

Michigan State University

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): M.A. in Education or a closely related area.

Experience (number of years and type): _____

2. For outreach duties, specify the information being transferred and the audience: _____

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: TE undergraduate 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?): Administering, planning,
developing and teaching in the Global Educators Cohort Program.

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 <u>25%</u> Priority ☒				☒			Serve as a principal investigator to conduct research in the area of composite materials fabrication.
#2 <u>30%</u> Priority ☐					☒		Provide in-service education programming for teachers and staff throughout the state.

	Tch	Adv	Cur	Rsc	Out	Oth	
#1 <u>30%</u> Priority ☐			☒				Develop, coordinate and implement an international cohort in the undergraduate TE program, including the internationalization of TE courses; coordinate efforts with other MSU units as appropriate.
#2 <u>25%</u> Priority ☐	☒						Administering the GECP. Promoting and contributing to the efficient and effective management of GECP. Attract and manage resources, funding and material and/or people to achieve program.
#3 <u>10%</u> Priority ☐					☒		Serving, as needed, on committees in department, college and university
#4 <u>25%</u> Priority ☐	☒						Teach 2 courses per year in the Department of Teacher Education/ College of Education. Provide cognate area outreach to K-12 Ed system.
#5 <u>10%</u> Priority ☐				☒			Evaluate GECP and other efforts at internationalization and directing doctoral students who contribute to this work. Build connections between grad and undergrad programs.

% TOTAL Tch 50% Adv % Cur 30% Rsc 10% Out 10% Oth %

USE ADDITIONAL PAGES IF NECESSARY

Name _____

ACADEMIC ADVISING

4. Number of current advisees: Freshmen _____
 Sophomores _____
 Juniors _____
 Seniors _____
 Other _____

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).

N/A

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.

N/A

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

[illegible]

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).

(Please see attached)

* In determining the "past three years" the candidate may elect to exclude any terms during which s/he was on leave.

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

I am committed to supporting the development, growth, and success of the students with whom I work. My students are future or current educators who have chosen to enter a profession that is needed more than ever but is also under attack by many outside of the field. I have great admiration for my students' work and also for their curiosity, commitment, and passion for the field of education. Because I spend most of my time teaching freshmen and sophomores, much of my work focuses on helping students discover and understand key concepts and topics that represent foundational knowledge for all educators such as current understandings of how young people learn best (SS14: TE150 Reflections on Learning (Globally Infused) (3cr)) and also helping students develop skills in considering the diverse perspectives of others in order to be effective educators in linguistically and culturally diverse classrooms (FS14: TE250 Human Diversity, Power and Opportunity in Social Institutions (Globally Infused) (3cr)). During the summer, I also have the opportunity to work with master's students to think about the role of teachers as teacher educators (US14: TE972 Teachers as Teacher Educators (3cr)).

As program coordinator for the Global Educators Cohort Program (GEC), I have had the opportunity to work with colleagues to develop and design the courses that meet the unique learning needs of GEC students. Each academic year, three sections each of TE250 (globally infused) and TE150 (globally infused) are offered to students in GEC.

In each of these courses, I identified global connections to the regular course content and integrated global knowledge, perspectives, and skills into my curriculum. When students learn about power, privilege and opportunity in the US context in TE250, they also learn about globalization and how access to technology, opportunities for innovation, and global markets can either level the playing field for all or exacerbate an already unequal world. When students study the foundational ideas of human learning in TE150, they also spend time thinking about how intercultural competence develops in individuals and how they as educators can support the development of intercultural competence at every acquisition stage.

Students also have the opportunity to extend their learning out of the classroom and are expected to engage deeply with communities from different linguistic and cultural backgrounds. In TE250 my students work with young people as volunteers with the Lansing Refugee Development Center, the Lansing Read to Succeed program, and as language buddies for English language learners at local schools. In TE150, students are required to complete a Global Competency Project where students serve as mentors for other college students in the MSU College Assistance Migrant Program, engage with local globally-minded educators through the LATTICE program (Linking All Types of Teachers to International Cross-Cultural Education), or complete an inquiry project interviewing MSU students from another cultural background to produce a Humans of MSU visual display project that aims to demonstrate to others that all individuals, whether we know about and understand their background or not, are more than a single story, more than a label or a category.

