Award ID: 0801465
Project Characteristics
PI: Phillips, Colin - Reporting Year: 2009

NSF directorates:
Biological Sciences
Computer and Information Science and Engineering
Social, Behavioral, and Economic Sciences

Did you support any IGERT trainees during the current project year?
Yes

Considering the IGERT trainees as a group, how do they compare with graduate students you usually see in terms of their academic/research potential?
Somewhat better than our usual graduate students

How do trainees in your program earn their doctoral degrees?
Trainees earn their degrees from traditional single-discipline departments.
Trainees earn their degrees from multidisciplinary/interdisciplinary programs, centers, or units other than IGERT.
Other (certificates, etc.) : Neuroscience & Cognitive Science Certificate Program

Does your IGERT project include undergraduate involvement?
No

Does your IGERT project include postdoctoral involvement?
No

Indicate the amount of funds from the current year of IGERT support that will be carried over to the next year.
Total funds carried over to the next year: 273203
Participant support costs carried over to the next year: 86378
Stipends carried over to the next year: 43561

First achievement:
A team of IGERT participants is developing a provocative new approach to the problem of how children might learn to identify sound alternations and the relations between the surface allophones of individual abstract phonemes by drawing on a combination of techniques from machine learning (Computer Science), early language learning (Psychology/Linguistics) and language diversity (Linguistics). In contrast to standard approaches that first learn surface phonetic categories and then the more abstract phonological categories, the team has arrived at the surprising result that more robust learning is achieved by directly learning the abstract categories from the uncategorized speech corpora.

Second achievement:
A team of IGERT participants from Psychology and Linguistics has created a new facility for eye-tracking research on language comprehension. This collaboration has generated a suite of
new research projects and new cross-departmental intellectual connections, and it has strengthened ties with the Center for Advanced Study of Language, a campus-affiliated federal research laboratory. These new connections have produced new projects at the intersection of memory and language research. This research is testing claims that have received much media attention on the role of simple memory training exercises on broad cognitive abilities. The new research has also highlighted that insights from decision theory may resolve current controversies on the role of expectations in guiding language comprehension.

**Third achievement:**
A cross-disciplinary research group on critical periods in language development was formed as a part of our program's intensive 2-week Winter Storm workshop, bringing together students from Second Language Acquisition, Linguistics, Computer Science, Psychology, and Hearing & Speech Sciences. The discussions during the workshop were so productive that the group continued to meet regularly over the subsequent months. The outcome of this activity is a new research effort that uses neuro-computational modeling to better understand the neurocognitive basis for children's advantage over adults in language learning. This outcome is noteworthy due to the limited connections in past research between computer science, the psychology of memory, and second language acquisition.

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**Award ID: 0801465**  
**Education Achievements**  
**PI: Phillips, Colin - Reporting Year: 2009**

**First achievement:**
The IGERT program organized the first of its annual Winter Storm intensive 2-week workshops in January 2009, before the start of the UM spring semester. Winter Storm ran from 9am-4pm every day, with activities that included mini-courses, interdisciplinary research focus groups, research talks by faculty, and hands-on skills workshops. Almost all activities were substantially student led. Around 30 students and faculty participated. A particularly well-received component of Winter Storm was a course on the data analysis environment 'R', which met every morning and was led primarily by a pair of students in the IGERT program (Pedro Alcocer and Brian Dillon). It was highly beneficial for student participants and student instructors alike. It served as a catalyst for new interaction between students, and helped to create common ground for students who are otherwise working on quite different problems. This course serves as a model for similar events in future years.

**Second achievement:**
An outreach event that the IGERT program organized for the benefit of high school students turned out to also have strong educational benefits for participating graduate students. Students took the lead in planning and delivering a series of hands-on activities for 80 AP-Psychology students from Northwood High School, a nearby high school that serves a very diverse population (around 70% minorities). The event was a great success for the graduate students and the high school students alike. The benefits for the graduate students were that they worked together in interdisciplinary groups, and that they designed activities that were suitable for conveying their research interests to a group of non-specialists, a skill that is essential for anybody who works in a diverse academic or research setting.

**Third achievement:**
Trainee Achievements
PI: Phillips, Colin - Reporting Year: 2009

First achievement:
Annie Gagliardi is pursuing an ambitious project that combines laboratory work, fieldwork, and computational modeling. She uses children's learning of noun classes as a model system for understanding how children form categories and draw inferences in learning. Gagliardi's fieldwork involved 2 months in Dagestan with child and adult speakers of Tsez, a language with a rich noun class system spoken by only a few thousand speakers. Her work in the US combines laboratory studies of language learning with infants and adults, and computational models of learning, and she was a 2009 winner of an NSF Graduate Research Fellowship. This work has already generated a new corpus of adult-child interactions in Tsez, and experimental findings that show differences in how child and adult speakers form generalizations about noun categories. In addition, Gagliardi's presence in the community stimulated the speakers' interest in their own language and in advanced education for women.

