

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.

DESCRIPTION OF DUTIES

Summarize the **primary** purpose of the position in a few sentences (i.e., why does the job exist?): The person in this position
supervises and oversees LCTL instructors in the department including tutors,
instructors, and FLTAs.

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

Tch Adv Cur Rsc Out Oth

#1 25 % ☒ ☐ ☐ ☒ ☐ ☐ *Serve as a principal investigator to conduct research in the area of composite materials fabrication.*

#2 30 % ☐ ☐ ☐ ☐ ☒ ☐ *Provide in-service education programming for teachers and staff throughout the state.*

Tch Adv Cur Rsc Out Oth

#1 60 % ☒ ☐ ☐ ☐ ☐ ☐ 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.

#2 30 % ☐ ☐ ☒ ☐ ☐ ☐ Create objectives, curriculum, teaching materials, teacher
training materials and online materials for the LCTL courses.

#3 10 % ☐ ☐ ☐ ☐ ☐ ☒ Student recruiting, aiding in undergraduate program assessment,
developing promotional materials including newsletters

#4 % ☐ ☐ ☐ ☐ ☐ ☐

#5 % ☐ ☐ ☐ ☐ ☐ ☐

% TOTAL Tch 60 % Adv % Cur 30 % Rsc % Out 10 % Oth %

USE ADDITIONAL PAGES IF NECESSARY

Name _____

☐ ACADEMIC ADVISING

4. Number of current advisees:
- | | |
|------------|------------------------|
| Freshmen | _____ |
| Sophomores | _____ |
| Juniors | _____ |
| Seniors | _____ |
| Other | <u>Fulbright FLTAs</u> |

5. Service on graduate/professional student guidance committees:
(List number of students)

	<u>Masters</u>	<u>Doctoral</u>	<u>Professional</u>
Currently enrolled or active	_____	_____	_____
Degrees Awarded - total of career	_____	_____	_____

6. Provide a summary of accomplishments in academic advising (reference Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.1.1).

- 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.

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

9. Provide a summary of accomplishments in teaching (reference Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.1.2).

- 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.

Name [REDACTED]

MSU-SPONSORED NON-CREDIT INSTRUCTIONAL ACTIVITIES/SCHOLARLY PRESENTATIONS

10. Record of MSU-sponsored non-credit instructional activities for the past three years*:

Year	Type of Presentation (workshop, seminar, etc.)	# of Sessions per Year	Target Audience	# of Participants	Type of Participation (Instruct/present, instruct/present as part of team, evaluate, demonstrate, etc.)
2007-15	LCTL Orientation and workshop	2	LCTL teachers (novice language teachers)	5-12	Designed and led most workshops (a few led by GA or intern)
2008-15	FLTA Orientations	3-6 per day for 10 days	incoming MSU FLTAs	7 per year	Designed and led most workshops (a few led by GA or intern)
2011-15	U.S. Academic Evaluation present	1 per year	Fulbright FLTAs	60 per year	Presented
2011-14	Project GO Briefings	2-4	ROTC Cadets and Cadre at MSU	50 each session	Presented
2013	Level Appropriate Tasks	1	Language TAs	25	Co-presented with
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.

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.

PUBLICATIONS

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 in chronological order by category with the most recent work listed first. Include author(s), title, date, and target audience or course.

Languages at MSU Brochure. The College of Arts and Letters. Yearly 2007-2015. (In 2014, CAL provided a new design.)

LCTL Program Manuals. LCTL Program in Linguistics and Germanic, Slavic, Asian and African Languages. Yearly 2007-2015.

FLTA Program Manual. LCTL Program in Linguistics and Germanic, Slavic, Asian and African Languages. Yearly 2008-2015.

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

FLTA at MSU Website. <http://flta.cal.msu.edu/>. Continually updated since 2009.

FLTA Summer Orientation Website. <http://fltaorientation.cal.msu.edu/>. Updated yearly 2010-2015.

LCTL and FLTA Technology Guide Website. <https://sites.google.com/a/msu.edu/lc/>. Continually updated since 2014.

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

, and [REDACTED] "CLEAR's VAULTT: Video Assistance for Understanding Language Teaching Techniques." CLEAR News Fall 2013:1+.

OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: VIDEO PRODUCTION

2008-2014 VAULTT (Video Assistance for Understanding Language Teaching Techniques). Created ~34 video segments and accompanying materials highlighting language teaching techniques. <http://vaultt.clear.msu.edu/>

OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: PRESENTATIONS AT CONFERENCES

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

Moving LCTLs Online: Logistics, Pedagogy, Lessons Learned, ACTFL 2014. November 22, 2014. 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

Name _____

ANTS

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.

