

Since I joined the Department of Writing, Rhetoric, and American Cultures (WRAC) at Michigan State University (MSU) six years ago, my work has focused on studying writing in the context of globalization. I am one of the few select scholars in rhetoric and writing studies to focus on both multilingual and multimodal literacy practices in globalized higher educational and workplace settings.¹ As reflected in my transdisciplinary research as well as teaching and service, this work has made an impact at the departmental, college, university, national, and international levels.

Summary

Broadly, my scholarship focuses on two discrete but deeply related areas. The first situates writing studies in relation to transnational higher education, and how increasing flows of goods, objects, information, and people across national boundaries are transforming teaching, administration, and learning. In this area, I focus on the rapidly growing Chinese international student population at MSU and how they are transforming the university. My work attends directly to these issues by looking at the ways language and literacy shape students' academic socialization and the development of their identities and practices inside and outside classroom settings. This work is critical for understanding cross-cultural differences and new paradigms for teaching and learning in the context of 21st century globalization. Linking local practices to wider social spaces, my work in this area furthermore offers insight into structural shifts in writing programs while situating them in a relational network of departments, colleges, and administrative units at home and abroad (e.g., cross-border partnerships and exchanges).

The second strand of my scholarly activity examines global innovation systems and transnational entrepreneurship, and the ways new models are transforming workplace activities and identities. With more startups per capita than any other place in the world, Israel makes a particularly compelling case for studying the links between social and cultural practices and the new innovation economy. Attending to these intersections, I have conducted field work in the Israeli high-tech industry studying literacy practices of startup entrepreneurs in the context of everyday workplace interactions (e.g., developing pitches, building applications, social networking, conducting meetings). I further have attended to the complex manner in which they navigate a dynamic network of institutions, regulations, languages, and transnational spaces. While most scholarship in technical communication has tended to focus on the individual or organization as the unit of analysis, I adopt a broader perspective that situates activities within globalizing social, historical, political, and economic contexts. This research contributes to the increasing conversations and scholarly activity—across the university and the field of writing studies—on entrepreneurship and globalization in the new creative economy.

In both of these areas, I have been a leader in my field, as evidenced by a number of key accomplishments. I have received over \$60,000 in support of my research activities, including the Conference on College Composition and Communication (CCCC) Research Initiative Award (as the lead PI) given to innovative projects contributing to scholarship surrounding literacy and writing instruction. I have further received an MSU Lilly Teaching Fellowship to recognize my contributions to translingual teaching and learning at the classroom, university, and national levels. I also have a strong record of publication: a book manuscript (lead author), nine journal publications, one book chapter in an edited collection, and more than twenty conference presentations (including three invited national talks).

¹ In the literature there has been increasing use of “translingual” and “transmodal” to reflect a dynamic and less bounded approach to language studies. While my scholarship has contributed to this conversation, I adopt the prefix “multi” here for the sake of clarity.

Scholarly Contributions

Despite the fact that I work across different languages, locations, and communities, my interdisciplinary scholarship intersects in a number of key aspects. In fact, these very intersections are central to my holistic framework for studying writing in the context of 21st century globalization. Overall, my scholarship makes the following key contributions in the areas of writing, rhetoric, and professional communication by:

