

**STATEMENT OF GOALS**

**DEPARTMENT OF LINGUISTICS**

**2015-2019**

**SÃO PAULO**

## • Management

The Department of Linguistics 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; virtually all professors are postdoctoral fellows; they participate in research groups both within Brazil and abroad; teach classes at undergraduate and postgraduate level, promote extension activities, contribute to recognized publications and share management activities.

The Department's general aims are to preserve its standard of excellence and expand gradually into new areas of teaching and research. However, all of these objectives depend on a more positive attitude from the University's human resources authorities. As much as new technologies enhance the innovation on language research, it is the researchers' motivation that drives its expansion and innovation.

Therefore, in view of 5 upcoming retirements over the next two years, the Department of Linguistics defines as its primary management goals:

1. preserve the current number of professors in the Department, 24, and claim for the opening of at least one more vacancy;
2. the education and training of graduate technicians as assistants of the LIBRAS-EAD (Distance Education in Brazilian Sign Language) discipline;
3. consolidation of criteria and specific indicators for assessing and monitoring faculty members and administrative staffs' activities.

### **Actions:**

1. pursue the automatic filling of vacancies resulting from retirements by requesting the opening of a professor vacancy;
2. reiterate with the administration and with the Graduate Pro-Rectorate the need to hire at least two technicians with undergraduate degree as assistants of the LIBRAS-EAD course (Distance Education in Brazilian Sign Language);
3. promote the formation of intradepartmental work groups for discussion, review and establishment of performance criteria and indicators;
4. define procedures for recording these indicators;
5. engage in discussions with the Special Committee on Working Procedures (CERT) on the need to adjust the academic productivity assessment criteria.

## • Infrastructure

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 an adequate space to house research group's activities is still a problem. In addition to this, in 2013 the Rectory suspended the renovation projects of the Department of Linguistics laboratories that now occupy the Language and Literature building basement. As a result, the current situation is: the professors' old offices in the basement are dismantled; the professors are currently accommodated in an improvised way in already crowded rooms, or in the administrative offices; the basement is occupied by rubble awaiting the resumption of the refit.

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 the professors without rooms as well as possible. It should also be mentioned that the Linguistics Department, along with all other Language and Literature departments, shares the LAPEL facilities, which require not only periodic maintenance, but also technicians to operate it. It is also our responsibility to watch over these facilities.

We define, in this way, 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 office space, meeting the demand for more faculty offices;
5. collaboration for proper maintenance of the LAPEL services.

### **Actions:**

1. remove rubble from the 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 needed furniture.
2. reorganize the Department office space;
3. make efforts at the Language and Literature Interdepartmental Commission (CILE) in order to hire academic interns for the LAPEL, as well as maintenance and repair services of its equipment.

## **Technical and Administrative Staff**

It is desirable that the Department promotes, for the next work cycle, a system to foster improvement and continuous assessment of its employees, despite the career progression processes and more compatible with the standards of excellence already achieved by its faculty and student body. Thus, the Department's goals in relation to the technical and administrative employees are the following:

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 criteria and performance indicators, as well as the procedures for its implementation and recording;
2. Pledge the Unit for greater autonomy in choosing employees training courses;
3. Create routines allowing the qualification of tasks and office procedures relating to: assistance to the general public; assistance to professors and students; routine tasks; care for the property; handling, storage and archiving the Department's documentation.

## **• Teaching staff**

The Department of Linguistics considers the fact that a professor who retired in 2014 has not been replaced, and the imminent compulsory retirement of another professor in 2015, as well as the prospective retirement of three others professors in 2016, a huge negative impact on its stated goals. In the very short term, in line with its management goals, the Department must thus prioritize the maintenance of its faculty numbers, both in quantitative and qualitative terms. In the short and medium term, the Department will insist on the necessity of opening one more professorial vacancy,

either to hire a professor for undergraduate courses, or to allow current professors to move into new research areas.

At the same time, in addition to seeking to preserve the number of professors of the 2010-2014 period (24), the Department should insist, over the next work cycle, on developing faculty improvement, retraining and upgrading policies through post-doctoral and research internships abroad. Thus, the following measures are essential to maintain the adequate performance of the Department's core activities:

1. The immediate replacement of retirees in 2014 and 2015 and the hiring of at least one more professor in the shortest period of time ;
2. Sending at least two professors on post-doctoral or research internships abroad per semester;
3. Observance of criteria and indicators of excellence in teaching, research and extension activities.

**Actions:**

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

• **Teaching and Learning Processes**

Teaching and learning processes, as emphasized in previous sessions, have benefited enormously from the audiovisual equipment recently installed in the classrooms. These resources will certainly be optimized with the provision, already underway, to Internet access, which will further expand the diversification of teaching strategies in the classroom. These are unquestionable benefits.