RESEARCH

18. List significant contributions to research (reference Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.2).

* 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.

Name _____

19. Evaluation by unit administrator of the contributions to research. Include research techniques; support of others in research endeavors; advancement of knowledge, public benefit, economic development; promotion of appropriate climate for creativity, diversity and intellectual honesty in the research setting; summary of evidence of recognition of peers, faculty and others within and outside MSU.

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 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.

Name _____

21. Evaluation of public service/outreach activities by unit administrator. Include delivery of educational and technical information, expertise and services to individuals, business, 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.

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.

Name _____

MMITTEE SERVICE

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.

<u>Name of Society/ Organization</u>	<u>Office & Committee Assignments</u>	<u>Meetings Attended (Year)</u>	<u>Check if on Program</u>
TESOL	member	Annual Conference 2012	
ACTFL	member	Annual Conferences 2014, 2013, 2008, 2007, 2006	
NCOLTCL	member	Annual Conferences 2007, 2008	
MIWLA	member	Annual Conferences 2007, 2008, 2010, 2015	

Name _____

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.

Appendix A: Record of teaching activities for the past three year

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

Term and Year	Course Number	Credits	Type of section	Students	Type of participation
FS 15	LL 151.001	4	CIC	1	Admin, evaluation
FS 15	LL 151.005	4	tutorial, tech-enhanced	2	Instructor of record
FS 15	LL 151.007	4	CIC, tutorial, tech-enhanced	2	Instructor of record
FS 15	LL 151.008	4	Class, tech-enhanced	11	Supervise, set curriculum, assist with creation of materials
FS 15	LL 151.020	4	tutorial	1	Instructor of record
FS 15	LL 151.033	4	CIC	1	Admin, evaluation
FS 15	LL 151.730	4	CIC, online	3	Admin, evaluation
FS 15	LL 151.734	4	online	14	Supervise, set curriculum, assist with creation of materials
FS 15	LL 151.746	4	hybrid	2	Instructor of record
FS 15	LL 251.007	4	tutorial	4	Instructor of record
FS 15	LL 251.008	4	tutorial	1	Instructor of record
FS 15	LL 251.010	4	tutorial	1	Instructor of record
FS 15	LL 251.730	4	CIC, online	2	Admin, evaluation
FS 15	LL 301.008	3	tutorial	1	Instructor of record
FS 15	LL 301.010	3	tutorial	1	Instructor of record
FS 15	LL 401.007	3	tutorial	2	Primarily Admin, minor supervision
FS 15	LL 401.008	3	tutorial	1	Instructor of record
FS 15	LL 490.007	variable	other	1	Primarily Admin, minor supervision
US 15	LL 151.731	4	online	1	Instructor of record
SS 15	LL 151.731	4	online	4	Supervise, set curriculum, assist with creation of materials
SS 15	LL 151.736	4	online	5	Supervise, set curriculum, assist with creation of materials
SS 15	LL 152.007	4	Class, tech-enhanced	5	Supervise, set curriculum, assist with creation of materials
SS 15	LL 152.008	4	Tutorial, tech-enhanced	1	Instructor of record
SS 15	LL 152.332	4	CIC	1	Admin, evaluation
SS 15	LL 152.730	4	CIC, online	3	Admin, evaluation
SS 15	LL 152.734	4	CIC, online	8	Supervise, set curriculum, assist with creation of materials
SS 15	LL 252.004	4	Tutorial, tech-enhanced	1	Supervise, set curriculum, assist with creation of materials

