

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180006

Grants.gov Tracking#: GRANT12659236

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180006

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1245-GEPA Information-2018)</i>	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1244-Abstract 6-14-2018)</i>	e16
9. Project Narrative Form	e17
<i>Attachment - 1 (1246-LRC project narrative--6-22-18 FINAL)</i>	e18
10. Other Narrative Form	e70
<i>Attachment - 1 (1236-SEELRC CVs)</i>	e71
<i>Attachment - 2 (1237-LOI_SEELRC_Andrews_241624)</i>	e93
<i>Attachment - 3 (1238-NCCU Letter of Support)</i>	e94
<i>Attachment - 4 (1239-Letter from Gor UMD May 10 2018)</i>	e95
<i>Attachment - 5 (1240-Riggsbee CSEES SEELRC Letter of support 2018)</i>	e96
<i>Attachment - 6 (1241-Letter of support Title VI grant proposal June 2018 signed (1))</i>	e97
<i>Attachment - 7 (1242-LRC Project Performance Measure Form 6-15-2018)</i>	e98
<i>Attachment - 8 (1243-Position Descriptions for Proposed Personnel for the Project)</i>	e100
11. Budget Narrative Form	e101
<i>Attachment - 1 (1234-Line Item Budget 6-22-2018)</i>	e102
<i>Attachment - 2 (1235-Budget Narrative 2018 Final)</i>	e103

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Duke University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-0532129"/>	* c. Organizational DUNS: <input type="text" value="0443877930000"/>

d. Address:

* Street1:	<input type="text" value="Office of Research Support"/>
Street2:	<input type="text" value="Box 104010"/>
* City:	<input type="text" value="Durham"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27705-4010"/>

e. Organizational Unit:

Department Name: <input type="text" value="SEELRC"/>	Division Name: <input type="text"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Edna"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Andrews"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, SEELRC"/>
--

Organizational Affiliation: <input type="text" value="Department of Slavic & Eurasian Studies"/>

* Telephone Number: <input type="text" value="919-660-3140; 919-660-2421"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="eda@duke.edu ; ser29@duke.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Slavic & Eurasian Language Resource Center -- LRC

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="198,385.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="198,385.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Duke University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	48,500.00	48,500.00	48,500.00	48,500.00		194,000.00
2. Fringe Benefits	11,640.00	11,737.00	12,271.00	11,786.00		47,434.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	123,550.00	123,550.00	123,550.00	123,550.00		494,200.00
9. Total Direct Costs (lines 1-8)	183,690.00	183,787.00	184,321.00	183,836.00		735,634.00
10. Indirect Costs*	14,695.00	14,703.00	14,746.00	14,707.00		58,851.00
11. Training Stipends						
12. Total Costs (lines 9-11)	198,385.00	198,490.00	199,067.00	198,543.00		794,485.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P229A180006

Name of Institution/Organization Duke University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Adam J King"/>	TITLE <input type="text" value="Assistant Director - Office of Research Suppo"/>
APPLICANT ORGANIZATION <input type="text" value="Duke University"/>	DATE SUBMITTED <input type="text" value="06/22/2018"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1245-GEPA Information-2018.pdf

Add Attachment

Delete Attachment

View Attachment

**INFORMATION TO ADDRESS REQUIREMENTS OF
SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

SEELRC responds to GEPA requirements under Sections 1 (Plan of Operation), 2 (Quality of Key Personnel), and 6 (Need and Potential Impact) in the Proposal Narrative.

Duke University pursues equal opportunity policies that are set forth in Section 2 of the Proposal Narrative. These equal opportunity policies apply equally to the recruitment of students and faculty. In addition to pursuing these policies, Duke University offers fellowships and other programs to recruit applicants from social groups who are under-represented in university enrollments. In addition, SEELRC strives to ensure that computer-based materials it produces meet applicable standards regarding accessibility for disabled users.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Duke University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Adam"/> Middle Name: <input type="text" value="J"/>
* Last Name: <input type="text" value="King"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director - Office of Research Suppo"/>	
* SIGNATURE: <input type="text" value="Adam J King"/>	* DATE: <input type="text" value="06/22/2018"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Edna		Andrews	

Address:

Street1:	Box 90259
Street2:	Duke University
City:	Durham
County:	
State:	NC: North Carolina
Zip Code:	27708
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(919) 660-3142	

Email Address:

eda@duke.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The Slavic and Eurasian Language Resource Center (SEELRC) combines the resources and capabilities of one of the United States' preeminent research universities, Duke University, with outstanding research teams drawn from universities and government agencies across the U.S. SEELRC focuses on Slavic and Eurasian languages—all of which are less commonly taught languages (LCTLs), and many of which have been designated as priority languages by the Secretary of Education. The languages covered by SEELRC are spoken in 34 countries with a combined population approaching 2 billion people.

The cardinal purpose of SEELRC is to improve our national capacity to meet strategic U.S. needs in teaching and learning the LCTLs of Eurasia (including Central and Eastern Europe, the former Soviet Union, India, Pakistan, and Afghanistan) by nurturing the network of academic and government institutions involved in teaching those languages and by producing valuable deliverables. These include (1) proficiency training, testing, and certification; (2) teacher training; (3) research with direct outcomes in improving language teaching and evaluation; (4) the development of web-based authentic language instructional materials focused on the **advanced levels** and accessible at no cost to the K-12, university, and other interested communities.

A strength of SEELRC is that its work is carried out through extensive collaboration with specialists at Duke (Slavic & Eurasian Studies Department, Program in Education) and at leading national research universities, including Indiana University, University of Chicago, University of Arizona (recently designated as a Hispanic-serving MSI), University of Maryland, as well as government agencies such as the U.S. Department of Defense (DoD) and NASA. SEELRC also partners with a group of North Carolina-based minority-serving institutions, including the School of Education at North Carolina Central University, Bennett College, and NC K-12 schools, to support the introduction and maintenance of languages of our region in the curriculum. Certified proficiency testers representing ACTFL, ILR, CEFR, and DoD are directly involved in SEELRC management and programming.

The projects and activities of SEELRC emphasize the application of new technologies to the development and dissemination of language instructional materials. SEELRC has developed a wide range of innovative web-based instructional materials, including the development and dissemination of interactive reference grammars in multiple languages; online grammatical dictionaries; a unique webliography of 31 LCTLs; a series of multi-level, interactive, online course materials for language, film & culture instruction with diagnostics; online course modules; streaming video with multilingual texts/subtitling; and databases of language texts for use in advanced and superior instruction and testing. These materials are currently in use by U.S. government agencies, U.S. federally funded programs, and a large number of universities both in the U.S. and abroad. SEELRC is currently collaborating with the DoD to adapt instructional software developed by DoD (*ScribeZone*) for multi-language and civilian use.

All of the research products and pedagogical and testing materials developed by SEELRC are disseminated nationally through workshops and institutes, web sites (www.seelrc.org), CD-ROM, as well as in *Glossos*, an electronic, peer-reviewed journal. All products are offered free of charge.

The programs and activities conducted by SEELRC have improved and will continue to improve the national capacity to teach and learn the LCTLs of our region by having a significant impact on the teaching and learning of the Slavic and Eurasian and other languages.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

TABLE OF CONTENTS

I.	Plan of Operation _____	1
A.	An Overview _____	1
B.	Objectives of SEELRC _____	19
C.	Management Plan _____	20
D.	Programs and Activities for 2018-2022 _____	22
E.	Accessibility of SEELRC Programs, Products, and Activities _____	28
F.	Schedule of Implementation _____	29
II.	Quality of Key Personnel _____	29
A.	Center Director _____	29
B.	National Policy Committee _____	30
C.	Equal Opportunity _____	31
III.	Budget and Cost Effectiveness _____	31
IV.	Evaluation Plan _____	32
A.	Ongoing Assessment Activities _____	32
B.	New Initiatives and Deepening of Current Initiatives _____	35
C.	Support and Expertise _____	39
V.	Adequacy of Resources _____	40
A.	Language Instructional Program _____	41
VI.	Need and Potential Impact _____	43
A.	The Need for SEELRC _____	43
B.	National Impact of SEELRC Projects _____	47
VII.	Likelihood of Achieving Results _____	48
VIII.	Description of Final Form of Results _____	49
IX.	Priorities _____	50

PROJECT NARRATIVE

I. Plan of Operation

A. An Overview

SEELRC¹ represents a **unique, original vision** for a Language Resource Center (LRC). When SEELRC was funded as a Title VI LRC in 1999, it was the first LRC to focus its efforts on meeting the needs of foreign languages instructors and learners of the languages of a specific world region—one that is critical to U.S. national security, political, and economic interests. It was also the first LRC to focus its efforts on a group of languages, all of which are LCTLs as well as priority languages identified by the Secretary of Education.

1. Geographic and linguistic footprint of SEELRC

SEELRC focuses on the languages of 34 nations in Central Europe, Eastern Europe, and Central Eurasia.² These nations (with a combined population of approximately 2 billion)³ are home to hundreds of languages—from Abkhazian to Yukagir; SEELRC's programs and projects concentrate primarily (but not exclusively) on 38 of those languages.⁴ All of these languages are LCTLs (*Competitive Preference Priority 1*) and 26 of them have been designated as priority

¹ Originally the Slavic and East European Language Resource Center, our name was changed to the Slavic and Eurasian Language Resource Center to reflect a broader regional and linguistic focus. The original acronym has been retained to preserve existing Internet addresses and domains.

² Afghanistan, Albania, Armenia, Azerbaijan, Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Greece, Hungary, India, Iran, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Pakistan, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

³ Population and language statistics are taken from *Ethnologue: Languages of the World* (www.ethnologue.com).

⁴ Albanian, Armenian, Azeri/Azerbaijani, Belarusian, Bosnian, Bulgarian, Chechen, Croatian, Czech, Dari, Estonian, Georgian, Greek, Hindi, Hungarian, Kazakh, Kyrgyz, Latvian, Lithuanian, Macedonian, Montenegrin, Pashto, Persian, Polish, Romani, Romanian, Russian, Serbian, Slovak, Slovene, Tajik, Tatar, Turkish, Turkmen, Ukrainian, Urdu, Uyghur, and Uzbek.

languages by the Secretary of Education. These languages are spoken by approximately 1.5 billion people worldwide.

2. *Basic features of SEELRC projects and activities*

The organization and activities of SEELRC have always been characterized by several bedrock features:

a) Extensive collaboration with leading institutions, agencies, and associations.

These collaborations are summarized in Table 1.

Table 1 SEELRC COLLABORATIONS WITH:	
<i>U.S. government agencies & contractors</i>	<ul style="list-style-type: none"> ▪ Dept. of Defense (DoD) ▪ National Cryptologic School ▪ Interagency Language Roundtable ▪ NASA Johnson Space Center Language Education Center/TechTrans Int'l
<i>Minority-serving institutions</i>	<ul style="list-style-type: none"> ▪ North Carolina Central University (MSI/HBCU) ▪ Bennett College (MSI/HBCU) ▪ U. of Arizona (MSI/Hispanic-Serving Institution) ▪ Charles E. Jordan High School, Durham, NC
<i>Other universities</i>	<ul style="list-style-type: none"> ▪ Indiana U., Slavic Dept., Russian & E. Eur. Inst. (NRC), CeLCAR (LRC) ▪ U. of Maryland, Graduate Program in Second Language Acquisition, Language Science Ctr. ▪ U. of Arizona, Slavic Dept. & Program in Second Lang. Acquisition & Teaching (SLAT) ▪ North Carolina State U. (NCSU), Dept. of Foreign Languages & Literatures ▪ University of North Carolina System (Chapel Hill, Greensboro) ▪ St. Petersburg State University (Russia) ▪ University of Bucharest (Romania)
<i>Professional associations:</i>	<ul style="list-style-type: none"> ▪ NFLC (Nat'l Foreign Lang. Ctr) ▪ ACTFL (Amer. Council on the Teaching of Foreign Langs) ▪ ACTR (Amer. Council of Teachers of Russian) ▪ AATSEEL (Amer. Assoc. of Teachers of Slavic & EE Langs) ▪ ASEES (Assoc. for Slavic, East European, & Eurasian Studies) ▪ NASILP (Nat'l Assoc. of Self-Instructional Lang. Programs) ▪ NCOLCTL (Nat'l Council of Less Commonly Taught Langs) ▪ LSA (Ling. Society of America) ▪ SLS (Slavic Linguistics Society) ▪ SCLA (Slavic Cognitive Ling. Society) ▪ CARTA (Central Assoc. for Russian Teachers of America) ▪ MAPRYAL (Int'l Assoc. of Teachers of Russian Lang. and Lit.)

As Table 1 reveals, SEELRC works closely with leading U.S. and foreign universities, especially those that are represented by members of the National Policy Committee. These institutions include Indiana University, the University of Arizona, the University of Maryland, DoD, St. Petersburg State University, and the University of Bucharest. In addition to the

participation of faculty members from these universities on SEELRC's committees and project teams, these universities have also served as testing grounds for materials developed by SEELRC. SEELRC has established strategic partnerships with other organizations and institutions to conduct research and to assist in the development and dissemination of its instructional and testing materials.

SEELRC's collaborations with NFLC, ILR, NCOLCTL, ACTFL, ACTR, ASEEES, AATSEEL, MAPRYAL, and CARTA are of central importance. These organizations are able to assist SEELRC in identifying and reaching out to K-12 and university language instructors who may be interested in participating in the Center's programs and activities. SEELRC has also used conferences held by these organizations to publicize SEELRC and its programs and to disseminate the instructional and testing materials we have developed.

An example of SEELRC's collaboration with leading academic specialists can be found in the major research project conducted by SEELRC and the University of Maryland studying the *Linguistic correlates of proficiency at the intermediate to advanced proficiency levels: Russian*. This project is described in detail on page 15. SEELRC has also agreed to collaborate with REEI at Indiana University, a Title VI NRC, on a series of initiatives: (1) to provide training for IU language instructors in the use of ScribeZone (see below); (2) to conduct CEFR proficiency testing of Russian learners during the IU Summer Language Workshop; (3) to provide a travel grant for 1-2 IU faculty or graduate students to our Summer Institute; (4) to develop web-based exercises with diagnostics based on primary Russian language materials recorded at IU at the advanced level/CEFR B2; (5) to continue our collaboration sponsoring the Olympiada of Spoken Russian for Russian learners in high schools in the Southeast; and (6) to collaborate with REEI and the Portland State Flagship program in the development of Russian textbook materials.

SEELRC also works closely with several government agencies on projects of mutual interest. Several specialists from the DoD and NASA serve on SEELRC’s National Policy Committee. SEELRC’s collaboration with the DoD dates to its inception in 1999. In 2017, for example, Prof. Edna Andrews, director of SEELRC, was the keynote speaker at the most recent LEARN conference, sponsored by DoD and the Office of the Director of National Intelligence, speaking on “Brain, Language and Culture: Understanding the Neural and Cultural Correlates of Proficiency and Pragmatics.” SEELRC’s most recent collaboration with DoD is ScribeZone—an interactive multi-media technology originally developed by the DoD. Duke has entered into a Cooperative Research and Development Agreement (CRADA) with the National Security Agency to develop and grow ScribeZone as a method to improve listening and transcription skills, grammatical knowledge, and reading skills through exercises built around authentic materials from a range of media sources. This will be the first project to implement ScribeZone outside of DoD. SEELRC is developing additional modules so that the ScribeZone technology can be used to teach multiple languages across our regions, and the first stage includes Chinese, Polish, and Russian.

b) Collaborating with Minority-Serving Institutions (MSI) to reduce barriers to minority populations studying Slavic and Eurasian languages and cultures (Competitive Preference Priority 2)

i. *North Carolina Central University (MSI/HBCU)*

During 2018-2022 SEELRC will collaborate with the School of Education (SOE) at North Carolina Central University (NCCU) on a series of new initiatives:

- *Linguistic Issues in Fragile Communities*: A report by the Thurgood Marshall College Fund’s Center for Advancing Opportunity defines fragile communities as those facing barriers to opportunity including high levels of poverty, low-performing schools, inequities in law enforcement and limited economic mobility. This broad subject can provide a number of subtopics

that affect or involve the community's lexicon (i.e. code switching, borrowing, language transfer, etc.). A series of speakers, panel discussions, workshops, etc. will be designed around this subject.

- *Future Teachers*: SEELRC, Duke Program in Education, and NCCU SOE will work with Durham Public Schools to create a program that is less prescriptive than the traditional Teacher Cadet program. The ultimate goal is to introduce high school students to the education profession and this program will seek to do so by addressing the specific needs of the Durham Community.
- *Professional Learning Community & Education Resources*: Through the creation of a professional learning community (PLC), we can work collaboratively to create new resources or improve existing resources that enhance teaching skills and improve the academic performance of students. The PLC initiative will enable us to learn from one another and examine what influences student achievement.

ii. *Bennett College*

In 2014, SEELRC began a series of workshops with Bennett College faculty and administrators, *Intercultural Competencies and Development of Global Perspectives (ICDGP)*, where SEELRC affiliated faculty presented on deconstructing essentialism, multilingualism as a cultural and neurological phenomenon, understanding minority language communities, language learning in country, and meeting the needs of heritage learners in the curriculum.

The relationship between SEELRC and Bennett College allows SEELRC to contribute to the curriculum in Global Studies at Bennett through workshops and seminars devoted to deepening cultural and linguistic competencies with a focus on multilingualism, minority language communities, language technologies, measuring proficiency and global education. Bennett College is a MSI/HBCU with 766 students and 56 full-time faculty in Greensboro, NC.

iii. *University of Arizona (MSI/Hispanic-Serving Institution)*

In May 2018, the University of Arizona was designated as a Hispanic-Serving Institution (HSI) by the U.S. Department of Education, making it one of only three members of the Association of American Universities to earn this designation. Since SEELRC was first established in 1999 it has worked closely with the UA Slavic Department and its Program in Second Language Acquisition and Teaching (SLAT) in developing instructional/testing materials and providing opportunities for the professional development of UA graduate students through participation in SEELRC's workshops and programs.

iv. *Charles E. Jordan High School*

In 2013, SEELRC played a central role in the introduction of Russian into the curriculum at Charles E. Jordan High School, a public high school in Durham, NC of 1791 students with 63% minority enrollment and 32% economically disadvantaged students. In the first year in which Russian was offered 70 students (19% minority) enrolled; during the 2017-18 school year 20 of 38 students (53%) enrolled in three levels of Russian instruction were minorities.

c) Employing leading specialists in guiding SEELRC's programs and policies and in the actual conduct of those programs and projects.

SEELRC is distinctive in its management by and collaboration with internationally known language specialists from leading universities and research organizations across the U.S., interested government agencies, as well as major foreign universities. The group of researchers and specialists that make up the SEELRC National Policy Committee (NPC) are *language specialists* from **DoD** (Beth Mackey, language testing expert and chief program manager for language testing, specialist in second language acquisition; Dr. Bogdan Sagatov, former director of new hires critical languages cross-training, Ph.D. in Slavic Linguistics; Susan Sagatov, transcription specialist; and Dr. Troy Williams, Ph.D. in Slavic Linguistics, language specialist); **University of Maryland** (Prof. Kira Gor, specialist in second language acquisition and heritage

learning, and Prof. Maria Polinsky, linguistics, specialist in heritage learners and languages of the Caucasus), **Indiana University** (Prof. Ronald Feldstein, emeritus, Slavic Department and REEI); **University of Arizona** (Prof. Grace Fielder, Slavic Department and SLAT), **TechTrans/NASA Johnson Space Center Language Education Center** (TTI/NASA JLEC) (Dr. Anthony Vanchu, Ph.D. in Slavic Linguistics); and **Duke University** (Prof. Edna Andrews, Slavic & Eurasian Studies, Linguistics, Duke Institute for Brain Science; Prof. Jan Riggsbee, Duke Program in Education (DPE); and Prof. David Malone, DPE, specialist in educational assessment). These specialists in applied and theoretical linguistics and assessment are involved in decision-making for SEELRC at all levels, including project selection, management, evaluation, teacher training workshops, conferences, and publications. Collaborations between these scholars are further enhanced by the existing strengths and resources available at their home institutions. Their affiliations with complementary Title VI centers and knowledge of federal programs ensure compliance with the Americans with Disabilities Act criteria, yielding immediate and unrestricted access to all SEELRC materials.

d) Undertaking projects and activities that will improve our national capacity to meet strategic U.S. needs in teaching and learning the LCTLs of Eurasia, Central and Eastern Europe, India, Pakistan, and Afghanistan

SEELRC seeks to meet this goal by engaging in (1) the development of instructional and testing materials for language learners at all proficiency levels with a focus on the advanced and superior proficiency levels; (2) professional development opportunities for faculty and students; (3) proficiency testing of language learners and evaluation of existing assessment methods; (4) conduct of research that will contribute to improvements in language teaching and assessment.

