

**BUCLD
BUSINESS
MEETING
PRESENTATION**

October 31, 2003

WHY THIS MEETING?

1. BUCLD is now partially funded by conference grants from NSF and NIH. Thus, it is appropriate to be more publicly accountable than might otherwise be the case.
2. Inasmuch as BUCLD is a resource for researchers in language development, it is important that the procedures be fair and well known to the participants.
3. We will report on changes made in response to suggestions from last year's Business Meeting and related discussions with people in the field.

OUTLINE

1. Review Process
 - improve efficiency of review process
 - provide more information to authors
2. Participation Rates
 - increase acceptance rate
 - provide information about attendance rate
3. Subfield Representation
 - monitor effect of reviewer scores
 - monitor under- and over-represented subfields
4. Highlighting Leading Work
 - select appropriate mechanism

PART 1:
REVIEW PROCESS

SUGGESTIONS AND CHANGES

1. Improve efficiency of review process.
 1. implemented system to do all abstract submission and reviewing online
2. Provide more information to authors.
 1. provided link to LSA abstract-writing guidelines on abstract submission page
 2. solicited reviewers' comments on abstracts and conveyed them to authors
 3. will soon post information about review process, including reviewer rating criteria, on BUCLD website

**PART 2:
PARTICIPATION RATES**

SUGGESTIONS AND CHANGES

1. Increase acceptance rate.
 - 1.added two full-day poster sessions, increasing acceptance rate to 42%
2. Provide information about attendance rates.
 - 1.provided attendance rate information
 - 2.provided information about student participation incentives

ABSTRACTS SUBMITTED AND ACCEPTED

	N SUBMITTED	N ACCEPTED	% ACCEPTED
2001	298	90	30%
2002	277	90	33%
2003	314	133	42%

NOTE: "N accepted" includes only papers and posters in the program, does not include 12 alternate papers

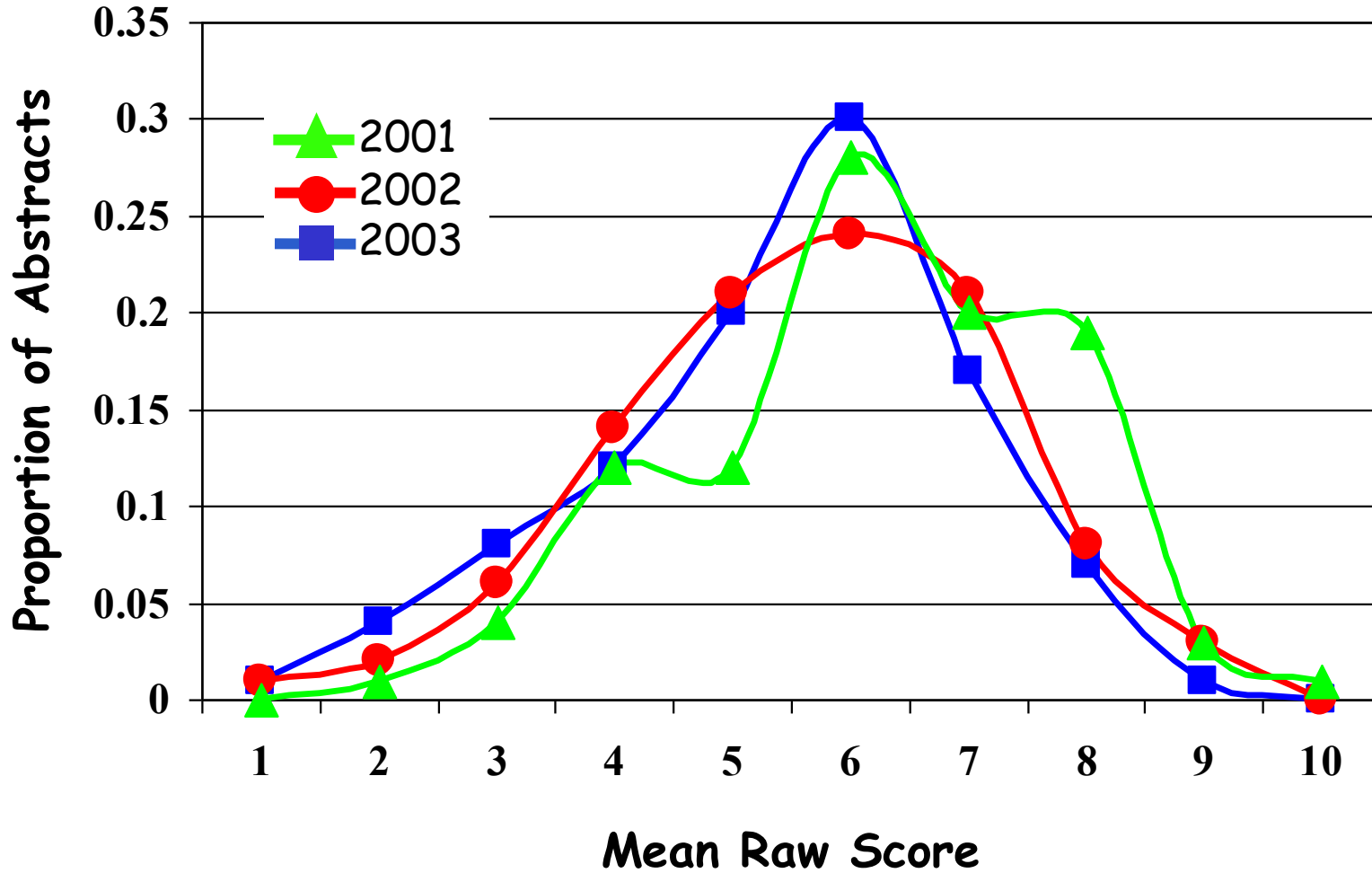
ABSTRACT RATINGS BY MEAN RAW SCORE

Source: Mean rating for each of the abstracts

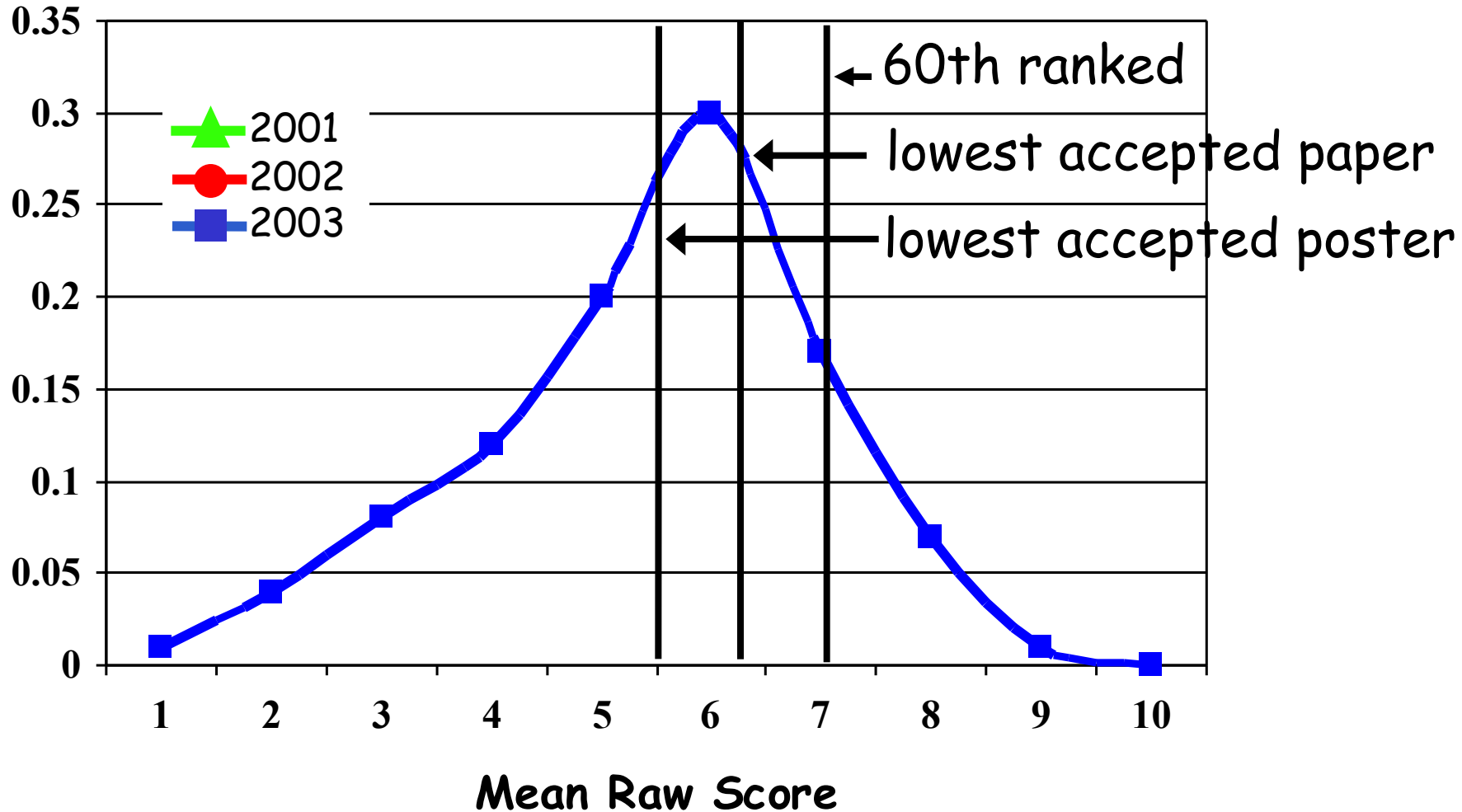
	RANGE	MEAN (SD)
2001	2.0 to 10.0	6.59 (1.55)
2002	1.2 to 9.2	6.08 (2.08)
2003	1.6 to 9.4	5.84 (1.57)

