

**MICHIGAN STATE UNIVERSITY
Office of the Provost**

RECOMMENDATION FOR REAPPOINTMENT, PROMOTION, OR TENURE ACTION (Form D)

Name:

Durvasula	Karthik	
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 Date: 08/09/2021
Last First Middle

Present Rank

Assistant Professor

 Appointment Basis AY or AN

Linguistics, Languages, and Cultures			
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Primary Department Name Second Department Name Other Dept. Name

Arts and Letters		
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Primary College Name Second College Name Other College Name

U.S. Citizen or Permanent Resident? YES NO (If NO, tenure cannot be awarded unless a Tenure Policy Exemption Agreement has been approved.)

Years of MSU tenure system faculty service as of next August 16 as:

ASSISTANT PROFESSOR 3 ASSOCIATE PROFESSOR

Highest Degree

PhD

 Institution

University of Delaware

 Date: 01/08/2010

Additional Training/Education/Certifications/Licensure _____

Review Period Begin Date: 08/16/2019 The review period begins with the date of appointment or most recent reappointment/promotion.

	RECOMMENDATION BY DEPT CHAIR/SCHOOL DIRECTOR:	RECOMMENDATION BY DEAN:
Reappoint as Assistant Professor for probationary period of three years	<input type="checkbox"/>	<input type="checkbox"/>
Reappoint as Associate Professor and award tenure	<input type="checkbox"/>	<input type="checkbox"/>
Do not reappoint	<input type="checkbox"/>	<input type="checkbox"/>
Promote to Associate Professor and award tenure	<input type="checkbox"/>	<input type="checkbox"/>
Promote to Professor and award tenure	<input type="checkbox"/>	<input type="checkbox"/>
Promote to Professor	<input type="checkbox"/>	<input type="checkbox"/>
Do not promote	<input type="checkbox"/>	<input type="checkbox"/>
Fixed Term Associate Professors who acquire Tenure (Same Rank)	<input type="checkbox"/>	<input type="checkbox"/>
Fixed Term Professors Who Acquire Tenure (Same Rank)	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Primary Chairperson/Director Signature Second Chairperson/Director Signature Other Chairperson/Director Signature

Primary Dean/Adm. Head Signature Second Dean/Adm. Head Signature Other Dean/Adm. Head Signature

Provost Signature

Reappointment without tenure and non-reappointment for faculty with a probationary end date of August 15 of next year is effective August 16 of next year. Reappointment with tenure is effective the first day of the month following the Board of Trustees' approval. Promotion without granting tenure is effective July 1. Promotion plus granting tenure is effective the first day of the month following Board of Trustees' approval.

Committee Votes

Summary of Committee Votes									
Department/School ¹					College				
	Yes	No	Abstentions	Total		Yes	No	Abstentions	Total
# of votes					# of votes				

External Review Letters *(only required for promotions or the award of tenure)*

#	Reviewer Solicited	Recommended by		Letter Included (Yes/No)	Reason solicited letter was not received ²
		Candidate (Yes/No)	Unit (Yes/No)		
1	Name:				
	Academic Rank, Title, Department: Institution*:				
2	Name:				
	Academic Rank, Title, Department: Institution*:				
3	Name:				
	Academic Rank, Title, Department: Institution*:				
4	Name:				
	Academic Rank, Title, Department: Institution*:				
5	Name:				
	Academic Rank, Title, Department: Institution*:				
6	Name:				
	Academic Rank, Title, Department: Institution*:				
7	Name:				
	Academic Rank, Title, Department: Institution*:				
8	Name:				
	Academic Rank, Title, Department: Institution*:				

**Note: An explanation is needed, as necessary, for non-peer/aspirant reviewer institutions and/or reviewers who have not attained the academic rank of the candidate.*

¹ For units with multiple committees (e.g. reading committees), the vote reported should be from the committee that provides the ultimate recommendation to the chair/director.

² In cases in which an external letter writer indicates that she/he is unwilling to write a letter, please provide a copy of that communication, or indicate if it is not available.

FORM D – II SUMMARY INFORMATION

Summary Ratings of Scholarly Contributions by Department Chairperson/School Director:

The purpose of this summary is to assess the candidate’s performance in relationship to expectations across the functional areas of instruction, research and creative activities, and service within the academic and broader community. For relevant sub-functions, indicate the faculty member’s performance by placing an “✓” under the most appropriate rating (from excellent to poor). Performance should be evaluated relative to most appropriate comparison group and to assigned duties as reflected in percentage of time. For example, the most appropriate level of comparison for the function of “research and creative activities” is a national/international comparison within the discipline.

Performance Ratings

Function	Sub-Functions	Assignment % of Time	Excellent	Very Good	Avg.	Below Avg.	Poor
INSTRUCTION	Undergraduate*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Graduate*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Non-Credit Instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Academic Advising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH & CREATIVE ACTIVITIES	Research & Creative Activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SERVICE	<i>Academic:</i> Within Scholarly and Professional Organizations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Academic:</i> Within the University		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Within the Broader Community:</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	Other (specify)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING		100%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Include credit courses only, on and off campus.

FORM D – II SUMMARY INFORMATION, continued

Summary Statements by Chairperson/Director and Dean:

1. Summary comments by Department Chairperson/School Director*. (Provide comments by function and across functions, citing strengths and weaknesses.)

2. Summary statement by Dean*. (Dean must provide a statement of concurrence with Chairperson/Director if there is no other summary statement by the Dean.)

