University of São Paulo

USP Institutional Assessment
2010 - 2014

School: College of Philosofy, Literature and Human
Sciences (FFLCH)
Faculty: Linguistics (FLL)

SET OF INTENTIONS

Mission

1.1.1 What is the Faculty's mission?

R: The Linguistics Department's mission is to promote education, foster research and disseminate scientific knowledge about human language. The disciplines that make up the vast field of Linguistics understand language as a universal and exclusive human property and consider all of its manifestations equally legitimate, and valuable for understanding human nature. We are committed in training Language sciences specialists; contributing to the training of Language and Literature major graduates, as well as Speech Language Pathology and Audiology programmes' graduates; defining the content and practices that characterize Linguistics as a field, both at undergraduate and graduate levels; and promoting the dissemination of linguistic knowledge to the non-scientific community.
The study of Linguistics is indispensable in the formation of language professionals. Its main topics of study include Semiotics of verbal and nonverbal systems; speaker's linguistic Competence; uses and linguistic variation in relation to social, regional, situational and age aspects; linguistic change throughout history; linguistic diversity; language pathology; language acquisition; computational processing of human language; and reflection on the processes of production and reception of linguistic knowledge in its historical context. The systematic study of language and Linguistics forms sensible citizens, with ethical values in their professional activities, either by building theories and models that continually improve the knowledge of Language and languages, or through the development of technologies that promote the wellbeing of society.
      The Linguistics Department at USP has a scientific vocation that motivates their activities in education, training of researchers and theoretical research in language sciences, and a social vocation that motivate their applied activities in education and the diffusion of knowledge on Language and languages.

1.1.2 Is the mission disseminated to professors, employees, and students and implemented in the Faculty?

R: Yes. The Linguistics Department releases on its website a Statement of Goals and encourages all students, faculty and employees to become acquainted with its mission, goals and results. Although employees and the student body take part in its elaboration only indirectly, professors effectively promote its discussion, dissemination, evaluation and redirection in annual workshops (informally called 'retreats') specifically organized for that purpose. In those one or two-day meetings, the goals and implemented actions already taken are discussed, and, as needed, new goals and directions are decided. Four 'retreats' were held during the period under review.
      The Linguistics Department exercises its mission through the activities promoted by its various research groups, which bring together, for each area of study, faculty, undergraduate and graduate students.

Vision

1.2.1 What is the Faculty's vision?

R: The Linguistics Department aims to consolidate itself as the Brazilian main reference on the definition of relevant content of inquiry, working methods, and theoretical models that constitute nowadays the language sciences.
      Concerning our Faculty (FFLCH, Faculdade de Filosofia, Letras e Ciências Humanas: "Faculty of Philosophy, Languages, Literatures and Humanities"), the Department will build teaching and research

policies that merge ideals and tasks traditionally assigned to the University with the needs and contradictions of the current Brazilian society. Its main challenges will be to maintain the researcher's academic freedom, and at the same time meet the social demands for applied linguistic knowledge; to integrate policies aimed at inclusion of ethnic, social and linguistic minorities in the scientific knowledge process and sustain the current performance standards; to enable the dissemination and maintenance of achieved cultural assets and promote the desired social changes.

Regards its performance beyond our Faculty, the Department will keep encouraging dialogue with the international scientific community while seeking to expand connections and cooperation with other Brazilian institutions, especially public ones, promoting specialized training courses, developing teaching material and stimulating applied research.

1.2.2 Is the vision disseminated to professors, employees, and students and implemented in the Faculty?

R: Yes. As detailed in 1.1.2 above, the Linguistics Department releases on its website, besides the Statement of Goals, also its vision and mission and invites all students, faculty and employees to become acquainted with its contents. The professors are effectively the ones who promote discussion, assessment and redirection of the educational proposal in annual 'retreats' organized for this purpose. In the four retreats held in the period, new discussion on the Department's mission and vision were carried out, as proposed during the previous assessment. The comments in the following sections are based on this continuous process of reconsideration and assessment of proposals.

Educational proposal

1.3.1 What is the Faculty's educational proposal?

R: Institutionally, at the undergraduate level, the Linguistics Department is responsible for specific training of Language and Literature students that choose to major in Linguistics; the introduction of all Language and Literature students and Medical School's Speech Language Pathology and Audiology students to the essentials of general linguistics; the training of Speech Language Pathology and Audiology students in Brazilian Sign Language. Besides FFLCH, the Department coordinates and develops actions related to distance learning courses of Brazilian Sign Language offered to all University students taking the Teachers Training course.

At the graduate level, our proposal is aimed at the specialized training of researchers in different areas of Linguistics. In addition, in respect to research activities, we reiterate our commitment to encourage work that include its participants in the debate on issues mobilizing attention of the international scientific community. At the same time, we support the production of material aimed at the renewal and improvement of linguistic and pedagogical techniques, especially with regard to public education policies in Brazil.

Finally, aware of the need to take the knowledge beyond its University walls, the Linguistics Department seeks to share its research results with middle and high school teachers and the wider public of language professionals, through courses, advisory services, conferences and publications.

The Linguistics Department's educational proposal is strongly focused on the training and development of its faculty and students. In close collaboration with the Graduate Programme, the Department has heavily invested in specific training and continuing education of undergraduate and graduate students, as well as its professors. It not only encourages courses and activities to take place at other universities and research centers in Brazil and abroad, but also the coming of researchers and professors from other Brazilian or foreign educational and research institutions. In the period under review, the policy of releasing at least two professors per semester for carrying out post-doctoral and research internships abroad continued to be a priority.

As for employees, although the Department encourages them to take the courses proposed by the Faculty, at the moment there is no specific project for their improvement. In retrospect, it's noticeable

that the Department has not developed an educational programme focused on the employee's specifics demands in the period in question. Certainly, the fact that we worked with only two employees during a part of that period contributed to this situation, which should be taken into account in the next planning.

1.3.2 Is the educational proposal disseminated to professors, employees and students and implemented in the Faculty?

R: Yes. In accordance with the itens 1.1.2 and 1.2.2, the Linguistics Department encourages all students, faculty and employees to take part in the development of its educational proposal. Although employees and the student body aid in the process, the professors are the ones that effectively promote discussion, evaluation, and implementation of proposals. During the day-to-day work, our proposal is realized through internal and external activities promoted by several research groups that bring together, for each specialty, professors, undergraduate and graduate students.

SELF ASSESSMENT

Management

2.1.1 Assess the Faculty's academic-administrative organization.

R: In the period between 2010 and 2014, the Linguistics Department featured an academic-administrative structure composed of Head of Department, Deputy Head of Department, Undergraduate Coordinator, Graduate Coordinator, 24 professors, and for most of the time, only 2 employees. A third employee was hired in May 2014.

      The Departmental Council is the Department's decision-making body and the smallest administrative unit in the Faculty. In our case, it comprises all the professors, who are in charge of different academic and administrative committees on a rotating schedule; Undergraduate and Graduate programmes, Research, Culture and Extension, Library Council and Committee of International Cooperation; members of undergraduate and graduate student bodies (2 titular and 1 proxy) and one employee, who serves as secretary at meetings. Therefore, all meetings are plenary. This management process, carried out in a shared way, has been positive for the success of the Department's activities.

      In a sense, this shared model reproduces the distribution of academic activities: all professors are urged to exercise, on an annual or semi-annual rotation scheme, the coordination of the disciplines of the basic course [20 "Introduction to General Linguistics I and II " classes, beyond disciplines for the Medical School's Speech Language Pathology and Audiology course]; to teach specific disciplines of the Undergraduate Programme [16 classes]; and to alternate between teaching undergraduate elective courses and graduate disciplines. All Linguistics disciplines - except Phonetics and Historical Linguistics - are offered as elective courses to all Languages and Literature students, without distinction. Despite the fact that the "Committee for Course Coordination" (CoC-Linguistics) is the body officially handling these activities, all professors effectively participate and take turns in these coordinating roles.

      The Department has a Postgraduate Programme that covers a single area: Semiotics and General Linguistics. A coordinator on the "Committee for Graduate Coordination" (CCP) manages this programme. In our graduate programme, teaching and research encompass various specialties that are organized into two sections: Language Studies and Speech Studies. These two major areas unfold in different research groups coordinated by professors with the participation of undergraduate and graduate students (see 2.7.2.6)

      In addition to the undergraduate and graduate courses, the Linguistics Department has a complementary centre - the Linguistic Historiography Documentation Centre (CEDOCH) -, which provides a research database on Language sciences.

2.1.2 Describe the Faculty's administrative policies and management model (goals, standards

and indicators).

R: The shared management model described in 2.1.1 aims to achieve two main goals: a) distribute the workload, both administrative and academic, among all professors in a balanced way; b) integrate different levels of education and research (undergraduate and graduate) in which the Department is organized. During the period under review, this model was successfully applied: the management tasks were divided between professors from the programme's permanent body; they acted in the Undergraduate Programme and only one of them was not accredited in the graduate programme. Regular teaching in both academic levels and the guidance also at the level of Undergraduate Research ensured the integration between the two levels of education and research at the Department. We consider this adequate.

However, we observe an increasing difficulty of balancing these demands. External pressures are always requiring changes in the University performance standards, which are reflected, inevitably, in the Departments' management. Social and environmental changes have generated new expectations about the universities' role in both the scientific and technological field, as well as in the cultural and artistic areas. The challenge of responding with urgency and creativity to the needs of a 'market' of knowledge is increasing. Therefore, the need to keep investing in the improvement of its faculty and student body through postdoctoral fellows, national and international exchanges, and research internships is real. On all fronts, the Linguistics Department has remained true to the excellence standards achieved over the past years, conditioning all the demanded changes to academic criteria. Among them, the originality of its researchers, professors and students' investigation, the high quality of the offered courses and the encouragement of students who wish to pursue studies in the area.

Hence, it is not without apprehension that the Linguistics Department has noticed the growth of centralized administrative policies, especially in recent years; the adherence to numerical values that do not always express real scientific and cultural values; and the oscillation between a university model that at times is required to be innovative, at times is required to be conservative.

2.1.3 List new management practices implemented in the Faculty in recent years and analyze the impact of these practices on core activities and administrative activities.

R: A few years ago the Linguistics Department decided to establish a practice that has produced very positive results: to encourage professors to pursue postdoctoral positions, according to a predetermined schedule so their absence would not harm the offering of classes. This policy has been well evaluated because it favors professors' improvement, contributes to their best performance and also to the achievement of the Department's goals and excellence indicators. An indicator of the impact of this practice on the core activities at Undergraduate has been the increase in the enrollment in the Linguistics qualification. Linguistics is now the fourth most chosen qualification. The selection is made by a classification system based on grades that occurs at the end of the first basic year and contributes to attract good students interested in getting a major in Linguistics. Each year we receive an average of 70 students distributed in two semesters, most of them taking double qualification: Portuguese and Linguistics.
Another practice that has proved effective has been to encourage students with high academic performance to take part in the Department's research groups, either by offering Undergraduate Research grants, or by offering unpaid research internships.
At the Graduate programme, it is worth remembering that the Linguistics Department has managed to ensure the goal of maintaining the level of excellence in the Capes (the Brazilian Agency for Coordination of Improvement of Higher Education Personnel) assessment, with the full mark of 7.

2.1.4 How does the Faculty manage budget resources and extra-budget resources?

R: Funds available for the Department's use come from budget and extra-budget resources. The first take place in the proportion established by the Faculty: 60% of the total amount is divided equally among all

departments; 40% is distributed in proportion to the number of professors from each department. The second, extra-budget resources, are obtained from extension courses, Humanitas Bookstore sales and registration of Graduate students. Of this total, 75% is up to the Department; 20% to the Faculty and the remaining 5% goes to the Single Fund for the Promotion of Research on Education, Culture and Extension (FUPPECEU-USP / Rectory.)

The guidelines for the use of budget funds followed the criteria below:

a. Travel funding for professors' participation in national and international events;

b. Funding for the coming of visiting professors in order to strengthen the Department's internationalization;

c. Funding for students' participation in events, in exceptional cases, when there was no possibility of obtaining assistance by research funding agencies;

d. Purchase of material for administrative and academic activities;

e. Equipment maintenance costs;

f. Purchase of goods.

Our planning has oscillated depending on funds' availability and suffers a lot of red tape. Having money does not always mean getting to spend the money. In addition, due to the more general crisis at the University, the resources were reduced by 35% since last year. This reduction led us to restructure our spending and reduce support for travel and participation in conferences, both for students and professors.

2.1.5 Comment on the Faculty's streamlining/optimization policies or existing resources (e.g. cost reduction and revenue generation).

R: management depends not only on the Department's policies. What we have sought to do is to prioritize spending and work together with the Graduate Programme.

In respect to travel funding, we draw the line of one national trip and one international trip per professor. The same criterion applies to visiting professors, which only have funding from the Department for a visit per year.

To optimize the use of resources, the Department has shared costs with its Graduate Programme, so that each takes responsibility for a type of expense, according to its availability.

2.1.6 Identify the Faculty's actions in regard to environmental sustainability for the rational use of consumer goods and natural resources (e.g., water and electricity), as well as the management and treatment of effluents and waste (chemical, biological, radioactive, and recyclable, among others).

R: Concerns about sustainability, social and environmental responsibility not only in the use of consumer goods but also the use of natural resources led the Department to encourage all employees and professors to recycle used material such as attendance lists, test sheets, etc. We also made an effort to remove all printers from professors' offices so that all computers were connected to a single central copy machine, located at the Department's secretary. This attitude created a significant saving of paper and ink, since we use a more economical printer that does not use inkjet. It should be noted that other departments in our Faculty have reproduced this approach.

2.1.7 Comment on how appropriate the Faculty's academic and administrative information systems are.

R: The Linguistics Department' website is the most important resource of administrative and academic information; it makes available reports from the Department, the Faculty and the University, which are updated daily. The site announces dissertation and thesis defenses, as well as events and courses in the Linguistic area, even those that don't take place in the Faculty. This is undoubtedly the best way of communication between Department, students and academic community. Since this service started in

2001, an intern used to do the maintenance and updates of the information system. Last year, however, due to the University budget cuts, one of secretary's Office employees is in charge of the site maintenance.

Connections and cooperation

2.2.1 Analyze the connections and cooperation established with internal and external entities to achieve academic goals, considering the following different levels:

a) among Faculties, academic committees and academic support boards (centers, others);

R: The Linguistics Department actively participates in all FFLCH (Faculty of Philosophy, Languages and Literature and Human Sciences) academic committees and academic support boards, being represented in all spheres: in the Language and Literature courses, in the Faculty and in the University. It has representatives in the following committees: Undergraduate, Graduate, Research, Culture and Extension, Library Board, and Committee for International Cooperation. Prof. Ivã Lopes was Chairman of the Committee for Culture and Extension between 2008 and 2012; Prof. Cristina Altman is Coordinator of the Sectoral Assessment Committee/ Languages, Literature and Linguistics since 2014 and a member of this committee since 2012; Prof. Esmeralda V. Negrão was advisor to the Dean of Culture and Extension in the period between 2010 and 2012.
From an interdepartmental perspective, several professors collaborate on projects with colleagues from other departments, such as Projeto Libolo (Libolo Project), which brings together three professors from the Linguistics Department and three from the Department of Classical and Vernacular Languages and Literatures to research spoken Portuguese and Kimbundu in Libolo, Angola. It also bears mentioning projects included under the Diversitas heading and at the Semiotics Research Center (see 2.5.8).
The Linguistics Department has representatives in different interdepartmental centers. Since 2013, Prof. Margarida Petter directs the Center for African Studies. It is worth mentioning that, from the decisions of the committee that studied the implementation of Brazilian Sign Language (BSL) at the University; the Linguistics Department was allowed to hire a professor in the field. Since then, Prof. Felipe Barbosa has been offering the "Teacher Training Degree in Language and Literature in Brazilian Sign Language" for all USP students, and a discipline specific to the Speech Language Pathology and Audiology course.

b) among core activities (undergraduate and graduate programs, research, culture and extension);

R: Cooperation between undergraduate and graduate programmes, research, culture and extension is done by integrating students into study groups and by encouraging Undergraduate Research (with or without student grants). The Linguistics Department believes this is the best way to introduce students to research, preparing them for studies at the Graduate level. The increase in the Undergraduate Research Programme aims to develop research skills in undergraduate students, promoting a stronger integration between teaching, research and extension at the undergraduate level as well. In order to do this, DL professors coordinate different research groups composed of undergraduate and graduate students, which contributes to the integration among them and encourages continuous investigation.
Cultural Diffusion and Public Outreach courses are formulated to disseminate knowledge resulting from research and to complement the student's training in academic teaching. Therefore, these courses are well connected with the teaching and research activities. Whether organized internally or not, students from both levels of education attend the events.
In order to promote research in different training levels, the Department continues to invest in the development of post-doctoral projects, welcoming not only new doctors but also already established

professors from other institutions.

c) with other teaching and research Faculties, specialized institutes, complementary boards and/or entities associated with the University, if it is the case;

R: The scope of the research developed at the Department, carried out by 10 research lines, is part of the contemporary debate on language science development and of efforts to produce material that allow improvements in language teaching in Brazil. DL professors' research responsibilities can be observed in contributions made to the management of different associations in this field. Many professors are CNPq ("National Council for Scientific and Technological Development") researchers, also acting on related institutions and boards, such as the work groups coordinating ANPOLL ("National Association of Graduate Studies in Language and Linguistics") - the work group Grammatical Theory was coordinated by Prof. Marcelo Modesto between 2012 and 2014 - and ALFAL (Latin America Linguistics and Philology Association) projects - Prof. Cristina Altman coordinates the Linguistic Historiography Project since 2003. DL develops researches in close cooperation with other centers in Brazil and abroad, as evidenced by international agreements and cooperation projects with national institutions such as the "Projeto Casadinho" (Casadinho Project), established between the Graduate Programme in Language and Literature of Paraíba Federal University and the Linguistics Department Graduate Programme through courses taught by our professors at that University and supervision of thesis and dissertations, between 2009 and 2011.

d) with other institutions in Brazil and abroad (e.g., Multidisciplinary Master and Doctoral Programs between two units, Undergraduate and Graduate dual degree programs, involvement of students and professors in scholarly exchanges, cooperation agreements, research networks, and integrated research projects, among others).

R: DL professors collaborate in many international cooperation agreements. In 2010, 2011 and 2012, we have maintained 8, 9 and 8 agreements, respectively; in 2013 there were 11 and in 2014, 10. Among all, we mention below those that remained active between 2010 and 2014:
- Capes / WBI - USP - University of Liège Cooperation Agreement. Project 006/10,
"Studies of the relationship between text, images and graphics in scientific discourse from a semiotic perspective. Based on document samples of specialized literature and science communication."
- Cooperation agreement between the University of Bayreuth and the FFLCH / USP establishing the exchange of students and professors between the two universities. Its specific purpose is to enable a dual degree to our doctors. The first student to participate in this programme with a CAPES student grant defended his thesis on the African linguistic area in June 2013.
- Cooperation Agreement between the Linguistics Department and the Hebrew University of Jerusalem funded by FAPESP (Foundation for the Support of Research of the State of São Paulo). Two DL professors took part on the project, one of which was the coordinator. The project studies some linguistic phenomena observed in very different languages -- spoken languages from Brazil and Israel with origins in different linguistic branches.
- Cooperation and Exchange Agreement between the University of São Paulo and the University of the Basque Country (Spain), aiming at the scholarly exchange of students and professors;
- Cooperation agreement with the University of Amsterdam for the LETERLING project (Revitalizing older linguistic documentation), a lexicon of linguistic terms;
- Cooperation Agreement with the Center for Brazilian Studies at the University of Vigo. The agreement aims at the expansion of research collaboration networks, at Undergraduate and Graduate levels, between the University of São Paulo and the University of Vigo (Spain), especially on researches in History, Linguistic Historiography and Literature.

Infrastructure

2.3.1 Briefly comment on the development of Faculty infrastructure in recent years, identifying, in relevant cases, difficulties that hinder improvement of the Faculty's academic standards (e.g., in regard to physical area, classrooms, study rooms, faculty offices, libraries, specific laboratories and multi-user laboratories, access to computers, living areas, leisure and food areas, among other possible issues).

R: The Linguistics Department has 7 offices in the Language and Literature building, equipped with multipurpose desks with 4 computers in each of the small offices, which serve to professors' office hours and student advising. Since we have 24 professors, each of the seven rooms is used for 3 or 4 professors, they need to sort out arrangements in order to work and attend students. The space shortage also affects guest and visiting professors that do not have their own office, forcing them to become lodged in one of the rooms with other 3 colleagues. In addition to these offices, the Department has two rooms in the Japanese Culture House building, which houses the Documentation Centre in Linguistics Historiography (CEDOCH).

The secretariat has desktop computers, notebooks, video projector, camcorder, paper shredder and an espresso machine. The Department also shares equipments and rooms with LAPEL (Laboratory for Research Support and Language and Literature Teaching). It should be noted that the Department assisted on the renovation and purchase of equipment for the various common use rooms shared with other Faculty Departments.

In regard to spaces shared by the five Language and Literature Departments, the Florestan Fernandes Library is a case in point. Despite its huge academic importance, the collection, at least in the Linguistics and Semiotics areas, fails in keeping up with major academic publications, especially in international academic publishing. As part of its research policy, the Linguistics Department tries to mitigate this situation by employing as much of the amount granted by development agencies to acquire new titles. However, despite the Department effort, more investment is needed to keep the important titles in this field up to date.

