Charts 14-16.

Chart 14: Assessment Rubric for Written Communication

Rubric for Written Communication

	Line of Reasoning	Organization and Structure	Content	Language/Prose/Syntax
4 (Advanced)	<ul style="list-style-type: none"> Composes a well-defined thesis that is supported by coherent and relevant arguments. Argument is coherent and develops a clear line of logical reasoning. 	<ul style="list-style-type: none"> Organization of ideas/information is well-planned, and organized; structure enhances the message or argument. Paragraphs are well-developed, and paragraph breaks enhance the main points. 	<ul style="list-style-type: none"> Exhibits original insight into the content Content illuminates the argument and/or message 	Uses grammatically correct prose that is highly appropriate to the audience; paper successfully utilizes complex sentence structures; prose is articulate and sophisticated.
3 (Competent)	<ul style="list-style-type: none"> Constructs an identifiable thesis with some gaps or inconsistencies in reasoning. Minor gaps in logic but the overall argument is linear and coherent. 	<ul style="list-style-type: none"> Some organizational problems evident. Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward. 	<ul style="list-style-type: none"> Content is adequately addressed Content generally supports main argument. 	Minor problems with grammar or punctuation, but sentences generally make sense; sentence structure is simplistic; prose may be conversational or somewhat inappropriate for purpose of the assignment or the audience.
2 (Emerging)	<ul style="list-style-type: none"> Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation. Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped. 	<ul style="list-style-type: none"> Some attempt at organizing ideas/information but reasoning for that ordering is not apparent. Paragraphs are underdeveloped or and/or transitions between them are problematic. 	<ul style="list-style-type: none"> Content is only superficially addressed. Content does not fully support main argument. 	Exhibits grammatical problems but overall meaning of sentences is not totally obscured; prose may not reflect an understanding of standard English; may lack an understanding of the purpose of the assignment or the audience.
1 (Beginning)	<ul style="list-style-type: none"> No discernible thesis (unable to construct an argument). The paper is a collection of unrelated ideas. 	<ul style="list-style-type: none"> Paragraphs are or appear non-existent. Transitions between paragraphs are non-existent. 	<ul style="list-style-type: none"> Content is not appropriate to the assignment or minimally used. Content does not relate to the argument being made. 	Prose is largely incomprehensible; major grammatical and punctuation problems; major syntax problems at the sentence level.

* This column is used to simultaneously assess critical thinking

Chart 15: Assessment Rubric for Information Literacy

Rubric for Information Literacy

	Document Conventions	Appropriateness of Sources	Evaluating Sources*	Integrating Sources*
4 (Advanced)	Properly documents citations and sources	All sources are relevant, credible and appropriate	Demonstrates a clear understanding of the materials' criteria for inclusion: authority, timeliness, and accuracy	Synthesizes information with a clear sense of direction/purpose
3 (Competent)	Few errors with citation format	Most of the sources are relevant, credible and appropriate	Demonstrates an adequate examination of the information	Adequately synthesizes information but conclusions or interpretations may seem obvious
2 (Emerging)	Incorrect use of required citation format	Most sources are neither relevant nor credible	Reflects an attempt to examine the information	Exhibits problems in synthesizing information
1 (Beginning)	<ul style="list-style-type: none"> No citations and bibliography Note: Any evidence of plagiarism automatically drops the score for this column to a 0. 	No relevant or credible sources	Reflects no effort to examine the information	Reflects no synthesis of information