*If the reporting period differs from the usual review period, please justify and support that period

Summary Evaluation of Instruction by Department Chairperson or School Director:

Evaluate the faculty member's scholarly contributions in **instruction**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.*

FORM D - III B RESEARCH AND CREATIVE ACTIVITIES

Summary Evaluation of Research and Creative Activities by Department Chairperson or School Director:

Evaluate the faculty member's scholarly contributions in **research and creative activities**. Dimensions to be addressed may include (but are not limited to):

- *Discovery of new knowledge, including creative activities, and originality of approach;*
- *Development of innovative problem-solving strategies or methodologies;*
- *Application and dissemination of knowledge, including extension activities;*
- *Patient care activities in support of research and creative activities; and*
- *Research and creative activities in outreach, professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *publications, presentations, poster sessions, websites, etc.; performances and exhibits; scores, showings, recordings, and curatorial activities; citations of one's work by others; evaluations by peers and affected groups including comments by outside evaluators, journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.*

Summary Evaluation of Academic Service by Department Chairperson or School Director:

1. Evaluate the faculty member's scholarly contributions in **service within the academic community**—within professional and scholarly organizations or within the University. Dimensions to be addressed may include (but are not limited to):
 - *Membership in professional organizations/societies external to the University;*
 - *Role as editor of scholarly or professional journal or other similar publication;*
 - *Leadership role in internal academic governance and/or in external professional organizations;*
 - *Membership on department/school, college and university governance committees;*
 - *Ad hoc service involvement in special study groups/committees, service on internal/external review panels, member of grievance panels, etc.; and*
 - *Academic service activities in outreach, professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *committee accomplishments (policies, reports, organizational changes), evaluation by committee colleagues/chairperson or organization executive officers, and service awards or other forms of professional/alumni recognition.*

2. Evaluate the faculty member's scholarly contributions in **service within the broader community**. Dimensions to be addressed may include (but are not limited to):
 - *Application of scholarship to voluntary roles in community-based organizations;*
 - *Establishment of community links, voluntary leadership roles in community-based organizations;*
 - *Success in achieving grants and other forms of support for community service activities;*
 - *Success in completing assignments and projects for community service activities;*
 - *Responsiveness to societal needs and attention to the assets and goals of external groups;*
 - *Effectiveness in promoting the inclusion and advancement of diverse groups;*
 - *Development and evaluation of innovative approaches, strategies, technologies, and systems of service delivery.*
 - *Broader community service activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *publications, programs offered; presentations, performances, exhibits, broadcasts, websites, brochures and other print materials, and collection development; grants received in support of community activities; evaluations by affected groups including comments by outside evaluators, conference organizers, and/or media representatives.*

Summary Evaluation of Candidate's Special Foci by Department Chairperson or School Director:

Where appropriate, evaluate the faculty member's scholarly activities and contributions **across the functional areas** of instruction, research and creative activities, and service within the academic and broader community. While the faculty member's accomplishments may be reported under any of the functional areas or on the additional reporting page (D-IVD), this space provides an opportunity for special comments where the faculty member's work shows integration across the functions or has had a particular focus. This is also the appropriate place for discussion of any contributions or accomplishments that do not naturally fit elsewhere.

FORM D - IV D ADDITIONAL REPORTING

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
Spring 2021	LIN 427	3	1			10	0	
	LIN 825	3	1			4	0	
	LIN 890	3	1			6	0	
Spring 2020*	LIN 825	3	1			9	0	
	LIN 890	3	1			1	0	
	LIN 891	3	1			4	0	
	LIN 499	2	1			3	0	
Fall 2019	LIN 427	3	1			16	0	
	LIN 484	3	1			7	0	
	LIN 499	2	1			1	0	
Spring 2019**	LIN 424	3	1			32	0	
	LIN 825	3	1			6	0	
Fall 2018	LIN 424	3	1			24	0	
	LIN 825	3	1			3	0	
	LIN 890	3	1			1	0	
	LIN 499	2	1			1	0	
Spring 2018	LIN 401	4	1			45	1	1 TA; Faculty of Record
	LIN 427	3	1			10	0	
	LIN 484	3	1			16	0	
Fall 2017	LIN 401	4	1			43	1	1 TA; Faculty of Record
	LIN 424	3	1			25	0	
	LIN 491	3	1			12	0	
	LIN 499	2	1			2	0	
Spring 2017	LIN 424	3	1			20	0	
	LIN 463	3	1			30	0	
	LIN 499	2	1			1	0	
Fall 2016	LIN 401	4	2			79	1	1 TA; Faculty of Record
	LIN 491	3	1			10	0	
	LIN 499	2	1			2	0	
	LIN 890	3	1			1	0	
Spring 2016	LIN 424	3	1			30	0	
	LIN 891	3	1			5	0	
Fall 2015***	LIN 401	4	2			91	1	1 TA; Faculty of Record
	LIN 491	3	1			11	0	

* I was on pre-tenure research leave in Fall 2020

** I was a non-tenure track faculty with Designation B before Fall 2019.

FORM D - IV D ADDITIONAL REPORTING

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

Over the years, I have held many workshops in order to enrich my students' educational experience. All of them were held during the reporting period (Fall 2015 – present).

1. 2021: Developing good research and reading habits
(1.5 hrs. Audience: Linguistics graduate/undergraduate students).
2. 2016-2021: L^AT_EX typesetting
(1.5 hrs. Audience: Linguistics graduate/undergraduate students).
3. 2018-2020: Praat scripting for phonetic analysis
(multi-week. Audience: Linguistics graduate/undergraduate students).
4. 2016, 2018, 2020: R scripting for statistical analysis
(multi-week. Audience: Linguistics graduate/undergraduate students).
5. 2019: Using citation software workshop
(1.5 hrs. Audience: Linguistics graduate/undergraduate students).
6. 2016, 2017, 2018: Designing experiments with Psychopy
(1.5 hrs. Audience: Linguistics graduate/undergraduate students).
7. 2017: Forced-alignment for phonetic analysis
(2 hrs. Audience: Linguistics graduate/undergraduate students).

3. Academic Advising:

a. Faculty member's activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: Linguistics, Languages, and Cultures has a full-time undergraduate advisor, so I do not formally advise undergraduate students. However, like other faculty in my programme, I typically work with a number of students and guide them on their senior thesis research over multiple years. I have successfully advised 17 BA senior theses during the reporting period (Fall 2015-present), and a total of 25 BA senior theses over my career at MSU. I meet my undergraduate thesis advisees once in a week or fortnight to both get updates from them on their work and to give them concrete plans for the subsequent week/fortnight.