Technical and administrative employees

2.4.1 Does the Faculty have a specific system (goals, indicators, performance standards) to assess the activities of technical and administrative employees, in addition to the institutionalized processes outside the Faculty?

R: The Department has no specific system to assess its employees' activities, but this doesn't mean that assessments weren't carried out in the period. Formally, Department employees have undergone a career development process promoted by the University during this period, comprising not only a self-assessment instance, but also an assessment by the Department Chief according to an institutionalized form. In a first step, such form collects information regarding: a) predisposition towards teamwork; b) pursuit of continuous improvement at work; c) concern with deadlines and goals; d) systemic view; e) processes and projects management; f) pursuit of technical and personal development; g) innovation; h) environmental responsibility. The following steps require information on employee's behaviour, performance and complementary knowledge. An interdepartmental committee measures and compares technical and administrative employees performance based on how well they were evaluated, promoting them or not accordingly.

From an employee's point of view, having their work assessed under this University-proposed process is not satisfactory, mainly because it only occurs during the career progression procedure, reducing the entire process to a question of salary increase as a result. According to the employees, their dissatisfaction with the process is not based on internal affairs, that is, it doesn't depend on the Department's direct action, but on issues related to the very centralized evaluation model, which does not always include their specificities.

Regardless of career progression procedures, the Department should promote systematic improvement and continuous assessment of its employees in the next cycle, in a manner compatible with the excellence standards already achieved in the formation of its faculty and student body.

2.4.2 Report the Faculty's policies concerning the improvement of technical and administrative employees in regard to:

a) Integration of recently hired employees;

R: The integration of recently hired employees occurs through the daily exchange of experiences with older employees. Once the employee achieves autonomy, he is encouraged to carry out the training courses organized by the Unit, within the Department's possibilities, that is, to the extent allowed by the day-to-day activities.

b) Incentives for professional improvement;

R: Within the Department's possibilities, employees were encouraged to enroll in courses, or to follow the training proposed by the Faculty, usually computer science, or English. The Departments don't decide on schedules, content, and, most importantly, on the nature of the available courses since they do not have funds to promote appropriate courses aimed at the needs and expectations of its employees. Thus, in retrospect, what is observed is that the Department has no means to stimulate the improvement of its employees. These challenges, as well as the likely measures to work around them, should be taken into account when preparing of our next planning.

c) Criteria for career development;

R: As far as career development is concerned, the Department has followed steps and criteria proposed by the Faculty. The career agrees upon five progression bands (B1 to B5) to whose access is determined by a set of requirements combining training and years of work. These requirements are to be achieved by the employee in order to ascend to the following band. Thus, the first band (B1) requires high school and at least 33 months at the University; the following band (B2) requires 9 years' experience, or 3 years' experience and 90 hours of courses; the third band (B3) is for those who have 15 years' experience, or 9 years' experience and 90 hours of courses, or 7 years' experience and 180 hours of courses; the fourth band (B4) requires 21 years' experience, or 15 years' experience and 90 hours of courses, or 11 years' experience and 180 hours of courses; the last band (B5) is for employees with 27 years' experience, or 21 years' experience and 180 hours of courses, or 18 years' experience and an undergraduate degree.
It is clear that, in order for employees to climb the career ladder, it is crucial that they enroll in courses, regardless of the specificity. This certainly has been an important aspect in the employees' motivation to keep pursuing improvement, insofar as the more courses they take, the greater will be their chances of getting a promotion. However, the DL staff resent the lack of opportunity to hone skills more related to their day-to-day needs, such as technical writing, or the oral command of foreign languages.

d) Institutional engagement.

R: Employees are invited to participate, on a rotating basis, in all the Department's meetings and discussions, both those related to management, such as Department Council, Course Coordination Commission (CoC) or Graduate Coordination Committee (CCP) meetings, as well as the workshops

('retreats') that the Department promotes to discuss, evaluate and realign its goals.

Faculty members

2.5.1 Analyze the progress of the Faculty's members profile on the basis of core activities developed in the last 5 years (hiring, career development, job contracts, and retirement, among others).

R: During the 2010-2014 period, the Linguistics Department had 24 professors (16 assistant, 4 associate and 4 full professors), all hired under the RDIDP system (full time dedication to teaching and research). 3 faculty members got tenure and 2 are currently within their tenure evaluation period. 14 faculty members had horizontal progress in their careers (12 assistant and 2 associate), 4 have progressed vertically from assistant to associate and 1 from associate to full professor. There was 1 retirement and 2 hirings (out of the 3 that were requested to the IES in the Department's last Statement of Goals). As for the core activities as a whole, it was possible (at least until 2014) to reach a balanced relation between faculty members and the ever increasing demands to fulfil with respect to teaching at the undergraduate and graduate levels, research and internationalization, administration and outreach and cultural diffusion activities, and the continuous self-improvement by the faculty.

As far as the semester teaching load is concerned, each faculty member is assigned 8 classes/hours a week. This teaching load is reduced to 4 classes/hours a week in the case of the Chair of the Department (in both semesters of the academic year) and the Graduate Programme Coordinator (only in the first semester). Faculty members can teach only undergraduate courses or, every two years, teach both undergraduate and graduate courses. After the hiring process in 2010, it has been possible not to resort to temporary lecturers these last few years. Another positive factor in this regard was the recent implementation by CAPES of the National Postdoctorate Programme (PNPD). Thanks to the PNPD, in 2014 and 2015 the Department was able to offer postdoctoral fellowships to two highly qualified candidates. While carrying on with their research, they have helped to assist the students of the undergraduate courses, which have around 1000 students a year. There are no TAs effectively teaching classes. The Graduate Programme follows the FFLCH rule that states that graduate students during their Programmea de Aperfeiçoamento de Ensino (PAE - Programme of Teaching Improvement) should not be responsible for teaching classes.

Given the highly reduced faculty staff for the realization of all of its core activities and its long-term goals, the Department deems it rather worrisome that 1 professor retired in 2014 but was not replaced. In addition, there will be 1 (compulsory) retirement in 2015 and there may be 3 other retirements in 2016. In order for the Department to maintain the proper fulfilment of its core activities, it absolutely needs (i) an immediate hiring to implement the teaching degree disciplines and (ii) automatic hirings to occupy the positions that will soon be vacant due to retirement.

2.5.2 Does the Faculty have a policy concerning the hiring of professors (e.g., internationally published public notices)? Comment on how appropriate this policy is in regard to the Faculty's profile and its development projects, including new areas such as attracting new talent for academic careers.

R: The Department has resorted to public entrance exams to hire faculty in the specialized areas that it deems necessary, be it for the consolidation of the traditional areas of specialization or to develop new areas, as was the case of LIBRAS (Brazilian Sign Language), its most recent hiring. At the time of hiring, the Department advertises the positions available and their official requirements in several universities, academic institutions, and lists maintained by specialized scientific societies in Brazil and, although not systematically, in other countries, as well. In what regards the adequacy of these procedures with respect to the profile of the Department, this policy has proved to be attractive to young researchers and has ensured that all faculty are hired for full-time tenure-track positions, which is undeniably advantageous to the consolidation of the present team. However, one must forcefully point out that even with such a

faculty committed to all spheres of academic life, it has been difficult to meet the historic goals of the Department: (i) to offer a larger number of elective disciplines (allowing for flexible curriculums); (ii) to implement teaching degree disciplines (a need that has already been pointed out in other occasions) and (iii) to have classes with at most 40 students in the undergraduate courses.

Given its vocation to develop innovative research, be it theoretical or applied, this Department is apprehensive with the suspension of new faculty hirings by the University. In fact, facing the perspective of losing 5 faculty members in a very short time (1 professor, who retired in 2014, was not replaced; 1 will have to retire compulsorily this year; and 3 others are likely to retire next year), this Department wonders how it will be able to maintain the standards of academic excellence that it has been committed to. How will it expand its horizons in the direction of new areas of knowledge where it could make important contributions, such as the areas of cognitive linguistics, language processing, biolinguistics, and forensic linguistics, for example?

2.5.3 Describe the primary individual indicators concerning the quality of the work performed by the Faculty's members.

R: In accordance with the recommendation by the FFLCH Faculty Board????, faculty members are expected to be involved not only in teaching and research activities (including student supervision in all levels), but also in administration and outreach and cultural diffusion acitivities. So there are five points to consider when evaluating the individual performance of a professor in an ideal period of five years.

As far as research and academic production is concerned, the performance of a given faculty member is taken to be between good and very good if he or she has published 3 to 5 level-1 papers, attended at least 8 scientific meetings, organized events, promoted academic exchanges or participated in research groups properly registered at CNPq. These numbers are relative to the level of complexity involved in the task: a book resulting from a long research, for instance, may be equivalent to more than one level-1 paper.

Quantitatively, the teaching load of all professors is equivalent, since all, except for the Chair of the Department and the Graduate Coordinator, have to teach at least 8 classes/hours in the undergraduate courses and, every two years, split their activities between the undergraduate and the graduate courses. The indicator teaching is valued if the professor develops new didactical proposals or proposes innovative pedagogical activities in his discipline. The relationship that the professor establishes between his undergraduate courses and the students he supervises under the Scientific Initiation Programme (IC) is an important indicator. Besides the graduate courses he teaches, there is a special recognition of the professor who is part of examining committees outside USP, in Brazil or other countries.

As for supervising, during the ideal period of 5 years every professor is expected to supervise, in addition to his MA and PhD students, at least 3 undergraduate students under the Scientific Initiation Programme (IC) or equivalent (PAE - Teaching Improvement Programme; Ensinar com Pesquisa - Teaching with Research Programme; Tutoring, etc.)

Outreach and cultural diffusion activities include all those in which the professor offers his expertise to the community outside the department, such as reviews for journals, funding agencies, and editorial boards, consultancy, talks, interviews, dissemination of scientific knowledge, and examining committees outside the university. There is a special recognition of professors who coordinate courses targeting public school teachers or interested people in general.

At last, it is expected that during this ideal period, professors get involved in at least one administration activity, depending on its nature and time demand. Thus, chairing the Department and coordinating the undergraduate and graduate programmes, as well as coordinating cooperation agreements inside or outside Brazil or in other countries, is greatly valued.

2.5.4 In addition to the institutionalized assessment processes outside the Faculty (CAPES - The Brazilian Agency for Coordination of Improvement of Higher Education Personnel, CNPq - National Council for Scientific and Technological Development, USP - Office of the Vice-President, CERT - The USP Especial Committee of Labour Work, and CPA - The USP Permanent

Assessment Committee), does the Faculty have a specific system to assess its faculty members' activities? If yes, what kind of work is developed?

R: All professors of the Department but one are part of the Linguistics Graduate Programme and, as such, they are constantly evaluated. These evaluations occur when they request to teach a graduate course for the first time and when they are supposed to supervise MA and PhD students for the first time. After that, they are evaluated every five years in order to renew their affiliation with the Graduate Programme. Thus, the Graduate Programme itself serves as an evaluation board, which takes into account an ample set of criteria (courses taught, advising, publications, academic exchanges, etc.) under very strict parameters, for the Programme itself is evaluated by CAPES and has uninterruptedly obtained CAPES top grade (7) since the biennial 1999-2000 (see also 2.8.1.1, paragraph 8).
Finally, every year the Department schedules especial meetings with all the faculty (the 'retiros' - periods of retreat) to rethink its academic and administration policies. Problems in the courses taught or in different subareas are pointed out and possible solutions are suggested. These meetings last one or two days with eight daily working hours.

2.5.5 Does the Faculty have a Pedagogical Support Group (PSG) or any type of pedagogical advisory program to support the work of professors? If yes, what is the work developed? Characterize the adherence of professors to the proposed activities.

R: Although the Department does not have a pedagogical support group specifically organized to assist teaching activities, the interaction among faculty members provides such support. The discipline Introduction to General Linguistics: Theory and Analysis I and II, for instance, which is taught to all students of the College of Languages and Literature, is good example of this practice. Although it covers several fields of specialization such as discourse analysis, linguistic variation and change, linguistic competence, language acquisition, pragmatics, semantics, etc, each course is taught by a single professor. This scenario has forged informal consultancy among the colleagues that teach the discipline, because they are not always specialized in all the areas covered by the discipline. This in turn has motivated the exchange of experiences and the updating of contents taught. It is also worth mentioning the exchange of books and information in formal or informal meetings that take place whenever necessary. The same kind of mutual consultancy is also observed when it is time to elaborate exams: the coordinator of the discipline receives questions from all colleagues that teach the discipline, organizes them in a single document and submits it to the group for evaluation. The exams for the 20 sections happen on the same day and at the same time. The Department's staff alters their daily routine in order to edit and print these bimonthly exams, distribute them among the professors and even help professors to hand the exams to students who have to take the test separately for some justifiable reason.

2.5.6 Report whether the Faculty provides conditions for improving the teaching of the faculty body, analyzing its importance in regard to the existing educational proposal. If the Faculty does, what are the activities developed? Comment on advancements and difficulties.

R: As pointed out in section 2.5.5, there is no specific pedagogical support group in the Department; rather, its model of internal dynamics is what performs this function. Virtually all professors teach the course Introduction to General Linguistics: Theory and Analysis I and II, which is offered to the 850 students that begin the College of Languages and Literature every year. As the running of this course requires constant meetings, the integration and improvement of the faculty from a pedagogical point of view is almost natural. Moreover, a especial role is played by the research seminars, which congregate professors, graduate students, and undergraduate students under the Scientific Initiation Programme (IC), all developing research, study plans, and didactical strategies in related areas. These seminars lead to an extremely productive interaction and ensure that the research groups, TAs, and postdocs share the educational proposal by the Department. Even though they don't teach classes, the graduate TAs under PAE (Programme for Teaching Improvement) must attend classes and help student in extra-class

activities, as partial fulfillment of the requirements of their fellowship. This also helps prepare them pedagogically for a university career.
We have not identified any relevant difficulties regarding the pedagogical improvement by the faculty.

2.5.7 Provide information on the Faculty's policy concerning the valorization and development of teaching careers in regard to:

a) Integration of recently hired professors;

R: There is a great interaction among the faculty because they all teach the couse Introduction to General Linguistics: Theory and Analysis I and II, offered to 850 students entering the College of Languages and Literature every year, and for the proper functioning of this course, constant meetings are necessary. Besides, the research seminars, which bring together faculty, graduate and undergraduate students developing research in related areas, propitiate an extremely productive interaction, facilitating the integration of recently hired professors.

b) Incentives for improvement and post-doctoral programs;

R: The constant investment on the improvement of its faculty through post-doctorate sabbaticals, and national and international academic exchanges has been one of the main goals of the Linguistics Department. For years, the Department has systematically encouraged its faculty to go out for post-doctorate internships, following a pre-established schedule so that its teaching activities are not hindered. The goal is that every year at least two of the permanent professors leave to participate in post-doctorate internships (with an average duration of nine months) in first rate foreign research institutes and IES. This policy has been well evaluated, because it allows the faculty to improve their performance and contributes to the fulfilment of the goals and excellence indicators the Department has strived for. Since 2007, when this policy was implemented, twenty-three out of thirty supervisors of the Linguistics Graduate Programme had already carried out at least one such post-doctorate internship abroad. (see 2.9.2.6)

c) Institutional engagement.

R: All the faculty takes turns with respect to administration duties involving the Department itself and additional committees related to labs and centers of the Department (like CEDOCH - Center for Documentation on Linguistics Historiography), FFLCH (like CITRAT - Interdepartmental Translation Center, Diversitas, and the African Studies Center) or interinstitutional centers (like the Socio-semiotics Research Center (Catholic University of São Paulo, USP, CNRS-France). This stimulates the institutional engagement by all faculty members, as it take us to experience the problems and the achievements of the Department and its partner institutions.

2.5.8 How important is the participation of professors in support centers, complementary boards or specialized institutes for the achievement of the Faculty's goals?

R: Members of the Department have participated in the following research centers:
- CEDOCH ("Centre for Linguistic Historiographic Documentation"). This Centre, directed by Dr. Cristina Altman, is a subsidiary research centre promoting the organization of documents about the development of the language sciences in Brazil, investigating methods and techniques appropriate to historiographical, events and courses with Brazilian and foreign researchers; specialized services including those related to national and international cooperation agreements. In 2010-2014, the project Documenta Grammaticae et Historiae was developed. It is a project on Linguistics and Historiographical Documentation (CNPq),

organized by Dr. Cristina Altman and Dr. Olga Coelho, which produced 12 undergraduate research projects, 5 MA theses, 1 PhD dissertation and more than ten publications (Cf. http://www.fflch.usp.br/dl/documenta).

- CEA (African Studies Centre). Created in 1965, this interdepartmental centre at FFLCH tries to propagate the African reality in courses, conferences, meetings and publications. Presently, this array of activities is coordinated by Dr. Margarida Petter, who runs the Center and links it to investigations, courses and agreements that she develops together with her research group in African Linguistics.

- DIVERSITAS ("Centre for Studies on Diversity, Intolerance, and Conflict"). The Centre promotes research, outreach activities and has a graduate programme offered under CAPES's interdisciplinary areas. Between 2010 and 2014, professors Ronald Beline, Margarida Petter, Evani Viotti and Diana Pessoa Barros (retired), from the Department, worked in this center, which is hosted by FFLCH. These researchers are members of the research group Linguistics and Intolerance, whose matter of study is the identification and analysis of forms of intolerance and linguistic prejudice and forms of resistance. Between 2010 and 2014 several papers were produced and published, and several courses and seminars related to the research were organized.

- Centro de Pesquisas Sociossemióticas (Center for Socio-semiotic research) (PUC-SP, USP, CNRS). This center, hosted by PUC-SP (Catholic University of São Paulo), specializes in producing knowledge and education on Discursive Semiotics. Its educational activities include promoting study groups, seminars, conferences and courses taught by Brazilian specialists, foreign experts or CPS members. At the end of every year, a colloquium on the results of the research performed is held and it publishes an issue of Cadernos de Discussão do Centro de Pesquisas Sociossemióticas, The Center also offers consultancy services, product analysis and a publisher specializing in Discursive Semiotics. Professors Waldir Beividas, Ivã Lopes, Norma Discini, Antonio Pietroforte, and Luiz Tatit (retired) form the core of the centre's USP team.

Teaching and learning processes

2.6.1 Assess the Faculty's teaching and learning processes, including the teaching means and techniques and their coherence with the educational proposal.

R: Given the nature of the disciplines, the predominant teaching method is the lecture, although the use of audiovisual and computer resources is getting more and more important. These small innovations, complementary to the professors's exposure, have proved positive and highly motivating for the students, especially the night course.

Each professor has a page on the Department site (Cf. http://linguistica.fflch.usp.br), where he can post the support material he deems appropriate to the development of his discipline. For example, in this semester, there are, in the Department site, the theoretical texts of the Linguistics Historiography discipline; sound files recorded in an acoustically isolated cabin by Prof. Beatriz Raposo Medeiros; access to the free software Praat, used in the discipline Acoustic and Articulatory Phonetics; exercises from discipline Syntax and video suggestions of discipline Evolution of Speech and Language. The disciplines of Acoustic and Articulatory Phonetics, Instrumental Phonetics and Computational Linguistics, incidentally, are already taught in a classroom equipped with computers for individual student use, in addition to the computer used by the professor. The Department also customarily uses, both for conferences and for classes, the resources of LAPEL (Support Laboratory for Research and Language Teaching). LAPEL manages three multimedia laboratories, three research laboratories, one educational computer lab and a sound and image laboratory.

The use of audiovisual resources on a daily basis in the classroom, however, has spread considerably since 2013, when virtually all classrooms of the Faculty of Language and Literature were equipped with a computer and adequate facilities for use of electronic media in the classroom, as well as a retractable screen. This feature will be optimized with the installation, already underway, of internet access on all computers.

Another available resource that has grown in importance is Moodle, a virtual learning environment to support all disciplines at USP. Moodle provides facilities for the dissemination of content, for the offering

of course material and for the control of student activity. The system gives the professors of the disciplines the possibility to create a support area for them. It keeps record of material used in previous courses, which facilitates the work of reusing it in the following years. Access to its content is open to students enrolled in the course and also to the monitors. Moodle content made available by the professors tends to replace the Department website, which now partially fulfills these functions. It will take a bit longer to assess its effectiveness as a support technique for teaching subjects that should be taught inside the classroom (cf. 2.6.3).

2.6.2 Is the profile of Undergraduate and Graduate alumni used as reference to define teaching and learning processes? How so?