Students in TE150 also have the opportunity to participate in a two-day immersion learning experience in Dearborn, MI. Before the trip, students conduct community profiles of the neighborhoods surrounding the schools we visit and read national news pieces about Dearborn and how it is frequently the target of national attacks due to the high population of Arab Americans. Students spend a half-day

in classrooms that are composed of over 90% English language learners and 90% students who qualify for free or reduced lunch due to their family's low income. Students then meet with district administrators and community liaisons to learn more about how the Dearborn community works together to develop a school system designed to meet the unique learning needs of its students.

These out-of-class volunteer and learning opportunities provide GECP students with an opportunity for direct engagement with diverse populations. Students have an opportunity to apply what they are learning in their classrooms to real issues and individuals. In order to engage effectively with others, our students need to call upon their developing global competencies, some of which include the cultural sensitivity, cross-cultural communication skills, a willingness to consider the perspectives of others who come from different backgrounds, and a commitment to working with young people to help them grow as globally-minded individuals and citizens of the world.

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

[illegible]

My instructional activities have been quite varied. I regularly make presentations about the Global Educators Cohort Program at national meetings and conferences in order to share and exchange ideas about best practice and to maintain national visibility for our program. In the past three years I have made presentations to national audiences through a webinar hosted by the Asia Society and I have also presented papers at the Association of International Education Administrators (AIEA) conference, the Comparative and International Education Society (CIES) conference, and an international education policy forum, Internationalization of US Education in the 21st Century: The Future of International and foreign Language Studies.

Additionally, I have provided a range of noncredit instructional workshops and immersion learning experiences. I provided a one-day global education workshop to the Nebraska Department of Education and organized several immersion learning experiences both in the US and abroad. Every year for the past seven years I organize and lead a two day immersion learning experience for GECP students to Dearborn, MI that includes engagement with local schools and the Arab-American community. I also helped develop and co-lead an exchange program for preservice teachers to China and a two-week educational tour to Ireland.

* In determining the "past three years" the candidate may elect to exclude any terms during which s/he was on leave.

Name _____

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 _____

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).

(Please see attached)

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.

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).

I provide leadership on the development, implementation and growth of all aspects of the Global Educators Cohort Program (GECP), a specialization option in MSU's teacher preparation program focused on global and international perspectives. Beginning with a cohort of 19 incoming freshmen in fall 2008, GECP grew and by fall of 2010 enrolled 75 students into its freshman class. Currently, the program has over 200 students participating in the program in any given year. GECP includes an integrated globally infused curriculum, a diverse range of study abroad opportunities, and growing partnerships and collaborations with globally focused K-12 schools where our GECP students complete their practice teaching experiences.

TE250 Human Diversity, Power, and Opportunity in Social Institutions

Led a curriculum revision of this course to infuse global and international topics and themes and also develop support materials and resources so that the graduate student instructor for this course can, with my supervision and mentoring, deliver the course to GECP students. Global topics and themes integrated into the new course include topics such as globalization and its role in promoting/sustaining inequity, exploration of issues of diversity, power and opportunity in other countries and cultures, and exploration of global issues of inequity (e.g. universal primary education, girls' education, global competition, etc.). In order to support course delivery, I created an instructional space for the course which contains unit overviews, lesson plans, PowerPoint slides, and course resources. The resource package was developed in AY2014-15 and will be piloted with the graduate student instructor in fall 2016.

TE150 Reflections on Learning

I completed a major revision of the globally-infused version of this course in AY2015-16 and began piloting it in spring 2016. This course revision consisted of a complete review and update of assigned readings, organization of topics and themes, review and update of global topics and themes infused in the course, and the development of a complete set of course resources for course instructors, particularly graduate student instructors of this course. Global topics and themes integrated into this version of the course include how social and cultural contexts impact learning such as the role of the environment in brain development, stereotypes and their impact on working memory and ability to learn and perform in school, global approaches to education and how they support core ideas about human learning, and exploration of a learning/acquisition model of intercultural competence. The course resources developed for TE150 include an instructional space with unit overviews, detailed lesson plans, PowerPoint slides, and instructional resources for the course. Additionally, I developed a course template in D2L which contains the course framework and a detailed syllabus and course schedule with links to online resources and assigned readings. In this course template, I have integrated the learning objectives and e-portfolio features of D2L so that assignments and artifacts created by students are tagged for the GECP program standards and easily exported into a D2L e-portfolio that I hope to eventually use as a program evaluation tool for GECP.