- adopting a more holistic approach that conceptualizes multilingualism as one resource within a wider rhetorical repertoire. This framework attends to writing, talk, image, and gesture and the complex intersection between them. This attention is critical in the context of 21st century globalization and the increasing integration of media and modes.
- moving from a product to a process-based approach with attention to multilingual *practices*. Studies on multilingual writing have tended to focus on final products, to offer limited attention to the processes through which those texts are produced, and often have taken a narrower cognitive rather than a situated stance. My research locates the production, distribution, and reception of texts in wider social, cultural, and ideological contexts.
- adopting a deeply material approach that attends to the politics of mobility (disciplinary, institutional, social, geographic) with close attention to who moves, when they move, how they move, and to what effect. As a result, this research calls attention to ways literacy is linked to asymmetrical relations of power as multilingual actors shape and are shaped by global structures.
- challenging bounded classroom and national container models that have often defined the sites of writing studies scholarship. This networked approach brings together areas often conceptualized as separate: local/global, text/talk, digital/face-to-face, in-class/out of class. Deconstructing these binaries is key for moving away from static conceptions of language and towards a broader conception of literacy as emergent, dynamic, contested, hybrid, and deeply distributed across near and far flung contexts. As a result, this approach helps to reveal how transnational “flows” are reshaping everyday literacy practices and identities.
- uncovering the possibilities and challenges of implementing culturally relevant and sensitive pedagogies (i.e., translingual/transmodal approaches) that shift from deficit models to an understanding of students’ and professionals’ home languages and cultures as assets, and ways into a richer understanding of how writing and literacy works.

Global Education

For the past five years, I have been studying the multilingual and multimodal literacy practices of Chinese international students and ways that they develop language, writing, disciplinary, and transnational identities. Supported by a CCCC Research Initiative Award, this work has resulted in three articles (two journal articles and one chapter in an edited collection expected August 2017) and one book manuscript from Utah State University Press entitled *Inventing the World Grant University: Chinese International Students Mobilities, Literacies, and Identities*, co-authored with my two Chinese speaking colleagues, [REDACTED].

The book traces the literacy practices of the Chinese international students on the MSU campus and a private college in Guanzhou, China. Working across multiple field sites, the project is an argument for new models for studying global complexity grounded in the notion that it takes a village to study a global village. As language and literacy practices are increasingly complex, relational, and dispersed across near and far flung contexts, new research models and methodologies that involve cross-cultural collaborations are called for. Central to these moves is the reframing of national scholarly conversations on writing programs and pedagogies from a transnational perspective. Critically, while most transnational studies of higher education tend to focus at the policy level study, our study is one of the first to trace the everyday practices of Chinese international students across borders. Further, while other studies of

international students tend to trace movements from home to host cultures, ours follows the students' movements back to China as part of a multidirectional process.

Despite a deeply collaborative effort, we have all made key individual contributions. I am the lead author of five of the nine chapters, including the introductory chapter where I articulate the theoretical and methodological framework of the study. My lead contributions also include a chapter that surveys shifts in the linguistic and geographic landscape on campus through a spatial analysis and interviews with dozens of administrators, teachers, and students. Two other chapters that I took the lead on include textured case studies of students' literacy practices, including a four-year longitudinal study of a Chinese international student as she navigates classes, disciplines, languages, technologies, and spaces. Relevant to teachers, researchers, and administrators, the studies provide some of the first in-depth descriptions that link the Chinese international students' academic and non-academic practices, and offer a deeper understanding of possibilities and pitfalls in efforts to cultivate global-ready citizens able to negotiate differences. In the area of digital literacies, my chapters specifically contribute to our understanding of the ways students' digital and social media practices are deeply intertwined with their academic and social trajectories. This is also reflected in a recent article in *Computers and Composition* (2016) on how a popular online forum with more than two hundred participants mediated students' socialization into the university. Overall, the tracing of literacies across the chapters in the book uncovers how interlocking webs of activity mediate literate pathways and the transformation of a global higher educational field.

Global Innovation Systems

My second strand of research focuses on the Israeli high-tech industry. In this area, I contextualize the study of local startup entrepreneurs in relation to language and cultural shifts in Israeli society as it transitions from the socialist ideals of the kibbutz to a capitalist system based on global high-tech industries. Accompanying these transformations is a language shift from Hebrew as the dominant language to a situation in which English is commonplace in many domains. My scholarship fills key gaps in the literature in technical and professional writing by studying intersections between everyday entrepreneurial practices and shifting linguistic and cultural landscapes. To accomplish these aims, I have conducted fine grained case studies of startup entrepreneurs looking at issues such as, when they use English, when they use Hebrew, and how and why the languages mix. I also have traced these processes across media, modes, and spaces as they navigate meetings, conferences, pitches, online exchanges, and other translocal workplace practices. Attending to these constellations of activity has helped to foster an understanding of how actors shape and are shaped by culturally embedded innovation systems. My research further identifies how these systems are complexly entangled in transnational spheres of activity.