R: We have no accurate data to estimate the real profile of the graduates. We made an isolated attempt in 2012 to apply a questionnaire to draw this profile, but a series of problems at the time, prevented its continuity. What is observed, although only as an impression, in the teaching and learning processes in the undergraduate courses, is an important difference between nighttime and daytime students. Undergraduate research students, as well as those who are engaged in several research groups, with or without a scholarship, or those who participate in the management activities such as representation on the Board, or of the extension activities, usually come from the daytime courses. Those who end up developing an academic vocation and are intended for research also originate from the daytime courses. An important part of this group of students entered the Graduate programme of our own Department. Given the vocation for theoretical research that guides us (cf. 1.1.1) this is the group that has predominantly defined the teaching methods used, both in the undergraduate and graduate courses. Our curriculum, for example, leaves free time slots for students, from both periods, to participate in research groups, conferences, lectures and other activities related to their academic development. The policy to stimulate undergraduate students to participate in extra class activities ultimately also stimulates them to pursue their careers. A significant portion of students completing our Master degree later joins our PhD programme. An important element in this process is the possibility of getting the so called Sandwich Programme (partial completion of a graduate programme at another university) and all the students are encouraged to acquire this experience outside the Department. There are also, although fewer in number, students who enter into a full PhD abroad, mainly in universities in the United States and Europe (V. 2.8.2.6 and 2.11.2)
Secondly, the population of our undergraduate course - as indeed of other Language and Literature majors - is made up of students who already follow other careers in teaching or elsewhere, and seek some kind of promotion due to an university degree, or intend, by having it, to qualify for a civil service exam. We should also mention that part of the undergraduate students, especially from the nighttime period, already have a university degree. These are students whose main goal is an intellectual improvement without necessarily aiming to achieve an immediate professional return. We receive students coming from various courses, especially from the humanities, but it has not been uncommon to receive students from other areas such as physics or medicine, for example.

2.6.3 Describe the incentive policy intended to encourage the production and use of teaching materials (e.g. books, movies, videos, online material, software, prototypes, simulators and others) directed to the Faculty's teaching in the Undergraduate and Graduate Programs.

R: The Department teachers produce educational interest books, such as Introdução à Linguística (Introduction to Linguistics), in two volumes, organized by Prof. José Luiz Fiorin, which had as authors several faculty members of the Department, and is a national reference in the field. There are also individual productions in this direction, for example, two books by Prof. Norma Discini de Campos published by Editora Contexto: Communication in Texts, and Style in Texts. Prof. Luciana Raccanello Storto produced material for the literacy studies of the Karitiana, indigenous people whose language she has studied for more than two decades.
Another teaching material prepared in the Department, which has a potential for a large diffusion, is the

illustrated dictionary of the Portuguese Language Palavras… Tantas Palavras (Words… So Many Words), prepared by Prof. Olga Coelho and co-authored by Helena Bonito Pereira. It is specifically designed for elementary school students and is written in simple and straightforward language, accessible to the target age group.

Researchers at the Computational Linguistics area (teachers and students) have produced their own software, such as a syllabling application for teaching Brazilian Portuguese, developed by Prof. Marcelo Ferreira. It has been used internally in some students' research papers, including the student Bruno Guide's undergraduate research and MA studies, as well as Prof. Marcelo's own studies.

Another software being produced by the Department is Verb-OnLine, an argument structure database and search engine with a Web interface for verbs in Brazilian Portuguese. The project is still being implemented and has not been made public yet, what should happen next year. The software is being developed by Professors Marcos Lopes and Marcelo Ferreira. The original project was made by Professor Marcia Cançado (UFMG) who came up with its name when she published Catálogo de Verbos do PB (UFMG, 2013), even though she is not one of the software's authors.

The MA students Bruno Guide and Aline de Lima Benevides also created a corpus with approximately 3.7 million words, which were transcribed phonologically through an automatic transcriber, exclusively designed for the task. Moreover the corpus features accent, marking of morphological and accentual categories, word template and frequency of words in general and specific areas of text. The authors of the corpus intend to make it available for other researchers soon.

2.6.4 List the primary forms of academic assessment used in the Faculty's Undergraduate and Graduate Programs.

R: Forms of academic assessment in the undergraduate and graduate programmes are decided within the Department itself and are disclosed through its website (See http: // linguistica.fflch.usp.br). Undergraduate students are assessed in different ways, depending, in part, on the nature of the discipline they attend. One of the most widely used forms for evaluation of undergraduate students is the written test, one or two per semester. Disciplines such as Computational Linguistics and Phonetics Experimental involve practical work. In Computational Linguistics students prepare small programmes. In Experimental Phonetics they perform production or perception experiments. Disciplines such as semantics, morphology, syntax and phonology, for example, sometimes involve the resolution of exercises that students solve at home and then deliver to the teacher. Disciplines such as non-Indo-European Linguistics, Sociolinguistics and Psycholinguistics require field work. Moreover, another form of assessment used is the presentation of seminars.

In the graduate programme the assessment of each discipline is usually done by developing a monograph generally related to the student's research theme. Other activities such as scheduled readings; internships in libraries or research centers; participation in conferences, seminars and symposia; organization of events and tutoring, are also required by the Supervisor and are part of the overall assessment of the student. Once the necessary credits are obtained, students follow the next steps of the graduate regulation: qualifying test and thesis defense, or dissertation.

As for the post-doctoral students, besides conducting original research under the supervision of a professor of the programme, they provide assistance to the initial disciplines of graduation, promote seminars at the graduate courses and teach classes in extension courses, and all activities are closely evaluated by their supervisors. In the period covered by this report, the following researchers carried out postdoctoral studies at the DL: Mariana Luz Pessoa de Barros and Carolina Tomasi in the Semiotics subarea; and Julio William Curvelo Barbosa in the General Linguistics subarea.

2.6.5 In the Faculty, is there any program encouraging technological innovation, entrepreneurship, or junior enterprises? Analyze the results.

R: It is part of the department policy to stimulate professors' participation in programmes to encourage technological innovation promoted by the Rectory. In 2013, through a project designed by Professors

Felipe Venancio Barbosa, Luciana Storto Racanello and Elaine Grolla, the Department applied for a grant from the INOVALAB programme and was granted a large part of the request, which allowed it to acquire the VIACOM system of integrated filming cameras for the study of Sign Language and the 25 tablets that are used in classroom in Phonetics courses, Non-Indo-European Language and LIBRAS. In addition, the subarea of Computational Linguistics requires all enrolled students to produce their own software and not only use ready-made resources. The result, from the academic and scientific point of view, is unrivaled; from the point of view of entrepreneurship, although we have no news of graduates starting their own businesses, the option to make them produce software enables them to integrate more quickly into multidisciplinary teams relying on analysts and programmers.

Undergraduate program

2.7.1.1 Describe the primary advancements attained in the Faculty's Undergraduate Program and the difficulties faced in the last 5 years.

R: It was an important achievement of the DL to maintain, over the past 15 years, the maximum number of 50 students per class in the disciplines Introduction to General Linguistics: Theory and Analysis I and II, offered for first year students of the Language and Literature major (Foundation Year for all B.A. majors). We admit 850 new Language and Literature students each year through an entrance exam and, on average, 15 of the 25 DL teachers are dedicated, per semester, to teach the two subjects. As there are students that fail the tests for these subjects, the Department offers every semester about a thousand slots in these disciplines, in a total of 20 classes in both periods. This achievement obviously has its price: DL teachers are overburdened. The balance between this very high demand for the undergraduate programme, with its strong social appeal, and the need to continually invest in the development of professors is, however, precarious. The imminent retirement of 4 teachers over the next two years, coupled with the uncertainty about the replacement of these positions, certainly threatens, in the very short term, this achievement which we have obtained with so much effort. Another Department's achievement during this period was the conception and production of teaching materials for the FLL1024 discipline - Brazilian Sign Language - EAD (Distance Education) - already offered in 2015 to 200 undergraduate students of all USP, a number far smaller than necessary. Except for a few campuses in the state and the Faculty of Education (FEUSP) in São Paulo, the DL is the only Department presently prepared to offer this discipline, made mandatory by Federal Law in 2005, in all courses devoted to teacher training. But the USP site discloses the existence of 11,057 slots for college entrance in 2015. If we consider that about half of the students passing the entrance exam at the University choose, throughout their training, a teaching degree, we potentially have an audience of at least 5000 students / year for this discipline. Only in Language and Literature, for example, about 600 students / year have opted for a teaching degree. If present resources are maintained - just one qualified professor and one graduate technician - this number will hardly be larger than the current 200 vacancies. The DL has a vocation for innovation. In this sense, it has always sought to offer courses that would enable undergraduate students to come into contact with recent theoretical developments or Brazil's linguistic plurality. However, it must again be noted that the small number of professors and the lack of a clear policy for replacing retired professors is a serious threat. It's worth remembering that over half the professors are allocated to the Foundation Year classes; the rest is divided among the undergraduate mandatory subjects and graduate courses. The result is that there are not always professors available to provide the ideal range of elective courses.

2.7.1.2 Characterize the connection and cooperation among the Faculty's Undergraduate Committee and the Courses' Coordination Committees.

R: The Department always organizes itself in plenaries, in its monthly meetings called 'Councils'. In these plenary meetings, the representatives of the Department in the Undergraduate Commission and in all other committees, share relevant developments with all colleagues. The course coordinators also report to

this collegiate, which is also attended by representatives from undergraduate and graduate students (Cf. 2.1.2). Moreover, as many of the Department's professors are involved each semester with Foundation Year disciplines, several meetings are held in order to evaluate them and this procedure automatically promotes the link between the representative of the Department at the Undergraduate Commission, the coordinator of the Foundation Year and the Department itself.

In addition to these formal meetings, DL professors are in constant communication. The representative of the DL at the Undergraduate Commission, the Head of Department, and course coordinators constantly work together, solving problems and taking actions on a daily basis, which are later reported and justified to the Department during the Councils.

2.7.1.3 List the relevant innovations, initiatives, and tendencies in teaching of the Faculty's Undergraduate Program in regard to:

a) New Programs and Courses;

R: As mentioned previously, in the last five years, the Linguistics Department --in particular Prof. Felipe Venancio Barbosa-- conceived and developed the LIBRAS - EAD course - for all USP undergraduates. In addition, we created an elective discipline linked to LIBRAS for our students (FLL1013 - Brazilian Sign Language: social and educational linguistic aspects) and two specific subjects for the phonoaudiology (speech therapy) course students (FLL1023 - Linguistics for Phonoaudiology and FLL1015 - Fundamentals aspects of Brazilian Sign Language).

In 2012, we created the core disciplines FLL0493 - Linguistics Historiography and FLL0494 - Lexicon. The first stems from the success in deploying the Linguistics Historiography area also in undergraduate teaching, which was a goal of the Department in its previous plan. The second discipline was created to replace the disciplines FLL0438 - Lexicology and Lexicography and FLL4381 - Lexicon: concepts and extensions that had outdated contents. During this period, the DL updated some existing disciplines and also created new ones: FLL1022 - Temporal Semantics; FLL1019 - Semiotics Theory I; FLL1020 - Semiotics Theory II: Current Trends, General Introduction; FLL1018 - Indo-European Languages; FLL1021 - Linguistic Typology; FLL1017 - Cognitive Grammar; and FLL1016 - Cognitive Semantics.

Other advances at the Department concerning undergraduate teaching were: The addition of credits for papers in the elective courses offered, which makes them more attractive for students; the creation of new elective courses, replacing disciplines with outdated contents and the internationalization of undergraduate students through internship grants abroad.

In recent years an initiative that we have taken in recent years is to apply for slots for Linguistics students in other courses. We obtained 3 seats per semester in disciplines of the Speech Therapy course; 5 places in disciplines of the Institute of Mathematics and Statistics (IME), as well as disciplines in the Philosophy course. It is the interest of the Department to pursue the interdisciplinary dialogue with students of anthropology, sociology and history.

b) Increase in the number of slots;

R: All Language and Literature majors play a highly relevant social role: we are expected to welcome 850 new students annually, in two periods, with a barely enough number of professors and employees. Any expectation in that direction has to go through a careful study on the part of the Pro-Rectors of the negative impact that any increase in this number can cause.

c) Attraction of talented students;

R: The creation of the Foundation Year in the Language and Literature course in 1999, although not specifically designed for that purpose, has served the Linguistics Department as the main way to attract

talented students. In the current format, rather than choosing a major before college entrance qualification, students make their choice only after going through the Foundation Year and, in the case of linguistics, after attending the disciplines Introduction to General Linguistics: Theory and Analysis I and II. These disciplines open theoretical fields of study and practical application completely new to students, since there are no linguistics courses in high school. Professors of the Linguistics Department use these two disciplines to present the various lines of research to the newcomers and to motivate them to continue the Languages course majoring in Linguistics.

Moreover, all Linguistic Department's professors guide undergraduate students (and not only those who major in Linguistics) in Undergraduate Research Projects, which has also attracted talented students for the Linguistic Department Graduate Programme.

The Department has currently no systematic way of attracting talented high school students. Certainly, our next goals should include a strategy to do that.

d) Changes and flexibility in the curricular structure;

R: In 2010, 2011 and 2012, we created and renewed several Linguistics disciplines in order to keep abreast with the progress of researches conducted by the Department professors and in order to meet new social demands, such as the disciplines of LIBRAS. (See list of disciplines in 2.7.1.3, first topic). This trend persists in the current period: in 2015, the FLL1023 discipline, Linguistics for Speech Therapy, was created specifically for students of speech therapy courses; and the FLL1024 discipline, Brazilian Sign Language - EAD, was created to serve all undergraduate students of the University. All these changes positively affected the courses offered by the Department.

As for turning the curriculum more flexible, since the creation of the Foundation Year in 1999, the Department resized the number of its core disciplines in order to provide more freedom for the students who wish to enrich their training studying other subjects in which he/she is interested, or who want to participate in existing research groups, or yet, who want to compose, as has happened, informal study groups. Although we consider this change a relevant discussion, it should be noted there are barriers involving any change, no matter how small, in the curriculum of Language and Literature courses. Most of our students choose the double Portuguese - Linguistics major, so that any changes must go through negotiations and careful coordination with other departments. Even minor changes, like changing the ideal semester for a discipline to be taken, or moving a class from one day of the week to another, generate sometimes insurmountable difficulties.

e) Renewal, updating, and use of new teaching methodologies.

R: The renewal and updating of new methodologies in the Linguistics Department occurs through two main strategies: the increasingly frequent use of audiovisual and computer resources in the classroom; and promotion of meetings to discuss current issues involving experts, graduate and undergraduate students.

Thus, in addition to introductory books of Linguistics written by professors of the Linguistics Department, especially for use in the Introduction to General Linguistics: Theory and Analysis I and II classes, we have regularly used classroom projectors that have been installed in 2013 in almost all classrooms in the Languages and Literature building, for video presentations and slideshows in several undergraduate courses. It should also be added that the disciplines of experimental nature, like Articulatory and Acoustic Phonetics, rely on rooms equipped with computers for all students, as well as on the shared rooms of LAPEL [cf. 2.6.1].

The Linguistics Department has also been keen to acquire new technologies for use in undergraduate and graduate courses, through funding provided by USP itself for innovative projects. In 2013, the Department applied for a grant from the INOVALAB programme and was awarded much of what was requested, having acquired a VIACOM system of integrated video cameras to study Sign Language and 25 tablets to be used in the classroom, in courses of Phonetics, Non-Indo-European language and LIBRAS. In addition to theoretical lectures and tutoring, the Linguistics Department offers graduate students the

Tardes de Linguística (Afternoons of Linguistics) event, organized monthly by graduate students, in which speakers from various institutions in Brazil are invited to discuss linguistic matters of interest. Another event, entitled Linguística com Pipoca (Linguistics with Popcorn), introduces to undergraduates films about linguistic topics, followed by discussions held by graduate students.

2.7.1.4 Characterize the monitoring of the Faculty's Undergraduate teaching. Describe the procedures and indicators used in this process.

R: The Linguistics Department faculty accompanies the problems connected to the undergraduate courses in its Council meetings and, especially, in all its 'retreats' (cf. 1.1.2). We encourage the student union to elect student for being representatives in these meetings to share with professors their expectations, and to bring their claims. Currently, two undergraduate and two graduate students representatives are part of the DL Council. Tentatively, in 2011, the Linguistics Department applied a questionnaire to students who opted to major in Linguistics in order to create a system for monitoring their progress in subsequent years. Our intention was to build indicators that would help us to better qualify our students. However, due to difficulties, insurmountable at that moment, that practice was not followed. It would be appropriate to include it in our next planning.

2.7.2.1 What is the profile of Undergraduate alumni pursued by the Faculty?

R: It is expected that the Linguistics Department graduate student should be able to analyze and explain the facts of a language at various levels (phonetic, phonological, morphological, lexical, syntactic and discourse); should be able to value the languages and cultures of all people and should be able to examine them in the aspects of sociolinguistic variation, the diachronic change and other aspects. The Department intends that its students join graduate programmes in internationally recognized departments; that they become qualified professionals in the areas of language teaching at elementary and secondary levels; in the areas of translation and interpreting; and that they can take positions in areas bordering Linguistics (such as Computational, Forensic, Psycho and Neuro Linguistics, as well as Natural Language Processing, etc.). Above all, it is expected that they become competent in the study of Language and languages, ethical and socially responsible individuals, committed to eliminating linguistic prejudice and competent researchers.

2.7.2.2 Are the courses syllabuses and subjects of the Faculty's Undergraduate Program consistent with this profile?

R: Yes. The descriptions of the Linguistics Department's courses reiterate our propensity to study language using a rigorous theoretical point of view. Our descriptions have been recently updated and the Department is committed to reviewing them often to reflect the state of the art in each discipline. Although our curriculum is very comprehensive and consistent with this profile, we would like to offer, in a complementary and optional character, more disciplines that would allow undergraduate students to get in touch with, either recent and specialized theoretical developments - a current trend, for example, is the dialogue between linguistics and neuroscience - or questions regarding the multilingualism of the country, through courses targeted, for example, at learning, researching and cataloging indigenous and African languages. However, it is once more necessary to point out that the number of professors, and the lack of a clear policy of replacement of retired professors, greatly threatens this vocation. It should be remembered that more than half of our professors are displaced every semester for the Foundation Year classes; the remainder is divided alternately between core disciplines of undergraduate and graduate courses. The result is that there are not always professors available to explore these alternatives optional disciplines. Our students have rightly resented it.

2.7.2.3 Are the Faculty's teaching and learning processes consistent with this profile?

R: Yes. The teaching and learning processes, as emphasized in previous sections (cf. 2.6.1 and 2.6.3), have benefited enormously from the audiovisual equipment recently installed in the classrooms. Certainly, these resources will be optimized with the provision, already underway, of internet access, which will further expand the diversification of teaching strategies in the classroom. They are unquestionable benefits. Still, the concern of the Department regarding the teaching and learning processes should be the expansion of the contents rather than the form.

2.7.2.4 List the support services provided by the Faculty to students.

R: There are two important types of support offered to the student body: one of an eminently academic nature and another of and eminently social nature.
From the academic point of view, various DL disciplines, especially those of the Foundation Year, provide monitors available to answer student's questions, discuss texts, and organize small study groups. This kind of extracurricular support has proved motivating for both the students who offer it and for the students who receive it.
From the social point of view, the Linguistics Department professors maintained, during the period, the policy of stimulating the requisition of scholarships for undergraduate students: in addition to the 15 undergraduate research grants awarded in 2014, "Tutoria Científica" (Scientific Mentoring) grants were obtained as well as grants for "Ensinar com Pesquisa" (Teaching with Research) (Cf.. 2.7.3.5).

2.7.2.5 Does the Faculty have any system to monitor the training process of Undergraduate students? Comment.

R: As explained in 2.7.1.4, in 2011 we tried to build an instrument for this purpose. Our intention was to identify which indicators could help us to evaluate our student body throughout time; for we noticed that the typical student profile was going through changes. However, there were difficulties, insurmountable at the time, and this practice was not followed. We intend to resume it in our next planning.

2.7.2.6 Indicate incentive actions intended to promote Scientific Training for Undergraduate Students, participation in studies and research groups, among others.

R: It is mainly through the scientific meetings it promotes (cf. Enapol, Mini Enapol, Linguistics Afternoons, Linguistics with Popcorn) that the Department discloses its lines of research for undergraduate students and seeks to attract them to one of 16 research groups that it fosters. These groups are composed of professors, MA, PhD and undergraduate students, many of them with undergraduate research grants. They are: GELI - Group of Indigenous Languages Studies; GELH - Historical Linguistics Study Group; CEDOCH - Documentation Center in Linguistics Historiography; FONEMOS - Study Group of phonology and morphology; Study Group of the Classics of Linguistics; GEF - Group of Studies on Phonetics; Formal Semantics Study Group; GESOL - Group of Studies and Research in Sociolinguistics; Interdisciplinary Research Group on Computer Linguistics; GELA - Study Group of African Languages; GES - USP - Group of Semiotic Studies; GPDG - Research Group Dialectology and Geolinguistics; Research Group in Lexicology, Lexicography, Terminology and Terminography; GREMD - Study group of Distributed Morphology; LEAL - Research Laboratory on Language Acquisition; LLIC - Laboratory, Language, Interaction, Cognition.
The DL encourages undergraduate students to participate in these groups and to present their work. Participation in these events prepares undergraduate students to write abstracts and to prepare posters

and presentations in conferences.

2.7.2.7 Does the Faculty have any formal relationship with Undergraduate alumni? Is there any system to maintain ties with Undergraduate alumni?

R: There is no formal relationship with undergraduate alumni of the department.

2.7.2.8 Comment the professional practice fields and skills required by the Faculty's alumni.

R: As detailed in 2.7.2.1, the skills required of students to graduate in the Linguistics Department enable them to act professionally in almost all professional areas that have language as their object of interest, whether theoretical or applied. The theoretical study enables them to analyze and explain the facts of a language, known or unknown; to value the languages and cultures of all peoples and to describe them in their aspects of sociolinguistic variation, diachronic change and conditions of use. These skills prepare our students for acting, both in teaching and in research. In addition, and not exclusively, they are applied equally well to other areas: museums and universities need linguists for cataloging, descripting and analyzing native Brazilian languages; linguists can serve as expert witnesses in criminal actions on authenticity of texts, among many other scenarios. Linguists can also apply their knowledge in other areas, such as Psycholinguistics and Neurolinguistics and the computational processing of natural language. This last specialty has become a promising career for the graduates of the Linguistics Department. In addition, linguists have as a working field the language teaching areas in primary and secondary schools, translation, interpreting and publishing.