NOTE: Abstracts were rated on a 5-point scale in 2001; original ratings are doubled here to be comparable.

DISTRIBUTION OF ABSTRACTS' MEAN RAW SCORES



DISTRIBUTION OF ABSTRACTS' MEAN RAW SCORES

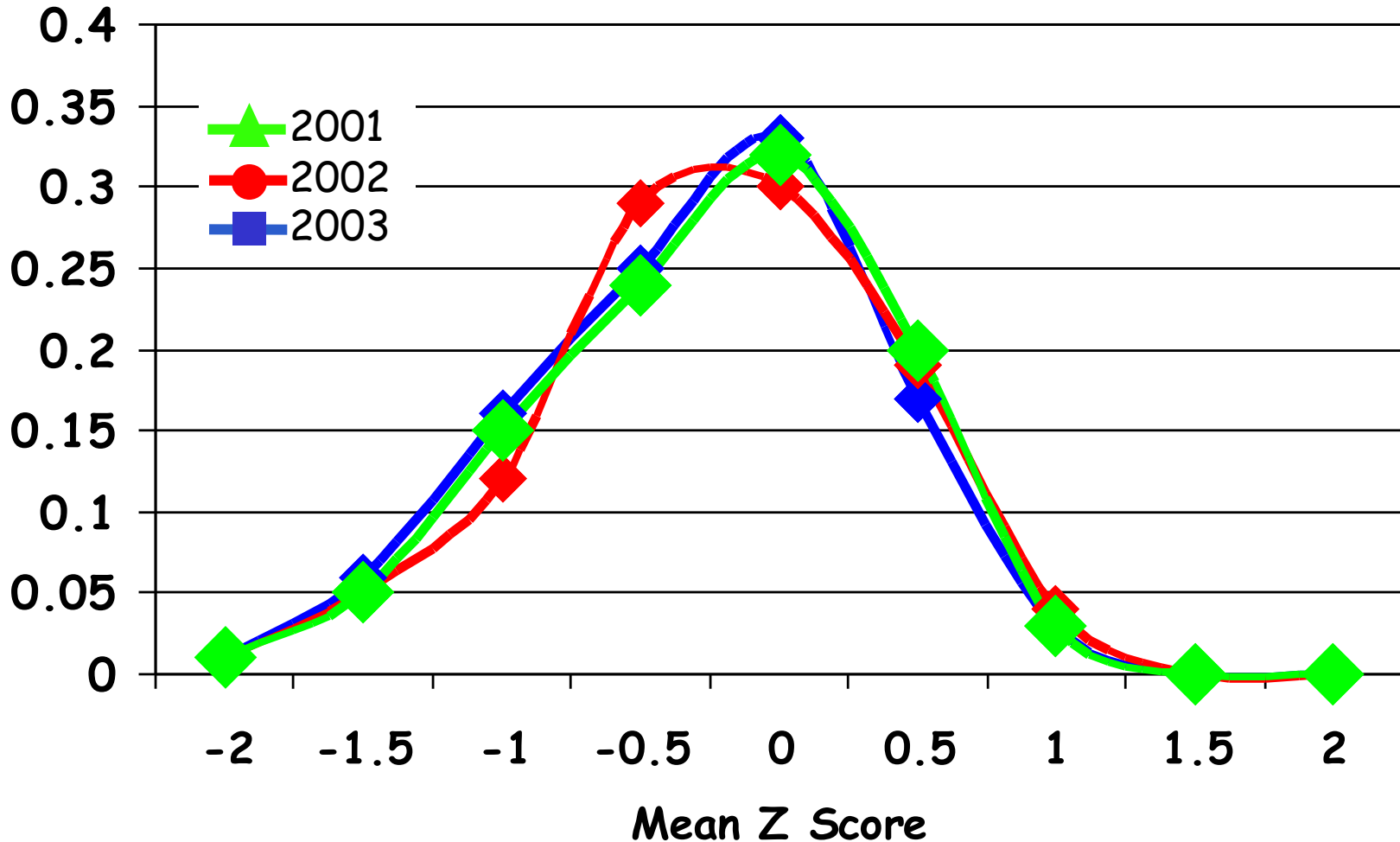


ABSTRACT RATINGS BY MEAN Z SCORE

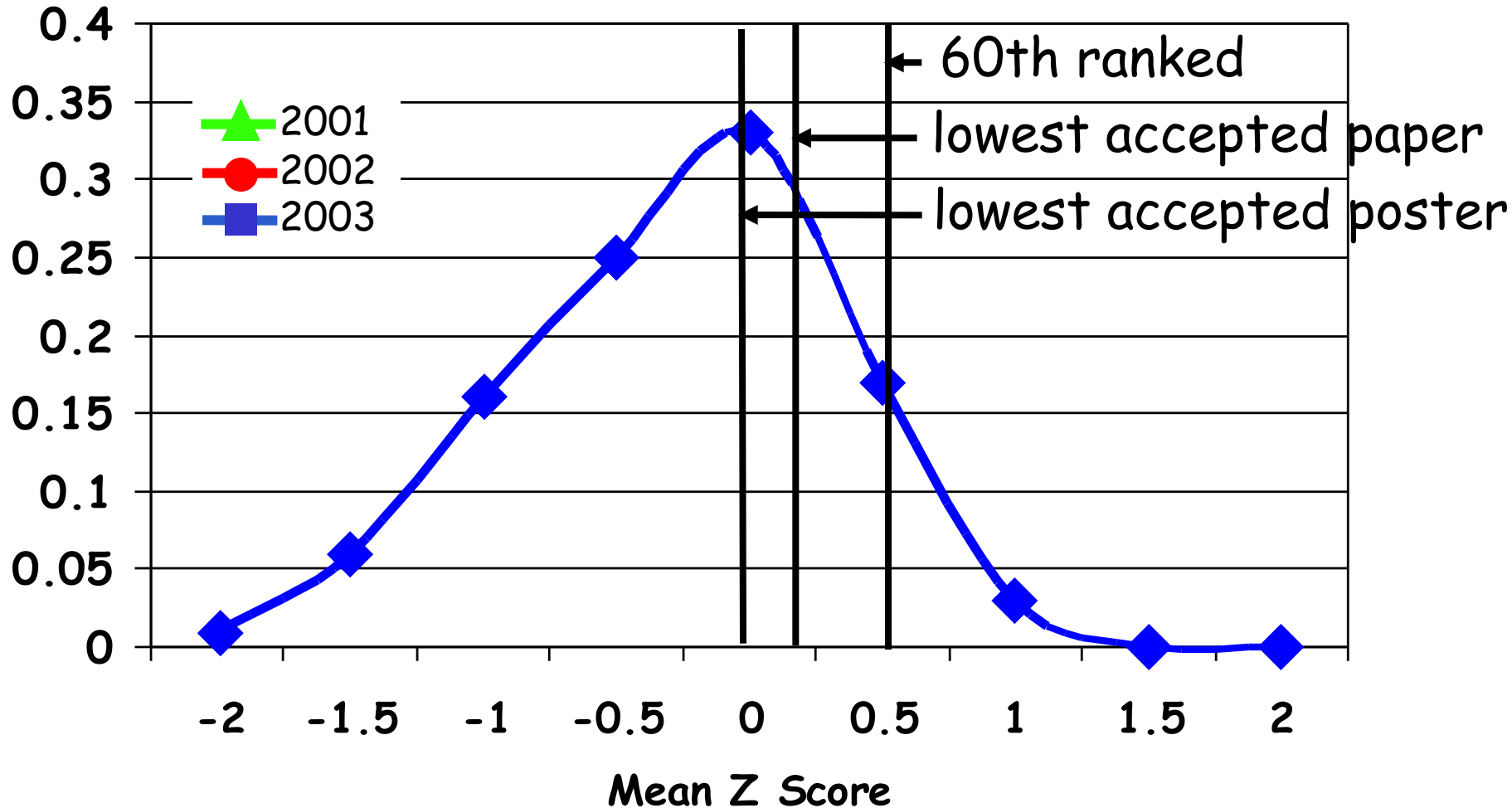
Source: Mean rating for each of the abstracts