*These columns simultaneously assess critical thinking

Chart 16: Assessment Rubric for Oral Communication

Rubric for Oral Communication

	Organization and Structure*	Content*	Language*	Delivery
4 (Advanced)	<ul style="list-style-type: none"> Presentation is highly organized, with a logical sequence 	<ul style="list-style-type: none"> Content strongly exhibits insight into the subject matter 	<ul style="list-style-type: none"> Language choices strongly enhance the effectiveness of the presentation and are also appropriate to the audience 	<ul style="list-style-type: none"> Delivery techniques (gestures, eye contact, vocal expressiveness) are highly engaging
3 (Competent)	<ul style="list-style-type: none"> Presentation is adequately organized, with a discernible sequence 	<ul style="list-style-type: none"> Content adequately exhibits insight into the subject matter 	<ul style="list-style-type: none"> Language choices adequately support the effectiveness of the presentation and are also appropriate to the audience 	<ul style="list-style-type: none"> Delivery techniques (gestures, eye contact, vocal expressiveness) are adequate
2 (Emerging)	<ul style="list-style-type: none"> The organization of the presentation lacks focus, and exhibits major gaps in logic 	<ul style="list-style-type: none"> Content is only superficially addressed 	<ul style="list-style-type: none"> Language choices partially support the effectiveness of the presentation and are also appropriate to the audience 	<ul style="list-style-type: none"> Delivery techniques (gestures, eye contact, vocal expressiveness) do not engage the audience
1 (Beginning)	<ul style="list-style-type: none"> Organization is not evident 	<ul style="list-style-type: none"> Content displays no insight into the subject matter 	<ul style="list-style-type: none"> Language choices minimally support the effectiveness of the presentation and/or are not appropriate to the audience 	<ul style="list-style-type: none"> Delivery techniques (gestures, eye contact, vocal expressiveness) detract from the presentation

*These two columns simultaneously assess critical thinking

*Choices need to be both effective and appropriate for 2, 3, & 4

Based on the measuring system of 1-4 employed in these rubrics (shown on the far left column of each rubric), Saft and Ohara chose one graded activity from one upper division 400-level LING course to assess. For Written Assessment in 2013-2014, Saft and Ohara

chose the final research paper for LING 442: Languages in Hawai‘i. For Information Literacy in 2015-2016, they selected the final research paper from LING 490: Resources and Methods in Linguistics, for Oral Communication in 2016-2017, it was the final presentation from the capstone course LING 490, and for Written Communication in 2017-2018, they chose again the final research paper from LING 490. The results of these assessments are show below in charts 17-20. The scores given for each student represent the average of the two ratings from Saft and Ohara. Average scores are shown at the bottom of each chart in yellow highlights.

Chart 17: Results of Assessment of Written Communication 2013-2014

	Reasoning	Organization/ Structure	Content	Language/Prose/ Style
Student 1 M	3	2.5	2.5	3
Student 2 M	2	2	3	3
Student 3 M	3	2	3	3
Student 4 M	2.5	2.5	3.5	3
Student 5 NM	2.5	2.5	2	2
Student 6 NM	2.5	2	1.5	3
Student 7 NM	2.5	2	1.5	2
Student 8 NM	3.5	3	3	3
Student 9 NM	2.5	1.5	1.5	2
Student 10 NM	2	2	2.5	2.5
Student 11 M	3.5	3	3	3
Student 12 NM	3	2.5	3.5	2.5
Student 13 NM	2.5	2	1	2
Student 14 NM	2.5	2	2.5	2
Student 15 M	3.5	2.5	3.5	3
Student 16 NM	2	1.5	2	2
Student 17 M	3	3	3	3
Student 18 M	3	3	3.5	3
Student 19 NM	2	2.5	2	2.5
Student 20 NM	3	3.5	3	2.5
Student 21 NM	3.5	3	3	3
Student 22 M	2.5	3	2.5	2
Student 23 M	3	2.5	3.5	3
Student 24 M	2.5	3	4	3

Student 25	NM	2.5	2	2.5	3
Student 26	M	3	3.5	4	4
Student 27	M	2	2.5	3	2
Student 28	M	3	3	3	3
Student 29	NM	2.5	2	3	3
Student 30	NM	2	2.5	3	3
Student 31	NM	2	2	1.5	3
Majors M		2.82	2.71	3.21	2.92
Non-majors NM		2.53	2.26	2.44	2.5