2.7.2.9 Comment on the performance of the Faculty's alumni in professional exams, and exams from the medical field and similar contexts.

R: There are no such tests in the linguistics area. The most appropriate indicator to assess the performance of graduates from the Department is the number of teaching positions in other colleges and universities that our alumni occupy today in Brazil, either in federal or in private universities. The item 2.8.2.9 below includes a list of them.

2.7.3.1 Indicate whether there are initiatives concerning distance learning in the Faculty.

R: The DL currently offers distance learning courses (EAD), the FLL1024 discipline - Brazilian Sign Language (LIBRAS) - Distance Learning Course for all USP's undergraduates, with possibly more than 5000 students. However, the method choice is more due to the impossibility of ministering a course to such a large classroom than an inclination of the Department for this teaching method.

2.7.3.2 Describe primary Undergraduate extra-curricular activities in the Faculty.

R: In addition to the Undergraduate Research and activities promoted by research groups [See also 2.7.2.6], the extracurricular activities for undergraduate students are focused on the monthly meetings of Tardes de Linguística (Linguistics Afternoons), where a professor or graduate student presents a qualified communication in linguistic (and other qualifications), and Linguística com Pipoca (Linguistics and Popcorn), meetings in which a movie that addresses some aspect of linguistics or language is shown and then followed by a discussion. Both meetings are organized and managed by the graduate Linguistics Department students.

2.7.3.3 Comment on the impact for the Undergraduate Program from academic agreements, supervised training programs, and agreements with the public and private sectors, as maintained by the Faculty.

R: In addition to the FFLCH 66 academic agreements, listed on its website, the Linguistics Department currently has three national exchange programmes (with UNICAMP, UFPR, and Emílio Goeldi Museum); and, on average, nine international exchange programmes (cf. 2.11.1). The importance of these academic agreements and exchange programmes, as the Linguistics Department affects nationally and internationally, is to provide our students opportunities for internships and scholarships in numerous universities around the world. The Linguistics Department does not maintain any agreement with the private sector.

2.7.3.4 Relate the Faculty's main inter-disciplinary projects.

R: The main interdisciplinary projects that have Linguistics professors' participation are: Mathematics, Computation, Language and the Brain Project (MaCLinC), coordinated by Professor Antonio Galves of the The Institute of Mathematics and Statistics (IME - USP); Digital Humanities through Artificial Intelligence: The semantics of spatial relations, coordinated by Marcos Lopes (DL - USP) and Paulo Santos (The University Center of FEI); the projects developed by The Center of Documentation in Linguistics Historiography (CEDOCH), interdisciplinary by vocation; the activities of CEA (Centre of African Studies), coordinated by Professor Margarida Petter (DL - USP); and the projects developed under Diversitas (V. 2.5.8). Furthermore, the Linguistics Department has strong interdisciplinary approach with indigenous communities and with the deaf community.

2.7.3.5 Describe the Faculty's monitoring and tutoring programs.

R: The Linguistics Department participates regularly of the tutoring programmes of the University. Between 2010 and 2014, in agreement with the Serviço de Assistência ao Ensino de Graduação (Assistance Service to Undergraduate Studies), the Linguistics Department had scholarship programmes associated to Pró-Reitoria de Graduação: Ensinar com Pesquisa (PEP: 2009-2014) (Dean Office for Undergraduate: Teaching with Research), Tutoria Científico Acadêmica (TCA: 2012-2013) (Academic Scientific Tutoring) and Programmea de Estímulo ao Ensino de Graduação (PEEG: 2011-2015) (Programme for the Incitement of Undergraduate Studies).
The Programme Teaching with Research aims to encourage professors and students to invest in undergraduate research projects, developing themes geared towards improving student's qualifications, which, in return, will result in the improvement of undergraduate courses. In this context, research projects ought to, as their main objective, improve and enhance the undergraduate teaching practiced at the University of São Paulo. In the period covered by this report, the Linguistics Department had 11 PEP scholarships: six in 2010, three in 2012 and two in 2013.
The Programme for Academic Scientific Tutoring aims to integrate the student with the university learning and research environment, since its admission at USP. It caters to students entering the undergraduate majors, which were not included in the Dean Office Undergraduate Research Programme, due to the inability to adapt to a research at the time of entry into the university. The Programme therefore aims to encourage students to invest in the acquisition of basic knowledge elements, needed for the development of academic papers and researches, in order to qualify them to undergraduate research programmes. In 2012, the DL had ten TCA scholarships.

The Programme for the Incitement of Undergraduate Studies - Monitoring aims to encourage students with academic merit to further improve their studies in a discipline of highest interest, through the development of supervised teaching activities. The student-monitor should have attended the same discipline or equivalent. In 2013, the Linguistics Department had three PEEG scholarships. The activities

of the three programmes are developed under the supervision of a Linguistics Department faculty member.

Graduate program

2.8.1.1 Comment on innovations, initiatives and other relevant tendencies of the Faculty's Graduate Programs in regard to:

a) New Programs, merger or division of old Programs;

R: The Postgraduate Programme in Linguistics at the University of São Paulo was established in 1971 and has functioned uninterruptedly ever since.

b) Professional Master's Program(s);

R: The Postgraduate Programme in Linguistics does not include a Professional Master's.

c) Increase in the number of slots;

R: Places on the Programme are essentially created in accordance with the number of Faculty advisers. It is currently expected that, at every biannual selection period, each advisor ideally should offer three new places on the Programme, to be divided between Master's and Doctoral level.

d) Changes and flexibility in the curricular structure;

R: The structure of the Programme's curriculum is linked to the Lines of Research being pursued in the Department. Each semester the curriculum is designed such that each student can choose at least two subjects related to his or her area of expertise. These subjects should be available without conflicting schedules.

e) Flexibility and incentive(s) for its Graduate Programs to cooperate with other institutions and the society's productive sectors;

R: Regarding the subjects offered, the Programme has always received a considerable number of students from other Programmes, often from other academic areas, and our students are also encouraged systematically to pursue courses in other Programmes. The courses on the Programme offer, on average, six places for "Special Students" (those not matriculated on FFLCH courses), which are always of public great interest. With regard to the research, the Programme's involvement with other departments can be seen in the existing cooperation:
-        with USP's Department of Philosophy, offering subjects of common interest, conducting joint seminars, study meetings and discussing on-going projects;

-        with certain members of the Institute of Mathematics and Statistics and Computer Science, either in subjects of directly shared interest (there is an undergraduate course in Computational Linguistics) or in joint projects;
-        with the Cognitive Sciences (in undergraduate and postgraduate subjects, development of research group and interface projects);
-        with Clinical Psychology (in research development, student supervision and publications on the

field of Textual Analysis);
-        with Biology, Palaeontology, Physiology and Neuroscience in subject areas relating to the emergence of language in humans;
-

with the Fine Arts, especially music, literature and cinema;
-        projects in collaboration with Neurology and Speech Therapy, establishing   linguistic criteria for standardization of clinical tests for use in evaluation at   Health Centres.
Further details about some of these projects are presented below in section 2.8.3.3.

f) Readjustment of research projects and lines of research, so as to follow or encourage advancement in the field;

R: Research projects may run for a maximum of five years and may be resubmitted, with adjustments, after the period has expired. The Lines of Research are topics of on-going discussion. From 2015, these Lines have become the focal point of admissions selection, as candidates now register their projects directly with a Research Line, rather than selecting their Line by their choice of supervisor. In recent years, two new Research Lines have been created: A Linguística e sua Interface com Outras Ciências ("Linguistics and its Interface with Other Sciences") and Linguística Computacional ("Computational Linguistics"). These new Lines clearly reflect the Programme's intended direction towards stimulating dialogue with other scientific areas and its role in contemporary interdisciplinary debates.

g) Renewal, reformulation of courses (objectives, syllabuses, assessment, language, professors) and use of new teaching methodologies;

R: Subject areas are constantly undergoing revision, incorporating new bibliographic and thematic elements and adapting to reflect the students and professors' research interests and in response to student feedback. In addition, the Programme has benefited over the last ten years from the valuable contributions of professors from other academic institutions, in an official capacity as Visiting Professors, or through the periodic visits of collaborating professors. Always recognized experts in their field, the contributions of these visitors greatly enhance the vigour and diversity of academic debates within the Department and the Faculty.

Regarding innovation in teaching methods, a particular highlight has been the creation of regular courses (those taught by permanent lecturers) offered in foreign languages, a practice that has been implemented from 2015. Courses are offered in two languages: English and French, selected because of their international representativeness in texts on Linguistics and in view of the Programme's international institutional links.

h) Attention provided to the inclusion of professors who are provisional hires, especially those who need to extend this phase;

R: Newly appointed professors do not join the Postgraduate Programme automatically on admission. The administrative criteria foresee gradual insertion into the Programme initially offering one course, subject to examination by a qualified referee. Even after a favourable evaluation, new courses must be submitted to the Comitê Coordenador de Pós-Graduação (CCP: "Coordinating Committee for Postgraduate Studies") and the Faculty's Postgraduate Committee (FPC). Only once the course has been completed may the professor enter the Programme as a Master's-level supervisor. The applicant's career trajectory, C.V. and strategic role will be evaluated. These three factors are central in the CCP's assessment, for example, publications during the five preceding years carry particular weight. According to the CAPES criteria (Coordenação de Aperfeiçoamento de Pessoas de Nível Superior ("Coordinating Council for the

Improvement of Persons of Higher Education"), main federal funding agency for Higher Education) for determining the Level of Excellence achieved by the Department (Level 7, the highest), candidates should have published at least four articles in highly regarded, peer-reviewed journals, or have other Indicador 1- related production (CAPES "Level 1 Rating" is the highest) in the last three years (See also 2.5.3). Exceptionally, the FPC may relax certain evaluative criteria if mitigating circumstances can be proven, e.g., an emergency within the subject, or if proof exists of pending publication. Such decisions have occurred in recent years, because many otherwise suitably qualified professors were taking too long to enter the Programme than was desirable, primarily as a result of the strict entry conditions, and the delay was harming the Programme's development. Such rigorous selection criteria meant they were especially difficult to satisfy, often because, outside Postgraduate Programmes, lecturers did not receive resources could not develop qualified research teams, being unable to participate in events important for professional development or acquire equipment.

On the other hand, should a professor enter the Postgraduate Programme via facilitated conditions, his or her performance should rapidly attain the expected high standards. Therefore, an early-career Postgraduate professor, in addition to enhanced possibilities from the Programme itself, receives additional support and guidance from colleagues, such as academic partnerships, students for undergraduate research, and diverse kinds of additional information. Entrants settle quickly into their into new roles and the factor which contributes most towards consolidating their new position is the formation of a good student research group and integration into a network of Brazilian and foreign collaborators.

i) Others.

R: Does not apply.

2.8.1.2 What is the percentage of the Faculty's professors linked to Graduate Programs?

R: At present, 96% of the Department's members teach on the Postgraduate Programme. Only one professor, the most recent appointment, is currently not part of the Programme and he is close to meeting the criteria for accreditation, which should occur during 2015.

2.8.1.3 How are the Faculty's Graduate Programs assessed?

R: The Department has attempted several forms of assessment, such as questionnaires distributed to students at the end of their courses. The results were considered generally uninformative, however, perhaps due to the relatively small number of students enrolled in the Programme and the proximity that this creates with the Faculty members, students tend to praise their professors and manifest consistently positive comments about the content and the benefit of lessons.

A clearer assessment is conveyed by the recurrent applications from students of other postgraduate Programmes to participate in courses offered by the Programme, often from other USP campi or even students unaffiliated to the University. Despite the high degree of technical sophistication that characterizes linguistic methods, the Postgraduate Programme in Linguistics has attracted a significant number of postgraduate students from outside the immediate field and, as a result of the favourable impression received in the courses, many of these will invite professors from the Programme to participate in examinations panels. This method appears to permit a more objective (and quantifiable) analysis of the Programme's performance than the questionnaires.

2.8.1.4 Analyze the performance of the Faculty's Graduate Programs considering the last two assessments performed by CAPES.

R: The Postgraduate Programme in Linguistics has consistently been awarded the highest possible mark in CAPES evaluations (7) for several years. The Programme attained grade 7 in the 1999-2000 evaluation, and the results was published in 2001. It is worth noting that, in the penultimate CAPES evaluation, in which the evaluators for the field of Letras (Languages, Linguistics and Literatures) were particularly rigorous, USP was the only Postgraduate Programme in Linguistics in the country to receive the maximum grade. Regarding the results of the most recent CAPES assessment, only two Linguistics Programmes and one Literature Programme received the highest ranking, out of a total of 138 Programmes nationally. These results make it clear that CAPES rarely awards it maximum grade.

2.8.1.5 Note national and international awards and other indicators of quality received by the Faculty's Graduate Programs in the last 5 years.

R: Awards received for dissertations and thesis in the last five years:
5.   The ANPOLL Awards (Associação Nacional de Pós-Graduação em Letras e Linguística "National Association for Postgraduate Studies in Languagess, Leiteratures and Linguistics) (thesis class) 2014. Mariana Luz Pessoa de Barros, "The discourse of the memory: between the sensible and the intelligible"
6.   The "Destaque USP" Awards 2011 ("USP Highlights"). Edith Lopes Modesto dos Santos, with the thesis "Homosexuality, prejudice and intolerance: semiotic analysis of statements"
7.   The Projeto de Promoção Cultural no Estado de São Paulo Award, from the Secretaria do Estado da Cultura - Unidade de Fomento e Difusão de Produção Cultural ("The Cultural Promotion Project of the State of São Paulo Award, State Secretary of Culture - Fostering Unity and Cultural Production Diffusion"), 2011, also for Edith Lopes Modesto dos Santos.
8.   Honorable Mention on XXV Nacional Meeting of ANPOLL 2010 (dissertation class). Renata Lucia Moreira, with the dissertation "Uma descrição dos mecanismos da estruturação do tempo em narrativas contadas em LIBRAS"

In the series Produção Acadêmica Premiada ("Academic Production Awards") awarded by the Faculty of Philosophy, Languages, Literatures and Humanities of the University of São Paulo (FFLCH/USP), the Linguistics Programmeme enjoyed recognition for the following:
6.   "The relation between case and definiteness in Hebrew: the construct state and differential object marking", de Rafael Dias Minussi (2010, Master's Thesis)
7.   "The acquisition of the phonological process of voicing in Brazilian Portuguese", Cristiane Conceição Silva, (2010, Master's Thesis)
8.   "The initial prosodic template of brazilian portuguese: a methodological question?", Maria de Fátima de Almeida Baia, (2010, Master's Thesis)
9.   "The argument structure of Juruna (Yudja): from verb formation to syntactic strcuture analysis", Suzi Oliveira de Lima, (2011, Master's)
10.   "The rhythms of Catatu: tensive approach of the novel of Paulo Leminski", Bruna Paola Zerbinatti, (2012, Master's)

Another indicator of the quality of the Programme's theses and dissertations is the students' participation in conferences with rigorous selection policies, especially internationally, and the publication of scientific articles by members of the postgraduate body. In the last five years, there were one hundred and eighteen presentations by the Programme students at international events. It is important to mention that in all these cases, the presentations undergo strict internal evaluation, with critical reviews of the merits of the research being developed and also as to the relevance of the event at which the presentation is to be given, in order to sanction the student's temporary absence, and in many cases, to justify the use of Programme resources to fund their participation in the conference.

2.8.1.6 Comment on the national and international impact of scientific and technological

knowledge generated by theses and dissertations.

R: At present the data is unavailable to quantify the impact on a national and international level of scientific and technological knowledge generated by the theses and dissertations produced by postgraduate students affiliated to the Programme.

2.8.1.7 Comment on the impact of the involvement of the Faculty's students and professors within the Graduate Program in scholarly exchanges.

R: The mobility of professors and students from the Postgraduate Programme in Linguistics has permitted its insertion into the international scene by their active participation in research teams of recognized scientific importance. Through our members' visits to cutting edge research centres and the presentation of papers at benchmark conferences with a worldwide dissemination, it has been possible to publicise the work in Linguistics being carried out in Brazil, transmitting and bringing back new knowledge, as well as maintaining our investigations up to date and in line with the very best and most recent work in the area. The results are palpable:
- many of our students publish in international journals and participate in conferences organized abroad.
- Master's alumni who have sought places on doctoral courses abroad have been consistently well received and many have been awarded scholarships from their host institution.
All professors currently participate in international research teams and all have relevant publications abroad.

2.8.2.1 Describe the policy governing how scholarships are distributed from the Faculty's Programa de Aperfeiçoamento de Ensino (PAE) [Teaching Training Program].

R: Grant selection occurs at the Faculty level and, therefore, it is outside the scope of the departmental Coordinating Committee for Postgraduate Studies (CCP).

2.8.2.2 What is the relationship between demand for and availability of scholarships from the Faculty's Teaching Improvement Program?

R: Recognizing the valuable role of tutoring in the formation of its postgraduate students, the Programme encourages its students to provide tutoring to undergraduates and offers a reasonable number of CAPES scholarships that require the recipeint to perform tutorial activities. Currently, however, only about half of our monitores ("postgraduate tutors") can obtain a scholarship through the PAE Programme (Programa para o Aperfeiçamento do Ensino / "Teaching Improvement Programme") funded by CAPES. Those postgraduates who are unable to receive a PAE scholarship generally participate in the tutoring Programmes nevertheless, as volunteers.

2.8.2.3 Report dropout rates of the Faculty's Graduate students in the last 5 years. Are there policies to avoid dropout in these Programs? Comment.

R: Over the past five years, the dropout rate has never attained the level one student per year, given an annual average of thirty admissions. Health problems or issues of a strictly personal nature are the most frequent reasons for abandonment. Nevertheless, the Programme takes containment policies against abandonment seriously, which are basically of two kinds. The first is linked to measures to promote students' staying on their courses, which include:

1. Offering the largest possible number of scholarships for Masters' and Ph.D from CAPES as well as the systematic use of FAPESP (Fundação para Amparo à Pesquisa do Estado de São Paulo, the State of São

Paulo's funding agency for acadêmic research) to complement the CAPES scholarships and seeking constantly to increase the availability of federal funding (other sources within CAPES or from the CNPq (Comissão Nacional de Pesquisa, the "National Research Commission");

2. encouraging postgraduate participation in the Programa de Aperfeiçoamento do Ensino (PAE), or other forms of remunerated tutoring;

3. assisting production expenses for written work, such as allowing students to print final papers using the Department's photocopier.

The second front against abandonment relates to the inserting postgraduates. A poorly integrated student may feel unmotivated and unsure of his or her own research and isolation may increase psychological pressure. Common ways to address the problem which have functioned successfully, include:

1. stimulating interaction within/between research groups, e.g., regular seminar sessions for presenting work and interacting with each other;

2. involving large numbers of students in organizing events, committees, publications, etc.

3. requiring periodic participation in scientific events, always with the possibility of financial support. Graduate students should present at least one paper at a meeting of national interest per year;

4. requiring participation in the annual internal meeting that brings all postgraduate students carrying out ongoing research, the ENAPOL (Encontro Nacional de Alunos de Pós-Graduação em Linguística/"National Meeting of Postgraduate Students in Linguistics");

5. organizing a biannual reception for new postgraduate students; .

Finally, dropout has been avoided through close monitoring of student compliance with schedules and deadlines: completion of obligatory courses, submission of the Relatório de Qualificação ("Progress Report" and "Confirmation of Status" midway through Master's and Ph.D. courses involving a viva and critical review by three examiners accredited to a Faculty postgraduate programme) and submission of the final thesis. Thus, from admission, students are reminded constantly of the importance of meeting these key deadlines.

2.8.2.4 List the support services provided by the Faculty to Graduate students (not considering those provided by the Central Administration).

R: The Programme actively supports the academic and scientific development of its students. This support occurs primarily through a systematic and rigorous policy of accompaniment of courses and research, which, in addition to the direct actions of the supervisor and in the context of the bancas de qualificação (internal examination panels of postgraduate student progress) or scholarship exams, occurs through integrating students in research groups (there is at least one group for each Research Line). As well as the activities of the research groups, there is the annual Encontro dos Alunos de Pós em Linguística (ENAPOL) (Meeting of Postgraduate Linguistics Students), at which students are required to participate and present papers about their on-going research. Alongside the main ENAPOL event several subareas arrange mini-ENAPOLs at different moments throughout the academic year. Furthermore, the department's Comissão Coordenadora de Pesquisa holds two meetings per year at which new students are welcomed and administrative decisions that affect the operation of all members of the Postgraduate
        Programme are disseminated.

Thanks to the fact that CAPES has recognized the Postgraduate Programme in Linguistics at USP as a Programme of Excellence (PROEX), there is a good offering of scholarships available to postgraduate students. The Programme even opts for a systematic policy of favouring scholarship grants over operating expenses, investing seventy per cent of the resources received from CAPES in scholarships. The remaining 30% of CAPES funds has been sufficient to permit sponsorship of the presentation of Master's students' work at important national conferences, and the possibility of participating at conferences abroad for Ph.D. students who have successfully passed their qualificação assessment and whose research results are of particularly high standard.