	RANGE	MEAN (SD)
2001	-1.72 to 1.39	0 (0.61)
2002	-1.95 to 1.25	0 (0.62)
2003	-2.01 to 1.32	0 (0.61)

DISTRIBUTION OF ABSTRACTS' MEAN Z-SCORES



DISTRIBUTION OF ABSTRACTS' MEAN Z-SCORES



ATTENDANCE RATES

	Students		Non-students		Total
	N	%	N	%	
2001	232	56%	183	44%	415
2002	253	55%	205	45%	458
2003	197	57%	151	43%	348

NOTE: 2003 rates are for pre-registration only.

STUDENT ATTENDANCE INCENTIVES

1. Reduced admission rate - less than 50% of non-student rate.
2. Travel awards for student presenters:
 - 2 awards of \$400 in 2001
 - 9 awards of \$400 in 2002
 - 19 awards of \$250 in 2003
3. Addition of poster sessions - a more accessible option for novice student presenters.

PART 3:
SUBFIELD REPRESENTATION

GOAL AND CONCERN

Goal of BUCLD:

Forum for presentation of the best quality work in language development broadly defined; meeting place for scholars from different perspectives to exchange ideas.

Concern:

Some subfields seem to have been under- or over-represented in recent years, for unknown reasons.

FACTORS INVOLVED IN ACCEPTANCE RATES

INDIVIDUAL FACTORS

- quality of content
- quality of abstract-writing
- reviewer treatment of the rating scale
- reviewer memory of comparison papers

HISTORICAL FACTORS

- ebbs and flows of interesting work in each subfield
- number of abstracts submitted in each subfield in a given year
- source of abstracts submitted in each subfield in a given year (established labs, new researchers)

SUGGESTIONS AND CHANGES

1. Monitor effect of reviewer scores.
 - provided more detailed information to reviewers about typical abstract means and how reviewer scores are used in the abstract selection process
 - asked reviewers to provide comments on abstracts in addition to numerical ratings
2. Monitor under- and over-represented subfields.
 - determined 2003 acceptance rate for target subfields

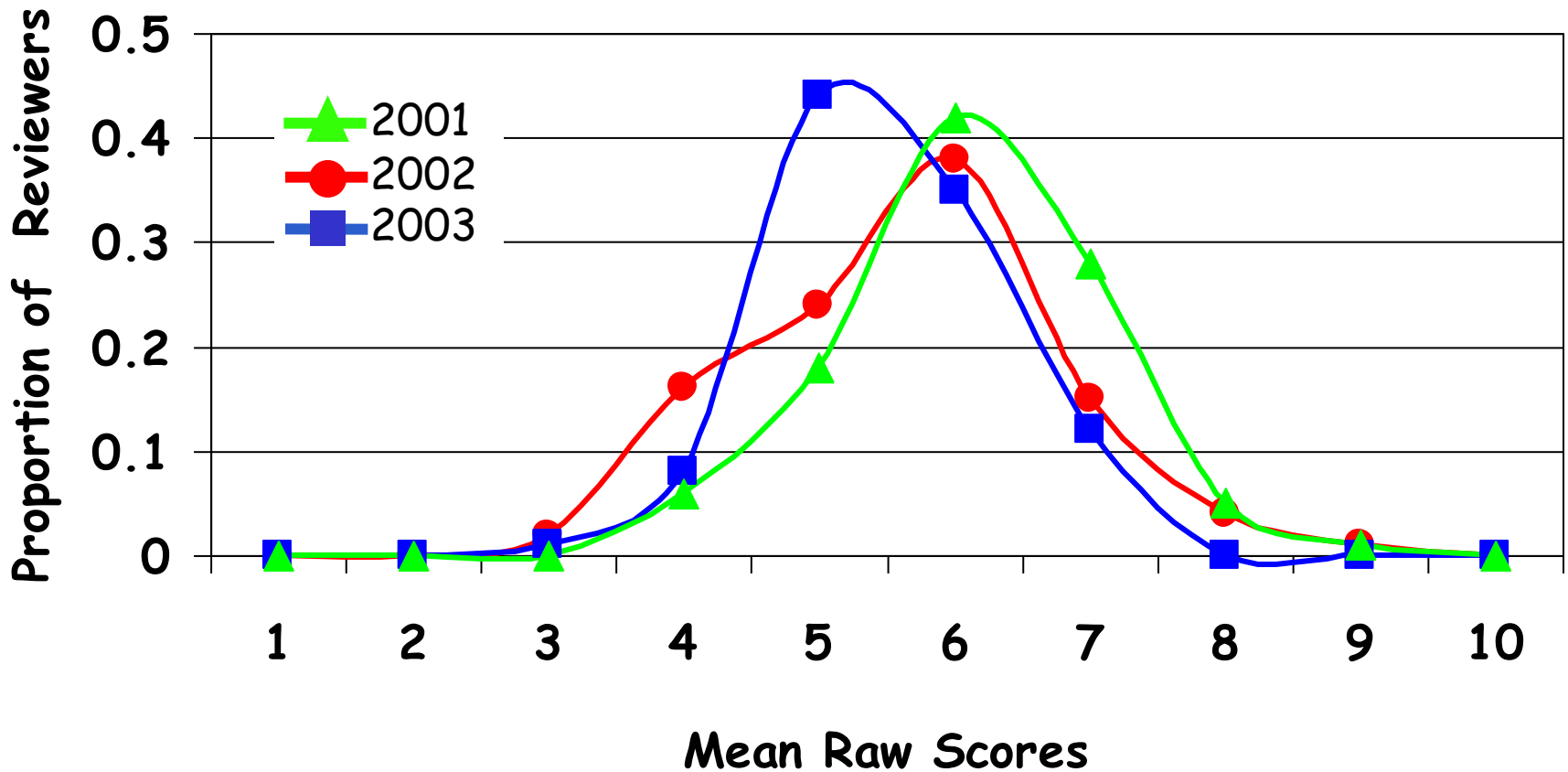
HOW ARE RAW SCORE RATINGS DISTRIBUTED BY REVIEWER?

Source: Mean rating for each of the reviewers

	RANGE	MEAN (SD)
2001	4.18 to 9.20	6.60 (???)
2002	3.23 to 9.00	6.06 (1.11)
2003	3.50 to 7.96	5.94 (0.83)

NOTE: Abstracts were rated on a 5-point scale in 2001; original ratings are doubled here to be comparable.

