Tables & Figures

Table 2. *Sample Characteristics*

Variable	N	%
Institution		
UMD	17	37.78%
University of Connecticut	13	28.89%
Ohio State University	9	20.00%
University of Wisconsin	6	13.33%
Non-UMD Students Total	28	62.22%
Total	45	100.0%
Gender		
Male	17	41.46%
Female	22	53.66%
Prefer to Self Describe/Unknown	6	13.33%
Race/Ethnicity		
African-American/Black	0	0.00%
Asian-American/Pacific Islander	4	8.89%
Latino/Hispanic	2	4.44%
Native American	0	0.00%
White	26	57.78%
Biracial/Multiracial	1	2.22%
Prefer to Self Describe/Unknown	12	26.68%
Years in Program		
Less than 1 year	2	4.88%
1 yrs	6	14.63%
2 yrs	8	19.51%
3 yrs	14	34.15%
4 yrs	6	14.63%
5 yrs	4	9.76%
6 yrs	1	2.44%
7 yrs	0	0.00%
More than 7 yrs/Unknown	4	8.89%

Table 2 Continued. *Sample Characteristics*

Variable	N	%
Program Stage		
Early/mid coursework	13	28.89%
Late coursework	14	31.11%
Proposal/qualifying exams	6	13.33%
Dissertation	8	17.78%
Unknown	4	8.89%
Career Goals		
Academia: combined research and teaching	15	33.33%
Academia: Teaching-focused	4	8.89%
Academia: research-focused	6	13.33%
Research in industry or government	7	15.56%
Education	0	0.00%
Healthcare	1	2.22%
Government/policy	0	0.00%
Communications/journalism/science writing	0	0.00%
Other/Unknown	12	26.66%

Figures 1-13. *Comparison of UMD and non-UMD Student Participation in Professional Development Events, by Event Type*