        The Postgraduate Programme in Linguistics and the Department of Linguistics as a whole promote, in addition, a considerable number of events that represent an opportunity for students to hear about the latest trends of his or her area of expertise or in related areas of interest. Workshops, lectures and short courses are organized with the participation of the best Brazilian and foreign experts in all subareas, at an

average of one event held approximately every fortnight. The Department's professors also organize cursos de extensão (courses open to the general public) which are generally directed towards undergraduate students or high school teachers but that sometimes attract postgraduate students as well.

2.8.2.5 What is the profile of Graduate Alumni expected by the Faculty?

R: Fundamentally, the Department seeks to train researchers capable of integrating themselves productively into existing research groups in their future work places or of generating new groups, thereby contributing to the Programme's objective of functioning as a nucleus from which linguistic and semiotic studies are diffused across the country.

2.8.2.6 Are the subjects and teaching and learning processes implemented in the Graduate courses within the Faculty consistent with this profile? Comment.

R: USP's Postgraduate Programme in Linguistics is one of the most diversified in Brazil, with an excellent level of research in all subareas of the field. Because of this, in addition to training in their specific area, students are encouraged to broaden their horizons through studying subjects that share areas of interest or subareas that interface with their specialisms. This clearly indicates to the students that the Programme aims to form wide-ranging researcher-teachers who, without neglecting to maintain their particular area of expertise, should demonstrate the greatest possible openness to other schools of thought in the general field. In addition to the aforementioned epistemological approach, students are trained for the professional reality in the country, which usually open concursos (civil service examinations) in the general area of "Linguistics", rather than in a specific subarea. Therefore, the teaching content of the Programme must be broad and inclusive.

It is, therefore, very important to note, in this regard, that the PAE postgraduate internship in Linguistics always begins, in the first semester, in one of two courses offered in successive semesters by the Department, and which comprise, together with some other departments in the Humanities and Arts Faculty (FFLCH) the so-called the Ciclo Básico em Letras ("Arts and Humanities Foundation Year") in which all undergraduate students are obliged to enrol. The linguistics component of the Ciclo Básico comprises the courses Introduction to General Linguistics: Theory and Analysis I and Introduction to General Linguistics: Theory and Analysis II. These courses introduce the freshmen to the principal subareas of linguistics and semiotics at an introductory level. In participating as monitores (tutors), the postgraduate students enrolled in the PAE programme have (once more) the opportunity to follow classes on all major linguistic issues and provide after-class assistance to undergraduate students, often about theoretical content distant from their field of research. As such, the PAE monitoria is a valuable learning experience. Revising the course content on the Postgraduate syllabus is a continual process. Existing courses must be reregistered every five years and referees must analyse the study programme and the proposed literature, making suggestions or recommendations when necessary to the lecturer. It is common, in addition, for courses to be taught with another professor (or a colleague from another department) or a post-doctoral researcher present, which dynamically enriches the proposed content. Based on this practice, it is safe to say that the themes and content of the Programme's courses are constantly being updated and improved.

2.8.2.7 Does the Faculty have any formal relationship with Graduate alumni? Is there any system within the Faculty to track these alumni?

R: The Department does maintain contact with former students. Monitoring alumni is part of the activities evaluated in the annual reports that the Coordinator of Postgraduate Studies makes to CAPES. Every six months, a group of former students of the Programme who graduated in the preceding ten years, is researched in order to update the information related to them. The information collected is disclosed in the annual CAPES report, and published in summary in The Linguistic Postgraduate Programme webpage

(in the "Alumni" section).

In addition, graduates of the Programme who continue to reside near São Paulo in general remain associated with their research groups at USP or, when they do not live close by, alumni working in academia often establish collaborative networks and partnership projects. Events organized by the Department of Linguistics or by the department's Postgraduate Programme, such as the Tardes de Linguística na USP ("Linguistics Afternoons") or Fórum de Atualização em Pesquisas Semióticas (FAPS) ("Forum for Updating Semiotics Research"), both monthly, invite at least one former doctoral student per year to speak to current linguists in training.

2.8.2.8 Comment on the fields and areas of professional practice of the Faculty's Graduate alumni (both in the academic and non-academic fields).

R: In general, the career-path for former students is academic, linked to university teaching. In some minority cases, however, there are alumni working in the corporate sector (for example, applying semiotic theory to Marketing), in the fine arts (taking advantage of thesis topics that progressed in that direction) or in the publishing business, in translation and editing activities. The recent advent of new research fronts in the Postgraduate Programme, especially in Computational Linguistics and Applied Clinical Linguistics (neurolinguistics), however, opens new prospects for integration of linguists into yet more diverse non-academic settings.

2.8.2.9 Mention outstanding performances of the Faculty's Graduate alumni.

R: Besides awards, dealt above in 1.1.1.5, the excellence of USP Linguistics postgraduates can be seen, in the case of doctoral students, in their rapid and successful integration into the job market and in the case of Master's students, in their repeated successes in entering high-profile doctoral programmes abroad. An exhaustive list would be too long but can, however, be obtained in the "Egressos" (Alumni) section of the Programme's webpage (at http://linguistica.fflch.usp.br/). Listed below are just a few representative cases of graduates in key academic positions:

From the older generation that has been working longer in the field, we mention: Ataliba Teixeira de Castilho (USP & UNICAMP), Eni Orlandi (UNICAMP), Teresa Cristina Wachowicz (UFPR), Antonio Augusto Moreira de Faria (UFMG), Aline da Cruz (UFGO), Maria Cristina Hennes Sampaio (UFPE), Ana Paula Quadros Gomes (UFRJ), Beatriz Protti Christino (UFRJ), Alessandro Boechat de Medeiros (UFRJ, ex post-doc), Márcia Duarte de Oliveira (USP, Língua Portuguesa), Gláucia Muniz Proença Lara (UFMG), Maria de Jesus Patata (UFMT), Maria Eulália Sobral Toscano (UFPA), Iara Rosa Farias (UNIFESP), José Genésio Fernandes (UFMS), Renata Mancini (UFF), Marcelo Machado Martins (UFRPE), Márcia Cançado (UFMG, ex post-doc), Elisabetta Santoro (USP, Italian), Eliza Tashiro (USP, Japonese), Leiko Matsubara (USP, Japonese), Luciana Salgado (UFSCAR, ex post-doc), Zhang Jianbo (Peking Univ.), Nize da Rocha Paraguassu Martins (UESPI), Alexandre Marcelo Bueno (Professor Visistante na Univ. Nacional de Timor Leste), Ilza Maria Oliveira (UFBA, ex-aluna de pós-doutoramento), Rafael Minussi (UNIFESP), Francisco da Silva Xavier (Prof. Leitor na Université Paris IV), Antônia Fernanda Nogueira (UFPA, Breves), Daniervelin Renata Marques Pereira (UFTM), Maria de Fátima de Almeida Baia (UESB), Daniela Nery Bracchi (UFPE), Marcus Vinicius Lunguinho (UnB), Yuko Takano (UFU), Suzi Oliveira de Lima (UFRJ), Indaiá Bassani (UNIFESP), Aline Rodero-Takahira (UFJF).

Below are listed some of the Master's students who graduated from the Programme and were accepted for doctorates in universities abroad in recent years (2011-2014):
- Luciana Marques (Univ. of Colorado)
- Maria Carolina Petersen (Univ. Of Maryland)
- Renato Lacerda (Univ. of Connecticut)
- Rita Demasi (Univ. of Grenoble)
- Suzi Lima (Univ. of Massachusetts, Amherst)

- Bruna Seixas Lima (Univ. of Toronto)

2.8.3.1 Is qualification to work in the Graduate Program taken into account when hiring new faculty members? Comment.

R: Not only the capacity to teach at Postgraduate level is taken into account but constitutes one of the main criteria used by examination boards in the evaluation of potential candidates. This factor is reinforced futher because the Postgraduate Programme and the Department of Linguistics represent virtually identical bodies, with the same professors; in its current configuration, the exceptions are a single recently appointed professor, whose entry into the Postgraduate Programme should occur later this year, and the retired Postgraduate professors. Thus, in appointing a new is professor, it is naturally expected that he or she should participate in the Postgraduate framework.
　　The Department of Linguistics does not open concursos (Civil Service examinations) on general themes, but does so directly in specific subareas (Phonology, Syntax, Semiotics, etc.). When internal discussions occur regarding the subarea to be assigned the examination, the needs of undergraduate courses are considered (such as which subjects are offered in the B.A. curriculum) in conjunction with those of the Postgraduate Programme (for example, the demand for Master's and Ph.D places). It is expected that the professor appointed acts on both levels, with a minimum delay between each.

　　Besides evaluating candidates according to recognized indicators related to Postgraduate activities and research, such as publications, Master's, Ph.D and Undergraduate Research supervision, our examination panels seek to assess the capacity of potential candidates for entering existing research groups or for forming new groups, in part revealed by previous work with other teams. Another revealing criterion the panels employ is the potential for promoting projects and academic events such as conferences, workshops, etc., in the home institution. The examination panel, however, not only take candidates' curriculums into account. Specific questions are asked to ascertain a commitment to act in all spheres of academic life, which includes, in addition to postgraduate teaching, the undertaking to promote extension and integration committees and administrative positions. The successful candidate, on beginning work, will be assisted in fulfilling his or her obligations by colleagues who will simultaneously expect the new appointee to contribute significantly in all institutional areas.

2.8.3.2 Indicate initiatives intended to strengthen the internationalization of the Faculty's Graduate Programs.

R: Currently, the collective project of the Programme's international insertion has been based on actions such as:- The implementation of a timetabling arrangement that permits at least two permanent professors of the Programme to participate in postdoctoral internships every year (with an average of a 9 month duration) at research centres or important foreign Higher Education institutions. In addition to enabling the continuous professional development of faculty members, this practice has resulted in the creation of stronger research networks and results in "products" that are also of better quality, such as co-authorships, agreements for uni- and bilateral cooperation. In 2014, six professors took part in postdoctoral research abroad. - Systematic incentivising of the students to undertake research internships abroad. Among the doctoral students, the Sandwich Programme is quite common. In 2014, for example, seven internships of this type occurred. The Programme also has some Master's Sandwich Programmes for up to six months, funded by FAPESP, with universities with which the Department or Faculty have bilateral cooperation arrangements and shared research projects. - The realization of cooperation agreements and bilateral accords, which involve the international exchange of professors and students, with leading universities around the world. Just in 2014, ten international accords were signed that enabled ten professors to undertake academic missions or postdoctoral research programmes, in addition to seven Ph.D. students on the sandwich programme mentioned above. - Encouraging dual the acquisition of dual academic titles. - International events organized by the Programme, such as lectures, workshops

and short courses. In 2014, there were 16 of such events. - The joint efforts of professors and students to disseminate research results in leading journals and publishers, aiming to maintain a sophisticated professional dialogue and greater academic impact from the research produced. In 2014, professors from the Programme published five book chapters abroad, nine articles in international journals (six in conference proceedings), two books with foreign publishers and the thematic organization of an edition of an international journal. In addition to the international bibliographic production of the Programme's professors, three postgraduate students also had their papers accepted for publication in international journals or proceedings. - Systematic funding for professors and students to participate in events abroad. - Receiving foreign research groups and sending Programme researchers on work assignments that allow the development of projects and result in either strengthening of already established relationships or in the formalization of new collaborations, in the form of accords. - Less systematically, but with some consistency (at least one per year since 2010), there have been co-supervisions of students linked to foreign universities.

2.8.3.3 Indicate the Faculty's projects and Programs collaborating with each other and/or with other Faculties within USP and also with other public and private institutions.

R: In 2014:
I.   NATIONAL:
- Univ. Campinas, Univ. Federal da Bahia and other postgraduate USP Programmes in Humanities and Exact Sciencies: "A língua portuguesa no tempo e no espaço: contato linguístico, gramáticas em competição e mudança paramétrica", coordinated by Charlotte Galves (Unicamp).
- Univ. Federal do Paraná: Cooperation between Linguistic Historiography and Epistemology and Philosophy of Science.
- Paraense Emílio Goeldi Museum: Cooperation on Brazilian indigenous language, especially in Amazonia.
- Univ. Fed. Minas Gerais: Project "VerbOnLine". With aid from Conselho Nacional para a Pesquisa (CNPq) ("National Research Council").
- Computer Science Institute (IME/USP) and Artificial Intelligence Laboratory of Faculdade de Engenharia Industrial (Faculty of Industrial Engineering)'s Department of Electrical Engineering: "DHAI -- Digital Humanities and Artificial Intelligence", coordinate by Marcelo Fi
- Accord with Romance Languages Dept. of Univ. of Georgia: Esmeralda Negrão, Ronald Beline, Marcello Modesto, Ana Paula Scher (USP).
- "Symbol Grounding and the Lexicon": Marcos Lopes (USP), Stevan Harnad, O. Marcotte, A. Blondin-Massé, M. Lord, all professors from UQAM (Université du Québec à Montréal). Aid: Canada Research Chair in Cognitive Science. nger (IME).

II.   INTERNATIONAL
- Group project: Ana Müller; Ana Paula Scher; Luciana Storto (USP), Edit Doron (Hebrew University of Jerusalem) and Nora Boneh (HUJ).
- Agreement: Cristina Altman (USP) with the Center of Brazilian Studies, Univ. de Vigo (Spain).
- "Revitalizing older linguistic documentation" and LETERLING (Lexicón de términos linguísticos), plus subproject Documenta Grammaticae et Historiae (apoio: CNPq). Participants: Cristina Altman and Olga Coelho (USP); Otto Zwartjes (Univ. Amsterdam).
- "Aquisição de Nomes Genéricos em Espanhol e Português Brasileiro". Elaine Grolla (USP), Tania Ionin (Univ. Illinois). With financial aid from "Instituto Lemann para Estudos Brasileiros", with headoffice at UIUC.
- Accord between USP and Univ. País Vasco (Spain). Participants: Raquel S. Santos e Jairo Nunes (USP) and Myriam Uribe-Etxebarria .
- "Documentation of Dâw, a Nadahup Language of Brazil". Luciana Storto (USP), Patience Epps (Univ. Texas). Aid: Programme ELDP of SOAS from the Univ. London.
- Accord between FFLCH-USP (Prof. Margarida Petter) and the Univ. Bayreuth (Prof. Manfred von Roncador), establishing the exchange of students and professors between the two universities.
- Accord CAPES/WBI - USP/Liège University. Waldir Beividas, Ivã C. Lopes, Diana L. P. de Barros (USP),

Sémir Badir (Univ. Liège).
- Accord between the Dept. of Romance Languages of Univ. of Georgia signed by Esmeralda Negrão, Ronald Beline, Marcello Modesto, Ana Paula Scher (USP).
- "Symbol Grounding and the Lexicon": Marcos Lopes (USP), Stevan Harnad, O. Marcotte, A. Blondin-Massé, M. Lord, all professors from UQAM (Université du Québec à Montréal). Aid: Canada Research Chair in Cognitive Science.

2.8.3.4 Are the Faculty's Graduate Programs prepared to receive international students? What are the initiatives and difficulties faced?

R: The Postgraduate Programme in Linguistics currently has only two foreign postgraduate students (out of eighty-four matriculated students). The Programme perceives the apparently weak attraction exercised outside Brazils borders as having several factors, most of them beyond our internal control.
First of all, we must consider the cost of living in the São Paulo state capital with postgraduate scholarship as one's sole source of funds, especially for Master's degrees. Living expenses affects even Brazilians from other regions and is a real challenge to student residence. Other difficulties associated with life in the metropolis must also be considered, such as urban violence and obstacles related to accommodation and transport. In order to lessen these, the Postgraduate Programme seeks to widen existing initiatives to reduce the problems, initiatives such as subsidized meals in the university canteens, the possibility of student housing on campus and the recent municipal programme of subsidized transport for students with low family income.
Despite these known difficulties, the Programme is determined to increase the number of foreign student it receives and has been focusing on possible initiatives. These are some of the measures adopted at present:

1. In order to increase its international visibility and enable a greater mobility for foreign students and agreements, the Programme is currently discussing the creation postgraduate subjects taught in a foreign language. All content related to such courses should also be converted into the foreign language, including the course outline, bibliography (at least optionally) and the work submitted by students. Two foreign languages will be contemplated: English and French. The choice of these two languages is due their international representation and to the accords the Programme has signed with foreign research centres.

2. Procedures to facilitate the entry of foreign students, such as the end of the compulsory foreign language examination for candidates from countries that have English or French as their official languages, and the necessity of sitting the mandatory Portuguese language exam at the time of entry, if the Programme Advisor agrees to communicate in another language. The exam would then be taken before the submission of the Qualificação Report.

Finally, the entry selection criterion that requires discussion about the candidates proposed project could be held by video-link rather than in person. This decision will also benefit candidates from other Brazilian regions.

2.8.3.5 Does the Faculty promote actions to encourage students to participate in supervised training programs in Brazil and abroad?

R: The Department of Linguistics promotes activities that encourage students on the Programme to undertake research internships abroad or at other Brazilian universities. Regarding supervised internships in Brazil, one must highlight fieldwork, typically carried out by young researchers in some subareas, such as description of Indigenous Languages and Language Contact (acting in quilombolas (communities of fugitive slaves' descendants), for example). Virtually all students in these subareas go through these external internship programmes, in periods of one to six months.
    The Programme maintains, moreover, a policy of incentivising applications to Ph.D. sandwich

programmes and exchanges through bilateral agreements (see 2.11.2). Ph.Ds. sandwich programme, leads two or three doctoral students on average, to spend a year at an institution abroad. The arrangements, on the other hand, are dependent on various circumstances and represent a mode of exchange that is certainly undergoing expansion. Just as an example, a single accord, signed by Prof. Waldir Beividas with the University of Liège (Belgium), led to five of the Programme's students studying at that university, one of them for a longer period in a co-supervision, which resulted in a double degree; at the same time, the USP Programme received a doctoral student from Liege for an one year internship.

2.8.3.6 Is there an incentive policy encouraging entrepreneurship in the Faculty's Programs? Comment.

R: Recently, with the advent of new areas and even new topics in what are currently regarded as traditional areas of study, some possibilities have been emerging in this regard. Indeed, part of the discussion fostered in the Computational Linguistics Group, for example, involves monitoring the progress of the world's major producers in these fields and studying the solutions proposed by them. This leads students to know about and seek contact with companies. In other groups, today the possibility of inclusion of expert consultants in language in the corporate world is seen as natural. By way of illustration, we may cited the consultancy provided by the Semiotics professors (mediated through the legal entity of the Faculty) to Natura, a cosmetic company, motivating, in addition, a series of lectures to students on the topic.

Research

2.9.1.1 Outline the profile of the Faculty's research activities, describing the main fields, groups and lines of research.

R: The Department of Linguistics is deeply committed to supporting research that addresses contemporary debates on language sciences. This commitment is effective at all levels of research (IC (undergraduate research), master's, doctoral, postdoctoral) and focuses on the development and dissemination of the knowledge produced by the 16 research groups coordinated by our professors (See 2.7.2.6).

     In the first half of 2015, research of national and international impact developed in the department comprises virtually every field of interest in contemporary Linguistics, distributed in ten lines of research, totalling 38 major projects: "Linguistic and its interface with other theoretical and applied sciences" (6 projects); "Analysis of phonetic and phonological systems" (4 projects); "Analysis of speech and verbal texts" (5 projects); "Description of Non-Indo-European languages" (4 projects); "Studies of the Word" (3 projects), "Language variation, change and contact studies" (2 projects), "Study of Linguistic principles and parameters" (7 projects), "Language acquisition studies" (3 projects), "History of the knowledge of languages, linguistic historiography, and language documentation" (3 projects) and "Computational linguistics" (2 projects). In addition to the range of specialties covered, some of them (such as the description of Non-Indo-European languages) host unique projects and groups in Brazil in the development of certain sub-areas (such as African Linguistics).
     Research activities, as well as the Department's Postgraduate Programme, are organized around two core research areas: one dedicated to the study of languages, and the other to discourse studies. Starting from the standpoint of linguistic theories that seek to characterize the properties of particular languages in order to reach conclusions about the human capacity for language, teaching and research activities of the first core focus on: the phonic, morphological, syntactic, semantic and lexical components not only of Portuguese, but also of Brazilian native languages, African languages and Brazilian Sign Language (Libras). Language variation, change, contact and acquisition studies are also included in this core research area. The second core area of research investigates discourse and text in different language

types, mainly discourse manifested through verbal language and the so-called syncretic or multimodal languages are studied. Historiographical investigation that enables the recovering, preservation and interpretation of memory on the history of Linguistics is also studied in this second core area.

2.9.1.2 Highlight from three to five research activities that best represent your Faculty. Comment on the relative impact of three to five main research products (e.g. manuscripts, patents, and public policies) from the Faculty in the period.

R: Research activities that most directly represent the Department can be classified into the following general denominations (see also 2.9.1.1):
(1)   Description and explanation (phonic, morpho-syntactic, lexical, semantic and gestural) of natural language systems, acquisition, variation and change, including metalinguistic analysis (grammatical theories) and computational modelling.
(2)   Analysis of verbal and nonverbal text production, considered both as linguistic and historical cultural objects and their inclusion in social discourse, with particular reference to the Brazilian socio-cultural environment.
(3)

The research line Linguistics and its Interface with other sciences keeps an open connection with specialists in other areas in which language has importance, such as cognitive science, psychology, neuroscience and computer sciences.