I typically write reference letters for 2-5 undergraduate students per year (a total of about 15-40 actual letters) for jobs and graduate school. Furthermore, I often partake in the question/answer sessions organized by the linguistics undergraduate society at MSU (qUALMS) about careers after a BA and the possibility of graduate school.

As co-director of the Phonology-Phonetics Group, I mentor multiple undergraduate students every year (average 2-4), and work with them to present their work at undergraduate conferences such as The Great Lakes Expo on Experimental and Formal Undergraduate Linguistics (GLEEFUL) conference, the MSU internal Michigan State Undergraduate Linguistics Conference (MSULC), and MSU's annual UURAF conference. I often present my collaborative research with undergraduates at international conferences with them as co-authors, so that they get appropriate exposure to the research community. Finally, I have been awarded the College of Arts and Letters Undergraduate Research Initiative (CAL-URI) grant every year since 2012 (except 2014, when I didn't apply for it).

FORM D - IV D ADDITIONAL REPORTING

Graduate: I have successfully advised/co-advised four PhD dissertations, and four MA theses; all of whom were during the reporting period (2015-present). Currently, I am a co-chair of three PhD committees, and a member of another six PhD committees. I would like to note that as a fixed term faculty, prior to 2018, I could not solely chair a committee. However, the advising load I had during that period was commensurate with most active tenure stream faculty. I take my being on so many committees as a co-chair or as a member as evidence that I was a valuable advisor/mentor to the students. The experience throughout has been highly rewarding and has enabled me to clarify my own positions on various theoretical and experimental issues.

During the reporting period, I have also been a member of another sixteen PhD committees, and four MA committees. Before the reporting period, I was a member of another one PhD committee. Furthermore, I have also been the lead advisor on eighteen qualifying doctoral research papers, thirteen of which have been during the reporting period.

Many of my graduate students are mentored/advised by me in weekly/fortnightly individual meetings, and in a weekly Phonology-Phonetics Group meeting. These meetings are an opportunity for students to discuss research ideas, and get feedback on presentations in a healthy and supportive environment.

Beyond coursework and research meetings, in recent years, I have regularly held workshops (1 per semester on average). These are mentioned above under “Non-Credit Instruction”. The workshops I’ve held were on skills that can’t easily be covered in classes but are still necessary for student development. The workshops were often multi-session workshops, where each session was about 1.5-2 hours, and developed skills related to reading and writing academic papers, text setting software (LaTeX), statistical programming (R), analysis and scripting for Phonetics, and bibliographic practices and citation software (Zotero, Mendeley,...).

More generally, I have tried to increase my graduate students’ exposure to cutting-edge research. For example, last Fall, when there was a general lock-down of movement and in-person interactions, I organized a series of online talks by external researchers so that the students in my lab could stay in touch with the latest developments and continue their research.

I would like to note that I take great pride in developing my graduate students as excellent researchers, and think that my responsibility includes placing my students in excellent careers after graduation. I am proud of their success in the last few years.

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees			1	1

NOTE: these are the current research advisees I have.

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active		3	
Number of graduate committees during the reporting period	4	7	
Degrees awarded during the reporting period	4	4	
Degrees awarded during career	4	4	

NOTE: Reporting period is Fall 2015 – present.

FORM D - IV D ADDITIONAL REPORTING

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

I received a Teaching and Learning Environment (TLE) grant from MSU in 2013 for \$10,000 to purchase a nasometer for aerodynamic measurements to train students on sophisticated phonetics experiments. I wrote the grant proposal, selected the equipment, oversaw the purchase, and secured some storage for it.

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

1. My teaching scores have been consistently near the top of the range. Both for the last two years as a tenure-track faculty member and for the years of my service as a non-tenure track faculty member with Designation B, they have been consistently in the range of 1-1.5 (mostly below 1.3) for questions related to instructor quality and effectiveness. Students consistently talk about my courses being very helpful and that my passion for teaching the relevant topics is obvious to them. They routinely also praise my ability to give an integrated view of the field.
2. Every year, I hold workshops on various skills in order to help students develop beyond course work.
3. In 2019, I was the recipient of an #iteachMSU award.
4. In 2020, I was nominated by the Linguistics students and fellow Linguistics faculty for the MSU Graduate School's *Outstanding Faculty Mentor Award*.

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “***” (determined by the faculty member)

FORM D - IV D ADDITIONAL REPORTING

List of research and creative works

Publications marked with a “*” were peer-reviewed, those marked with “**” have an outreach component. Lead/primary author is listed first unless otherwise noted. The tenure applicant’s name is boldfaced for visual clarity.

Articles during the reporting period (2015-present)

