UMD NRT Goals

Student Goals

(1)   To enhance doctoral student agency as interdisciplinary researchers

(a)   to enhance student research skills
(b)   to enhance student confidence and ability to pursue research independently
(c)   to enhance student confidence and ability to collaborate on research with others and be an effective member of a research team
(d)   to increase the likelihood that students will take risks, and work in areas outside their comfort zone
(e)   to increase student ownership and contributions to their interdisciplinary program

(2)   To change the nature of student professional networks

(a)   to be more diverse (include more colleagues in other disciplines; and people using different methods or approaches
(b)   to be larger (more people in them)
(c)   to increase the value of the information, feedback and ideas networks provide

(3)   To enhance student understanding of particular research problems and the relationship between research problems and contexts

(a)   to have improved understanding of the relationship between the particular research problem they are studying and macro issues (zoom in/out)
(b)   to have improved understanding of how the particular research problems they are studying relate to knowledge and research in other fields and disciplines
(c)   to have improved understanding of how the particular research problems they are studying relate to real world applications and problems (such as in industry, policy, clinical or educational practice)

(4)   To enhance student ability to communicate about research problems and their contexts, and adjust their communication according to the audience, format and goals

(a)   to be better able to communicate the details of a research problem and its relationship to macro issues, knowledge and research in other fields and disciplines, and real world applications and problems
(b)   to be better able to adjust their communication for different audiences (e.g. scientists, government officials, high school students, etc.)

(c)   to be better able to adjust their communication for different goals (e.g. informing, entertaining, persuading)

(d)   to be better able to communicate through different formats (e.g. journal articles, conference presentations, websites, blog posts, various informal interactions)

(5)   To enhance student knowledge of, preparation for, and concrete plans to engage in careers in or outside academia.

(a)   to have improved understanding of student personal interests, skills, and values, and how they fit potential careers (self-assessment)

(b)   to have improved understanding of the career options available (career exploration) and qualifications required (preparation)

(c)   to help students take concrete actions in career planning and the job search process (career readiness)

Graduate Education Goal

(6)   To share, and help other graduate programs adopt, best practices in interdisciplinary graduate education that emerge from the NRT project.

Institutional Change Goal

(7)   To reduce organizational constraints to, and facilitate, faculty collaboration on interdisciplinary research.

Working Hypothesis/Logic Model

(1)   If the NRT program offers students, and students experience:

(a)   Curricular opportunities (winter storm, summer conferences, language science day)
(b)   Co-Curricular opportunities (weekly lunch talks, internships, communication training, career lecture series)
(c)   Resources (fellowship funding)
(d)   Role models and mentors
(e)   Concrete examples and models of projects/products
(f)   Feedback
(g)   Peer dynamics of support
(h)   The opportunity to take ownership/responsibility for their own program
(i)   Team based activities
(j)   A Robust Intellectual Community (Language Science Center) that encourages a culture in which risk-taking, adaptability, collaboration, and going outside of one's own area is encouraged

Over 5 years, NRT Students will show enhanced:

(a)   Agency as interdisciplinary researchers
(b)   Networks (larger, more diverse, more valuable)
(c)   Understanding of research problems and contexts
(d)   Ability to translate and communicate research problems and contexts to others

(2)   If the NRT program, as part of the Language Science Center:

(a)   Shares best practice models with colleagues at UM
(b)   Shares best practice models with colleagues in their fields and among Big 10 colleagues

Other graduate programs at UMD and at peer institutions will adopt these best practices, improving the quality of graduate education.

(3)   If the NRT program, as part of the Language Science Center works with faculty to:

(a)   identify strategies that are constraining faculty collaboration on interdisciplinary research projects and reduce them and
(b)   identify organizational practices to facilitate greater collaboration on interdisciplinary research projects and increase them

Faculty at UMD will be more satisfied with organizational support for interdisciplinary research collaboration, and there will be more collaborative research projects among faculty in the language science community.

Measurement of Goals

Goals	Data
Student Goal 1: enhanced agency as interdisciplinary researchers	Survey of students in NRT and peers (annually, each April)
Student Goal 2: larger, more diverse, and more valuable professional networks	Analysis of pre and post vita (publications, presentations, awards, grants)
Student Goal 3: improved understanding of research problems and contexts	Observations of NRT events (e.g. Language Science Day, Winter Storm)
Student Goal 4: improved research communication skills	Interviews and Focus groups with students annually each October and February
	Annual spring meeting with NRT, PIs, & Advisory Board: Formative feedback
Graduate Education Goal: best practices in interdisciplinary graduate education widely shared, and some adopted	Observations of NRT events (e.g. Language Science Day, Winter Storm)
	Reports from NRT Director of presentations, publications sharing best practices
	Concrete examples of adoption of key NRT models
Institutional Change Goal: fewer barriers and more facilitators of interdisciplinary research collaboration for faculty	Focus group with Language Science Faculty Year 1 and 5
	10 minute survey of Language Science Faculty given in year 1, 3 and 5
	Concrete examples, emerging from faculty data on organizational constraints removed, or facilitators put in place over the 5 years (e.g. change in grant rules, reward criteria, advising guidelines).
	Pre/Post data on nature of faculty research collaborations; PI info from office of research (Lyterati, maybe)