Second achievement:
Sunyoung Lee-Ellis is an IGERT student from the Second Language Acquisition program who has worked across departments to develop an innovative research program on Heritage Language Speakers. These are speakers whose first language (typically the language of their immigrant parents) is no longer their dominant language. This group provides a valuable natural laboratory for distinguishing the roles of early experience vs. amount of experience in language learning, factors that are typically confounded. Results from cross-language speech perception studies challenge the common view that early experience is paramount. Some perceptual abilities are most dependent on early experience in a language, whereas others are more dependent on the amount of experience in a language.

Third achievement:
Joshua Riley has worked with patients with the rare condition of 'Foreign Accent Syndrome', through a collaboration between UM and researchers at the National Institutes of Health. His work has involved a combination of detailed behavioral tests and structural and functional neuroimaging measures. This work has uncovered network-level abnormalities in the brains of patients with Foreign Accent Syndrome.

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Award ID: 0801465
Barriers to Implementation
PI: Phillips, Colin - Reporting Year: 2009

First Barrier
Issue/challenge:
We did not sufficiently appreciate the demands of setting up the large number of activities associated with an IGERT program, and our progress was slowed by limited staff support. Staff support was secured for initial implementation of technical aspects of the program, and great progress was made in this area, but the PI underestimated the extent of day-to-day communication and administrative demands. He also did not anticipate the list of additional requests on his time that came with receiving an IGERT award, such as giving presentations to campus groups, lending support to new interdisciplinary initiatives, etc. This was exacerbated by the departure of a key departmental administrator shortly after the start of the IGERT project.

Response:
A number of straightforward measures are being taken to address this barrier. An administrative staff person will be hired in the near future. The PI has received useful input from PIs of other IGERT programs on how to maximally benefit from this additional staff support. The PI's home department will relieve him of some significant additional administrative responsibilities that he has held since before the IGERT program started. As the program becomes more established, a broader set of individuals are assuming leadership roles in different aspects of the program.

**Second Barrier**

**Issue/challenge:**
A key goal of our IGERT program is that the experience of individual trainees should more broadly impact other graduate students in their home departments. This is essential if the program is to be sustainable and if it is to effect long-term institutional change. We have found that the infrastructure of individual participating programs affects the impact that individual trainees have. In one department, where graduate students have good lab space and many opportunities to communicate on a day-to-day basis, the impacts from a single IGERT participant have been unexpectedly positive, and some best practices from the IGERT program have already spread to the student's home department. In another department, where graduate facilities are less good and channels of communication correspondingly weaker, the IGERT program has greatly benefited an individual trainee, but we have been disappointed by the broader impacts of this on the student's program.

**Response:**
In order to address this concern, we are making efforts to increase the visibility of the program in different departments, we are changing our procedures for communicating to participating departments, and we are working to secure improved facilities for students in certain participating departments, in order to allow our investments to have a broader impact.

**Third Barrier**

**Issue/challenge:**
All PIs of successful IGERT programs that we have spoken with have emphasized the same thing: the success of the program depends on broad buy-in from participating students. We have seen this very clearly in the first year of the program: the most successful events are those where students have a good understanding and commitment to the goals of the event, and an understanding of what to expect.

**Response:**
We are taking this lesson to heart, and seeking to have student leadership in almost all of the program's activities, including planning of meetings, development of the program assessment plan, development of interdisciplinary symposia, and documentation of the program's activities.

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**Outreach Activity 1**

**Title:**
High School Field Trip

**Name of media outlet or organization for which outreach was done:**
Northwood High School, Silver Spring, MD

**Date of activity:**

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**Award ID: 0801465**

**Outreach Activities**

**PI: Phillips, Colin - Reporting Year: 2009**
04/13/2009

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

15 IGERT participants led a series of hands-on activities for 80 AP-psychology students from Northwood High School, a local school with a very diverse student body.

Outreach Activity 2
Title:
Maryland Day Community Outreach
Name of media outlet or organization for which outreach was done:
General Public
Date of activity:
04/25/2009
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Students and faculty from the IGERT's group on early language development had a tent and research display at UM's annual Maryland Day, an event that brought 70,000 community members to the campus.

Outreach Activity 3
Title:
Russian media reports
Name of media outlet or organization for which outreach was done:
Russian newspapers
Date of activity:
07/31/2008
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

IGERT trainee Annie Gagliardi's fieldwork with children learning the minority language Tsez in Dagestan was featured in two Russian-language newspapers.

Outreach Activity 4
Title:
University media report on High School event
Name of media outlet or organization for which outreach was done:
University of Maryland
Date of activity:
04/16/2009
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

The IGERT program's high school outreach event was featured in the U of Maryland's "Between the Columns" newsletter, which is distributed to around 10,000 faculty and staff.
Outreach Activity 5
Title: University media reports on IGERT program
Name of media outlet or organization for which outreach was done: University of Maryland
Date of activity: 11/05/2008
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The U of Maryland news office issued two reports on the IGERT program and its activities.