Term and Year	Course Number	Credits	Type of section	Students	Type of participation
SS 15	LL 252.007	4	tutorial	1	Primarily Admin, minor supervision
SS 15	LL 252.008	4	tutorial	3	Instructor of record
SS 15	LL 302.007	3	tutorial	2	Primarily Admin, minor supervision
SS 15	LL 402.007	3	tutorial	2	Primarily Admin, minor supervision
SS 15	LL 490.007	3	Independent study	1	Primarily Admin, minor supervision
SS 15	LL 490.011	3	Independent study	1	Instructor of record
FS 14	LL 151.007	4	Class, tech-enhanced	6	Supervise, set curriculum, assist with creation of materials
FS 14	LL 151.011	4	tutorial	1	Instructor of record
FS 14	LL 151.332	4	CIC	1	Admin, evaluation
FS 14	LL 151.730	4	CIC, online	6	Admin, evaluation
FS 14	LL 151.734	4	CIC, online	10	Supervise, set curriculum, assist with creation of materials
FS 14	LL 251.004	4	class, tech-enhanced	6	Supervise, set curriculum, assist with creation of materials
FS 14	LL 251.007	4	tutorial	3	Primarily Admin, minor supervision
FS 14	LL 251.008	4	tutorial	3	Instructor of record
FS 14	LL 301.007	3	tutorial	1	Primarily Admin, minor supervision
FS 14	LL 401.007	3	tutorial	1	Primarily Admin, minor supervision
FS 14	LL 401.011	3	tutorial	1	Instructor of record
SS 14	LL 151.731	4	online	4	Supervise, set curriculum, assist with creation of materials
SS 14	LL 152.004	4	tutorial	1	Instructor of record
SS 14	LL 152.006	4	tutorial	1	Instructor of record
SS 14	LL 152.007	4	tutorial	3	Instructor of record
SS 14	LL 152.011	4	tutorial	2	Instructor of record
SS 14	LL 152.014	4	CIC courseshare	1	Admin, evaluation
SS 14	LL 152.730	4	CIC courseshare, online	2	Admin, evaluation
SS 14	LL 252.004	4	tutorial	1	Instructor of record
SS 14	LL 252.006	4	tutorial	2	Instructor of record
SS 14	LL 252.007	4	tutorial	2	Primarily Admin, minor supervision
SS 14	LL 252.008	4	tutorial	4	Instructor of record
SS 14	LL 252.011	4	tutorial	1	Instructor of record
SS 14	LL 402.007	3	tutorial	2	Primarily Admin, minor supervision
SS 14	LL 402.025	3	tutorial	1	Instructor of record
SS 14	LL 490.007	variable	Independent study	1	Primarily Admin, minor supervision
SS 14	LL 152.009	4	tutorial	1	Instructor of record

Term and Year	Course Number	Credits	Type of section	Students	Type of participation
FS 13	LL 151.004	4	tutorial	1	Instructor of record
FS 13	LL 151.006	4	tutorial	2	Instructor of record
FS 13	LL 151.007	4	class	6	Primarily Admin, minor supervision
FS 13	LL 151.008	4	class	9	Supervise, set curriculum, assist with creation of materials
FS 13	LL 151.009	4	tutorial	1	Instructor of record
FS 13	LL 151.011	4	tutorial	2	Instructor of record
FS 13	LL 151.314	4	CIC courseshare	2	Admin, evaluation
FS 13	LL 151.730	4	CIC courseshare, online	7	Admin, evaluation
FS 13	LL 251.004	4	tutorial	1	Instructor of record
FS 13	LL 251.006	4	tutorial	2	Instructor of record
FS 13	LL 251.007	4	tutorial	2	Primarily Admin, minor supervision
FS 13	LL 251.008	4	tutorial	4	Instructor of record
FS 13	LL 251.011	4	tutorial	1	Instructor of record
FS 13	LL 401.007	3	tutorial	2	Admin, evaluation
FS 13	LL 490.007	variable	Independent study	1	Admin, evaluation
FS 13	LL 490.008	variable	Independent study	1	Instructor of record
FS 13	LL 490.010	variable	Independent study	1	Instructor of record
FS 13	LL 490.025	variable	Independent study	1	Instructor of record
SS 13	LL 152.004	4	tutorial	1	Instructor of record
SS 13	LL 152.007	4	class	5	Supervise, set curriculum, assist with creation of materials
SS 13	LL 152.008	4	class	7	Supervise, set curriculum, assist with creation of materials
SS 13	LL 152.011	4	tutorial	1	Instructor of record
SS 13	LL 152.026	4	tutorial	2	Instructor of record
SS 13	LL 152.027	4	tutorial	1	Instructor of record
SS 13	LL 252.006	4	tutorial	1	Instructor of record
SS 13	LL 252.007	4	tutorial	1	Instructor of record
SS 13	LL 252.008	4	tutorial	3	Instructor of record
SS 13	LL 252.013	4	tutorial	1	Primarily Admin, minor supervision
SS 13	LL 302.007	3	tutorial	1	Instructor of record
SS 13	LL 302.008	3	tutorial	1	Instructor of record
SS 13	LL 302.010	3	tutorial	1	Instructor of record
SS 13	LL 302.025	3	tutorial	1	Instructor of record
SS 13	LL 490.007	variable	Independent study	1	Primarily Admin, minor supervision
SS 13	LL 490.008	variable	Independent study	1	Instructor of record
SS 13	LL 490.011	variable	Independent study	1	Instructor of record