SEELRC's current projects and activities are listed in Table 2. All of the 37 projects listed in Table 2 (with the exception of the Albanian-English Dictionary and the Wymysorys grammar)

are ongoing: new modules, languages, readings, exercises, etc. are frequently being added and the technological aspects of these projects are being constantly upgraded. All of the instructional and testing materials are available free of charge on the SEELRC website. A more complete description of these activities follows:

Materials development: Reference works

- *Online Russian Grammatical Dictionary*: Dictionary of contemporary standard Russian with audio of all forms by native speakers; recently updated & expanded to use modern web practices. ~21,000 head words with full paradigms, verbal government, verbal aspect, word-formative derivatives, full auditory complement to all forms, expressions and full sentence examples, English glossing, fully searchable by letter or word forms.

- *Albanian-English Dictionary*: Full-text online edition of the *Oxford Albanian-*

Table 2: LIST OF SEELRC PROJECTS	
Materials development	
Reference works	
1.	<i>Online Russian grammatical dictionary</i>
2.	<i>Albanian-English dictionary</i>
3.	<i>15 online interactive reference grammars</i>
4.	<i>Webliographies (31 languages)</i>
Multimedia instructional materials	
5.	<i>Russian Language & Culture Through Film (RLCTF)</i>
6.	<i>Polish Language & Culture Through Film</i>
7.	<i>ScribeZone</i>
8.	<i>Contemporary Russian through documentary films</i>
9.	<i>Web-based lecture series on Slavic linguistics</i>
10.	<i>Web-based series on languages of the world</i>
11.	<i>Virtual St. Petersburg</i>
12.	<i>Web-based programming for instructional materials</i>
Text-based instructional materials	
13.	<i>Hindi language and culture materials</i>
14.	<i>Readings for advanced Russian, levels I and II</i>
15.	<i>Textual analysis using contemporary detective novels: Exercises with diagnostics</i>
16.	<i>Textual analysis of biographic and documentary materials (ex. Lungina): Exercises with diagnostics</i>
17.	<i>First-year Uzbek grammar with exercises</i>
18.	<i>Ukrainian language learning modules</i>
19.	<i>Romanian verb handbook</i>
20.	<i>Elementary Russian textbook</i>
Professional development/outreach	
21.	<i>Summer institute on Slavic & Eurasian language pedagogy, research & testing</i>
22.	<i>CEFR/TRKI Russian proficiency testing training</i>
23.	<i>Linguistic issues in fragile communities</i>
24.	<i>Workshop on diversity & inclusion</i>
25.	<i>Workshops, programs, and speakers on Slavic & Eurasian languages and cultures</i>
26.	<i>Introduction of language instruction in K-12</i>
27.	<i>Olympiada of Spoken Russian for K-12</i>
28.	<i>Internship with TTI/NASA JLEC</i>
29.	<i>TeachHouse project</i>
Assessment	
30.	<i>Proficiency testing</i>
31.	<i>Comparing language proficiency testing</i>
Research	
32.	<i>Linguistic correlates of proficiency at the intermediate to advanced proficiency levels: Russian</i>
33.	<i>Neural correlates of proficiency in L2 learners, heritage learners and L1 speakers</i>
34.	<i>Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition</i>
35.	<i>Deepening Assessment Across Languages & Cultures: Case Study of Cognate & Non-Cognate Languages At Duke (DALC)</i>
36.	<i>Glossos (online peer-reviewed journal)</i>

English Dictionary, which is the leading dictionary of its kind, but which is currently out of print.

- *Online interactive reference grammars*: Series of online interactive grammars (including instructional exercises) for advanced level language users. At present, series includes 15 grammars for Albanian, Bosnian/Croatian/Serbian, Bulgarian, Chechen, Czech, Georgian, Kazakh, Macedonian, Polish, Romani, Romanian, Russian, Slovene, Ukrainian, and Wymysorys (an endangered language indigenous to Poland).

- *Webliographies*: Web bibliographies with live links for 31 Slavic and Eurasian languages.

Materials development: Multimedia instructional materials

- *Russian Language & Culture through Film (RLCTF)*: Web-based instructional and assessment tool that utilizes clips from contemporary Russian films to teach advanced level Russian language and culture. Currently, the CTF project utilizes clips from 22 Russian films and contains enough modules for 2 semester-long 3/3 credit college courses at the advanced level. Along with the film clips themselves, the project includes a Russian transcript, a built-in Russian-English glossary, and a series of assessment questions with diagnostic assessment tools. Users may simultaneously view the film clip, manipulate it and view the transcribed dialogues, and use the bilingual dictionary interface. A special computer interface is available for instructors to monitor student progress, as well as provide immediate and confidential access to student performance and errors.

- *Polish Language & Culture through Film*: Tool for teaching advanced Polish language and culture using clips from Polish films using the RLCTF template. Clips from 12 Polish films—selected from the communist period as well as from post-1989—with accompanying transcripts, questions, and instructors’ keys have been completed and will be uploaded to the SEELRC website later in 2018.

- *ScribeZone*: Collaboration with DoD to adapt instructional software that teaches language through transcription for multi-language and civilian use. Modules to teach Chinese, Polish and

Russian via ScribeZone are currently in development. ScribeZone is an example of next generation courseware development, delivery and language training tool. It is ideally suited for teaching listening comprehension, reading and grammatical structures of languages of the world. Features include full video and/or audio with transcription and translation sections. Additional modules for Ukrainian, Georgian, Kazakh, and Azeri/Azerbaijani will be added to ScribeZone during the 2018-2022 grant cycle.

- *Contemporary Russian through Documentary Films*: Language and culture exercises based on 9 contemporary Russian documentary films, including episode analysis, vocabulary, commentary, and questions relating to each film.
- *Web-based lecture series on Slavic linguistics*: Series of streaming videos of lectures by Dr. Ronald Feldstein on important topics in Slavic linguistics.
- *Web-based programming for instructional materials*: This project involves the development of computer programming models and templates to make possible the publication of SEELRC materials for the internet in all of the many diverse (i.e., non-Latin alphabet based) languages of this region.
- *Web-based series on languages of the world*: SEELRC co-sponsored a series of lectures at Duke University on world languages for undergraduate students. The series consisted of 5 native-like proficiency speakers presenting on languages such as Uzbek, Mandarin Chinese, Cherokee, Arabic, South American Spanish, and Jamaican Creole. These lectures were recorded and posted online.
- *Virtual St. Petersburg*: Uses hundreds of photos and virtual reality panoramic movies so users can experience a virtual tour of St. Petersburg.

Materials development: Text-based instructional materials

- *Hindi language and culture materials:* Series of online Hindi language and culture instructional modules in collaboration with North Carolina State U. These materials are accessible to all and include “realia” film clips, interviews with contemporary literary and cultural figures in India and Pakistan, multi-media exercises, and platforms for synchronous learner interactions (online video chatting, Second Life). This online project targets improving general proficiency in Hindi from the intermediate to the advanced levels with emphasis on oral proficiency and consists of explication of ACTFL criteria for advanced speakers. Currently there are 4 chapters available online with more additions in progress.
- *Readings for advanced Russian, levels I and II:* Advanced readings from contemporary and classic Russian short-form literature. Each reading is accompanied by comprehensive annotations of the text and exercises that challenge the user’s textual, semantic, and grammatical comprehension of the materials. There are currently 30 available modules with more being produced annually.
- *Textual analysis of contemporary detective novels: Exercises with diagnostics:* Online exercises for a literary analysis of A. Marinina’s novel, *Posmertnyi obraz*, with additional materials to accompany the film of the same name. There are 9 chapter modules with an average of 50 questions per chapter; an additional 32 questions pertain specifically to the film version.
- *Textual analysis of biographic and documentary materials: Exercises with diagnostics:* Online exercises for an analysis of O. Dorman’s book about the life of Lilianna Lungina, a world renowned translator of children’s literature, and the documentary film series it was based on.
- *First-year Uzbek grammar with exercises:* A first-year Uzbek grammar with exercises designed to cover an academic year/ 2 semesters of Uzbek instruction.

- *Consortium for development of online courses for LCTLs:* Collaborating with a consortium of peer universities to offer language and culture instruction online. First-year Uzbek grammar with exercises published by SEELRC is targeted to be used in this format.
- *Ukrainian language learning modules:* Series of 9 readings for advanced-level students that consist of texts by Ukrainian authors, songs, and tales. These readings are accompanied by sets of questions and post-reading grammar exercises based on each of the texts.
- *Romanian verb handbook and new exercises:* A practice oriented presentation of Romanian verbs for beginning students of Romanian as a foreign language as well as students who can already use Romanian (such as heritage speakers), but still encounter difficulties with verbs and are not able to use all the verbal forms. New exercises were added in 2018.
- *Elementary Russian textbook:* SEELRC has commissioned the preparation and publication of a new first year Russian textbook, which when completed will be published both as a digital publication and hard-cover textbook. Some of the materials are being used at the high school level in Durham, NC and in following years in other North Carolina high schools. There have been 14 videos produced and 25 new expanded grammatical sections.

During the 2018-2022 quadrennium, SEELRC will sponsor the development of teaching materials for a variety of new languages from this region, including Armenian, Georgian, Estonian, Kyrgyz, Azeri/Azerbaijani, and Turkmen.

Professional development/outreach

- *Summer Institute on Slavic & Eurasian Language Pedagogy, Research & Testing:* Annual summer institute for faculty and students with an interest in understanding language pedagogy, research, and testing. For the 2018 summer institute, SEELRC issued an international call for presenters. Presenters will include specialists from Duke, Indiana U., U. of Arizona, DoD, NASA, St. Petersburg State U., Portland State U., and independent scholars.

- *Russian CEFR/TRKI proficiency testing training:* Held in conjunction with the summer institute, Russian language instructors are trained and certified as Russian language proficiency testers (CEFR scale/TRKI). The training is conducted by certified specialists from the Russian Ministry of Education and St. Petersburg State University.
- *Linguistic issues in fragile communities:* In collaboration with the School of Education at North Carolina Central University, an MSI/HBCU, SEELRC will sponsor a series of speakers, panel discussions, workshops, etc. on the subject of linguistic issues in fragile communities, i.e. those facing barriers to opportunity including high levels of poverty, low-performing schools, inequities in law enforcement and limited economic mobility. This broad subject can provide a number of subtopics that affect or involve the community's lexicon (i.e. code switching, borrowing, language transfer, etc.).
- *Workshop on diversity & inclusion:* Workshop co-sponsored by SEELRC and Bennett College to discuss the roles of speech acts in the community, sexual and gender diversity, global citizenship, interfaith religious diversity, and hate speech and the law.
- *Workshops, programs, and speakers on Slavic & Eurasian languages and cultures:* SEELRC organizes and sponsors a wide variety of programs—speakers, roundtables, performances, etc.—relating to Slavic & Eurasian languages and cultures.
- *Introduction of language instruction in K-12:* SEELRC provides all instructional materials, proficiency testing, and enhancement activities for Russian language instruction at Charles E. Jordan High School, Durham, NC. Jordan High School is a predominantly minority-enrollment institution.
- *Olympiada of Spoken Russian:* SEELRC sponsors and hosts the local Olympiada for Spoken Russian, a competition to test the oral proficiency in Russian of high school students established

by ACTR. Students from high schools in North and South Carolina compete and are judged by Duke Slavic Dept. faculty.

- *Internship with TTI/NASA JLEC:* During 2018-2022 SEELRC will inaugurate an internship for undergraduate students at the NASA Johnson Space Center's Language Education Center (JLEC) in Houston, TX. Dr. Anthony Vanchu, a member of the SEELRC National Policy Committee, is director of JLEC. The intern will interact with JLEC Russian instructors in their daily routines in various aspects of astronaut Russian language training, including, but not limited to: in-class practices, the development of aerospace language-instruction materials specific to student needs; pedagogical delivery techniques; applications of instructional technologies in the classroom; content-based instruction, etc.

- *TeachHouse project:* During 2018-2022 SEELRC will work with the Duke Program in Education and Duke TeachHouse (directed by Prof. Jan Riggsbee, a member of the SEELRC National Policy Committee) to offer speakers and programs for Duke graduates participating in Duke TeachHouse (all licensed K-12 teachers) along with Duke undergraduate Education students and Education faculty members to provide an opportunity to critically examine and dialogue about timely and impactful topics in K-16 education that include culture competencies, language acquisition, and neuroscience and language.

Assessment

- *Proficiency testing:* Continued CEFR/TRKI proficiency testing of students at Duke University (required for all majors), UNC system campuses, IU workshop, Duke study abroad programs, as well as conducting and evaluation of proficiency testing of high school Russian language students at Charles E. Jordan High School Durham, NC), William G. Enloe High School (Raleigh, NC), and Lexington High School (Lexington, SC).

- *Comparing language proficiency testing:* In collaboration with the U. of Maryland and DoD, SEELRC is comparing results of language proficiency testing across different systems used by the university and government communities. This project involves comparative analyses of the specific standards of various proficiency methods, different grading scales, role of cultural competence, achievement at highest proficiency levels, and analysis of actual testing results.

Research

- *Linguistic correlates of proficiency at the intermediate to advanced proficiency levels:*
Russian: The goal of this research project, which was commenced four years ago and will continue during the next grant cycle, is to develop a new proficiency test better targeting the lower proficiency range. The project targets late second language learners and heritage speakers, and includes the following foci and results: (1) 8 tasks measuring explicit and implicit knowledge of Russian in L2 learners (grammaticality judgment task, auditory grammaticality judgment task, lexical decision task, cross-modal priming task, self-paced reading task, phonological discrimination task, translation judgment task, cloze test), (2) specific focus on difficulties attested in L1 English learners of Russian, (3) the domains of phonology, inflectional morphology, syntax, and the lexicon are geared towards intermediate-advanced L2 and heritage learners.
- *Neural correlates of proficiency in L2 learners, heritage learners and L1 speakers:* The primary goal in this project is to achieve a deeper understanding of the neural organization of language-related areas in multilinguals. In order to achieve this goal, we specifically tested, and reformulated, the following questions: (1) How can fMRI facilitate an understanding of how (not merely where) language is acquired and maintained neurologically? (2) How well do the behavioral and imaging data map onto each other? (3) Many researchers have argued for a more bilateral model of language and brain; how do our experimental results address this issue? Some research has suggested that there is a difference in language-related areas in the brains of

multilinguals depending on age of acquisition. We address the definition of age as a variable and compare subjects in our study who have used two or more languages across different age spans and in different contexts to test for support or lack therein for such a claim. We hypothesized that proficiency may turn out to be a more important variable than biological age. This hypothesis is supported in our original study and also in other imaging studies. All of the experimental data collected includes proficiency measurements for subjects participating in the fMRI study and this will continue to be true in the future as well.

- *Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition:* Research publication in *Brain Sciences* (2013), a unique longitudinal study devoted to the analysis of bi- and multilingual subjects who are (1) already proficient in at least 2 languages or (2) are acquiring Russian as a second/third language. This is the only study to date that includes (1) longitudinal fMRI data with subject-based proficiency and behavioral data acquired in the same time frame and (2) statistical modeling that demonstrates the importance of covariate language proficiency data for understanding imaging results of language acquisition.

- *Deepening Assessment Across Languages & Cultures: Case Study of Cognate & Non-Cognate Languages At Duke (DALC):* DALC is designed to serve as a model for future efforts in language assessment at Duke University. This study will identify the assessment tools that have been successful in measuring language acquisition and linguistic performance and contribute new results to the existing research on best assessment practices in measuring language acquisition. This innovative project, which is currently underway, involves data collection and subsequent analysis that will (1) provide important results for evaluating the college-level general education language requirement, (2) impact assessment methods in applied linguistics, (3) provide comparative data and error analysis across languages and (4) improve outcomes for learners of

second and third languages in general. Languages in the project include Chinese, Polish, and Russian.

- *Glossos*: An online peer-reviewed journal, *Glossos* is a major vehicle for the dissemination of developments in Slavic and Eurasian linguistics. *Glossos* is the first online, peer-reviewed journal for this field available at no cost to any interested reader. *Glossos* concentrates on the languages and countries of Central Europe, Eastern Europe, and Central Eurasia. Available on the SEELRC website at seelrc.org.

e) Engaging in projects and activities that have a discernible and significant impact on language researchers, instructors, and learners

Through its projects, programs, and activities, SEELRC has had a substantial impact on the national community, especially Slavic and Eurasian language instructors and learners, as well as the larger national community as evidenced through the implementation and use of SEELRC products. See Table 9 on pages 49-50. At the beginning of the 2014-2018 grant cycle, SEELRC (in consultation with the U.S. Department of Education) articulated the goals for its programs, projects, and activities listed in Table 3:

Table 3: GOALS FOR SEELRC PROGRAMS, PROJECTS & ACTIVITIES	
Goal 1	Improve availability and access to high-quality Slavic and Eurasian language <i>instructional and testing materials</i> at the advanced and superior levels
Goal 2	Engage in <i>research projects</i> in second language acquisition, proficiency testing, heritage learners, and other topics relating to Slavic and Eurasian language, linguistics, pedagogy, and assessment
Goal 3	Improve access to high quality <i>professional development opportunities</i> for Slavic and Eurasian language instructors
Goal 4	<i>Remove barriers to minority populations</i> in studying Slavic and Eurasian languages and cultures

At the same time these project goals were formulated SEELRC and the U.S. Department of Education devised a series of performance measures/indicators to accompany them that would provide empirical evidence of SEELRC’s success in achieving those goals. Table 4 aggregates those indicators for the current grant cycle (2014-2018) and demonstrates that SEELRC has far

surpassed the agreed-upon baseline targets for each performance measure, achieving 317% (606/191) of the established baseline goals.

Table 4: SUCCESS OF SEELRC IN MEETING & SURPASSING PROJECT GOALS						
	Year				Total	Yrs 1-4 Target
	1	2	3	4		
Goal 1: Instructional and testing materials <i>Performance Measure (PM): Publish new, updated, or revised publications online of instructional and testing materials for Slavic and Eurasian languages at multiple proficiency levels</i>	58	37	99	63	257	100
Goal 2: Research projects <i>PM 1: Conference presentations and peer-reviewed scholarly articles on Slavic and Eurasian languages and linguistics in SEELRC’s online journal Glossos</i>	3	3	7	3	16	10
<i>PM 2: Conference and workshop presentations based on research projects funded by SEELRC</i>	17	10	38	33	98	8
<i>PM 3: Development of instructional web modules by specialists whose research may overlap with the research projects covered by this Project Goal and Slavic and Eurasian linguistics</i>	20	33	74	41	168	25
<i>PM 4: Language proficiency testing of Russian language learners at all levels of proficiency to provide research data relevant to pedagogy, testing, and assessment</i>	12	9	16	16	53	40
Goal 3: Professional development opportunities <i>PM: Organize and host summer institutes and workshops on language technologies and applied research for language instructors and specialists in Slavic and Eurasian languages</i>	2	2	3	2	9	4
Goal 4: Remove barriers to minority populations <i>PM: Collaborate with minority serving institutions and K-12 public schools and other partners to conduct 8 workshops, seminars, conferences, and other programs (including the Russian Olympiada)</i>	2	1	1	1	5	4
TOTAL					606	191

- f) Undertaking projects that utilize advanced computer technology for the development of readily accessible, interactive, multimedia, and multi-platform instructional and testing materials

Developing instructional and testing materials that are readily available and accessible at no charge to all interested audiences—K-12 teachers and students, college and university instructors and students, MSIs, government agencies, etc. All SEELRC materials, as described in Table 2, are web-accessible and are available to the U.S. educational community at no cost. These materials are disseminated through the extensive network of professional collaborative

relationships established by SEELRC, as described in Table 1. SEELRC continues to be committed to meeting accessibility standards for disabled individuals as required by Section 508 of the Rehabilitation Act of 1973 in all of its materials and projects. In publishing these materials online and conducting its various activities and programs, SEELRC, through Duke University, has unlimited access to high-bandwidth network capabilities; video, web, and database servers; advanced teleconferencing facilities; advanced technological equipment and staff, laboratories, and technology-enhanced classrooms.