Award ID: 0801465
NSF Highlights
PI: Phillips, Colin - Reporting Year: 2009

NSF Highlights 1
Title: Fieldwork on child language learning in Dagestan
Primary Strategic Goal:
Learning: Cultivate a world-class, broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens.
Secondary Strategic Goal:
Discovery: Foster research that will advance the frontiers of knowledge, emphasizing areas of greatest opportunity and potential benefit and establishing the Nation as a global leader in fundamental transformational science and engineering.
Describe the achievement / result that is the Highlight:
Graduate student Annie Gagliardi and her collaborators are working with children in remote villages in Dagestan in an effort to unlock the mysteries of why children are such successful language learners. Gagliardi is a trainee in the University of Maryland's new program on "Biological and Computational Foundations of Language Diversity", which is supported by NSF's Integrative Graduate Education and Research Traineeship (IGERT) program. Gagliardi is focusing on the processes that allow children to learn how their language organizes nouns into different classes. Languages categorize words in many different ways, ranging from one class (as in English) to as many as thirteen classes, and the classification may be based on gender (as in Spanish) or biological properties (e.g., animals), shapes, the sound of the word, or the classification may be arbitrary. Noun classes often determine the form of other words in a sentence, such as adjectives or verbs. Gagliardi and her collaborators are integrating research techniques from linguistics, machine learning and developmental psychology in order to identify the cognitive mechanisms that underlie these categories. This research takes advantage of several research traditions. Traditional linguistics has typically focused on identifying features relevant to classification by describing the vocabulary items in various languages and looking for commonalities across them. Traditional psychology has typically explored categorization mechanisms through behavioral experiments on the categorization of artificial stimuli. Traditional computer science has been focused on engineering tools for finding classes, using computational modeling to extract information from large corpora. While each approach...
has made valuable contributions within its own field, these results have generally not been linked together to inform the broader goal: learning how categories are discovered and learned by children presented with a system dependent on categorization. Under the IGERT program, collaboration between linguists, psycholinguists and computer scientists is encouraged, enabling new integration of the traditional approaches by combining methods to identify how human learners create classes. The investigation centers on Tsez, a Nakh-Dagestanian language spoken in the northeast Caucasus. This language was chosen because of its system of 4 noun classes and the fact that it is still being acquired as a first language by children. As a first step, Gagliardi has collected a large sample of naturalistic speech to children. Because this information forms the input to the learning mechanism, it is important to fully characterize it. Second, she has employed computational models to determine the informativity of various cues to categories, using the naturalistic data as input to the model. Third, she has evaluated the predictions of the model by investigating childrens? and adults? sensitivity to these cues using behavioral experiments.

**How does this activity address the primary and secondary NSF Strategic Goals you indicated above?**

The research is preparing graduate student Annie Gagliardi to be a uniquely well trained interdisciplinary scientist, who can draw upon tools from linguistics, psychology, and computer science to address questions that cannot be solved using the tools of an individual discipline. The research promises to significantly advance our understanding of how children form categories and use category information to draw inferences, both are key features of human language learning.

**Images Uploaded**

Image 1 information

Image Title: Annie Gagliardi with Tsez-speaking children

Does NSF have permission to use this image? Yes

Image credits: Ann Gagliardi

Description of image:

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**Award ID: 0801465**

Principal Investigator Information

Reporting Year: 2009

**Principal Investigator:**

Name: Phillips, Colin

Project Years Active: 2008-2009

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Race: White
Gender: Male
Disability: None
Citizenship: U.S. Permanent Resident

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
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Project Years Active: 2008-2009
Role in Project: Trainee/Associate Advisor

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Email: rdk@umd.edu
Web URL: http://www.languages.umd.edu/SLAA/rdk.html

Demographic Information:
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Gender: Male
Disability: None
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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

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Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
Name: de Keyser, Robert
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Role in Project: Trainee/Associate Advisor

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Role in Project: Trainee/Associate Advisor

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Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
Name: de Keyser, Robert
Project Years Active: 2008-2009
Role in Project: Trainee/Associate Advisor

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Reporting Year: 2009

Co-Principal Investigator/Advisor:
Name: de Keyser, Robert
Project Years Active: 2008-2009
Role in Project: Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
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Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
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Project Years Active: 2008-2009
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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009
Co-Principal Investigator/Advisor:
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Gender: Male
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Citizenship: U.S. Citizen/U.S. National

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
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Project Years Active: 2008-2009
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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
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Role in Project: Trainee/Associate Advisor Co-Principal Investigator

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Role in Project: Co-Principal Investigator
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**Gender:** Female
**Disability:** None
**Citizenship:** U.S. Citizen/U.S. National

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**Award ID:** 0801465

**Co-Principal Investigator/Advisor Information**

**Reporting Year:** 2009

**Co-Principal Investigator/Advisor:**
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**Project Years Active:** 2008-2009
**Role in Project:** Trainee/Associate Advisor

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**Race:** White
**Gender:** Male
**Disability:** None
**Citizenship:** U.S. Citizen/U.S. National

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**Award ID:** 0801465

**Co-Principal Investigator/Advisor Information**

**Reporting Year:** 2009
Co-Principal Investigator/Advisor:
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Race: White
Gender: Male
Disability: None
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
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Reporting Year: 2009
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Co-Principal Investigator/Advisor Information
Reporting Year: 2009

