Summary Statements

1. Summary evaluation by Unit Administrator, citing evidence of distinction and sustained excellent performance.

[Name] is an outstanding employee of high integrity, meticulous organization, and sincere devotion. She has been key to developing the current successful LCTL program at Michigan State and its central position within the CIC Courseshare program. Her devotion to the position has led to an improvement not only in the quantity of LCTL courses offered at MSU, but also the quality of instruction in those courses. Due to her efforts, the program has offered as many as twenty-four courses in one year in languages ranging from Anishinaabemowin (Ojibwe-language) to Vietnamese, from Indonesian to Tagalog. As Program Coordinator, MSU Global Educators Cohort Program, writes: "Because of [Name]'s work, ... MSU students are no longer restricted to a handful of more commonly taught language courses. Students do not have to wait until a language course can fill with 20 students." Indeed, the external letters as well as the committee all express high praise of [Name] work in her position.

The LCTL program is highly important as it provides language training essential to the career preparation, research and the linguistic diversity and well-being of many on campus. [Name] regularly works with multiple departments, centers, and programs that support LTCL instruction on campus as well as external organizations such as the Institute for International Education (IIE) and the Committee on Institutional Cooperation (CIC). It is not surprising that the management of such a program with so many interest groups on campus is quite complicated. Her skill set and significant experience in and vision for her field enable her to communicate effectively and efficiently with these various units and organizations.

[Name] has also worked on several initiatives external to MSU that have greatly aided the LCTL program. For a long time, she has coordinated successfully with the CIC to help develop and maintain MSU LCTL offerings through its Courseshare program. This network has helped to expand and regularize enrollments in a number of courses. She also developed the successful Fulbright Language Teaching Assistant (FLTA) program at MSU in coordination with the International Institute of Education (IIE). MSU regularly hosts an average of seven FLTAs each year in a variety of languages (e.g., Turkish, Vietnamese, Russian, etc.), who serve as cultural resources and instructional assistants for their related language areas. [Name] has managed this program so well and for so long that MSU has also served as an IIE FLTA Orientation site. In her letter, IIE's Assistant Director of the Fulbright Foreign Student and FLTA Programs, writes: "[Name] has been an excellent representative of MSU's professionalism and reliability."

Overall, [Name] has clearly distinguished herself as a leader in her field and has demonstrated sustained excellence in her position since assuming it in 2006.

2. Summary statement by Dean:

I concur with the recommendation of the Chair of the Department of Linguistics, and Germanic, Slavic, Asian and African Languages, as well as the L&L Academic Specialist Review Committee that [Name] be reappointed as an Academic Specialist with continuing appointment status. The Review Committee consists of two tenured full professors from the department, a tenured full professor from outside the department who also serves as Director of the Asian Studies Center, and an academic specialist in the continuing system from the English Language Center, who serves as the ELC Director of Assessment. Because of [Name]'s excellent service as Less Commonly Taught Languages (LCTL) Coordinator since her appointment in 2006 and the fact that she entered the continuing system only in 2014 as a result of a complicated funding arrangement for her position, Professor [Name] requested and was granted a waiver of the second probationary period by AHR.

I should say from the outset that I fully endorse Professor [Name]'s statement at the beginning of her evaluation letter that "[Name] is an outstanding employee of high integrity, meticulous organization, and sincere devotion." [Name] has worked with a broad range of units at MSU including the Asian Studies Center, CASID, the Center for European, Russian and Eurasian studies, the Department of Romance and Classical Language and the Center for Language Teaching Advancement (CeLTA). In addition, she has collaborated extensively with the Committee for Institutional Cooperation’s (CIC) CourseShare program and the Fulbright Foreign Student and Teaching FLTA Programs. Only recently in the context of a grant project that CAL is
working with the CIC on, we heard from the CIC associate director that [REDACTED] is considered to be one of their key collaborators and a valuable asset of the CourseShare Program. [REDACTED] of the Fulbright FLTA Program and [REDACTED] wrote a review letters for [REDACTED] in which she describes her as “highly skilled, tremendously aware and impressively capable in managing MSU’s partnership with the Fulbright FLTA Program.” As a result of her outstanding work with the MSU FLTA Program, [REDACTED] was encouraged to apply for a Fulbright FLTA Summer Orientation Grant that provides an orientation program for up to seventy FLTAs who are assigned to universities across the U.S. [REDACTED] is the PI on this grant, which has been renewed six times for a total of $423,000.

Professor [REDACTED] has put together an extensive and thorough dossier that does an excellent job of presenting both the high quality and impressive quantity of [REDACTED] contributions to the LCTL Program in particular and language teaching in general at MSU. The four reviewers enthusiastically support her reappointment and the distinguished committee assembled within and outside the department sums up [REDACTED] achievement very well in stating: “When one considers the numbers involved (languages and instructors), one is in awe that one person can do this.”

[REDACTED] remarkable contribution to the LCTL program clearly merits reappointment with continuing appointment status.
SPECIALIST POSITION DESCRIPTION

Please complete this form and attach it to all requests to establish a specialist position.

1. Specify minimum level of formal education and work experience or other qualifications required to meet the performance standards associated with this position.

   Education (degree(s) and discipline or field of study): Masters degree in Applied Linguistics or equivalent

   Experience (number of years and type): Min of 10 years language teaching and teacher training with significant experience in non-US setting, and significant experience with LCTLs

2. For outreach duties, specify the information being transferred and the audience: Student recruiting, aiding in undergraduate program assessment, developing promotional materials including newsletters

The following questions apply to the current academic year:

3. For teaching duties, specify whether: ☐ Credit ☐ Non-credit ☐ On-campus ☐ Off-campus
   If credit, specify course number and number of credits, Instructor of record for most LL language courses

4. For research duties, is the person in this position specified as the principal or co-principal investigator on a research grant or contract? ☐ Yes ☐ No

PLACEMENT GUIDELINES (Use when listing duties and responsibilities on back of this form.)

1. TEACHING/ADVISING/CURRICULUM DEVELOPMENT

   Teaching specialists provide instruction for credit courses. Teaching and related class preparation, grading, student evaluation, etc., are substantial and continuing dimensions of ongoing responsibilities (i.e., occupying at least 30% of the time). These specialists are the instructors of record or teach portions of courses on a regular basis entailing the time commitment referenced above. Occasional teaching assignments cannot satisfy assignment to this specialist category.

   Advising specialists devote the preponderance of their time (50%+) to advising students on course selection, degree requirements, majors, etc., and/or to other instructional activities, e.g., tutoring, interpreting for students with disabilities or bilingual students, advising on academic developmental needs, and developing instructional strategies to assist academic progress. Advising may include career counseling, but this is incidental to the major focus of course and curriculum advice.

   Curriculum development specialists provide content-related support to course, curriculum and/or instructional development activities. At least 30% of time must be devoted to these activities to satisfy assignment to this specialist category.

   Beyond the assignments referenced above, time may be spent on research, administration, outreach, or other activities.

2. RESEARCH

   Research specialists take a lead role on research projects, including developing grant proposals, and directing the research project with designation as principal investigator or performing position responsibilities which require a doctorate degree.