B. Objectives of SEELRC

SEELRC engages in a wide range of research, training, and materials development activities designed for maximum national impact in meeting the needs of Slavic and Eurasian language instructors and learners. In order to serve as a national resource and enhance the national capacity to teach and learn the languages of Eastern and Central Europe and the former Soviet Union, SEELRC has undertaken and will continue to provide extensive teacher training, instructional technology development, development of authentic language and culture materials, and dissemination projects and activities. All SEELRC project teams and training and research initiatives meet the objectives listed in Table 5.

Table 5: OBJECTIVES FOR SEELRC PROJECTS	
<ol style="list-style-type: none"> 1. <i>Assessing strategic needs of U.S. for Slavic and Eurasian (S&E) language instruction</i> 2. <i>Research projects in second language acquisition, proficiency testing, heritage learners</i> 3. <i>Improving availability & quality of S&E language & testing materials at advanced levels</i> 4. <i>Creating instructional materials for classroom & self-instruction</i> 5. <i>Improving quality of foreign language instruction & pedagogy</i> 6. <i>Creating proficiency-based acquisition & testing instruments for S&E languages & other LCTLs</i> 	<ol style="list-style-type: none"> 7. <i>Improving technologies for use in foreign language classroom</i> 8. <i>Improving access to high quality professional development opportunities for S&E language instructors</i> 9. <i>Creating and maintaining a nationwide network for dialogue among S&E language instructors and learners</i> 10. <i>Removing barriers to minority populations in studying regional LCTLs</i> 11. <i>Creating effective mechanisms for disseminating results of research and development projects to foreign language community</i>

C. Management Plan

The programs, activities, and operations of SEELRC are supervised by a director, assisted by a National Policy Committee (NPC) drawn from nationally and internationally prominent specialists, including representation from government agencies and leading universities, who formulate policy and plan and carry out research and training programs for the Center. All members of the NPC also play leadership or active roles on the project teams established to carry out the discrete projects undertaken by the Center. The individual specialists who serve as director and members of the NPC are discussed below.

1. Director: Edna Andrews (Duke)

Edna Andrews, Professor of Linguistics and Cultural Anthropology, and the Nancy & Jeffrey Marcus Professor of Slavic & Eurasian Studies, has a national and international reputation in the fields of neurolinguistics, theoretical and applied linguistics with published works that include East, West and South Slavic and Southeast European languages, cognitive neuroscience, longitudinal study of second language acquisition and fMRI, correlating proficiency testing and imaging data, and Russian language and culture. Her monographs include theoretical works as well as advanced-level Russian language textbooks; her most recent book is *Neuroscience and Multilingualism* (Cambridge University Press). Dr. Andrews is certified by the Russian Federation Ministry of Education in Russian proficiency testing at all levels (CEFR/TRKI has 6 levels). Dr. Andrews has demonstrated her administrative abilities as both Title VI LRC director, as chair of the Duke University Curriculum Committee, as a member of the Arts & Sciences Faculty Assessment Committee, and as a departmental chair in Slavic and Eurasian Studies and Linguistics. In 2013, Professor Andrews was awarded the Duke University Scholar/Teacher of the year award.

2. National Policy Committee

<ul style="list-style-type: none">▪ Ronald Feldstein (Indiana U.)▪ Grace Fielder (U. of Arizona)▪ David Malone (Prog. in Educ., Duke)▪ Kira Gor (U. of Maryland)▪ Beth Mackey (DoD)▪ Maria Polinsky (U. of Maryland)	<ul style="list-style-type: none">▪ Jan Riggsbee (Program in Education, Duke U.)▪ Bogdan Sagatov (DoD)▪ Susan Sagatov (DoD)▪ Anthony Vanchu (TTI/NASA JLEC)▪ Troy Williams (DoD)
---	---

Biographical sketches of the members of the NPC are included in the appendices. Duties of the NPC include participating in biannual meetings with accompanying workshops or conferences on site at SEELRC (including the summer institute and winter forum), participating in at least one, usually 2-3 project teams, overseeing and regularly evaluating the effectiveness and success of the project teams. NPC members also facilitate dissemination of materials nationwide; provide additional test fields for the new materials, tests, and technologies that are developed; oversee peer review of materials; approve curriculum and personnel for workshops and institutes; determine SEELRC dissemination priorities; and select participants in the SEELRC Fellowship Program. SEELRC has brought together one of the most vibrant and talented group of scholars, who are also applied linguists and language specialists, in the United States. The NPC includes specialists in over 15 LCTLs, as well as proficiency-testing specialists representing the major proficiency testing organizations.

3. Administrative support

Through cooperation and sharing of resources with the Center for Slavic, Eurasian, and East European Studies (CSEEEES) and the Duke Department of Slavic and Eurasian Studies, SEELRC has been able to achieve significant economies and efficiencies in the creation of its administrative staff. The university administrations have also made a significant commitment of funds to support the administration and operation of the Center. The administrative coordination of the Center's operations is performed by two staff members, only one of whom is partially supported by SEELRC. All other salaries are paid by CSEEEES or Duke.

4. Collaboration with other university units

In planning and implementing its various programs and activities, SEELRC frequently collaborates with a wide variety of units within Duke. SEELRC's most important strategic partnership is with the CSEEEES. CSEEEES has frequently collaborated with SEELRC in planning programs and activities and has shared facilities, staff, and administrative resources with SEELRC.

In applying computer- and Internet-based technologies to the development and dissemination of language instructional and testing materials, SEELRC works closely with other university offices including the network of Title VI NRCs at Duke and UNC, the Center for Instructional Technology, the Office for Information Technology and Technological Support, as well as the Office of Assessment and the Arts & Sciences Faculty Assessment Committee.

D. Programs and Activities for 2018-2022

As the list in Table 2 makes clear, SEELRC has engaged in a wide variety of programs and activities—instructional and assessment materials, reference works, research projects, and professional development programs—relating to 32 of the languages of our regions. All of these materials are non-duplicative of existing materials and target the advanced and superior proficiency levels for language learners in less commonly taught languages. During the 2018-22 quadrennium, SEELRC plans to work on a diverse array of projects—continuing current projects and undertaking new projects:

1. Ongoing projects in 2018-2022

Proficiency standards and testing will be a focal point of SEELRC projects during the next quadrennium. In order to provide clearer measurements of impact in language proficiency, SEELRC has designed the following program to implement a comparative proficiency methods and testing initiative. As part of this initiative, SEELRC will:

- *Conduct empirically valid comparisons of the results of language proficiency testing across different systems used by the university community and DoD (including ACTFL, ILR, CEFR/TRKI):* These comparisons must include not only an analysis of the specific standards of various proficiency methods, different grading scales, role of cultural competence, achievement at highest proficiency levels, but also analysis of actual testing results. We propose to accomplish these two goals in the following manner:

- *Workshops and seminars with proficiency specialists who represent ACTFL, ILR, FSI OPI, DLPT5, and CEFR (A1-C2):* Proficiency testing designers and specialists representing ACTFL, CEFR, and the U.S. Departments of State and Defense will play a central role in these seminars in order to better understand the different goals and styles of academic and government language proficiency testing. The end result of these seminars will include publications that evaluate each of these proficiency scales, how they differ, and the reliability of the results of the testing.

- *Testing of K-12 and university students (including MSIs K-16, 2-yr/4-yr colleges and graduate programs):* Comparative testing has been conducted by certified testers in CEFR and ACTFL for Russian at the IU SWSEEL summer language institute as well as at Duke University and the University of Maryland. K-12 and university students will be tested in both the academic year and summer terms at the Duke and IU campuses. Data collection is ongoing. See page 14.

- *Duke/IU collaboration will train new testers in CEFR/ TRKI:* SEELRC has already trained ~30 American-based linguists in CEFR/TRKI testing and will continue to train faculty from across the country over the next four-year grant cycle. Tester training will include training specialists who are already certified in the ACTFL and ILR formats.

- *Development of proficiency testing standards and actual tests for LCTLs for which no such standards or tests currently exist:* In conjunction with specialists from the University of Arizona

and Indiana University, the languages targeted for this effort include Central Asian and South Slavic languages (including Turkmen, Kazakh, Kyrgyz and Macedonian).

- *Glossos* (ISSN 1544-404X): To date, SEELRC has published 13 issues containing 82 articles that have been vetted through rigorous peer-review and edited by our board. *Glossos* represents the work of leading scholars from the United States, Canada, Russia, and the former Soviet Union, as well as Eastern and Western Europe, addressing the linguistic description of the languages of our world region in comparison with other world languages, language acquisition and pedagogy, gender studies, and linguistic analysis of metaphor. Both the contributors and readership of *Glossos* constitute an international professional network of coordinated support for SEELRC projects. New issues will appear twice a year during the 2018-2022 grant cycle.
- *Webliographies of Slavic, and Eurasian languages* with live links and commentary now includes 31 languages. The links are consistently checked and renewed every 6 months. The webliographies are developed by Dr. Bogdan Sagatov, a member of SEELRC's National Policy Committee, who also develops content for the Interagency Language Roundtable (ILR).
- *Grammatical dictionaries* to be continued in Russian and development of a new grammatical dictionary for Polish.
- *New online reference grammars* to be expanded from 15 to 19 languages (e.g., Kyrgyz).
- *Advanced level grammatical exercises* expanded for Hindi, Georgian, Ukrainian, and Uzbek.
- *Russian Language and Culture through Film (RLCTF)* was expanded and extended in several ways. RLCTF has been selected for use by a range of American universities and government organizations, including the FSI/State Department, Air Force Academy, TTI/NASA JLEC, West Point, Naval Academy, NFLC Flagship program, Middlebury College, and Michigan State University. RLCTF provides on a single screen film clips, film text, exercises, bilingual dictionary,

and instantaneous diagnostics to exercises in the on-line version. The RLCTF application has evolved a great deal since its creation. Initially designed as a CD-based web application that could submit user responses to our web server, RLCTF is now fully housed on the seelrc.org server and does not require the user to have physical media.

The next phase of RLCTF, the custom content tool, will allow professors anywhere to utilize our interface to create their own RLCTF application. The interface will allow them to either upload their own videos, or link to videos on popular sites like YouTube. It will require them to provide a transcript, any glossary terms they feel are needed, and then produce the examination portion. Through our user-friendly interface, it should take very little time to produce the final result, which will utilize our already robust assessment system to store the answers and scores of the students taking the test. Each LCTF package is sufficient for a semester-long course.

2. *New Projects*

- *ScribeZone* is described in detail above (see pages 4 and 9). In collaboration with DoD, SEELRC is adapting the Russian ScribeZone technology (teaching language and culture through transcription of authentic multimedia materials) for civilian use. SEELRC is also developing new ScribeZone modules can be used to teach Chinese, Polish, Russian, and at least 3 more languages.
- *Advanced language learning materials for Armenian, Estonian Persian, and Turkmen* will be developed. These materials will be web-based, accessible to all, and will include the following types of “learning objects”: texts from literature and non-fiction, “realia”, film clips, interviews with contemporary literary and cultural figures, multi-media exercises, and platforms for synchronous learner interactions (on-line video chatting). All learning objects will be “interactive,” meaning that they will be accompanied by user-driven glossaries and interpretive aids (text and audio), scripts, cultural notes, links, exercises, assessment tools, and teachers’ manuals. This online project targets improving general proficiency from the intermediate to the advanced levels with an

emphasis on oral proficiency consistent with CEFR, ILR and ACTFL criteria for advanced speakers, with video and audio files addressing discourse, grammatical, syntactic, cultural and pragmatic elements that characterize the transition from intermediate to advanced proficiency, and exercises (reading, listening comprehension) focusing on each of these elements.

- *Linguistic correlates of proficiency at the intermediate to advanced proficiency levels: Russian.* This project is described in detail on page 15. During the 2018-2022 grant cycle data collection will be finalized and all the data will be retrieved from the server, preprocessed, cleaned, and statistically analyzed. During this next stage of the project, the team will evaluate all the obtained results, prepare them for dissemination, and work on presenting the findings in a format that will inform pedagogical practices. This presentation will combine checklists of features acquired at particular proficiency levels, developmental trajectories for different aspects of linguistic knowledge, and the descriptions of the processing difficulties experienced by language learners at different proficiency levels. The developed testing instrument, a two-hour test battery with eight tasks targeting discrete features that represent the areas of difficulty for learners of Russian, will be used to compare and calibrate two language testing systems, the one developed by ACTFL, widely used in the American academia, and the CEFR system. A second phase of this project will be devoted to the study of word learning and word recognition, and will focus on three key aspects of vocabulary learning.

- *Polish Language and Culture through Films (PLCTF):* Professor Paulina Duda (Duke) has prepared a series of PLCTF modules based on the format and technology created for RLCTF. The video clips, transcripts, exercises, and instructor's keys have been completed and the completed project will be published on seelrc.org during the fall 2018.

3. Professional development activities

In addition to the ongoing and new (1) materials development and dissemination projects and (2) research projects described above, SEELRC administers a number of training, research and dissemination activities designed to improve the nation's capacity to teach and learn Slavic, Eurasian and East European languages. The central elements in SEELRC's training program include a summer institute on Slavic and Eurasian language pedagogy, research and testing to train novice and professional teachers (K-12 and university faculty), language program coordinators, and linguists in Slavic and Eurasian languages and language technologies. SEELRC also hosts a proficiency certification seminar in CEFR Russian proficiency testing in reading, speaking, listening comprehension, grammar and writing at the end of the summer institute. As a result of the seminar, experienced instructors of advanced Russian received certification by the Russian Federation to conduct proficiency testing at all levels.

The participants in the SEELRC summer institutes have included language instructors from DoD, the State Department, TTI/NASA JLEC, undergraduate and graduate faculty of language and culture from more than 70 colleges and universities nationwide, as well as K-12 teachers from local school districts from Alaska to the Carolinas, representing 12 of the languages covered by SEELRC.

The summer institute experience has empowered our alumni to integrate technology into their classrooms, resulting in new courses, websites, and interactive multimedia tools now available to the instructional community of the entire US. Furthermore, many alumni attribute new jobs, grants, publications and scholarly presentations to the increased expertise and networking opportunities afforded them by the Summer Institute. Below are some quotations from the surveys submitted by participants in recent SEELRC summer institutes:

“This conference was exactly what I needed! I got some great ideas to try and implement in the classroom, some ideas for future research and resources that I can use to find authentic listening and reading in the target language. More than anything, I found it to be an excellent resource to develop a network of colleagues who I can communicate with for future help, ideas, and feedback.” (Jessica Latham, Russian language instructor at Lexington High School, Lexington, SC, 2016).

“I am very happy that I had an opportunity to participate in your Summer Institute program. Excellent organization and most interesting presentations on a variety of topics made this event such a rewarding experience for me. All the workshops were very useful, stimulating and engaging....I got so much out of this event. Thank you and I hope you will be offering it again next year.” (Eugenia Khassina, Lecturer in Russian and Russian Language Program Coordinator, Stanford University, 2016).

“What a privilege it was to be a part of such an amazing workshop! It was very informative, very well presented, plus enjoyable. I have learned so much from this meeting that will assist me in my workplace. Thank you, and all of the facilitators, for all you have done in putting this workshop together. I am really looking forward to attending the next workshop in the future.” (Yulia Dardia, Russian instructor, U.S. Army Special Operations Command, Fort Bragg, NC, 2015).

In the 2018-2022 grant cycle, while SEELRC will deepen its connections with leading summer language training institutes, including SWSEEL at IU, our own summer institute will advance our pedagogical expertise in the use of video streaming and media conferencing technologies, lectures and round tables devoted to the topics of proficiency and placement testing for advanced and superior levels, comparative proficiency tool analysis (ACTFL, ILR, OPI, CEFR/TRKI, DLPT5), provide training leading to proficiency certification for teachers, evaluation of pedagogical efficacy, and teaching methods that are responsive to learner styles. While maintaining a high theoretical profile, the summer institute will continue to offer unparalleled opportunities for hands-on experimentation with the creation of multimedia pedagogical tools.

E. Accessibility of SEELRC Programs, Products, and Activities

SEELRC is an information and service center for all language instructors and learners regardless of race, ethnicity, gender, ability, and age. Many of our services are available online to all who have access to the Internet in such a way as to make equal access a reality. In particular,

we target K-16 and Minority-Serving Institutions with information regarding our fellowship program, workshops, summer institutes, instructional and testing materials, and other programs and activities. SEELRC is committed to aggressively ensuring that information and data developed by SEELRC will be fully accessible and useable by individuals with disabilities as required by Section 508 of the Rehabilitation Act. In this connection, SEELRC currently employs or will employ several online accessibility testing tools, including EvalAccess and WAVE, to ensure that we meet Section 508 accessibility standards. SEELRC is also developing its materials so that they will be compatible with JAWS and other similar screen reading software so that our computer-based materials will be accessible to visually impaired and learning disabled users.

F. Schedule of Implementation

Information about the schedule of implementation for SEELRC programs and activities is contained in each of the project descriptions and in the Plan of Operations. See page 22.

II. Quality of Key Personnel

Biographical information for the key personnel (Director, NPC members, key staff) is included as an appendix. As this biographical information clearly illustrates, the individuals who participate in SEELRC's activities are uniformly highly-accomplished specialists in a variety of relevant disciplines from leading universities across the United States. The Director and members of the National Policy Committee, who represent a majority of the individuals involved in implementing SEELRC's programs and activities, draw upon nationally-recognized leaders in languages and linguistics, and in the implementation of technology in language pedagogy.

A. Center Director

The Director of SEELRC, Professor Edna Andrews, is an outstanding researcher in the field of Slavic and general linguistics, neurolinguistics and multilingualism, and has a proven track record of success in directing the SEELRC since 1999. She has served as a member of the Duke

University Arts & Sciences Faculty Assessment Committee. Professor Andrews is highly visible nationally and internationally through her publications, public lectures and service on departmental and program reviews at Ph.D.-granting institutions. Refer to p. 20 and the appendix for specific details. One hundred percent of the Director's time is devoted to research, teaching, and administration in Slavic and Eurasian languages, linguistics and neurolinguistics. Given the symbiotic relationship of teaching and research, at least 50% of the Director's time will be devoted to issues relating to the administration, research development, and operation of SEELRC.

B. National Policy Committee

The NPC consists of the Director and 11 internationally-respected specialists from leading U.S. universities (Indiana U., U. of Arizona, U. of Maryland), the DoD, and NASA. Members of the NPC include scholars and experts from a broad range of linguistic paradigms and language groups that include and transcend the Slavic and Eurasian field. The NPC also includes 2 faculty from the Duke Program in Education as consultants in outreach work with K-12 schools and academic assessment. An independent specialist from the Duke Office of Assessment is involved in all aspects of assessment and evaluation of SEELRC projects and activities.

SEELRC's NPC was the first of its kind for an LRC in that the NPC, in conjunction with the center director, participates in all decision-making at all levels. This style of management guarantees a level of quality of output and peer review that is unattainable in other models. Involving leading linguists from these other universities insures that the results of research carried out by SEELRC's project teams and the materials developed and published are immediately disseminated to the relevant departments and programs in their home universities and government agencies.

C. Equal Opportunity

Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values. All positions related to SEELRC will follow these equal opportunity policies with special attempts made to recruit applicants from minority-serving institutions (K-16, including 2 and 4 yr. colleges and community colleges).

III. Budget and Cost Effectiveness

Duke University has made impressive, generous commitments of funds and other resources to support the work of SEELRC. In addition to generous commitment of funds for staff salaries and administrative expenses the university also provides support in the form of space and computer technical support. In addition—as described on page 40—SEELRC cooperates and shares resources with CSEEEES, permitting a more efficient administrative operation.

All of the infrastructure—professional, technological, and administrative—necessary for the efficient and cost-effective operation of a Language Resource Center is already in place. SEELRC has functioned as an LRC since 1999; its director, NPC, and staff are highly experienced and knowledgeable. The administrative expenses included in our proposed budget are modest.

Cost-effectiveness is another way of characterizing how productive an organization is. There is no better measure of the productivity/cost-effectiveness of SEELRC than to repeat that during the 2014-2018 grant cycle it achieved 317% of its established baseline goals. See page 18. That is a very high level of cost-effectiveness, which will continue into the new grant cycle.

More specific information about SEELRC's proposed budget and its cost-effectiveness can be found in the attached Detailed Line Item Budget and Budget Narrative. See also section V (Adequacy of Resources).