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Race: Asian
Gender: Female
Disability: None
Citizenship: U.S. Permanent Resident

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

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Project Years Active: 2008-2009
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Fax Number: 301-314-9220
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Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  Asian
Gender:  Male
Disability:  None
Citizenship:  U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2009

Co-Principal Investigator/Advisor:
Name:  Weinberg, Amy
Project Years Active:  2008-2009
Role in Project:  Co-Principal Investigator

Contact Information:
Institution:  University of Maryland
Department:  Linguistics, Computer Science
Address:  1401 Marie Mount Hall
City:  College Park
State:  MD  Zip Code:  20742
Phone Number:  301-405-4934  Ext: 
Fax Number:  301-405-7104
Email:  weinberg@umiacs.umd.edu
Web URL:  http://www.umiacs.umd.edu/~weinberg/

Demographic Information:
Ethnicity:  Not Hispanic or Latino
Race:  White
Gender:  Female
Disability:  None
Citizenship:  U.S. Citizen/U.S. National
Co-Principal Investigator/Advisor:
Name: Woodward, Amanda
Project Years Active: 2008-2009
Role in Project: Co-Principal Investigator
Contact Information:
Institution: University of Maryland
Department: Psychology
Address: 2147B Biology-Psychology
City: College Park
State: MD Zip Code: 20742
Phone Number: 301-405-1258 Ext: 
Fax Number: 301-405-5914
Email: awoodward@psyc.umd.edu
Web URL: http://www.bsos.umd.edu/psyc/woodward/
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: None
Citizenship: U.S. Citizen/U.S. National

Co-Principal Investigator/Advisor:
Name: Zukowski, Andrea
Project Years Active: 2008-2009
Role in Project: Trainee/Associate Advisor
Contact Information:
Institution: University of Maryland
Department: Linguistics
Address: 1401 Marie Mount Hall
City: College Park
State: MD  Zip Code: 20742  
Phone Number: 301-405-5388  Ext:  
Fax Number: 301-405-7104  
Email: zukowski@umd.edu  
Web URL: http://www.ling.umd.edu/~zukowski/  
Demographic Information:  
Ethnicity: Not Hispanic or Latino  
Race: White  
Gender: Female  
Disability: None  
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465  
Trainee Information  
Reporting Year: 2009

Trainee Information:  
Name: Donaldson, Kevin  
Funding Status: Funded  
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  
Funding data:  
2008-2009 Project Year – Trainee supported for 10 months  
Current IGERT Advisor(s): (Reported by trainee) – Shihab Shamma, William Idsardi  
Citizenship/Residency Status:  
U.S. Citizen/U.S. National  
GRE Scores:  
Verbal:  
Quantitative:  
Analytical:  
Subject Score:  
GRE Subject:  
IGERT Trainees:  
First enrolled in graduate study in an IGERT department: 08/2006  
First began receiving NSF-IGERT funding: 08/2008  
Current Situation:  
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Trainee Information:
Name: Gagliardi, Ann
Funding Status: Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Funding data:
2008-2009 Project Year –Trainee supported for 10 months
Current IGERT Advisor(s): (Reported by trainee) – Jeffrey Lidz, Philip Resnik
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department: 08/2007
First began receiving NSF- IGERT funding: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2009

Trainee Information:
Name: Lee-Ellis, Sunyoung
Funding Status: Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Funding data:
2008-2009 Project Year –Trainee supported for 10 months
Current IGERT Advisor(s): (Reported by trainee) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz, Nan Jiang, Robert de Keyser, William Idsardi
Citizenship/Residency Status:
U.S. Permanent Resident
GRE Scores:
Verbal:
Quantitative:
Analytical: 
Subject Score: 
GRE Subject: 

IGERT Trainees:  
First enrolled in graduate study in an IGERT department: 08/2006 
First began receiving NSF-IGERT funding: 08/2008 
Current Situation:  
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465  
Trainee Information  
Reporting Year: 2009

Trainee Information:  
Name: Monner, Derek  
Funding Status: Funded  

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?  

Funding data: 
2008-2009 Project Year –Trainee supported for 10 months  

Current IGERT Advisor(s): (Reported by trainee) – James Reggia  

Citizenship/Residency Status:  
U.S. Citizen/U.S. National  

GRE Scores:  
Verbal: 
Quantitative: 
Analytical: 
Subject Score:  

GRE Subject: 