3. OUTREACH

   Outreach specialists are responsible for disseminating the knowledge resources of the University to meet the knowledge needs of people outside the University.

   Their work involves providing non-credit educational programs to off-campus students or client groups, including course development and presentation, and/or providing a linkage for those outside the University to identify and access faculty knowledge, resources, and research results. This can involve technology transfer which provides a linkage between external University publics and faculty research resources to help resolve complex technological issues and/or share technological or scientific knowledge. These duties must involve a time commitment of at least 30%.

   In addition to these responsibilities, outreach specialists may be involved in proposal writing, resource identification, and data gathering. Outreach specialists also can be designated as principal investigators. They can be appointed through any college as part of the newly decentralized Lifelong Education program or through a college which has technological/research resources to share with the outside public.

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SPD1199
LIST THE DUTIES AND RESPONSIBILITIES OF THE POSITION. SPECIFY PERCENTAGE OF TIME DEVOTED TO EACH DUTY DURING THE YEAR AND CATEGORIZE EACH DUTY USING THIS KEY: Tch = Teaching Credit Course; Adv = Advising; Cur = Curriculum Development; Rsc = Research; Out = Outreach Education or Technology Transfer; Oth = Other. Indicate particularly important duties and responsibilities by placing an asterisk (*) in the priority box. See front of form for placement guidelines.

EXAMPLES

Serve as a principal investigator to conduct research in the area of composite materials fabrication.

Provide in-service education programming for teachers and staff throughout the state.

Instructor of record for most LL language courses: LL 151, 152, 251, 252, 301, 302, 401, 402. Write syllabi, review lesson plans and exams, submit grades, oversee student progress.

Create objectives, curriculum, teaching materials, teacher training materials and online materials for the LCTL courses.

Student recruiting, aiding in undergraduate program assessment, developing promotional materials including newsletters.
4. Number of current advisees:  
- Freshmen: ___________________
- Sophomores: ___________________
- Juniors: ___________________
- Seniors: ___________________
- Other: ___________________
- Fulbright FLTAs: ___________________

5. Service on graduate/professional student guidance committees:  
(List number of students)  
<table>
<thead>
<tr>
<th>Masters</th>
<th>Doctoral</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently enrolled or active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded - total of career</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


- Advised 7 Fulbright Foreign Language Teaching Assistants (FLTAs) per year on the 4-8 courses they each will audit every academic year. Coordinated with the professors about their work and address any issues. Reported to the Institute for International Education (IIE) on FLTA academic progress/success.

- Advised 21 Fulbright FLTAs from F13 - F15. (Advised a total of 63 Fulbright FLTAs from the first year of the program F08 until present.)

Received overwhelming positive feedback from the FLTAs and their professors.

7. Evaluation of academic advising by unit administrator. Include advising, recruitment and retention of students; evidence of a leadership role in the advising profession; evidence of commitment to and effectiveness in promoting diversity and intellectual honesty; summary of evidence of recognition by students, peers, faculty and others within and outside MSU.
### TEACHING ACTIVITIES IN CREDIT COURSES

8. Record of teaching activities for the past three years*:

<table>
<thead>
<tr>
<th>Term and Year</th>
<th>Course Number</th>
<th>Credits (#,var)</th>
<th>Type of Section (Lec, Rec, Lab, Pract, tutorials)</th>
<th># of Students</th>
<th>Type of Participation (Teach, teach as part of team, evaluate, demonstrate, assist teacher, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S13-F15</td>
<td>Various LL</td>
<td>3-4</td>
<td>Ind. study</td>
<td>11 total</td>
<td>(11 courses) Instructor of record</td>
</tr>
<tr>
<td>S13-F15</td>
<td>Various LL</td>
<td>1-3</td>
<td>Classes</td>
<td>55 total</td>
<td>(8 courses) Supervise, set curriculum, assist with materials</td>
</tr>
<tr>
<td>S13-F15</td>
<td>Various</td>
<td>3-4</td>
<td>Online CIC reci</td>
<td>23 total</td>
<td>(6 courses) Admin, evaluation</td>
</tr>
<tr>
<td>S13-F15</td>
<td>Various LL</td>
<td>3-4</td>
<td>Online CIC tea</td>
<td>20 total</td>
<td>(3) Supervise, set curriculum, assist with materials</td>
</tr>
<tr>
<td>S13-F15</td>
<td>Various LL</td>
<td>3-4</td>
<td>Online (non-cic)</td>
<td>28 total</td>
<td>(5 courses) Supervise, set curriculum, assist with materials</td>
</tr>
<tr>
<td>S13-F15</td>
<td>Various LL</td>
<td>3-4</td>
<td>CIC receiving</td>
<td>7 total</td>
<td>(6 courses) Admin, evaluation</td>
</tr>
</tbody>
</table>

Please note: This is a summary due to large number of courses. Please refer to Appendix A for the full list of courses.


- Wrote syllabi, reviewed lesson plans, projects and exams, submitted grades, and oversaw student progress for 94 Less Commonly Taught Languages (LCTL) courses from Spring 13 to Fall 15. (346 courses in 30 languages from Fall 06 to Fall 15.)

- Led the first (and currently only) online CIC courseshares—receiving online Dutch from Indiana and sharing our online Thai, online Vietnamese (and this Spring 16, online Turkish.)

- Created and implemented multifaceted evaluation to maintain quality of LCTL courses (student to teacher, student to coordinator, teacher to student, teacher to coordinator, coordinator to student and coordinator to teacher.) Feedback from students and teachers has consistently been high. Used any negative feedback to improve the course, program, and/or teaching. (Evaluation forms/data available on request.)

- Instituted voluntary external testing by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interviews (OPI) to measure student mastery of material. Of the students tested, 78% met or exceeded our proficiency goals. (Testing from 2012-2014 with financial support from the Asian Studies Center and the Center for Advanced Studies in International Development.)

*In determining the "past three years" the candidate may elect to exclude any terms during which s/he was on leave.
10. Record of MSU-sponsored non-credit instructional activities for the past three years*:

<table>
<thead>
<tr>
<th>Year</th>
<th>Type of Presentation (workshop, seminar, etc.)</th>
<th># of Sessions per Year</th>
<th>Target Audience</th>
<th># of Participants</th>
<th>Type of Participation (Instruct/present, instruct/present as part of team, evaluate, demonstrate, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-15</td>
<td>LCTL Orientation and workshop</td>
<td>2</td>
<td>LCTL teachers (novice language teachers)</td>
<td>5-12</td>
<td>Designed and led workshops (a few led by GA or intern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>incoming MSU FLTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-15</td>
<td>FLTA Orientations</td>
<td>3-6 per day for 10 days</td>
<td>Fulbright FLTAs</td>
<td>7 per year</td>
<td>Designed and led most workshops (a few led by GA or intern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-15</td>
<td>U.S. Academic Evaluation present</td>
<td>1 per year</td>
<td>Language TAs</td>
<td>50 each session</td>
<td>Presented</td>
</tr>
<tr>
<td>2011-14</td>
<td>Project GO Briefings</td>
<td>2-4</td>
<td>ROCT Cadets and Cadre at MSU</td>
<td></td>
<td>Presented</td>
</tr>
<tr>
<td>2013</td>
<td>Level Appropriate Tasks</td>
<td>1</td>
<td></td>
<td>25</td>
<td>Co-presented with Anne Baker</td>
</tr>
</tbody>
</table>

Notes: details + previous years in Appendix C

11. Provide summary of accomplishments in instructional activities.

- LCTL Orientations increase effectiveness of teaching, and combined with continual training and one-on-one sessions has led to the novice LCTL teachers following current best practices in language teaching (communicative, task-based, and increasingly based on a flipped model). Orientations have also included sessions on copyright issues and diversity in the classroom.