Note: Survey respondents were asked to the question "Please indicate the graduate program and professional development activities you attended over the last academic year. Give your best estimate of how often each event occurred, if applicable."
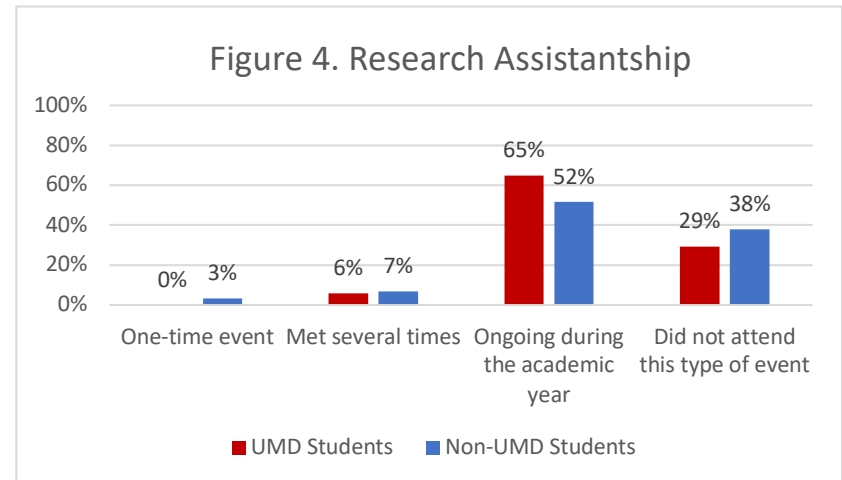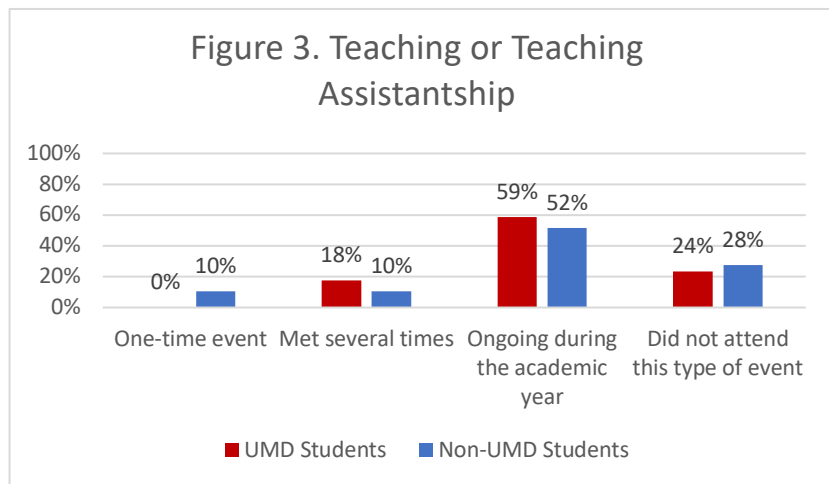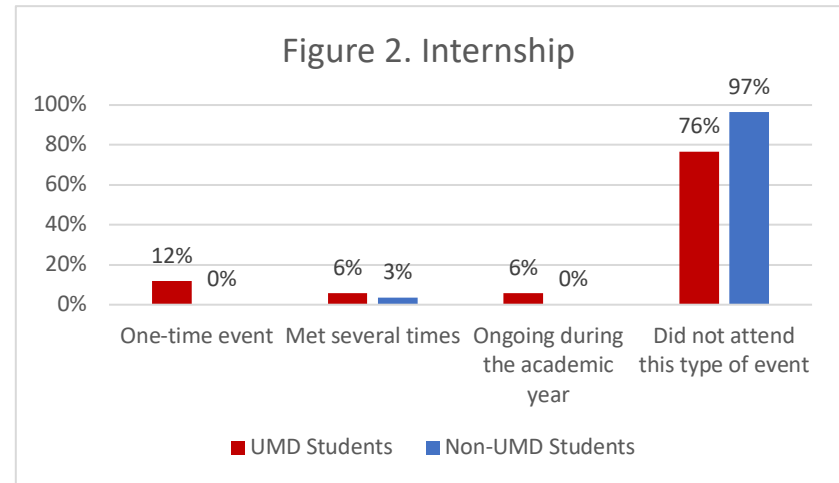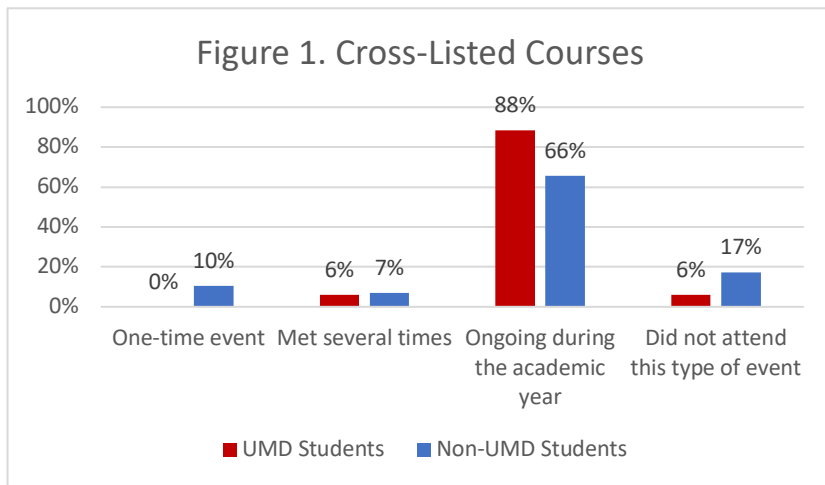

Figure 1. Cross-Listed Courses

Figure 2. Internship

Figure 3. Teaching or Teaching Assistantship

Figure 4. Research Assistantship

Figure 5. Lab Meetings

Category	UMD Students	Non-UMD Students
One-time event	0%	3%
Met several times	6%	17%
Ongoing during the academic year	94%	55%
Did not attend this type of event	0%	24%

■ UMD Students ■ Non-UMD Students
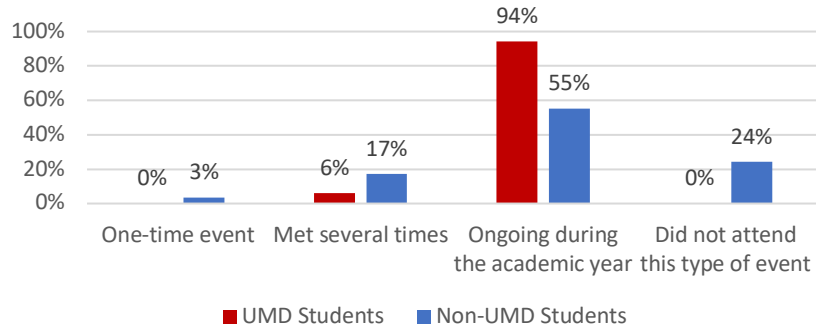
Figure 6. Research Talks Given by Faculty

Category	UMD Students	Non-UMD Students
One-time event	0%	3%
Met several times	29%	38%
Ongoing during the academic year	71%	55%
Did not attend this type of event	0%	3%