IGERT Trainees:  
First enrolled in graduate study in an IGERT department: 08/2006  
First began receiving NSF-IGERT funding: 08/2008  
Current Situation:  
Has not yet graduated, but is pursuing a Ph.D. at your institution.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Riley, Joshua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Status:</td>
<td>Funded</td>
</tr>
<tr>
<td>Has the student been engaged in IGERT activities, research, education, or training during this reporting period?</td>
<td>Yes</td>
</tr>
<tr>
<td>Funding data:</td>
<td>2008-2009 Project Year – Trainee supported for 10 months</td>
</tr>
<tr>
<td>Current IGERT Advisor(s):</td>
<td>(Reported by trainee) – William Idsardi</td>
</tr>
<tr>
<td>Citizenship/Residency Status:</td>
<td>U.S. Citizen/U.S. National</td>
</tr>
<tr>
<td>GRE Scores:</td>
<td>Verbal: Quantitative: Analytical: Subject Score:</td>
</tr>
<tr>
<td>IGERT Trainees:</td>
<td>First enrolled in graduate study in an IGERT department: 08/2006</td>
</tr>
<tr>
<td></td>
<td>First began receiving NSF-IGERT funding: 08/2008</td>
</tr>
<tr>
<td></td>
<td>Current Situation: Has not yet graduated, but is pursuing a Ph.D. at your institution.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Award ID: 0801465</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Information</td>
</tr>
<tr>
<td>Reporting Year: 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Alcocer, Pedro</td>
</tr>
<tr>
<td>Has the student been engaged in IGERT activities, research, education, or training during this reporting period?</td>
</tr>
<tr>
<td>Years Active:</td>
</tr>
<tr>
<td>Current IGERT Advisor(s):</td>
</tr>
<tr>
<td>Citizenship/Residency Status:</td>
</tr>
<tr>
<td>GRE Scores:</td>
</tr>
<tr>
<td>IGERT Associates:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2009

Associate Information:
Name: Chow, Wing Yee
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, Nan Jiang
Citizenship/Residency Status:
Other Non-U.S. Citizen
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2008
First participated in the IGERT project: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2009

Associate Information:
Name: Dillon, Brian
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, William Idsardi
Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2007
First participated in the IGERT project: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2009

Associate Information:
Name: Dunbar, Ewan
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – William Idsardi
Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2008
First participated in the IGERT project: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Associate Information:
Name: Hoerner, Shannon
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – William Idsardi
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2007
First participated in the IGERT project: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2009

Associate Information:
Name: Hussey, Erika
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – Jared Novick, Michael Dougherty
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2007
First participated in the IGERT project: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2009

Associate Information:
Name: Kush, Dave
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – Colin Phillips, Jeffrey Lidz
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2008
First participated in the IGERT project: 08/2008
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2009

Associate Information:
Name: Lewis, Shevaun
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Yes
Years Active:
2008-2009 Project Year
Current IGERT Advisor(s): (Reported by associate) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz

Citizenship/Residency Status:
U.S. Citizen/U.S. National

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:

GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 08/2008
First participated in the IGERT project: 08/2008

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
IGERT Project Features - Trainee Preparation in Multidisciplinary/Interdisciplinary Research
PI: Phillips, Colin - Reporting Year: 2009

Best Practice 1
Students have benefited greatly from working in cross-disciplinary groups to learn to use shared new equipment and to train other new users. A team of IGERT participants worked very effectively together to plan and install a new eye-tracking facility, and then to design a mini-course for other users from different departments, as a part of our intensive 2-week Winter Storm workshop.

Measure 1
The measure of success of this effort is that it has led to a number of concrete new research projects that are being developed by IGERT participants, including a project by students in one of our new courses developed for the IGERT program. It has also led to additional students becoming interested in joining the IGERT program.

Best Practice 2
A successful new research group on critical periods in language learning was formed as a part of our intensive 2-week Winter Storm workshop. The group brought together students from a wide range of departments, and the group continued to meet to plan research after the winter workshop ended. We believe that the keys to the success of this group were (i) lack of domination by participants from one area, (ii) allowing time for students to understand their different starting assumptions, (iii) a 'soft touch' in faculty management of the group, and (iv) finding ways for students from different backgrounds to make important contributions.

Measure 2
The best indicator of the success of this group is the fact that it continued to meet regularly after the winter workshop finished. Our assessment of the causes of this success is based upon student-led analysis of the different outcomes for this research group and two other research groups that were run concurrently during the winter workshop.

Best Practice 3
### Measure 3

Mark the following components of multidisciplinary/interdisciplinary research preparation that apply to the majority of IGERT Trainees involved in your project during this reporting period.

<table>
<thead>
<tr>
<th>Component</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees undertook formal coursework/training in research methods, practices, and instrumentation in their primary discipline equivalent to traditional graduate students.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees had practical, hands-on laboratory and/or field experience in conducting research across the breadth of disciplines in the IGERT program.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees undertook formal coursework/training across the breadth of disciplines encompassed by the IGERT project.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees undertook formal coursework/training in both the ethical conduct of research and ethical conduct related to the themes encompassed by your IGERT project.</td>
<td>No</td>
</tr>
<tr>
<td>Other preparation to conduct high-quality research. Trainees played a leading role in designing and leading the interdisciplinary training activities, particularly during the 2-week Winter Storm workshop.</td>
<td>Yes</td>
</tr>
<tr>
<td>No components of Trainee Preparation in Multidisciplinary/Interdisciplinary Research applied during this reporting period.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Award ID: 0801465

**IGERT Project Features - Trainee Preparation in Professional Skills**

**PI: Phillips, Colin - Reporting Year: 2009**

Mark the following components of professional skills development that apply to the majority of IGERT trainees involved in your project during this reporting period.