However, the Department's goals regarding the teaching and learning preferred processes rely more on the need for the revision and expansion of content than on its 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 First Year basic disciplines amplifies the centrality of this option. Thus, these are our goals in relation to teaching and learning processes:

1. Content revision and assessment processes of the Introduction to General Linguistics I and II disciplines;
2. Updating the didactic material used by the professors teaching the discipline Introduction to General Linguistics I and II;

**Actions:**

1. Promote through the coordination of the Introduction to General Linguistics I and II disciplines the development of work groups for revision, discussion and establishment of its contents and the textbooks and teaching material to be adopted by all the discipline's professors;
2. Promote with the Course Coordination Commission (CoC) a discussion on the development of monitoring instruments for these actions.

- **Students**

As we have seen in previous periods, the academic performance in the disciplines of the basic course has a decisive impact on the student's choice for the majors offered. The Department remains interested in attracting young talent to involve them in its research groups, thus consolidating the integration to research conducted in the undergraduate and postgraduate. Although our curriculum is quite comprehensive and consistent with the student desired profile, we would like to offer in a complementary and optional character more disciplines allowing students to access recent theoretical and specialized developments (a current trend, for example, is the dialogue between linguistics and neuroscience) or with the multilingualism in Brazil, through courses aimed, for example, at learning, researching and cataloging Brazilian Indigenous and African languages.

Our goals concerning the student body are the following:

1. the gradual expansion of undergraduate education through elective disciplines and through extracurricular activities towards new areas of research.

## **Actions:**

1. Provide at least one elective course proposing the interdisciplinary dialogue between linguistics and science from other fields of knowledge as, among others, those which currently include the areas of cognitive linguistics, language computational processing, biolinguistics, forensic linguistics;
2. Stimulate the students organizing the “Tardes de Linguística” (Linguistics Afternoons) and “Linguística com pipoca” (*Linguistics with popcorn*) meetings to invite researchers working on relevant issues in order to facilitate their dissemination.

**Undergraduate Programme** In addition to expanding to new research areas, it is of interest to the undergraduate degree in Linguistics to solidify contact with disciplines with which it already has a tradition of interaction , such as Speech Language Pathology and Audiology and Philosophy. One of the initiatives taken during the period 2010-2014 was to ask these courses for places for Linguistics students in its courses. In this sense, it is also desirable to extend our contacts with Social Sciences and History courses .

Also in relation to the offering of undergraduate disciplines, it must be acknowledged that it has been difficult to fully achieve the Department historical goals relating to:

- (i) offering a larger number of elective courses (allowing greater curriculum flexibility);
- (ii) implementation of the Teacher Training courses (a demand stated on other occasions). Indeed, one of the goals set for the previous period was the offer of a discipline on “Linguistics in Basic Education”. Although the request for a professor vacancy specific to this purpose has been repeatedly emphasized, we finished another work cycle without achieving it. The competent bodies’ lack of resolve to open this vacancy once again prevented the major in Linguistics of contributing to the training of teachers with this specialty.

Still in regard to the undergraduate courses, it will be necessary to watch the University policies on alternative forms of admission closely and the so-called affirmative action during the next 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 disciplines per semester, in both periods;

2. Expanding the interdisciplinary dialogue between the students of the Bachelor in Linguistics and students of other courses, notably Anthropology, Sociology and History;
3. Offering the Teacher Training course “Linguistic in the Basic Education”;
4. Increasing the number of offered slots for the LIBRAS-EAD (Distance Education on Brazilian Sign Language) discipline;
5. Encouraging the faculty and students to continue practicing self-assessment, not only with regard to the subjects offered in the basic course, but also with regard to the contents and methodologies of the disciplines that make up the required Linguistics curriculum.

**Actions:**

1. Distribute the classes’ workload in such a way that professors can alternate the offer of postgraduate disciplines with the offer of elective ones;
2. Pledge the appropriate authorities for opening a professor vacancy for the Teacher Training professor position and for obtaining the technical assistants for the LIBRAS-EAD (Distance Education on Brazilian Sign Language) discipline, *sine qua non* conditions in order to achieve the goals 3 and 4;
3. Promote the development of instruments capable of mapping and assessing the impact that inclusion policies will exert over time on our student body profile.

• **Postgraduate Programme**

In view of the excellent results obtained by the Program in previous assessments, both from the Permanent Assessment Commission and the 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 the fact of their international representation and agreements signed by the program with foreign research centers.

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. Maintain the level of excellence achieved in recent CAPES assessments;
2. Increase the enrollment of foreign students;
3. Increase the reception of students from other regions of the country;
4. Develop 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 the compliance with the Department's accreditation and re-accreditation requirements, through institutional support;
2. Create courses in a foreign language and to translate all its contents to the language in which it will be taught, including the syllabus, the bibliography and (optionally) the papers delivered 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 program supervisor accepts to communicate with the candidate in another language;
4. Establish the videoconference as a preferred mode of selection for admission of these students, especially at the project argumentation instance. Such a decision should also benefit candidates from other regions of Brazil;
5. Promote work groups to formulate indicators and criteria for admission and the maintenance of ethnic, social and linguistic minorities in the postgraduate program.