This research has been supported by an MSU Humanities and Arts Research Production (HARP) grant (\$23,000) and has resulted in four journal publications, including an article in the flagship journal *College Communication and Composition* (CCC) as part of a special issue on future directions in the field. That article has so far been cited 67 times (Google Scholar) and adopted in graduate courses nationally. My research has also resulted in articles for two special issues in technical and business communication focused on intercultural professional communication and entrepreneurship. The local significance of this work is evidenced by my invitation to present at a Jewish Studies seminar on the Israeli startup ecosystem, my service as a member on a committee aimed at integrating entrepreneurship into the university curriculum, a report to the Dean of the College of Arts and Letters about fostering cross-cultural connections and relationships, and travels to Israel during summer 2017 with the directors of the Jewish studies program and of undergraduate entrepreneurship to set up internships and exchanges.

My research has also extended to the studies of multilingual and multimodal literacy practices in Israeli classrooms, communities, and popular media. For example, my recent piece (September 2017) in *CCC* explores the ways an Israeli soldier's extracurricular and transmedia literacy practices shape the

ways he learns English. Dovetailing with studies of the Chinese international students, the study suggests the ways in-class and out-of-class activities mediate language and learning.

Teaching

There is a strong relationship between my scholarship and the range of undergraduate courses I have taught in the Department of Writing, Rhetoric, and American Cultures (WRAC): Technical Writing (WRA 320); Rhetoric, Persuasion, and Culture (WRA 260); Honors Writing (WRA 195H); and Preparation for College Writing (WRA 1004). Linked to my focus on high-tech startups, the Technical Writing course was themed around social entrepreneurship and included visits to (and projects for) local student and city incubators. I have most consistently taught first-year writing courses focused on language, culture, and globalization with the aim of cultivating global citizens equipped with tools to investigate diverse languages and cultures. The first-year honor's course (195H) focuses on ethnographic approaches to writing and culminates in an ethnographic research paper on a subculture (workplaces, residence hallways, student clubs), giving students experience with field work, participant-observation, and the collection of artifacts.

Most directly intersecting with my research, I have taught Preparation for College Writing (WRA 1004), made up of Africans, African-Americans, Koreans, Indians, Saudi Arabians, and a large number of Chinese international students. This course focuses on translanguaging approaches to writing in which the students' home languages serve as an asset or resources for the course. The aim is to leverage these resources as a means to foster collaborative inquiry into language and culture. Suggestive of the coupling of my teaching and scholarship, I co-published a piece related to my experiences teaching this course in *Research in the Teaching of English*. The essay was an outgrowth of a local round panel featuring translanguaging scholar [REDACTED], and aimed to exemplify promising approaches to translanguaging pedagogy. Additionally, I co-authored a chapter (with [REDACTED]) on the possibilities and challenges of translanguaging approaches drawing on data from the course (forthcoming in a collection co-edited by [REDACTED], [REDACTED], [REDACTED] and [REDACTED] for the University of Michigan press, expected publication August 2017). Student response to these innovative pedagogies is suggested by the student instructional rating system (SIRS) forms where I have averaged 1.43 (on a 5-point scale, with 1 the highest score) on the question of the instructor's overall performance. I also received a MSU Lilly Fellowship as recognition of my commitment to teaching excellence in this area as well as the potential to make an impact on the students, the university, and my field.

At the graduate level, I have served on two Ph.D. committees and taught a special topics seminar course titled Reassembling Composition and Rhetoric: Studying Language and Culture in Local and Global Contexts (AL 891). This course located writing studies in the context of other languages and globalization while bringing together translanguaging scholarship and second language writing research. One of the participants, [REDACTED] produced a piece on multimodal composition published in *Composition Forum* and selected for inclusion in the 2016 *The Best of Independent Rhetoric and Composition Journals Collection*. I also served on her graduate committee, and her dissertation, "Sites of Translation: What Multilinguals Can Teach us about Rhetoric, Writing, and Technology," was selected by CCCC as an honorable mention for Outstanding Dissertation in Technical Communication.

