Award ID: 0801465
Project Characteristics
PI: Phillips, Colin - Reporting Year: 2014

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.) : NACS Certificate

Does your IGERT project include undergraduate involvement?
No

If yes, were NSF IGERT funds used for undergraduate involvement?

Does your IGERT project include postdoctoral involvement?
No

If yes, were NSF IGERT funds used for postdoctorate involvement?

Estimate 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: 338891

If carryover funds are entered (i.e., greater than 0), please provide an explanation for these funds:
While our program’s implementation schedule is delayed, project funds have been spent at a steady rate since 2009 and the program has been very successful. We have had more students pursue the program than expected, but fewer than expected each year required IGERT funding. Funding was budgeted for 23 students by the end of Y5 (2013) while the number of actually funded students by that time was 19. However, the additional students enrolled in our 6th cohort in 2013 will bring the total number of students funded through the program to 26. With the addition of students who were funded in other ways (NSF-GRF, international, etc.) we will have had 50 students complete the program, more than double the initially projected total.
Participant support costs carried over to the next year: 228062
Stipends carried over to the next year: 51495

Award ID: 0801465
Research Achievements
PI: Phillips, Colin - Reporting Year: 2014

First achievement:
The most notable research achievement of the 2013-2014 year has been the establishment of the Maryland Language Science Center, an interdisciplinary research center that builds directly on the community of faculty and
students that the IGERT program created. The center raises language science to the status of a major research priority for the University of Maryland, and it brings together researchers from 17 academic units in 6 colleges. The center does not provide graduate student support to replace IGERT funding, but it does provide an interdisciplinary training program that aims to continue the best features of the IGERT program, and it seeks to extend those features to the faculty and undergraduate levels.

Second achievement:
Michael McCourt is a PhD student in Philosophy who, as an IGERT fellow, is now conducting lab-based research on language that is quite unusual for a philosopher. Mentored by philosopher/linguist Alexander Williams and cognitive neuroscientist Ellen Lau, both of whom are new faculty appointments since the start of the IGERT program, McCourt has been collaborating with psycholinguists in studies on the real-time construction of aspects of meaning that are not directly expressed in a sentence. This work led to a presentation at the leading N American conference in psycholinguistics, in Ohio in March.

Third achievement:
Dan Parker made important new discoveries about the nature of linguistic illusions, drawing on his training that spans linguistics, psychology, and computer science. In 2012-2013 he showed how it is possible to “turn off” one well-known case of a linguistic illusion, involving so-called Negative Polarity phenomena. In 2013-2014, in contrast, he showed how to “turn on” illusions in one phenomenon that previously had been thought to be immune to linguistic illusions, specifically the interpretation of reflexive pronouns. These findings have led to submissions to leading journals and presentations at prominent conferences.

Award ID: 0801465
Education Achievements
PI: Phillips, Colin - Reporting Year: 2014

First achievement:
Our program’s most notable educational achievement is represented by the 50 students (27 IGERT-funded trainees and 23 associates) that have been fully involved in the program. 21 of these students have already graduated and all of them got their degree as scheduled, and are competitive on the job market. Many graduates have obtained tenure-track positions and/or sought-after postdoc positions. Two students secured positions outside of academia at the US State Department and Google, respectively. Moreover, the best features of the training program have been institutionalized through the Language Science Center Fellows program that recently launched.

Second achievement:
Recently, many psycholinguistic laboratories have begun to collect data via crowdsourced internet services such as Amazon’s Mechanical Turk service, rather than in the lab. The alignment between these two sources of data is of much interest to researchers, but to date no side-by-side comparisons have been run. During Winter Storm (WS) 2014 our IGERT students explored whether a sample of well-established findings from lab-based testing replicate in internet-based testing. 40 students divided into 8 teams, and over the course of 2 weeks they carried out replication studies, and in doing so they also taught each other the various steps of experimental implementation and analysis. Student got hands-on experience with unfamiliar methods and techniques, exploring the replicability of lab-tested findings in internet-based testing, and practicing effective data reporting.

Third achievement:
Work in cognitive neuroscience demonstrates that brains are engaged in predicting future input, such as upcoming words in a speech or text stream. Language modeling attempts to do the same thing computationally. During Spring 2014 we offered our students a unique seminar linking experts and research in neuroscience and computer science, to investigate how human brains and machines use context to predict upcoming sounds and words in
language. This course was about understanding both sides of the prediction task: both how the brain does it, and how this connects with computational models designed to capture various linguistic structures. Instructors Hal Daumé (Computer Science) and Naomi Feldman and Ellen Lau (Linguistics) brought together perspectives from domains that rarely intersect and participating students came from very different backgrounds.

First achievement:
Graduation and placement of our advanced IGERT students continues to be strong. In the past year a number of our trainees secured tenure-track faculty positions (Dan Parker - William & Mary; Alexis Wellwood - Northwestern; Wing Yee Chow - University College London), and others secured postdocs (Megan Sutton - UPenn; Giovanna Morini - Delaware; Erika Hussey - Illinois; Dave Kush - Haskins Labs/Yale; Sol Lago - Potsdam; Candise Lin - USC; Anna Chrabaszcz - Moscow). We are now in a position to say to our new student recruits that there is solid evidence that the additional workload of an interdisciplinary program does not handicap students in securing a job.

Second achievement:
Numerous students received awards in connection with their IGERT work. Giovanna Morini received an NSF-DDIG award for her dissertation research on bilingual language acquisition. Yakov Kronrod and Alexis Wellwood were recognized for their exceptional initiative with U of Maryland service awards. Mike Fetters received an NSF-EAPSI award that will support summer research in Japan. Annie Gagliardi’s research was featured in a story in sciencedaily.com. Gagliardi used evidence from child speakers of the Dagestanian language Tsez to uncover the nature of language learning biases.

Third achievement:
Katie Leech, a PhD student in the College of Education, successfully combined her interest in language learning in low-SES children with the expertise of Yi Ting Huang (Hearing & Speech Sciences) in child sentence-understanding. This collaboration is already yielding novel results about the effect of SES on sentence comprehension. Most previous research on effects of SES on language has focused on simpler domains such as single word learning. Leech’s research has led to a number of presentations at internal and external venues.

First Barrier
Issue/challenge:
Institutionalization is not easy. One of the goals of our IGERT program was to serve as a catalyst for building a broad and sustainable language science community of faculty, researchers and students. This has succeeded, but it was not feasible to simply continue the activities of the IGERT program. Achieving this in the absence of NSF
support is no small matter, but that can nevertheless be viewed by university leadership as “more of the same”. In order to increase buy-in we had to significantly broaden our base of stakeholders, creating a larger interdisciplinary initiative. This is an attractive outcome, but it also presents challenges for maintaining the initial graduate-focused activities.

Response:
Keeping in mind that the university-wide Language Science initiative was always to be much larger than IGERT, we realized that the effort is not possible without the close involvement and support of the UMD higher administration. Much effort over the course of 2 years led to language science being designated as a university research priority area. Intellectual as well as material resources had to be secured for the Language Science Center that was launched in fall 2013. Establishing the center has provided some of the infrastructure needed to sustain the graduate interdisciplinary activities, together with many new investments that will strengthen what we have already built via IGERT. But we will need to continue to be careful that the broader activities do not drown out the graduate-focused activities that allowed us to launch the larger initiative.

Second Barrier
Issue/challenge: Based on our 2013 Advisory Board meeting and a student survey exploring what IGERT elements to institutionalize, we launched the Language Science Fellows program. The program is managed through the new Language Science Center. The Fellows Program is very similar to IGERT, except for more flexible coursework and research requirements, reflecting the lack of IGERT-level financial support. Nevertheless, and somewhat against our expectations, the fellows program required as much advertising as any new program would, or perhaps even more, for two reasons: 1) while everyone thought the program was a good idea, no one was sure that anyone would actually apply, so building a critical mass was harder and 2) some students concluded that free-riding the program activities and resources might be just as beneficial while requiring less effort.

Response:
The new program was devised based on input from existing students and faculty. We advertised the new program to newly arrived students through fall and winter 2013-2014, and held an information session during Winter Storm 2014. This strategy appeared successful, until we realized in March that students and faculty had far more questions and apprehension about the program than we were aware of. To address these we contacted students and their advisors, and worked with them individually on addressing concerns, developing proposals etc. We also matched applicants with more advanced students to guide them through the process and give them a sense of the benefits of a supportive community of peers. We expect to receive at least 8 applications.

Third Barrier
Issue/challenge: The IGERT training program’s success is built on grassroots initiatives and activities designed by and run by students. Student ownership is key to our program’s success. This means, however, that there always needs to be a strong and active core group of students that help to maintain this high level of grassroots involvement. When not all students in a cohort are equally active, some students end up being involved up to their energy limit. Keeping students engaged, while making sure not to push them beyond a reasonable involvement, proved to be a challenge.

Response:
From the beginning we tried to ensure that students engage only in activities that have a clear value for their academic and professional careers. Additionally, we encourage students to not just replicate activities, but take ownership and re-create them each year to showcase their own individual skills. To keep all students involved we advised group leaders on techniques for involving all group members, delegate tasks and make sure they are finalized. For ensuring that we have a large enough number of students we work on the recruiting side as well to ensure that the student cohort is large enough to sustain a core level of activities. We found that around ten active students per year can provide the critical mass to successfully engage the whole group of interested students and faculty.
Outreach Activities

PI: Phillips, Colin - Reporting Year: 2014

Outreach Activity 1
Title: Alexander Williams - Talk at the Kenmoor Middle School
Name of media outlet or organization for which outreach was done: Kenmoor Middle School, Hyattsville, MD
Date of activity: 01/01/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Alexander Williams ran one of the ongoing monthly philosophy classroom sessions at the Kenmoor Middle School. This event is ongoing.