IV. Evaluation Plan

A. Ongoing Assessment Activities

SEELRC has demonstrated full compliance with the commitments made in previous LRC grant(s). During the 2014-18 quadrennium, SEELRC launched key assessment and evaluation activities and routinized effective systems of program components consistent with the requirements and spirit of GPRA. The SEELRC assessment team leaders include Dr. Jennifer Hill, Associate Director of the Duke Office of Assessment and independent contractor; Professor David Malone (Duke Program in Education), long-term chair of the Duke Arts & Sciences Faculty Assessment Committee and the University Curriculum Committee; and Professor Edna Andrews, director of SEELRC and chair of the Linguistics Program.

SEELRC has had great success in meeting and surpassing its project goals. This evaluation system includes performance measurements and annual and long-term measures that are quantifiable, specific, and that have concrete baselines and achievable targets. Program personnel work with Duke OIT and Google Analytics to mine available usage metrics to increase the impact of all SEELRC materials and programs. With respect to academic quality, all SEELRC materials are subject to peer review, including both published research initiatives and all language materials developed and disseminated in web format. Likewise, the *Glossos* project seeks to publish new,

updated, or revised publications consisting of instructional and testing materials for Slavic and Eurasian LTCLs at multiple proficiency levels. Publication records indicate that the project has met its target benchmarks for the past four years (see Table 4).

In addition to these long-term measures, we implemented a range of project measures that are specific to each individual project in order to evaluate the success of that project. These measures have enabled SEELRC to make informed decisions about the modification and continuation of each of our projects. The evaluative instruments and processes of the evaluation plan were designed in close consultation with an independent project evaluator, and with the SEELRC's policy committee. In implementing evaluation plans, SEELRC has worked collaboratively with other major U.S. universities, government agencies, and national NRCs devoted to Slavic and Eurasian regions.

For example, the correlates of proficiency research project developed eight tasks gauging both explicit and implicit knowledge of Russian language. The preliminary results comparing the performance of second language learners and native speakers of Russian promote a new understanding of the differences between native and nonnative processing of inflectional morphology in lexical access. In its next phase, the project will finalize data collection and proceed to retrieval, processing, and analysis. The team will evaluate all the obtained results, prepare them for dissemination, and work on presenting the findings in a format that will inform pedagogical practices. In another case, SEELRC also provides all instructional materials, proficiency testing, and enhancement activities for Russian language instruction at Jordan High School (Durham, NC). Jordan High School, through SEELRC, has unlimited access to instructional materials and technologies. Program personnel have quantitative data on high school student proficiency, which continue to guide development of instructional materials.

The Summer Institute is yet another illustration of effective assessment and program evaluation (see Table 6). With their broad and diverse participant and alumni population, the Summer Institute is well situated to introduce innovative courses, websites, and interactive multimedia tools to the US instructional community. Many alumni attribute new jobs, grants, publications and scholarly presentations to the increased expertise and networking opportunities afforded them by the Summer Institute. See pages 27-28.

SEELRC and the Department of Education devised a series of performance measures to accompany the project goals that would provide empirical evidence of SEELRC’s success in achieving those goals. Table 4 aggregates

those indicators for the current grant cycle (2014-2018) and demonstrates that SEELRC has far surpassed the agreed-upon baseline targets for each performance measure, achieving all of the established baseline goals. These findings clearly demonstrate SEELRC’s expertise in and

Table 6: SUMMER INSTITUTE PARTICIPANTS’ SURVEY RESPONSES, 2015 AND 2016					
Evaluation scale (0-5):	1	2	3	4	5
<i>Content of the workshop</i>				8%	92%
<i>Presentation of materials</i>				8%	92%
<i>Facilities for the workshop</i>					100%
<i>Participant support</i>					100%
<i>Overall learning experience</i>					100%

capacity for effective, authoritative, and generalizable program evaluation and assessment of participant learning. The 2014-2018 grant cycle was the first time that LRCs were required to use the Performance Measures Form to establish quantifiable performance measures. Given SEELRC’s success in meeting and surpassing these performance measures during 2014-2018, the Performance Measures Form attached to this application incorporates substantially higher goals for 2018-2022.

B. New Initiatives and Deepening of Current Initiatives

SEELRC continues to expand its programming and project materials beyond the elements of the 2014-2018 grant cycle. Bearing in mind objectives for SEELRC projects (Table 5, page 19):

- *Website metadata:* SEELRC will monitor and report website metadata to understand who accesses project materials, and whether we continue to meet our objectives to improve the availability and quality of Slavic and Eurasian language and testing materials at advanced levels; improve access to high quality professional development opportunities for Slavic and Eurasian language instructors; and remove barriers to minority populations in studying regional LCTLs.
- *Surveys:* Website analytics provide helpful benchmark data, but alone they do not fully illustrate the user experience. To evaluate the utility of project materials, the SEELRC website includes very brief, voluntary, anonymous pop-up surveys to evaluate the user interface: its scope, effectiveness, and design. This body of evidence will help us evaluate whether we are improving availability and quality of Slavic and Eurasian language and testing materials at advanced levels; creating instructional materials for classroom and self-instruction; and improving quality of foreign language instruction and pedagogy.
- *Proficiency standards and testing* will continue to be a focal point of SEELRC projects during the next quadrennium. SEELRC will continue to research and conduct empirically valid comparisons of the results of language proficiency testing across different scales and systems used by the university community and U.S. Department of Defense (including ACTFL, ILR, CEFR/TRKI). Proficiency testing designers and specialists will continue to lead seminars to explore the different goals and styles of academic and government language proficiency testing. SEELRC will monitor the quantity, quality, and accessibility of *testing results* and *publications*, *Faculty training* in CEFR/TRKI will also continue, and benchmark data continue to be aggregated.

Research projects will continue as planned, studying diverse elements of language learning. These research projects are listed in Table 2 on page 8.

As we transition to the 2018-2022 grant cycle, plans for assessment and program evaluation continue and extend the measures and evidence of the most recent grant. Emerging SEELRC projects continue to represent the objectives for SEELRC projects listed in Table 5, page 19, most notably (1) creating instructional materials for classroom and self-instruction with diagnostics; (2) improving availability and quality of Slavic and Eurasian language and testing materials at advanced levels; (3) improving quality of foreign language instruction and pedagogy; (4) enhancing accessibility to proficiency testing across LCTLs of Slavic and Eurasian languages; (5) improving technologies for use in foreign language classroom; (6) creating and maintaining a nationwide network for dialogue among Slavic and Eurasian language instructors and learners; and (7) removing barriers to minority populations in studying regional LCTLs in close collaboration with K-16 MSI partners.

During the 2018-2022 quadrennium, SEELRC will sponsor the development of teaching materials for a variety of new languages from this region, beginning with Armenian, Estonian, Kyrgyz, Chechen, and Turkmen. We will continue to develop advanced language learning materials for Hindi, Polish, Russian, Georgian, and Ukrainian. Like other components of the SEELRC project, these materials will be web-based, interactive, widely accessible, and will include diagnostics and learning objects. All curriculum development, as well as learning and assessment tasks, are developed by affiliated faculty and undergo rigorous peer review. Given our emphasis on language instruction in underserved communities, the survey also will address the development of participants' knowledge of language issues in these populations and their knowledge and use of appropriate pedagogies and methodologies.

- Experiential learning (or field experience) is considered a high impact practice by national consensus. Students participating in the TTI/NASA JLEC internship (p. 14) will experience the unique conditions under which Russian is taught to astronauts whose job requirements necessitate the acquisition of Russian at a level that allows for professional proficiency. Given that the learning experience is highly individuated, a structured interview (conducted via web conference) will explore language learning in an authentic professional context. Because critical reflection, self-regulation, and metacognitive development are essential outcomes of experiential education, the intern will be required to maintain a self-reflective journal, which articulates his or her expectations for learning, barriers to language learning, and perceived successes. The journal will be evaluated periodically by the intern's PI/mentor. Coupled with language proficiency testing, these measures will help evaluate the utility of experiential learning as an effective pedagogy in LCTLs.
- Through the creation of a professional learning community (PLC), faculty at NCCU and Duke will work collaboratively to create new resources and improve existing resources that enhance teaching skills and improve the academic performance of students. Minutes and summary notes of PLC sessions will provide benchmark data on the number and content of group meetings and their associated outcomes. SEELRC will survey faculty participants to estimate the speed with which new teaching resources are developed or revised, to evaluate the perceived quality of these products, and to judge whether and to what degree new/revised teaching resources are being implemented in LCTL classes. For example, once a canon of new teaching materials is developed in ScribeZone, they will deploy them in one or two teams within the course. Students' proficiency outcomes in the experimental segments of the course will be compared to controls. We will survey students and faculty at the end of the term about their perceptions of their own learning gains and their confidence in and disposition toward language learning. We intend to facilitate a PLC

member focus group at mid-point of the experience and again near the end post with focuses on mission, goals, and outcomes.

During the 2018-2022 grant cycle, participants in the summer institute and other workshops and programs will be asked to complete pre-program and post-program surveys that will address expectations and experiences in the program, self-reported learning gains, dispositions to language instruction (e.g., confidence), and likely future actions based on the learning experience.

With respect to the ScribeZone project (see pages 4 and 9), we will develop a diagnostic back-end for each module to determine if users adequately complete the exercises.

For both the *Linguistic Issues in Fragile Communities program*, conducted in collaboration with NCCU (see page 4), and the *TeachHouse* project (see page 14), the plan for program evaluation includes monitoring attendance at events, especially repeat attendance, and recording or otherwise making note of the key themes of the discussion. At the end of each academic year, program personnel will send a brief survey questionnaire to event participants to examine self-perceptions of their understanding of key themes, whether and to what degree the dialogue contributed to their intellectual development and professional networks.

The goal of *Future Teachers* (p. 4), a collaborative endeavor between NCCU and the Durham Public Schools, is to introduce high school students to the education profession and this program would seek to do so by addressing the specific needs of the Durham Community. SEELRC intends to survey student teachers from NCCU and Duke to investigate possible changes in students' understanding of and dispositions toward the teaching profession. Depending on the survey findings, program personnel may follow with focus groups and/or structured interviews to explore key themes more thoroughly. We will also track the number of high school students enrolled in Slavic & Eurasian language courses and provide additional support for teachers and

students by developing web-based materials and programming that will improve proficiency outcomes.

Given the substantial expertise among SEELRC personnel and the strong institutional foundation in assessment and program evaluation, these strategies are not only relevant and practical, but they also are likely to result in actionable evidence to guide future practice.

C. Support and Expertise

To achieve these goals, SEELRC is working with Duke professionals to develop systematic evaluation plans. At Duke, SEELRC will implement its evaluation program in collaboration with an independent project evaluator, Dr. Jennifer Hill, Associate Director of the Duke University Office of Assessment. Professor David Malone, faculty chair of the Arts & Sciences Faculty Assessment Committee (5 years) and the Curriculum Committee, will also be a non-paid, independent consultant for evaluation and assessment. Their personnel profiles are in the attached appendix. The function of the Office of Assessment is to assist university programs and departments with assessment of student learning outcomes and grant related assessment. Dr. Hill will be involved from the beginning of the grant cycle assisting SEELRC in defining and refining its grant objectives, developing appropriate measures and benchmarks to determine progress, and advising on the collection and analysis of evaluation data. Dr. Hill and the Office of Assessment will also provide technical support and advice in the design of measuring instruments (such as on-line surveys and focus groups) to be used in the assessment of our programs and activities and will furnish independent, impartial, and professional assessment advice to SEELRC.

All data obtained through the evaluation plan will be analyzed and reviewed with the Assessment Office and the NPC on an annual basis. Based on the results of the analysis, SEELRC will implement changes going forward in 4 categories: project development, teacher training, proficiency testing and standards, and research outcomes.

V. Adequacy of Resources

Duke makes available to SEELRC an extensive array of materials, resources, and capabilities essential to meeting its objectives. As noted above (see page 21), SEELRC also shares resources with CSEEEES. CSEEEES offers support and collaboration to SEELRC, in all relevant areas relating to Slavic and Eurasian studies. The fact that CSEEEES and SEELRC are in proximity to each other physically and involve key personnel involved in both operations further deepens the national impact of SEELRC. Cooperation and collaboration between the two centers dramatically enhances the network for dissemination of information and materials produced at SEELRC. It also maximizes the cost-effectiveness of each dollar spent for materials development, technologies, teacher training, equipment, space, and administrative support at SEELRC.

The Duke administration has committed adequate space, facilities, and computer equipment for SEELRC's activities. Existing computer equipment that will be used for SEELRC's activities include computers, scanners, and software. The Duke Office of Instructional Technology is a full partner in development, programming and hardware support for SEELRC web-based projects. Other material resources available at Duke for use in SEELRC's work include a cluster of computers dedicated to projects, 5 servers dedicated to SEELRC, a new server dedicated to the ScribeZone project, additional access to the Duke streaming video server, new teleconferencing facilities and instructional technologies, extensive audio and video technology in the on-site language laboratories, one of the most extensive collection of films from Eastern Europe and the former Soviet Union in existence in the U.S., rapid access to the Internet through university maintained connections, extensive on-site library resources, and digitizing support for all media.

Duke has an abundance of human and academic resources that are central to SEELRC's activities and will provide test fields for all materials developed under the LRC grant. Duke is an established leader in promoting the teaching of Slavic and Eurasian languages and engaging in a

wide range of related training, research, development of authentic materials, and dissemination activities. Duke’s College of Arts & Sciences offers many technology grants per year to faculty and staff for course enhancement, “flipping” of courses, and online module development.

A. Language Instructional Program

Each year students at Duke can choose from among approximately 80 language courses relating to the Slavic, Eurasian and East European languages.⁵ As shown in Table 7, instruction is offered in 15 Slavic and Eurasian languages.

Table 7: SLAVIC, EAST EUROPEAN, AND EURASIAN LANGUAGE INSTRUCTION	
Language	Highest Level of Instruction Available
Czech	3 years, academic year study abroad
Hindi	4 years
Hungarian	3 years
Macedonian	on demand
Old Church Slavonic	1 semester on demand
Persian	2 years
Polish	3 years
Romanian	1-3 years, intensive
Russian	5 years plus specialized advanced instruction including intensive and accelerated, advanced level courses in Legal & Business Russian, Scientific & Scholarly Russian, at least 2 courses per year in literature or linguistics in Russian, and summer and semester intensive programs abroad
Bosnian/Croatian/Serbian	3 years
Slovak	on demand
Slovene	on demand
Turkish	3 years, intensive
Ukrainian	on demand
Uzbek	2 years, intensive

There are intensive and enhanced tracks offered for beginning Russian, B/C/S, Romanian, Czech, Polish, and Hungarian. Duke/UNC, collectively, have 24 (full and part-time) faculty teaching Slavic and Eurasian language classes, and total enrollments per year for Slavic and Eurasian language and culture classes at Duke exceed 600. In first year language courses, there are 5 contact hours per week; in 2nd-5th year language courses, there are 3 contact hours per week with 90 minute conversation courses. Additional exposure is available for credit or in other academic

⁵ Under an inter-institutional agreement, Duke students may also take classes for Duke credit at UNC (Chapel Hill, Greensboro), NCSU and NCCU.

settings. The Duke summer program at St. Petersburg State University requires a minimum of 120 contact hours in addition to no fewer than 20 hours of cultural events and excursions required beyond the classroom. Students participating on the academic year program often study with Russian studies “in discipline” (including chemistry, physics, mathematics, history, philology, languages).

Duke requires policy statements for each instructional level to ensure that language instruction at each school is comparable, measurable by national standards, and includes appropriate technologies and media. Proficiency and performance goals are formulated in terms of the following categories: declensional grammar, verbal grammar, vocabulary, oral proficiency, reading comprehension, cultural competency, composition, and translation skills. Table 8 summarizes these goals. There are currently 2 Duke faculty who have been certified in Russian Federation proficiency testing (TRKI) (based on CEFR standards) in 5 aspects (grammar, reading, listening comprehension, speaking, writing) at all 6 levels. Duke University has been the official testing and faculty certification site for the Russian Ministry of Education’s Proficiency Testing Certification (CEFR/TRKI), originally in partnership with St. Petersburg State University beginning in 2006. New partnerships include the Russian State Pedagogical University (RGPU) in St. Petersburg, Russia.

Table 8: LANGUAGE STUDY EXPECTATIONS AND PROFICIENCY LEVEL ATTAINMENTS	
Student Year	Expectations and Proficiency Levels
First	1) acquire firm control of case usage and mastery of nominal and adjectival inflection; 2) master verbal inflection; 3) acquire an active vocabulary of 500-700 words; 4) acquire proficiency necessary for non-specialized conversation; 5) be able to read short prose texts with a dictionary; 6) be able to write short letters and essays; 7) translate simple texts. <i>ACTFL Oral Proficiency Level Intermediate Low to Low-Mid/ ILR 1 (Foreign Service Scale)/ CEFR A2</i>
Second	1) acquire advanced knowledge of case usage, and verbal and prepositional government; 2) deepen their knowledge of the verbal system and acquire use of participles and gerunds; 3) acquire an active vocabulary of at least 1,000-1,400 words; 4) master basic conversation on a range of topics; 5) read prose texts with a dictionary; 6) polish their composition and stylistics; 7) master translation of texts on a par with overall proficiency. <i>ACTFL Oral Proficiency Level Intermediate Mid/ILR 1+/CEFR B1</i>

Third	1) acquire overall mastery of grammar; 2) acquire a general knowledge of word formation; 3) acquire an active vocabulary of at least 2,000 words; 4) be able to converse freely on a wide range of topics; 5) read substantial texts with minimal resort to the dictionary; 6) write substantial compositions with high grammatical accuracy; 7) acquire translation skills on a par with overall proficiency. <i>ACTFL Oral Proficiency Level Intermediate High/ILR 2/CEFR B1+</i>
Fourth and Fifth	1) further honing grammar, vocabulary, and fluency in speaking, reading, and writing; 2) study of stylistics, word formation, and composition; 3) some language courses at this level may include significant writing and research components. <i>ACTFL Oral Proficiency Level Advanced/ ILR 2-3/CEFR B2-C1</i>

Courses have been designed to incorporate audiovisual and interactive computer assisted instruction in a state-of-the-art program to provide students with the richest possible learning environment. Duke University uses new proficiency-based texts and modules in third, fourth and fifth year Russian and is developing proficiency-based materials for all levels of Polish, Uzbek, and advanced Hindi. All of the advanced language courses have been enhanced to incorporate audiovisual and interactive computer assisted instruction to provide students with a rich learning environment, while maintaining rigorous presentation of grammar, semantics, and syntax.

VI. Need and Potential Impact

A. The Need for SEELRC

The languages that serve as the focal point of SEELRC’s activities represent languages spoken in 34 countries by approximately 1.5 billion people. In 2016, the World Economic Forum ranked Russian as the 6th most “powerful” language.⁶ Turkish is a gateway language to the languages and cultures of the important Central Asia region. These languages are spoken in four geopolitically important regions of the world: Europe, Russia, the Middle East, and Central Asia. Many of the languages and cultures of the former USSR, Eastern Europe, & Eurasia are rarely, sometimes never, taught at many U.S. colleges and universities. According to the MLA, in fall 2016, 20,353 students at U.S. colleges and universities were enrolled in Russian language classes;

⁶ World Economic Forum, Kai Chan, “These are the most powerful languages in the world,” <https://www.weforum.org/agenda/2016/12/these-are-the-most-powerful-languages-in-the-world/>.

the numbers for other Slavic languages, however, were dramatically lower.⁷ While enrollments in Russian language classes at U.S. universities have grown in recent years, less than half of one percent of the secondary schools in America offers Russian language instruction.⁸

The competing forces of globalization and multiculturalism expose the need for a deep and nuanced understanding of how languages and cultures interact. Given the current international pressures that result from increased economic and political interdependence across national boundaries on a backdrop of ethnic conflicts and independence movements, it is clear that questions of national identity and multilingualism will be defining issues in the 21st century; this seems to be especially true for the regions and languages under the purview of SEELRC. For example, the greatest linguistic diversity in the world today is found in those regions extending across Central and Eastern Europe, and Central Eurasia. SEELRC consistently implements scholarly discoveries in linguistic areal phenomena to strategically design templates in order to produce more precise descriptions of languages, and enhance the development and efficacy of pedagogical tools. In this way, SEELRC maximizes the efficiency of its efforts, achieving a multiplier effect because every project creates structures that can be extended to the teaching and learning of many languages simultaneously.