■ UMD Students ■ Non-UMD Students
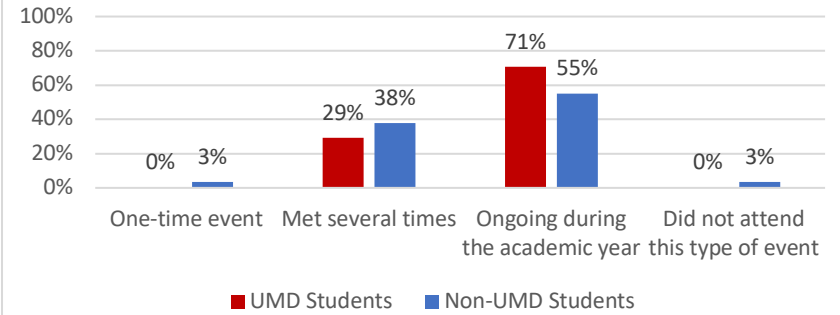
Figure 7. Research Talks Given by Students

Category	UMD Students	Non-UMD Students
One-time event	0%	3%
Met several times	6%	31%
Ongoing during the academic year	94%	62%
Did not attend this type of event	0%	3%

■ UMD Students ■ Non-UMD Students

Figure 8. Reading Groups

Category	UMD Students	Non-UMD Students
One-time event	0%	10%
Met several times	18%	21%
Ongoing during the academic year	47%	45%
Did not attend this type of event	35%	24%
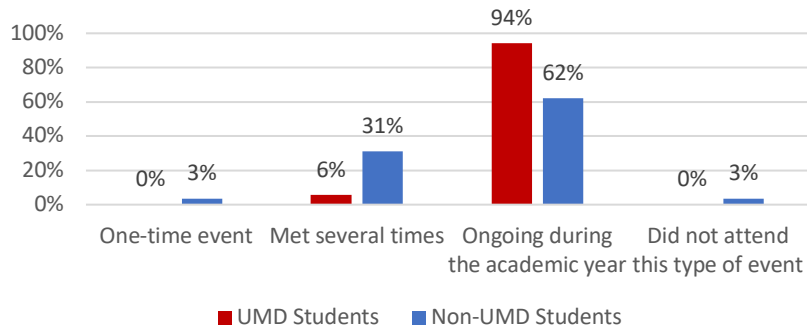
■ UMD Students ■ Non-UMD Students
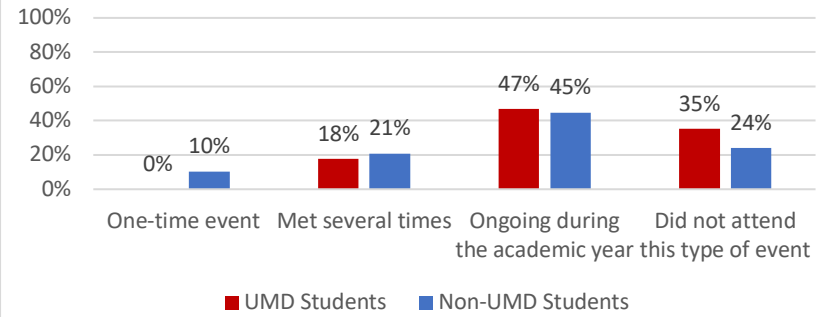
Figure 9. Outreach Activities

Category	UMD Students	Non-UMD Students
One-time event	24%	24%
Met several times	41%	21%
Ongoing during the academic year	29%	10%
Did not attend this type of event	6%	45%

■ UMD Students ■ Non-UMD Students
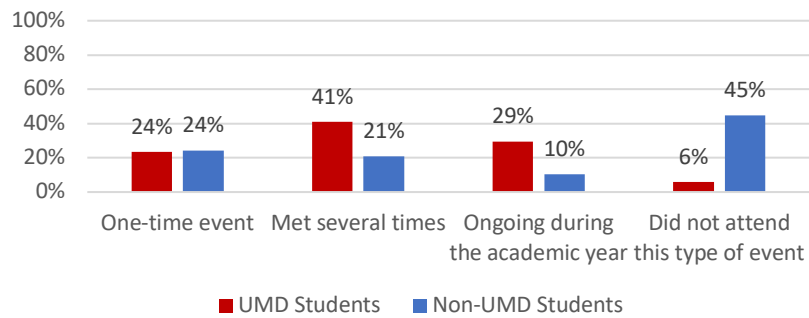
Figure 10. Professional Skills Training

Category	UMD Students	Non-UMD Students
One-time event	12%	21%
Met several times	71%	34%
Ongoing during the academic year	18%	17%
Did not attend this type of event	0%	28%