(M) Majors =14

(NM) Non-majors =17

Chart 18: Results of Assessment of Information Literacy 2015-2016

Student	Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources
Student 1	3	3	2	3
Student 2	3	4	3	3
Student 3	3	4	4	4
Student 4	4	4	3	4
Student 5	3	2	2	2
Student 6	3	3	2	3
Student 7	3	3	4	3
Student 8	3	3	3	3
Student 9	4	3	4	3
Student 10	4	4	4	4
Student 11	3	3	3	3
Student 12	4	3	3	3
Student 13	3	3	3	3
Student 14	4	3	3	3
Student 15	3	3	3	4
Student 16	2	3	2	3
Student 17	2	3	3	3
Average	3.18	3.35	3.0	3.18

Chart 19: Results of Assessment of Oral Communication 2016-2017

Student	Organization/ Structure	Content	Language	Delivery
Student 1	3	2.5	3	2.5
Student 2	3.5	4	4	3.5
Student 3	3	3.5	3.5	3
Student 4	3.5	4	4	3.5
Student 5	2.5	2	3	3
Student 6	3.5	3	4	3.5
Student 7	3.5	2.5	3	3
Student 8	3	3	3.5	3.5
Student 9	4	3.5	3	4
Student 10	3.5	3	3.5	3
Student 11	2	2.5	2	2
Student 12	3	3.5	3	2.5
Student 13	3.5	4	3	3.5
Student 14	3	2.5	2.5	2.5
Student 15	3	3.5	3.5	3.5
Student 16	3	4	3.5	3
Average	3.15	3.18	3.25	3.10

Chart 20: Results of Assessment of Written Communication 2017-2018

Student	Reasoning	Organization/ Structure	Content	Language/Prose/ Style
Student 1	3.5	3.5	3.5	3
Student 2	4	3.5	4	4
Student 3	3	3	4	3.5
Student 4	4	3	4	3.5
Student 5	3.5	3.5	4	2.5
Student 6	3.5	2	2	3.5
Student 7	3	2	2	3.5
Student 8	4	3.5	4	3
Student 9	3.5	2.5	2	3
Student 10	3.5	3	4	3
Student 11	4	4	3.5	3

Average	3.6	3.05	3.36	3.23
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In general, the average ratings are at or above 3.0, which signifies competence according to the rubrics. The only exception is Chart 17, where the scores for three of the four categories are below 3.0. Still, it can be noted that the competency measured in Chart 17, namely, written communication (in 2013-2014), was also measured four years later in 2017-2018 in the Linguistics capstone course LING 490. The scores in Chart 20 are all above 3.0 and are higher than the scores in Chart 17, a result which suggests that the curricular changes implemented in 2014, including the addition of a capstone course to focus on research and writing, is having a positive effect on the writing skills of the Linguistics majors. To be sure, continued diligence is necessary to foster the competencies of the students in all areas, but the results of the assessments engaged in thus far by the Linguistics faculty indicate that the students are developing academic skills at a level that is competent and in some cases approaching advanced.

Student and Faculty Activities

The maintenance of a high quality of education in any program or department depends greatly on the hard work of the faculty. This effort, first of all, is apparent in the Linguistics Program in the attempts by the faculty to deliver courses through an online format in addition to the traditional classroom approach. Saft typically teaches two online courses every summer, LING 102 and LING 442, Ohara teaches one in the summer, LING 356 (Language and Gender), and Perez teaches one section of LING 102 online every semester. In addition, Saft has also delivered his Ph.D. courses, KLAN 701 and KLAN 702 through an online format. Through such a practice, the program has increased its ability to reach students and, in the process, assisted not only majors in Linguistics but also students in other majors who, due to scheduling conflicts, prefer to take as many of their courses online as possible.

In addition to online courses, the faculty work hard to offer students opportunities to gain experiences related to linguistics outside of the classroom. Ohara, in particular, is in charge of coordinating actual work opportunities, both volunteer and paid positions, for students at different programs within and outside of the University of Hawai‘i System. She sends students to work as tutors, teachers’ assistants, and/or conversation partners at the English Language Institute that is part of UHH, the Learning Center that is also at UHH, the Intensive English Program at Hawai‘i Community College, United Hawai‘i College located in Hilo, Hawai‘i Island Tutoring (a company in Hilo), St. Joseph Junior High and High School (located in Hilo), Waiākea High School in Hilo, and the Mālamalama Waldorf School in Kea‘au on the island of Hawai‘i. At all of these places, students are involved in the teaching and tutoring of either English as a second language or of languages such as English (to other speakers of English) and Japanese. Given that many of our Linguistics majors desire to teach English and other languages in the future, these work opportunities give them valuable experience that builds on their work in the classroom and that they can include in graduate school and job applications.