To assist in improving our national capacity to meet strategic U.S. needs in teaching and learning the LCTLs of Eurasia (including Central and Eastern Europe, the former Soviet Union, India, Pakistan, and Afghanistan), SEELRC:

- *Develops critical language skills in LCTLs*—SEELRC targets languages in a critical world region, developing specifically those language skills (grammar, lexicon, listening comprehension,

⁷ MLA Language Enrollment Database, at https://apps.mla.org/flsurvey_search.

⁸ Nancy C. Rhodes & Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools* (Washington, DC: Center for Applied Linguistics, 2010), p. 35.

speaking, reading, writing, translation) that are of national need both now and in the future. SEELRC languages are rarely or never taught at most U.S. institutions of higher learning. Without SEELRC, the U.S. capacity in these languages will be endangered. SEELRC acknowledges and builds upon the talents of heritage speakers, as well as L2 learners.

- *Strengthens teaching capabilities in foreign languages and cultures through teacher training in K-16*—Through its summer institutes, SEELRC trains a cadre of language teaching professionals, providing the most comprehensive and advanced career development venue available for the languages of our world region. Participants report that the training received from SEELRC has helped them get jobs, launch new courses, and increase enrollments. SEELRC-trained instructors will impact their students and faculty at the K-12 and college levels. Dr. Catherine O’Neil of the University of Denver notes “The SEELRC program is a unique resource that taps into the most vital needs of universities in the U.S. now. It is the only one that helps Slavic instructors keep up to date with their colleagues in other language areas in technology issues. It is essential support for scholarly research and pedagogy alike.”

- *Develops and provides instructional materials and technological tools*—The development and dissemination of technologically-advanced instructional materials constitutes the core of SEELRC’s mission. SEELRC equips both teachers and learners with the finest combination of advanced interactivity and scholarly accuracy in its online language and culture materials, grammatical dictionaries, reference grammars, grammatical exercises, and teaching materials at the advanced level at no cost. SEELRC, in conjunction with its partners, also develops new platforms and web tools for delivery of materials (e.g., ScribeZone).

- *Engages federal, state and local government in solutions*—SEELRC has consistently engaged faculty and students from MSIs at the K-16 level. Our NPC and project teams include

representatives of federal government and security agencies. SEELRC is at the vanguard of nurturing and expanding U.S. expertise in languages of a critical world area, engaging scholars, teachers, and public officials in advancing its mission.

SEELRC is organized to address some of the most pressing needs for the study of Slavic and Eurasian languages with its research programs. In order to achieve our objectives of developing authentic, language-based materials in Slavic and Eurasian languages, as well as to maximize technological advancements for dissemination, distance learning, it is imperative to explore questions of language acquisition, bilingualism, language policy, language typologies, language structure, language change, and identifying current needs of both instructors and learners. The SEELRC NPC is uniquely positioned to provide robust answers to these questions.

The need for proficiency-based testing materials for these languages is critical. Any close evaluation of the currently available materials in Slavic and Eurasian languages demonstrates a lack of appropriate testing materials, particularly at the advanced level. SEELRC has identified the materials currently available (cf. webliographies, page 24) and continues to develop new kinds of testing instruments and to improve existing measurements. SEELRC works closely with specialists in testing within DoD, ILR, and ACTFL and also sponsors certification workshops for Russian proficiency testing training of faculty (see page 27).

SEELRC uses technologies that produce interactive, authentic materials from a variety of media that are fully accessible to all users (in compliance with Section 508 standards for accessibility by disabled users). One of the sources for such interactive materials will be sound bites and film excerpts that will not only be used for viewing and comprehension, but will serve as the basis for a battery of questions and discussion in the target language. The proficiency

standards and testing project team will focus on developing testing and language materials for Hindi, Chechen, Azeri/Azerbaijani, Georgian, Persian, and others.

Sustained focus on a single broadly-defined region can produce an appreciable effect, allowing for greater accountability in the production of needed technologies and materials and the use of funds. The achievement of results, the description of these results, and their evaluation are enhanced given the organization structure and foci of the project teams in Slavic and Eurasian languages.

Ours is a coherent, concrete plan to pull together the combined strengths of Slavic and Eurasian university and governmental language teaching across the entire U.S. Our aims are to support the professional development of university, K-12, and government language teachers, provide better teaching and testing materials, strengthen proficiency-based performance and measurement, develop new technologies and deepen existing ones in order to effectively disseminate these materials and data bases nationwide.

B. National Impact of SEELRC Projects

By virtue of its organization, SEELRC will continue to have an immediate and substantial impact on the teaching and learning of Slavic and Eurasian languages throughout the entire United States. The members of the NPC, as well as its research and material development teams, include the most prominent scholars in the United States today. The NPC is directly involved in all activities undertaken by SEELRC, while their universities and organizations will serve as testing grounds and dissemination points for the research and materials developed by the Center. The topics and scheduling for the workshops and outreach programs are selected based on distribution of enrollments in Slavic and Eurasian languages. Additionally, consistent with its role as a *national* language resource center, SEELRC remains open to the added involvement of interested K-12 and post-secondary faculty working in related fields.

By targeting K-12 foreign language teachers for participation in our training programs SEELRC ensures that it is able to reach a large percentage of the instructors who offer elementary and secondary level Slavic and Eurasian LCTLs in the U.S. In addition, Duke University and the adjacent Research Triangle are host to several Title VI centers for foreign language, area, international, and international business studies. These centers form an on-site network with far-reaching contacts in the broader national foreign language community—a network that will assist SEELRC in reaching language specialists within and beyond our regions. Finally, and very importantly, SEELRC is active with other Language Resource Centers in publicizing the activities and products of each of the LRCs; by collectively disseminating information about these activities and products we multiply their impact.

All of SEELRC's committee and team members are active in the leading professional organizations for Slavic and Eurasian language, linguistics, area studies and government agencies, including AATSEEL, ASEEES, ACTR, LSA, and ILR. These contacts and networks will insure that the work done by SEELRC will reach virtually all of the instructors and learners of SEELRC languages in the United States.

SEELRC utilizes the dissemination opportunities offered by more broadly defined language organizations and government agencies (especially ILR, ACTFL, LEARN conferences) to insure that the results of SEELRC research and development projects can be used to further the status of resources and research for other foreign languages. Through their deep and long-term involvement in key national language organizations, the SEELRC project faculty facilitate the impact of SEELRC projects and services throughout the broader language community.

VII. Likelihood of Achieving Results

As explained in SEELRC's Plan of Operation, SEELRC is organized to insure maximum interaction between committees and project teams, and direct involvement of key administrators

in all SEELRC activities. The NPC meets biannually to review and evaluate the work of the various project teams. As stated in the Evaluation Plan, SEELRC operations emphasize mechanisms for obtaining and using ongoing feedback from the language community, as well as from individual project participants and colleagues at their universities. As described in the *Plan of Operation*, all materials developed are consistent with current understandings of proficiency and technology, but are also moving forward in creating more efficient approaches to the teaching and learning of foreign languages.

SEELRC has a stellar track record in the production and implementation of new materials at the advanced level in its regional LCTLs. These materials are made available online at no cost to the users. All materials undergo rigorous peer review at the developmental and final stages of production. Measurements of success are monitored through impact at national K-12, colleges and universities, and proficiency testing results of users of these materials.

VIII. Description of Final Form of Results

Table 9 summarizes the specific SEELRC research, materials, programs, and other activities that are covered by this application and **the broad national impact this work has had and will continue to have.**

Table 9: IMPACT OF SEELRC PRODUCTS, YEAR 4 (2017-2018)		
Website Products		
Product	Services Provided	Impact
<i>slaviccenters.duke.edu</i>	Central hub for all SEELRC products and services. Guides users to the products they need.	26,000 page views (SEELRC websites combined). 18,775 unique users.
<i>GLOSSOS E-Journal</i>	13 issues completed, with 82 articles. New issue fall 2017.	2,050 page views.
<i>Webliographies</i>	Curated list of links to free internal and external resources for 31 languages.	9,600 page views. Most visited languages are BCS, Russian, Polish, Hindi, and Ukrainian.
<i>Russian Grammatical Dictionary</i>	21,000 headwords with audio files of native speakers for all forms.	~1,500 page views.
<i>Albanian-English Online Dictionary</i>	Free online version of out-of-print Oxford dictionary.	~1,500 page views.
<i>Comparative Reference Grammars</i>	Original grammars for 18 languages, plus supplements and exercises.	1,465 page views.

<i>Russian Language and Culture through Film</i>	22 Russian films with multiple-choice and discussion questions.	Used by over 25 institutions in K-12, universities, and government agencies.
Workshops & Teacher Training		
Product	Services Provided	Impact
<i>Summer Institute in language technologies</i>	Teacher training in language technologies, methods, theory & practice involving NLPC and others.	See Table 6
<i>CEFR Proficiency testing certification</i>	Teacher training in proficiency testing during intensive seminar.	~30 faculty certified in CEFR.
<i>Deepening global perspectives in language learning/GPI</i>	Workshop for faculty and admins from Bennett College (MSI), Durham Public schools (MSIs).	Direct impact on 13 MSI faculty attending, their 70 students, & 700 students taking GPI at Bennett.
Research Initiatives		
Topic	Impact	
<i>First and Second Language Acquisition</i>	Publication: “Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition” (<i>Brain Sciences</i> , 3(2): 849-876,2013)	
<i>Development of advanced-level materials in LCTLs</i>	See Tables 2 and 4	
<i>Barriers to minority communities studying LCTLs</i>	70 MSI K-16 faculty in NC. Future impact expanded to include 47 K-12 public schools.	
<i>Web Accessibility</i>	All measures were taken to make our online content fully accessible to individuals with disabilities.	
<i>Source:</i> Data taken from Google Analytics for 14 June 2017–14 June 2018. Russian Grammatical Dictionary and Albanian-English Online Dictionary are estimates only.		

IX. Priorities

SEELRC meets the priorities of the current LRC/Title VI grant competition:

- *Competitive Preference Priority 1—Activities with a significant focus on less commonly taught languages (LCTLs).* All of the languages of our region are LCTLs; every project undertaken by SEELRC focuses on a LCTL.
- *Competitive preference priority 2—Collaboration with Minority-Serving Institutions (MSIs) or community colleges.* As described above in detail (see Table 1 and pages 4-5), SEELRC is already involved in a series of collaborations with Bennett College, an HBCU/MSI, and is beginning a collaboration with North Carolina Central University, another HBCU/MSI, and has worked for many years with the University of Arizona, which has recently been certified as an Hispanic-Serving Institution/MSI.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

EDNA ANDREWS

Director, Slavic and Eurasian Language Resource Center, Duke University

Nancy & Jeffrey Marcus Distinguished Professor of Slavic & Eurasian Studies, Professor of Linguistics and Cultural Anthropology, Chair of the Linguistics Program at Duke University

Employment:

1997-presentProfessor of Linguistics and Cultural Anthropology Duke University

1990-1997Associate Professor of Slavic Linguistics and Cultural Anthropology (tenured) Duke University

1984-1990Assistant Professor of Slavic Linguistics Duke University

Education:

March 1984Ph.D. in Slavic Linguistics Indiana University (Bloomington)

December 1980M.A. in Slavic Linguistics Indiana University (Bloomington)

May 1979B.S. in Mathematics, minor in Russian University of Alabama (Tuscaloosa)

Distinctions:

September 2013Duke University Scholar/Teacher of the Year Award

Certification:

June 2005Common European Framework (TRKI) proficiency testing certification (Russian Federation Ministry of Education), Levels A1-C2

Honorary Degree:

Confirmed August 1990

Awarded June 1991Honorary Doctorate, Leningrad (St. Petersburg) State University Saint Petersburg, Russia

Languages:

- Russian, Serbian, Croatian, Polish, Modern Greek
- Reading knowledge: German, French, Czech, Slovak, Ukrainian, Belorussian, Bulgarian, Macedonian, Slovene, Old Church Slavonic

Selected Administrative Experience:

- Director, FOCUS Program, 2010-present
- Chair, Linguistics Program, 1996-1999, 2011-2015, 2016-2020
- Academic Council, 1990-1992, 2017-2019

- International Travel Oversight Committee (GTAC), Provost's committee, 2010-present
- PI and Director, Title VI Language Resource Center research grant [SEELRC] (1999-2006, 2010-18)
- Director, Center for Slavic, Eurasian and East European Studies (CSEEEES 1990-present)
- DUS, Department of Slavic & Eurasian Studies (2010-15, 2016-18)
- Chair, Department of Slavic & Eurasian Studies, 1999- 2006, 2009, 2015-16
- Provost's Global Affairs Committee, 2010-2015

Selected Publications:

Monographs

- *Neuroscience and Multilingualism*. Cambridge University Press. 2014.
- Russian Translation: Theory and Practice. Co -authored with E.A. Maksimova. Routledge Press. 2010.
- *Русские приставочные глаголы*. Moscow: РЯ/Russkij jazyk; 2009.
- [This work is a new approach to prefixation and targets advanced proficiency levels (TRKI 3). РЯ is the leading publisher of Russian language textbooks in the world.]
- *Markedness Theory: The Union of Asymmetry and Semiosis in Language*. The Roman Jakobson Series in Linguistics and Poetics, Duke Press, 1990. [2008: reprinted as an electronic book for Duke University Press.]
- *Conversations with Lotman: Cultural Semiotics in Language, Literature and Cognition*. The University of Toronto Press, 2003. Translated into Japanese, 2006.

Edited volumes in print:

- *Slavic Linguistics 2K: A Retrospective Volume*. Slavica Publishers. Edited by E. Andrews, S. Franks, R. Feldstein, and G. Fowler, *Glossos* 2008.
- *Contemporary Russian Studies: Language, Culture, Text*. *Glossos* 2003.
- *A Calculus of Meaning: Studies in Markedness, Distinctive Features and Deixis*. John Benjamins, 1996. Edited by E. Andrews and Y. Tobin. 432 pp.

Book chapter (in press):

- "Cognitive Neuroscience and Multilingualism." In *The Handbook of the Neuroscience of Multilingualism*. (2018, J. Schwieter, ed., Wiley-Blackwell publishers).

Articles: (over 70 published articles)

- "The Importance of Lotmanian Semiotics to Sign Theory and the Cognitive Neurosciences." (2015). To appear in *Sign Systems Studies* (Труды знаковых систем).
- "Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition." (2013). Co-authored with L. Frigau, C. Voyvodic-Casabo, J. Voyvodic, J. Wright. *Brain Sciences*, 3(2), 849-876.
- "Markedness Theory: Tense and Aspect in the Russian Verb." (2012). Oxford University Press. *The Oxford Handbook of Tense & Aspect*, ch. 7. R. Binnick, ed., 212-236.
- "Lotman and the Cognitive Sciences: The Role of Autocommunication in the Language of Memory." (2012). *Explosion und Peripherie: Jurij Lotmans Semiotik der kulturellen Dynamik revisited*, 175-192. S.K. Frank, C. Ruhe, A. Schmitz, eds. Konstanz, Germany: transcript Verlag.

- “Language and Brain: Recasting Meaning in the Definition of Human Language.” (2011). *Semiotica*, 184-1/4, pp. 11-32.
- “Revisiting spoken and musical phonemic production and perception.” (2011). Co-authored with C. Bae, N. Davis, T. Hausburg, P. Kang, N. Mehta. *Glossos* 11, 1-46.
- “Redefining Discontinuity in Cultural Space: Principles of Semiospheric Explosion.” (2010). Introductory article to Ju. M. Lotman’s *Culture and Explosion*, a new translation by W. Clark, ed. by M. Grishakova. Berlin: Mouton de Gruyter.
- “Semiospheric Transitions: A Key to Modelling Translation” (2009). *Sign Systems Studies* (Труды по знаковым системам), 36.3, 259-269. Tartu: University of Tartu Press. (co-authored with E. Maksimova).
- “Neurolinguistic perspectives on Second Language Acquisition.” (2007). *Language* (Journal of the Linguistic Society of America), June, 2007, vol. 83, No. 2, 430-431.
- “Cross-cultural linguistic realizations of conceptualizations of anger: Revisiting cognitive and pragmatic paradigms.” (2007). In *Contemporary issues in Slavic and Eastern European studies*, with Tina Krennmayr. *Glossos* 9, 1-29.
- “H.M/s Language Skills: Clues about Language and the Medial Temporal Lobe.” co-authored with B. Skotko and G. Einstein. (2005). *Journal of Memory and Language*, 53(3), 397-415.

Invited Lectures (sampling):

- “Brain, Language and Culture: Understanding the Neural and Cultural Correlates of Proficiency and Pragmatics.” KEYNOTE speaker for the National Cryptologic School (U.S. Department of Defense) LEARN Conference, Rockville, MD, September 27, 2017.
- “Understanding the Neurological Mechanisms of Language Acquisition, Maintenance and Loss.” University of Maryland, SLA Program, February 8, 2017.
- “Семиотика культуры и современность в поздних произведениях Е.И. Замятина.” Plenary Keynote speaker for ROPRYAL Congress, St. Petersburg State Univ., Oct, 2007.
- “Semantic, Grammatical and Pragmatic Aspects of Russian Prefixation as an Essential Component for Advanced and Superior Proficiency.” Keynote lecture at Russian LEARN Conference, U.S. Dept. of Defense, Monterey, CA, July, 2011.
- “Lotman’s Contribution to Sign Theory and the Cognitive Neurosciences.” Dec. 5, 2014. University of Tartu, KEYNOTE lecture for the 50th anniversary of *Sign Systems Studies*.

RONALD FELDSTEIN

Employment:

2011-present Professor Emeritus, Slavic Languages and Literatures, Indiana University

1986-2011 Professor, Slavic Languages and Literatures, Indiana University

1980-1986 Associate Professor, Slavic Languages and Literatures, Indiana University

Education:

1973 Ph.D. (Slavic Languages and Literatures), Princeton University

1969.....M.A. (Slavic Languages and Literatures), Princeton University

Administrative Experience:

2002-2008.....Chair, Department of Slavic Languages and Literatures, Indiana University

1995-1997.....Acting Chair, Department of Slavic Languages and Literatures, Indiana University

1985-1991.....Chair, Department of Slavic Languages and Literatures, Indiana University

Publications:

- Annotated English translation of Roman Jakobson's *Remarks on the Phonological Evolution of Russian in Comparison with the Other Slavic Languages* (Originally published as: *Remarques sur l'évolution phonologique du Russe comparée à celle des autres langues slaves*), MIT Press, forthcoming (October, 2018).
- "On Binary Oppositions and Distributions in the Russian Stress System," *Glossos* 13, Fall 2017, pp. 1-18.
- "On Russian Concessive-Adversative Constructions With Pronominal Reduplication of the type "Уж чем-чем, а этим его не удивишь." *Trudy Instituta russkogo iazyka im. V.V. Vinogradova: Materialy mezhdunarodnoi nauchnoi konferentsii "Grammaticheskie protsessy i sistemy."* Moscow, 2016, pp. 327-341.
- "Russian Stress and the Notion of Syncretism," *Balto-slavianskaia aktsentologija (Balto-Slavic accentology): materialy VII mezhdunarodnogo seminaru*, Moscow, 2016, pp. 175-186.
- "An Introduction to William Pokhlebkin and his Contributions to Russian Culture," *Glossos* 11, Fall 2011, pp. 1-26.
- "On Mobile Vowel Stress in Russian, as Influenced by Stem-final Consonants," in *Baltische und slavische Prosodie*, ed. By Elena Stadnik-Holzer. Peter Lang: Frankfurt am Main, 2011, pp. 61-68.
- "Nominal Prosodic Paradigms and their Synchronic Reflexes in West Slavic." *Studies in Slavic and General Linguistics*, ed. By Tijmen Pronk and Rick Derksen. Rodopi: Amsterdam, 2011, pp. 97-108.
- "Russian Dual Stem Aspectual Syncretism and the Opposition of Phase and Determinacy." *Glossos* 9, Fall 2007, pp. 1-29.
- "Противоречивые количественные отражения дифтонгов на плавные в польском языке типа *plótno, król, we młodości.*" *Rozprawy komisji językowej. Tom LI. Diachronia w badaniach nad językiem w dydaktyce szkoły wyższej. Cześć I. Łódź, Łódzkie towarzystwo naukowe*, 2006, pp. 67-77.

Presentations:

- "Russian Stress and the Notion of Syncretism," IWOBA 7 Conference, Moscow, July 9, 2011.