DISTRIBUTION OF REVIEWERS' MEAN RAW SCORES



REPRESENTATION BY LEARNING CONDITION

14 Learning Conditions Represented in 2001-2003:

Aphasia

Attrition

Autism

Bilingual

Deaf

Down Syndrome

Dyslexia

General Language Delay

Hearing Impaired

Hemispherectomy

Specifically Language Impaired

Typical L1

Typical L2

Williams Syndrome

STATISTICS FOR TOP 4 LEARNING CONDITIONS

	2001		2002		2003	
	N SUB	% ACC	N SUB	% ACC	N SUB	% ACC
Typical L1	186	35%	170	34%	201	46%
Typical L2	68	21%	68	19%	60	40%
Bilingual	16	53%	18	44%	30	30%
SLI	9	14%	11	45%	19	58%
Overall	298	30%	277	33%	314	42%

REPRESENTATION BY THEORETICAL FOCUS

Included all and only abstracts on phonology, morphology, syntax, semantics, and pragmatics

Generative:

Abstract includes terminology and/or references and/or notations from Principles & Parameters, Minimalism, Optimality Theory, Formal Semantics, Formal Pragmatics

Non-Generative:

Abstract does not include terminology or references or notations from above perspectives.

STATISTICS FOR THEORETICAL FOCUS

	2001		2002		2003	
	N SUB	% ACC	N SUB	% ACC	N SUB	% ACC
<i>Generative:</i>						
Morphosyntax	75	17%	73	25%	82	48%
Semantics/Pragmatics	13	31%	26	35%	22	32%
Phonology	6	50%	11	27%	16	50%
Total	94	21%	110	27%	120	45%
<i>Non-Generative:</i>						
Morphosyntax	79	38%	50	30%	35	51%
Semantics/Pragmatics	18	11%	10	40%	19	26%
Phonology	11	27%	11	45%	11	18%
Total	108	32%	71	34%	65	38%
Overall	28	30%	277	33%	314	42%

REPRESENTATION BY CONTENT AREA?

Morphosyntax:	Morphology, syntax
Sound System:	Phonetics, phonology, speech perception, speech segmentation
Meaning:	Semantics, pragmatics, structure of the lexicon
Interaction:	Child-directed speech, literacy & reading, narrative, discourse, sociolinguistics,
Cognition:	Sentence processing, statistical models, language-cognition interface, gesture, word learning

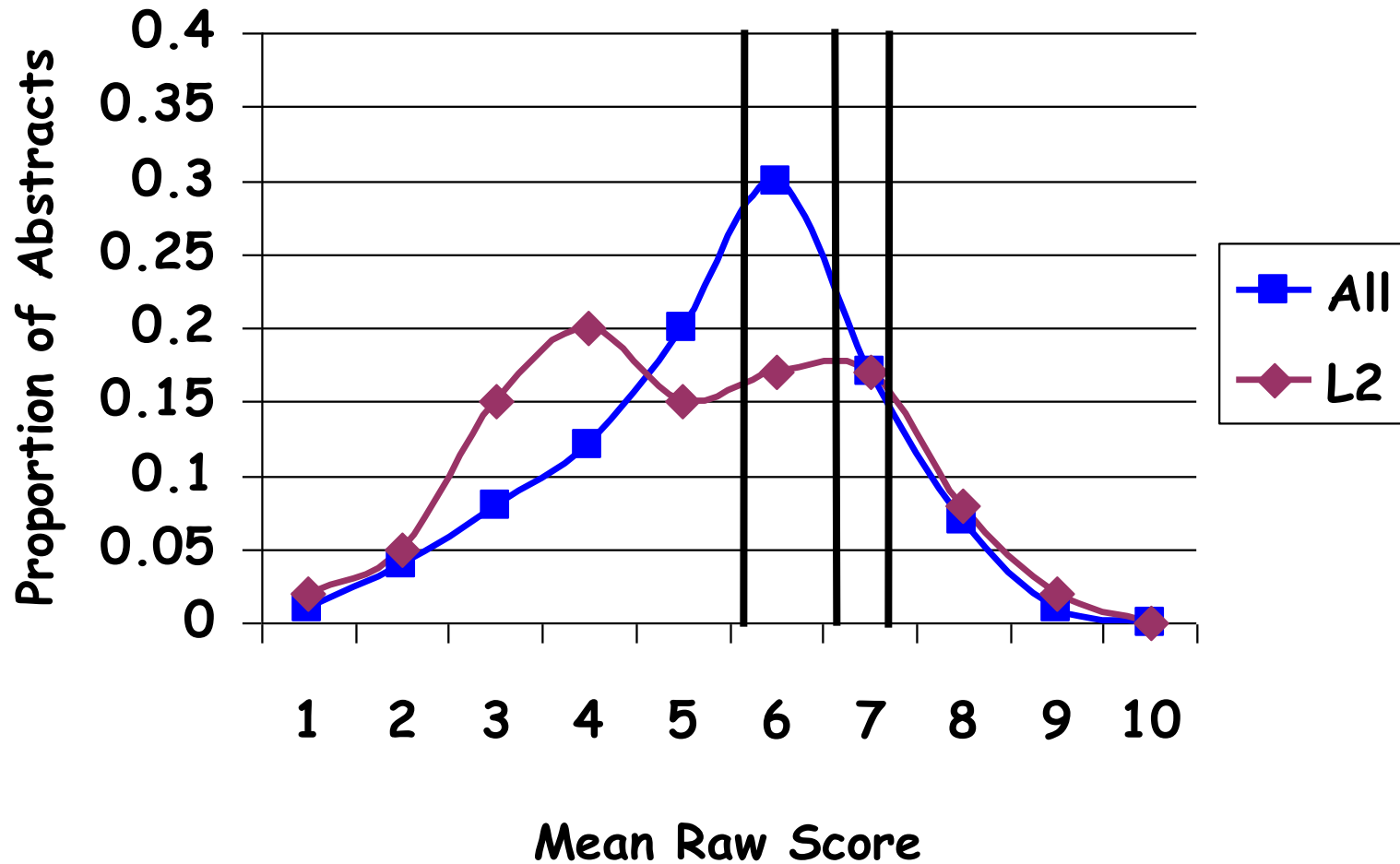
CAVEAT FOR CONTENT CLASSIFICATION

Many abstracts can be classified as more than one content area. The analysis here is only for the one most salient area for each abstract.