1. *Shaw, J., Oh, S., **Durvasula, K.**, & Kochetov, A. (under review). Articulatory coordination distinguishes complex segments from segment sequences.
2. *,**Muller, H., Gaston, P., Dickerson, B., Liter, A., **Durvasula, K.**, Goodhue, D., Hirzel, M., Hitzenko, K., Kandel, M., Lyskawa, P., Nelligan, J., Papillon, M., Parrish, A., & Perkins, L. (under review). Gender bias in representation and publishing rates across subfields of Linguistics.
3. ***Durvasula, K.**, Ruthan, M., McCabe, S. & Lin, Y.-H. (2021). Probing Syllable Structure Through Acoustic Methods: Case-studies on American English and Jazani Arabic. *Phonology*, 38(2).
4. *Nelson, S. & **Durvasula, K.** (2021). Lexically-guided perceptual learning does generalize to new phonetic contexts. *Journal of Phonetics*, 84, 101019.
5. ***Durvasula, K.** & Liter, A. (2020). There is a simplicity bias when generalizing from ambiguous data. *Phonology*, 37(2), 177–213.
6. *Hestvik, A., Shinohara, Y., **Durvasula, K.**, Verdonshot, R. & Sakai, H. (2020). Asymmetric memory encoding of phonological features: Japanese voicing underspecification. *Brain Research*. 1732, 146664.
7. ***Durvasula, K.** & Parrish, A. (2019). Is There Phonological Feature Priming? *Linguistic Vanguard*, 5(1).
8. *Shaw, J., **Durvasula, K.** & Kochetov A. (2019). The Temporal Basis of Complex Segments. *Proceedings of the 19th International Congress of Phonetic Sciences (ICPhS)*, Melbourne, Australia.
9. Ruthan, M., **Durvasula, K.** & Lin, Y. (2019). Temporal Coordination and Sonority of Jazani Arabic Word-Initial Clusters. *Proceedings of the 2018 Annual Meeting on Phonology*. San Diego, CA: Linguistic Society of America.
10. ***Durvasula, K.**, Huang, H.-H., Uehara, S., Luo, Q. & Lin, Y. (2018). Phonology modulates the illusory vowels in perceptual illusions: evidence from Mandarin & English. *Laboratory Phonology: Journal of the Association for Laboratory Phonology*, 9(1), 7.
11. Xu, C., Lin, Y. & **Durvasula, K.** (2018). Sonority bias in Rugao di-syllabic syllable contraction. *Proceedings of the the Linguistic Society of America*.
12. **Durvasula, K.** & Nelson, S. (2018). Lexical Retuning Targets Features. In Gallagher, Gillian, Gouskova, Maria, and Sora Yin (eds.), *Proceedings of the 2017 Annual Meeting on Phonology*. Washington, DC: Linguistic Society of America.
13. ***Durvasula, K.** & Huang H. (2017). Word-internal “ambisyllabic” consonants are not multiply-linked in American English. *Language Sciences*, 62, 17–36.
14. Feldscher, C., & **Durvasula, K.** (2017). Excrescent Stops in American English. *Proceedings of the Linguistic Society of America*, 2, 20:1-15, June 2017.
15. *Hestvik, A. & **Durvasula, K.** (2016). Neurobiological evidence for voicing under-specification in English. *Brain & Language*, 152, 28–43.
16. ***Durvasula, K.** & Kahng, J. (2016). The Role of Phrasal Phonology in Speech Perception: What Perceptual Epenthesis Shows Us. *Journal of Phonetics*, 54, 15– 34.

FORM D - IV D ADDITIONAL REPORTING

17. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2016). Inconsistent Consonantal Effects on F0 in Cantonese and Mandarin. *Proceedings of the 15th International Symposium on Tonal Aspects of Languages*, Buffalo, NY, USA.
18. Uehara, S. , **Durvasula, K.** & Lin, Y. (2016). Japanese and English speakers are not sensitive to the Sonority Sequencing Principle in word segmentation. *Proceedings of The Japanese Society for Language Sciences (JSLS 2016)*, 4–5 June 2016, Tokyo, Japan.
19. Zheng, M. & **Durvasula, K.** (2016). English loanwords in Mandarin Chinese: A perception experiment approach. *Proceedings of the 27th North American Conference on Chinese Linguistics (NACCL-27)*, 3–5 April 2015, Los Angeles, CA, USA.
20. ***Durvasula, K.** & Kahng, J. (2015). Illusory vowels in perceptual epenthesis: the role of phonological alternations. *Phonology*, 32.3, 385–416.
21. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2015). A Perceptual Account for Cantonese Vocative Reduplication. *Proceedings of the 18th International Congress of Phonetic Sciences (ICPhS)*, Glasgow, United Kingdom.

Articles prior to the during the reporting period (2009-2014)

22. *Whelpton, M., Trotter, D. , Guðmundsdóttir Beck, Þ., Anderson, C., Maling, J., **Durvasula, K.** & Beretta, A. (2014). Portions and sorts in Icelandic: an ERP study. *Brain & Language*, 44, 44–57.
23. ***Durvasula, K.** & Luo, Q. (2014). Voicing, Aspiration and Vowel Duration in Hindi. *Proceedings of Meetings on Acoustics*, 18, 060009 (2014).

Conference talks during the reporting period at MSU (2015-present)

1. *Oh, S., Shaw, J., **Durvasula, K.**, Kochetov, A. (2020). Russian palatalization as incomplete neutralization. The 12th International Seminar on Speech Production (IS- SP), Haskins Laboratories, Connecticut, USA, Dec. 2020.
2. *Shaw, J., Oh, S., **Durvasula, K.**, Kochetov, A. (2020). Distinguishing complex segments from consonant clusters using gestural coordination. The Annual Meeting on Phonology 2020, Santa Cruz, CA, USA.
3. *Du, N. & **Durvasula, K.** (2020). Phonetically Incomplete Neutralization can be Phonologically Complete. The Berkeley Linguistics Society Workshop on Phonological Representations: At the Crossroads between Gradience and Categoricality.
4. ***Durvasula, K.** & Kahng, J. (2020). Phonological acceptability is not the same as phonological grammaticality. Linguistic Society of America 2020 Annual Meeting, New Orleans, Louisiana, USA.
5. *Parrish, A. & **Durvasula, K.** (2020). Evidence against phonological and phonetic feature priming. Linguistic Society of America 2020 Annual Meeting, New Orleans, Louisiana, USA.
6. ***Durvasula, K.** & Kahng, J. (2019). Phonological acceptability is not isomorphic with phonological grammaticality of stimulus. The Annual Meeting on Phonology 2019, Stony Brook, NY, USA.
7. *Shaw, J., **Durvasula, K.** & Kochetov A. (2019). The Temporal Basis of Complex Segments. The 19th International Congress of Phonetic Sciences (ICPhS), Melbourne, Australia.
8. *Muller, H., Gaston, P., Dickerson, B., Liter, A. , **Durvasula, K.**, Hirzel, M., Hitzen- ko, K., Kandel, M., Lyskawa, P., Nelligan, J., Papillon, M., Perkins. L. (2019). Gender bias in representation and publishing rates across linguistics subfields. Linguistic Society of America Annual Meeting, New York, New York, USA.