- “William Pokhlebkin: The Life and Times of an Eccentric Russian Genius,” invited lecture at Duke University, February 13, 2011.
- “On the Relation of Stress and Syncretism in the Mobile Noun Paradigms of Russian.” Slavic Linguistics Society, University of Chicago. October 30, 2010.
- Six lectures on Slavic linguistics, presented at the Russian State University for the Humanities (RGGU):
 - Oct. 2, 2009. “Russian Nominal Accentual Paradigms and the Predictability of Nominative and Genitive Case Endings”;
 - Oct. 8, 2009. “The Qualitative Reflex of Liquid Diphthongs in the History of Polish (plótno, król, we mlodosci)”;
 - Oct. 9, 2009. “On the Differentiation of Third Person Singular and Imperative Desinences in Polish (czytaj vs. czyta)”;
 - Oct. 15, 2009. “The Unified Monophthongization Rule of Common Slavic”;
 - Oct. 22, 2009. “Dual Russian Simplex and Perfective Forms”;
 - Nov. 5, 2009. “The Inverse Relation of Prosodic and Segmental Information in the Russian Verb”

GRACE FIELDER

Employment:

- 1995-present Professor, Department of Russian and Slavic Languages and SLAT (Second Language Acquisition and Teaching) Program, University of Arizona
- 2005-2006..... Visiting Scholar, University of California at Berkeley (REES)
- 2003..... Visiting Scholar, Duke University (Duke/UNC SEELRC)
- 1992-1995..... Associate Professor with tenure, Department of Russian and Slavic Languages, University of Arizona
- 1989-1992..... Associate Professor with tenure, Department of Slavic Languages and Literatures, University of Virginia

Education:

- 1983..... Ph.D. (Slavic Languages and Literatures), University of California, Los Angeles
- 1976..... M.A. (Slavic Languages and Literatures), University of California, Los Angeles
- 1974..... B.A. (Russian Language and Literatures and Russian Area Studies), University of California, Santa Barbara

Certification:

August 2005.....Common European Framework (TRKI) proficiency testing certification (Russian Federation Ministry of Education), Levels A1-C2

Administrative Experience:

- Director, Graduate Studies, Russian and Slavic Department, University of Arizona (2013-present, 2004-05, 1994-98)
- Chair, L2 Use Sub-Committee, Second Language Acquisition and Teaching, University of Arizona (2003-2004, 2006-2017)
- Acting Head, Department of Russian and Slavic Languages, University of Arizona (2000)
- Director, Graduate Program, Department of Slavic Languages and Literatures, University of Virginia (1989-1992)

Awards and Honors:

- William Fulbright Grant, Bulgaria, 2013
- *The Bulgarian Studies Association's 2010 John D. Bell Book Prize for Bai Ganyo: Incredible Tales of a Modern Bulgarian.* 2010. V. Friedman (ed.) Translated by V. Friedman, C. Kramer, G. Fielder and C. Rudin. University of Wisconsin Press.

Languages:

Russian (near-native), Bulgarian (near-native), Macedonian (fluent), Bosnian/Croatian/Serbian (good), Modern Greek (good), Czech (reading), Latin (reading), French (reading), German (reading)

Publications:

- “‘Come over into Macedonia and help us.’ Evidence for the Macedonian language in the 19th century.” (forthcoming) In Friedman, V. and Vlahov, G. (eds.) *Macedonia on the Periphery of European Modernity*.
- “Takin’ it to the Streets: Language Ideology in post-1989 Bulgaria.” (forthcoming 2019). In B. Joseph and D. Dyer (eds.) Proceedings of Kenneth E. Naylor Memorial Conference. Ohio State University January 20-21, 2017. *Balkanistica* 32.
- European Spaces and the Roma: Denaturalizing the Naturalized in Online Reader Comments. Co-authored with Theresa Catalano (50% effort). 2018. *Discourse & Communication* 12.3: 1-18. (to appear June 2018)
- Bible translation and language recognition on Balkan Slavic territory. 2018. In C. Bethin, ed. *American Contributions to the 16th International Congress of Slavists*, Belgrade, 2018. Bloomington, IN: Slavica, 71–83. (to appear August 2018)
- Partition, Linguistic Identity and Language Standardization. 2015. Hlavac, J. and V. Friedman (eds.). *On Macedonian Matters: from the Partition of Macedonia and the Balkan Wars of 1912-13*, pp. 185-225.
- The Konikovo Gospel and the Spatiality of Translation in the Balkans. 2015. *Од Чукаго и назад Papers to Honor Victor A. Friedman on the Occasion of His Retirement. Balkanistica* 28: 131-150.

- “Translating the untranslatable.” 2014. In S. Živkov and K. Aleksova (eds.) Proceedings of the Third International Congress on Buglarian Studies. University of Sofia “Kliment Ohridski”. 23-26 May 2013. pp. 89-86.
- “Authenticity and the Sociolinguistics of Macedonian.” 2012. In Friedman, V. (ed.) Proceedings of the 7th Macedonian-North American Conference on Macedonian Studies. *Balkanistica* 25:2, pp. 75-94.

Presentations:

- “Discourse Markers and Second Language Acquisition.” Proceedings of Applied Linguistics Conference 2013: Practice in Language, Language in Practice. FON University. Skopje, Macedonia. June 7-8, 2013.
- “Recalibrating norms in a standard language culture: the case of Bulgaria.” International Symposium “Standard Language Ideology in the Slavic Lands.” Slavic-Eurasian Research Center at Hokkaido University, Sapporo, Japan. August 5-6, 2016.
- “Bulgarian Reference Grammar Project, or the best laid plans....” Slavic and Eurasian Languages: Acquisition, Techniques, and Technologies. SEELRC Summer Institute, Duke University July 16-18, 2012.

KIRA GOR

Employment:

- 2009-present Associate Professor of Second Language Acquisition, Graduate Program in Second Language Acquisition, School of Languages, Literatures, and Cultures, University of Maryland
- 2001-present Associate Professor of Russian, School of Languages, Literatures, and Cultures, University of Maryland
- 2000-2001 Associate Professor of Russian, Department of Asian and East European Languages and Cultures, University of Maryland
- 1994-2000 Assistant Professor of Russian, Department of Germanic and Slavic Languages and Literatures, and Department of Asian and East European Languages and Cultures, University of Maryland

Education:

- 1993 Ph.D. (Russian Language and Second Language Acquisition, Department of Russian, Bryn Mawr College)
- 1983 Ph.D. (Phonetics and Linguistics), St. Petersburg State University, Russia

1977.....M.A. (French Language and Literature), St. Petersburg State University, Russia

Oral Proficiency Testing:

- Active ACTFL OPI tester in the ACTFL format since 1993; clients include NASA
- Active ACTFL OPI tester in the ILR format since 2003; clients include DLI, DIA, Border Patrol, U.S. Customs

Administrative Experience:

- Institutional Research Board (IRB) Liaison for SLLC, 2005-present
- University Senate Tenured Faculty Representative May 2017- April 2020
- Director, Ph.D. in Second Language Acquisition Program, School of Languages, Literatures, and Cultures, 08/10 - 08/12
- Advisory Council Committee, member, SLLC, 2010-2012, spring 2016
- Salary and Merit Committee, SLLC, member, 2018-2019, 2010, 2001-2005
- Chair, Salary and Merit Committee, SLLC, 2011
- Russian Undergraduate Director, 2009

Publications:

Monographs:

- Gor, K. (1998). *Interlanguage Phonology and Second Language Orthography: Vowel Reduction in the Interlanguage of American Learners of Russian*. St. Petersburg, Russia: St. Petersburg University Press.

Articles:

- Gor, K., & Cook, S. V. (2018). A mare in a pub? Nonnative facilitation in phonological priming. *Second Language Research*, 1-18. Published online on April 23, 2018. <https://doi.org/10.1177/0267658318769962>
- Gor, K., Chrabaszcz, A., & Cook, S. V. (2018). Early and late learners decompose inflected nouns, but can they tell which ones are inflected correctly? *Journal of Second Language Studies*, 1.1, 113–147. <https://doi.org/10.1075/jsls.17021.gor>
- Gor, K., Chrabaszcz, A., & Cook, S. V. (2017). A case for agreement: Processing of case-inflected nouns by early and late learners. *Linguistic Approaches to Bilingualism*. First View article. Published online 02 October 2017. <http://doi.org/10.1075/lab.16017.gor>
- Freynik, S., Gor, K., & O'Rourke, P. (2017). L2 processing of Arabic derivational morphology. *The Mental Lexicon*, 12.1 21-50. <http://doi.org/10.1075/ml.12.1.02fre>
- Li, M., Jiang, N., & Gor, K. (2017). L1 and L2 processing of compound words: Evidence from masked priming experiments in English. *Bilingualism: Language and Cognition*, 20.3, 384-402. <http://dx.doi.org/10.1017/S1366728915000681>
- Romanova, N., & Gor, K. (2017). Processing gender and number agreement in Russian as a second language: The devil is in the details. *Studies in Second Language Acquisition*, 39.1, 97-128. <http://dx.doi.org/10.1017/S0272263116000012>

- Cook, S. V., Pandža, N. B., Lancaster, A., & Gor, K. (2016). Fuzzy nonnative phonolexical representations lead to fuzzy form-to-meaning mappings. *Frontiers in Psychology*, September 2016, Volume 7, Article 1345. <https://doi.org/10.3389/fpsyg.2016.01345>
- Cook, S. V., & Gor, K. (2015). Lexical access in L2: Representational deficit or processing constraint? *The Mental Lexicon*, 10.2, 247-270. <http://doi.org/10.1075/ml.10.2.04coo>
- Gor, K. (2014). Raspberry, not a car: Context predictability and a phonological advantage in early and late learners' processing of speech in noise. *Frontiers in Psychology*, 5, 1449. <https://doi.org/10.3389/fpsyg.2014.01449>
- Chrabaszc, A., & Gor, K. (2014). Context effects in the processing of phonolexical ambiguity in L2. *Language Learning*, 64.3, 415-455. <https://doi.org/10.1111/lang.12063>
- Gor, K., & Jackson, S. (2013). Morphological decomposition and lexical access in a native and second language: A nesting doll effect. *Language and Cognitive Processes*, 28.7, 1065-1091 (2013).

Book Chapters:

- Gor, K. (2018). Yes to the king, and no to the ship: Heritage speakers differ from late second language learners in word recognition. In: S. Kresin and S. Baukus (Eds.) *Connecting across Languages and Cultures: A Heritage Language Festschrift in Honor of Olga Kagan*, pp. 163-172. Bloomington, Indiana: Slavica Publishers.
- Cook, S. V., Sweet, S., Gor, K., Jackson, S., Doughty, C., Lancaster, A., Pandza, N., and Pelzl, E. (2017). Linguistic Correlates of Proficiency: Theory and Structure of Test Batteries. In: J. M. Davis, J. M. Norris, M. E. Malone, T. H. McKay, & Y. A. Son (Eds.). *Useful Assessment and Evaluation in Language Education*, pp. 95-113. Washington, D.C.: Georgetown University Press.
- Tkachenko, E., Gor, K., and Chernigovskaya, T. (2016). What are little girls and boys made of? Acquisition of Russian verb morphology in monolingual and bilingual children. In: H.-O. Enger, M. I. Norvik Knoph, K. E. Kristoffersen, and M. Lind (Eds.). *Festschrift in Honor of Hanne Simonsen*, pp. 255-274. Oslo: University of Oslo.

JENNIFER L. HILL

Employment:

- 2007-presentAssociate Director, Office of Assessment, Duke University
- 2015-presentAdjunct Assistant Professor, Department of Educational Leadership, Policy, and Human Development, North Carolina State University
- 2014-presentAdjunct Assistant Professor, Program in Education, Duke University
- 2006-2007Assistant Director, Office of Assessment, Duke University

Education:

2008.....Ed.D. (Higher Education Administration), North Carolina State University

2005.....M.Ed. (Higher Education Administration), North Carolina State University

2002.....M.A. (Political Science), Duke University

1999.....B.A. (Political Science and History), University of Notre Dame

Publications and Presentations:

- Thompson, R. J., Walther, I., Tufts, C., Lee, K. C., Paredes, L., Fellin, L., Andrews, E., Serra, M., Hill, J. L., Tate, E. B. and Schlosberg, L. (2014). Development and Assessment of the Effectiveness of an Undergraduate General Education Foreign Language Requirement. *Foreign Language Annals*, 47: 653–668.
- 2018 Association of American Colleges and Universities (AAC&U) Portfolio Forum, “Portfolio 2.0? A novel role for portfolios in assessment and accreditation”, with Dr. Matt Serra.
- 2016 Annual Meeting of the Southern Association of Colleges and Schools (SACS), “For good measure: Assessing quantitative literacy and reasoning (QLR) in the general education”, with Dr. Matt Serra.
- 2016 Annual Meeting of the Association of American Colleges and Universities (AAC&U), “Flip or Flop? A research methodology comparing learning outcomes of flipped and traditional classroom pedagogies”, with Dr. Matt Serra.
- 2015 Annual Meeting of the Southern Association of Colleges and Schools (SACS), “Flex assessment: Accommodating diverse learning outcomes through an online assessment infrastructure,” with Dr. Matt Serra.
- 2013 Annual Meeting of the North Carolina Independent Colleges and Universities (NCICU), “Engaging matriculating students: A sustainable approach to general education assessment,” with Dr. Matt Serra.

BETH A. MACKEY

Employment:

2016-presentDean of the College of Language and Area Studies, National Cryptologic School, National Security Agency, Fort Meade, MD

2012-2016.....Senior Language Testing Lead, National Security Agency (NSA)

2010-2012.....Senior Technical Development Program, NSA

2008-2010.....Chief, Methodology, NSA

2000-2008.....Language Testing Program Manager, NSA
1997-1999.....Program Evaluator, NSA
1994-1997.....Education and Training Officer, European Command HQ,
Stuttgart, Germany
1983-1994.....Russian Language Analyst, NSA
1983-1994.....Russian Language Analyst, NSA

Education:

2010-2017.....ABD, PhD in Second Language Acquisition, University of
Maryland, College Park
2004.....M.A., ISD/English as a Second Language, University of Maryland,
Baltimore County
1991.....M.A., Russian and East European Studies, George Washington
University
1983.....B.A. Russian, Dartmouth College, Hanover, NH

Affiliations:

- Interagency Language Roundtable Testing Committee Co-Chair (2003-2010)
- American Council on the Teaching of Foreign Language (2000-present)

DAVID MICHAEL MALONE

Employment:

2009-presentFaculty Co-Director International Center for Service Learning in
Teacher Education, Duke University
2006-presentFaculty Director Duke University Service Learning Program
1998-presentCo-Founder, Partners for Success Tutoring Program, Duke
University
1994-presentDirector of Undergraduate Studies, Program in Education, Duke
University
1984-presentProfessor of the Practice, Program in Education, Duke University
1999-2003.....Director, Program in Education, Duke University

Certification and Licensure:

- Practicing Psychologist, North Carolina State Board of Examiners of Practicing Psychologists
- North Carolina School Psychologist, Level II
- North Carolina Counseling Certificate, Doctoral Level
- North Carolina Teaching Certificate, Level G
- North Carolina Department of Public Instruction, Program Approval Examiner

Honors and Awards:

- Recipient of the Duke University Cook Society Raymond Gavins Faculty Award (2017)
- Dean's Recognition of Quality of Teaching (2016)
- Recipient of the Duke University Distinguished Service Award for Arts and Sciences (2011)
- Appointed Chair of the Arts and Sciences Curriculum Committee (2014-2017)
- Appointed Chair of the Arts and Sciences Faculty Assessment Committee (2009-2013)
- Nominated for Chair of Arts and Sciences Faculty Council (2003, 2008, 2011, 2018)

Publications:

- Clifford, J., Malone, D., Anderson, A., Emmerling, D., & Widney, E. (2018). "An Exploratory Study on Students' Perceptions about Service-Learning and Social Entrepreneurship." In E. Mlyn & A. McBride (Eds.) *The Civic Mission of Higher Education: Connecting Social Innovation and Civic Engagement*. (pp. TBD) Sterling, VA: Stylus Publishing [Under review].
- Stephens, K., Malone, D., and Griffith, A. (2016). "Service-Learning in Gifted Education." In Frances A. Karnes & Kristen R. Stephens (Eds.), *Introduction to Curriculum Design in Gifted Education* (pp.281-306). Waco: Prufrock Press.
- Malone, D., & Di Bona, J., (2007). *What North Carolina Elementary School Principals Say About Diet and Exercise*. Proceedings of North Carolina Association for Research in Education.
- Bookman, J., & Malone, D., (2006). "Negotiating Roles and Meaning While Learning Mathematics in Interactive Technology Rich Environments"; *Journal of Scholarship of Teaching and Learning*.
- Jones, B., & Stallings, T., Malone, D (2004). Prospective Teachers as Tutors: Measuring the Impact of a Service Learning Program on Upper Elementary Students. *Teacher Education Quarterly* (Volume 31, Number 3).

Presentations:

- Anderson, A., Malone, D., Clifford, J., Emmerling, D. (September 2017). *Perceptions Matter: College Students' Characterizations of Approaches to Community Engagement*. Annual Conference of the International Association for Research on Service-Learning and Community Engagement, Galway, Ireland.
- Malone, D., & Anderson, A. (September 2017). *Teacher Education and Service-Learning: Perspectives of the International Center for Service-Learning in Teacher Education*. Annual Conference of the International Association for Research on Service-Learning and Community Engagement, Galway, Ireland.

- Emmerling, D., Stith, M., & Malone, D., (February 2017). *A scaffold for critical service-learning: a self-assessment and guided toolkit for service-learning faculty interested in incorporating justice in perspective and praxis*. Joint meeting of the Gulf South Summit on Service-Learning and the Pathways to Achieving Civic Engagement Conference. Greensboro, NC.
- Malone D., Emmerling D., Anderson A., Clifford J., Serra M. (February, 2017) *Community Engagement Pathways: A Study of Perceptions of Service-Learning and Social Entrepreneurship*. Social Change Forum, North Carolina Campus Compact. Durham, NC. 2017.
- Malone, D., Clifford, J., Anderson, A., Serra, M., Emmerling, D. (September 2016). No Longer the New Kid on the Block: Student Perceptions of Service-Learning and Social Entrepreneurship. *Annual Conference of the International Association for Research on Service-Learning and Community Engagement*, New Orleans.
- Clifford, J., Malone, D., Anderson, A., Serra, M., Emmerling, D. (April 2016). Keeping Up with the Times: Changing Perceptions and Outcomes of Community-Engaged Learning. Gulf South Summit on Service-Learning, Savannah, GA.
- Serra, M., Emmerling, D., Malone, D., Anderson, A., Clifford, J., (February 2016). *The Changing Perceptions of Millennials: Emerging Views of Service-Learning and Community Engagement*. Pathways to Achieving Civic Engagement Conference. High Point University, NC.
- Malone, D., Anderson, A., Serra, M., Clifford, J., (November 2015). The Changing Perceptions of Millennials: Emerging Views of Service-Learning and Community Engagement. *Annual Conference of the International Association for Research on Service-Learning and Community Engagement*, Boston.
- Anderson, A., Malone, D., and Erickson, J. (April 2015), *Problematizing Service-Learning*, National Service-Learning Conference of the National Youth Leadership Conference, Washington, DC.
- Malone, D., Anderson, A., Serra, M., Clifford, J., (October 2014). Making the whole of service-learning more than the sum of the parts: Building a model of integrative service-learning. *Annual Conference of the International Association for Research on Service-Learning and Community Engagement*, New Orleans.

MICHAEL NEWCITY

Employment:

- 1994-presentDeputy Director, Center for Slavic, Eurasian, and East European Studies, Duke University; Visiting Professor, Department of Slavic and Eurasian Studies, Linguistics Program, Duke University
- 1994-1995Coordinator, Russian and East European Programs, Fuqua School of Business, Duke University

1992-1994.....Research Associate, Center on East-West Trade, Investment, and Communications. Duke University

Education:

1975.....J.D., The George Washington University “with honors”

1975.....M.A. (Russian Studies), The George Washington University

1972.....B.A. (Political Science), The George Washington University

Selected Publications and Presentations:

- International Law, Minority Language Rights, and Russian(s) in the ‘Near Abroad,’ in L. Ryazanova-Clarke (ed.), *The Russian Language Outside The Nation: Speakers And Identities* (Edinburgh: Edinburgh University Press, 2014), pp. 33-55.
- Legal Protection of the Traditional Knowledge and Cultural Expression of the Indigenous Peoples of the Former Soviet Union, 5 *Journal of Eurasian Law* 1 (2012).
- Constitution of Belarus, in *Supplement to the Modern Encyclopedia of Russian, Soviet And Eurasian History* (Gulf Breeze, FL: Academic International Press, forthcoming).
- Constitution of Tajikistan, in *Supplement to the Modern Encyclopedia of Russian, Soviet And Eurasian History* (Gulf Breeze, FL: Academic International Press, forthcoming).
- “The Legal Status of Russian and Russian-Speakers in the Near Abroad,” Conference on “The Russian Language Outside the Nation: Speakers and Identities,” University of Edinburgh, Scotland, April 1, 2010.
- “The Right of Russia’s Indigenous Peoples to Self-Government and Their Lands, Territories and Resources,” Spring 2009 International law Symposium “Legal Issues in Post-Communist Countries,” Gonzaga University School of Law, Spokane, Washington, March 20, 2009.