Outreach Activity 2
Title: Berwyn Heights Elementary STEM Fair
Name of media outlet or organization for which outreach was done: Berwyn Heights Elementary School
Date of activity: 12/08/2013
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Multiple volunteers from language science departments volunteered as judges at the science fair for 3rd, 4th, and 5th grade. This was the third annual involvement for IGERT in this event.

Outreach Activity 3
Title: Colin Phillips - Public Lecture in Hong Kong
Name of media outlet or organization for which outreach was done: Chinese University of Hong Kong
Date of activity: 05/31/2014
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Colin Phillips gave a public lecture on the science of linguistic illusions during an academic visit to Hong Kong.

Outreach Activity 4
Communication Partner Training: Workshop for caregivers/friends/family of persons with aphasia

Outreach Activity 5
Title: Eleanor Roosevelt High School Internship and Poster Presentations
Name of media outlet or organization for which outreach was done: Eleanor Roosevelt High School, Greenbelt, MD
Date of activity: 05/01/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Seven groups of high school interns who are working in language science labs under faculty supervision during the year will present the results of their work to UMD language scientists.

Outreach Activity 6
Title: Field Trip for 100 High School Students
Name of media outlet or organization for which outreach was done: Northwood High School, Silver Spring, MD
Date of activity: 03/07/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT trainees led 13 parallel interactive hands-on activities for 100 AP-Psychology students from Northwood High School, a local school with a very diverse student population. Each student attended two events.

Outreach Activity 7
Title: Hearing and Speech Sciences at the Maryland Day
Name of media outlet or organization for which outreach was done: Wide public event
Date of activity: 04/26/2014
Type of activity:
Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The department of Hearing and Speech sciences participates in UMD's Maryland Day community outreach event that showcased the contribution UMD brings to science, the arts, and technology to the local and wider community.

Outreach Activity 8
Title: Hearing Loss Management and Speechreading presentations
Name of media outlet or organization for which outreach was done: Public presentations
Date of activity: 01/01/2014
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Hearing and speech clinicians have held presentations on Hearing Loss Management and Speechreading at local senior centers and adult communities such as the Asbury Methodist Village, Riderwood Adult Community, etc. An ongoing activity.

Outreach Activity 9
Title: Launch of the Maryland Language Science Center
Name of media outlet or organization for which outreach was done: The Diamondback
Date of activity: 10/07/2013
Type of activity: Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The launch of the Maryland Language Science Center was featured in the Diamondback - the University of Maryland Independent Newspaper.

Outreach Activity 10
Title: Lecture at Northwood High School
Name of media outlet or organization for which outreach was done: Northwood High School, Silver Spring, MD
Date of activity: 02/06/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Professor Meredith Rowe visited Northwood HS and gave a three part lecture on language acquisition, followed by a panel composed of graduate IGERT students and undergraduate students.
Outreach Activity 11
Title: Lecture at the Paint Branch High School
Name of media outlet or organization for which outreach was done: Paint Branch High School, Burtonsville, MD
Date of activity: 01/28/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Professor Meredith Rowe visited Paint Branch HS and gave a three part lecture on language acquisition, followed by a panel composed of graduate IGERT students and undergraduate students.

Outreach Activity 12
Title: Maryland Day Community Outreach
Name of media outlet or organization for which outreach was done: University of Maryland; City of College Park
Date of activity: 04/26/2014
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
This is the third annual Cognitive, Neuro, and Language Science Maryland Day tent. Various outreach events and demonstrations are presented to engage the public, representing many groups, departments, and centers.

Outreach Activity 13
Title: Meredith Rowe - White House symposium
Name of media outlet or organization for which outreach was done: The White House Office of Science and Technology Policy
Date of activity: 10/04/2013
Type of activity: Government
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Meredith Rowe was a featured speaker at a White House workshop on "Bridging the Thirty-Million-Word Gap." The workshop explored the disparities in early language and vocabulary skills between children from high and low socioeconomic backgrounds.

Outreach Activity 14
Title: Montgomery Blair Linguistics Club
Name of media outlet or organization for which outreach was done:
Montgomery Blair High School, Silver Spring MD
Date of activity: 01/01/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT faculty and students have visit the MontgomeryHS Linguistics Club for regular language science talks covering such topics as aphasia and disordered language, phonology in poetry, semantics and philosophy of language, natural language processing

Outreach Activity 15
Title: New Language Science Center Launched - article
Name of media outlet or organization for which outreach was done: Research@Maryland Newsletter
Date of activity: 11/01/2013
Type of activity: Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The opening of the Language Science Center was showcased as the central story in the Research @ Maryland newsletter published by the University of Maryland Division of Research monthly, featuring research achievements across the university.

Outreach Activity 16
Title: NSF STEM Career Fair
Name of media outlet or organization for which outreach was done: Public Career Fair for Local Middle and High School Students
Date of activity: 09/26/2013
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
IGERT students and a few language science undergraduates had a table at the NSF STEM Career Fair organized at the Dulles Town Center. The students introduced middle and high school students to language science encourage them for related careers.

Outreach Activity 17
Title: Paint Branch HS students visit UMD
Name of media outlet or organization for which outreach was done: Paint Branch High School, Burtonsville, MD
Date of activity: 02/07/2014
Type of activity:
15 IGERT participants led parallel interactive hands-on activities for 100 AP-Psychology students from Paint Branch High School, a local school with a very diverse student population. Each student attended two events.

Outreach Activity 18
Title: Philip Resnik on the Kojo Nnamdi Show
Name of media outlet or organization for which outreach was done: National Public Radio
Date of activity: 01/28/2014
Type of activity: Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Philip Resnik was a guest on the Kojo Nnamdi Show, a well-known talk show on the DC-area NPR affiliate. Resnik talked about natural language technology.

Outreach Activity 19
Title: Speech and language screenings
Name of media outlet or organization for which outreach was done: Various local schools and preschools
Date of activity: 01/01/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The Hearing and Speech Sciences clinic visits local schools and preschools to do speech and language screenings, covering 4 schools and 115 children this past year. This activity is ongoing.

Outreach Activity 20
Title: Student volunteers at Walk4Hearing
Name of media outlet or organization for which outreach was done: Broader public awareness raising
Date of activity: 10/01/2013
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
UMD students members of the National Student Speech Language Hearing Association and the Student Academy of Audiology volunteered at Walk4Hearing walk.
Outreach Activity 21
Title: Training for speech-language pathologists
Name of media outlet or organization for which outreach was done:
St. Vincent Hospital, Indianapolis, IN
Date of activity: 01/01/2014
Type of activity: Other: Hospital
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Hearing and Speech Sciences clinicians ran a one-day training for speech-language pathologists to help them deliver state of the art stuttering services as part of a new program funded by a donor.

Outreach Activity 22
Title: UMARC Lecture Series in support of parents of children with Autism
Name of media outlet or organization for which outreach was done:
Parents of Children with Autism
Date of activity: 03/27/2014
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
The UMARC Lecture Series provides support for parents of children with Autism offering presentations on the latest scientific break-throughs in the field.

Outreach Activity 23
Title: UMD Faculty/Staff Health Fairs and Student Health Fairs
Name of media outlet or organization for which outreach was done:
Public events
Date of activity: 01/01/2014
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Audiology faculty form the Hearing and Speech Sciences department attended the UMD Faculty/Staff Health Fairs and Student Health Fairs each year to talk about hearing health. These are ongoing activities.

Outreach Activity 24
Title: UMD to Solve Global Language Problems at New Language Science Research Center
Name of media outlet or organization for which outreach was done:
Reuters.com
Date of activity: 09/27/2013
Type of activity: Media
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:
Reuters.com ran a press release entitled: UMD to Solve Global Language Problems at New Language Science Research Center about UMD launching the campus-wide, interdisciplinary research center in language science.

Outreach Activity 25
Title: University Park Elementary Science Fair
Name of media outlet or organization for which outreach was done: University Park Elementary School, University Park, MD
Date of activity: 01/29/2014
Type of activity: K-12
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved: Language Science students volunteered as judges at the science fair at this local elementary school.

Outreach Activity 26
Title: Workshops for children and adults who stutter
Name of media outlet or organization for which outreach was done: Public events
Date of activity: 01/01/2014
Type of activity: Informal Science
Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved: Faculty from the Hearing and Speech department organized workshops for children and adults who stutter & their families, through the National Stuttering Association.

Award ID: 0801465
NSF Highlights
PI: Phillips, Colin - Reporting Year: 2014

NSF Highlights 1
Title: Linguistic Illusions
If a video is associated with the Highlight, please provide a URL link to the video:
Primary 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.

Secondary Strategic Goal:
Learning: Cultivate a world-class, broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens.