■ UMD Students ■ Non-UMD Students
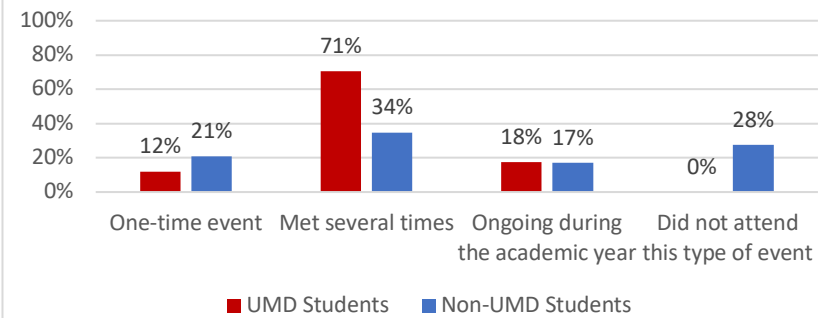
Figure 11. Research Skills Training

	One-time event	Met several times	Ongoing during the academic year	Did not attend this type of event
UMD Students	12%	41%	24%	24%
Non-UMD Students	7%	21%	28%	45%
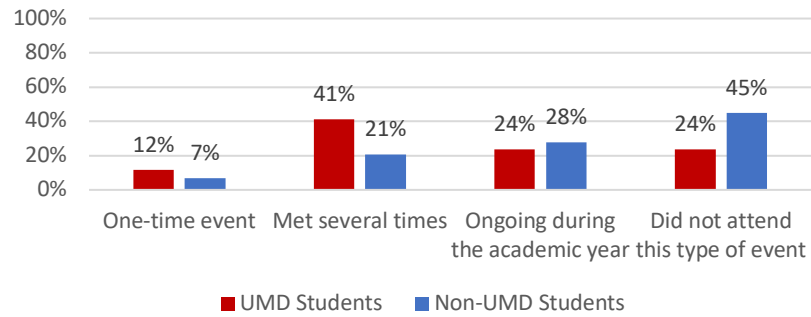
Figure 12. Meetings w/ Collaborators

	One-time event	Met several times	Ongoing during the academic year	Did not attend this type of event
UMD Students	0%	24%	71%	6%
Non-UMD Students	3%	21%	55%	21%

Figure 13. Career Planning

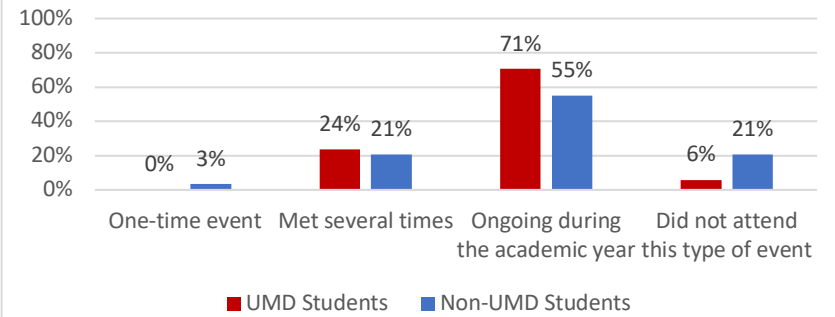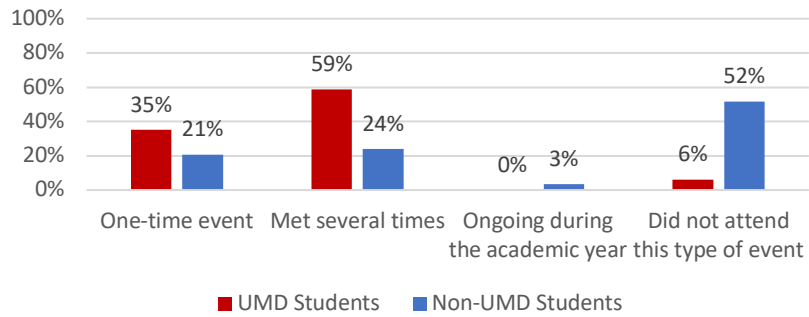|	One-time event	Met several times	Ongoing during the academic year	Did not attend this type of event
UMD Students	35%	59%	0%	6%
Non-UMD Students	21%	24%	3%	52%

Table 3. *T-Test Results Comparing the Doctoral Experiences and Opportunities of UMD to Non-UMD Language Science Students*