- FLTA Orientations help prepare Fulbright FLTAs for teaching, taking classes, and living in another culture and academic system. The workshops also included a review of language teaching techniques, contributing to better teaching and better student outcomes. Orientations have also included sessions on copyright issues and diversity in the classroom.

- Project GO briefings led to 21 ROTC student scholarships for language study and study abroad.

* In determining the "past three years" the candidate may elect to exclude any terms during which s/he was on leave.
12. Evaluation of contributions to teaching and instructional activities by unit administrator. Include effectiveness of teaching; presentation of information; innovation and leadership in teaching/learning methods; evidence of promoting an appropriate climate of diversity and intellectual honesty in instructional settings; summary of evidence of recognition from students, peers, faculty, and others within and outside MSU.

[Name] does not have her own courses, but she works tirelessly to train and mentor her instructors, people who are native speakers but often not trained in language pedagogy. Although she does not actually teach, in some ways [Name] is “teaching” all of the courses she is supervising. She plays a central role in the selection of materials and the creation of the course and its syllabus. She closely monitors and mentors new instructors to ensure success in the classroom and provides professional development activities for these instructors. She also has recently taken on a student assistant who aids her in these efforts. As mentioned above, [Name] gained IIE support for Foreign Language Teaching Assistants (FLTAs) who help to offer language instruction and act as contemporary native speaker resources. Also aids them in the preparation of their teaching activities that support the LCTL courses. As [Name] writes in her letter: “This program provides a tremendous opportunity for LCTL language instructors while simultaneously expanding the capacity of the LCTL program.” She continually remains focused on a desire to make more quality language courses available to students who wish to take them. As [Name] summed up: “[Name] contribution to the Less Commonly Taught Languages (LCTL) program at MSU has been nothing short of spectacular.”

[Name] approaches all of the activities with a great deal of respect for the cultures and languages that are being taught and also for the people she hires to teach them. These instructors are usually native speakers from backgrounds as diverse as the languages they teach. Consequently, the LCTL program greatly aids in bringing diversity of instruction and faculty to the MSU campus. (See #13 for further information)

I believe that the impact of [Name] efforts are best expressed in the following quote from [Name]: “Thanks to [Name] work, MSU students can now study the languages of their heritage, they can learn the language of the local people with whom they plan to work in the future, and MSU graduates can make an impact in professional fields that depend on individuals who have proficiency in languages critical to our national security.”

All of her internal and external letters writers attest to the high level of excellence that [Name] has attained in her position. These referees include:

[Program Coordinator, MSU Global Educators Cohort Program, College of Education]

[Educational Technology Specialist at the MSU Center for Language Teaching Advancement (CeLTA), College of Arts and Letters]

[Professor of Russian, Department of Linguistics and Germanic, Slavic, Asian and African Languages, College of Arts and Letters]

[Assistant Director of the Fulbright Foreign Student and FLTA Programs, Institute of International Education [IIE], New York, New York]
CURRICULUM DEVELOPMENT

13. List significant contributions to planning and development of curricula, academic programs and courses (reference Academic Specialist Handbook – Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.1.3).

- Investigated various LCTL models at US universities, participated in multiple workshops and a CAL/CELTA faculty learning group on online learning, and collaborated with the Spanish program in Romance and Classical Studies to plan the LCTL Online/Tech-enhanced project.

- Created and led the LCTL Online/tech-enhanced project: Created and piloted 4 fully online courses, 3 tech-enhanced courses, and 1 hybrid course in order to expand language learning options for students and increase possibilities of course-sharing with the CIC. (Details in Appendix D.)

- Created and revised language learning objectives and language learning materials to be used across the LCTL program, and assisted with the adaptation to the various languages.

- Created and revised standard grading components and general syllabi for adaptation across all LCTL courses.

- Created student support units to introduce students to language learning strategies and increase their language learning and proficiency. (These units were later adapted and expanded upon to create the CELTA Learner Training Modules.)

- Created, piloted, and updated teacher training materials for LCTL teachers.

- Created placement test development guides, oversaw the creation and administering of placement tests for multiple languages.

- Instituted voluntary external testing by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interviews (OPI) to measure student mastery of material and evaluate our program objectives. Of the students tested, 78% met or exceeded our proficiency goals.

Continued in Appendix D.

14. Evaluation of curriculum planning and development by unit administrator. Include professional contributions and evidence of leadership; commitment to and effectiveness in promoting diversity and intellectual honesty; summary of evidence of recognition of peers, faculty and others within and outside MSU.

One of the main areas of activity is in the quite complicated task of hiring, training, and supervising the various LCTL language instructors. When she began in this position, she quickly decided that she needed to standardize the curricula of these courses so that she could more effectively maintain the quality and coordinate multiple courses in multiple languages. While the language and materials vary from course to course, the overall pedagogical approach and general topics covered in each language are now similar. This approach is particularly important given the difficulty in finding qualified personnel to teach LCTL courses. The majority of the positions are part-time and offerings vary according to student demand.

She also has been an early adopter of online course technology, which has been an excellent way to make LCTL more widely available and to increase enrollments. Under her leadership, the program is in the process of enabling all of its courses to be offered in an online format. is an Educational Technology Specialist at the MSU Center for Language Teaching Advancement (CeLTA) and the attests to her expertise in this area in his letter - "She has shown immense creativity and adaptability in the way that she has been able to implement a single model for many different languages and with varying degrees of experience."
15. List materials authored or co-authored in support of MSU advising, MSU credit or non-credit courses, or for use in MSU service/outreach activities. The list should be chronological order by category with the most recent work listed first. Include author(s), title, date, and target audience or course.


LCTL and FLTA Teaching Resource Repository. Angel and then D2L Communities with Continually updated since 2009.


16. List research publications, papers, and other creative works under headings of (1) Books; (2) Book Chapters; (3) Bulletins or Monographs; (4) Articles (for multi-authored articles, indicate how the primary or lead author can be identified); (5) Reviews; (6) Papers read/published in conference proceedings; (7) Invited papers; (8) Artistic endeavors (exhibits, showings, scores, performances, recordings, etc.); (9) Other scholarly and creative works and activities (video production, etc.). The list should be in chronological order by category with the most recent work listed first; asterisk monographs and articles which received peer review.

ARTICLES

CLEAR News Fall 2013:1+.

“CLEAR’s VAULTT: Video Assistance for Understanding Language Teaching Techniques.”

OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: VIDEO PRODUCTION


OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: PRESENTATIONS AT CONFERENCES

Energize your classes with Fulbright FLTAs, 2015 MIWLA conference, October 23, 2015. Co-presented with


Guiding LCTL Program Participants: Learning to Teach, Learning to Learn, The 2014 CIC Chicago Language Symposium, April 26, 2014. Co-presented with

**Full list in Appendix E**
17. List grant and/or contract proposals authored/co-authored in last six years.* Each proposal should consist of a 2-line entry as described below. For Amount Funded, if the proposal has not been funded, type "pending" or "rejected" as appropriate.

Line 1: Title of the proposal
Line 2: Name of granting or contracting agency, date submitted, amount funded, principal/co-investigators (if not the candidate).

SUMMARY listed here. Full details with each grant listed separately can be found in Appendix F.

2015 College of Arts and Letters Imagine Flint Grant Proposal. Total: $3231.00. Leads:

2010-2015 Fulbright FLTA Summer Orientation sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by the Institute for International Education. Total over 6 grants/summers: $423,315.

2009-2012 MSU Project GO Proposal: Link Award and one year extension sponsored by the US Dept of Defense and administered by the Institute for International Education. Total over the 3 years: $151,410.00. Leads:

2010-2014 VAULTT (Video Assistance for Understanding Language Teaching Techniques) CLEAR sub-project for Title VI grant. Total for 4 years: $103,735. Leads:

2014 LCTL DOOR Proposal
Joint CLEAR/AFR/ASN project for the Title VI grant. Accepted, but later we withdrew due to Title VI sponsor funding cuts and the departure of one of the leads. We will re-apply in the next cycle. Leads:

Full list with details in Appendix F.


* The candidate may elect to extend the 6-year period by a length of time equal to the length of any leaves taken during the past 6 years and make a notation to this effect.
Research is not an official part of her job description. However, wishes to remain engaged in current research debates and has presented at many conferences on the topic of LCTL instruction. These activities have helped to bring prominence to the MSU LCTL program nationwide. Further, she has developed a video resource entitled Video Assistance for Understanding Language Teaching Techniques (VAULTT) that aids new instructors.

has helped to write a number of grant proposals, most recently a proposal with the Center for Language Teaching Advancement (CeLTA) in conjunction with the CIC to the Mellon Foundation, designed to support the development of online LCTL courses. As another example, 's successful work on the Project GO grant (2010-2012) with Russian colleague Prof. is significant. This grant funded $50,000 in annual scholarship money for ROTC cadets to study Russian or Uzbek. The program required a sizable amount of organization, of which did the budgeting, coordination and the majority of the outreach work – organizational meetings both on and off-campus and advertising. In the words of Prof. : "For the three years we worked together on the Project GO grant, Prof. was never satisfied with simply running the basic program. created resources and implemented programs to help ROTC cadets more successfully study languages." As a consequence, the ROTC program recognized her with a Distinguished Civilian Award in 2012.

PUBLIC SERVICE/OUTREACH

20. List significant contributions in the area of public service/outreach (reference Academic Specialist Handbook – Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.3).

• 2015 and 2007-2011 World Languages Day, an event that introduces approximately 500 Michigan high school students per year to world languages and cultures and the language learning opportunities that MSU provides. Committee member in charge of MSU student volunteers.

• 2015 Imagine Flint: One World, One Day--Increasing Literacy and Cultural Awareness. Joint project with Angelika Kraemer and the Community Language School in CeLTA. Approximately 150 elementary students in Flint.

• 2014, 2015 Beyond Insights. Assisted the Community Language School in CeLTA with organizing/preparing the LCTL teachers and FLTAs to share culture and language with approximately 80 Lansing-area middle school students.

• 2014, 2015 John R. King Academy. Assisted the Community Language School in CeLTA with organizing/preparing the LCTL teachers and FLTAs to share culture and language with approximately 400 elementary school students.

• 2014 Whitehills after school enrichment—Hausa language and culture. Collaborated with the Community Language School in CeLTA to organize a weekly after school class for 6 elementary students.

• 2013 World Fair during CAL Marathon of Majors. Planned and organized cultural displays for approximately 50 visitors.

• 2007-2015 Language at MSU yearly brochures. Produced yearly and distributed widely on campus and to various stakeholders outside of campus (including potential students) to increase awareness of language offerings.

• 2012 Wells Hall Grand Opening. Planned and organized 18 cultural displays for approximately 200 visitors.

• Ongoing: Responding to numerous regular requests for translation assistance from local/regional agencies: the court system, local school districts, refugee centers, and private organizations.
21. Evaluation of public service/outreach activities by unit administrator. Include delivery of educational and technical information, expertise and services to individuals, businesses, industry, government, educational institutions or other organizations such as galleries, museums, libraries; evidence of leadership; promotion of an appropriate climate for diversity and intellectual honesty in service/outreach settings; a summary of evidence of recognition by clients, peers, faculty and others within and outside MSU.

...work on the FLTA program has also been central to her administrative activities as well as her outreach activities. She is a valued "partner" of IIE, as expressed by commented that FLTA programs, which are as large as MSU's, must have a well-organized staff to implement them. writes: "unfailingly provides a comprehensive plan for the grantees' contributions to MSU's language programs and throughout the year meets our reporting requirements, including responding to two surveys and any ad hoc requests." She continues: "is extremely responsive to correspondence, communicates about grantee issues or campus challenges proactively and in general demonstrates that she is highly skilled, tremendously aware and impressively capable in managing MSU's partnership with the Fulbright FLTA Program."

As a way to support LCTL courses, has developed a number of informational brochures. She also has created websites that support LCTL curriculum development and teaching. In addition, her work with CIC Courseshare has been a central focus on her outreach efforts. Courseshare is the most effective when universities partner with each other to direct their language students to a particular set of classes. To this end, has helped to establish partnerships in the CIC that have aided enrollments in specific courses, most recently Vietnamese. Further, in a separate initiative, has spent many hours working on a past Anishinaabemowin (Ojibwe-language) language initiative, which we are now in the process of reviving again.

(See also #19 for grant outreach work)

ADMINISTRATIVE ACTIVITIES

22. List significant contributions in the area of administration (reference Academic Specialist Handbook – Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.6).

• Coordinated the LCTL program, the Fulbright FLTA program, and CIC Courseshares at MSU. Co-coordinated the Fulbright FLTA Summer Orientation Grant, the Project GO Grant, and the VAULTT project.

• Increased the number of languages, levels, and modes of LCTL courses offered at MSU.

• Hired, observed, monitored, and evaluated LCTL teachers (8-12 per year), Fulbright FLTAs (7 per year), work-study students (1 per year), interns (1-3 per year), and GA (1 total.)

• Budgeted the LCTL, FLTA, FLTA Summer Orientation, and Project GO operations and resources.