<table>
<thead>
<tr>
<th>Component</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees undertook coursework/training that included regular faculty critique of and feedback on professional writing.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees authored, submitted, or published research papers in refereed journals.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees undertook coursework/training (e.g., brown bags, seminars) that included regular critique of and feedback on professional speaking/presentation skills.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees made presentations at academic/scientific professional conferences or meetings.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees presented results from their IGERT project to professional, nonacademic audiences (e.g., industry, government).</td>
<td>No</td>
</tr>
</tbody>
</table>
Trainees undertook coursework/training to develop media-based or information technology-based communication skills. No

Trainees produced multimedia materials, Web sites, or other cyber-enabled tools to communicate the results of their IGERT activities to external audiences. Yes

Trainees used multimedia materials, Web sites, or other cyber-enabled tools as part of their interdisciplinary scientific training and collaboration. Yes

Trainees received training in team-building and project management skills. Yes

Trainees received training in effective time and task management. No

Trainees participated as members of teams engaged in joint research, education, and/or outreach efforts. Yes

Trainees led teams engaged in research, education, and/or outreach efforts. Yes

Other preparation in professional skills development: No

No components of Trainee Preparation in Professional Skills applied during this reporting period. No

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**Award ID: 0801465**

**IGERT Project Features - Trainee Preparation for STEM Careers**

**PI: Phillips, Colin - Reporting Year: 2009**

Mark the following components that apply to the majority of IGERT trainees involved in your project during this reporting period.

| Trainees received training or instruction (e.g., courses, workshops) in effective teaching practices. | No |
| Trainees developed and presented course and/or curriculum materials. | No |
| Trainees served as mentors to others (e.g., graduate students, undergraduates, laboratory technicians). | Yes |
| Trainees received training/mentoring in grant proposal preparation. | Yes |
| Trainees authored/coauthored and submitted grant proposals. | Yes |
| Trainees received training/instruction on the interaction between academic research and industrial technical requirements. | No |
| Trainees received training/instruction for applying their research to address public policy concerns or issues. | No |
| Trainees had internships (off-campus, research, educational, and/or work experiences) in nonacademic settings (e.g., industry, government). | No |
Trainees had professional interactions other than internships with nonacademic employers (e.g. industry, government) in order to learn about career opportunities and requirements.  

No

Trainees communicated, worked, or collaborated with scientists of other nationalities.  

Yes

Other preparation for careers in academia. : Trainees played key role in developing the assessment plan for the IGERT  

Yes

Other preparation for nonacademic careers (e.g., industry, government). :  

No

No components of Trainee Preparation for STEM Careers applied during this reporting period.  

No

Award ID: 0801465

IGERT Project Features - Tactics for Recruitment and Broadening Participation

PI: Phillips, Colin - Reporting Year: 2009

Do you have an overall, active plan with a specific set of goals and timelines for the recruitment and retention of trainees, including specifics for broadening participation of groups underrepresented in science and engineering?

No

Best Practice 1

Our IGERT program aims to overcome the fractionation of the various fields engaged in the language sciences. However, this fractionation presents one of our primary recruiting challenges, as most potential students and their mentors are aware of only a small part of what our interdisciplinary team has to offer, and may even be unaware of the value of interdisciplinary research. We are taking a number of measures to address this problem, through creation of a "Language at Maryland" web site that presents an integrative view of language science research at UM, including the IGERT program, through organization of interdisciplinary workshops at annual disciplinary conferences, and through individual contacts with colleagues at other institutions.

Best Practice 2

The PI participated in an event organized by UM in conjunction with the Atlanta Universities Consortium (AUC: Morehouse, Spelman, Clark Atlanta), October 2008, aimed at bringing UM graduate opportunities to the attention of AUC’s large population of students for underrepresented minorities. The PI and IGERT students participated in a number of UM graduate recruitment events, particularly those targeting students from minority and first-generation college backgrounds.

Best Practice 3

The various departments that participate in the IGERT program collaborated to a greater degree than previously in contacting admitted graduate students and hosting them during their campus visits. This gave prospective students a greater sense of the interdisciplinary opportunities in language sciences on offer at Maryland.
<table>
<thead>
<tr>
<th>Practice</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with NSF programs that can provide an undergraduate pool of potential IGERT trainees (e.g., REUs, NSF Centers)</td>
<td>NA</td>
</tr>
<tr>
<td>Relationships with faculty and programs at other academic institutions</td>
<td>Productive</td>
</tr>
<tr>
<td>Use of recruiting resources on your campus (e.g., career service office, graduate studies office)</td>
<td>Not productive</td>
</tr>
<tr>
<td>Collaboration with other IGERT projects on recruitment</td>
<td>NA</td>
</tr>
<tr>
<td>Use of professional meetings, conferences, associations to communicate with, reach out to, and market to potential IGERT Trainees</td>
<td>Somewhat productive</td>
</tr>
<tr>
<td>Other : Interaction with faculty from other institutions, particularly during their visits to UM</td>
<td>Productive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
<th>Underrepresented Minorities</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with NSF programs that specifically focus on broadening participation of underrepresented minorities or women in STEM (e.g., LSAMP, AGEP, TCUP, or ADVANCE)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Use of resources on your campus (e.g., academic advancement programs, offices for campus diversity, or minority and women's student groups)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Interaction with professional associations, organizations, or committees serving underrepresented minority communities or women (e.g., National Action Council for Minorities in Engineering, Society of Women Engineers, committees in professional societies focused on minority communities and women)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Bridge programs for entering graduate students</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Mentoring or advising arrangements that take advantage of underrepresented minorities or women faculty or graduate students on campus</td>
<td>Productive</td>
<td>Productive</td>
</tr>
<tr>
<td>Relationships with faculty and programs at minority-serving academic institutions (e.g., historically black colleges and universities, Hispanic-serving institutions, or tribal colleges)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Collaboration with other IGERT projects on recruitment</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Award ID: 0801465
IGERT Project Features - International Opportunities
PI: Phillips, Colin - Reporting Year: 2009