Survey Item	UMD		Non-UMD		*t*-value	*p*-value
	M	*SD*	*M*	*SD*		
Opportunities for students to share their research interests with one another	4.53	0.62	4.11	0.91	1.84	
Examples of what interdisciplinary problem solving looks like	3.47	0.94	3.25	0.97	0.75	
Team-teaching by faculty from different departments and/or disciplines	4.18	0.81	2.68	1.25	4.88	<.001
Role models of interdisciplinary researchers and projects	3.82	0.81	3.46	1.07	1.27	
Opportunities to learn and practice new research skills	3.76	1.09	3.71	1.08	0.15	
Encouragement by faculty to collaborate with students and faculty from other departments or programs	3.76	0.97	3.46	1.35	0.87	
Opportunities and encouragement by faculty to contribute to the development of my program (e.g. leading, designing events or activities)	4.06	0.90	3.43	1.02	2.15	<.05
Opportunities to get feedback from peers on presentations, article drafts, grant proposals, etc.	4.00	0.79	4.18	0.90	-0.70	
Opportunities to research problems that are different from what I previously read and wrote about	3.94	0.90	3.93	0.98	0.04	
Opportunities to work in fields that were previously unknown to me	3.47	1.18	3.36	1.16	0.31	
Opportunities to take courses in other departments	4.65	0.61	3.96	0.95	2.79	<.01
Opportunities to learn and practice strategies for communicating with diverse audiences	4.41	0.80	3.18	1.25	4.05	<.001
Opportunities to learn about the impact of research in my field on clinical applications, industry, or public policy	3.68	1.00	2.57	1.14	3.37	<.01
Opportunities to communicate about my research field to nonacademics	3.71	1.10	2.36	1.29	3.94	<.001
Opportunities to learn about academic and non-academic career options	3.65	0.86	2.96	1.00	2.42	<.05
Encouragement and advice to help me plan my career	3.53	0.94	3.21	1.10	1.02	

Note. 5=To a great extent; 1=Not at all.

Table 4. *T-Test Results Comparing the Research and Collaboration Confidence of UMD to Non-UMD Language Science Students*

Survey Item	UMD		Non-UMD		t-value	p-value
	M	*SD*	*M*	*SD*		
Explain my research to peers	4.47	0.62	4.04	0.74	2.10	<.05
Explain my research to nonacademics	3.59	0.80	3.64	0.73	-0.23	
Connect my research with specific applications (e.g. for healthcare, technology, education, public policy)	3.00	1.06	3.04	1.00	-0.11	
Collaborate with scientists outside my field	3.47	0.94	3.36	1.03	0.38	
Collaborate with a range of professionals (e.g. senior scientists, policymakers, business leaders, leaders of local communities)	2.53	1.07	2.64	1.13	-0.34	
Work independently on a research problem	4.18	1.07	3.93	0.81	0.82	
Explain how my research was shaped by important scientific questions or real world problems	3.88	0.99	3.71	1.12	0.52	
Collaborate with other researchers in my field	4.29	0.85	4.04	1.00	0.92	
Work on research requiring new skills	4.18	0.95	4.00	1.05	0.58	
Be a leader in my intellectual community (e.d. by leading groups or activities in my lab, department, or schools)	4.06	0.97	3.46	1.07	1.92	
Explain how my research relates to research in other disciplines	3.53	0.80	3.50	0.96	0.11	
Identify, apply to, and interview for jobs after graduation	3.12	1.17	2.68	1.19	1.22	

Note. 5=To a great extent; 1=Not at all.

Table 5. *T-Test Results Comparing the Contributions of UMD to Non-UMD Language Science Students*

Survey Item	UMD		Non-UMD			
	M	*SD*	*M*	*SD*	*t*-value	*p*-value
I am making valuable contributions to the intellectual community in my department.	4.06	0.66	3.71	0.66	1.70	
I am making valuable contributions to my research field.	3.94	0.56	3.71	0.76	1.15	
I have the research skills I need to contribute meaningful research to my field of study	4.00	0.71	3.71	0.60	1.39	
I understand how my interests, skills, and values fit with particular post-graduation career options.	3.71	0.59	3.61	0.71	0.48	

Note. 5=Strongly agree; 1=Strongly disagree.

Table 6. *T-Test Results Comparing the Networks of UMD to Non-UMD Language Science Students*

Survey Item	UMD		Non-UMD			
	M	*SD*	*M*	*SD*	*t*-value	*p*-value
They let me know of professional opportunities (e.g. for funding, awards).	4.27	0.88	4.04	0.96	0.79	
They provide affirmation and moral support	4.40	0.63	4.39	0.69	0.03	
They provide helpful feedback on my research.	4.67	0.49	4.57	0.69	0.53	
They expand my knowledge base into other areas and disciplines	4.27	0.59	4.29	0.53	-0.10	
They assist me in planning my career and finding a job	3.80	0.86	3.61	1.66	0.64	

Note. 5=Strongly agree; 1=Strongly disagree.