Describe the achievement / result that is the Highlight:
Optical illusions are not only visually compelling, but also revealing about the inner workings of the visual system. Linguistic illusions can be similarly revealing about how humans mentally perceive and encode language. Recent research led by Dan Parker at the University of Maryland, College Park has led to several important discoveries about the malleability of linguistic illusions. These findings demonstrate that certain types of linguistic illusions can be systematically turned on and off, providing valuable clues to how we mentally encode and navigate linguistic material in short-term working memory. Parker is a trainee in Maryland’s “Biological and Computational Foundations of Language Diversity” program (Prof. Colin Phillips, Principal Investigator), which is supported by the National Science Foundation’s Integrative Graduate Education and Research Traineeship (IGERT) program. Within the IGERT program, Parker has combined training in linguistics, computer science, and experimental psychology. This interdisciplinary training enabled him to make important discoveries in his research and it successfully prepared him to secure a tenure-track faculty position at the College of William and Mary as an expert in computational psycholinguistics within the Linguistics program and English department. Linguistic illusions are cases where people temporarily mis-judge words or sentences, tricking them into perceiving ill-formed sentences as they were well-formed. Just as visual illusions reflect conflicting visual percepts, linguistic illusions reflect conflicting judgments about a sentence at different points across a short amount of time. Parker has been researching how people interpret words like ‘ever’ or ‘any’ (‘negative polarity items’) to better understand how our language comprehension system targets specific items in memory. These words are acceptable only in sentences that contain a negative-like word in a structurally higher position. Previous research has shown that the word ‘ever’ is highly susceptible to fleeting illusions of acceptability in sentences like ‘The bill that no senator voted for will ever become law’, due to the lure of the negative word ‘no’ that is in a structurally inappropriate position. Such findings are very robust and they have been used to argue for a specific type of interference-prone memory architecture. In contrast, Parker has recently discovered that these illusions are actually very fragile and that they can be turned on and off in a controlled fashion, depending on when memory is probed. This work has several important implications. First, it integrates insights from a wide range of methodological and analytical techniques to provide evidence for rapidly changing encodings of linguistic material in short-term working memory. Second, it provides valuable clues about the source and scope of linguistic illusions in human language. Third, they reveal how we encode and access linguistic information in memory to ensure fast and robust language understanding. More generally, this research draws on interdisciplinary training to learn about the role of different types of memory mechanisms that are used for understanding and misunderstanding language.

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

Images Uploaded
Image 1 information
Image Title:
Contrasting linguistic illusion profiles
Does NSF have permission to use this image?
Yes

Image credits:
Parker and Phillips (2014)

Description of image:
Figure 2: Contrasting linguistic illusion profiles. Combining insights from computer science, experimental psycholinguistics, and linguistic theory, Parker and Phillips have discovered how to systematically turn on/off linguistic illusions involving words like ‘ever’ and ‘any’ (‘negative polarity items’), reflected by the difference
between the green and red bars and lines.

Image 2 information
Image Title:
Scintillating grid illusion (left) and Stopping the illusion by sine distortion (right)

Does NSF have permission to use this image?
Yes

Image credits:
Images from Lingelbach (1994); Geier et al. (2008)

Description of image:
Figure 1: Scintillating grid illusion (left) discovered by Lingelbach (1994) triggers the perception of flickering black dots at the intersections. Stopping the illusion by sine distortion (right) discovered by Geier et al. (2008) is not predicted by existing accounts. Parker and Phillips have discovered a way of manipulating linguistic illusions in a similar fashion.

Award ID: 0801465
Principal Investigator Information
Reporting Year: 2014

Principal Investigator:
Name:
Phillips, Colin
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

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Disability:
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Citizenship:
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Award ID: 0801465
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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014
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Project Years Active:
2011-2012
2012-2013
2013-2014
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Not Reported
Gender:
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Disability:
Not Reported
Citizenship:
Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

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Previous Surname:

Project Years Active:
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

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Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

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Project Years Active:
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
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Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
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Previous Surname:

Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

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Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Braun, Allen
Previous Surname: 

Project Years Active:
2009-2010
2010-2011
2011-2012

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution: NIDCD/NIH
Department: Voice, Speech, and Language Branch
Address: Building 10, Room 8S235A
City: Bethesda
State:
MD

Zip Code:
20892

Phone Number:
301-402-1497

Ext:

Fax Number:
301-402-0409

Email:
brauna@niddc.nih.gov

Web URL:
http://www.niddc.nih.gov/research/scientists/brauna.asp

Demographic Information:
Ethnicity:
Not Reported

Race:
Not Reported

Gender:
Male

Disability:
Not Reported

Citizenship:
Not Reported

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Daume, Hal

Previous Surname:

Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Computer Science
Address:
AVW 3227
City:
College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-1073
Ext:

Fax Number:
301-405-6707
Email:
hal@umiacs.umd.edu
Web URL:
http://www.umiacs.umd.edu/~hal/
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Male
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
De Keyser, Robert
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Dougherty, Michael
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Psychology
Address:
1145B Biology-Psychology
City:
College Park
State:
MD
Zip Code:
20742
Phone Number: 301-405-8423
Fax Number: 301-314-9566
Email: mdougherty@psyc.umd.edu
Web URL: http://www.bsos.umd.edu/psyc/dougherty/

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Feldman, Naomi
Previous Surname:
Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Linguistics
Address:
1401 Marie Mount Hall
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College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-5800
Ext:
Fax Number:
301-405-7104
Email:
nhf@umd.edu
Web URL:
http://ling.umd.edu/~nhf/

Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Gor, Kira
Previous Surname:

Project Years Active:
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
Role in Project:
Trainee/Associate Advisor
Contact Information:
Institution:
University of Maryland
Department:
School of Languages, Literatures, and Cultures
Address:
3215 Jimenez Hall
City:
College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-0185
Ext:
Fax Number:
301-314-9752
Email:
kiragor@umd.edu
Web URL:
http://www.languages.umd.edu/SLAA/faculty.htm
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014
Co-Principal Investigator/Advisor:
Name:
Hacquard, Valentine
Previous Surname:

Project Years Active:
2009-2010
2010-2011
2012-2013
2013-2014

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:
301-405-5493
Ext:

Fax Number:
301-405-7104
Email:
hacquard@umd.edu
Demographic Information:
Ethnicity:
Not Reported
Race:
Not Reported
Gender:
Female
Disability:
Not Reported
Citizenship:
Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Hornstein, Norbert
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
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:
301-405-4932
Ext:
Fax Number:
301-405-7104
Email:
nhornste@umd.edu
Web URL:
http://www.ling.umd.edu/~hornstein/
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Male
Disability:
Not Disabled
Citizenship:
U.S. Permanent Resident

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Huang, Yi Ting
Previous Surname:

Project Years Active:
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Hearing and Speech Sciences
Address:
0141A LeFrak Hall
City:
College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-4227
Ext:

Fax Number: 301-405-4227

Email: ythuang1@umd.edu

Web URL: http://www.bsos.umd.edu/hesp/facultystaff/huangy.htm

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: Asian
Gender: Female
Disability: Not Reported
Citizenship: Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Idsardi, William
Previous Surname: 

Project Years Active: 2008-2009
2009-2010
2010-2011
2012-2013
2013-2014

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:
301-405-8376
Ext:
Fax Number:
301-405-7104
Email:
idsardi@umd.edu
Web URL:
http://www.ling.umd.edu/~idsardi

Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Jaeggi, Susanne
Previous Surname:

Project Years Active: 2012-2013
Role in Project: Trainee/Associate Advisor
Contact Information:
Institution: University of Maryland
Department: Psychology
Address: 3123G Biology-Psychology Building
City: College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-9842
Ext:
Fax Number:
301-314-9566
Email:
sjaeggi@umd.edu
Web URL:
http://psychology.umd.edu/people/faculty.cfm#F
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
Other Non-U.S. Citizen

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Jiang, Nan
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Second Language Acquisition
Address:
4117 Jimenez Hall
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College Park
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MD
Zip Code:
20742
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301-405-1378
Ext:
Fax Number:
301-405-9928
Email:
njiang@umd.edu
Web URL:
http://www.languages.umd.edu/SLAA/faculty.htm
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
Asian
Gender:
Male
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Lasnik, Howard
Previous Surname:

Project Years Active:
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department: Linguistics
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State: MD
Zip Code: 20742
Phone Number: 301-405-4929
Ext:
Fax Number: 301-405-7104
Email: lasnik@umd.edu
Web URL: http://www.ling.umd.edu/~lasnik/
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National
Co-Principal Investigator/Advisor:
Name:
Lau, Ellen
Previous Surname:

Project Years Active:
2010-2011
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Linguistics
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State:
MD
Zip Code:
20742
Phone Number:
901-568-2232
Ext:

Fax Number:
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Lidz, Jeffrey
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
Role in Project:
Trainee/Associate Advisor Co-Principal Investigator

Contact Information:
Institution:
University of Maryland
Department:
Linguistics
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1401 Marie Mount Hall
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20742
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301-405-8220
Ext:
Fax Number:
301-405-7104
Email:
jlidz@umd.edu
Web URL:
http://www.ling.umd.edu/~jlidz/

Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Long, Michael
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

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

Contact Information:
Institution: University of Maryland
Department: Second Language Acquisition
Address: 3124 Jimenez Hall
City:
College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-4036
Ext:
Fax Number:
301-314-9928
Email:
mlong5@umd.edu
Web URL:
http://www.languages.umd.edu/SLAA/mlong.html
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Male
Disability:
Not Disabled
Citizenship:
U.S. Permanent Resident

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014
Co-Principal Investigator/Advisor:
Name:
Mathur, Gaurav
Previous Surname:

Project Years Active:
2011-2012
Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
Gallaudet University
Department:
Linguistics
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800 Florida Avenue NE
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DC
Zip Code:
20002
Phone Number:
202-250-2320
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Fax Number:
202-651-5741
Email:
gaurav.mathur@gallaudet.edu
Web URL:
http://www.gallaudet.edu/faculty-staff/linguistics/mathur_gaurav.html

Demographic Information:
Ethnicity:
Not Reported
Race:
Not Reported
Gender:
Male
Disability:
Disabled
Citizenship:
Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
McElree, Brian
Previous Surname:

Project Years Active:
2011-2012
2012-2013
2013-2014
Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
New York University
Department:
Department of Psychology
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6 Washington Place, Room 860
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Zip Code: 10003
Phone Number: 212-998-8336
Ext:
Fax Number: 212-995-4349
Email: brian.mcelree@nyu.edu
Web URL: http://www.psych.nyu.edu/mcelree/
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: Not Reported
Gender: Male
Disability: Not Reported
Citizenship: Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014
Co-Principal Investigator/Advisor:
Name:
Morreau, Michael
Previous Surname:

Project Years Active:
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Philosophy
Address:
Skinner Building
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College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-5689
Ext:
Fax Number:
301-405-5690
Email:
mimo@umd.edu
Web URL:
Demographic Information:
Ethnicity: Not Reported
Race: Not Reported
Gender: Male
Disability: Not Reported
Citizenship: Not Reported

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Newman, Rochelle
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor Co-Principal Investigator
Contact Information:
Institution:
University of Maryland
Department:
Hearing & Speech Sciences
Address:
0100 Lefrak Hall
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College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-4226
Ext:
Fax Number:
301-314-2023
Email:
rnewman1@umd.edu
Web URL:
http://www.bsos.umd.edu/hesp/facultyStaff/newmanr.htm
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Novick, Jared
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Center for Advanced Study of Language
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CASL, Box 25
City:
College Park
State:
MD
Zip Code:
20742
Phone Number: 301-226-8841
Ext:
Fax Number: 301-226-8811
Email: jnovick@casl.umd.edu
Web URL: http://www.casl.umd.edu/talent/PeopleProjects.cfm?people_id=261

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor: Pietroski, Paul
Previous Surname: 
Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014
Role in Project:
Trainee/Associate Advisor
Contact Information:
Institution:
Maryland
Department:
PHIL/LING
Address:
Dept of Philosophy
City:
College Park
State:
MD
Zip Code:
20740
Phone Number:
301-405-5718
Ext:
Fax Number:
301-405-5690
Email:
pietro@umd.edu
Web URL:
http://www.terpconnect.umd.edu/~pietro/
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Poeppel, David
Previous Surname:

Project Years Active:
2011-2012
Role in Project:
Trainee/Associate Advisor
Contact Information:
Institution: New York University
Department: Psychology
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City: New York
State:
NY

Zip Code:
10003

Phone Number:
212-992-7489

Fax Number:
212-995-4960

Email:
dp101@nyu.edu

Web URL:
http://www.psych.nyu.edu/poeppel/#address

Demographic Information:

Ethnicity:
Not Hispanic or Latino

Race:
White

Gender:
Male

Disability:
Not Disabled

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

Award ID: 0801465

Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Reggia, James
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Computer Science
Address:
3233 AV Williams Building
City:
College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-2686
Ext:
Fax Number:
301-405-6707
Email:
reggia@cs.umd.edu
Web URL:
http://www.cs.umd.edu/~reggia/

Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Male
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Resnik, Philip
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Award ID: 0801465
Co-Principal Investigator/Advisor Information

Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Riggins, Tracy
Previous Surname:

Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Psychology
Address:
Biology/Psychology Building 2147E
City:
College Park
State:
MD
Zip Code:
20782
Phone Number:
301-405-5905
Ext:
Fax Number: 301-314-9566
Email: riggins@umd.edu
Web URL: http://www.bsos.umd.edu/psyc/riggins/people.htm
Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Rowe, Meredith
Previous Surname:
Project Years Active:
2011-2012
2012-2013
2013-2014
Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Human Development
Address:
3304 Benjamin Building (#143)
City:
College Park
State:
MD
    Zip Code:
    20742
Phone Number:
301-405-2827
    Ext:
Fax Number:
301-405-2891
Email:
mrowe@umd.edu
Web URL:
http://www.education.umd.edu/EDHD/faculty_rowe.m.php

Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Shah, Yasmeen
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Hearing & Speech Sciences
Address:
0141F Lefrak Hall
City:
College Park
State: MD
Zip Code: 20742
Phone Number: 301-405-4229
Fax Number: 301-314-2023
Email: yshah@hesp.umd.edu
Web URL: http://www.bsos.umd.edu/hesp/facultyStaff/shahy.htm

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: Asian
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Permanent Resident

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Shamma, Shihab
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
University of Maryland
Department:
Electrical and Computer Engineering
Address:
2203 AV Williams Building
City:
College Park
State:
MD
Zip Code:
20742
Phone Number:
301-405-6842
Ext:
Fax Number:
301-314-9220
Email:
sas@umd.edu
Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
Asian
Gender:
Male
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Slevc, Robert
Previous Surname:
Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014
Role in Project:
Trainee/Associate Advisor
Contact Information:
Institution:
Co-Principal Investigator/Advisor:
Name: Wang, Min
Previous Surname:

Project Years Active:
2009-2010
2011-2012
2012-2013
2013-2014

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution: University of Maryland
Department: Human Development
Address: 3304C Benjamin Building
City: College Park
State: MD
Zip Code: 20742
Phone Number: 301-405-8798
Fax Number: 301-405-2891
Email: minwang@umd.edu
Web URL: www.wam.und.edu/~minwang

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: Asian
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name: Weinberg, Amy
Previous Surname:
Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013

Role in Project:
Co-Principal Investigator

Contact Information:
Institution:
University of Maryland

Department:
Center for Advanced Study of Language

Address:
7005 52nd Avenue

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State:
MD

Zip Code:
20742

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301-226-9055

Ext:

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301-405-7104

Email:
weinber@umd.edu

Web URL:
http://www.casl.umd.edu/amy-weinberg

Demographic Information:
Ethnicity:
Not Hispanic or Latino

Race:
White
Gender: Female
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor: Williams, Alexander
Previous Surname:

Project Years Active:
2010-2011
2011-2012
2012-2013
2013-2014

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: 301-405-1607
Fax Number: 301-405-1704
Email: alxndrw@umd.edu
Web URL: www.ling.umd.edu/~alxndrw

Demographic Information:
Ethnicity: Not Hispanic or Latino
Race: White
Gender: Male
Disability: Not Disabled
Citizenship: U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Woodward, Amanda

Previous Surname:

Project Years Active:
2008-2009
2009-2010

Role in Project:
Trainee/Associate Advisor

Contact Information:
Institution:
The University of Chicago
Department:
Psychology
Address:
5848 South University Avenue
City:
Chicago
State:
IL
Zip Code:
60637
Phone Number:
773-834-1375
Ext:
Fax Number:
773-702-0886
Email:
woodward@uchicago.edu
Web URL:
http://psychology.uchicago.edu/people/faculty/woodward.shtml

Demographic Information:
Ethnicity:
Not Hispanic or Latino
Race:
White
Gender:
Female
Disability:
Not Disabled
Citizenship:
U.S. Citizen/U.S. National

Award ID: 0801465
Co-Principal Investigator/Advisor Information
Reporting Year: 2014

Co-Principal Investigator/Advisor:
Name:
Zukowski, Andrea
Previous Surname:

Project Years Active:
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014

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: Not Disabled
Citizenship: U.S. Citizen/U.S. National
Trainee Information:
Name: Alcocer, Pedro
Previous Surname:

Funding Status:
Formerly Funded

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

Funding data:
2008-2009 Project Year – Trainee supported for 0 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 2 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Colin Phillips, Ellen Lau

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

GRE Scores:
Verbal: 710
Quantitative: 730
Analytical: 5.5

Subject Score:
GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2007

First began receiving NSF-IGERT funding:
08/2009

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name: Barrios, Shannon
Previous Surname:
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N

Funding data:
2008-2009 Project Year – Trainee supported for 0 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 2 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Nan Jiang, Naomi Feldman, William Idsardi

Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal: 450
Quantitative: 670
Analytical: 4

Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2007
First began receiving NSF-IGERT funding:
08/2009
Current Situation:
Has graduated from your institution with a Ph.D. 05/2013
Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name: Donaldson, Kevin
Previous Surname:

Funding Status:
Formerly Funded

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

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Shihab Shamma, William Idsardi

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

GRE Scores:
Verbal: 630
Quantitative: 710
Analytical: 6

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:
Dudley, Rachel
Previous Surname:

Funding Status:
Funded

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

Funding data:
2013-2014 Project Year – Trainee supported for 10 months

Current IGERT Advisor(s):
(Reported by trainee) – Jeffrey Lidz, Meredith Rowe, Valentine Hacquard

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:
08/2012

First began receiving NSF-IGERT funding:
08/2013

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Trainee Information:
Name: Gagliardi, Ann
Previous Surname: 

Funding Status:
Formerly Funded

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

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Jeffrey Lidz, Naomi Feldman, Philip Resnik

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

GRE Scores:
Verbal: 660
Quantitative: 770
Analytical: 5

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 graduated from your institution with a Ph.D. 05/2012
Trainee Information:
Name:
Grissom II, Alvin
Previous Surname:
Grissom
Funding Status:
Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Funding data:
2013-2014 Project Year – Trainee supported for 10 months
Current IGERT Advisor(s):
(Reported by trainee) – Ellen Lau
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:
08/2012
First began receiving NSF-IGERT funding:
08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2014
Trainee Information:
Name:
Harrigan, Kaitlyn

Funding Status:
Funded

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

Funding data:
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 12 months
2013-2014 Project Year – Trainee supported for 2 months

Current IGERT Advisor(s):
(Reported by trainee) – Jeffrey Lidz, Jonathan Beier, Valentine Hacquard

