Goals
1. Create model of interdisciplinary student training
2. Catalyze broader language science community
3. Make it sustainable
4. Make it a local and national model

Main Lessons
• Interdisciplinary training requires much more than broad coursework and exposure to diverse ideas and skills.
• Biggest impact: student ownership of program activities
• Training should prepare for lifelong adaptability
• Training should prepare entrepreneurial scientists
• Old dogs learn new tricks slowly: students change fastest, new faculty next, established faculty slowest
• Regular formative assessment really works
• Culture change can happen, but not overnight

Students
• 50 PhD students pursued full program
• 30+ other PhD students benefited from program
• Students drawn from 10 departments & programs

Faculty
• 50 faculty contributed to program, as mentors, course instructors, workshop leaders, research team leaders, rotation supervisors, etc.
• 12 new language science faculty since 2008; interdisciplinary community played key role in recruiting them.

Departments & Centers
• Computer Science (CMNS)
• Electrical Engineering (ENGR)
• Hearing & Speech Sciences (BSOS)
• Human Development (EDUC)
• iSchool
• Linguistics (ARHU)
• Neuroscience & Cognitive Science (BSOS)
• Philosophy (ARHU)
• Psychology (BSOS)
• Second Language Acquisition (ARHU)
• Center for Advanced Study of Language (VPR)
• UMIACS (CMNS)
• Maryland Neuroimaging Center (BSOS)

Courses
• 12 interdisciplinary seminars 2009-2013
  … and many regular courses that ‘stretch’ students
• Students take ave. 15 courses; 5 outside home dept.
• Courses routinely take students outside ‘comfort zone’

Activities
• Research rotations for advanced students (enhancing integrated research, not ‘shopping around’)
• Winter Storm (5x): intensive 2-week workshop with:
  Research planning workshops
  Student-led technical courses
  Daily faculty lunch talks
  Professional development workshops
  ‘Science is social’ events
• Language Science Day (3x): 175 researchers in 2012
• Outreach Program: many annual events benefiting hundreds of K-12 students and community members
• Weekly student lunch talks to interdisciplinary audience
• Student ‘apprentices’ develop detailed proposal in Year 1

Recruitment, Retention, & Placement
• Students from 2008, 2009 cohorts now graduating
• 4 offered Tenure Track positions

• Strong recruiting classes, BUT ...
• Applicant pools saw limited impact; changes are slow
• Insufficient visibility of broad opportunities at UMD
• Most departments & programs do not highlight benefits

Recognition & Awards
• 5 Flagship Fellows (UMD)
• 3 NSF Graduate Research Fellowships
• 4 Distinguished Graduate Student Service awards
• 3 NSF Dissertation Improvement Grants
• Many Best Paper awards at conferences

Assessment & Improvement
• 5 focus groups, 15+ surveys & reports
• Partnered with IRPA, but gradually took on greater ownership of assessment process
• 500+ pages of NSF reports
• 4 visits of external advisory board (2010-2013)
• Constant process of evaluation and change

Sustainability
• Program created irreversible culture change
  (“this toothpaste won’t go back into the tube”)
• Language Science Fellows program in development
• Maryland Language Science Center in development

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