FORM D - IV D ADDITIONAL REPORTING

9. Xu, C. , **Durvasula, K.** & Lin, Y. (2019). Are deleted vowels really gone? Incomplete vowel deletion in syllable contraction. 24th Mid-Continental Phonetics & Phonology Conference (MidPhon 24), Milwaukee, Wisconsin, USA.
10. *Ruthan, M. , **Durvasula, K.** & Lin, Y. (2018). Temporal Coordination and Sonority of Jazani Arabic Word-Initial Clusters. Annual Meeting on Phonology 2018, San Diego, CA, USA.
11. ***Durvasula, K.** & Nelson, S. (2018). Retuning generalizes to new contexts. LabPhon 16, Lisboa, Portugal.
12. *Uehara, S. , **Durvasula, K.** & Lin, Y. (2018). Word-learning with underrepresented geminates: An artificial language study. LabPhon 16, Lisboa, Portugal.
13. *Xu, C. , Lin, Y. & **Durvasula, K.** (2018). Sonority difference between vowels of the same height: evidence from syllable contraction. IACL26 & ICCLC20, Madison, Wisconsin, USA.
14. *Shinohara, Y., Hestvik, A., **Durvasula, K.**, & Sakai, H. (2018). Asymmetric memory encoding for voicing contrasts across languages. MMN2018: 8th Mismatch Negativity Conference, Helsinki, Finland.
15. *Xu, C. , Lin, Y., **Durvasula, K.** (2018). Sonority bias in Rugao disyllabic syllable contraction. Linguistic Society of America 2018 Annual Meeting, Salt Lake City, Utah, USA.
16. ***Durvasula, K.**, Parrish, A. (2018). Does priming tap into phonological representations? Linguistic Society of America 2018 Annual Meeting, Salt Lake City, Utah, USA.
17. *Shinohara, Y., Hestvik, A., Verdonschot, R., **Durvasula, K.** & Sakai, H. (2017). Cross-linguistic differences in MMN asymmetry: Voicing underspecification in Japanese. Society for the Neurobiology of Language Conference 2017, Baltimore, MD, USA.
18. ***Durvasula, K.** & Nelson, S. (2017). Perceptual retuning targets features. Annual Meeting on Phonology 2017, New York, New York, USA.
19. ***Durvasula, K.** & Felster, B. (2017). Ambisyllabic consonants as foot-medial onsets. Annual Meeting on Phonology 2017, New York, New York, USA.
20. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2017). Are Consonantal Effects on F0 conditioned by Enhancement of Contrasts of Tones? Phonetics and Phonology in Europe 2017, Cologne, Germany.
21. *Feldscher, C. & **Durvasula, K.** (2017). Prosodic Domain Boundaries Do Not Trigger Final Lengthening. Manchester Phonology Meeting 24, Manchester, UK.
22. *Feldscher, C. & **Durvasula, K.** (2017). Automating excrescent stop detection: A study from the Buckeye Corpus. Linguistic Society of America 2017 Annual Meeting, Austin, Texas, USA.
23. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2017). Consonantal Effects on F0 in Tonal Languages: Controlled or Automatic? Linguistic Society of America 2017 Annual Meeting, Austin, Texas, USA.
24. ***Durvasula, K.** & Felster, B. (2017). Syllabic Affiliation of Ambisyllabic Consonants in American English. Linguistic Society of America 2017 Annual Meeting, Austin, Texas, USA.
25. *Kelley, P. , Trotter, D. , **Durvasula, K.**, Whelpton, M., Maling, J. & Beretta, A. (2016). Mass-Count Coercion in Icelandic: An ERP Study. Mental Lexicon, Ottawa, Ontario, Canada.
26. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2016). Ambivalent Consonantal Effects on F0. LabPhon 15, Ithaca, NY, USA.

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27. ***Durvasula, K.**, Huang, H.-H. , Uehara, S. , Luo, Q. & Lin, Y. (2016). Phonology Modulates the Illusory Vowels in Perceptual Illusions. LabPhon 15, Ithaca, NY, USA.
28. Uehara, S. , **Durvasula, K.** & Lin, Y. (2016). Japanese and English speakers are not sensitive to the Sonority Sequencing Principle in word segmentation. The Japanese Society for Language Sciences (JSLs 2016), Tokyo, Japan.
29. ***Durvasula, K.**, Xu, C. , Zheng, M. , Wang, X. & Lin, Y. (2016). Phonological knowledge beyond the word-domain: the case of illusory consonants. Manchester Phonology Meeting 24, Manchester, UK.
30. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2016). Inconsistent Consonantal Effects on F0 in Cantonese and Mandarin. 15th International Symposium on Tonal Aspects of Languages, Buffalo, NY.
31. ***Durvasula, K.** & Liter, A. (2016). Generalising from ambiguous data. Linguistic Society of America 2016 Annual Meeting, Washington, D.C., USA.
32. *Nesbitt, M. & **Durvasula, K.** (2016). Ambisyllabic Consonants are Codas: Evidence from a Syllable Tracking Task. Linguistic Society of America 2016 Annual Meeting, Washington, D.C., USA.
33. Uehara, S. , **Durvasula, K.** & Lin, Y. (2016). There is no effect of the Sonority Sequencing Principle on word segmentation. 21st Mid-Continental Phonetics & Phonology Conference (MidPhon 21), East Lansing, MI, USA.
34. ***Durvasula, K.** & Liter, A. (2015). Learning generalisations in the face of ambiguous data. Annual Meeting on Phonology 2015, Vancouver, BC, Canada.
35. *Kelley, P., **Durvasula, K.** & Beretta, A. (2015). Differentiating Types of Grammatical Illusions: a closer look at Escher Sentences. Society for the Neurobiology of Language Conference 2015, Chicago, IL, USA.
36. ***Durvasula, K.**, Trotter, D. & Beretta, A. (2015). Voicing Underspecification in English Fricatives. Society for the Neurobiology of Language Conference 2015, Chicago, IL, USA.
37. *Trotter, D. , **Durvasula, K.**, Guðmundsdóttir Beck, Þ., Whelpton, M., Maling, J. & Beretta, A. (2015). Vikings who can gulp down beer mugs, cook bean cans, and slurp wine glasses: An ERP study of ambiguous heads in complex Icelandic words. Society for the Neurobiology of Language Conference 2015, Chicago, IL, USA.
38. *Hestvik, A. & **Durvasula, K.** (2015). Temporo-spatial decomposition of MMN reveals underspecified phoneme representations. Error Signals from the Brain - 7th Mismatch Negativity Conference (MMN 2015). University of Leipzig.
39. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2015). Perceptual Similarity and Reduplication. Phonetics and Phonology in Europe 2015, University of Cambridge, UK.
40. *Luo, Q. , **Durvasula, K.** & Lin, Y. (2015). A Perceptual Account for Cantonese Vocative Reduplication. The 18th International Congress of Phonetic Sciences (ICPhS). Glasgow, UK.
41. *Zheng, M. & **Durvasula, K.** (2015). English loanwords in Mandarin Chinese: A perception experiment approach. The 27th North American Conference on Chinese Linguistics (NACCL-27). University of California, Los Angeles.

