

EDUCATION	<p><b>University of Maryland, College Park</b> • Aug. 2017 – Jul. 2023</p> <ul style="list-style-type: none"><li>• <i>Ph.D.</i>, Neuroscience and Cognitive Science</li><li>• Dissertation: “Knowledge and processing of morphosyntactic variation in African American Language and Mainstream American English”</li><li>• Committee: Dr. Jan Edwards (co-chair), Dr. Jared Novick (co-chair), Dr. Shenika Hankerson, Dr. Colin Phillips, Dr. Charlotte Vaughn, Dr. Jeffrey Lidz (Dean’s Representative)</li></ul> <p><b>Yale University</b> • Aug. 2009 – May 2013</p> <ul style="list-style-type: none"><li>• <i>B.A. &amp; M.A.</i>, Linguistics (GPA: 3.93, <i>magna cum laude</i>)</li><li>• Honors: Phi Beta Kappa, Distinction in the Major</li><li>• Thesis: “Opening a Can of Worms: Idiom Flexibility, Decomposability, and the Mental Lexicon” (Advisor: Maria Piñango)</li></ul>
EXTERNAL FELLOWSHIPS	<p><b>NSF SBE Postdoctoral Research Fellowship</b>, “Neurolinguistic mechanisms of grammatical processing across different dialects,” \$160,000 • 2023-2025</p> <p><b>NSF Doctoral Dissertation Research Improvement Award</b>, “Knowledge and processing of morphosyntactic variation,” \$6,999 • 2022-2023</p> <p><b>Paula Menyuk Travel Award</b>, BUCLD • 2019</p> <p><b>NSF Graduate Research Fellowship</b>, <i>Honorable Mention</i> • 2018</p> <p><b>Fulbright English Teaching Assistantship</b> • Sept. 2013 – June 2014</p>
INTERNAL FELLOWSHIPS	<p><b>Ann G. Wylie Dissertation Fellowship</b>, \$15,000 • 2022</p> <p><b>NSF NRT COVID Fellowship</b>, UMD Language Science Center, \$25,500 • 2021</p> <p><b>NSF NRT Fellowship</b>, UMD Language Science Center • 2019–2020</p> <p><b>PULSAR Fellowship</b>, UMD Language Science Center • 2019</p> <p><b>Flagship Fellowship</b>, University of Maryland, \$50,000 • awarded 2017</p>
MANUSCRIPTS	<p>Maher, Z., C. Blomquist, A. Byrd, K. Oppenheimer, E. Terrell Shockley, T.C. Thonesevanh, C. Mazzei, J. Harring, and J. Edwards (in prep). Does a dialect-shifting curriculum help early readers who speak African American English? Results from a randomized controlled study.</p> <p>Maher, Z., C. Mazzei, T.C. Thonesevanh, E. Terrell Shockley, and J. Edwards (submitted). Multiple approaches to “appropriateness”: A mixed-methods study of elementary teachers’ dispositions toward African American Language as they teach a dialect-shifting curriculum.</p>
PUBLICATION	<p>Maher, Z., M. Erskine, A. Byrd, J. Harring, and J. Edwards (2021). African American English and early literacy: A comparison of approaches to quantifying non-mainstream dialect use. <i>Language, Speech, and Hearing Services in Schools</i>, 52(1), 118-130.</p>

CONFERENCE  
PRESENTATIONS

Maher, Z., J. Edwards, and J. Novick (2023). They know who speak this way: Knowledge of variation in listeners with different experiences of African American Language. Annual Conference on Human Sentence Processing. University of Pittsburgh. Pittsburgh, PA. **Honorable Mention: Gibson/Fedorenko Prize for young scholars.**

Maher, Z., J. Edwards, and J. Novick (2023). Knowledge of variation in subject-verb agreement in speakers of Mainstream American English. American Dialect Society Annual Meeting. Denver, CO.

Maher, Z., C. Mazzei, T.C. Thonesevanh, E. Terrell Shockley, and J. Edwards (2022). Exploring Academic Spaces for Equitable Practices: Elementary Educator Dispositions Toward African American Language. American Educational Research Association 2022 Annual Meeting. San Diego, CA. <https://doi.org/10.3102/1894097>

Maher, Z., C. Mazzei, T.C. Thonesevanh, E. Terrell Shockley, and J. Edwards (2021). How a dialect-shifting curriculum shapes K-1 teachers' attitudes toward language variation: A mixed-methods study. Language, Linguistics, and Life Conference. Temple University, Philadelphia, PA.