• **Research**

The range of its activities, the search for integration between undergraduate and post-graduate programmes and the solid cooperation with other research centers in the country and abroad characterize the Department of Linguistics. We reiterate our strong

commitment to supporting researches 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 in research productivity, the Department intends to continue encouraging new students as well as their inclusion in the available research groups. In this sense, it is also desirable to seek the inclusion of post-doctoral students, especially those coming from other institutions. We understand that large part our productivity is a 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 scholarship, so that there is at least one undergraduate researcher per professor;
2. maintaining scientific production quality;
3. expanding the enrollment of post-doctoral students from other regions of the country;

### **Actions**

1. include as a undergraduate professor productivity criteria the acceptance of at least one undergraduate research student per year;
2. promote regular publication of professors and students in refereed journals and books edited by publishers of recognized academic prestige;
3. promote the coming of newly doctors and researchers of the country to post-doctoral and research internship not only through the Department's website, but also through scientific meetings, email lists, scholarly exchanges and academic visits;
4. promote support for the employees dealing with research projects management.

## **• Cultural Diffusion and Outreach**

Our efforts in Culture and Extension activities has guided the implementation, maintenance and development of science communication activities with other Brazilian centers, which greatly benefit from the innovative character of our professors' work. Additionally, our policy also aims to develop interactive practices with the community, not only academic, but also those involving the general public. In addition to continuing

to promote these actions, the next four years of work should also focus on the reflection on criteria and performance indicators of the culture and extension activities, similar to what is being done in teaching and research.

Thus, the goals for culture and extension are:

1. the creation of new courses aimed at a non-academic public;
2. the expansion of partnerships with other institutions in the country, notably the public ones;
3. the promotion of activities attracting high school students;
4. the development of criteria and quality indicators in culture and extension activities.

### **Actions**

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

## **• Internationalization**

The orientation towards internationalization, permeates all dimensions of the Department: faculty and student body, undergraduate, postgraduate and research, either through the participation of our professors in courses, lectures and other educational activities abroad, whether through 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 courses in English and French.

1. continuation of incentives to dialogue with the international scientific community.

### **Actions**

1. promote the coming of visiting professors and the organization of international meetings;
2. promote 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. translate to English and French all pages of the Department of Linguistics' website and keep it up to date;
4. To increase even further the internationalization in research produced by the Department's faculty, ensuring the maintenance of the high number of publications abroad in recent years.

- **Explain the principal indicators to be used for accompanying the goals and actions proposed by the Department.**

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. Much of the action relating to infrastructure, to teaching and learning processes, to the student body and the research at all levels, aim to motivate our students, whether they choose for a major in Linguistics, or to pursue an academic career as an university professor and researcher, or to engage in new applications areas. Maintaining the 20 classes of 50 students in the basic course and at the same time increasing the number of enrolled students (Brazilian and foreign) in the undergraduate, post-graduate and post-doctorate programmes will be a good measure for monitoring our actions.

Correspondingly, the number of undergraduate and post-graduate professors working in the RDIDP regime (full commitment to the academic activities), and qualified technicians is the second most important indicator of our actions, since most of the actions planned for management, employees and technicians envision 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 professors) is crucial to achieve the established goals and actions.

The third main indicator is the range of courses offered in both undergraduate and post-graduate programmes. The first case is a question of expanding the variety of elective disciplines to be offered to undergraduate students, as well as slots in other courses. In

regard to the post-graduate programme, the question is one of offering disciplines in other languages.

The last main indicator is the level of excellence as set forth in our Language, Literature and Linguistics area document at CAPES. Therefore, according to what we has been expressed in items 2.5.3 and 2.9.1.4, the major indexes upon which we guide our performance as professors will be: research quality, the articulation between research and teaching activities, the promotion of extension activities and the contribution to the management. Thus, level 1 publications will be more valued, especially books, book chapters and journal articles; national and international integration projects will be reasonably valued; research groups whose components are from undergraduate and postgraduate schools will be preferable; research groups participating in promote scientific meetings (or promoting it), national or international exchanges will be well evaluated. Also, the professor developing educational proposals towards new application areas will be highly valued; it will be equally valued the professor contributing to the improvement of the average level of public school. Finally, all faculty members are expected to contribute with at least one management activity. The management activities, course coordination, agreements and presidential commissions will be most valued.

## COMMENTS

In the final statement, the Department of Linguistics considers its performance in the period 2010-2014 in a very positive way. As previously outlined, our goals aims primarily at preserving the achieved standards of excellence and at the same time, the gradual expansion 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.