Continued in Appendix G

23. Evaluation of administrative activities by department chairperson/school director.

In general, is highly respected in the area of LCTL instruction and is seen to be an expert in this area at MSU, in the CIC, and beyond. She is an outspoken advocate for LCTL instruction at MSU who knows how to work well with the variety of constituencies and types of people she encounters (from the community language program to the Title VI centers, from new student to Dean). She closely monitors student interest in LCTL courses and keeps careful track of the trends in each language via the meticulous data that she has collected during her tenure here. Her abilities to project need and remain flexible are central to success in her position.

In addition, the currently funded TITLE VI centers leverage their funding on the basis of the languages taught at MSU and the level of instruction (years 1-4). For instance, Dr. Asian Studies Center Director, writes: "The recognition and award of funding from the US Department of Education to MSU's Asian Studies Center as a National Resource Center is due in very large part to success in offering a broad and rich array of Asian LCTLs. During the current four-year cycle, this grant and the Foreign Language and Area Studies grant brought in over $2 million.
24. Indicate significant committee service and contributions under the following headings: 1) Unit/department, 2) College, 3) University and 4) National/International.

Unit/Department
- 2014-2015 Hindi Search committee (also Affirmative Action Representative)
- 2014-2015 Hebrew Search committee (also Affirmative Action Representative)
- 2013 and 2015 Conducted LCTL briefings for the department chair search
- 2011 African Languages Coordinator search committee
- 2008 Japanese search committee

College
- 2012/2013 and 2014/2015: CeLTA Advisory Board

University
- 2015 and 2007-2011 World Languages Day (WLD) Committee (Please note there was no WLD 2012 - 2014.)
- 2013 - 2015 Foreign Language and Area Studies (FLAS) Fellowship Review Committees for the Asian Studies Center
- 2008-2015 Foreign Language and Area Studies (FLAS) Fellowship Yearly Review Committees for Center for Advanced Studies in International Development
- 2014, 2015 Boren Scholarship Review Committee

25. Participation in professional associations/organizations/committees/societies.

<table>
<thead>
<tr>
<th>Name of Society/Organization</th>
<th>Office &amp; Committee Assignments</th>
<th>Meetings Attended (Year)</th>
<th>Check if on Program</th>
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<td>NCOLTCL</td>
<td>member</td>
<td>Annual Conferences 2007, 2008</td>
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</table>
3. List other professional development activities including attendance at conferences, workshops and seminars, enrollment in a degree granting program, etc.

SUMMARY

• Attended 19 National Professional Conferences since Fall 2006.
• Participated in over 20 registered professional development workshops/training sessions since Fall 2006.

Details listed in Appendix H.

27. List awards and/or honors received.

2012 Distinguished Civilian Award MSU ROTC in recognition of my work on the Project GO grants leading to 21 ROTC scholarships for language study and study abroad in addition to numerous cadets adding language study into their regular schedules.

28. Summarize any other significant contributions which have not been covered elsewhere.

Conducted a study abroad site visit to Thailand 2009. Proposed a co-sponsored study abroad program: Thai Language and Southeast Asian Studies. 4 students have participated in the summer programs, and 1 student has participated in the Spring semester program. (We also have a student finishing the application for the Spring 2016 program.)

29. Attach copies of internal letters of recommendation and letters of external peer review.
The Less Commonly Taught Languages (LCTL) program in the Department of Linguistics, Germanic, Slavic, Asian & African Languages covers languages “that have variable enrollments, but are of critical need.” National security, economic, and research-based needs, in addition to generally preparing students for the 21st Century globalized workforce all contribute to the national interest in LCTLs. Common language offerings include: Persian, Tagalog, Thai, Turkish, and Vietnamese, but also include other Asian and European languages as well as Haitian-Creole and Ojibwe when there is enough demand and funding. The variable enrollments and less commonly taught nature of these languages also means the teachers have variable (and usually non-language-teaching) backgrounds. The LCTL coordinator is the language pedagogy specialist who recruits, trains, and supervises the teachers, monitors and assists the students and directs all of the courses.

Since I began as the Less Commonly Taught Languages (LCTL) Coordinator in Fall 2006, I have been dedicated to improving the strength and quality of the MSU LCTL program. I have also continued to increase the scope of the LCTL program in an effort to increase the number (and quality) of opportunities for learning LCTLs at MSU and beyond. This was possible through collaboration with and support from the Department, College, and internal centers such as the International Studies and Programs (ISP), the Asian Studies Center (ASN), the Center for Advanced Studies in International Development (CASID), the Center for Gender in Global
Contexts (GENCEN), the Center for Language Education and Research (CLEAR), the Center for Language Teaching Advancement (CELT A), and external agencies such as the Institute for International Education (IIE), and the Committee on Institutional Cooperation (CIC).

In the last three-year period (from Spring 13 to Fall 15), I supervised 94 courses, including tutorials (for which I am the instructor of record), classes, online courses, and CIC courseshare courses. The total from F06 to F15 is 354 courses in 30 languages, with an average of eighteen per semester. (See Form C #8 and Appendix A for details.) Managing this many courses has required me to create uniformity of language learning objectives and course/grading structures to ensure the quality of courses, increase continuity within courses and across levels, provide guidance to novice LCTL teachers, and to simplify administration. However, balancing these overall uniform LCTL program goals and class structure with the individual needs of the different language courses and different teachers has also been vital. Weekly to bi-weekly individual meetings with teachers, group workshops and orientations, and developing numerous training modules and materials, have all aided in increasing both course and teaching quality. The move to more project and task-based evaluation, and the creation of numerous language teaching materials have both had a side-effect of increasing academic honesty (in the students, who now have to demonstrate their language skills through production, and in the teachers, who now have more ready-made, copyright-free materials available to them.) (Details of these teaching and curriculum activities are found in Form C and appendices.)

By the LCTL program’s very nature, we are increasing our student’s interaction with a diversity of languages and cultures, and expanding on that diversity by also encouraging
students of diverse backgrounds to enroll in the courses, including heritage speakers, ROTC cadets, and even a few high school students through the Gifted and Talented Education Dual Enrollment program. I have also collaborated with other programs and centers such as CLEAR and CELTA to extend this through outreach programs to K-12 audiences in Michigan. Related to promoting diversity, I have also added presentations by the Resource Center for Persons with Disabilities (RCPD) and the Office of Inclusion to LCTL teacher and FLTA orientations.

In addition to improving academic strength and quality within the language courses themselves, the LCTL courses have aided students in their majors (LCTL students have been primarily from James Madison College, Social Science and the College of Arts and Letters) and have led to numerous student scholarships and fellowships such as Project GO, Foreign Language and Area Studies Fellowships (FLAS), Critical Language Scholarships (CLS), and various Fulbright scholarships.