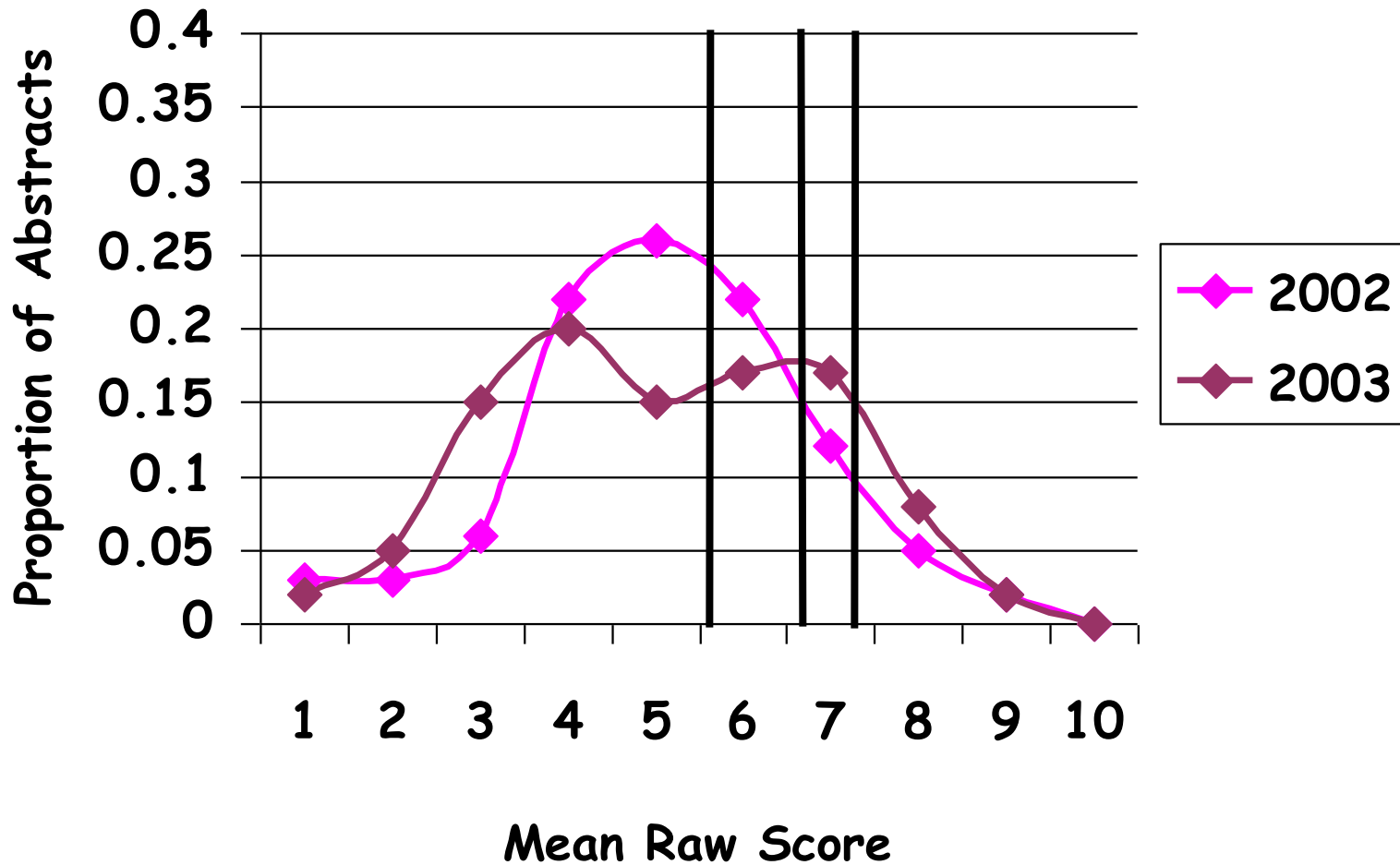
STATISTICS FOR CONTENT AREAS

	2001		2002		2003	
	N SUB	% ACC	N SUB	% ACC	N SUB	% ACC
Morphosyntax	154	28%	123	27%	117	49%
Sound System	35	46%	46	44%	42	40%
Meaning	46	26%	39	33%	41	29%
Interaction	20	20%	17	29%	34	29%
Cognition	38	37%	44	41%	79	47%
Overall	28	30%	277	33%	314	42%