Ersine, M., A. Byrd, Z. Maher, K. Oppenheimer, and J. Edwards (2019). Expanding your Toolbox: Strategies to Support Linguistically Diverse Students. American Speech-Language-Hearing Association Convention. Orlando, FL.

Maher, Z. and Edwards, J. (2019). Non-linguistic inhibition predicts lexical inhibition in 6-7 year-old children. Boston University Conference on Language Development. Boston, MA.

Huang, N., Z. Maher, S. Matyiku, and R. Zanuttini (2011). Toward an atlas of micro-syntactic variation in varieties of English. Linguistic Society of America Annual Meeting, Pittsburgh, PA.

INVITED  
PRESENTATIONS

Maher, Z. Toward a Mechanistic Account of Processing Linguistic Variation (2021). Language & Cognition Talk, Harvard University, Cambridge, MA.

Huang, N., Z. Maher, S. Matyiku, and R. Zanuttini (2011). Grammatical Diversity in the US. Friday Lunch Talk, Department of Linguistics, Yale University, New Haven, CT.

Huang, N., Z. Maher, S. Matyiku, and R. Zanuttini (2011). Toward an atlas of micro-syntactic variation in varieties of English. Friday Lunch Talk, Department of Linguistics, Yale University, New Haven, CT.

POSTERS

Maher, Z., J. Edwards, and J. Novick (2023). They Was Giving Accurate Judgments: Speakers of Mainstream American English Show Partial Knowledge of Non-Mainstream Grammar. Psychonomic Society Annual Meeting. Boston, MA.

Byrd, A., Z. Maher, Y.T. Huang, and J. Edwards (2022). Development and Evaluation of a Dialect Experience Questionnaire. Linguistic Society of America Annual Meeting, Washington, D.C.

Maher, Z., J. Edwards, and J. Novick (2021). Comprehenders reduce their reliance on subject-verb agreement when interpreting a less-familiar dialect. Psychonomic

Society Annual Meeting. New Orleans, LA (virtual).

Maher, Z., J. Edwards, and J. Novick (2021). Dialect differences in the comprehension of agreement in U.S. varieties of English. *Architectures and Mechanisms for Language Processing*. Paris, France (virtual).

Maher, Z., M. Erskine, A. Byrd, and J. Edwards (2021). Evaluating the influence of peers on the acquisition of mainstream forms by children who speak African American English. *Variation in Language Acquisition*. Rorschach, Switzerland (virtual).

Maher, Z. and J. Edwards (2019). Changes in attitudes toward variation in teachers of a code-switching curriculum. *New Ways of Analyzing Variation*. Eugene, OR.

Erskine, M., Z. Maher, and J. Edwards (2019). Dialect mismatch influences sentence *not* lexical comprehension in young children. *Symposium for Research in Child Language Disorders*.

## RESEARCH EXPERIENCE

### **Learning to Talk Lab** • Fall 2017 – present

- Provide general research assistance on ToggleTalk intervention study funded by the Institute of Education Sciences
- Provide lab database support
- Designed dialect assessment to evaluate student progress

### **Yale Grammatical Diversity Project** • Fall 2010 – Spring 2013

- Created the first centralized reference for grammatical variation in North American English
- Wrote review articles about phenomena including positive *anymore* and *needs washed*
- Developed user guide for the database's web interface

### **Pittsburgh Science of Learning Center**, *Research Assistant* • Summer 2012

- Reviewed literature and developed an experimental paradigm for a psychology of reading project under the direction of Dr. Charles Perfetti at the University of Pittsburgh's Learning Research and Development Center; analyzed and presented pilot study data
- Participated in weekly seminars on education, psychology, linguistics, and technology

## EMPLOYMENT EXPERIENCE

### **Newark Charter School Fund** • Sept. 2015 – July 2017

#### *Quality Schools Analyst* • July 2016 – July 2017

- Formed organizational data strategy, applied for grant funding, and developed data partnerships
- Wrote organizational strategic plan based on consultant input