For the past three years, LCTL teaching and course development has primarily focused on our LCTL Online/Tech-enhanced project, which has not only increased enrollments, aided in CIC courseshare, and created a small revenue stream, but has also increased collaboration and collegiality amongst the LCTL teachers, who are often the only native speaker of their language. This project is also just one example of how I participated in multiple professional development opportunities (see Form C #26 and Appendix H), collaborated with multiple units (in this case RCS and CELTA), used that experience to create, pilot and revise a project, and then share results of that project through presentations at MSU and at regional and national conferences (see Form C #16 and Appendix E.)
During my time in this position, in addition to increasing the number of languages and levels offered, I have also successfully increased the scope of the program. I have added the Fulbright FLTA program (added Fall 08), the FLTA Summer Orientation Grants (added 2010), the Video Assistance for Understanding Language Teaching Techniques (VAULTT) project (2010-2014), a co-sponsored study abroad program to Thailand (2009-present), and the ROTC Project GO grant (2009-2012). Of course, none of this would have been possible without collaboration with the Department, College, numerous centers (e.g., CELTA, CLEAR, ASN, CASID, Office of Study Abroad) and external agencies (e.g. IIE, CIC). These strong interconnections have been mutually beneficial, and have led to future areas of collaboration.

The LCTL Program Coordinator position has been, and I hope will continue to be, the ideal position for me. The hard work and dedication of the teachers and students, the strength of the professional collaborations with units on and off campus, the continued support from the Department and College, and the overall goals of the LCTL program are truly inspiring.
Appendix A: Record of teaching activities for the past three years

(Details for #8) Section numbers represent different languages.

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<tr>
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<th>Course Number</th>
<th>Credits</th>
<th>Type of section</th>
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<td>LL 490.007</td>
<td>variable</td>
<td>Independent study</td>
<td>1</td>
<td>Admin, evaluation</td>
</tr>
<tr>
<td>FS 13</td>
<td>LL 490.008</td>
<td>variable</td>
<td>Independent study</td>
<td>1</td>
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</tr>
<tr>
<td>FS 13</td>
<td>LL 490.010</td>
<td>variable</td>
<td>Independent study</td>
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</tr>
<tr>
<td>FS 13</td>
<td>LL 490.025</td>
<td>variable</td>
<td>Independent study</td>
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<tr>
<td>SS 13</td>
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<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 152.007</td>
<td>4</td>
<td>class</td>
<td>5</td>
<td>Supervise, set curriculum, assist with creation of materials</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 152.008</td>
<td>4</td>
<td>class</td>
<td>7</td>
<td>Supervise, set curriculum, assist with creation of materials</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 152.011</td>
<td>4</td>
<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 152.026</td>
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<td>2</td>
<td>Instructor of record</td>
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<td>SS 13</td>
<td>LL 152.027</td>
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<td>tutorial</td>
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<td>Instructor of record</td>
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<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 252.007</td>
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<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
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<tr>
<td>SS 13</td>
<td>LL 252.008</td>
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<td>tutorial</td>
<td>3</td>
<td>Instructor of record</td>
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<tr>
<td>SS 13</td>
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<td>tutorial</td>
<td>1</td>
<td>Primarily Admin, minor supervision</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 302.007</td>
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<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 302.008</td>
<td>3</td>
<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 302.010</td>
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<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
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<td>3</td>
<td>tutorial</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 490.007</td>
<td>variable</td>
<td>Independent study</td>
<td>1</td>
<td>Primarily Admin, minor supervision</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 490.008</td>
<td>variable</td>
<td>Independent study</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
<tr>
<td>SS 13</td>
<td>LL 490.011</td>
<td>variable</td>
<td>Independent study</td>
<td>1</td>
<td>Instructor of record</td>
</tr>
</tbody>
</table>

Supervised 94 courses from Sp13 to Fall 15. Supervised 260 courses supervised from FS06 to FS12. (Details available on request.) Total of 354 courses, in 30 languages supervised from start of this position in FS06 to present FS15.
Appendix B: Teaching Accomplishments, cont.

Continued from #9

- Created test development guides, oversaw the creation and administering of placement tests for multiple languages, and wrote recommendations for language requirement waivers as needed.

- Increased the LCTL teachers' mastery of language teaching by supervising the training, education and professional development of ten to fifteen tutors and instructors of less commonly taught languages (LCTLS) and five to twelve Fulbright Foreign Language Teaching Assistants through observations, meetings, and workshops (including those I have led and ACTFL workshops I have organized with funding from Asian Studies Center and Center for Advanced Studies in International Development.)

- Increased the general language teaching knowledge of novice language teachers with the development of the Title VI sub-project: Video Assistance for Understanding Language Teaching Techniques (VAULTT.)

- Provided LCTL outreach to numerous K-12 students in Michigan through collaboration with the department, and other units and Centers, primarily Center for Language Teaching Advancement (CELTA) and the Center for Language Education and Research (CLEAR.) See #20 for more details.
Appendix C: MSU sponsored non-credit instructional activities for the past three years

Details for #10

<table>
<thead>
<tr>
<th>Year</th>
<th>Type of presentation</th>
<th># of sessions per year</th>
<th>Target audience</th>
<th># of participants</th>
<th>Type of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Fall and Spring semester 2007 to 2015</td>
<td>LCTL Teacher Orientations and language teaching workshops</td>
<td>3-5 presentations and workshops per day for 2 days each semester</td>
<td>Novice LCTL teachers</td>
<td>5-12 per session</td>
<td>Created and usually presented all sessions but a few sessions led by interns and/or GA.</td>
</tr>
<tr>
<td>Yearly 2008 to 2015</td>
<td>FLTA orientations to MSU, academic culture, living in the US, and language teaching basics</td>
<td>3-6 presentations and workshops per day for 10 days</td>
<td>Incoming MSU FLTAS</td>
<td>7 each year for the past 3 years. 63 total.</td>
<td>Created and usually presented all sessions but a few sessions led by interns and/or GA.</td>
</tr>
<tr>
<td>2014, 2013, 2012, 2011</td>
<td>Project GO and Languages at MSU ROTC Briefings. AFROTC and Army ROTC.</td>
<td>2-4</td>
<td>MSU AF and Army ROTC cadre</td>
<td>=50</td>
<td>Presented</td>
</tr>
<tr>
<td>August 2013</td>
<td>Evaluating and designing level-appropriate tasks for learners</td>
<td>1</td>
<td>Common TA orientation. Center for Language Teaching Advancement Workshops</td>
<td>=25</td>
<td>Co-presented</td>
</tr>
<tr>
<td>Previous years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012, 2009</td>
<td>Problems in the Classroom (and how to prevent them), Center for Language Teaching</td>
<td>1</td>
<td>Common TA orientation for RCS and Ling/Lang</td>
<td>=25 each year</td>
<td>Presented</td>
</tr>
<tr>
<td>Year</td>
<td>Workshops Title</td>
<td>Attendees</td>
<td>Presenter Role</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Some Basic Elements of Language Learning and Teaching</td>
<td>1</td>
<td>St. Vincent Refugee Service Volunteer ESL Teachers</td>
<td>Presented</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Project GO briefings at University of Michigan: Navy, Air Force and Army</td>
<td>3</td>
<td>Cadets, midshipmen, and cadre</td>
<td>Presented</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Introduction to CLEAR RIA Applications. Center for Language Teaching Advancement Workshops</td>
<td>1</td>
<td>Language teachers</td>
<td>Led tech-enhanced workshop with co-leader</td>
<td></td>
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<tr>
<td>2009</td>
<td>Foreign Language Advising Update. All-University Advisor In-service</td>
<td>1</td>
<td>Advisors</td>
<td>Co-Presented with</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Basic Elements of Language Learning and Teaching.</td>
<td>1</td>
<td>Volunteer ESL teachers for The Capital Area Literacy Coalition</td>
<td>Presented</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Peace Corps Panel,</td>
<td>1</td>
<td>Undergraduate MSU students</td>
<td>Panelist</td>
<td></td>
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<tr>
<td>2007</td>
<td>Go White, Go Green, Grow Global. Freshman Seminar</td>
<td>1</td>
<td>MSU Freshman</td>
<td>Co-Presented with</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>MSU Teacher Training Programs, KNUE</td>
<td>multiple</td>
<td>Summer ELC contract program</td>
<td>Taught</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Curriculum, cont.