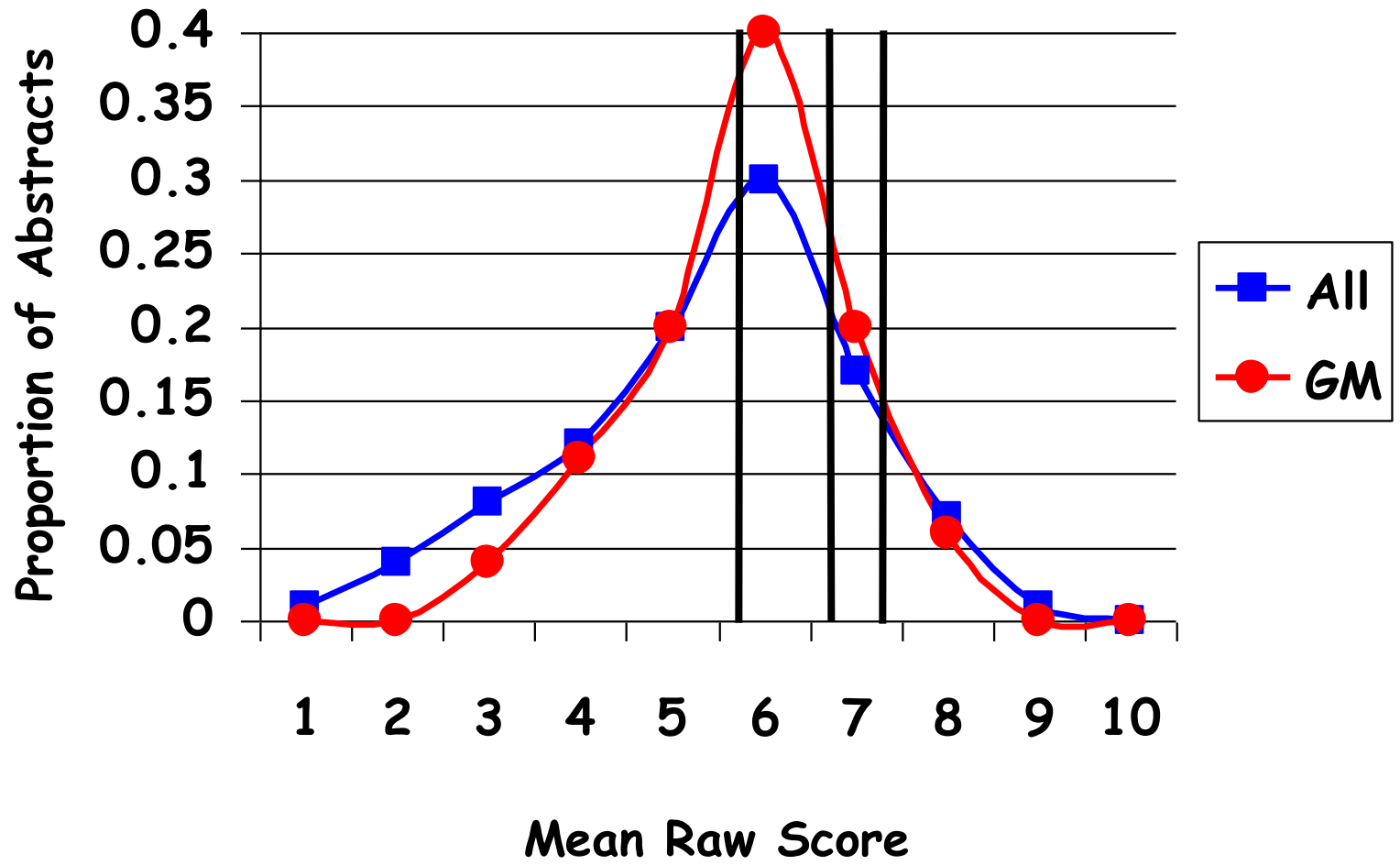
DISTRIBUTION OF MEAN RAW SCORES FOR L2 ABSTRACTS - 2003



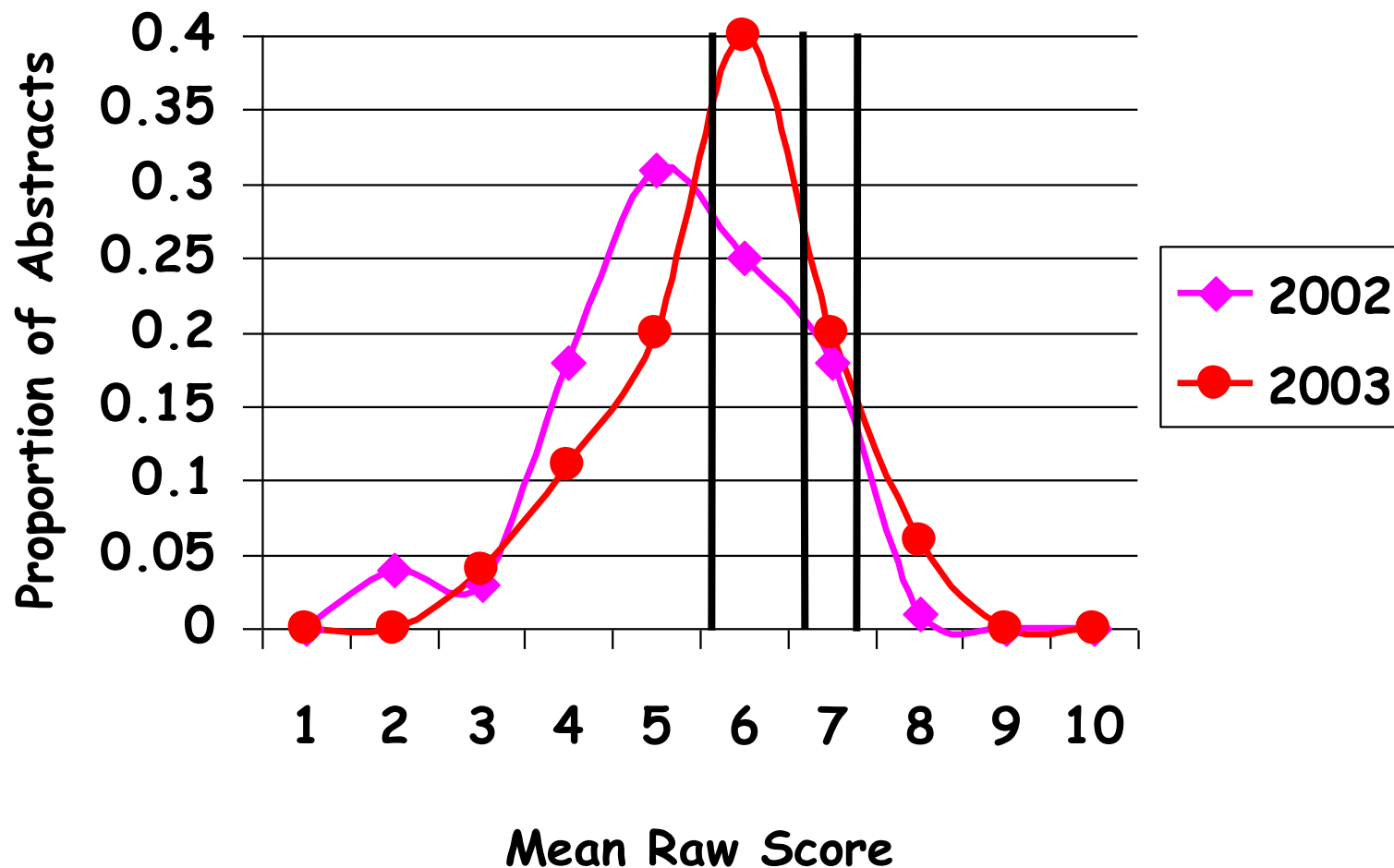
DISTRIBUTION OF MEAN RAW SCORES FOR L2 ABSTRACTS - 02/03



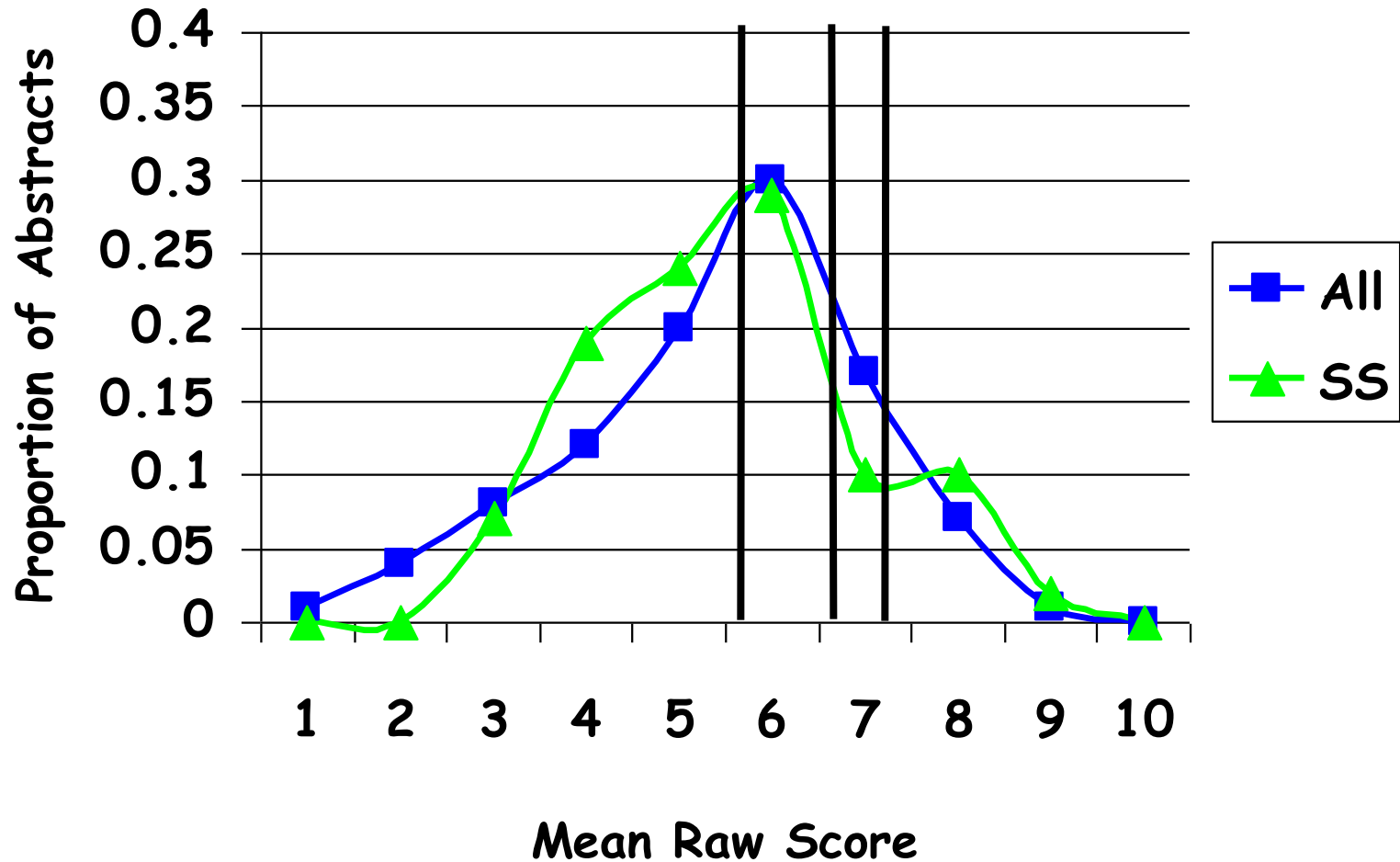
DISTRIBUTION OF MEAN RAW SCORES FOR GENERATIVE MORPHOSYNTAX ABSTRACTS - 2003



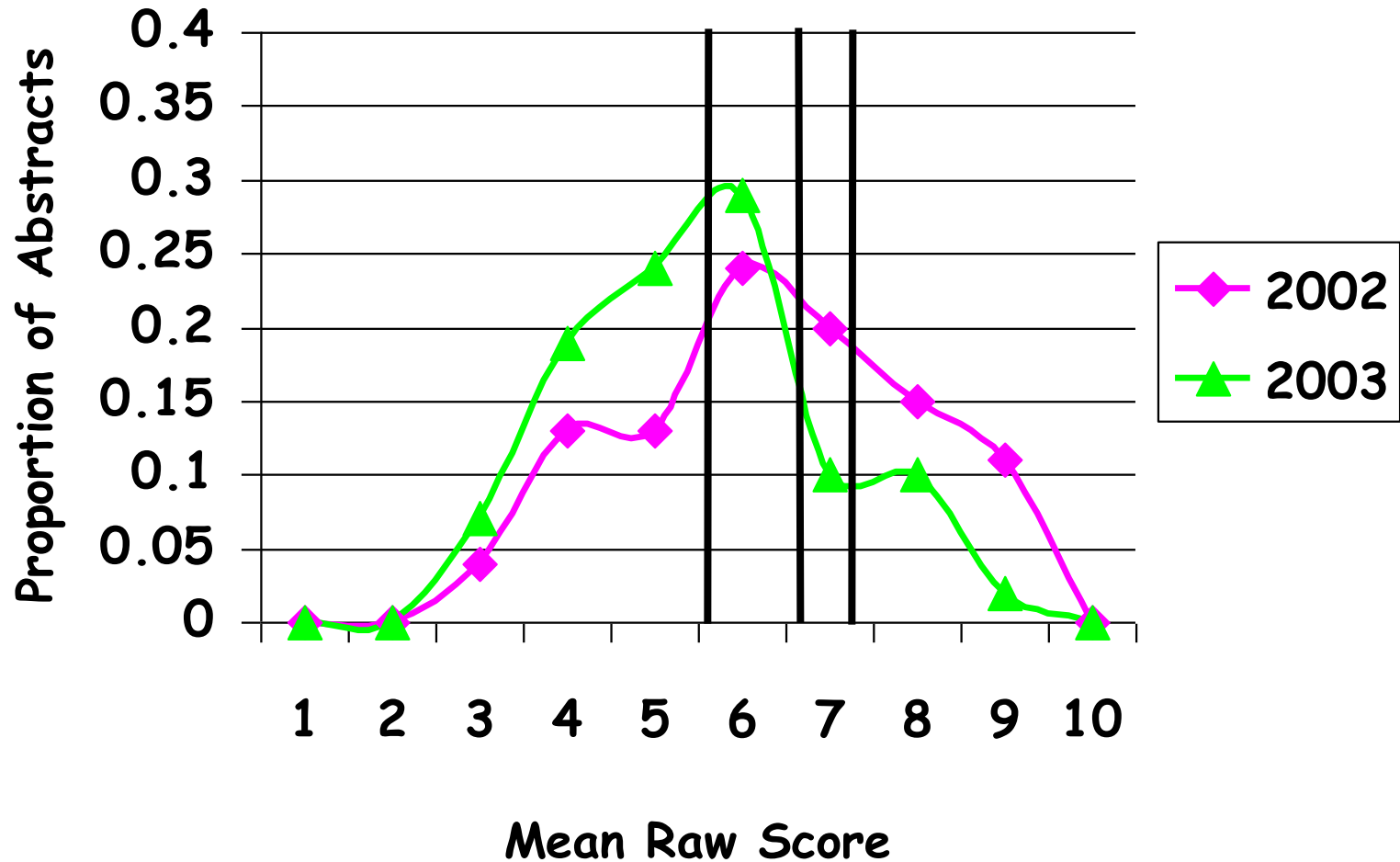
DISTRIBUTION OF MEAN RAW SCORES FOR GENERATIVE MORPHOSYNTAX ABSTRACTS - 02/03



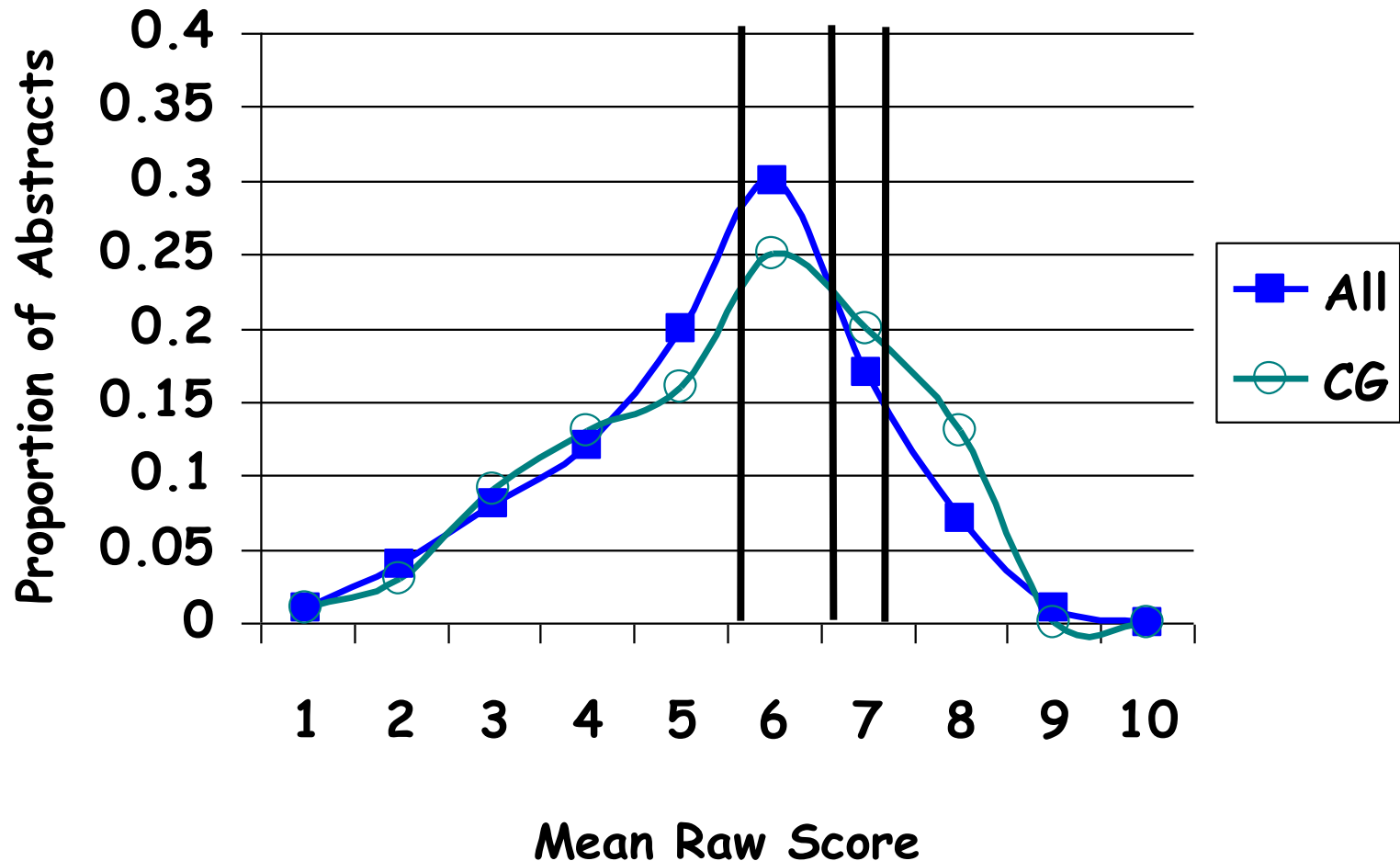
DISTRIBUTION OF MEAN RAW SCORES FOR SOUND SYSTEM ABSTRACTS - 2003



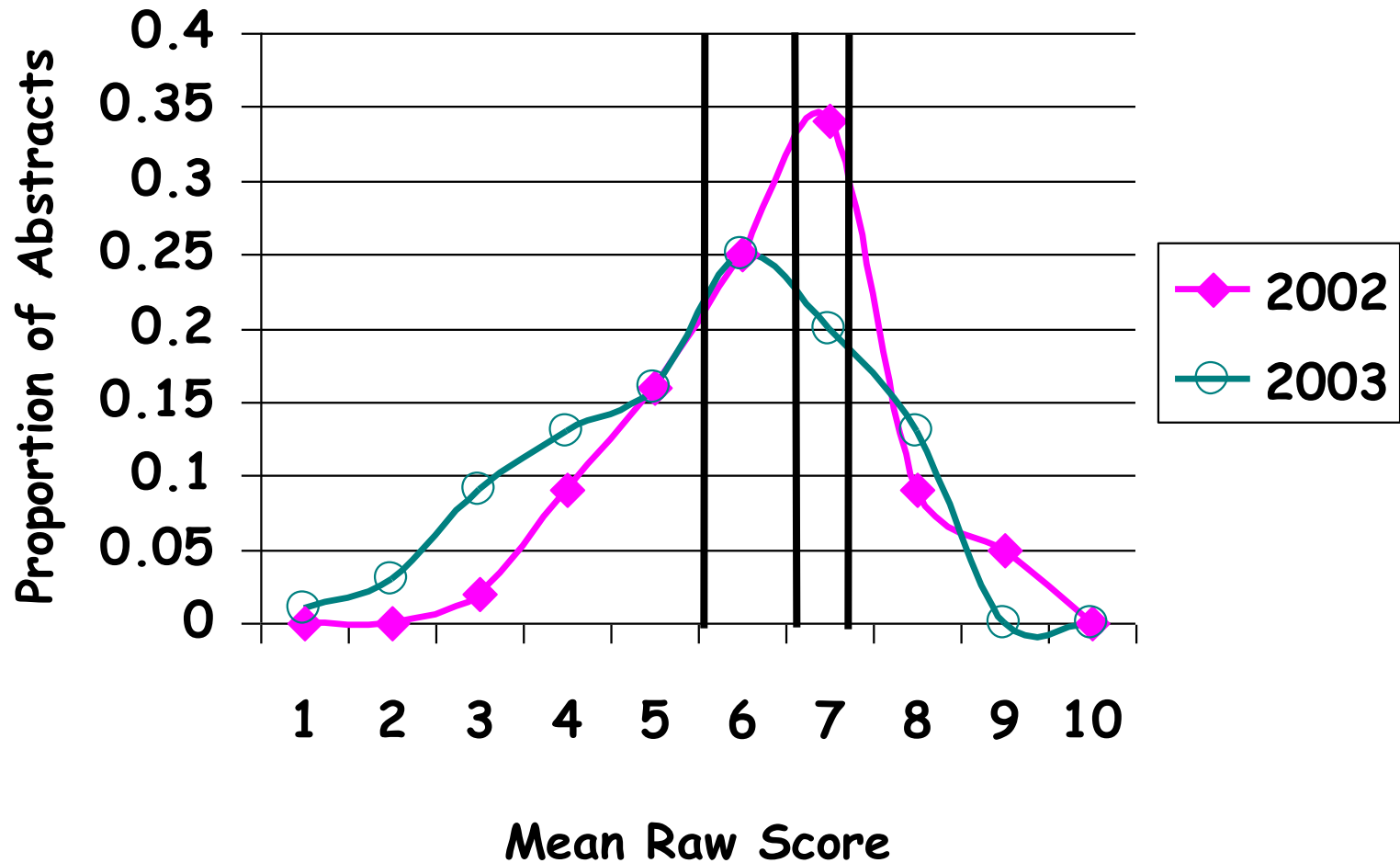
DISTRIBUTION OF MEAN RAW SCORES FOR SOUND SYSTEM ABSTRACTS - 02/03



DISTRIBUTION OF MEAN RAW SCORES FOR COGNITION ABSTRACTS - 2003



DISTRIBUTION OF MEAN RAW SCORES FOR COGNITION ABSTRACTS - 02/03



**PART 4:
HIGHLIGHTING
LEADING WORK**

SUGGESTIONS AND CHANGES

1. Select appropriate mechanism for highlighting leading work in the field, keeping focus on abstract-based program.
 - continued selecting excellent keynote and plenary speakers
 - revived invited lunch symposium on leading work
 - 2002: The role of input in ASL acquisition
 - 2003: What can language development tell us about linguistic relativity?

SUMMARY

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 - improve efficiency of review process
 - provide more information to authors
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 - increase acceptance rate
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FOR FURTHER COMMENTS AND DISCUSSION

Submit comments using the BUCLD on-line evaluation questionnaire - you will receive it within 2 weeks.

Talk to, call, or e-mail one of the associated faculty:

Shanley Allen	shanley@bu.edu	(617)358-0354
Cathy O'Connor	mco@bu.edu	(617)353-3318

Ask questions right now.

THANK YOU FOR YOUR
CONTINUING SUPPORT
FOR THE
BOSTON UNIVERSITY
CONFERENCE ON
LANGUAGE DEVELOPMENT!

REVIEW PROCESS

1. We send each abstract to 5 reviewers.
2. Reviewers rate each abstract independently on a scale of 1-10 (double-blind procedure), and optionally submit comments for the authors.
3. We calculate two scores for each abstract:
 - a. Mean raw score
 - b. Mean z score
4. We rank each abstract by raw score and z score, and calculate a composite rank.
5. We select 87 abstracts to be presented as papers, 12 as alternates, and 46 as posters.

77 REVIEWERS FOR BUCLD 2003

Shanley Allen

Arto Anttila

Jonathan Barnes

Edith Bavin

Heike Behrens

David Birdsong