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:
08/2010

First began receiving NSF-IGERT funding:
08/2011

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Hussey, Erika
Previous Surname:
Funding Status:
Formerly Funded

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

Funding data:
2008-2009 Project Year – Trainee supported for 0 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 2 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Jared Novick, Michael Dougherty

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

GRE Scores:
Verbal: 640
Quantitative: 780
Analytical: 5

Subject Score:
GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2007

First began receiving NSF-IGERT funding:
08/2009

Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Award ID: 0801465

Trainee Information

Reporting Year: 2014

Trainee Information:
Name:
Kowalski, Alix

Previous Surname:
Funding Status:
Funded

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

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
Current IGERT Advisor(s):
(Reported by trainee) – Yi Ting Huang

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:
08/2012

First began receiving NSF-IGERT funding:
08/2013

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information :
Name:
Kronrod, Yakov
Previous Surname:

Funding Status:
Funded

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

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 12 months
2013-2014 Project Year – Trainee supported for 2 months

Current IGERT Advisor(s):
(Reported by trainee) – Jeffrey Lidz, Kira Gor, Naomi Feldman, Philip Resnik, William Idsardi

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

GRE Scores:
Verbal: 600
Quantitative: 800
Analytical: 5

Subject Score:
GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2009

First began receiving NSF-IGERT funding:
08/2011

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Kush, Dave

Previous Surname:

Funding Status:
Formerly Funded

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

Funding data:
2008-2009 Project Year – Trainee supported for 0 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – Colin Phillips, Jeffrey Lidz, Robert Slevc

Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal: 630
Quantitative: 730
Analytical: 4.5
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2008
First began receiving NSF-IGERT funding:
08/2009
Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Lee-Ellis, Sunyoung
Previous Surname:

Funding Status:
Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
N
Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz, Kira Gor, Min Wang, Nan Jiang, Naomi Feldman, Robert De Keyser, William Idsardi, Yasmeen Shah

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

GRE Scores:
Verbal: 700
Quantitative: 760
Analytical: 710

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 graduated from your institution with a Ph.D. 08/2011

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Leech, Kathryn
Previous Surname:

Funding Status:
Funded

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

Funding data:
2012-2013 Project Year – Trainee supported for 10 months
2013-2014 Project Year – Trainee supported for 12 months
Current IGERT Advisor(s):
(Reported by trainee) – Meredith Rowe, Yi Ting Huang

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:
08/2010

First began receiving NSF-IGERT funding:
08/2012

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Lin, Candise
Previous Surname:
Chen

Funding Status:
Formerly Funded

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

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 4 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – Kira Gor, Min Wang, William Idsardi, Yi Ting Huang

Citizenship/Residency Status :
U.S. Citizen/U.S. National
GRE Scores :
Verbal: 560
Quantitative: 750
Analytical: 5.5
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2008
First began receiving NSF-IGERT funding:
08/2010
Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information :
Name:
McCourt, Michael
Previous Surname:
Funding Status:
Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Funding data:
2013-2014 Project Year – Trainee supported for 10 months
Current IGERT Advisor(s):
(Reported by trainee) – Alexander Williams
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:
08/2012
First began receiving NSF-IGERT funding:
08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Mirchandani, Deepak
Previous Surname:

Funding Status:
Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
N
Funding data:
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 8 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – Alexander Williams, Paul Pietroski
Citizenship/Residency Status:
Not Reported
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2010
First began receiving NSF-IGERT funding:
08/2011
Current Situation:
Has left your institution without earning a degree. 02/2013

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information :
Name:
Monner, Derek
Previous Surname:
Funding Status:
Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? 
N
Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – James Reggia, Robert De Keyser
Citizenship/Residency Status :
U.S. Citizen/U.S. National
GRE Scores :
Verbal: 800
Quantitative: 800
Analytical: 5
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 graduated from your institution with a Ph.D. 08/2011

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Morini, Giovanna
Previous Surname:

Funding Status:
Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Y

Funding data:
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 12 months
2011-2012 Project Year – Trainee supported for 2 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Rochelle Newman

Citizenship/Residency Status:
U.S. Permanent Resident
GRE Scores:
Verbal: 420
Quantitative: 630
Analytical: 5
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2008
First began receiving NSF-IGERT funding:
08/2009
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Parker, Daniel
Previous Surname:
Funding Status:
Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Y
Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 12 months
2012-2013 Project Year – Trainee supported for 2 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – Colin Phillips
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal: 480
Quantitative: 480
Analytical: 4.5
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2009
First began receiving NSF-IGERT funding:
08/2010
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Pelzl, Eric
Previous Surname:

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

Funding data:
2013-2014 Project Year – Trainee supported for 10 months
Current IGERT Advisor(s):
(Reported by trainee) – Colin Phillips, Ellen Lau

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:
08/2012
First began receiving NSF-IGERT funding:
08/2013

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

Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Richardson, Rachael
Previous Surname:

Funding Status:
Funded

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

Funding data:
2012-2013 Project Year – Trainee supported for 10 months
2013-2014 Project Year – Trainee supported for 12 months

Current IGERT Advisor(s):
(Reported by trainee) – Naomi Feldman, 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:
08/2011
First began receiving NSF-IGERT funding:
08/2012

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Award ID: 0801465
Trainee Information
Reporting Year: 2014

Trainee Information:
Name:
Riley, Joshua

Previous Surname:

Funding Status:
Formerly Funded

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

N

Funding data:
2008-2009 Project Year – Trainee supported for 10 months
2009-2010 Project Year – Trainee supported for 10 months
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 0 months
2012-2013 Project Year – Trainee supported for 0 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Allen Braun, Nan Bernstein Ratner, William Idsardi

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

GRE Scores:
Verbal: 740
Quantitative: 690
Analytical: 6

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 graduated from your institution with a Ph.D. 08/2011
Award ID: 0801465
Trainee Information

Reporting Year: 2014

Trainee Information:
Name:
Shell, Alison
Previous Surname:

Funding Status:
Funded

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

Funding data:
2012-2013 Project Year – Trainee supported for 10 months
2013-2014 Project Year – Trainee supported for 12 months

Current IGERT Advisor(s):
(Reported by trainee) – Robert Slevc

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:
08/2011

First began receiving NSF-IGERT funding:
08/2012

Current Situation:
Has not yet graduated, but is pursuing a master's degree at your institution.

Award ID: 0801465
Trainee Information

Reporting Year: 2014

Trainee Information:
Name:
Sutton, Megan
Previous Surname:

Funding Status:
Formerly Funded

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

Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 12 months
2012-2013 Project Year – Trainee supported for 2 months
2013-2014 Project Year – Trainee supported for 0 months

Current IGERT Advisor(s):
(Reported by trainee) – Jeffrey Lidz

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

GRE Scores:
Verbal: 630
Quantitative: 710
Analytical: 5

Subject Score:
GRE Subject:

IGERT Trainees:
First enrolled in graduate study in an IGERT department:
07/2009

First began receiving NSF-IGERT funding:
08/2010

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

Award ID: 0801465
Trainee Information
Trainee Information:
Name: Teubner-Rhodes, Susan
Previous Surname:
Funding Status: Formerly Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y
Funding data:
2009-2010 Project Year – Trainee supported for 0 months
2010-2011 Project Year – Trainee supported for 10 months
2011-2012 Project Year – Trainee supported for 12 months
2012-2013 Project Year – Trainee supported for 2 months
2013-2014 Project Year – Trainee supported for 0 months
Current IGERT Advisor(s):
(Reported by trainee) – Donald Bolger, Jared Novick, Jeffrey Lidz, Michael Dougherty
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal: 730
Quantitative: 740
Analytical: 4.5
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2008
First began receiving NSF-IGERT funding:
08/2010
Current Situation:
Has not yet graduated, but is pursuing a master's degree at your institution.
Trainee Information:
Name:
White, Aaron
Previous Surname:
Funding Status:
Funded
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Funding data:
2010-2011 Project Year – Trainee supported for 0 months
2011-2012 Project Year – Trainee supported for 10 months
2012-2013 Project Year – Trainee supported for 12 months
2013-2014 Project Year – Trainee supported for 2 months
Current IGERT Advisor(s):
(Reported by trainee) – Jeffrey Lidz, Jordan Boyd-Graber, Valentine Hacquard
Citizenship/Residency Status:
U.S. Citizen/U.S. National
GRE Scores:
Verbal: 720
Quantitative: 600
Analytical: 3.4
Subject Score:
GRE Subject:
IGERT Trainees:
First enrolled in graduate study in an IGERT department:
08/2010
First began receiving NSF-IGERT funding:
08/2011
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Y

Years Active:
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Jared Novick, Robert Sleve

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2012
First participated in the IGERT project:
08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Y
Years Active:
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):

(Reported by associate) – Colin Phillips, Howard Lasnik

GRE Scores:
Verbal: 650
Quantitative: 730
Analytical: 4.5

Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2010

First participated in the IGERT project:
09/2010

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Chow, Wing Yee

Previous Surname:

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

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Colin Phillips, Ellen Lau, Nan Jiang

GRE Scores:
Verbal: 550
Quantitative: 800
Analytical: 4.5

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

First participated in the IGERT project:
08/2008

Current Situation:
Has graduated from your institution with a Ph.D. 05/2013

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Chrabaszcz, Anna
Previous Surname:
Lukyanchenko

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

Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Colin Phillips, Kira Gor, Nan Jiang, William Idsardi

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2008
First participated in the IGERT project:
09/2009
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Dillon, Brian
Previous Surname:

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

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Colin Phillips, William Idsardi