Continued from #13.
Details of the LCTL Online/Tech-enhanced Project.

- S14 Piloted LL151.731 Online Basic Tamil I
- F14 Piloted LL151.734 Online Basic Vietnamese I and LL151.007 Tech-enhanced Basic Turkish I
- S15 Piloted LL151.736 Online Basic Thai I, LL152.007 Tech-enhanced Basic Turkish II, LL152.008 Tech-enhanced Basic Persian II, and LL152.734 Online Basic Vietnamese II. (And piloted the revision of LL151.731 Online Basic Tamil I)
- Summer 15 Piloted our first summer course: LL151.731 Online Basic Tamil I
- F15 Piloted LL151.005 Tech-enhanced Basic Tagalog I, LL151.008 Tech-enhanced Basic Persian I, and LL151.746 Hybrid Basic Thai I

Examples of materials/curricula created are readily available upon request.
Appendix E: List research publications, papers, and other creative works

Details for #16

ARTICLES


OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: VIDEO PRODUCTION


OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: PRESENTATIONS AT CONFERENCES

Energize your classes with Fulbright FLTAs, 2015 MIWLA conference, October 23, 2015. Co-presented with


Guiding LCTL Program Participants: Learning to Teach, Learning to Learn, The 2014 CIC Chicago Language Symposium, April 26, 2014. Co-presented with


VAULTT: Educating Novice Teachers through Subtitled Videos and Guided Research, ACTFL 2013. November 22, 2013. Co-presented with and


Opening Minds to the World through a World Languages Day. ACTFL 2008. Co-presented with...

World Languages Day—Five Years of Free Fun! MIWLA October 23, 2008. Co-presented with ...

World Languages Day—A free conference for you and your students! MIWLA Fall 2007. Co-presented with
Appendix F: Grants

Full list for #17

Fulbright FLTA Summer Orientation 2015 App 142194
The Bureau of Educational and Cultural Affairs of the U.S. Department of State (administered by the Institute for International Education), February 2015, $61,510, Lead PI- Co-PI:

Fulbright FLTA Summer Orientation 2014 App 135855
The Bureau of Educational and Cultural Affairs of the U.S. Department of State (administered by the Institute for International Education), February 2014, $61,510, Lead PI- Co-PI:

Fulbright FLTA Summer Orientation 2013 App 129775
The Bureau of Educational and Cultural Affairs of the U.S. Department of State (administered by the Institute for International Education), February 2013, $61,510, Lead PI- Co-PIs:

Fulbright FLTA Summer Orientation 2012 App 123456
The Bureau of Educational and Cultural Affairs of the U.S. Department of State (administered by the Institute for International Education), February 2012, $78,497, Lead PI- and

Fulbright FLTA Summer Orientation 2011 App 117280
The Bureau of Educational and Cultural Affairs of the U.S. Department of State (administered by the Institute for International Education), February 2011, $66,164, Lead PI-

Fulbright FLTA Summer Orientation 2010 App 112002
The Bureau of Educational and Cultural Affairs of the U.S. Department of State (administered by the Institute for International Education), February 2010, $62,587, Lead PI-

College of Arts and Letters Imagine Flint Grant Proposal (No App number)
College of Arts and Letters, January 2015, $3231, Co-PIs: and

MSU Project Global Officer (GO) Proposal: Link Award 2009-2011: App 107708
Sponsored by the US Department of Defense and administered by the Institute for International Education. Total over the 2 years: $100,000. (Reduced to $88,000). Co PIs: and

MSU Project GO Proposal: One year extension 2011-2012.
Sponsored by the US Dept of Defense and administered by the Institute for International Education. Co PIs: and

2010-2014 VAULTT (No app number)
CLEAR sub-project for Title VI grant. Total for 4 years: $103,735. Leads: and

2014 LCTL DOOR (Downloadable open online resources.)
Proposal (accepted, but later we postponed our project due to Title VI sponsor funding cuts and the departure of one of the leads. We will re-submit our project proposal for the next cycle) Joint CLEAR/AFR/ASN project for the Title VI grant. Leads: and
Appendix G: Administrative Activities

Continued from #22

- Created and prioritized LCTL program strategic goals in close collaboration with the department, college and area study centers (especially ASN.)
- Presented briefings on the LCTL program for various Title VI evaluators and potential donors.
- Scheduled all LCTL courses.
- Expanded the LCTL Resource Center to include language teaching resources and realia to be used in the classroom in addition to language specific materials (with funding from ASN and CASID.)
- Created and maintained program databases and history charts to respond quickly to requests for data from various stakeholders on and off campus.
- Promoted diversity by arranging presentations by RCPD and the Office of Inclusion for LCTL teachers and FLTAs.
Appendix H: Professional Development Activities

Details for #26

Professional development

- 2014/2015 Language Learning in Online Environments (LLOE) faculty learning community organized by CeLTA
- 2014 Affirmative Action Representative training
- 2014/2015 Language Learning in Online Environments (LLOE) faculty learning community organized by CeLTA
- 2013-2015 MSU technology workshops (D2L and Google Apps—in 2009-11 Angel)
- 2012-2013 OPI Training and Certification Process
- 2012 Collaborating within and across Units for Improved Teaching and Learning. CAL Fixed Term Faculty Collaboration Workshop
- 2012 ACTFL Workshop--Learner Centered Instruction and Strategies
- 2012 ACTFL Workshop--Teaching Speaking: Interpersonal and Presentational Modes
- 2011 Education and the Economy: Investing in Our Future 2011 Bus Tour Roundtable discussion with Dr. Eduardo Ochoa, Assistant Secretary for Postsecondary Education at the U.S. Department of Education.
- 2009 MSU Language Requirements Task Force. CAL working group.
- 2008 Blended Learning Workshop. Virtual University Design and Technology Institute
- 2007 Distinguished Educator’s Visit at Ellsworth AFB in South Dakota

Conferences Attended:

- 2015 MIWLA
- 2014 ACTFL, CIC Chicago Language Symposium
- 2013 ACTFL
- 2012 TESOL, ACTFL OPI 5-day Workshop
- 2011 Project GO Leadership Conferences
- 2010 Project GO Leadership Conferences, MIWLA
- 2009 CALICO
- 2008 MIWLA, NCOLCTL, MITESOL, ACTFL
- 2006 MITESOL, ACTFL
Education

Master of Arts: Teaching English to Speakers of Other Languages, Michigan State University, June 1992.