Paul Bloom

Melissa Bowerman

Cynthia Brown

Joyce Bruhn de Garavito

Nancy Budwig

Harald Clahsen

Peter Coopmans

Stephen Crain

Katherine Demuth

Jill de Villiers

Kenneth Drozd

Catherine Echols

Richard Ely

Anne Fernald

Cynthia Fisher

Fred Genesee

LouAnn Gerken

Heather Goad

Susan Goldin-Meadow

Peter Gordon

John Grinstead

Paul Hagstrom

Cornelia Hamann

Catherine Harris

Marco Haverkort

Bart Hollebrandse

Aafke Hulk

Nina Hyams

Alan Juffs

Dorit Kaufman

Deb Kelemen

Wolfgang Klein

Donna Lardiere

Beth Levin

Jeffrey Lidz

Elena Lieven

Richard Meier

Lise Menn

James Morgan

Letitia Naigles

Carol Neidle

Elissa Newport

Cathy O'Connor

Mitsuhiko Ota

Johanne Paradis

Joseph Pater

William Philip

Colin Phillips

Clifton Pye

Marnie Reed

Mabel Rice

Tom Roeper

Danielle Ross

Lynn Santelmann

Jeannette Schaeffer

Carson Schütze

Bonnie Schwartz

Yasuhiro Shirai

Leher Singh

William Snyder

Rex Sprouse

Carol Stoel-Gammon

Helen Tager-Flusberg

Margaret Thomas

Michael Tomasello

Anne Vainikka

Laura Wagner

Jürgen Weissenborn

Lydia White

Fei Xu

Andrea Zukowski

ASSIGNMENT OF ABSTRACTS TO REVIEWERS

Reviewers are individually assigned to abstracts by the faculty advisors, with the following conditions:

1. Ensure that the reviewer is sufficiently familiar with the content of the abstract.
2. Ensure that the reviewer is not unfriendly to the theoretical perspective of the abstract.
3. Don't assign abstracts to reviewers who are colleagues, students, advisors, close friends, or enemies of the authors (insofar as we know this).
4. Each reviewer gets a minimum of 10 abstracts, most get between 15 and 20.

RATING SCALE

1 = must reject

3 = low priority

5 = medium priority

7 = high priority

10 = must accept

RATING GUIDELINES

1. Question/issue clearly stated?
2. Significance of work clearly stated?
3. Method/analysis well-designed and appropriate?
4. Conceptual framework coherent? Theoretical analysis well-argued?
5. Strong promise of work being completed?
6. Conclusions justified relative to data/analyses?
7. Abstract clear and well-organized?
8. Topic of scientific, methodological, theoretical importance?
9. Paper relevant to current issues in the field?
10. Paper of interest to BUCLD attendees?

RAW SCORE

Definition: Score out of 10 from a reviewer.

Assumption: Every reviewer's use of a particular score category is equivalent.

Problem: May be misleading if a reviewer is particularly lenient or stringent in their ratings.