Several outstanding research products have been published in the Department over the past few years. We highlight from the bibliographic production (since it represents the usual way in which research results get to be known), in the period in question, the following titles (among many others):

1.   [BOOK] . Nunes, J.; C Boeckx; N Hornstein. Control as movement. Cambridge University Press, 2010.
2.

[paper] Negrão, E Viotti, MMT Petter, M Vanhove. Epistemological aspects of the study of the participation of African languages in Brazilian Portuguese. Portugais et langues africaines. Études afro-brésiliennes, 2011.
3.   [paper] MULLER, Ana Doron, Edit. The Cognitive Basis of the Mass-Count Distinction: evidence from bare nouns. In: Patricia Cabredo-Hofherr; Anne Zribi-Herz. (Org.). Crosslinguistic Studies on Noun Phrase Structure and Reference. 1 ed. Leiden: Brill, p. 73-101, 2013.
4.   [paper] MENDES, R. B. . Diminutives and Masculinity in Brazilian Portuguese. In: Tommaso Milani. (Org.). Language and Masculinities. Performances, Intersections, Dislocations. 1ed. New York: Routledge, p. 117-132, 2014
5.   [paper] Beividas, Waldir. L'immanence sémiotique: perception ou sémioception? Metodo International Researches in Phenomenology and Philosophy, v. 3, p. 165-184, 2015.

2.9.1.3 Describe the development of scientific and technological production in the Faculty in the last 5 years (papers, books, patents, curatorship, and expositions, etc.)

R: Faculty and student production has remained significant over the past five years, both in terms of quantity and quality. From 2010 to 2013, the faculty, according to an evaluation by CAPES (a government agency linked to the Brazilian Ministry of Education in charge of post-graduate courses in Brazil) showed significant qualified production, consisting of 147 titles: 66 papers in periodicals well classified according to the Qualis (the official system used by the agency with the purpose of classifying scientific production), 17 books, some of which became a reference in their subareas and 64 book chapters. In 2014, permanent members of the Post-graduate Programme (all part of the faculty) published 2 books, 7 book chapters, 9

papers in journals, and 6 papers in conference proceedings. The following professors have also contributed with the publication of journals: Marcos Lopes, member of the organizing committee member of the Journal of Logic, Language and Information (Special Issue "Logic and Linguistics" Berlin: Springer, 2014, vol. 2:3); Jairo Nunes, co-editor of Probus International Journal of Latin and Romance Linguistics (Mouton de Gruyter), Cristina Altman, a member of the editorial board of Historiographia Linguistica (Amsterdam / Philadelphia: John Benjamins); Olga Coelho, member of the Executive Council of GEL (Linguistic Study Group of the State of São Paulo; Qualis A-2); Ivan Lopes, co-editor of Revista de Estudos Semióticos, published by our Postgraduate Programme in Linguistics.

In addition to the faculty production in 2014, three postgraduate students had papers published in foreign journals. 27 communications were presented at national conferences by members of the faculty, who also participated in 23 international events abroad. There were, in addition, four academic missions in order to promote and develop international collaboration. As to artistic and cultural contributions, the Linguistics Department sums up 15 products in the period, bringing to light a wide variety of performances: "The dance of Upper Xingu Kuikuro's aerophones, Amazon, Brazil (CD) by Didier Demolin; Augusto de Moraes Tatit's musical shows, who regularly disseminates the aesthetic of the song through his voice and his guitar; plastic art by graduate and post-graduate students; the participation of these students in musical shows; the publication of literary works by Prof. Antonio Pietroforte. One of our doctoral students had his band (Filarmônica de Pasárgada) were awarded a prize in the 17th edition of Projeto Nascente (1st place), an initiative by the Office of Cultural Diffusion (Pró-reitoria de Cultura e Extensão) at USP.

2.9.1.4 What are the indicators used by the Faculty to assess the relevance of scientific and technological production (number of citations received in ISI, SCImago, Scopus, impact of periodicals and others, deposited and licensed patents)? Describe the development of the main indicators in this period.

R: The criteria to assess the quality of our production has been the ability to get funding for projects (in the form of grants and scholarships) with research agencies and compatibility with the criteria of CAPES, in the case of publications (definition of relevant indicators, Qualis books, Qualis periodicals, and Qualis events according to what has been described in the document entitled "Area of Language and Linguistics").

As detailed below (See 2.9.1.5), there are a number of on-going projects funded by national and international agencies; bibliographic products of the faculty and student research have been repeatedly praised for its quality and impact on the ratings of the Postgraduate Department of Linguistics Programme (CAPES grade 7). Reviewers highlight the fact that these products are often located in the highest strata defined by Qualis-CAPES. A significant increase of co-authored publications with researchers based in foreign institutions of excellence is evidence of an evolution in the department´s production, often resulting from efforts to establish partnerships and relevant agreements for teaching, extension, and especially research.

2.9.1.5 Describe the development of scientific papers published in the period by the Faculty with the collaboration of International Universities. What is the percentage of these papers in relation to the total number published by the Faculty?

R: The academic production of faculty and students has remained consistently high during recent years. In the period 2013-2014, 51 items (4 books, 20 book chapters, 25 papers, one translation, and one scientific journal edition) were published. Most publications are papers, chapters or individually authored books. In 2013, thirteen publications (25.49% of the total) resulted directly from partnerships between professors of our department and foreign professors. In addition to the work still forthcoming, it is worth mentioning:

- Doron, Edit (Hebrew University, Jerusalem); MULLER, ANA, (2013). "The Cognitive Basis of the Mass-

Count Distinction: evidence from bare nouns", in: Patricia Cabredo-Hofherr &., Crosslinguistic Studies on Noun Phrase Structure and Reference. Leiden: Brill, 73-101.
- Ionin, Tania, GROLLA, ELAINE, Santos, Hélade & Montrul, Silvina (2015). "Interpretation of NPs in Generic and Existential Contexts in L3 Brazilian Portuguese". Linguistic Approaches to Bilingualism 5: 214-250.
- Tania Ionin, GROLLA, ELAINE, Montrul, Silvina & (2014). "When articles have different meanings: acquiring the expression of genericity in English and Brazilian Portuguese". In: Crosslinguistic Studies on Noun Phrase Structure and Reference, Syntax and Semantics vol. 19. Leiden: Brill, 367-397.
- Mansur, Jose Alfredo; Suzuki, Alexandre; Lopes, R.; Giampaoli, Viviana; Aubin, Elisete Quintaneiro; Baraldi, Maria Jose; LOPES, M. (2014). "Linguistic Contents in Clinical Interviews Add Relevant Information to Clinical Data in Outpatients with Heart Failure". Experimental and Clinical Cardiology 20: 6812-6821.
- KEMMLER, R. (Org.) ; ALTMAN, CRISTINA (orgs.) (2014). E. F. K. Koerner. Quatro décadas de historiografia linguística: estudos selecionados. Vila Real: Univ. Trás-os-Montes e Alto Douro, vol. 1.
- Picard, O. et al. [LOPES, M.] (2013). "Hidden Structure and Function in the Lexicon". In: 10th International Workshop on Natural Language Processing and Cognitive Science (2013, Marseille, França). Proceedings of NLPCS 2013, 1: 65-77;
- Aron, J. et al. [LOPES, M.] (2013). "Why your brain may work like a dictionary". New Scientist.
- VINCENT-LAMARRE, P. et al. (no prelo) "The Latent Structure of Dictionaries". In: Goldstone e Lupyan (eds.), "Discovering principles of cognition by mining large, real-world data sets", topiCS: Topics in Cognitive Science, 2015.

Whereas the 2013-14 period is only a fraction of the period covered by Capes reports, the amount of products compares to recent triennial evaluations (2010-12: 147 products; 2007-09: 223 products; 2004-08: 308 products), indicating a continuity in the development both of the qualified production rate as of the recent trend of co-authored publications with foreign researchers. Therefore, we can confidently predict that the departmental productivity will reach in the future levels similar to those of previous years.

2.9.1.6 What is the Faculty's scientific policy?

R: The department is characterized, on the one hand, by the strength and stability of its research and, secondly, by the continuous pursuit of scientific and academic excellence. Political action in order to maintain our excellence has been taken especially in relation to the following topics:

(1)   provision, within the budgetary possibilities of the Department and its Postgraduate Programme, of an adequate material structure and the necessary support staff (employees) to enable the development of our research activities;
(2)   incentive to the raising of funds and research grants by faculty members;
(3)   investment in internationalization (policy of incentive for sabbatical years for permanent supervisors in the graduate Programme, sandwich (one year) Ph.D. grants and other student internships abroad; partnerships and bilateral agreements involving the mobility of professors and students; double degree Programmes with foreign and Brazilian students, invitation of experts on all ten research areas for conferences, lectures, and short courses in the Programme; dissemination of research results; presentation of papers by professors and students in important scientific meetings abroad; reception of foreign research groups and sending of Programme delegations on missions that might result in the establishment of international conventions and agreements);
(4)   support of activities to diffuse faculty and student research (promotion of monthly events like Linguistics Afternoons, Mini Enapol, and annual Enapol); funding the participation of professors and students in events in Brazil and abroad;
(5)   encouragement for exchange Programmes with other domestic and foreign institutions, in the form of joint projects, research missions and agreements. In addition to the international agreements mentioned below (see 2.11.1), professors of the Postgraduate Programme developed between 2009 and 2011, a (bilateral) project (CAPES) with the Federal University of Paraíba entitled "Casadinho", a

cooperation which resulted in the formation of a class of postgraduate students and a book written by faculty members from both institutions.

The Programme shows evidence of academic planning aimed at trainning faculty and students, as well as supporting of institutional partnerships based on reciprocity at both national and international levels.

2.9.2.1 Comment on the Faculty's participation in research networks and academic projects (CEPIDs, INCTs, Thematic Research Groups, Pronex, and CNPq's Integrated Projects, PADCT's Projects, FINEP, etc.) and the Faculty's interaction with public and private sectors.

R: Concerning academic projects and their interaction with the public sector in the period of interest for this document, the development of the "Casadinho" Project between the linguistic department at USP and the Federal University of Paraiba, conducted between 2009 and 2011 stands out. Courses on Syntactic Theory, Morphology and Language Acquisition were offered at the Federal University of Paraíba by USP professors. Also, inside the project, a visit of students from the Federal University of Paraíba to USP´s Department of Linguistics was organized, in which these students had the opportunity to attend seminars, lectures and meetings of the various research groups inside the postgraduate Programme and to discuss their projects with professors in their research areas. The Casadinho Project (CAPES) resulted in the publication of a book in 2011 in which papers by faculty members from both institutions were gathered.

In the same period, the project entitled Ethno-linguistic aspects of African-Brazilian communities in Minas Gerais was developed, under the coordination of professor Margarida Petter. This was a pilot project within the project promoted by IPHAN (National Historic and Artistic Heritage Institute)'s "National Inventory of linguistic diversity". Its overall goal was to develop a database of oral texts collected in Maroon (fugitive slave descendant) communities in Minas Gerais - Tabatinga and Milho Verde - to assess the possible presence of African language traces in the current data compared to published papers on the language of those regions. More specifically, the goals of this project were: - to describe the history of these communities, through research in written and oral sources; - to collect texts from different speech genres (narrative, explanations, descriptions, ritual speeches, songs, dialogues, conversations, healing formulas, legends, riddles, proverbs); - to organize a database of historical, linguistic and cultural data on the investigated communities; - to analyse morphosyntactic aspects of the Portuguese oral variant identified in the communities under analysis; - to organize a glossary of terms of African origin used in those of communities.

It is in the highest interest of the Linguistics Department and its Postgraduate Programme to take part in such initiatives, which promote the development of research, the diffusion of knowledge to the broader community and contributes to the formation of new generations of researchers and professors in Brazil.

2.9.2.2 Provide information on the Centers linked to the Faculty. What is their contribution to the Faculty's academic development?

R: The Linguistics Department is organized academically in 16 research groups (cf. 2.7.2.6) and a complementary research center: the Documentation Centre for Historiography of Linguistics (CEDOCH). Similarly to the groups that house shared research projects, the central contribution of CEDOCH is to integrate research at all levels: scientific initiation, Graduate and Postdoctoral. In addition, CEDOCH promotes the organization of collections and databases on the development of the language sciences in Brazil; the investigation of methods and techniques that are appropriate to Historiographical work; the promotion of events and courses, with Brazilian and foreign researchers; the provision of relevant services in its speciality, including through national and international agreements (See also 2.5.8).

2.9.2.3 What is the Faculty's fundraising policy? What are the indicators to measure success?

R: Research funding at USP is administered centrally by the Faculty of Philosophy, Languages and Human Sciences (FFLCH) and, therefore, a fundraising policy is not up to individual departments. As a department of a state funded university, the Department of Linguistics seeks funding only from major research agencies (CAPES, CNPq, FAPESP, CNDTCT, etc.). The main indicator of success in this regard is the number of research projects led by professors who receive financial support from the mentioned agencies. Currently, in the first half of 2015, for example, six projects have received funding from the National Council for Scientific and Technological Development (CNDCT) and other three are funded by the Foundation for the Support of Research in the State of São Paulo (FAPESP). It is also possible that some projects receive support from foreign agencies. For example, professor Elaine Grolla, from the Department, along with Professor Tania Ionin from the University of Illinois, Urbana Champaign (UIUC), coordinate the project entitled "Generic Names Acquisition in Spanish and Brazilian Portuguese", financed by the Lemann Institute for Brazilian Studies, headquartered at UIUC. Similarlyprofessor Luciana Storto, coordinator along with Professor. Patience Epps of the University of Texas, a project funded by the ELDP of SOAS, University of London for her project Documentation of Dâw, a Nadahup Language of Brazil.

2.9.2.4 What is the Faculty's policy regarding support of core activities (publishing books or chapters, papers, patents, other research publications and the creation of public policies)?

R: The Department of Linguistics participates in the core activities listed above in an indirect way. Its policy is to foster the conditions for them to get accomplished. Thus, working with the coordination of the Postgraduate Programmeme, the Department gives material and logistical support for its professors and students to promote and attend scientific meetings; conduct field work; organize exhibitions and actively participate in diffusion activities organized by its several research groups. This support is materialized, in part, by the systematic funding (one per year) of the professors and students to participate in international events. In 2014 alone, twenty-seven conferences, lectures and papers were presented by professors abroad; two books, 7 book chapters, 9 journal papers and 6 papers published in conference proceedings were produced. In addition to the production of the faculty, three graduate students had papaers published in foreign journals (cf. 2.9.1.3). The Graduate Programmeme also provides institutional and financial support to periodical publications by students in areas linked to their research lines; these are the electronic journals Estudos Semióticos and Boletim de Historiografia Brasileira.

2.9.2.5 Provide information on the number and describe the development of post-doctoral and young researchers supported by funding agencies in the period? Comment on the development in regard to the previous period.

R: One of the main actions developed by the Graduate Programmeme in order to strengthen the national postgraduate system and the research and teaching in the country is to receive not only newly graduated doctors, but also professionals already working in other educational and research institutions, some of them with quite consolidated careers, to spend postdoctoral or sabbatical years in the Programmeme. Thus, solidarity and nucleation are for the post-doctoral process one of its most fruitful mechanisms. In the period under review, the Department of Linguistics received, with support from development agencies, the following post-doctoral students:

2008-2010 Alessandro B. de Medeiros, (UFRJ), with Prof. Ana Paula Scher
2009 - 2010 José Roberto do Carmo, (UFRJ), with Prof. Luiz Tatit
2008 - 2010 Luciana Salazar Salgado, with Profa. Norma Discini
2009 - 2010 Mauricio José D`Escragnolle, with Prof. Waldir Beividas
2009 -2010 Márcia Maria Cançado Lima, (UFMG), with Prof Esmeralda Vailati
2011 -2012 Ilza Maria de Oliveira (UFBA), with Prof. Jairo Nunes
2012 -2015 Odair José Moreira da Silva (USP), with Prof. Antonio Vicente

2013 -2015 Julio Willian Barbosa Curvelo (USP), with profª Ana Paula Scher
2014 -2015 Mariana Luz Pessoa de Barros, (USP), with Profª Norma Discini

Besides the regular grants given by FAPESP and CNPq, the Linguistics Programmeme has two permanent grants from PNPD-CAPES and chose to open annual job openings for post-doctoral researchers in search of talents from Brazil and abroad to submit their projects and plan activities, always related to one of the ten lines of research. The job openings are published in September (with full disclosure) and the selection is concluded in October of each year.

2.9.2.6 Analyze the Faculty's post-doctoral activities, or the perspective on implementing it, as well as the impact of post-doctoral scientific publications.

R: The activities of post-doctoral fellows received by the Department are defined in an Annual Plan, prepared by the researcher and his supervisor professor, and approved by the CCP (Programmeme Coordinator Commission) and by the Department´s Council. The guidelines for the organization of this plan are to give priority to research plans proposed by the postdoctoral fellows, but it also contemplates, especially for longer internships, teaching activities (for example, a discipline, given in conjunction with the project´s supervisor, in the Postgraduate Programmeme); guidance for undergraduate research; promotion of events in their research area; participation in diffusion activities promoted by the Department. This set of activities, proposed independently in each individual project, has contributed to the fact that the postdoctoral fellow are effectively integrated into the routine of university life, with significant gains for their continuing education and to the enrichment and diversification of activities in the Department of Linguistics.

From the point of view of sabbatical research years for Department of Linguistics professors, a plan is made to provide the possibility that at least two permanent professors be able to attend sabbatical internships at universities and research institutes of higher education institutions abroad. This action has enabled not only continuous improvement of the quality of the faculty, but also has resulted in the formation of stronger research networks that generate co-authorships, partnerships and bilateral agreements.

The number of sabbatical leaves has been growing steadily since 2007, when only one professor held a postdoctoral internship. This number increased to two in 2008 and four in 2009. In the period between 2010 and 2012, twenty-three out of the thirty post-graduate Programme professors who are supervisors had already made at least one sabbatical internship at a university abroad. In 2014, there were six professors placed in sabbatical internships (three in each of the semesters): Jairo Nunes and Raquel Santana Santos (University of the Basque Country, Spain); Elaine Grolla and Marcelo Ferreira (University of Maryland); Norma Discini (University of Paris-VIII, France) and Cristina Altman (Ibero-American University of Berlin, Germany).

The sabbatical activities have impacted positively on the productivity of the faculty, besides bringing benefits for the whole Department with regard to network internationalization and technical and theoretical improvement. In general, the sabbatical leave corresponds to an increase in the bibliographic production.

2.9.2.7 In addition to research activities, does the Faculty have policies to include post-doctoral and young researchers in Undergraduate and Graduate teaching activities? Comment on the impact of these activities in the post-doctoral scientific publications.

R: As stated in the previous question (2.9.2.4), it is expected that the post-doctoral students actively participate in the activities of the research groups coordinated by their supervisor, like any other student linked to their area of expertise. Under such condition, the post-doctoral student is encouraged to

collaborate in teaching activities of the graduate Programmeme (e.g., a discipline, given in conjunction with the supervisor); supervising undergraduate research; promoting events in their area of research and diffusion courses organized by the Department.

2.9.2.8 Indicate the main scientific meetings organized by the Faculty.

R: The Programme fully supports professor and student activities (the functioning of research groups, centers and laboratories, pedagogical activities, solidarity actions, promotion of events, participation in events, publications etc.). In 2014, the Programme promoted sixteen international events including the Workshop on Morphology and Interpretation and the First Seminar on Control and Finiteness at USP. In addition, it fostered sixteen other events inviting Brazilian linguists.

In 2013, thirty-two public events were promoted, either conducted by the participants of the Programme (professors and students), or by invited guests from Brazil and abroad. Among them, the highlight was the International Congress "100 years with Saussure", which brought together 28 invited experts on linguistics from renowned foreign institutions. The event was funded by CAPES, FAPESP and CNPq.

In 2012, eight international courses were given by recognized experts and the usual (since 2007) monthly and annual events took place: Linguistics Afternoons and FAPS, MiniEnapol and ENAPOL.

Such events, systematically promoted, are fundamental for the consolidation of cooperation activities among participants in the Programme and their colleagues from other national and foreign research institutions, as well as for the dissemination of linguistic studies beyond our borders, providing materials and attracting prospective students from other regions.

2.9.2.9 Is there any initiative to improve and expand the Faculty's Scientific Training for Undergraduate Students.

R: All teachers of the Programme except retirees teach undergraduate students and nearly all have scientific initiation trainees included in their current research groups. The faculty research projects of the Programme involve, whenever possible, undergraduate students with or without grants. Thus, the most talented undergraduates with a talent for research will improve their training aiming for MA and PhD degrees beginning with their undergraduate research internships (PIBIC) and also internships in special USP Programmes (Teaching with Research, Learning with Culture and Extension). All postgraduate level events (lectures, seminars, extension courses, short courses, etc.) are open and have been receiving increasingly larger numbers of undergraduate students, not only those from the Bachelor of Linguistics course, but also from other Languages and Literature courses.

In 2010, the Department had 20 students developing Undergraduate Research projects funded by CNPq, FAPESP, Santander and by the University of São Paulo itself; 29 students in 2011 and in 2012, 26 students. In 2013 and 2014 there were 20 such students.