Bachelor of Arts: Social Science, with an additional major in Anthropology and a Certificate of African Studies, Michigan State University, June 1988.

ACTFL OPI Tester Full Certification: July 2013


Work History

Coordinator, Less Commonly Taught Languages
Department of Linguistics and Germanic, Slavic, Asian and African Languages, Michigan State University

- Awarded Grant: Fulbright FLTA Summer Orientation sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by the Institute for International Education. $62,587 for the 2010 award, $66,164 for the 2011 award, $78,497 for the 2012 award, $61,510 for the 2013 award, $79,560 for the 2014 award, and $74,997 for the 2015 Award. These grants were to organize, coordinate and host summer Fulbright FLTA orientations for approximately 60 FLTAs each summer.
- Awarded Grant: Imagine Flint—One World, One Day. $3231 for 2015. This project promoted Literacy and Cultural Awareness of elementary school students in Flint.
- Awarded Grant: Co-PI for Grant: ROTC Project Global Officer (GO) a Department of Defense initiative administered by the Institute for International Education on behalf of the National Security Education Program. Approximately $50,000 per year 2010, 2011, and renewed for 2012. These grants were used to support critical language education and study abroad opportunities for ROTC students in the Army and Air Force.
- Supervise the training, education and professional development of eleven to fifteen tutors and instructors of less commonly taught languages (LCTLS) and five to twelve Fulbright Foreign Language Teaching Assistants through observations, meetings, and informal workshops.
- Hire, observe, and monitor LCTL tutors and instructors, Fulbright FLTAs, work-study students and interns.
- Co-coordinate the Video Assistance for Understanding Language Teaching Techniques (VAULTT) project.
- Publicize and increase interest in the LCTL program through creating brochures, attending fairs and events on campus, and communicating with various organizations.
- Recruit presenters, schedule 100 volunteers, and serve on the committee for World Languages Day, an event for 700 Michigan high school students from 2006-2011, and 2014-present.
- Serve on search committees for the FLAS awards.
Instructor, English as a Second Language
*Intensive English Communication Program, Penn State University*

- Led the development of and taught the methodology component for Korean middle and high school teachers in the Korean Ministry of Education summer program.
- Developed and taught a week-long teaching skills workshop for new international physics teaching assistants.
- Served on the search committee for a program staff assistant, and assisted the search committees for two program instructors.
- Scheduled 22-36 regular and contract program classes, with the Director.
- Assisted in the placement and movement of students in the program.
- Established an educational resource center, including books, journals, audiovisual materials, and computer resources.
- Reviewed and selected textbooks each semester for all skills and levels, and software for the student computer lab, in committee.
- Created, reviewed, and revised program curriculum, writing evaluation guides, diagnostic exams and exit criteria, in committee.
- Initiated and maintained a mentoring program for new teaching assistants and part-time teachers.
- Developed and taught predominately EAP focused reading, writing, grammar, speaking/listening, integrated skills, and content courses to beginning, intermediate, and advanced students of diverse backgrounds and educational levels.
- Created and updated numerous reading, writing, grammar, and listening/speaking activities based on authentic source materials including novels, articles, music, and videos.
- Developed a web-based, advanced-level supplementary ESL content course.
- Utilized calendars, quizzes, surveys, message boards, and content features of Angel, an on-line course system, in ESL classes.
- Reviewed, selected, and created instructional guides for educational software for a student computer lab.
- Taught basic introductions to Microsoft Word and PowerPoint.
- Experimented with using synchronous and asynchronous computer-mediated-communication (CMC) in ESL/EAP writing and listening/speaking courses.
- Incorporated numerous CALL teaching materials and web-based classroom supplements into ESL and EAP classes.
- Completed special contract work with Oxford University Publishing for GrammarSense 4.

Summer Program Coordinator/Instructor/Resource Assistant Coordinator *English Language*
*Center, Michigan State University*

- Assessed needs; developed budgets and curricula; and arranged staffing, housing, and activities for three summer contract programs.
• Researched, implemented, and updated a library database system.
• Revised copy-edited manuscripts, obtained copyright permissions for text and artwork, prepared audiovisual materials, piloted books, and assisted in the development of new texts for *Alliance: The Michigan State University Textbook Series of Theme-Based Content Instruction for ESL/EFL*.

**Teacher Trainer/Lecturer at the Faculty of Education, Alexandria, Egypt** The Binational Fulbright Commission, Cairo, Egypt 1992-1994

- Developed and taught one graduate methodology course per academic year for the Faculty of Arts Institute of Applied Linguistics.
- Developed and taught four undergraduate core courses and two summer methodology courses for the Faculty of Education.
- Supervised, observed, advised, and evaluated 50-60 student teachers and 5-7 graduate assistants.
- Established an internal Fulbright resource center. (Fulbright, Egypt)
- Created the new four-year grammar curriculum for the English department. (Fulbright, Egypt)
- Developed, administered, and analyzed department entrance exams (Fulbright, Egypt)
- Initiated, implemented, and revised a student-to-student tutoring program. (Fulbright, Egypt)
- Coordinated the writing, piloting, and editing of an English course book for non-specialist student teachers. (Fulbright, Egypt)
- Edited and published the English Department Newsletter.

**Graduate Assistant/Instructor**

*English Language Center, Michigan State University* 1991-1992

- Compiled and wrote several manuals for graduate assistants.
- Developed and taught predominately EAP focused reading, writing, grammar, and speaking/listening, to beginning, intermediate, and advanced students of diverse backgrounds and educational levels.

**Peace Corps Volunteer/Instructor/Summer Trainer**

*College D'Enseignement Generale, Guidan Roundji, Niger* 1988-1990

- Observed, evaluated, and advised EFL Peace Corps trainees in daily classroom teaching, and assisted in the cross-cultural training of all Peace Corps trainees.
- Established the first CEG-level library in Niger using a $10,000 grant from the US embassy.
- Taught four, integrated-skill EFL courses per year (two beginning and two advanced) to 40-45 middle-school students per class in an educational system based on the French model.

**Presentations**

*Energize your classes with Fulbright FLTAs, 2015 MIWLA conference, October 23, 2015. Co-presented with*

Guiding LCTL Program Participants: Learning to Teach, Learning to Learn, The 2014 CIC Chicago Language Symposium, April 26, 2014. Co-presented with


Evaluating and designing level-appropriate tasks for learners, Center for Language Teaching Advancement Workshops, Common TA orientation, August 23, 2013. Co-presented with


Problems in the Classroom (and how to prevent them). Center for Language Teaching Advancement Workshops, MSU. November 6, 2009 and August 24, 2012.


Introduction to CLEAR RIA Applications. Center for Language Teaching Advancement Workshops, MSU. October 16, 2009.


Authentic Tasks Workshop, Spring 09. LCTL workshop with.


Opening Minds to the World through a World Languages Day. ACTFL 2008. Co-presented with.


Towards a Successful Student Tutoring Program. CDELT Fourteenth National Symposium on English Teaching in Egypt. Co-presented with Dr. ________, Curriculum Department. April 10, 1994.


Awards
Distinguished Civilian Award MSU ROTC 2012