Conference talks prior to the during the reporting period (2009-2014)

42. *Luo, Q. & **Durvasula, K.** (2014). Social Factors in the Rising Tone Merger in Guangzhou Cantonese. IACL21 & NACCL26, College Park, MD, USA.

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43. ***Durvasula, K.**, Huang H. & Merrill R. (2014). O ambisyllabicity, where art thou? Linguistic Society of America 2014 Annual Meeting, Minneapolis, Minnesota, USA.
44. ***Durvasula, K.** & Selkirk E. (2013). Acoustic correlates of consonant gesture timing in English. 166th Meeting of the Acoustical Society of America, San Francisco, USA.
45. ***Durvasula, K.**, Huang H. & Merrill R. (2013). Word-internal ambisyllabic consonants are codas. 166th Meeting of the Acoustical Society of America, San Francisco, USA.
46. ***Durvasula, K.** & Hestvik A. (2013). Speaking beats listening: Evidence that motor activity out-primes auditory activity during speech perception. Society for the Neurobiology of Language Conf. 2013, San Diego, CA, USA.
47. ***Durvasula, K.** & Kahng J. (2013). Allophony Modulates Perceptual Epenthesis. Japanese/Korean Linguistics Conference 23, MIT, Cambridge, MA, USA.
48. ***Durvasula, K.** & Kahng J. (2013). Perceptual Epenthesis is Modulated by Allophonic Features. Manchester Phonology Meeting 21, Manchester, UK.
49. *Bristol R., Tebaldi J., Hestvik A., Athanasopoulou A. & **Durvasula, K.** (2013). The Effects of Motor Priming on Categorical Perception. Penn Linguistics Colloquium 37. Philadelphia, USA.
50. ***Durvasula, K.** & Kahng J. (2013). Allophonic Features Modulate Perceptual Epenthesis. Chicago Linguistics Society Conference 49, Chicago, USA.
51. **Durvasula, K.** & Huang H. (2013). Reexamining the Nature of English Vowel Nasalization. 18th Mid-Continental Phonetics & Phonology Conference (MidPhon 18) , Ann Arbor, USA.
52. ***Durvasula, K.** & Beretta A. (2012). Neurolinguistics & EEG. Brain-Machine Works- hop, East Lansing, USA.
53. ***Durvasula, K.** & Luo Q. (2012). Voicing, Aspiration and Vowel Duration in Hindi. 164th Meeting of the Acoustical Society of America, Kansas City, USA.
54. ***Durvasula, K.** & Kahng J. (2012). Phonological Alternations Modulate Illusory Vowel Perception. NELS 43, New York, USA.
55. ***Durvasula, K.** & Kahng J. (2012). What can be an illusory vowel in perceptual epenthesis. Japanese/Korean Linguistics Conference 22, Tachikawa, Japan.
56. ***Durvasula, K.** & Hestvik, A. (2012). Phonological Underspecification: MMN Evidence from English. MMN and its Clinical Applications 2012, New York, USA.
57. ***Durvasula, K.** & Rodrigues G. R. (2012). Brazilian Portuguese Stress - A Clear Case of Markedness Reversal. Linguistic Society of America, 2012 Annual Meeting, Portland, Oregon, USA.
58. ***Durvasula, K.**, Hestvik A., Bradley C. & Bradley E. (2009). ERP evidence for laryngeal underspecification in English. The 1st Neurobiology of Language Conference. October 2009. Chicago, University of Chicago.
59. ***Durvasula, K.** (2008). Obstruent Nasals Exist! Penn Linguistics Colloquium 32 (PLC32), Philadelphia, Pennsylvania, USA.
60. ***Durvasula, K.**, Hestvik A., Bradley C. & Bradley E. (2008). ERP-evidence for laryngeal underspecification in English: a mismatch negativity study. Western Conference on Linguistics (WECOL) 2008, Davis, California, USA.

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- 61. ***Durvasula, K.** (2008). Multiple Categorical Sources for Surface Partially-nasal Stops and the Nature of their Variability. The 31th Annual Colloquium of Generative Linguistics in the Old World (GLOW), New Castle, UK.
- 62. ***Durvasula, K.** (2008). The Feature [nasal] is Surely Spoken. Poster at The 5th Old World Conference in Phonology (OCP5), Toulouse, France.
- 63. *Abu Bakar H., **Durvasula, K.**, Pincus N., & McKinnon T. (2007). Incomplete Laryngeal Neutralisation in Kuala Lumpur Malay. 11th International Symposium on Malay/Indonesian Linguistics, Manokwari, Papua, Indonesia.
- 64. ***Durvasula, K.** (2007). The Nature of Stop Contrast Predicts Pre-nasalisation. The 30th Annual Colloquium of Generative Linguistics in the Old World (GLOW), Tromso, Norway.
- 65. ***Durvasula, K.** & Mckinnon T. (2006). The Status of Schwa in Kuching Malay. 10th International Symposium on Malay/Indonesian Linguistics, Newark, Delaware, USA.
- 66. ***Durvasula, K.** (2005). Noun-noun Compounds in Yoruba. The Michigan Linguistics Society Conference, East Lansing, Michigan, USA.
- 67. **Durvasula, K.** (2005). The Re-analysis of Yoruba Tones. Cognitive Science Student Conference, Newark, Delaware, USA.