The production of Scientific Initiation (undergraduate research) finds space for debate in the symposium entitled SIICUSP (International Symposium of Scientific Initiation of the University of São Paulo); at the postgraduate Programme, since ENAPOL (Linguistic Postgraduate Students Meeting) recently created an exclusive panel session for these young researchers; at Mini-ENAPOL; Linguistics Afternoons (with guest researchers from other national research centres), in addition to events especially aimed at the on-going projects in our ten lines of research. Inserted into the daily life activities of researchers, students have been able to develop globally. This development has resulted in the development of good term papers.

Culture and extension

2.10.1.1 What is the Faculty's Culture and Extension policy?

R: The Linguistics Department can be described as a centre producing high quality research in the field of Language Science and with a strong national and international presence that operates at the front line of knowledge production and in close interaction with other research centres. In this manner, the Department is responsible for providing a very solid academic grounding at undergraduate and postgraduate level. The department's policy for Cultural Diffusion and Outreach involves the implementation, maintenance and development of activities directed at divulging knowledge of Linguistics and Semiotics to other national centres which benefit substantially from the activities of the department's members in expanding knowledge advancement in the field. In addition, our Outreach policy also covers the development of interactive practices, not only with the academic community but also with the general public.

Thus, over the period in question, activities performed by department members, which in some cases assume partnership with their students, essentially involve the following lines: offers of public outreach and cultural dissemination courses; intense participation in all tasks relating to the evaluation of academic practices; bibliographic production and participation in academic events in Brazil and abroad which seek to publicize the knowledge produced.

2.10.1.2 Describe the main activities of the Faculty's Culture and Extension programs and projects and how these have developed in the last 5 years.

R: In line with its activities in research and teaching, the Department's public outreach and cultural diffusion activities over the past five years may be described in the following manner: offering of a very significant number of Diffusion and Outreach courses within and outside of USP; advice and consultancy to research development agencies; participation in deliberative councils of scientific associations in the field, both domestic as ABRALIN ("Brazilian Linguists Association), ANPOLL ("National Association for Postgraduate Studies and Research in Languages and Literatures") and GEL (Language Studies Group), and international, as ALFAL (Latin American Linguistics and Philology Association), WOCAL (World Congress on African Linguistics); participation in evaluation committees with development and evaluation agencies such as CAPES (Coordinating Council for the Improvement of Higher Education Personnel); advisory services for journals; participation as active members and leaders of study groups (intra-departmentally and at state level, such as GEL); participation in scientific journals editing, either as members of editorial boards or as peer reviewers; participation in the process of expanding the international presence of our teaching and research centre; organization of national and international scientific events. Such activities combine with others that stimulate civic development through printed and electronic dissemination of scientific knowledge, which is presented in the form of textbooks that circulate in Brazil with the objective of: divulging to the general public the theoretical and operational bases of Linguistics; analysing linguistics as the founding tradition of grammar, text and discourse studies; investigating sign language in terms of categories proper of linguistic studies; describing indigenous and African languages and, in doing so, increasing their legitimacy in language debate forums; participating in media interviews; maintaining the on-line publication of the biannual journal, Estudos Semióticos ("Semiotic Studies"). This list of activities and projects, which will be presented in detail in the subsequent sections, are guided by the conviction that quality outreach and cultural diffusion must be closely linked to scientific research projects.

2.10.1.3 Does the Faculty use indicators to assess the Culture and Extension activities?

R: The third pillar of the university tripod, Cultural Diffusion and Outreach (D&O), is still working to attain the solidity already achieved in teaching and research at the University. The discussion about indicators

for assessing Diffusion and Outreach activities has advanced greatly with the establishment of an explicit policy of valuing D&O implemented in the last two administrations. However, the effects arising from that valuation programme still have to reach and find consolidation not only in the Sectors and sectorial departments, but also the different administrative units of the University entrusted with the evaluation of the Sectors, Departments and Faculties. Our department does not differ from others in this regard, as the scope of the discussions around issues of O&D. is still evolving.

2.10.1.4 Indicate the impact of the Culture and Extension activities performed within the Faculty in terms of effective or potential benefits.

R: Through an array of Diffusion and Outreach activities, the Linguistics Department contributes significantly towards the consolidation of an educational policy on Linguistics, as a basic discipline in courses on Letras (Languages and Literature). Among the educational publications produced by the department, a particular highlight is the collective manual Introdução à Linguística I e II ("Introduction to Linguistics 1 and 2", 2 vols.), as it is a collection adopted at national level for higher education and has been used in teacher training across the country. At the same time, we should also mention a work that lays the foundations of linguistics in a way accessible to the uninitiated reader: Linguística, o que é isso? (Linguistics? What's That?"). This book brings together in the form of articles lessons given by some of the department's professors to a cultural diffusion course held in a cultural centre linked to the Deanery of Cultural Diffusion and Outreach. Other educational products include faculty members' publications aimed at primary school Level 2 in Portuguese language that were approved by PNLD-MEC (Brazilian Ministry of Education's National Educational Books Programme), and educational books intended for people interested for an introduction to textual and discourse studies, all of which have gone through re-editions and reprints over these five years.

In our Department there are, in addition to the courses at the University of São Paulo, courses taught by professors outside the University, at other Brazilian universities and abroad, as well as courses taught at national and international scientific events, such as ABRALIN and ALFAL meetings, thus contributing to the dissemination of knowledge advancement in the area among all audiences participating in these courses.

2.10.1.5 Does the Faculty have a policy designed to encourage valuing culture and extension activities in considering the faculty's activities? Comment.

R: Given the unconditional support from the Department for Diffusion and Outreach activities and the clear commitment of our professors to the dissemination of scientific knowledge produced in its scope (40 courses were offered in the last five years), appreciation for D&O is self-evident in the academic activities performed by the Linguistics Department. Furthermore, the policy of giving proper importance to D&O activities exists in practice, as well as in principle, and, moreover, in the absence of any formalized bureaucracy, since such appreciation still lacks formal procedures to acknowledge these activities, unlike the long-established mechanisms in the area of research.

2.10.2.1 Report the main professional training and continuous education activities, the number of issues and participants (report amounts in the context of fundraising):

a) Specialization Courses

R: Not applicable.

b) Training Courses

R: Not applicable.

c) Updating Courses

R: The Linguistics Department has established a set of norms for cultural diffusion and outreach courses offered by its members: course duration should be about thirty hours; courses should be open to the general public without any restrictions or prerequisites for potential participants (such as only admitting graduates, as some other courses do). A heterogeneous target audience has been chosen in terms of participant's educational level. For these reasons, almost all the courses offered by the Linguistics Department are classified as being "cultural diffusion" courses (rather than "public outreach").

d) Residence Activity

R: Not Applicable

e) Vocational Practice

R: Not applicable

2.10.2.2 What is the importance of and what are the consequences/impact of the Faculty's participation in advising, consulting, and the delivery of specialized services to public and private institutions, scientific entities and other organizations in society? List the agreements and contracts managed by the Faculty in recent years (with scope, timing and amount).

R: The Department has introduced the subject who wishes to think scientifically about language into the principles of linguistic analysis at different levels and in various perspectives, paired with this, the subject who desires to become a reader of texts, who is not just satisfied by mere appearance but who would read texts from all angles. The practices carried out by professors in their advisory, consulting and specialized services to public, private and scientific organizations and other organs of civil society attest this. As an example, we add to the activities already presented in this report, participation in examination panels for M.A. and Ph.D. thesis and qualificação (mid-course progress evaluations): participation is also significant in institutions based outside USP; involvement has been frequent in examination panels at private and public institutions within of the state of São Paulo and further afield. Without doubt, the Linguistics Department's cultural diffusion and public outreach practices speak for themselves.

2.10.2.3 What is the production of the Faculty's faculty in regard to educational activities and dissemination of scientific, artistic, cultural, technical or technological knowledge, reporting the number of issues and participants:

a) Outreach Courses (e.g. workshops, lectures, etc.)

R: In the last five years, the Linguistics Department has offered the following Diffusion and Outreach courses at USP: "Instruments for textual analysis in elementary school" (2011); "Passions in Texts: the Passionate Effect in Different Discourse Fields" (2012); "Latex for Linguists" (2013); "Diversity in Sexual Orientation and Gender Identity - a Multidisciplinary Approach" (2013); "Diversity in Sexual Orientation and Gender Identity - a Multidisciplinary Approach" (2014); "Writing Systems" (2014). Besides these, it is

worth mentioning the on-going outreach course sponsored by the Centro de Estudos Africanos (CEA, "Centre for African Studies"), "Introduction to the Study of Africa", held since 2003 in the first half of each year.

In addition to the above-mentioned courses, we highlight the courses offered by the department outside USP and even overseas such as "Introduction to Distributed Morphology" (2014); "The Argument Grid in Distributed Morphology" (2012); "Introduction to Distributed Morphology" (2011); "Morphology" (2010); "Language Acquisition" (2010); "Fundations of Syntactic Theory and Analysis" (2011); "Syntactic Theory: a Generative Grammar" (2010); "Human Language: From Myth to Science" (2012); "Linguistic Topics Reviewed in the Light of Sign Languages" (2011); "Tensive Semiotics: Basic Principles" (2012); "Poetry and Song: a Semiotic Perspective" (2011); "Del habla al canto. Poetic Semiotic Themes" (2010); "Poetic Semiotics" (2010); "Agreement Triggers for Overt Movement" (2014); "Phi-Specification and A-movement in Portuguese" (2011); "The Minimalist Program and the Control for Movement Theory" (2011); "Special Topics in Formal Linguistics" (2010); "Formal Semantics" (2013); "African Languages" (2013); "The Language Question in Africa" (2013); "African Languages: General Characteristics" (2012); "Seminar on Variable Topic in Variation and Change" (2010); "Project Design Techniques in Historical Linguistics" (2014); "A Course in General Linguistics" (2010); "From Rhetoric of Language to the Discursive Ethos" (2010); "Dominique Maingueneau at USP" (2010); "Theoretical Currents in Western Linguistics" (2012); "Topics in Language Acquisition" (2014); "Phonology" (2011); "Phonology" (2012); "Foundation Course in Historical Linguistics" (2010); "Affection in Psychoanalysis: Theoretical Reflections on Boundaries between Theories of Language and Neuroscience" (2011). Also worthy of note is the series of lectures given by one a professor at the University of Utrecht (2012) and the short course offered by another professor from the department at the University of Edinburgh (2010).

b) Professional Continuing Education

R: Not applicable

c) Projects directed to basic education

R: Two experiments, one with indigenous peoples and the other with public school teachers are worth mentioning in this item. Professors from the Department are producing in partnership with students, material support to Karitiana school, local indigenous people from Rondônia (a state in the Amazon region). This educational material is funded by the Norwegian Rainforest Foundation), which aims to teach students to read and write in their mother tongue: Storto L. 1996. Guide to Learning Support on Karitiana Spelling. 103 pages. Manuscript. Delivered in multiple copies in 1996 and in subsequent years, in 2012 the material was revised to include new phonetic fonts and 20 bound copies were delivered to the principal of Karitiana school, João Batista Karitiana.
Other materials produced by the team in order to make the Karitiana school instrumental were: in 2007 the development of teaching materials for the Karitiana indigenous school along with Ana Muller and postgraduate and undergraduate students from the Department of Linguistics, dissemination of the research conducted at USP about the language; development of teaching materials for the Karitiana Indigenous school with Ana Muller and Andrea Marques. Traditional narrative of the male initiation ritual "Osiip", delivered to the school principal João Batista Karitiana in July 2012; in 2013 and 2014, the development of a lexical (Flex) and textual (Elan) database as a result of a pilot Daw language and culture documentation project (indigenous people resident in São Gabriel da Cachoeira, Amazon), funded by the Endangered Language Documentation Project the SOAS, University of London. Team Members: Patience Epps (University of Texas), Luciana Storto, Jessica Costa and Wallace Andrade (USP)). The student of Scientific Initiation Clariana Assisi (USP) created the lexical database in Flex software, and fed it with project data. The project was executed with the help of five speakers of the language who have been trained in using the linguistic analysis software and recording equipment. They typed and translated the stories using ELAN software. The base was printed and given to the community.
Another important experiment is being led by a professor of the Department into developing research in

Brazilian Sign Language (Libras). In the last few years he has been working with the Pedagogical Coordination of Early Childhood Education School Dora Ramos Gonçalves in the city of Piracaia (São Paulo state), organizing courses and procedures aimed at stimulating children with disabilities (autism spectrum disorders and deafness) in the use of language. He also established a partnership with the Speech Therapy course of the Medical Sciences Faculty of Santa Casa de São Paulo (FCMSCSP) for customer service, using LIBRAS, of individuals from the deaf community with language disorders.

d) Exhibitions and fairs

R: There were no direct participations during in this period.

e) Texts, teaching material or other products directed to the community.

R: Teaching material already mentioned in previous sections is now presented:

- "Linguistics? What's that?". Work directed at the general public, which unites work of our professors - each writing about his or her study area (Sao Paulo: Contexto, 2013);

- "Introduction to Linguistics - theoretical objects" (São Paulo: Contexto, 2003; new editions and reprints over these five years).

-"Introduction to Linguistics - principles of analysis " (São Paulo: Contexto, 2003; new editions and reprints over the last five years).

- "Communication in texts" (São Paulo: Contexto, 2010 - reprints over these five years).

- "Perspective in Portuguese-language elementary school (São Paulo: Editora do Brasil, 2010 - new issues over the period in question).

The agreement between USP and the Federal University of Santa Catarina for the first ever course in Language and Literature-LIBRAS (Brazilian Sign Language), in which the Department participated actively, ended in 2011 and had created the need to produce specific teaching materials. A professor of the Department was responsible for producing material for the two course modules: "Introduction to Linguistic Studies" and "Semantics and Pragmatics" (the latter being co-authored). This material continued to be used in a second distance-learning course. Since then, in-class Language and Literature-LIBRAS courses that have been opened at various colleges continue to use the educational material prepared for the first course.

The publication of a bilingual edition on Rui Barbosa to celebrate the tenth anniversary of the Chair of Brazilian Studies "Rui Barbosa" at the University of Leiden is also worth mentioning:

- " Rui Barbosa's Replica and the Emergence of a Brazilian Grammar". In M.Wiesenbron and M. Nagle (eds.): Rui Barbosa: A Multifaceted personality, 87-94. FUNAG 2012.

- "Rui Barbosa's Réplica and the Emergence of a Brazilian Grammar". In M. Wiesenbron e M. Nagle (orgs.): Rui Barbosa: Uma personalidade Multifacetada/a Multifaceted Personality, 183-192. FUNAG, 2012.

We should also highlight the work of our faculty in the media as a means of dissemination of produced knowledge, such as: History of Linguistics: Saussure 2011; an interview with UNIVESP TV. Virtual University of São Paulo; Linguistics, 2011 interview with the newspaper O Estado de São Paulo, published on October 30; General principles of Linguistics, 2011. Recorded program on Pe Anchieta Foundation, Cultura TV for UNIVESP; Virtual University of São Paulo, aired on November 22,

http://youtu.be/ndv6mSyXbZ4

2.10.2.4 What is the participation of Graduate and Undergraduate students in the Faculty's extension programs?

R: Our students collaborate actively in the organization of scientific events; they are also participants in most of the above mentioned diffusion courses, acting as course teachers, in partnership with the professors responsible for the course and under their supervision.

2.10.2.5 Report on the culture and extension centers linked to the Faculty and their contribution to academic development.

R: In addition to its research activities, the Centre for Linguistic Historiography Documentation (CEDOCH, in Portuguese), a subsidiary unit of the Linguistics Department, regularly promotes cultural diffusion and outreach activities. [See 2.5.8]

Internationalization

2.11.1 Analyze the internationalization of core activities and its impact on the Faculty's performance in the last 5 years.

R: The Department's efforts in terms of international affairs have been very important in the evaluation of its Graduate Program by CAPES (a federal agency, which has assigned the maximum grade to the program for 14 years). Internationalization has received special attention from the Department, in line with the general project of the University. There has been a systematic policy of supporting activities that emphasize academic agreements with renowned foreign universities. Such partnerships offer and foster possibilities for graduate students to do part of their Ph.D. at universities abroad, as well as for professors to do post-doctoral research as visiting scholars in top universities. In addition to having formally established a significant number of cooperation agreements with foreign universities, the Department stands out based on the high number of conference presentations and publications abroad, not just by their professors, but also by their students. The Department has also strongly supported visits of professors from foreign universities. This strategy has allowed a constant update of our professors and students, and has also helped disseminate the research developed here. Below, the numbers indicate how many instances of partnership or visits were accomplished in 2010; 2011; 2012; 2013; and 2014, respectively.
International agreements: 8; 9; 8; 11; 10.
Outgoing academic visitors: 1; 1; 5; 6; 4.
Incoming academic visitors: 4; 2; 4; 7; 4
Courses taught by visiting scholars at DL-USP: 6; 4; 0; 4; 5.
Courses taught by Brazilian visiting scholars abroad: 2; 3.
Lectures by visiting professors at DL-USP: 26; 18; 11; 25; 8.
Graduate courses taught abroad: 2 (2013);
Conference talks and lectures abroad: 54; 60; 40; 49; 27.
Books published abroad: 2; 1; 1; 0; 2.
Articles in international journals: 7; 4; 8; 7; 9.
Articles in Proceedings: 0; 5; 2; 4; 6.
Book chapters published abroad: 9; 4; 7; 4; 5.
Abstracts published abroad: 7; 10.
Visiting scholars abroad (post-doctoral program): 4; 3; 3; 3; 6.
Workshops and international seminars: 0; 4; 0; 0; 3.
Participation in examining boards abroad: 3; 8; 2; 1; 5.

International conferences organized: one in 2014; .
Co-supervision of foreign doctoral students: 1; 3; 6; 1; 1.

Student body:
Doctoral "Sandwich" exchange: 10; 12; 8; 11; 7.
Masters "Sandwich" exchange: 0; 0; 1; 1; 1.
Dual degree (international Ph.D. supervision): 0; 0; 0; 2; 1.
Paper presentations in conferences abroad: 10; 10; 30; 45 23.
Paper publications: 0; 0 0; 8; 3.

2.11.2 Indicate and analyze the student, faculty and administrative modalities.

R: (a) Among students, the main international activities are:
(i) Doctoral "Sandwich" scholarships: on average, 12 students go to foreign universities yearly, usually for a 12-month period, but sometimes for 18 months (when the program is funded by bilateral agreements);
(ii) participation in international conferences, with airfares and accommodation funded by the Graduate program and the Department;
(iii) workshops and paper evaluations by foreign visitors accredited in the Program;
(iv) Since the Federal program Ciência sem Fronteiras ("Science without Borders") did not include the area of Humanities, in 2012 and 2013 USP awarded 100 scholarships to FFLCH undergraduate students (for 6-month internships in foreign universities).

(b) For faculty, the main international activities are:
(i) An average 9 International Partnerships per year, through which research programs are developed by visiting scholars from foreign universities at DL-USP, as well as by DL-USP professors that travel abroad. In both cases, workshops and lectures are organized, as well as collaborations on thesis and dissertation assessment and supervision;
(ii) Post-doctoral scholarships: Considering the number of professors in the Department, usually 2 to 3 take a leave to go to a foreign university as a visiting scholar (sometimes 3 professors per semester, therefore 6 within a year). Such internships have been very important in order to establish continuous research collaborations;
(iii) Short-term visits, usually provided in bilateral agreements, with resources from funding agencies. Usually, such visits entail lectures, mini-courses and seminars in the universities affiliated to the agreement.
(iv) Participation in many international conferences, which also lead to partnerships and future agreements. They are usually funded by several agencies and, when this is not possible, by the Department and the Graduate Program;
(v) International publications, both individually and in collaboration with foreign researchers;

(c) Regarding the administrative segment, international visits usually aren't planned and started by the Department itself, without the initiative of a particular professor - since USP does not provide budget for this type of activity. The Department, through its representative in CCInt ("Centre for International Cooperation"), has advocated the creation of a Book of Guidelines that intend to help professors in international visits to act as "USP Ambassadors", in fostering new agreements and establish international collaborations.

2.11.3 Identify the repercussions of international initiatives (workshops, missions, the involvement of students and professors in national and international scholarly exchanges, agreements).

R: In addition to the information provided above, here's a list (with numbers) of the international developments and activities in which the Department has been involved in the five-year period being

reviewed:
- an average of 9 agreements maintained over the period;
- 37 academic long or short-term visits foreign researchers at DL-USP and DL researchers abroad;
- 24 short courses, 19 taught by foreign professors at DL and 5 by our professors in foreign universities;
- 2 graduate courses taught by DL professors in foreign universities;
- 88 lectures by foreign researchers at DL;
- 230 lectures and talks given by DL professors in conferences and other events abroad;
- 6 books published abroad in partnership with foreign researchers;
- 35 articles published in international scientific journals;
- 17 articles published in Proceedings of international conferences;
- 29 book chapters published abroad;
- 17 abstracts at international conferences;
- 19 post-doctoral internships in foreign universities;
- 7 international workshops and seminars at the Department;
- 2 International conferences at the Department;
- 12 joint-supervisions of foreign students' PhD dissertations.
These figures largely illustrate the strong commitment of the Department of Linguistics and its Graduate Program to achieve significant results in its international initiatives and maintain the maximum grade in the tri-annual assessment by CAPES.