GRE Scores:
Verbal: 740
Quantitative: 750
Analytical: 6

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 graduated from your institution with a Ph.D. 08/2011

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name: Drummond, Alex
Previous Surname:

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

Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Howard Lasnik, Norbert Hornstein

GRE Scores:
Verbal: 720
Quantitative: 660
Analytical: 4

Subject Score:
GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department: 07/2007

First participated in the IGERT project: 08/2008
Current Situation:
Has graduated from your institution with a Ph.D. 08/2011

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Dunbar, Ewan
Previous Surname:

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

N

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Naomi Feldman, William Idsardi

GRE Scores:
Verbal: 700
Quantitative: 760
Analytical: 5.5

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 graduated from your institution with a Ph.D. 05/2013
Associate Information:
Name:
Fetters, Michael
Previous Surname:
Fetters
Has the student been engaged in IGERT activities, research, education, or training during this reporting period? Y
Years Active:
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Howard Lasnik, Jeffrey Lidz
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2012
First participated in the IGERT project:
08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
N
Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Kira Gor
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:
08/2009
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
He, Xiaoxue Angela
Previous Surname:
Years Active:
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Alexander Williams, Jeffrey Lidz, Robert Slevc

GRE Scores:
Verbal: 580
Quantitative: 800
Analytical: 4.5

Subject Score:
GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2009

First participated in the IGERT project:
09/2010

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Heffner, Christopher

Previous Surname:

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

Years Active:
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Rochelle Newman, William Idsardi
GRE Scores:
Verbal: 700
Quantitative: 690
Analytical: 5.5
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2012
First participated in the IGERT project:
08/2013
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Hwang, So-One
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
N
Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – David Poeppel, Gaurav Mathur, Naomi Feldman, Robert De Keyser, William Idsardi

GRE Scores:
Verbal: 700
Quantitative: 690
Analytical: 5.5
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
07/2006
First participated in the IGERT project:
08/2008
Current Situation:
Has graduated from your institution with a Ph.D. 08/2011

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Lago, Maria
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Y
Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Colin Phillips, Ellen Lau

GRE Scores:
Verbal: 650
Quantitative: 700
Analytical: 4

IGERT Associates:
First enrolled in graduate study in an IGERT department:
06/2009
First participated in the IGERT project:
Current Situation: Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name: Lewis, Shevaun
Previous Surname: 

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

Years Active:
2008-2009 Project Year
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Andrea Zukowski, Colin Phillips, Jeffrey Lidz, Valentine Hacquard

GRE Scores:
Verbal: 780
Quantitative: 800
Analytical: 5

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 graduated from your institution with a Ph.D. 05/2013
Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Li, Chuchu
Previous Surname:

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

Years Active:
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Min Wang, William Idsardi, Yi Ting Huang

GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2010
First participated in the IGERT project:
08/2011
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014
Associate Information:
Name:
Momma, Shota
Previous Surname:

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

Years Active:
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Robert Slevc

GRE Scores :
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2011
First participated in the IGERT project:
08/2012
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Omaki, Akira
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period? N
Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Colin Phillips, Jeffrey Lidz
GRE Scores:
Verbal: 390
Quantitative: 750
Analytical: 5.5
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2005
First participated in the IGERT project:
08/2008
Current Situation:
Has graduated from your institution with a Ph.D. 05/2010

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Orita, Naho
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Y
Years Active:
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Jeffrey Lidz, Jordan Boyd-Graber, Naomi Feldman
GRE Scores:
- Verbal:
- Quantitative:
- Analytical:
- Subject Score:
- GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2010

First participated in the IGERT project:
09/2011

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

Award ID: 0801465

Associate Information
Reporting Year: 2014

Associate Information:
Name:
Schlueter, Zoe

Previous Surname:

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

Years Active:
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Ellen Lau, Robert Slevc

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

IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2012
First participated in the IGERT project: 08/2013

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name: Solovyeva, Ekaterina
Previous Surname:

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

Years Active:
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Jared Novick, Michael Long, Robert De Keyser, Susanne Jaeggi

GRE Scores:
Verbal: 
Quantitative: 
Analytical: 

Subject Score:
GRE Subject: 

IGERT Associates: 

First enrolled in graduate study in an IGERT department: 09/2010

First participated in the IGERT project: 09/2011

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Associate Information:
Name:
Stojanovska, Ilina

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

Years Active:
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Colin Phillips, Jeffrey Lidz, Robert De Keyser

GRE Scores:
Verbal:
Quantitative:
Analytical:

Subject Score:
GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2010

First participated in the IGERT project:
09/2010

Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.
Associate Information:
Name:
Suzuki, Yuichi
Previous Surname:

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

Years Active:
2012-2013 Project Year
2013-2014 Project Year

Current IGERT Advisor(s):
(Reported by associate) – Robert De Keyser, Yi Ting Huang

GRE Scores:
Verbal:
Quantitative:
Analytical:

Subject Score:
GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2011

First participated in the IGERT project:
08/2012

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

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Wang, Xuan
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
Years Active:
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Alexander Williams, Jeffrey Lidz, Paul Pietroski
GRE Scores:
Verbal:
Quantitative:
Analytical:
Subject Score:
GRE Subject:
IGERT Associates:
First enrolled in graduate study in an IGERT department:
09/2010
First participated in the IGERT project:
09/2011
Current Situation:
Has not yet graduated, but is pursuing a Ph.D. at your institution.

Award ID: 0801465
Associate Information
Reporting Year: 2014

Associate Information:
Name:
Wellwood, Alexis
Previous Surname:

Has the student been engaged in IGERT activities, research, education, or training during this reporting period?
N
Years Active:
2009-2010 Project Year
2010-2011 Project Year
2011-2012 Project Year
2012-2013 Project Year
2013-2014 Project Year
Current IGERT Advisor(s):
(Reported by associate) – Alexander Williams, Colin Phillips, Jeffrey Lidz, Valentine Hacquard

GRE Scores:
Verbal: 690
Quantitative: 630
Analytical: 5.5

Subject Score:
GRE Subject:

IGERT Associates:
First enrolled in graduate study in an IGERT department:
08/2009

First participated in the IGERT project:
08/2009

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: 2014

Practice 1
The importance of accessible ongoing collaborative interdisciplinary opportunities cannot be underestimated. Conferences, workshops, and general-purpose reading groups provide insufficient opportunities for engagement and limited focus. An initiative led by our students over the past 4 years has adopted a different approach, and has been quite successful. PHLING (philosophy + linguistics, and psychology is also included), currently led by 1st-year IGERT trainee Rachel Dudley, has: (i) organized the group around focused research themes that the group pursues for 2-year periods; (ii) more-than-a-lecture visits by junior faculty from other institutions, engaging them on issues such as professional development; (iii) workshops that bring a couple of external speakers but mostly involve cross-departmental internal researchers.

Measure 1
Group feedback
Approval for public use:

Practice 2
Over the last year we have found that the motto "Science is Social" describes accurately the prerequisites for fruitful interdisciplinary collaborations. We cannot expect students (or faculty) to simply strike up a collaboration based on a blind date. Other activities that create connections and trust are key enablers for research. Connections are established via student leadership activities, outreach activities, social events, Winter Storm, and Language Science Day. We encourage all students to participate in these events and take advantage of the connections formed through these activities to foster research collaborations.

Measure 2
Group feedback
Approval for public use:
Practice 3

We recruit students to the IGERT program after they are already enrolled at the University of Maryland, but they are encouraged to get involved in program activities early on and then to submit their application during the spring semester of the first year. One of the main features of the application is the development of a detailed plan of study spanning student's entire PhD program. This application process forces students into a collaborative frame of mind early on, as they are expected to work closely with advisors, turn to more advanced students for guidance, and they also tend to attend most IGERT activities, where they can familiarize themselves with the program's expectations and values long before applying. This process may appear daunting for students, but students find it useful, and also we have found that, in practice, students who become involved and attend events prior to applying submit successful applications.

Measure 3

Quantitative measure

Approval for public use:

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.

Trainees undertook formal coursework/training in research methods, practices, and instrumentation in their primary discipline equivalent to traditional graduate students.

Trainees had practical, hands-on laboratory and/or field experience in conducting research across the breadth of disciplines in the IGERT program.

Trainees undertook formal coursework/training across the breadth of disciplines encompassed by the IGERT project.

Trainees undertook formal coursework/training in both the ethical conduct of research and ethical conduct related to the themes encompassed by your IGERT project.

Other preparation to conduct high-quality research: Winter Storm 2-week workshop

No components of Trainee Preparation in Multidisciplinary/Interdisciplinary Research applied during this reporting period.

Award ID: 0801465

IGERT Project Features - Trainee Preparation in Professional Skills

PI: Phillips, Colin - Reporting Year: 2014

Briefly describe up to three formal training activities (e.g. coursework, workshop, professional speaker) for preparing IGERT trainees to effectively communicate science to general audiences.

Activity 1

The 2014 Winter Storm workshop (run by students with some faculty support) scheduled two Professional Development sessions exploring aspects of effectively communicating research to non-specialists. In the first session a "speed-dating" format allowed students to give quick 2-minute pitches, leading to a group discussion of what features were more/less successful. The second session was designed to allow students to build on the feedback from the first session, and to expand the range of topics covered. Unfortunately, due to an actual winter storm the second session had to be cancelled.

Approval for public use:
Activity 2
Student committees are involved both in planning program events/activities, and in evaluating outcomes and in writing reports for participants and university sponsors. We have found that the exercise of writing these reports is extremely beneficial for students, who find it difficult to explain their activities in terms that are appropriate to sponsors who are not specialists in their field. Students draft reports, and then revise them based on feedback from faculty and program staff. This trains them to step away from their insider perspective, and prepares them to be effective advocates for their work in their future careers.