Attachment 1 of 3 (cont.)

TE872 Teachers as Teacher Leaders

I completed a complete course revision of TE872 in AY2014-15. I worked with a graduate student to complete a literature review of the major course topics and completely redesigned the sequence of topics, course readings and assignments. I revised the tasks and procedures for students to prepare and submit their final program portfolios, and integrated new technologies such as zoom video conferencing and social media to help create a more personal experience for students in this fully online course.

Name _____

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

- 2006 Vietnamese Tutorial Guide (with _____)
Course book for language coordinators, tutors, and learners developing and managing small-group Vietnamese language classes. Contains beginning and intermediate-level language lessons as well as guidelines for developing the curriculum, managing the class, and assessing language development.
- 2004 Hindi Tutorial Guide (with _____)
Course book for language coordinators, tutors, and learners developing and managing small-group Hindi language classes. Contains beginning and intermediate-level language lessons as well as guidelines for developing the curriculum, managing the class, and assessing language development.
- 2001 African Language Tutorial Resource Guide (with _____ and _____)
Course book for language coordinators, tutors, and learners developing and managing small-group African language classes. Contains beginning and intermediate-level language lessons as well as guidelines for developing the curriculum, managing the class, and assessing language development.

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.

Book Chapter

- 2008 Bilingualism and Second Language Acquisition (with _____ in An Introduction to Bilingualism: Principles and Processes by _____, and _____ (Texas A&M University).

Bulletins or Monographs

- 2006 The year of languages: What's the next step? CLEAR News. 9:3.
- 2004 Alternative modes of language instruction. US Department of Education publication. <http://www.ed.gov/about/offices/list/ope/iegps/language-instruction.html>.
- 2004 Guidelines for technology-based language learning. US Department of Education publication. <http://www.ed.gov/about/offices/list/ope/iegps/language-guide.html>
- 2002 Distance education and LCTLs. NCOLCTL Newsletter. 5:1.
- 2002 Why offer instruction in the less commonly taught languages? CLEAR News. 5:2.

Articles

- *1996 ESL Writing Assessment Prompts: How Students Choose. Journal of Second Language Writing (5,1). 35-49.

Reviews

- 2009 Book review for Schooling Around the World: Debates, Challenges, and Practices. _____ & _____. Boston: Pearson, 2006. In Teachers College Record.

Name _____

GRANTS

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).

Understanding, Interpreting and Teaching Africa in the World Through the Humanities and Social Studies: Case Study of Tanzania for Pre-Service and Mentor Teachers
US Department of Education; funded 2012; \$108,000; (Co-PI with _____)

Internationalization of TE250: Human Diversity, Power and Opportunity in Social Institutions.
MSU National Resource Centers; funded 2008; \$2,500.

Educating Global Educators, Leveraging Institutional Change through a Teacher Education Cohort
Longview Foundation, funded 2008; \$30,000 (Co-PI with _____)

STARTALK Arabic Teacher Training Summer Institute
National Foreign Language Center, University of Maryland, funded 2007, \$45,000 (Co-PI with _____)

Arabic Language Instruction Flagship Program
National Security Education Program, funded 2006, \$1,000,000 (Co-PI with _____)

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).