Furthermore, the faculty also regularly include Linguistics majors in activities they engage in outside of classroom. Ohara, for example, has initiated monthly meetings on

the UHH campus beginning in February of 2016 that bring together Okinawan language educators, students, and community members to learn about the Okinawan language and culture, which is important to the heritage of many people in Hawai‘i due to the large-scale immigration of people from Okinawa in the early 1900s. Typically, these monthly meetings run for about six hours and include Okinawan language lessons and cultural presentations that feature music, dance, food, and discussions about politics and cultural identities. Ohara encourages Linguistics majors, both those with and without Okinawan ancestry, to participate; some majors have even begun assisting Ohara with the planning and coordination of these events. Relatedly, Ohara coordinated with some students and people from the community a conference on the UHH campus in 2018 that focused on Okinawan identity (the conference was titled Loochoo Identity Summit-see <https://loochooidentity.org>). The conference included several scholars who came from Okinawa, and Linguistics majors were able to work closely with them during the conference.

Ohara has also taken the lead in forging ties with another indigenous group in Japan, namely, the Ainu. Representatives from the Ainu community have visited UHH on several occasions in order to observe our Hawaiian and Linguistics courses and to engage in cultural exchange with our students. The Ainu groups have included scholars who have made presentations about the history and culture of the Ainu people and also students who have given demonstrations about Ainu music, dance, and fashion. The Ainu groups also visited the Nāwahīokalani‘ōpu‘u Hawaiian Medium School in Kea‘au, where they gave cultural demonstrations focusing on music, dance, and fashion. For these activities, either Saft or Ohara (sometimes both) accompanied the groups to serve as translators among Hawaiian, Japanese, and English.

Ohara’s involvement with a particular group of Ainu educators and students has led her to travel with the group to the University of Hawai‘i at Mānoa and twice to New Zealand in order to serve as a Japanese-English interpreter and a cultural facilitator. In traveling to Hawai‘i to observe the Hawaiian language and culture and New Zealand to observe the Maori, the Ainu representatives are seeking knowledge that will enable them to revitalize their language and culture. By becoming closely involved with these efforts not just for the Ainu but also for the people from Okinawa, Ohara is fulfilling at least two of the missions of the Linguistics Program discussed at the outset of this report, namely the promotion of multilingualism and cooperation at an international level and also the support of the linguistic and cultural revitalization efforts on the part of Hawaiian and other groups of indigenous people.

In fact, besides working with indigenous groups, both Saft and Ohara frequently organize individual and/or small presentations from scholars and language activists on the UHH campus. Saft, for example, has invited Wes Collins to speak on several occasions about his experience working with speakers of Mam, an indigenous language spoken in Guatemala. Likewise, Patrick Heinrich and Byron Figa visited together in 2010 from Okinawa and gave several academic presentations and cultural performances related to the Okinawan language situation that were open to the UHH community. Heinrich visited again in 2014 and spoke specifically to the majors in Linguistics about the situation in

Okinawa. Yuto Ninaga, another Okinawan scholar, visited UHH more recently in 2018 to speak to the Linguistics majors and students in the M.A. Program in Hawaiian Language and Literature about the endangerment of the Okinawan languages.