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period				21 (16*)		41 (39*)		
During career				23 (17*)		67 (63*)		

NOTE: Reporting period is Fall 2015 – present.

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 2 During career: 10

NOTE: Reporting period is Fall 2015 – present.

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

Invited plenary talks during the reporting period (2015-present)

- 1. **Durvasula, K.** (2020). O Gradience, whence do you come? Invited plenary talk at The Annual Meeting on Phonology 2020, Santa Cruz, CA, USA.

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2. **Durvasula, K. & Liter, A. (2016).** Learning Phonological Patterns from Ambiguous Data. Invited plenary talk at The 9th North American Phonology Conference. Montreal, Quebec, Canada.

Other invited talks during the reporting period (2015-present)

1. **Durvasula, K. (2019).** Linking Discrete Phonological Representations to Continuous Phonetic Manifestations. Michigan State University Invited talk, March 2019, East Lansing, MI, USA.
2. **Durvasula, K. (2019).** Linking Discrete Phonological Representations to Continuous Phonetic Manifestations. University of Toronto Invited talk, March 2019, Toronto, Ontario, Canada.
3. **Durvasula, K. (2016).** Probing phonological knowledge in speech perception through auditory illusions. University of Toronto Invited talk, Feb 2016, Toronto, Ontario, Canada.
4. **Durvasula, K. (2016).** Probing phonological knowledge in speech perception through auditory illusions. Wayne State University Invited talk, Feb 2016, Detroit, MI, USA.

Other invited talks prior to the reporting period (2009-2014)

1. **Durvasula, K. (2010).** Finding Distinctive Features: A case study in nasals. SUNY (Buffalo) Invited talk, November 2010, Buffalo, New York, USA.
2. **Durvasula, K. (2009).** Obstruent Nasals. Michigan State University Invited talk, November 2009, East Lansing, Michigan, USA.

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Service to the profession during the reporting period (2015-present)

1. 2016-present: Editorial board member of the Journal of South Asian Linguistics.
2. 2016: Co-organiser for the 21st Midcontinental Phonology & Phonetics Conference (MidPhon21), Sept 2016, East Lansing, MI, USA
3. Reviewer for 16 different journals - multiple times.
4. Reviewer for NSF - 3 times
5. Reviewer for 7 different conferences - multiple times.
6. Chaired session at 4 different conferences.
7. Chaired session at 4 different conferences.

Service to the profession before the reporting period (2009-2014)

1. Reviewer for 1 journal - once.
5. Reviewer for 3 different conferences – once each.

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels,

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councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

Service within the university during the reporting period (2015-present):

1. 2021-2023: Convener, Linguistics program. Responsible for planning and chairing weekly faculty meetings, annual course scheduling, liaison with the Chairs Office and the Department Advisory Committee etc. 2021-2023: Member, Department Advisory Committee.
2. 2021-2022: Faculty advisor for Linguistics Colloquium committee.
3. 2021: Member, Faculty Evaluation Committee (FEC) for Linguistics and Languages
4. 2018, 2021: Member, Summer fellowship committee. 2020: Member, Linguistics programme website committee.
5. 2019-2020: Member, Committee to improve fixed-term teaching evaluations.
6. 2019-2020: Member, Community Norms committee established to develop a Community Norms document. This involved bi-weekly meetings over a period of a year and a half, diverse reading materials, and multiple focus groups with staff and faculty in the department.
7. 2020: Member, Linguistics committee that evaluated a spousal hire.
8. 2019-2020: Member, Graduate Admissions Committee.
9. 2019: Member, Search committee for tenure track position in Sociolinguistics.
10. 2015-2019: Reviewer, annual Fixed-term Evaluation Committee (FTEC), sub-committee.
11. 2018-present: Member, Committee to review graduate student proposals for summer research fellowships.
12. 2018: Member, Search committee for fixed term position in Linguistics.
13. 2017: Member, Fixed-term Designation B review committee.

Service within the university prior to the reporting period (2009-2014)

14. 2010-2014: Reviewer, annual Fixed-term Evaluation Committee (FTEC), sub-committee.
15. 2014: Member of Fixed-term Evaluation Committee (FTEC).

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

1. In 2015, I mentored a high-school student from Okemos high-school who job-shadowed me during multiple lectures.
2. I often present research talks on speech perception to students in the French programme at MSU. While understanding how speech perception works is not a required part of their curriculum, in talks with students who attend such presentations, I have been repeatedly told that the talks enrich the students' understanding of their own second language speech patterns, and they have a better grasp over where the problems are with their own linguistic progress.
3. I believe that a diverse academic population is essential to have a healthy research community, and for this reason I co-founded a multi-university collaboration that tracks gender bias in linguistics along with two ex-students from MSU (Bethany Dickerson and Adam Liter). This is on-going work that is meant to be accessible to all, so we created a website (primarily, me and Adam Liter) that is regularly updated [link: <https://biasinlinguistics.org/>].

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4. I have done pro-bono work as an advisor for a start-up incubator, BonBillo (<https://bonbillo.com/team/>), which focusses on developing start-ups that have a social and environmental impact. I have specifically advised their start-up teams on issues related to computational linguistics and language used in marketing. I believe such socially-conscious start-ups are the way of the future and therefore have done pro-bono work to help nurture them.
5. In late 2020, I became a mentor at Mentors Capital (<https://www.mentorscapital.com>) on a pro-bono basis. My responsibilities include mentoring high-school and college students (particularly, under-privileged students) from India on graduate education opportunities in North America.
6. I have tried to serve my field by making the data, analyses and pre-prints for my recent research easily and freely accessible on my website and through online repositories that are linked to in my papers. I believe that, going forward, such sharing will be crucial not only in the development of the field, but also in giving better access to researchers from the Global South, who often do not have institutional access to relevant information sources.

1. **Evidence of Other Scholarship:**

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

As mentioned above, I have worked on understanding gender bias in Linguistics, and some of this work is currently being written up as a journal article (information included below) for *Language*, which is the flagship journal for the Linguistic Society of America. Through this publication, we hope to reach a wide audience and inform them about the state of the field with respect to gender bias in publications, academic positions and citation practices.