Research for my position centers primarily on the impact of the program I coordinate, the Global Educators Cohort Program (GEC). In 2015, for example, I worked with a Teacher Education graduate student to develop a comprehensive literature review of research on the cohort model in order to understand the positive impacts of the model as well as challenges that others have experienced. I worked with the College of Education Student Affairs Office to develop a data tracking protocol in order to 1) calculate retention and persistence rates for GEC students; 2) identify junctures at which GEC students left GEC and/or teacher preparation; 3) track students in particular demographic groups such as students of color, first generation college students, etc. in order to get a picture of how students perform comparatively to students not in a cohort program. This project seeks to provide a more robust picture of how our students are engaging with and progressing through our cohort programs and the Teacher Preparation Program more generally. Additionally, I have begun a project in collaboration with the Urban Educators Cohort Program to identify and interview individual students who began our program and left. These students either left the cohort program but not teacher education, left teacher education but not MSU, and left MSU. This project seeks to provide detailed information about the many factors (and their interaction) that may contribute to a student leaving our programs, leaving the teaching profession (by changing their major) or leaving MSU (and possibly not completing a college degree). The initial interviews seek to get student stories and develop a frame of possible factors that may contribute to students leaving our programs. The results of this project will allow us to develop a larger, more targeted inquiry.

* 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).

- | | |
|----------------|---|
| 2013 | Global Teacher Education Workshop. Malaika Foundation. Lincoln, NE. |
| 2006 &
2007 | Whirlwind Tour of Language Teaching Methods. World Languages Day, Michigan State University. |
| 2004 | Benefits of Foreign Language Instruction, Kalamazoo Community College. International Studies Teacher Workshop. |
| 2004 | Teaching Reading in the Foreign Language Classroom, Center for Language Education and Research (CLEAR) summer institute. Michigan State University. |
| 2004 | Linguistics in Higher Education. New Teacher Academy. Macomb Community College. |
| 2003 | Foreign Language and the International Curriculum. Presentation to community college faculty at three-day workshop focusing on internationalizing the community college curriculum. |
| 2003 | Teaching Reading in the Foreign Language Classroom, Center for Language Education and Research (CLEAR) summer institute. Michigan State University. |
| 2002 | Methods of Teaching English to Speakers of Other Languages. One-Day workshop for Michigan teachers of English as a Second Language. |
| 2002 | Teacher training seminar coordinator, Summer Cooperative African Language Institute (SCALI). |

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).

(Please see attached)

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

As the coordinator of the GECP, Dr. _____ reports regularly to me and to the Associate Chair for Teacher Education in TE, Dr. _____ about the administration of this program. She works closely and highly collaboratively with the Urban Educator Cohort Program Coordinator, Dr. _____, who has written an eloquent letter attesting to Dr. _____ excellent leadership role. I meet regularly with Dr. _____ typically once or twice a month, to understand what is happening with GECP. I know from these meetings that she has to manage conflicts, solve problems, and support students and doctoral students who are stumbling. In all this I take her to be the consummate professional and believe her administration of the GECP program to be a credit to the department and the college.

Attachment 2 of 3

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).

As the Program Coordinator for the Global Educators Cohort Program (GECF), I provide administrative leadership for this academic program which, in a given year, consists of over 250 MSU-TE students with a GECF code. Administering this program consists of many activities which include all aspects of program development, recruiting of new students, providing leadership on the development and articulation of the program's curriculum, program evaluation, and the management of program resources. I began my position as program coordinator for GECF before the program was created and so I was responsible for developing the new program.

This charge involved meeting with College of Education faculty and administrators to develop a vision for the program that complemented the strengths of our overall department and teacher preparation program. I worked with colleagues to develop an integrated curriculum, a set of program outcome standards, program requirements, and administrative structures. As the program grew, I established relationships with principals and teachers in our K-12 field placement schools, managed supplemental funds from the department for the program and sought external funding to enhance current as well as develop new program elements. I also worked with GECF students who were interested in growing as student leaders to develop a GECF registered student organization. The student organization has held social events for GECF students and raised funds for and provided volunteer service to local organizations that serve global youth such as the Lansing Refugee Development Center. Most recently, the GECF student organization raised over \$2,000 to provide GECF students with scholarships to study abroad and over \$500 for a new grant program that provides financial awards to support K-12 teachers enhance global learning in their classrooms.

Name _____

COMMITTEE SERVICE

24. Indicate significant committee service and contributions under the following headings:
 1) Unit/department, 2) College, 3) University and 4) National/International.