According to NSF records, this project does not have explicit funding for an international component.

Training Experience/Component 1
Annie Gagliardi conducted fieldwork with child and adult speakers of Tsez, a minority language spoken in Dagestan. This research experience proved to be challenging, productive, and highly motivating. This project has also provided inspiration to other IGERT students, who have developed more ambitious international research plans.

Training Experience/Component 2
Pedro Alcocer, an IGERT participant who will be supported as a trainee from 2009, has been working with researchers from the Universidade Federal do Rio de Janeiro in Brazil to develop studies that Pedro will carry out in Rio in summer 2009. Pedro will also use his visit to Brazil to offer a version of the mini-course that he offered for IGERT students during our Winter Storm workshop.

Training Experience/Component 3
Numerous participating students have worked with speakers of diverse languages in their researchers. For example, Sunyoung Lee-Ellis works with immigrant and heritage speakers of Korean in her research on language attrition. Joshua Riley is part of a student team that has been conducting brain recordings of speech sound perception in speakers of Amharic, the primary language of Ethiopia.

Research/Educational Achievement 1
Annie Gagliardi's work in Dagestan has led to a number of research results that are being prepared for submission to conferences and journals.

Research/Educational Achievement 2
Research/Educational Achievement 3

Is international participation required for all trainees involved in your IGERT project?
No

Did one or more trainees from your IGERT project engage in an international experience through the project during this reporting period?
Yes

Specific International Experiences - Experience Detail 1
  Country:
    Russia
  Trainees involved:
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees attended conferences/workshops.</td>
<td>No</td>
</tr>
<tr>
<td>Trainees undertook coursework/training.</td>
<td>No</td>
</tr>
<tr>
<td>Trainees worked, conducted research/field work, or interned in industrial settings.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees worked, conducted research/field work, or interned in academic settings.</td>
<td>No</td>
</tr>
<tr>
<td>Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).</td>
<td>No</td>
</tr>
<tr>
<td>Other international actions/work.</td>
<td>No</td>
</tr>
</tbody>
</table>

Award ID: 0801465

IGERT Project Features - Partnerships/Collaborations
PI: Phillips, Colin - Reporting Year: 2009

Were there active partnerships/collaborations outside of your university through your IGERT project during this reporting period?
Yes

**Academic Partner 1**

**Active Status**
Yes

**Partner Name**
Gallaudet University

**Type of partner**
Ph.D.-granting institution
Minority-serving institution

**Funding arrangement for this partner**
No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Activities for this partner/institution**
The IGERT program has led to strengthened connections and communication between language scientists at UM and at Gallaudet University, the leading institution of higher education for the Deaf.

**Government Partner 1**

**Active Status**
Yes

**Partner Name**
National Institutes of Health

**Type of government agency**
U.S. Federal laboratory or research facility

**Funding arrangement for this partner**
Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

**Activities for this partner/institution**
- **Facilities:** IGERT trainees use a partner organization's facilities for project activities.
- **Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.
- **Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

IGERT trainee Joshua Riley benefited directly from his access to special patient populations through the National Institute on Deafness and other Communication Disorders (NIDCD) at NIH's research campus. His work on the rare condition of "Foreign Accent Syndrome" led to a presentation at the Academy of Aphasia meeting.

**Government Partner 2**

**Active Status**
Yes

**Partner Name**
Center for Advanced Study of Language

**Type of government agency**
U.S. Federal laboratory or research facility

**Funding arrangement for this partner**
Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

Other :CASL provides partial funding and research supervision for some IGERT Associate students who are fully participating in program activities.

**Activities for this partner/institution**
Facilities: IGERT trainees use a partner organization's facilities for project activities.

Collaborative Research/Teaching: Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

Personnel Exchange: IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

Internships: IGERT Trainees work in a partner's facilities specifically as interns.

Activities for this partner/institution
IGERT program participants and CASL staff partnered to develop facilities for using eye-movements to study language processing. This has been directly responsible for creating new links between researchers on language and cognitive decision theory, and for bringing new student participants into the IGERT program from UM's Psychology Department.