1. Muller, H., Gaston, P., Dickerson, B., Liter, A., **Durvasula, K.**, Goodhue, D., Hirzel, M., Hitzenko, K., Kandel, M., Lyskawa, P., Nelligan, J., Papillon, M., Parrish, A., & Perkins, L. (under review). Gender bias in representation and publishing rates across subfields of Linguistics.

2. **Integration across Multiple Mission Functions:**

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

One way in which my work has impacted the broader community is related to the fact that there are many linguistic biases people have. As a linguist, I consider it my duty to educate my students and others around me of the faulty linguistic rationales people use in defence of their biases. I find the best way to educate people on such issues is to actually show what modern linguistics is, a rational inquiry of the human language faculty. In my introductory classes on Linguistics and Phonetics, I initially ask students about their linguistic biases. While many honestly confess to having linguistic biases, many others give me what they think I want to hear; the former stems from ignorance, and the latter from fear of the instructor, and both are deeply problematic. In my classes, I have tried to establish a space for free inquiry and a commitment to rational thinking about language, and doing so has not only led to students understanding linguistics better, but has also organically led to them understanding the faults in their own rationales for their biases.

A second way in which my work has contributed to the broader mission ultimately stems from the fact that Phonetics is truly an interdisciplinary field, and interacts with speech-language pathology. Many of the undergraduate students

who have taken my phonetics classes have gone on to graduate work in speech language pathology, and subsequent careers as speech language pathologists. Furthermore, some of my Electroencephalographic work looks at abstract phonological representations. While the work itself was on normally-hearing adults, the work has consequences for atypical hearers. In fact, my collaborator (Dr. Arild Hestvik) and his colleagues are currently working on using our experimental results towards understanding children with auditory processing disorder (APD). While this is quite far away from my immediate field of expertise, I have recently joined this effort as a consultant and potential

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collaborator. I am quite excited about the prospect of our original research being used to understand and help children with APD.

A third way in which my work has impacted the broader community is that my many workshops over the years on statistical programming and analysis have allowed our students to develop skills that they themselves have gone on to use in their corporate careers. Many of my students have gone on to careers in computational linguistics with medical companies and companies involved with speech recognition, particularly of under-resourced languages. I believe both off-shoots of my teaching are of valuable service to the broader community.

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

I was able to achieve the following during my research leave (Fall 2020):

1. I gave a plenary talk at a very important annual international conference in my field, The Annual Meeting on Phonology in 2020. The talk was very well received.
2. I then continued that line of research and submitted a collaborative NSF grant proposal in January 2021, along with Dr. Jimin Kahng (University of Mississippi) and Dr. Kyle Gorman (City University of New York). While we didn't get the grant, the reviews were all uniformly positive, and encouraged us to re-submit the grant application. We are in the process of updating the application currently, and plan to re-submit it in January 2022.
3. Along with my former students (Mohammed Ruthan and Sarah Heidenreich) and my colleague, Dr. Yen-Hwei Lin, I submitted a paper titled "Probing Syllable Structure Through Acoustic Methods: Case-studies on American English and Jazani Arabic" to the journal *Phonology* (a top journal in my field). The paper will be published this year (2021).
4. Along with a former student (Scott Nelson), I finished revisions for a paper titled "Lexically-guided perceptual learning does generalize to new phonetic contexts" submitted to the *Journal of Phonetics* (a top journal in my field). The paper was accepted and published in 2021.

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

NOTE: Reporting period is Fall 2015 – present.

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
II. Research/Creative Activity							
Grantor: National Science Foundation	1/12/2021	466,104	<input type="checkbox"/>		<input checked="" type="checkbox"/>	135,595	PI: Karthik Durvasula (MSU), Jimin Kahng (University of Mississippi), Kyle Gorman (CUNY)
Focus: Linguistics general programme: Collaborative Research: <i>Deconstructing Wordlikeness Judgments</i>							
Grantor: MSU Office of the Vice-President for Research and Graduate Studies	10/1/2019	20,107.6	<input type="checkbox"/>		<input checked="" type="checkbox"/>	10,053.8	PI: Silvina Bongiovanni Co-PI: Karthik Durvasula,
Focus: Humanities and Arts Research Program (HARP) Development award, <i>Developing a nasalization corpus for under documented dialects: Argentine Spanish and Michigan English.</i>							
Grantor: MSU College of Arts and Letters	9/21/2020	1000	<input type="checkbox"/>	1000	<input type="checkbox"/>		
Focus: College of Arts and Letters Undergraduate Research Initiative (CAL-URI), <i>Priming and Speech Production</i>							
Grantor: MSU College of Arts and Letters	9/12/2019	2000	<input type="checkbox"/>	2000	<input type="checkbox"/>		
Focus: College of Arts and Letters Undergraduate Research Initiative (CAL-URI), <i>Phonological Acceptability Judgements</i>							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

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Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor: MSU College of Arts and Letters	Oct 2018	1500	<input type="checkbox"/>	1500	<input type="checkbox"/>		
Focus: College of Arts and Letters Undergraduate Research Initiative (CAL-URI), <i>Research on Speech Perception and Production</i>							
Grantor: MSU College of Arts and Letters	Oct 2017	1400	<input type="checkbox"/>	1400	<input type="checkbox"/>		
Focus: College of Arts and Letters Undergraduate Research Initiative (CAL-URI), <i>Research on Speech Perception and Production</i>							
Grantor: MSU College of Arts and Letters	Oct 2016	1500	<input type="checkbox"/>	1500	<input type="checkbox"/>		
Focus: College of Arts and Letters Undergraduate Research Initiative (CAL-URI), <i>Research on Speech Perception and Production</i>							
Grantor: MSU College of Arts and Letters	Oct 2015	2000	<input type="checkbox"/>	2000	<input type="checkbox"/>		
Focus: College of Arts and Letters Undergraduate Research Initiative (CAL-URI), <i>Research on Speech Perception and Production</i>							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.