MARIA POLINSKY

Employment:

- 2015-presentProfessor, Department of Linguistics, University of Maryland
- 2015-presentAssociate Director, Language Science Center, University of Maryland
- 2015-presentDirector, Guatemala Research Station, University of Maryland
- 2007-presentDirector, Heritage Language Research Institutes

Education:

- 1986.....Ph.D. (Linguistics), Institute for Linguistics, Russian Academy of Sciences, Moscow, USSR
- 1983.....M.A. (Linguistics), Institute for Linguistics, Russian Academy of Sciences, Moscow, USSR
- 1979.....B.A. (Philology), Moscow University

Grants and Fellowships:

- National Science Foundation grant BCS-1563129 "Investigating Endangered Language Contact for Awakateko and K'iche', two Mayan languages", 2016-2018
- National Science Foundation Digging into Data (DiD) grant BCS-1619857 "Cleaning, Organizing, and Uniting Linguistic Databases (the COULD project)", 2014-2018
- Observatorio Cervantes grant "Exploring Heritage Spanish", 2013-2014
- Center for Advanced Study of Language (UMD) grant "Interfaces in dominant and heritage languages", 2012-2013
- National Science Foundation grant BCS-1263754 "Documenting Nama", 2012-2014
- National Science Foundation grants BCS-1144223 and BCS-1318763 "Subject preference and ergativity", 2011-2014
- David Rockefeller Center for Latin American Studies grant "A Corpus of Child Chuj", 2012-2013
- Linguistic Society of America, Fellow, 2016
- Andrew Mellon Fellowship for Social Sciences and Humanities, University of Southern California, 1989-1991

Editorial Boards:

- Empirical Approaches to Linguistic Theory, Brill Publishers
- Handbooks in Linguistics, Brill Publishers
- Heritage Language Journal
- Journal of Slavic Linguistics
- Language and Linguistics Compass
- Linguistic Approaches to Bilingualism

- Linguistic Discovery
- Linguistic Inquiry
- Linguistic Typology
- Linguistics
- Oxford Bibliographies Online, Linguistics
- Studies in Natural Language and Linguistic Theory (companion to NLLT)
- Theoretical Linguistics
- Voprosy jazykoznanija (Russia)

Publications:

Monographs

- *A Grammar of Tsez*, with Bernard Comrie (Mouton de Gruyter). Under contract.
- *Heritage Languages and Their Speakers*. Cambridge: Cambridge University Press, 2018.
- *Deconstructing ergativity: Two main types of ergative languages*. Oxford: Oxford University Press, 2016.

Articles and Book Chapters:

- “Agreement between arguments? Not really.” (2017). In Roberta D’Alessandro et al. (eds.) *The verbal domain*. Oxford: Oxford University Press, 49-85. (with Nina Radkevich and Marina Chumakina).
- “Cross-linguistic scope ambiguity: When two systems meet.” (2017). *Glossa* (with Gregory Scontras and Edwin Tsai).
- “A preliminary look at exceptives in Tahitian.” (2017). In Jason Ostrove, Ruth Kramer, and Joseph Sabbagh (eds.). *Asking the Right Questions: Essays in Honor of Sandra Chung*. UC Santa Cruz, 27-42 (with Eric Potsdam).
- “Experimental approaches to ergative languages.” (2017). In Jessica Coon, Diane Massam and Lisa Travis (eds.) *Handbook of ergativity*. Oxford: Oxford University Press, 709-736 (with Nicholas Longenbaugh).
- “Antipassive.” (2017). In Jessica Coon, Diane Massam and Lisa Travis (eds.) *Handbook of ergativity*. Oxford: Oxford University Press, 308-331.
- “Silence is difficult: On missing elements in bilingual grammars.” (2017). *Zeitschrift für Sprachwissenschaft* 36: 135–163 (with Oksana Laleko).
- “The processing of long-distance dependencies in Niuean.” (2016). In H. Hsieh (ed.) *Proceedings of AFLA 22*, 98-120. Canberra: Asia Pacific Linguistics (with Nicholas Longenbaugh).
- “Between syntax and discourse.” (2016). *Linguistic Approaches to Bilingualism* 6, 329-363 (with Oksana Laleko).
- “Agreement in Archi from a minimalist perspective.” (2016). In Oliver Bond, Greville G. Corbett, Marina Chumakina, and Dunstan Brown (eds.) *Archi: Complexities of Agreement in Cross-Theoretical Perspective*, 184-232. Oxford: Oxford University Press.
- “Looking ahead.” (2016). In Diego Pascual y Cabo (ed.) *Advances in Spanish as a heritage language*, 325-346. Amsterdam: John Benjamins.
- “Bilingual children and adult heritage speakers: The range of comparison.” (2016). *International Journal of Bilingualism* DOI: 10.1177/1367006916656048

- “Structure vs. use in heritage language.” (2016). *Linguistic Vanguard* DOI 10.1515/lingvan-2015-0036

JAN J. RIGGSBEE

Employment:

2017-presentProfessor of the Practice, Program in Education, Duke University

2007-2017Associate Professor of the Practice, Program in Education, Duke University

1998-2007Assistant Professor of the Practice, Program in Education, Duke University

1990-1998Lecturer, Program in Education, Duke University

Education:

1995Ed.D. (Curriculum and Instruction), North Carolina State University

1982M.A. (School Administration), Appalachian State University

1975B.A. (Education), Queens University

Administrative Experience:

- Director and Chair, Program in Education (2008-2015)
- Director, Duke TeachHouse (2015-present)
- Director, Knowledge in Service of Society Focus Cluster (2012-2013, 2016-2017, 2017-2018; appointed 2018-2019)
- Faculty Director, DukeEngage Bennettsville, SC (2011-2014)
- Affiliated Faculty, Center for African and African American Research, Duke University

Awards and Distinctions:

- Duke Social Innovation and Entrepreneurship Faculty Fellow (2015-2016)
- David L. Paletz Innovative Teaching Fund Award, Duke University Trinity College of Arts and Sciences (2010-2011, 2012-2013)
- Duke University Trinity College of Arts and Sciences Top 5% Course Evaluations (Fall 2010, Fall 2012)

Grants and Sponsored Research (selected):

- Duke TeachHouse Innovation Lab, SunTrust Foundation. Amount of Award: \$10,000. February 2018. Role: Co-author with Mary Lou Rollins, Office of Durham and Regional Affairs, Duke University.
- Duke TeachHouse, Administered by The Kenan Charitable Trust. Amount of Award: \$150,000; Duke match: \$160,000. August 1, 2016—July 31, 2018. Role on grant: PI.

- DukeImmerse: Education and Equity through the Lens of Social Justice, Human Rights, and Activism. February 2018 (active). Amount of Award: \$~14,000. Role on grant: Lead Faculty.

Publications:

- Linnenbrink-Garcia, L., Wormington, S. V., Snyder, K. E., Riggsbee, J., Perez, T., Ben-Eliyahu, A., & Hill, N. (in press). Multiple pathways to success: An examination of integrative motivational profiles among college and upper elementary students. *Journal of Education Psychology*.
- Mendelson, J., White, Y., Hans, L., Adebari, R., Schmid, L., Riggsbee, J., Goldsmith, A., Ozler, B., Buehne, K., Jones, S., Shapleton, J., & Dawson, G. (2016). A preliminary investigation of a specialized music therapy model for children with disabilities delivered in a classroom setting. *Autism Research and Treatment, Vol. 2016*, Article ID 1284790.
- Riggsbee, J. & Wynn, S.R. (2013, October). Transforming teacher preparation: A developmental model. Proceedings of the 6th Annual Mentoring Conference, University of New Mexico, Albuquerque, NM [CD].
- Riggsbee, J., Malone, D., & Straus, M. (2012). The role of liberal education in preparing tomorrow’s teachers. *Peer Review*, 14, 12—15. Association of American Colleges and Universities, Washington, DC.
- Carboni, L.W. & Riggsbee J. (2007). “We needed support and it was out there:” Building an online community with cooperating teachers. *Electronic Journal for the Integration of Technology in Education*, 6, 109 – 122.

Presentations:

- Riggsbee, J., Malone, D. & Rogers, M. (2017, September) *Growing ethical leaders, engaged citizens, and effective teachers: An immersive service-learning model for first year undergraduates*. International Association for Research in Service Learning and Community Engagement Conference, Galway, Ireland.
- Riggsbee, J., Pollard, A., & Wise, B. (2017, May) *Duke TeachHouse: A model for early career teacher leadership, innovation, and resiliency*. Teacher Leader Fellowship Program Institute, Central Connecticut State University (CCSU)/Connecticut Education Association at CCSU, New Britain, CT.
- Sperling, J. & Riggsbee, J. (2016, October). Live and learn: Evaluating an innovative approach to supporting early-career teachers. 30th Annual American Evaluation Association Conference, Atlanta, GA.
- Carinder, C., Griffith, A., Januzzi-Godfrey, P., Malone, D., Riggsbee, J., & Rogers, M. (2013, March). *Community-based teaching and learning: Teacher training, teacher projects, and faculty/teacher partnerships*. 24th Annual National Service-Learning Conference, Denver, CO.

BOGDAN B. SAGATOV

Employment:

2016-presentSenior Methodologist (ret.), Center for Language and Area Studies
National Cryptologic School, U.S. Department of Defense

1986-2017.....Technical Director, Center for Language and Area Studies
National Cryptologic School, U.S. Department of Defense

1979-1986.....Assistant/Associate Professor, Russian Language, Literature and
Culture, Goucher College/Johns Hopkins University Cooperative
Russian Program, Baltimore, MD

Education:

1983.....Ph.D. (Slavic Languages and Literatures), Univ. of North Carolina,
Chapel Hill

1975.....M.A. (Slavic Linguistics), Univ. of North Carolina, Chapel Hill

Certifications:

DLPT Certified Russian Language Analyst at ILR Levels 3+/3+ in Reading/Listening

Administration and Service:

- Founder/Webmaster (2004-2015), Interagency Language Roundtable (ILR) Website (www.govtilr.org on Internet); Creator/Content Owner: ILR Language Roadmaps—Guides to Selected Sites; Creator/Content Owner: ILR Webliographies of Less Commonly Taught Languages/Area Studies Resources.
- Member, Steering Committee (2009-2015), ODNI/NCS-Sponsored Language Education and Resources Network (LEARN) Workshops; Chief Organizer: 2009 Russian LEARN at Duke University; 2011 Russian LEARN at DLIFLC, Monterey, CA; 2012 Adult Learner Workshop at University of Texas at Austin; regular presenter at other LEARN Workshop.
- Member (2002—present), National Policy Committee, Slavic and Eurasian Language Resource Center (SEELRC), Duke University, Durham, NC (2002—present).

SUSAN SAGATOV

Employment:

PresentMethodologist, Instructional Technologist, Senior Russian
Instructor, Center for Language and Area Studies, Department of
Defense, Ft. George G. Meade, MD

Education:

U.S. Army Russian Institute, Garmisch, Germany (Advanced Russian, Ukrainian)

USG Language Cross-Training Programs (Ukrainian, Estonian)

Defense Language Institute, Monterey, CA (Basic and Intermediate Russian)

B.A. (Zoology) Miami University, Oxford, OH

Department of Defense Experience:

- Language Analyst—over 20 years’ experience performing all related mission tasks to include transcription, translation, research, analysis and reporting. Operational language experience in Russian, Ukrainian and Estonian.
- Russian Language Instructor—over 20 years’ experience developing upper level Russian language courseware and teaching at Department of Defense sites worldwide. Regarded as USG Subject Matter Expert in teaching Transcription and Aural Language Processing Skills and Strategies.
- Instructional Technologist—Inventor of USG patented Educational Technologies *ScribeZone* and *ScribeCAT* that facilitate the development and delivery of multimedia foreign language courseware. Developed and taught instructor training courses for both technologies.
- Methodologist—Coach and mentor to USG and contractor foreign language instructors in applying best practices for teaching Listening and Reading Comprehension, Transcription and Aural Language Processing Skills and Strategies.

Selected Presentations:

- “Mission-Oriented Training to Build Aural Language Processing Skills and Strategies,” Defense Language Institute Seminar on Level 3 and Above, Maritime Learning Center, Linthicum, Maryland, January 2018.
- “Cognitive Transcription: At the Intersection of Listening and Reading,” International TESOL Convention, Seattle, WA, March 2017.
- “Overview of USG-funded Language Projects at NCS,” USG Technology LEARN Workshop, Loyola Graduate Center, Columbia, MD, August 2015.
- “Welcome to the Hotel California: A Model Peer-to-Peer Advanced Language Practicum,” USG Professional Development LEARN Workshop, Foreign Service Institute, May 2015.

ANTHONY VANCHU

Employment:

2000-presentDirector, Russian and German Instructor, NASA Johnson Space Center Language Education Center, Houston, Texas (TechTrans International)

1998-2000.....Russian Language Program Director, Russian and German Instructor, NASA Johnson Space Center Language Education Center, Houston, Texas (TechTrans International)

1996-1997.....Visiting Assistant Professor, Department of German & Russian, Oberlin College

1989-1996.....Assistant Professor, Department of Slavic Languages, University of Texas, Austin

Education:

- 1990.....Ph.D. (Slavic Languages and Literatures), University of California, Berkeley
- 1983.....M.A. (Slavic Languages and Literatures), University of California, Berkeley
- 1980-1982.....DAAD Fellow (German Academic Exchange Service), Universität Konstanz, Germany
- 1978.....B.A. (Russian and Linguistics), Wesleyan University

Courses Taught:

Russian-language tutorials for astronauts at all levels, including technical materials; Russian-language tutorials for non-astronaut students (engineers, flight surgeons, flight directors, etc.) at all levels; Phase One: An Introduction to Russian Language and Culture; Russian language group classes for non-astronaut students at various levels; Introduction to German Language and Culture.

Selected Publications and Presentations:

- Phase One: An Introduction to Russian Language and Culture. Editor and contributor, 2017 (revision), 173 pp.
- Emergency Procedures: General Instructions (for Learners of Russian), Elena Zhdanova (author), Anthony Vanchu (ed.), 286 pp.; also created 181 on-line exercises based on book contents
- Россия в космосе (Russia in Space). Elena Hansen (author), Anthony Vanchu (ed.), 2009, 359pp created 109 on-line exercises based on book contents
- Союз-100 Полёт «Титанов». Transcript, Vocabulary, Exercises. Irina Finberg (author), Anthony Vanchu, (ed.), 2009, 285 pp.
- “Принято (Copy): Russian Language Training at the NASA Johnson Space Center, or... How I Came to Love the FGB,” LEARN: Revolutionizing Learning Russian: Language, Culture and Technologies at the Intermediate and Advanced Levels, Duke University, July 2009.

TROY BRANT WILLIAMS**Employment:**

- 2013-presentMulti-Disciplinary Russian Language Analyst, U.S. Department of Defense
- 2001-presentPost-doctoral researcher, Slavic and Eastern European Languages Resource Center (SEELRC), Duke University
- 2008-2013.....Faculty, Academy of Art University, San Francisco, CA
- 2007-2008.....Instructor, American Language Institute

1998-2001.....Adjunct Professor of Russian, Davidson College

1985-1989.....Russian Cryptologic Linguist, United States Air Force

Education:

2000.....Ph.D. (Slavic Linguistics and Cultural Anthropology), Duke University

2007.....M.A. (English with concentration in TESOL), San Francisco State University

1998.....M.A. (Russian Literature) with Certificates in Slavic Studies and Women’s Studies, Duke University

1993.....B.A. (Russian Language), University of California at Davis

Awards and Affiliations:

- Charter member NLSC (National Language Service Corps)
- Commandant’s Award for highest academic achievement in DLI class
- University of California Regents Scholar, 1991-1993
- Air Force Commendation Medal
- Medals for: Army of Occupation, Marksmanship, Good Conduct, Longevity Service, Overseas Long Tour, Outstanding Unit
- Squadron Airman of the Month, March 1987
- Membership in Phi Beta Kappa, Phi Kappa Phi, Golden Key honor societies, Phi Beta Delta international society, American Association of Teachers of Slavic and Eastern European Languages (AATSEEL)

21 June 2018

Carolyn Collins
International & Foreign Language Education
US Department of Education
400 Maryland Ave. SW/Mailstop OPE-258-40
Washington, DC 20202

Reference: Language Resource Centers (LRC) Program – CFDA: 84.229A

Dear Ms. Collins:

On behalf of Duke University, I am pleased to endorse the enclosed proposal submitted by Professor Edna Andrews entitled "Center for Slavic, Eurasian, & Eastern European Studies: Slavic and Eurasian Language Resource Center" requesting a total budget of \$794,485. We have reviewed the proposal and budget, and, if the proposal is funded, we agree to administer the resulting award.

This letter certifies that Duke University is not delinquent on any federal debt, nor is Duke University presently debarred, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency. Duke University also has a written and enforced administrative process to identify and manage, reduce, or eliminate conflicting financial interest with respect to all research projects for which funding is sought.

Please note that Duke University only conducts basic fundamental research in science and engineering, the results of which are published and shared broadly within the scientific community. Duke University cannot accept award terms which would violate our fundamental research status nor can we accept terms which would violate our University-Industry Guidelines, a copy of which is available at: <http://ors.duke.edu/orsmanual/university-industry-guidelines>. Duke reserves the right to negotiate the final terms of any award, consistent with the application.

Any technical questions about this project should be addressed to Dr. Andrews. Please send all administrative correspondence to the following address:

Keith Hurka-Owen, Director
Office of Research Support
Duke University
2200 W. Main St., Ste. 710
Durham, NC 27705

We look forward to this collaboration between our organizations. If you have any concerns or questions, please contact me at 919-684-3030 or ors-grant@duke.edu.

Sincerely,



Adam J King
Assistant Director



James E. Shepard, Founder

June 14, 2018

Edna Andrews, Ph.D.
Chair of Linguistics
Director of CSEEEES & SEELRC
Duke University
321 B. Languages Building
Durham, NC 27708

Dear Dr. Andrews,

Collaboration between the Duke University Language Resource Center and North Carolina Central University School of Education is a unique way to enhance our work of preparing students to become teachers. It is my understanding that the work of the Language Resource Center has led to some exciting and innovative projects at campuses around the nation. I appreciate you reaching out to us to explore ways that we can potentially partner.

For years the School of Education has focused on “*Preparing Educators for Diverse Cultural Contexts*” by demonstrating culturally responsive teaching practices. That certainly involves an exploration of language and linguistics topics that arise in our field. Our faculty, are always looking for ways to improve learning and development by using a variety of methods, theories and resources. This partnership will assist the School of Education faculty and staff with research and professional development opportunities while enhancing our commitment of service to the K-12 community.

I am enthusiastic about the potential collaboration on our proposed topics of (a) language issues in underserved communities (b) recruitment of high school students into education and languages and (c) developing a professional learning community. What a great chance work across campuses and disciplines.

Sincerely,

Paquita M. Yarborough, Ed.D.
*Director of Strategic Initiatives &
University-School Partnerships*



**School of Languages,
Literatures, and Cultures**

3215 Jimenez Hall
University of Maryland
College Park, MD 20742-4831

Kira Gor

*Associate Professor of
Second Language Acquisition*
Fax 301-314-9752

E-mail: kiragor@umd.edu
<http://www.languages.umd.edu/SLAA/>
<https://slc.umd.edu/sla/kiragor>

May 10, 2018

TO: Edna Andrews, Ph.D., Director
Center for Slavic, Eurasian, and
East European Studies Slavic and
Eurasian Language Resource Center
Duke University
Box 90260
Durham, NC 27708

RE: Title VI proposal of SEELRC

Dear Edna:

I am writing to confirm that the Graduate Program in Second Language Acquisition at University of Maryland is looking forward to a continued collaboration with the Slavic and Eurasian Language Resource Center (SEELRC), which you direct. In particular, we are delighted to collaborate with SEELRC on the second phase of the Project Linguistic Correlates of Proficiency, *Vocabulary Acquisition by Adult Learners and Heritage Speakers of Russian: Cognitive Mechanisms and Pedagogical Applications*. This new project is described in detail in the proposal to be submitted by SEELRC to the Department of Education.