Additionally, the following presentations have been featured at UHH within the last four years:

- Matthias Brenzinger, a scholar of African languages, arrived at UHH at the same time as Heinrich and Brenzinger and made presentations about the situation of minority and endangered languages in Africa.
- Joana Jansen, Janne Underriner, and Judith Fernandes from the University of Oregon presented to the Linguistics majors about the indigenous languages of the Northwest region of the United States, particularly Chinook Wawa.
- Brendan Moore, a former UHH student who taught English in Peru, spoke to the Linguistics majors about his experience learning the Quechua language and culture.
- Asta Mitkija Balto, a Saami scholar from the Saami University College in Norway, spoke about the Saami language situation.
- Mark Sawyer, a professor at Kwansei Gakuin University in Japan, made a presentation about critical linguistic and cultural awareness in Portugal, Vietnam, and Hilo.
- Christina Higgins, a member of the faculty at UH-Mānoa, presented at UHH to the students and faculty about her research on identity among speakers of Hawaiian and Hawai‘i Creole.
- Finally, it is relevant that the Linguistics Program hosted in 2013-2014 a visiting researcher from Japan who came to Hilo to study the situation of Micronesian languages in Hawai‘i. The researcher, Cheiron McMahill, made several presentations to students and faculty regarding her research.

The diversity in the languages focused on by these presenters emphasizes the multilingual and multicultural component of the mission of the Linguistics Program. The presentations as a whole also contain an emphasis on minority and indigenous languages, and thus fit with the goal of the program to support efforts to preserve and ensure survival of such languages throughout the world.

The subsections presented in this section speak to the efforts made to create and maintain a high quality program in Linguistics. The statistics provided in *Enrollment* and *Degrees Awarded* offer “hard” evidence that Linguistics is a vital and stable program at UHH. The subsections *Student Learning Outcomes* and *Assessment* elucidate some of the efforts made within the program to preserve continuity among the courses as well as to ensure quality of instruction. The final subsection of *Faculty-Student Activities* shows that the faculty members are engaging in activities that enrich the experience of the students and contribute to the overall mission of the program. Linguistics has, in sum, developed a tradition of excellence that it hopes to maintain and also expand on in the future.

VI. Future Program Goals and Resource Requirements

Given the strength of the enrollment and the presence of tenured faculty dedicated to the program, there is reason to believe not only that the Linguistics Program will retain its quality and stability in the future but also that it has the potential to grow. In fact, as the enrollment numbers in Chart 1 show, the program did at one time, in 2012, have nearly 60 majors.

However, in order to be able to sustain such a high number of majors and at the same time uphold top quality in the curriculum, there are two concerns that need to be addressed in the future. The first concern is space. Currently, the two full-time faculty have their primary offices in the Hale Kuamo‘o, the Hawaiian language resource center, which also houses several staff members who work on the construction and printing of educational materials for the Hawaiian language. The faculty moved there in 2014 largely because the center offered a small classroom that was going to be used primarily by the Linguistics Program. Indeed, during the 2014-2015 school year, many of the upper division courses were held in that room, which also became a kind of “hangout” between classes for the students to socialize, study, wait on their advisors, eat lunch, etc. That the room was located so close to the offices of the faculty made it convenient for students to ask questions and receive advice. The room was also used for a few social events involving students and faculty, including end-of-the-semester gatherings to celebrate the graduating majors.

However, for several reasons the following year, the room became necessary as a storage facility for Hawaiian language materials, and it thus became inaccessible to the Linguistics Program. A small office room has been made available in the Hale Kuamo‘o near the offices of the Linguistics faculty, but it is not large enough to hold classes and it is shared with the staff of the resource center, who occupy the room on a daily basis for meetings. Attempts to gather the Linguistics students in groups consisting of more than two or three students have led to some frustration as there are no available places near the faculty offices.

In terms of classrooms, Saft has decided to convene his classes at Hale‘ōlelo, the home of the Hawaiian Studies B.A. Program as well as the Ka Haka ‘Ula graduate programs. While this is convenient for him given his role as Chair of graduate programs and Coordinator of the Ph.D Program (he has office space there that he shares with a retired faculty member and a part-time lecturer), it is not an optimal solution given that Hale‘ōlelo is designated as a Hawaiian medium building and given that the core Linguistics courses are held in English. Ohara holds her classes in different buildings on campus in classrooms that are controlled by other colleges at UHH. This is also not an ideal situation because they tend to be far from her office and because first choice of classroom is usually given to those classes taught by faculty from other departments. Given this division in the classrooms used, it is sometimes difficult to provide students with a perception of Linguistics as a united program, which in turn poses a barrier in terms of encouraging students to major in Linguistics.