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IGERT Project Features - Project Evaluation
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Do you have an overall plan with milestones and timelines for measuring progress toward attaining key IGERT project goals?
Yes

If your IGERT project paid for professional evaluation services external to the IGERT institution or used expertise internal to your institution to aid in the evaluation process, please share contact information.
Organization/individual name
Sharon La Voy
Address
Office of Institutional Research, Planning, and Assessment, 1101 Mitchell Building, College Park, MD 20742
E-mail address
slavoy@umd.edu
Phone
3014053828
Web site
https://www.irpa.umd.edu/
Was this an external evaluation service provider?
No

Please describe a key insight, and your response to it (if any), that has been identified through assessment and evaluation during this reporting period.
Insight/Learning
Our program learned about the value of close student involvement in the assessment and evaluation process, and the value of using this process to appropriately manage expectations for group activities. During and after our program's 2-week intensive Winter Storm workshop
students developed, implemented, and analyzed a detailed assessment survey. This effort led to much constructive feedback on the successes and weaknesses of the event, which will lead to improvements when we run a similar event next year. Student leadership in the assessment process fostered a greater sense of investment in the success of the program. One of the main findings of the survey was that students had unclear, and sometimes unrealistic expectations of what could be achieved during a 2-week workshop, and about the accommodations that would be needed when working in a diverse group.

**Response**

The program has made it a priority for students to play a leading role in the broader assessment plan for the IGERT project, something that was not originally envisioned for the project. As a part of this, students have met with Sharon La Voy, UM?ś Director of Assessment at the Office of Institutional Research, Planning and Assessment to work on developing the plan, and students gave a presentation to Ms La Voy and her staff about the assessment instrument that they themselves developed for the Winter Storm workshop.

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**IGERT Project Features - Institutional Impacts**

**PI: Phillips, Colin - Reporting Year: 2009**

Please consider your responses to the following in light of changes/impacts that have occurred in your institution as a result of your IGERT project during this reporting period.

| Response |
|-----------------|-----------------|
| **The institution(s) involved in your IGERT project has/have been successful in obtaining large-scale Federal grants (e.g., STC, ERC, MRSEC).** | No |
| **Interdisciplinary/multidisciplinary courses have been developed for IGERT Trainees and Associates.** | Yes |
| **Interdisciplinary/multidisciplinary courses are being delivered to IGERT Trainees and Associates.** | Yes |
| **Interdisciplinary/multidisciplinary courses that have been developed for IGERT are being delivered to non-IGERT students.** | Yes |
| **New certificate or degree programs have been developed and are available on the IGERT campus(es).** | No |
| **Department curriculum or policy changes took place to emphasize or require interdisciplinary/multidisciplinary preparation for all graduate students.** | No |
| **Institutional changes that support and encourage team multidisciplinary/interdisciplinary course development and teaching have occurred.** | No |
| **Institutional changes that support and encourage team-based graduate student learning and assessment have occurred.** | No |
| **Institutional changes that support and encourage graduate students to gain laboratory and research experiences across disciplines have occurred.** | Yes |
Institutional changes incorporating improved recruitment and retention policies and practices for underrepresented groups and women based on IGERT have occurred.

Other: IGERT project personnel consulted on best practices in graduate training by faculty from very diverse disciplines across the university.

Please describe a demonstrable institutional change (if any) that has occurred during this reporting period due to IGERT

The IGERT has led to improved collaboration across some participating departments in overall graduate recruitment practices, not only those involving prospective IGERT trainees.

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Comments
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No data has been entered.

Award ID: 0801465
Publications, Presentations, and Patents
PI: Phillips, Colin - Reporting Year: 2009

**Journal Articles in Refereed Publications**


and Hearing 29:199-213.

Journal Articles in Non-Refereed Publications

Books

Book Chapters

Conference Publications


Conference Presentations


Gagliardi, A.. The Acquisition of Tsez Noun Classes. (2009, January) Invited talk at the Symposium for Languages of the Caucasus and Linguistic Theory. LSA Annual meeting.


Newman, R. S. (2008) The cocktail party effect in infants: Infants' ability to hear in noise and use top-down information. Invited lecture, Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands.


presented at Annual Meeting of the Society for Judgment and Decision Making, Chicago, IL.
Tsai, P., Newman, R. S. & Bernstein Ratner, N. (2008) Spoken word recognition and
phonological neighborhood in Mandarin Chinese. Poster presented at the Sixth International
Conference on the Mental Lexicon.
predictions: evidence from the dynamics of agreement. Talk presented at the CUNY
Conference on Sentence Processing, Davis, California.
event comparison in comparative illusions. Poster at the CUNY Conference on Sentence
Processing, Davis, California.
symposium at the Early Childhood Development and Later Achievement. Jacobs Foundation
Conference, Marbach Castle, Germany.
Zukowski, A., McKeown, R., & Larsen, J. (2008) A tough test of the locality requirement for
reflexives. Paper presented at the 32nd annual Boston University Conference on Language
Development, Nov. 2007, Boston, MA.