Z SCORE

Definition: ___ Standard score indicating how far, and in what direction, a given raw score deviates from the mean of all the raw scores assigned by a given reviewer.

Assumption: Every reviewer's use of a particular score category may NOT be equivalent. Some reviewers may be more demanding or lenient than others, or may use a restricted range.

Problem: May be misleading if a reviewer receives a set of unusually excellent or unusually terrible papers. (The z score effectively forces the ratings from a given reviewer to fit a bell curve.)

SAMPLE ABSTRACT RANKING DATABASE

ABS#	RAW SCORES			Z-SCORES		COMPOSITE
	Actual	Mean	Rank	Mean	Rank	Rank
A	7,8,10,10,10	9	8	1.043	9	7
B	7,9,9,10,10	9	8	0.801	22	16
C	8,8,8,10,10	8.8	10	1.023	10	8
D	7,8,9,10,10	8.8	10	0.679	39	24
E	5,8,10,10,10	8.6	12	1.251	1	4
F	8,8,8,9,10	8.6	12	1.190	3	6
G	7,8,9,9,10	8.6	12	0.883	15	14
H	7,7,9,10,10	8.6	12	0.705	36	23
I	7,8,9,9,10	8.6	12	0.961	12	10
J	7,7,8,10,10	8.4	17	0.857	17	17
K	5,8,9,9,10	8.2	18	0.774	27	21
L	5,8,9,9,10	8.2	18	0.397	77	45
M	6,8,8,9,10	8.2	18	1.186	5	9
N	6,8,8,9,10	8.2	18	0.760	28	22

PAPER SELECTION PROCESS

From the set of abstracts designated as "paper only" or "either paper or poster":

1. We select the top 60 abstracts from the raw score list, and the top 60 abstracts from the z score list. This totals 75-80 abstracts (there is a lot of overlap between the two sets).
2. We create a pool of the next 40 abstracts based on composite rank.
3. We select 10-15 abstracts from the pool to complete the program of 87 papers, based as much as possible on composite rank, with the goal of forming coherent sessions.

ALTERNATE SELECTION PROCESS

From the set of abstracts designated as "paper only" or "either paper or poster":

1. We select 12 alternate abstracts from the remaining abstracts in the pool, based as much as possible on composite rank, with the goal of getting a good distribution of content areas.

POSTER SELECTION PROCESS

From the set of abstracts designated as "poster only" or "either paper or poster":

1. We eliminate all abstracts already selected as papers.
2. We select the top 46 remaining abstracts based on composite rank.

KEYNOTE, PLENARY, AND LUNCH SYMPOSIUM SELECTION PROCESS

1. Solicit suggestions on annual BUCLD questionnaire.
2. Solicit suggestions from many people in the field.
3. Balance content areas, theoretical focus, and learning conditions.
4. No repeat keynote and plenary speakers.