Approval for public use:

Activity 3
The Outreach component of the IGERT program has gradually expanded each year with activities that place trainees in situations where they must present their research to diverse and non-academic audiences. The events are followed by debriefing sessions where students receive feedback. In September 2013 a contingent of language scientists participated in the NSF STEM Career Fair held at Dulles Town Center. The STEM Career Fair attracted hundreds of middle and high school students from the Washington DC metro area, to learn about opportunities in STEM fields. Our group was the only local university, and one of only a couple representing social/behavioral sciences. Many attendees commented that they were happy to learn how language science offers a non-stereotypical path to a STEM career.

Approval for public use:

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>
<tr>
<td>Trainees undertook coursework/training to develop media-based or information technology-based communication skills.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees produced multimedia materials, Web sites, or other cyber-enabled tools to communicate the results of their IGERT activities to external audiences.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees used multimedia materials, Web sites, or other cyber-enabled tools as part of their interdisciplinary scientific training and collaboration.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees received training in team-building and project management skills.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees received training in effective time and task management.</td>
<td>No</td>
</tr>
<tr>
<td>Trainees participated as members of teams engaged in joint research, education, and/or outreach efforts.</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainees led teams engaged in research, education, and/or outreach efforts.</td>
<td>Yes</td>
</tr>
<tr>
<td>Other preparation in professional skills development.</td>
<td>Professional skills workshop through the Winter Storm conference.</td>
</tr>
<tr>
<td>No components of Trainee Preparation in Professional Skills applied during this reporting period.</td>
<td>No</td>
</tr>
</tbody>
</table>
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.

Trainees developed and presented course and/or curriculum materials.

Trainees served as mentors to others (e.g., graduate students, undergraduates, laboratory technicians).

Trainees received training/mentoring in grant proposal preparation.

Trainees authored/coauthored and submitted grant proposals.

Trainees received training/instruction on the interaction between academic research and industrial technical requirements.

Trainees received training/instruction for applying their research to address public policy concerns or issues.

Trainees had internships (off-campus, research, educational, and/or work experiences) in nonacademic settings (e.g., industry, government).

Trainees had professional interactions other than internships with nonacademic employers (e.g. industry, government) in order to learn about career opportunities and requirements.

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

Other preparation for careers in academia. : students have great ownership of most of the academic/research activities and thus design and teach several of the extra curricular workshops thus gaining experience for academic careers.

Other preparation for nonacademic careers (e.g., industry, government). : Presentations during Language Science Day and Winter Storm by faculty memebers who work in industry as well.

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

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?
Regardless of your response to the previous question, please describe up to three of the promising tactics and results for recruiting qualified trainees to your IGERT project during this reporting period.

Tactic 1
The current reporting period was the first when our recruitment efforts were not for IGERT, but for the Language Science Center Fellows program which is the successor of the IGERT program, but without the level of financial incentives that IGERT offered. We surveyed students and faculty about the program components that they wished to see institutionalized through the new program, we advertised the program broadly, and engaged in discussions with many individual faculty and students, followed by an information session with students. As in previous years, we encouraged students to develop their proposals in consultation with more experienced students, in addition to their faculty mentors.

Result 1
The individualized approach ensured that most of the potential students have applied to the Language Science Center Fellows Program and that they did so having received as much personalized support as possible. From past experience we know that this positively influences the quality of the applications that we receive, and also increases the likelihood of success in the program.

Tactic 2
The second recruitment tactic that we have found to be extremely effective since early in the IGERT program was to encourage all students interested in language science to get involved in program activities and get to know faculty and students well before they would officially apply and join the program. This ensures both that prospective applicant students gain an insider's view on the program and how it can fit with their own research plans, and it makes the step of formally applying to the program less daunting.

Result 2
We found that the students that participate in activities are more likely to apply to the program and more likely to submit strong applications. In this regard, our plan is to keep offering a variety of activities and venues in which prospective applicants can be involved, as soon as they arrive at the University of Maryland.

Tactic 3
Our third tactic is related broadly to retention in the IGERT program. Several steps that we have taken help to ensure that once a student joins the program they have the best chance of successfully completing the program and graduating on time: (1) maintain students' sense of genuine ownership of program activities by encouraging innovation each year (as opposed to replicating activities designed by previous cohorts); (2) ensuring that faculty and peers challenge students to move outside their immediate 'comfort zone', and highlighting the positive benefits of this to new students; (3) ensuring that the program conveys a supportive culture, where program values are made quite explicit.

Result 3
The IGERT program has served a total of 50 students (NSF Trainees and Associates). Out of these none left the IGERT program and only one student left mid-program due to a decision to leave academia. Students acknowledge that the program is challenging and demanding of their time, but this did not lead any students to leave. Moreover, out of the 21 students that have graduated to date, all were on time or very close, and all secured positions related to their research.

Please describe the extent to which each of the following practices have been productive for recruiting trainees overall to your IGERT project during this reporting period.
Relationships with NSF programs that can provide an undergraduate pool of potential IGERT trainees (e.g., REUs, NSF Centers)  
Relationships with faculty and programs at other academic institutions  
Use of recruiting resources on your campus (e.g., career service office, graduate studies office)  
Collaboration with other IGERT projects on recruitment  
Use of professional meetings, conferences, associations to communicate with, reach out to, and market to potential IGERT Trainees  
Other: fostering relationships with the students and their advisors prior to applying to the program

Please describe the extent to which each of the following practices have been productive for recruiting underrepresented minority and women trainees to your IGERT project during this reporting period.

<table>
<thead>
<tr>
<th>Underrepresented Minorities</th>
<th>Women</th>
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According to NSF records, this project does not have explicit funding for an international component.
In 2014 we used Winter Storm, our IGERT program's signature annual event, to foster international collaboration. Winter Storm is an annual 2-week intensive workshop, primarily student led, that provides training in key skills, incubation of research collaborations, and professional development. This year we hosted 2 visiting students from the U of Tübingen in Germany, and 3 visiting students from Moscow, Russia. Winter Storm allows for far better interactions than would be possible at a regular workshop or conference, and these visits will lead to further collaborations between Maryland students and students in Germany and Russia.

**Training Experience/Component 2**

Dustin Chacón conducted summer research in Bangladesh and India on sentence comprehension. Conducting lab-based research in settings that do not have regular labs presented a clear challenge for Dustin, and he had to be very resourceful, in order to complete his battery of experiments.

**Training Experience/Component 3**

Research/Educational Achievement 1
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?**

No

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Award ID: 0801465
IGERT Project Features - Partnerships/Collaborations
PI: Phillips, Colin - Reporting Year: 2014

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

Yes

**Academic Partner 1**

Active Status

No

Partner Name

Gallaudet University

**Type of partner**

- Ph.D.-granting institution
- Minority-serving institution

**Funding arrangement for this partner**
Partner provides funding to the IGERT project specifically for IGERT Trainees in any way (e.g., internships, travel, training).
Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.
Other: IGERT contributes to sign language interpreter support to allow UMd and Gallaudet students to collaborate and interact.

Activities for this partner/institution

**Facilities:** IGERT trainees or faculty 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, faculty 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.

Activities for this partner/institution

**Academic Partner 2**

**Active Status**

Yes

**Partner Name**

Northwood High School

**Type of partner**

K-12 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

More than 100 high school students participated in this program, including a visit by IGERT participants to the school, and a visit by high school students to the university.

**Academic Partner 3**

**Active Status**

No

**Partner Name**

IGERT programs at Johns Hopkins U & UPenn

**Type of partner**

Ph.D.-granting 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

**Academic Partner 4**
Active Status
No

Partner Name
Beijing Normal University

Type of partner
Ph.D.-granting institution
Foreign-based institution

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 or faculty 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.

**Academic Partner 5**
Active Status
No

Partner Name
Federal University of Rio de Janeiro

Type of partner
Ph.D.-granting institution
Foreign-based institution

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

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

**Academic Partner 6**
Active Status
No

Partner Name
Hiroshima University
Type of partner
Ph.D.-granting institution
Foreign-based institution

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

Activities for this partner/institution

Facilities: IGERT trainees or faculty use a partner organization's facilities for project activities.

Personnel Exchange: IGERT Trainees, faculty 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.

Activities for this partner/institution

Academic Partner 7
Active Status
No

Partner Name
University of Tromsø

Type of partner
Ph.D.-granting institution
Foreign-based institution

Funding arrangement for this partner
Other : Partial support from partnership between Norwegian Science Foundation and NSF's Graduate Research Fellowship program

Activities for this partner/institution

Facilities: IGERT trainees or faculty 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, faculty 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.

Activities for this partner/institution

Academic Partner 8
Active Status
No

Partner Name
University of Potsdam

Type of partner
Ph.D.-granting institution
Foreign-based institution

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

Facilities: IGERT trainees or faculty use a partner organization's facilities for project activities.
Personnel Exchange: IGERT Trainees, faculty 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.

Activities for this partner/institution

Academic Partner 9
Active Status
No

Partner Name
University of Barcelona

Type of partner
Ph.D.-granting institution

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

Activities for this partner/institution

Academic Partner 10
Active Status
Yes

Partner Name
Montgomery-Blair High School

Type of partner
K-12 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

Our program’s partnership with the student-initiated Linguistics Club at Montgomery-Blair High School was very active this year as well, with speakers from our program visiting the school most weeks for presentations on diverse topics, and a visit to our campus by the high school group.