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

Year	Type of presentation	# of sessions per year	Target audience	# of participants	Type of Participation
Every Fall and Spring semester 2007 to 2015	<i>LCTL Teacher Orientations and language teaching workshops</i>	3-5 presentations and workshops per day for 2 days each semester	Novice LCTL teachers	5-12 per session	Created and usually presented all sessions but a few sessions led by interns and/or GA.
Yearly 2008 to 2015	FLTA orientations to MSU, academic culture, living in the US, and language teaching basics	3-6 presentations and workshops per day for 10 days	Incoming MSU FLTAS	7 each year for the past 3 years. 63 total.	Created and usually presented all sessions but a few sessions led by interns and/or GA.
2015, 2014, 2013, 2012, 2011	<i>U.S. Academic Evaluation System, Fulbright FLTA Summer Orientation</i>	1	Fulbright FLTAs	≈60 each year	Presented
2014, 2013, 2012, 2011	Project GO and Languages at MSU ROTC Briefings. AFROTC and Army ROTC.	2-4	MSU AF and Army ROTC cadets and cadre	≈50	Presented
August 2013	<i>Evaluating and designing level-appropriate tasks for learners</i>	1	Common TA orientation. Center for Language Teaching Advancement Workshops	≈25	Co-presented with
Previous years					
2012, 2009	<i>Problems in the Classroom (and how to prevent them). Center for Language Teaching</i>	1	Common TA orientation for RCS and Ling/Lang	≈25 each year	Presented

	Advancement Workshops				
2011	<i>Some Basic Elements of Language Learning and Teaching</i>	1	St. Vincent Refugee Service Volunteer ESL Teachers	≈40	Presented
2011	Project GO briefings at University of Michigan: Navy, Air Force and Army	3	Cadets, midshipmen, and cadre	≈60	Presented
2009	<i>Introduction to CLEAR RIA Applications.</i> Center for Language Teaching Advancement Workshops	1	Language teachers	≈20	Led tech-enhanced workshop with co-leader
2009	<i>Foreign Language Advising Update.</i> All-University Advisor In-service	1	Advisors	≈60	Co-Presented with
2008	<i>Basic Elements of Language Learning and Teaching.</i>	1	Volunteer ESL teachers for The Capital Area Literacy Coalition	≈40	Presented
2008	Peace Corps Panel,	1	Undergraduate MSU students	≈30	Panelist
2007	Go White, Go Green, Grow Global. Freshman Seminar	1	MSU Freshman	≈35	Co-Presented with
2007	MSU Teacher Training Programs, KNUE	multiple	Summer ELC contract program	≈30	Taught

**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

and "CLEAR's VAULTT: Video Assistance for Understanding Language Teaching Techniques." CLEAR News Fall 2013:1+.

OTHER SCHOLARLY AND CREATIVE WORKS AND ACTIVITIES: VIDEO PRODUCTION

2008-2014 VAULTT (Video Assistance for Understanding Language Teaching Techniques). Created ≈34 video segments and accompanying materials highlighting language teaching techniques for novice language teachers. <http://vaultt.clear.msu.edu/>

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

Moving LCTLs Online: Logistics, Pedagogy, Lessons Learned, ACTFL 2014. November 22, 2014. 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

Collaboration across Languages: Adapting Successful Online Curricular Models, The 2014 CIC Chicago Language Symposium, April 26, 2014. Co-presented with and

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

Demonstrate: An Online System for Language Learning. CALICO 2009. Co-presented with and . March 13, 2009.

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- I

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

- 2015 Reaching your potential, Academic Specialists Professional Development Forum.
- 2014/2015 Language Learning in Online Environments (LLOE) faculty learning community organized by CeLTA
- 2014 Affirmative Action Representative training
- 2013/2014 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
- 2011 ACTFL Workshop--Teaching Speaking: Interpersonal and Presentational Modes
- 2011 Education and the Economy: Investing in Our Future 2011 Bus Tour Roundtable discussion with _____, Assistant Secretary for Postsecondary Education at the U.S. Department of Education.
- 2010 Beginning Blended Learning Workshop. CAL EdTech Workshop.
- 2009 ACTFL Workshop--Developing Oral Proficiency: Crossing Major Borders.
- 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
- 2007 MIWLA, NCOLCTL, ACTFL, International Education Programs Service (IEPS) Language Workshop. US Department of Education.
- 2006 MITESOL, ACTFL