Beyond my classroom teaching, I have mentored graduate and undergraduate students in a number of key ways: facilitating a graduate globalization research group (2013-2016); co-authoring two manuscripts with graduate students in the TESOL program and the Department of Education; and mentoring undergraduate students for the past four years gathering data on the Chinese international student community as part of the University Undergraduate Research and Arts Forum (UURAF). These long term, intensive relationships have exposed the students to data collection and field work.

Service

I have been engaged in various types of national and university service, many of which have been linked to my scholarship. At the national level, I have served as the membership coordinator of the national Transnational Composition Standing Group affiliated with the CCCC. I also reviewed a book manuscript (Computers and Composition Digital Press) and a range of article manuscripts for journals across several disciplines, and have served as an editorial board member on the *Journal of Global Literacies, Technologies, and Emerging Pedagogies*. At the university level, I participated (2016-2017) in a faculty learning community on enriching the faculty and international student experience. Growing out of this participation was a 2017-2018 Creating Inclusive Excellence Grant (CIEG) award (in which I am a co-investigator) entitled Neighborhood Writing Centers: Connecting to University-Wide Services to Enhance the International Student Experience. The project brings together key units and departments across the university: Linguistics and Languages, the Writing Center, Writing, Rhetoric, and American Cultures (WRAC), the English Language Center (ELC), Office for International Students and Scholars (OISS), the Neighborhood Student Success Collaborative (NSSC), and neighborhood engagement centers. This collaborate effort is intended to enhance the first year experience by offering greater insights into the types of support MSU can provide to foster strong academic and social transitions. At the college level, I participated in Jewish Studies activities (aforementioned) and served (two years) as a reviewer for the Humanities and Arts Research Program (HARP). At the departmental level, I have served on the First-Year Writing Committee (three years), where I sat on a sub-committee charged with designing a set of recommended changes to the PCW course (described above); on the Rhetoric and Writing Graduate Advisory Committee (two years), with duties that included reviewing files of all prospective graduate candidates; on the Appointments and Equal Opportunity Committee (two years), where I participated in the successful job searches for three candidates; and on the Reappointment, Promotion, and Tenure Committee (four years), where I participated in the review for tenure and reappointment of three faculty members. Finally, I have served on numerous other departmental committees in various capacities: an Entrepreneurship and Innovation Working Group; the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award Committee; the Fixed-Term Faculty Review Committee; and the Merit Pay Committee.

Future Directions

As I move forward, I intend to continue to collect data and publish on Chinese international students' literacy practices as part of my Lilly Teaching Fellowship in 2017-2018, as I refine and test the analytic themes set forth in my recent book project. Within the next four years, I also plan to develop a single-authored book on transnational entrepreneurship and the Israeli high-tech industry. That book will build on a substantial amount of research collected during prior on-site visits, ongoing data collection through interviews and online research, and additional new field work that I hope to support through external grants such as a Fulbright. The book will contribute to technical and professional communication, as well as a range of other sub-disciplines, including writing studies, second language writing, business and organizational behavior, anthropological linguistics, and Israeli studies. Dovetailing with these aims, I am currently involved in College-wide efforts to establish connections for collaborative exchanges and have been invited to lead an Education Abroad program sponsored by Jewish Studies and focused on the Israeli high-tech ecosystem. With its focus on the integration of global start-ups and a humanities-based approach, the program should have appeal to a wide range of students from different majors. I anticipate that this study abroad experience will further contribute to my scholarly agenda in this area. Again, I hope to integrate this research into the Professional Writing undergraduate program in WRAC and to develop a course linked to entrepreneurship and globalization. In this fashion, I will continue to work across linguistic, cultural, and geographic borders to situate research and the teaching of writing in the context of 21st century globalization.