### *Program Associate & Education Pioneers Analyst Fellow* • Sept. 2015 – June 2016

- Managed a \$1.5 million grant portfolio, performed due diligence research, and presented to board focusing on special education and board governance support for the Newark charter sector

- Maintained student enrollment and achievement datasets through collaboration with a third party data vendor, the state, the local school district, and charter schools
- Analyzed data for reporting and publication
- Cultivated partnerships to grow a high-quality charter sector in Newark

**Episcopal Diocese of Massachusetts, *Life Together Fellow* • 2014-2015**

- Coordinated a prisoner mentoring program and other outreach initiatives for the Episcopal Chaplaincy at Harvard and Christ Church Cambridge
- Lived in an intentional community and received training in social justice and nonprofit work, including community organizing, fundraising, and combating oppression

**The Fulbright Program, *English Teaching Assistant* • Sept. 2013 – June 2014**

- Taught and assistant-taught English courses (gr. 3–10) to German students and recent immigrants at a special education school in Berlin for students with conduct disorders

**Yale Student Technology Collaborative • Jan. 2010 – May 2013**

- *Coordinator* (Jan. 2011 – May 2013): Managed the eight student techs in the Saybrook residential college; maintained computer cluster; performed Dell warranty hardware repairs
- *Student Technologist* (Jan. – Dec. 2010): Provided technical support for fellow students

TEACHING AND  
MENTORING

**Department of Hearing and Speech Sciences, *Undergraduate thesis advisor* 2022–2023**

- Madison Lenhart: “Comprehension of Subject-verb Agreement in Mainstream American English and African American Language” (2023)

**LING460: Diversity and Unity in Human Languages [Intro. Sociolinguistics], University of Maryland, *Instructor of record* Spring 2022**

**Project RISE, *Graduate Student Mentor* 2019–2020**

- Paid research fellowship for undergraduate students designed to “increase diversity in the pool of students who pursue doctoral studies in a broad range of fields related to language and literacy”
- Partnership between University of Maryland, College Park and Bowie State University (a Historically Black University)
- Mentored student project on African American Language
- Gave guest lecture on language variation (Summer 2018)

**PULSAR, *Graduate Fellow* • Spring, Fall 2019**

- Undergraduate language science honors program (“Program for Undergraduate Language Science Ambassadors in Research”) at the University of Maryland, College Park
- Met with students twice per semester for mentorship
- Led 1-2 class sessions per semester on topics in research, such as reference management and crowdsourced studies

OTHER ACTIVITIES	<b>UMD Language Science Center (LSC) Policy Committee</b>	
	<i>Chair</i> • 2018–2020	
	<ul style="list-style-type: none"> <li>Organized initiatives supporting dialect diversity at the University of Maryland, College Park</li> </ul>	
	<b>UMD LSC Winter Storm, Session Organizer</b> • 2020–2021	
	<ul style="list-style-type: none"> <li>Two-week intensive language science professional development program</li> <li>Led workshop on using git and github (January 2021)</li> <li>Led workshop on eye-tracking data analysis (January 2020)</li> <li>Led planning sessions for dialect diversity initiative (January 2020)</li> </ul>	
SKILLS	<b>UMD LSC Outreach Committee, Member</b> • 2017–2019	
	<ul style="list-style-type: none"> <li>Co-organized 1-2 activities per year</li> <li>Gave demonstrations of language science concepts for school-age children at large science fair events</li> </ul>	
	<b>UMD Hearing and Speech Faculty Search Committee,</b>	
	<i>Student Representative</i> 2022–2023	
	<i>Language:</i>	English (native), German (fluent)
	<i>Research Software:</i>	R, Prolific, Amazon Mechanical Turk, Qualtrics, Praat, E-prime, IBEX with PennController
	<i>Computer:</i>	L <sup>A</sup> T <sub>E</sub> X, command line, Microsoft Access, Git/GitHub, advanced troubleshooting & hardware repair
	<i>Music:</i>	Cello, Voice (Bass II)

## REFEREES

1. **Jan Edwards**, Professor, Department of Hearing and Speech Sciences, University of Maryland, College Park. Email: edwards@umd.edu
2. **Jared Novick**, Associate Professor, Department of Hearing and Speech Sciences, University of Maryland, College Park. Email: jnovick1@umd.edu
3. **Colin Phillips**, Professor, Department of Linguistics, University of Maryland, College Park. Email: colin@umd.edu