To be sure, it is certainly true that the Linguistics Program has enjoyed a 10-year period of stability since it came under the umbrella of Ka Haka ‘Ula in 2018. The stability provided by Ka Haka ‘Ula has enabled the Linguistics faculty to solidify the curriculum and organize meaningful activities for their students. At the same time, though, as the program attempts to move forward and search for ways to grow and expand, a unified “Linguistics” space will become essential.

The second concern is the number of faculty. Given the success of the Linguistics Program and the importance of linguistics in the Ka Haka ‘Ula graduate programs, which are also thriving, it makes sense that linguistics would be a place that Ka Haka ‘Ula, and the university in general, would target as a source of growth. Yet, the two faculty are currently at or exceeding the limits of their workloads, which makes such growth very difficult. With his teaching and administrative responsibilities in the undergraduate B.A. program and also at the graduate level, Saft already regularly teaches course overloads without compensation. If the Linguistics Program is to remain stable and to consider further growth, and if linguistics is continue to occupy a central role at the graduate level, more faculty positions are absolutely necessary.

The Linguistics Program has benefited from having Perez teach six credits a semester as a lecturer. In fact, even before Perez began teaching in 2015, the program has been able to hire one lecturer per semester since the time it joined Ka Haka ‘Ula in 2008. Nonetheless, lecturers are unable assist at an official level with many of the administrative details, which means that the Linguistics Program is limited in its ability to expand as long as the only assistance available is at the level of part-time lecturer.

The Linguistics Programs has also been fortunate to be able to incorporate courses from other departments, such as Anthropology, English, Japanese Studies, and Hawaiian Studies, into its major. This practice has made it possible to attain a high quality in the Linguistics major by exposing students to the various perspectives available in these disciplines. Yet, the faculty teaching these courses do not contribute to the administration of the Linguistics major because their responsibilities lie elsewhere. Even the faculty in Ka Haka ‘Ula who also teach courses in Linguistics, namely, Wilson, Cabral, and Kamanā, are unable to lend significant time to the expansion of the Linguistics Program because they are already working in overload situations in other Ka Haka ‘Ula programs.

It is also apparent that the lack of faculty devoted to Linguistics affects the overall ability of UHH to increase its student enrollment. Although a number of Linguistics majors every year indicate their desire to remain at UHH to engage in graduate work in the area of Linguistics (see the external review for a further report of student concerns), we are unable to offer them this opportunity. There has been discussion within Ka Haka ‘Ula of creating an English track to go along with the two M.A. degrees offered through the medium of Hawaiian, but lack of faculty makes this difficult. Informal discussion with students suggest that we annually lose at least five students (possibly more) who desire to stay at UHH but are forced to pursue graduate school options at other institutions. Given current faculty resources, Saft and Ohara would need to play a central role in such an

M.A. program, but they are already over-extended in terms of teaching and administrative responsibilities.

Likewise, there has been discussion about creating another undergraduate certificate within Linguistics to take advantage of the students' interest in language teaching. As noted earlier in this report, The English department offers a certificate in the teaching of English as a second language, which is quite popular among the Linguistics majors. However, Linguistics majors are interested and fluent in various languages and many express their desire to gain more knowledge of and experience in the teaching of their language(s) of interest, including Hawaiian, Spanish, Ilocano, Tagalog, and Japanese. Hence, it would make sense for Linguistics to create our own certificate in language teaching, perhaps one that would also incorporate an emphasis on minority or lesser spoken languages to fit with the emphasis in Ka Haka 'Ula on Hawaiian and indigenous languages. This, however, would require additional courses as well as faculty to teach those courses.

In summary of this final section, then, in order to take advantage of the central role of linguistics at UHH in a way that will allow for further growth, it will be necessary to hire new tenure-track faculty who will be able to carry both a teaching and administrative workload.