2.11.4 Identify international strategies.

R: The strategies to foster international cooperation are as follows:
(a) invitation of foreign professors to give lectures, teach short courses, and participate in workshops at DL-USP. In such events, DL-USP and foreign professors usually end up designing agreements and collaboration projects;
(b) invitation of foreign professors to participate in national and international conferences at USP (e.g., in 2013, 20 international researchers from France, Belgium, US, UK and Argentina were invited to the International Conference in honour of the 100th anniversary of Ferdinand de Saussure's death). As an outcome of the conference, a 2-volume book was published, one volume in Portuguese, containing the lectures of national researchers, and one volume in other languages (French, English and Spanish), containing the international presentations. Since these books were edited in collaboration between professors from DL-USP and a foreign institution, the publication is particularly significant in the Department production;
(c) the continuous presence of DL-USP professors in post-doctoral programs in renowned universities abroad;
(d) the participation of professors and students in international conferences, funded by different agencies, but also by the Department (one per year per professor), according to its financial possibilities, and by the Graduate Program (Proex-CAPES);
(e) encouragement to publish articles and chapters in foreign journals and books, for which the department is prepared to cover possible outlay on translation when the product has been accepted by the editorial commission.
(f) a present, the Internationalization Commission is studying an initiative to make researchers engaged in post-doctoral work and/or on working missions of short duration into USP Ambassadors. To this end, a list of procedural instructions is being prepared, in order that scholars may maximize their stay abroad to consolidate existing partnerships, as well as generating new international collaborations.
(g) since 2012, in response to USP's policy regarding incentives for undergraduates to undertake study exchanges abroad, the Department has encouraged its students to prepare their curriculum, projects and study plans abroad in such a way as to be able to obtain any grants or scholarships that may be made available by the Department in biannual announcements.

2.11.5 Identify the main management and infrastructure demands related to meeting the

Faculty's internationalization strategies.

R: In terms of initiatives concerning administration and infrastructure, the main demands are as follows:
(a) The urgent hiring of new faculty member, especially in view of recent retirements. There are currently 5 professors that can retire, with no indication from the administration that the university will resume hiring. If the number of department professors keep lowering, it will soon become very difficult to continue encouraging international internships (in the form of post-doctoral research visits or short-term visits in universities abroad). Evidently, with fewer professors, the workload is heavier for those that remain in the department;
(b) Need for infrastructure renovations, with the addition of at least two office rooms destined to foreign researchers visiting the Department. Currently, visitors "wander" from office to office, depending on the presence of other professors and on desk-sharing possibilities;
(c) The university should build accommodation places on campus in order to avoid all the work regarding hotel reservations, price negotiations and the continuous risk of lack of available rooms at affordable prices. Besides, it takes constant care to host a foreign visitor in a huge city like São Paulo, where traffic lengthens the distances. Such facts are important in welcoming a visiting scholar at the university, and the institution should provide the conditions to facilitate such visits.

INSTITUTIONAL PLAN (GOALS AND ACTIONS)

Institutional Plan (Goals and Actions)

3.1.1 Relate and comment on the primary goals and actions proposed by the Faculty for the medium and long terms (5 and 10 years) concerning:

a) Management;

R: The Linguistics Department is an education and research unit, not just an administrative body within the Faculty. For the fifth consecutive triennial assessment, our postgraduate program received the highest grade according to CAPES (Coordenação para o Aperfeiçoamento de Pessoas de Nível Superior "Coordinating Council for the Improvement of Persons with Higher Education"); almost all professors in the department have undertaken periods of postdoctoral research; they participate in research groups in Brazil and abroad, teach classes at undergraduate and postgraduate levels, promote extracurricular activities, publish in renowned journals and share administrative duties.

Generally speaking, the Department aims to maintain the standards of excellence attained and expand gradually into new areas of research. However, achieving both of these goals depends on a more positive attitude from the University's relevant Human Resources authorities. As much as new technologies enhance the innovation on language research, it is the researchers' motivation that pushes, expands and innovates it.

Given that five professors will retire within the next two calendar years, the Department has defined its primary objectives at the administrative level as:
1. maintaining the current number of professors in the Department (24) and seeking the creation of at least one additional position;
2. training technicians with undergraduate degrees as assistants for the LIBRAS-EAD (Distance Education in Brazilian Sign Language) course;
3. consolidating criteria and defining specific indicators for assessing and monitoring faculty and employees' activities.

Actions:
1. pursuing the automatic filling of vacancies resulting from retirements by requesting the opening of a new positions;
2. informing the administration and the Deanery of Undergraduate Studies that the department needs to

hire at least two technicians with undergraduate degrees as assistants of the LIBRAS-EAD (Distance Education on Brazilian Sign Language) course;
3. promoting the creation of departmental work groups for discussion, review and establishment of performance criteria and indicators;
4. defining procedures for recording these indicators;
5. engaging in discussions with the Comitê Especial de Regimes de Trabalho (CERT, "Special Committee on Working Procedures") on the need to calibrate the academic productivity assessment criteria.

b) Infrastructure;

R: Although the infrastructure of the Language and Literature building has considerably improved in recent years (we currently have, as already mentioned, classrooms equipped with data projectors, air conditioners, Multimedia Labs), the lack of adequate physical space to house research group's activities is still a problem. In addition to this, in 2013 the Reitoria (University President's Office) suspended the projects for renovating the Linguistics Department's laboratories that now occupy the basement of the Prédio de Letras ("Language and Literature Building"). As a result, the current situation is as follows: old professorial offices in the basement have been dismantled; professors are currently accommodated in an improvised way in already crowded rooms, or in the administrative offices; rubble piled in the basement awaiting the refitting to resume.

Therefore, there is an urgent need to distribute the available spaces, so as not to jeopardize the progress of research and also in order to accommodate those professors currently left without offices as well as possible. It should also be mentioned that the Linguistics Department, along with all other Letras ("Language and Literature") departments, shares the LAPEL facilities (Laboratório de Apoio à Pesquisa e ao Ensino de Letras, "Laboratory for the Support of Research and Teaching in Languages and Literatures": technical support for I.T. and teaching aids), which require not only periodic maintenance, but also technicians to operate it. It is also our responsibility to manage these facilities.

In view of this situation, the department has defined, as infrastructure-related goals:
1. the provision of an exclusive space for the LIBRAS (Brazilian Sign Language) laboratory;
2. the provision of an exclusive space for the Phonetics Laboratory;
3. the provision of a study room for postgraduate students;
4. redefining the use of the Department's office space, meeting the demand for more faculty offices;
5. collaboration for proper maintenance of the LAPEL services.

Actions:
1. remove rubble from rooms 6, 7, 8 and 9 at the Language and Literature Building basement; equip the LIBRAS (Brazilian Sign Language) and Phonetics Laboratories and acquire the necessary furniture.
2. reorganize the Department's office space;
3. strive to convince the "Language and Literature Interdepartmental Commission" (CILe, Comissão Interdepartamental em Letras) to hire more academic interns for LAPEL, as well as for maintenance and repair services of its equipment.

c) Technical and administrative employees;

R: It is desirable that the Department develop a system for its next work cycle that will foster improvement and continuous assessment of its employees. This system should be independent of career progression processes and more in line with the standards of excellence already achieved by its faculty and student bodies. Thus, the Department's goals in relation to the technical and administrative employees are:
1. Implementation of a continuous self-assessment process;
2. Establishment of criteria and performance indicators, as well as the necessary procedures for its implementation and monitoring;
3. Redefinition of tasks and office routines.

Actions:
1. Hold biannual meetings with employees to define evaluation criteria and performance indicators, as well as the procedures for implementing and recording such indices;
2. Request that the "School of Humanities" (Faculdade de Filosofia, Letras e Ciências Humansas, FFLCH) allow greater autonomy in choosing employees training courses;
3. Create routines allowing the qualification of tasks and office procedures relating to: assisting the general public; assisting professors and students; routine tasks; care for property; handling, storage and archiving the Department's documentation.

d) Faculty;

R: The department considers it to have been extremely negative to its goals that a professor who retired in 2014 has not yet been replaced, and, moreover, that another professor will retire in 2015 and that three other professors are expected to retire in 2016. In the very short term, in line with the Department's management goals, the Department must therefore prioritize the preservation of its faculty members, both in quantitative and qualitative terms. In the short and medium terms, the Department must insist on the necessity to open one more professorial position, either for undergraduate licenciatura courses (those involving aspects relating to teacher training), or for some other course, that would allow current professors to move to new research areas.

At the same time, in addition to seeking to preserve the number of professors over the period 2010-2014 (24), over the next work cycle, the Department should persist with the policies of improvement, retraining and upgrading faculty members through post-doctoral and research positions abroad. Thus, the following measures are essential to maintain the adequate performance of the Department's core activities:
1. The immediate replacement of retirees from 2014 and 2015 and the appointment of at least one more professor in the shortest period of time;
2. Sending at least two professors per semester on post-doctoral or research postings abroad;
3. Observance of criteria and indicators of excellence in teaching, research and (public) outreach activities.

Actions:
1. Pursue automatic filling of vacancies resulting from retirements and reiterate to the relevant authorities the need for appointing at least one more professor;
2. Promote studies of the impact that impending retirements will have on teaching and research activities in order to guarantee the optimal ratio of students per class achieved in recent years and seek to maintain granting academic leave to at least two professors per semester;
3. Draw up a schedule for academic leave over the next four years in order to meet the Department's goals.

e) Teaching and learning processes;

R: Teaching and learning processes, as emphasized in previous sections, have benefited enormously from the audio-visual equipment recently installed in the classrooms. Certainly these resources will be optimized with the provision, already underway, of Internet access, which will further expand the diversification of teaching strategies in the classroom. These are unquestionable benefits.

Yet the Department's goals regarding the teaching and learning preferred processes rely more on the need for revision and expansion of content rather than form, notably in regard to the basic training in Linguistics of all Language and Literature students, which is one of the Department's missions. The professors' integration through shared planning of the Foundation Year subjects amplifies the central importance of this option. Thus, our goals in relation to teaching and learning processes are:
1. Content revision and assessment processes of the Introduction to General Linguistics I and I.G.L. II

courses;
2. Updating the didactic material used by professors teaching the courses Introduction to General Linguistics I and II;

Actions:
1. Promote, through the coordination of the Introduction to General Linguistics I and II courses, the development of work groups for revision, discussion and establishment of its contents and the textbooks and teaching materials to be adopted by all the professors teaching the courses;
2. Promote with the "Course Coordination Commission" (CoC, Comissão de Coordenação de Cursos) a discussion on the development of monitoring instruments for these actions.

f) Student body;

R: As we have seen in previous periods, the academic performance in the courses of the Foundation Year has a decisive impact on students' choice of Major Subject. The Department remains interested in attracting young talent in order to introduce them in its research groups, thus consolidating the integration into research conducted in the undergraduate and postgraduate levels. Although our curriculum is quite comprehensive and consistent with the desired profile, we would like to offer elective courses, allowing students to come into contact with recent theoretical and specialized developments (a current trend, for example is the dialogue between linguistics and neuroscience) or with the multilingualism in Brazil, through subjects aimed, for example, at learning, research and documentation of Brazilian Indigenous and African languages.
        Our goals concerning the student body are:
1. the gradual expansion of undergraduate education through elective courses and through extracurricular activities directed towards new areas of research.

Actions:
1. Provide at least one elective course proposing the interdisciplinary dialogue between Linguistics and sciences from other fields, such as Cognitive Linguistics, Computational Language Processing, Biolinguistics, Forensic Linguistics, among others;
2. Stimulate the students who organize the meetings known as Tardes de Linguística ("Linguistics Afternoons") and Linguística com pipoca ("Linguistics with popcorn") to invite researchers working on issues in the aforementioned areas in order to facilitate their dissemination.

g) Undergraduate Program;

R: In addition to expanding new research areas, it is important that the Undergraduate degree in Linguistics formalize contacts with subjects with which a tradition of dialogue already exists, e.g., Speech/Language Pathology and Audiology and Philosophy. One of the initiatives taken during the period 2010-2014 was to ask these courses to reserve places for Linguistics students. In this sense, it is also desirable to extend our dialogue with Social Sciences and History courses.
Also in relation to the offering of undergraduate courses, it must be acknowledged that it has been difficult to achieve the Department historical goals fully relating to:
(i) offering a larger number of elective courses (allowing greater curriculum flexibility); (ii) implementation of the licenciatura (Teacher Training) courses (a demand already stated on other occasions). Indeed, one of the goals set for the previous period was the offering of a course on "Linguistics in Primary Education". Although the request for a professorial position specifically for this purpose has been repeatedly emphasized, another work cycle has closed without our achieving it. The competent authority's unwillingness to open this position once again prevented the Linguistics Major from contributing to the training of teachers in this area.
Still in regard to the undergraduate level, it will be necessary to closely watch University policies on alternative forms of admission and the so-called affirmative action during the next work cycle. It is

desirable that we create instruments for monitoring and assessing the impact that these measures will have over time on our student body profile.

Thus, our goals relating to the undergraduate program for the next four years are:

1. Offering at least two elective courses per semester, in both timetabled periods (morning and evening);
2. Expanding the interdisciplinary dialogue between the students taking the Bachelor degree in Linguistics and students of other courses, notably Anthropology, Sociology and History;
3. Offering the Teacher Training course "Linguistics in Primary Education";
4. Increasing places offered for LIBRAS-EAD (Distance Education on Brazilian Sign Language) course;
5. Encouraging faculty and students to practice continued self-assessment, not only with regard to Foundation Year courses but also evaluating the content and methodologies of required courses on the Linguistics curriculum.

Actions:

1. Distribute classes' workload in such a way that professors can alternate between offering postgraduate courses and elective ones;
2. Request the appropriate authorities open the Teacher Training professorial position and hire technical assistants for the LIBRAS-EAD course, which are sine qua non conditions for achieving goals 3 and 4;
3. Promote development of instruments capable of mapping and assessing the impact of inclusion policies over time on our student body profile.

h) Graduate Program;

R: In view of the excellent results obtained by the Program in previous assessments, both from the Permanent Assessment Commission and CAPES, our main postgraduate goal is to maintain the achieved level of excellence.

The program also aims to increase its international visibility and enable greater mobility of foreign students and agreements. In this sense, the Department is currently discussing the creation of postgraduate courses taught in a foreign language. Two foreign languages are included: English and French. The choice of these languages is due to their international status, as well as to agreements already signed by the program with foreign research centres.

Besides the emphasis on international dialogue, the Department also includes among its postgraduate goals, the development of policies aiming at inclusion of ethnic, social and linguistic minorities in the scientific knowledge process. The challenge here is to contribute to the desired social changes without compromising its current performance standards.

Therefore, our goals regarding the Postgraduate program are:

1. Maintaining the level of excellence achieved in recent CAPES assessments;
2. Increasing the enrolment of foreign students;
3. Increasing the reception of students from other regions of the country;
4. Developing affirmative action policies allowing the ideal inclusion of students of all populations, so as to enable the transmission and maintenance of the achieved cultural assets and promotion of desired social changes.

Actions:

1. Ensure (through institutional support) that professors comply with the Department's accreditation and re-accreditation requirements;
2. Create courses in foreign languages and translate all their contents into the teaching language, including the syllabus, bibliography and (optionally) papers submitted by the students;
3. Establish procedures facilitating the admission of foreign students, such as the end of the compulsory foreign language examination for candidates from English or French speaking countries, and the Portuguese exam at the moment of admission, if the programme supervisor accepts to communicate with the candidate in another language;
4. Establishing videoconference links as a preferred mode of admissions selection of such students, especially at the project argumentation phase. Such a decision should also benefit candidates from other

regions of Brazil;
5. Promoting work groups to formulate indicators and criteria for admission and the maintenance of ethnic, social and linguistic minorities in the postgraduate programme.

i) Research;

R: The Linguistics Department may be characterized in terms of the range of its activities, its quest for integration between undergraduate and postgraduate studies and its solid cooperation with other research centres in Brazil and abroad. Emphasis is again placed on our strong commitment to supporting research included in the contemporary debate on language science development and the production of materials aimed at improving language teaching in Brazil, especially in public schools. In addition to seeking to maintain the current standards on research productivity, the Department will continue to encourage new students as well as their inclusion in the available research groups. In this regard, it is also desirable to seek the inclusion of postdoctoral students, especially those coming from other institutions. A large part our productivity is doubtless the result of this integration.

Thus, the Department's goals with regard to research are:
1. increasing the number of undergraduate research students, with or without scholarships, so that there is at least one undergraduate researcher per professor;
2. maintaining the quality of scientific production;
3. expanding enrolment of post-doctoral students from other regions of the country.

Actions
1. including as a criterion for measuring undergraduate professor productivity the acceptance of at least one undergraduate research student per year;
2. promoting regular publication by professors and students in peer-reviewed journals and in books edited by publishers of recognized academic prestige;
3. promoting the admission of junior researchers from across the country to postdoctoral and research posts not only through the Department's website, but also through scientific meetings, email lists, scholarly exchanges and academic visits;
4. promoting employees' technical support on the management of research projects.

j) Culture and extension;

R: Our efforts towards Culture Diffusion and Public Outreach and have been directed at the implementation, maintenance and development of activities for the dissemination of science with other Brazilian centres, which greatly benefit from the innovative character of our professors' work. Additionally, our policy aims at developing interactive practices not only with the academic community, but also with the general public. In addition to continue to promote these actions, the next four years of work should also focus on criteria and performance indicators for public outreach and culture diffusion activities, similar to what is being done in teaching and research.

Therefore, our goals concerning cultural diffusion and public outreach are:
1. the creation of new courses aimed at a non-academic audiences;
2. the expansion of partnerships with other institutions in the country, notably public ones;
3. the promotion of activities attracting high school students;
4. the development of criteria and quality indicators in cultural diffusion and public outreach.

Actions
1. promote specialized training courses, develop didactic material and encourage applied research;
2. promote the publication of university guidebooks and works of scientific dissemination, either collectively or co-authored;
3. promote artistic events, similar to what has been done in research;
4. participate in events aimed at high school students, as the Feira do Estudante ("Student Fair) or the

Feira das Profissões ("Careers Fair").

k) Internationalization.

R: The orientation towards internationalization, as it has turned out, permeates all dimensions of the Department: faculty members and the student body, undergraduate, postgraduate and research activities. This includes the participation of our professors in courses, lectures and other educational activities abroad, as well as invitations to foreign professors for courses, lectures and workshops in events organized by the Department. For the next four years, the Department will take another step in that direction, seeking to attract students from abroad and offering disciplines in English and French.
      Goal:
1. Stimulating the interaction with the international scientific community.

Actions
1. promoting academic visits by international professors and the organization of international meetings;
2. promoting the consolidation of already signed agreements with foreign universities and at the same time, seek to establish new agreements with institutions providing work assignments and professors and students exchanges;
3. translating all pages of the Linguistics Department website into English and French and keeping them updated;
4. increasing even further the internationalization in research produced by the Department's faculty, ensuring the maintenance of the high number of international publications observed in recent years.

3.2 Explain the main indicators to be used for monitoring goals and actions proposed by the Faculty.

R: The first indicator is the ratio between the number of students and number of professors at all levels, and in both periods: morning and night. Our actions related to infrastructure, teaching and research all levels aim at motivating our students, whether they are pursuing a major in Linguistics, an academic career as a professor/researcher, or new applications in different areas. Maintaining 20 classrooms of 50 students in the Foundation Year Course and, at the same time, increasing the number of enrolled students (both Brazilian and foreign) in the undergraduate, post-graduate and post-doctorate programs will be a good monitoring measure of our actions. Accordingly, the number of professors working in the undergraduate and post-graduate programs under the RDIDP regime (full commitment to the academic activities), as well as the number of qualified technicians is the second most important indicator of our actions, since most of the actions planned for management requires the investment in human resources. Although the success measures of this indicator do not depend solely on the Department's actions, to maintain or not the size of the faculty in 2014 (24 RDIDP (Regime de dedicação de integral a docência e pesquisa, "Full-Time Contract Teaching and Research") professors) is crucial to achieve the established goals and actions.
The third main indicator is the range of disciplines offered in both undergraduate and post-graduate programs. In the first case, it's a question of expanding the variety of elective courses to be offered to undergraduate students, as well as slots in other courses. In regard to the post-graduate program, it's a question of offering courses in other languages. The final main indicator is the level of excellence as set forth in our Language and Literature and Linguistics area document at CAPES. Therefore, in accordance with to what has been stated in items 2.5.3 and 2.9.1.4, the major vectors upon which we guide our performance as professors will be: the research quality; the articulation between research and teaching activities; the promotion of public outreach and cultural diffusion and the participation in management duties. Thus, the most valued publications will be of level 1, especially books, chapters and journal articles; national and international integration projects will be well valued too; research groups whose components are from undergraduate and postgraduate schools will be preferable; research groups participating in scientific meetings (or promoting them), and national or international exchanges will be

well evaluated. Also, initiatives towards developing educational proposals in new application areas will be highly valued; initiatives contributing to improving public school level will be equally valued. Finally, all faculty members are expected to contribute to at least one management activity. Being the department head, a course coordinator or a commission president will be more valued.

OTHER COMMENTS

Other comments and final considerations regarding the Faculty's 2010-2014 Institutional Assessment

R: Overall, the Linguistics Department's assessment of its own performance in the period 2010-2014 is highly positive. As highlighted previously, our main goal is to preserve the achieved standards of excellence and, at the same time, gradually expand into new teaching and research areas. However, it must be said that all of this depend on a more positive investment on the part of the competent authorities in human resources. No matter how much new technologies improve the innovation in research on language, it is the researchers' motivation that will drive, enhance and innovate it.