(Please see attached)

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>
AIEA: Association of International Education Administrators		2016	
AIEA: Association of International Education Administrators		2015	X
Comparative and International Education Society		2014	X
NAFSA: Association of International Educators		2012	X
AACTE: American Association of Colleges of Teacher Education		2010	X
Michigan Department of Education English Language Learner Advisory Board	Board Member	2 meetings per year (member since 2010)	
AERA: American Educational Research Association Meeting		2009	X
ACE: American Council of Education		2006	X

Attachment 3 of 3

24. Indicate significant committee service and contributions under the following headings: 1) Unit/Department, 2) College, 3) University and 4) National/International.

Service is an important and integral component of my professional work. I view service as my opportunity to make a contribution to the MSU community, an opportunity to develop leadership skills, and to support the broader work of the university.

Largely comprised of work on department, college, and university committees as well as my work as the faculty advisor for the Global Educators Cohort Program registered student organization, I have had the opportunity to engage with a diverse group of faculty colleagues as well as mentor undergraduate students in the GECP student organization.

In any given year, I have an opportunity to contribute to dialogue and work on issues and initiatives that impact the broader work of my home department (Teacher Education), College (College of Education), university, and beyond. In 2015, for example, I provided my effort and expertise to a number of committees and projects. At the state level, I was a member of the ESL Advisory Board for the Michigan Department of Education. At the university level, I served as a member of the Women's Advisory Committee to the Provost and the MSU Sexual Violence Advisory Committee. I was also a member of an all university search committee for the Director of the Office of Work-Life Balance. At the college level, I was a member of the search committee for the Assistant Dean for the Office of International Education and a member of the Student Success Task Force. At the department level, I was a member (ex-officio) of the Teacher Preparation Committee, the Teacher Preparation Leadership Committee, the Fixed Term Faculty Review Committee, and the ELL Task Force. I was also a member of the search committee for the World Languages Faculty position.

At the GECP program level, I am the faculty advisor for the GECP Student E-Board registered student organization and I work with two colleagues to promote, review applications for, and award several study abroad scholarships for teacher education students.

In my work with the GECP student organization, I mentor undergraduate students in their work to support global educators and global education in the College of Education and in the broader community. The students that I work with are passionate about supporting educators everywhere who are committed to meeting the needs of a linguistically and culturally diverse student body as well as providing instruction to today's young people so that they are prepared for the global context of today's world. Students have collaborated with the Lansing Refugee Development Center to raise funds and awareness for their programs that support refugee families in the Lansing area. Specifically, GECP students have collected and donated school supplies and playground equipment for their after-school programs, provided homework and ESL tutoring, and provided direct support for a program to help students from area refugee families apply for and find success in college. This year, GECP student leaders are raising funds to create an annual grant program for teachers to support global classroom projects or the purchase of global classroom books or other materials (<http://exploringourworldgrant.weebly.com/>). Additionally, GECP student leaders have raised over \$2,000 in scholarships to support study abroad experiences for GECP students in order to deepen their professional growth as global educators.

I find that my work mentoring students in the GECP registered student organization as perhaps the most rewarding aspect of my service work.

Name _____

26. List other professional development activities including attendance at conferences, workshops and seminars, enrollment in a degree granting program, etc.

In addition to the conferences and workshops where I gave presentations or was responsible for delivering some of the content (see CV), I participated in the following workshops, conferences, and professional learning opportunities.

- 2016 ACE/AIEA Internationalization Collaborative: Internationalizing the General Education Curriculum Montreal, Canada
- 2013 NAFSA: Association of Internationalization Officers Conference attendee
2016: ACE/AIEA curriculum workshop and conference
- 2012 - Adams Academy Fellow - The Walter and Pauline Adams Academy for Instructional Excellence and Innovation
2013 is a year-long professional development fellowship for fixed-term faculty. The fellowship convenes a professional learning community who collaborate on inquiry into teaching and learning and work to develop their own practice as educators.

27. List awards and/or honors received.

2016 recipient of the Michigan State University Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award (awarded by the Office of the Provost)

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

N/A

29. Attach copies of internal letters of recommendation and letters of external peer review.