Academic Partner 11
Active Status
Yes

Partner Name

Kenmoor Middle School

Type of partner
K-12 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.

Academic Partner 12

Active Status
No

Partner Name

National University of Singapore

Type of partner
Ph.D.-granting institution
Foreign-based institution

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

Activities for this partner/institution

Facilities: IGERT trainees or faculty 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.

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

Academic Partner 13

Active Status
No

Partner Name

South China Normal University

Type of partner
Ph.D.-granting institution
Foreign-based institution
Funding arrangement for this partner
No funding/direct financial interaction is involved in this partnership.

Activities for this partner/institution

Facilities: IGERT trainees or faculty 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, faculty 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.

Activities for this partner/institution

Academic Partner 14
Active Status
No

Partner Name
Brigham Young University

Type of partner
Ph.D.-granting institution

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

Activities for this partner/institution

Academic Partner 15
Active Status
No

Partner Name
University of Connecticut

Type of partner
Ph.D.-granting institution

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

Activities for this partner/institution

Personnel Exchange: IGERT Trainees, faculty 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.
Academic Partner 16
Active Status
Yes
Partner Name
Paint Branch High School
Type of partner
K-12 institution
Funding arrangement for this partner
No funding/direct financial interaction is involved in this partnership.
Activities for this partner/institution
Personnel Exchange: IGERT Trainees, faculty 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.
Activities for this partner/institution
More than 100 high school students participated in this program, including a visit by IGERT participants to the school, and a visit by high school students to the university.

Academic Partner 17
Active Status
Yes
Partner Name
Eleanor Roosevelt High School
Type of partner
K-12 institution
Funding arrangement for this partner
No funding/direct financial interaction is involved in this partnership.
Activities for this partner/institution
Personnel Exchange: IGERT Trainees, faculty 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.
Activities for this partner/institution
Students from the Eleanor Roosevelt High School interned with IGERT students in U of Maryland labs, providing mentoring experience for IGERT students.

Government Partner 1
Active Status
No
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 specifically for IGERT Trainees in any way (e.g., internships, travel, training).
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 or faculty 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, faculty 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.

Activities for this partner/institution

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 specifically for IGERT Trainees in any way (e.g., internships, travel, training).
Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.
Other: CASL provides research supervision and financial support for projects involving IGERT trainees. It also provides partial funding and research supervision for some IGERT Associate students who are full participants in our program.

Activities for this partner/institution
Facilities: IGERT trainees or faculty 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, faculty 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 or faculty work in a partner's facilities specifically as interns.

Activities for this partner/institution
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 their contact information.
Organization/individual name
Address
E-mail address
Phone
Web site
Was this an external evaluation service provider?
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
During the current reporting period we focused on putting our sustainability plans into action based on the results from the previous year's surveys, evaluations and focus groups. The key insight this year was that institutionalization of IGERT activities alone was not feasible. Continuation required growth, in order to secure interest from the university. Accordingly, the interests of all new stakeholders (undergraduate students, masters students, clinical faculty, university administrators) had to be included and represented through a new initiative. The Maryland Language Science Center is the result of this; it now includes the Language Science Fellows graduate training program, along with many other initiatives in language science.
Response
We engaged diverse constituencies from across the entire university in planning the new center. Although the institutional mechanism that supports new centers is primarily focused on research grants development, we successfully argued that for our center's goals it is essential that interdisciplinary graduate training continue to serve as a primary focus of our efforts.

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).
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). Yes
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. Yes
Institutional changes that support and encourage team-based graduate student learning and assessment have occurred. Yes
Institutional changes that support and encourage graduate students to gain laboratory and research experiences across disciplines have occurred. No
Institutional changes incorporating improved recruitment and retention policies and practices for underrepresented groups and women based on IGERT have occurred. No
Other:

Please describe a demonstrable institutional change, if any, that has occurred during this reporting period due to IGERT.
This year has seen a major institutional change that can be directly attributed to IGERT. The Maryland Language Science Center was established in Fall 2013, serving as an umbrella organization for the language scientists who are spread across 17 academic units throughout the entire university. This interdisciplinary community is now recognized as one of the university's primary research strengths. Among many other activities the center has launched an interdisciplinary graduate training programs that seeks to continue the most successful features of our IGERT program, albeit without dedicated student funding. In addition, the center has launched an interdisciplinary undergraduate program ("PULSAR"), which aims to transfer features of IGERT to a broader student population.

Award ID: 0801465
Comments
PI: Phillips, Colin - Reporting Year: 2014

No data has been entered.
Printed: Apr 14, 2014

Award ID: 0801465
Publications, Patents, and Presentations
PI: Phillips, Colin - Reporting Year: 2014
Journal Articles in Refereed Publications


DeKeyser, R. (2013). Age effects in second language learning: stepping stones toward better understanding. Language Learning, 63(Suppl. 1), 52-67. DOI: 10.1111/j.1467-9922.2012.00737.x


Huang, Y., Hopfinger, J., & Gordon, P. (2014). Distinguishing word- versus discourse-level processing using...


Omaki, A. (2013). Grammatical constraints and reductionism in sentence processing. Linguistic Approaches to Bilingualism, 3, 330-334. doi 10.1075/lab.3.3.10oma


**Journal Articles in Non-Refereed Publications**


**Books**


**Book Chapters**


Lasnik, H. and Park, M.-K. (2013). Locality and MaxElide in extraction out of elided VP. In Y. Miyamoto, D.


Conference Publications


Hacquard, V. (2013). âThe grammatical category of modalityâ. In M. Aloni, M. Franke and F. Roelfsen


Conference Presentations


Experience-Induced Plasticity: Evidence from Bilinualism


Jiang, N. (2014). Research methods for applied linguistics and second language acquisition (invited workshops), School of Foreign Languages and Literatures, Beijing Normal University.


DeKeyser, R. (2013, October). Complexity and context in research on age effects. Second Language Research Forum, Brigham Young University, Utah. (plenary)


DeKeyser, R. (2013, October). Tasks and the cognitive psychology of practice. International Conference on Task-Based Language Teaching. Banff, Alberta, Canada


Huang, Y. (March, 2014). Pragmatic inferencing across scales: Linguistic and extra-linguistic effects. Poster presented at the 27th annual CUNY conference on Human Sentence Processing. Columbus, OH.


Romanova, N. & Gor, K. (2013) Mechanisms underlying lexical access in native and second language processing of gender and number agreement. Paper presented at Cross-linguistic priming in bilinguals: Perspectives and constraints Radboud University, Nijmegen, Netherlands.


Hacquard, V. (2014, May). âTBAâ, invited speaker, SALT 24, NYU.


Phillips, C. (September 2013). Two types of mismatches between experimental acceptability measures and 'expert' judgments. Invited talk, workshop on understanding acceptability judgments, University of Potsdam, Germany.


Lasnik, H. (2013, June) âLevels of representation and semantic interpretation: Some recurrent themesâ, Semantics and Philosophy in Europe 6, Saint-Petersburg State University. (Invited keynote)


Wellwood, A. (February 2014). With meaning in mind: tests at the interface. Invited presentation the Linguistics colloquium, Northwestern University.
Wellwood, A. (January 2014). Decomposing gradable adjectives and introducing degrees. Poster presentation at the Linguistic Society of America annual meeting, Minneapolis, MN.

He, A.X., Wellwood, A., Lidz, J. and Williams, A. (January 2014). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping. Poster presentation at the Linguistic Society of America annual meeting, Minneapolis, MN.

Wellwood, A. (February 2014). With meaning in mind: tests at the interfaces. Invited presentation at the Cognition & Language workshop, the Center for the Study of Language and Information, Stanford University.

Wellwood, A. (December 2013). What 'meaning' can (and probably should) mean. Invited presentation at the Semantics Circle, ZentrÃ¼m fur Sprachwissenschaft, Berlin, Germany.

Wellwood, A. (December 2013). What 'meaning' can (and probably should) mean. Invited presentation at the Emerging Ideas seminar, Institut Jean Nicod, Paris, France.

Wellwood, A. (December 2013). A new semantics for measurement. Invited presentation at the Linguistics Lunch at Queen Mary University of London.

He, A.X., Wellwood, A., Lidz, J. and Williams, A. (November 2013). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping. 38th Boston University Conference on Language Development (BUCLD), Boston University, Boston, MA.


He, A. X., Wellwood, A., Lidz, J. & Williams, A. (November 2013). Assessing event perception in adults and prelinguistic children: a prelude to syntactic bootstrapping. Poster presentation at the 38th Boston University Conference on Language Development (BUCLD), Boston University, Boston, MA.

eighty-eighth annual Meeting of the Linguistics Society of America (LSA), Minneapolis, MN.


*Kronrod, Y., E. Bennett, and N. Feldman (February 2014) âModeling Effects of Input Variability in Vowel Acquisition in Bilingual Infantsâ. Annual Meeting of the American Association for the Advancement of Science. Chicago, IL. (Poster)


Gor, K., and Lukyanchenko, A. (2013, November). Lexical access of inflected nouns in L2: What is the role of the inflectional paradigm? Poster presented at the Boston University Conference on Language Development (BUCLD), Boston, MA, USA


*Kush, D., Johns, C. and Van Dyke, J. (March, 2014). Sensitivity to online encoding and retrieval interference in younger and older adults. Poster presented at CUNY 2014, Columbus, OH.


*Gagliardi, A. (2014, Jan.). Input â Intake: the case of Norwegian noun classes. Linguistic Society of America Annual Meeting, Minneapolis MN.

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