We support your proposal in the strongest possible terms and look forward to working with you and SEELRC in the future.

Kind regards,

Kira Gor, Ph.D.

June 1, 2018

Professor Edna Andrews
Director,
Center for Slavic, Eurasian, and East European Studies
Slavic and Eurasian Language Resource Center
Duke University
Box 90260
Durham, NC 27708

RE: Title VI proposals of CSEEEES and SEELRC

Dear Professor Andrews,

I write to convey my enthusiastic support for Duke's Title VI grant proposal and look forward to the prospect of collaborating with you and the Center for Slavic, Eurasian, and East European Studies (CSEEEES) and Slavic and Eurasian Language Resource Center (SEELRC) on a series of new and ongoing initiatives focused around issues of language and culture.

In particular, I am most pleased that Duke graduates participating in Duke TeachHouse (all licensed K-12 teachers) along with Duke undergraduate Education students and Education faculty members have the opportunity to critically examine and dialogue about timely and impactful topics in K-16 education that include cultural competencies, language acquisition, and neuroscience and language.

These initiatives are extremely valuable to our students and faculty and are described in detail in the proposals to be submitted by CSEEEES and SEELRC to the Department of Education.

Sincerely,



Jan Riggsbee, Ed.D.
Director, Duke TeachHouse
<https://educationprogram.duke.edu/duke-teachhouse>

Director, Duke Elementary Teacher Preparation
<https://educationprogram.duke.edu/undergraduate/elementary-teacher-license>

Director, Knowledge in the Service of Society Focus
Cluster
<https://focus.duke.edu/clusters-courses/knowledge-service-society>

Duke University

DURHAM
NORTH CAROLINA
27708

PROGRAM IN EDUCATION
BOX 90739

TELEPHONE: (919) 660-3075
FAX: (919) 660-3080

June 14, 2018

Professor Edna Andrews
Director, Center for Slavic, Eurasian, and East European Studies
Slavic and Eurasian Language Resource Center
Duke University
Box 90260
Durham, NC 27708

RE: CSEEEES and SEELRC Title VI proposal

Dear Professor Andrews,

I am very pleased to offer my strong endorsement of Duke's Title VI grant proposal. As a faculty member whose scholarship and teaching focus on innovative approaches to the professional development of pre-service and in-service teachers, I believe that the proposed initiative will provide a number of positive opportunities to work with undergraduates, graduate students, K-12 teachers, and university faculty in the field of Education.

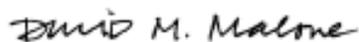
The proposed initiative will also allow us to strengthen our work with faculty at other institutions of higher education such as North Carolina Central University and Bennett College by building on previous and current collaborations – as well as developing new projects with Bennett and NCCU.

The grant will allow us to focus on enhancing the preparation of K-12 teachers and university faculty in critically needed areas – areas which our experience and research show need to be significantly strengthened: cultural competencies, language learning, global awareness, brain-based teaching and learning, the application of cognitive science and neuroscience to classroom settings, and the assessment of educational objectives.

We are eager to collaborate with your team and with the Center for Slavic, Eurasian, and East European Studies (CSEEEES) and Slavic and Eurasian Language Resource Center (SEELRC) on creative initiatives which are critical to high-impact practices in K-16 education.

Thank you for providing this wonderful opportunity to our faculty and students.

Sincerely,



David M. Malone, Ph.D.
Professor of the Practice
Director of Undergraduate Studies, Program in Education
Director of Duke Service-Learning
Duke University

LRC Project Performance Measure Form (PMF)

SEELRC Project Performance Measures 2018-2022								
Activities	Data Indicator(s)	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
Project Goal 1: Improve availability and access to high-quality Slavic and Eurasian language instructional and testing materials at the advanced and superior levels								
Performance Measure (PM) 1a: Publish new, updated, or revised publications online of instructional and testing materials for Slavic and Eurasian languages at multiple proficiency levels	Number of instructional and testing materials published online	Annual	Online open source site (seelrc.com)	0	30	30	30	30
PM 1b: Track metadata for access and availability of materials on SEELRC websites	1bi: Number of unique users of SEELRC websites	Annual	Google Analytics	0	18,000	18,500	19,000	19,500
	1bii: Average length of session duration for top five pages on SEELRC websites (minutes)	Annual	Google Analytics	0	1:45	1:45	1:45	1:45
Project Goal 2: Engage in research projects in second language acquisition, proficiency testing, heritage learners, and other topics relating to Slavic and Eurasian language, linguistics, pedagogy, and assessment								
PM 2a: Conference proceedings and peer-reviewed scholarly articles on Slavic and Eurasian languages and linguistics in SEELRC's online journal <i>Glossos</i>	Number of peer-reviewed scholarly articles published in <i>Glossos</i>	Annual	Online open source site (seelrc.com)	0	3	3	3	3
PM 2b: Conference and workshop presentations based on research projects funded by SEELRC	Number of conference and workshop presentations	Annual	SEELRC records	0	14	14	14	14

PM 2c: Development of instructional web modules by specialists whose research may overlap with the research projects covered by this Project Goal and Slavic and Eurasian linguistics	Number of modules developed	Annual	Online open source site (seelrc.com)	0	20	20	20	20
PM 2d: Language proficiency testing of Russian language learners at all levels of proficiency to provide research data relevant to pedagogy, testing, and assessment	Number of language learners tested	Annual	SEELRC records	0	10	10	10	10
Project Goal 3: Improve access to high quality professional development opportunities for Slavic and Eurasian language instructors								
PM 3: Organize and host summer institutes and workshops on language technologies and applied research for language instructors and specialists in Slavic and Eurasian languages	Number of institutes and workshops hosted	Annual	SEELRC records	0	2	2	2	2
Project Goal 4: Remove barriers to minority populations in studying Slavic and Eurasian languages and cultures								
PM 4: Collaborate with minority serving institutions and K-12 public schools and other partners to conduct workshops, seminars, conferences, and other programs (including the Russian Olympiada)	Number of programs conducted	Annual	SEELRC records	0	2	2	3	3

Position Descriptions for Proposed Personnel for the Project

Grant Specialist: SEELRC will use LRC funds to pay 50% of the full-time salary of \$49,000 per year. The Grant Specialist position is a 12 month position, with 50% effort committed to SEELRC activities and management. The Grant Specialist is principally responsible for administrative, financial, and logistical aspects of the various projects and deliverables, including maintaining compliance with institutional, sponsor, and federal regulations and reporting requirements. Responsibilities include insuring compliance with allowable charges, monthly reconciliation, managing and adjusting personnel effort, and facilitating pre-award and post-award administration between institutional units. Salary is increased 3% per year in years 2-4.

Web Specialist: SEELRC will use LRC funds to pay 100% of the part-time salary of \$24,000 per year. The Web Specialist a 12 month position, and is principally responsible for all web-based realization and implementation for all of our major projects, including content, form, and design, and is the Editor-in-Chief for the online journal GLOSSOS. The Web Specialist analyzes and incorporates metadata for the SEELRC websites to improve form and function in order to increase access and availability of high-quality language instructional materials at advanced levels. This position requires specialized content knowledge of the languages and cultures of the regions covered in SEELRC projects, such as the Russian Grammatical Dictionary, Culture and Language through Film series, and webliographies. The Web Specialist is also responsible for technical support that includes web updates, renewal of site certifications, and provides access to faculty and students across the country to our teacher interface and diagnostics for all Culture and Language through Film materials. The salary for this position remains the same throughout the period of the grant.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

SLAVIC & EURASIAN LANGUAGE RESOURCE CENTER
2018-2022 Budget

	2018-19	2019-20	2020-21	2021-22	Total
1. Personnel					
1. Grant specialist [Neill] (50% of full-time salary)	24,500	24,500	24,500	24,500	98,000
2. Web specialist [Williams] (100% of part-time salary)	24,000	24,000	24,000	24,000	96,000
<i>Subtotal Personnel</i>	<i>48,500</i>	<i>48,500</i>	<i>48,500</i>	<i>48,500</i>	<i>194,000</i>
2. Fringe Benefits					
Duke monthly employees (24.0%; 24.2%; 25.3%; 24.3%)	11,640	11,737	12,271	11,786	47,434
8. Other					
*1. Collaborative initiative with NCCU (MSI): Linguistic Issues in Fragile Communities	5,000	5,000	5,000	5,000	20,000
*2. Collaborative initiative with NCCU (MSI): Future Teachers	5,000	5,000	5,000	5,000	20,000
*3. Collaborative initiative with NCCU (MSI): Professional Learning Community & Education Resources	5,000	5,000	5,000	5,000	20,000
*4. Increasing diversity of Slavic and Eurasian language learners	4,000	4,000	4,000	4,000	16,000
*5. Scribezone	15,000	15,000	15,000	15,000	60,000
*6. Summer institutes & workshops	15,000	15,000	15,000	15,000	60,000
*7. Supplemental payments for preparation of tutorials and teaching materials for language instruction (including, Armenian, Ukrainian, Georgian, Estonian, Hindi, Turkmen, and Kyrgyz)	6,000	6,000	6,000	6,000	24,000
*8. Linguistic correlates of proficiency at the intermediate to advanced proficiency levels: Russian (Dr. Kira Gor, UMD--consultant)	15,000	15,000	15,000	15,000	60,000
*9. Development of proficiency testing standards and tests	2,000	2,000	2,000	2,000	8,000
*10. Proficiency scale comparisons	2,000	2,000	2,000	2,000	8,000
*11. Longitudinal fMRI proficiency study of second/third language acquisition and multilingualism (30 scans/year at \$500/scan)	12,000	12,000	12,000	12,000	48,000
*12. Analysis of proficiency testing outcomes	1,500	1,500	1,500	1,500	6,000
*13. Grammatical dictionary of contemporary standard Russian	3,000	3,000	3,000	3,000	12,000
*14. Online reference grammars	2,000	2,000	2,000	2,000	8,000
*15. Webliography	800	800	800	800	3,200
*16. Language exercises with diagnostics (Slavic & Eurasian languages)	1,500	1,500	1,500	1,500	6,000
*17. Culture and language through film	3,000	3,000	3,000	3,000	12,000
*18. Online collaborative annotation project	1,000	1,000	1,000	1,000	4,000
19. Development of a common LRC brochure and maintenance of common LRC portal	1,000	1,000	1,000	1,000	4,000
*20. Computer programming services (Stollack--consultant; \$95/hr x 5hrs/week x 50 wks/year)	23,750	23,750	23,750	23,750	95,000
<i>Subtotal Other</i>	<i>123,550</i>	<i>123,550</i>	<i>123,550</i>	<i>123,550</i>	<i>494,200</i>
Total Direct Costs	183,690	183,787	184,321	183,836	735,634
Indirect Costs (8%)	14,695	14,703	14,746	14,707	58,851
Total Costs	198,385	198,490	199,067	198,543	794,485

BUDGET NARRATIVE

1. Personnel

A. Administrative

- i. **Grant Specialist:** SEELRC will use LRC funds to pay 50% of the full-time salary of \$49,000 per year. The Grant Specialist position is a 12 month position, with 50% effort committed to SEELRC activities and management. The Grant Specialist is principally responsible for administrative, financial, and logistical aspects of the various projects and deliverables, including maintaining compliance with institutional, sponsor, and federal regulations and reporting requirements. Responsibilities include insuring compliance with allowable charges, monthly reconciliation, managing and adjusting personnel effort, and facilitating pre-award and post-award administration between institutional units.
- ii. **Web Specialist:** SEELRC will use LRC funds to pay 100% of the part-time salary of \$24,000 per year. The Web Specialist a 12 month position, and is principally responsible for all web-based realization and implementation for all of our major projects, including content, form, and design, and is the Editor-in-Chief for the online journal GLOSSOS. The Web Specialist analyzes and incorporates metadata for the SEELRC websites to improve form and function in order to increase access and availability of high-quality language instructional materials at advanced levels. This position requires specialized content knowledge of the languages and cultures of the regions covered in SEELRC projects, such as the Russian Grammatical Dictionary, Culture and Language through Film series, and webliographies. The Web Specialist is also responsible for technical support that includes web updates, renewal of site certifications, and provides access to faculty and students across the country to our teacher interface and diagnostics for all Culture and Language through Film materials. The salary for this position remains the same throughout the period of the grant.

2. Fringe Benefits

- i. **Duke monthly:** All Duke employees paid with LRC funds are monthly employees, for whom the applicable Federal fringe benefits rate for FY18/19 is projected to be 24%. Subsequent years are based off anticipated rates of 24.2% in FY 19/20, 25.3% in FY20-21, and 24.3% in FY 20/21. Projected rates from the University's Corporate Controller are not yet negotiated and are subject to change.

8. Other

- i. **Collaborative initiative with NCCU (MSI): Linguistic Issues in Fragile Communities:** A report by the Thurgood Marshall College Fund's Center for Advancing Opportunity defines fragile communities as those facing barriers to opportunity including high levels of poverty, low-performing schools, inequities in law enforcement and limited economic mobility. This broad subject can provide a number of subtopics that affect or involve the community's lexicon (i.e. code switching, borrowing, language transfer, etc.). A series of speakers, panel discussions, workshops, etc. will be designed around this subject. [\$5,000 p.a. in each year of the grant]
- ii. **Collaborative initiative with NCCU (MSI): Future Teachers:** SEELRC, Duke Program in Education, and NCCU SOE will work with Durham Public Schools to create a program that is less prescriptive than the traditional Teacher Cadet program. The

ultimate goal is to introduce high school students to the education profession and this program will seek to do so by addressing the specific needs of the Durham Community. [\$5,000 p.a. in each year of the grant]

- iii. **Collaborative initiative with NCCU (MSI): Professional Learning Community and Education Resources:** Through the creation of a professional learning community (PLC), we can work collaboratively to create new resources or improve existing resources that enhance teaching skills and improve the academic performance of students. The PLC initiative will enable us to learn from one another and examine what influences student achievement. Workshops, seminars, online resources, etc. will be designed around this initiative. [\$5,000 p.a. in each year of the grant]
- iv. **Increasing diversity of Slavic and Eurasian language learners:** Collaborations with NCCU (MSI), Bennett (MSI), U. of Arizona (HSI) and Jordan H.S. In addition, in an effort to increase the number of minority students enrolled in SES LCTLs at the K-16 level, SEELRC and the Duke Linguistics Program, in conjunction with Indiana University (REEI) and the University of Maryland (Program in 2nd Language Acquisition), will conduct a series of workshops, seminars and conferences resulting in publication of results with specific recommendations for deepening diversity in the populations learning SES LCTLs. [\$4,000 p.a. in each year of the grant]
- v. **ScribeZone:** An interactive multi-media technology originally created by the DoD, will be developed as a method to improve listening and transcription skills, grammatical knowledge, and reading skills through exercises built around authentic materials from a range of media sources. This will be the first project to implement ScribeZone outside of DOD. SEELRC is developing additional modules so that the ScribeZone technology can be used to teach Polish, Chinese, and Russian. Additional languages will be added during the 2018-2022 grant cycle. [\$15,000 p.a. in each year of the grant]
- vi. **Summer institutes & workshops:** SEELRC sponsors an annual summer institute/workshop. Offered in alternating years, SEELRC hosts a summer institute on “Slavic and Eurasian Languages: Acquisition, Techniques, and Technologies” as well as a “Russian Language Proficiency Testing & Certification Workshop.” The summer institute also addresses issues related to expanding diversity of Slavic language learners. [\$15,000 p.a. in each year of the grant]
- vii. **Supplemental payments for preparation of tutorials and teaching materials for language instruction:** New exercises for Armenian, Ukrainian, Georgian, Estonian, Hindi, Turkmen, and Kyrgyz) [\$6,000 p.a. in each year of the grant]
- viii. **Linguistic correlates of proficiency at the intermediate to advanced proficiency levels:** Joint project with University of Maryland of heritage language learners at the intermediate and advanced levels and comparative testing results of heritage and non-heritage learners (late second language learners). Three parts: (1) Linguistic Barriers to Proficiency at the Intermediate to Advanced Levels (ILR 1, 1+, 2); (2) A Comparison of Heritage & Late L2 Learners at the Intermediate to Advanced Levels; and (3) A Comparison of Heritage & Late L2 Learners at the Advanced & Superior Levels (ILR 2, 2+, 3). [\$15,000 p.a. in each year of the grant]

- ix. **Development of proficiency testing standards and tests:** The development of proficiency testing standards and actual tests for LCTLs for which no such standards or tests currently exist. In conjunction with the Indiana University's REEI & CELCAR and SEELRC, the languages targeted for this effort include Central Asian & South Slavic languages (including Albanian, Armenian, Belarusian, Bulgarian, Croatian, Hindi, Macedonian, Romani, Serbian, Slovak, Slovenian, Ukrainian, Urdu, and Uzbek). [\$2,000 p.a. in each year of the grant]
- x. **Proficiency scale comparisons:** Joint project with Dr. Kira Gor, Univ. of Maryland Dept. of Second Language Acquisition, on proficiency scale comparisons (from Level 1-3), including ACTFL, ILR and CEFR. [\$2,000 p.a. in each year of the grant]
- xi. **Longitudinal fMRI proficiency study of second/third language acquisition and multilingualism:** a unique longitudinal study devoted to the analysis of bi- and multilingual subjects who are (1) already proficient in at least 2 languages or (2) are acquiring Russian as a second/third language. This is the only study to date that includes (1) longitudinal fMRI data with subject-based proficiency and behavioral data acquired in the same time frame and (2) statistical modeling that demonstrates the importance of covariate language proficiency data for understanding imaging results of language acquisition. [\$12,000 p.a. in each year of the grant]
- xii. **Analysis of proficiency testing outcomes:** Comparative proficiency testing data collection (ACTFL, ILR, CEFR/TRKI) (in conjunction with Indiana University, and certified testers from ACTFL, ILR, CEFR/TRKI and U.S. Dept. of Defense). SEELRC will continue collaboration with NRCs to improve testing and evaluation (pre- and post-) for FLAS fellowship recipients. [\$1,500 p.a. in each year of the grant]
- xiii. **Grammatical dictionary of contemporary standard Russian** [\$3,000 p.a. in each year of the grant]
- xiv. **Online reference grammars:** Ongoing project that will be expanded to include several new languages (Armenian, Belarusian, Modern Greek, Hindi, Slovak, Slovenian, Turkish, Ukrainian, Urdu, Uzbek) [\$2,000 p.a. in each year of the grant]
- xv. **Webliography:** Ongoing project that will be expanded to include several new languages (Finnish, Dari, Pashto, Romani, Urdu) [\$800 p.a. in each year of the grant]
- xvi. **Language exercises with diagnostics:** Expansion of the existing modules in Slavic linguistics, as well as the inclusion of evaluation and testing materials with diagnostics for all online modules. [\$1,500 p.a. in each year of the grant]
- xvii. **Culture and language through film:** Ongoing project that will be expanded to include course-length new modules for Language and Culture Through Film, finalization of administrative tools that allow instructors to produce their own LCTF Packages by providing video, transcript, exercises and diagnostics through a user-friendly interface for any language. [\$3,000 p.a. in each year of the grant]
- xviii. **Online collaborative annotation project:** We will develop the technologies and skills necessary to continue a program of subtitling (both in native language and English translation) a collection of Slavic language films. [\$1,000 p.a. in each year of the grant]

- xix. **Development of a common LRC brochure and maintenance of common LRC portal** [\$1,000 p.a. in each year of the grant]
- xx. **Computer Programmer:** This position is part-time, contractual, and used on an as-needed basis to ensure reasonable costs. This position exists as a consultant due to the specialized nature of the work done and the high cost of hiring a full time programmer for the program. The Computer Programmer is a highly-skilled, experienced programmer who is responsible for writing and repairing code necessary for maintaining and expanding SEELRC's web site and projects, and implementing the streaming video, subtitling, database, and other computer-based projects. The budget for this position is calculated as an hourly rate of \$95/hour x 5hrs/week x 50wks/year.