

FORM D - IV A INSTRUCTION

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

1. Undergraduate and Graduate Credit Instruction:

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

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number of Assistants **	Notes
Spring 2017	FRN321	3	1	19	0	Oral Expression in French
	FRN490	3	1	1	0	Independent Study (Theme in Postcolonial Critique)
	GSAH220	3	1	31	0	Course theme: "French Colonial Memories in a Global Context"
Fall 2016	FRN445	3	1	9	0	Course theme: "Quebec Novels and Cinema"
	FRN891	3	1	7	0	Course theme: "Francophone Diasporic Literature and Cinema"
Spring 2016	FRN416	3	1	23	0	Course theme: "Introduction to French Studies - Francophone Cultures"
	GSAH220	3	1	30	0	Course theme: "French Colonial Memories in a Global Context"
	FRN490	3	1	1	0	Independent Study (Writing French Colonial Memory from the Margins)
	FRN492	1	1	1	0	Capstone Project/Senior Thesis
Fall 2015	FRN321	3	1	24	0	Oral Expression in French
	FRN416	3	1	13	0	Course theme: "Introduction to French Studies - Francophone Cultures"
	FRN890	3	1	1	0	Independent Study (Themes in Translation Studies)
Spring 2015	FRN416	3	1	26	0	
	FRN850	3	1	7	0	Course theme: Critical Theory
Fall 2014	FRN321	3	1	25	0	Oral Expression in French
	FRN447	3	1	11	0	Course theme: "French and Francophone Cinema"
	FRN490	3	1	1	0	Independent Study (Themes in Francophone Diasporic Literature and Film)

2. Non-Credit Instruction:

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

Please see next page.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

2. Non-credit instruction (continued):

In addition to dozens of educational workshops and classroom guest lectures I offered at MSU, I was invited by various national and international institutions to give guest seminar lectures and lead professional development workshops outside MSU (please see detailed report in my CV). The following are the most recent ones:

1. Gave guest lecture in the seminar series “Les Génocides oubliés” [The Forgotten Genocides] designed for the University of Paris campus network researchers and doctoral students, sponsored by the “Centre International de Recherches et d’Enseignement sur les Meurtres de Masse” [International Center for Research and Teaching of Genocides], Paris, France. For more on this event, please visit the website: <http://growingupmong.com/seminar-in-paris-france/> (May 2017)
2. Organized and led 3 curriculum workshop sessions to faculty teaching in community colleges in Michigan, Ohio, Missouri and Nebraska, and representing disciplines as varied as English, Political Science, Communication, Geography, History, Sociology and Global Studies. This teaching workshop, themed “Human Migrations, Global Networks and Leadership”, was sponsored by the Kalamazoo Valley Community College Midwest Institute for Intercultural and International Education. I was invited to propose through these sessions approaches to using my two documentaries on testimonies of refugees and French colonial memory as pedagogical resources in the college classroom. [REDACTED] (August 9, 2017).

Below is are documents detailing the content of both of the two above-cited activities.

3. Academic Advising:

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

Undergraduate:

During the period under review, I served as lead undergraduate advisor to undergraduate students in 4 capstone projects in the Global Studies program (3 students) and French (1 student); advised 6 students as Research Assistants; directed several independent studies and Honors-Option Projects. I sought and secured undergraduate research funds to recruit 6 research assistants. The outcomes of these student projects included presenting the results of their research at the University Undergraduate Research and Arts Forum (spring 2012) and contributing to the production and post-production of the two award-winning documentary projects that I led as senior PI, director, producer and writer (For more on these projects that involved contributions of students I advised as research assistants, please visit: [REDACTED])

Graduate:

During the period under review, I directed two dissertations that were successfully defended (2014 and 2015) in the French program and served as a member of 8 successfully defended dissertation and guidance committees, in the French, English, and AAAS programs (between 2011-2017). Recently, two of the students I advised in this capacity were offered tenure-stream positions at 4-year peer institutions. I have also directed the MA theses of 3 students in the French program and served as member of the MA Thesis/Examination committee of 3 others in French and one in Journalism.

Graduate/Professional:

Beyond academic and research mentoring, I was also committed to supporting graduate student preparation for the profession by offering during the reporting period 4 professional development workshops and facilitating 3 micro-teaching workshop sessions for International Fulbright Teaching Assistants (2013, 2014, 2017)

Other:

I sought to expand opportunities to graduate students in my program for involvement in research projects that I led to apply their knowledge and further refine their research competencies. I sought and secured funds to recruit as research assistants 4 graduate students in the documentary projects that I led (referenced in my CV).

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

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

	Masters	Doctoral	Professional
Number of students currently enrolled or active	1		
Number of graduate committees during the reporting period	7	6	
Degrees awarded during the reporting period	5	5	
Degrees awarded during career	5	9	

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

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

In addition to workshops organized and led, as described parts #2 and # of Section IV A INSTRUCTION, I received the following grants that supported my course development projects:

INSTRUCTIONAL GRANTS

1. Course Development Award, granted through the MSU African Studies Center, funded by the U.S. Department of Education National Resource Center program, in the amount of \$2,962 (Summer 2017).

2. Center for Language Teaching Advancement (CeLTA) Faculty Research Fellowship, in the amount of \$2,000 Project title: "Integrating Film and Storytelling in the French Language Classroom". The project outcome: Creating a digital video archive for classroom and research use (2016-2017).

3. 18. The MSU College of Arts and Letters Undergraduate Research Initiative (CAL-URI) Award, in the amount of \$2,000. Research Project Type: Production of the documentary sequel Growing up Hmong at the Crossroads. Names of Undergraduate Research Assistants funded through this award: [REDACTED]

4. The MSU College of Arts and Letters Undergraduate Research Initiative (CAL-URI). A grant in the amount of \$1000 to engage an Undergraduate Research Assistant. Student name: [REDACTED]. Research Project Title: "Investigating the Role of Art, Culture and Cyberactivism in the Birth of the Morocco Arab Spring", 2011-2012.

5. The MSU Global Studies in the Arts and Humanities, Online course development faculty grant (for GSAH220), MSU, in the amount of \$1000, summer 2014.

6. 21. The MSU Honors College Professorial Assistantship Grant, to engage an Undergraduate Research Assistant from the Honors College. This grant is designed to promote collaborative research between faculty and undergraduate students. Undergraduate Research Assistant name: [REDACTED]. Project type: Production of two documentary projects focusing on constructions of French Colonial Memory (2015-2016 and 2016-2017).

7. The MSU Honors College Professorial Assistantship Grant, to engage an Undergraduate Research Assistant from the Honors College. This grant is designed to promote collaborative research between faculty and undergraduate students. Undergraduate Research Assistant name: [REDACTED]. Book project title: "The New Spring of Francophone Cultural Productions: From Resistance in the Margins to Epicenters of Cultural Effervescence", 2012-2013.

5. Other Evidence of Instructional Activity:

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

I feel that I have benefited in many ways from opportunities for professional development at my institution, MSU, and various professional meetings that I regularly attend, which inspired me to redesign several courses to allow more room than I did previously for engaged and interactive learning in the classroom. The redesigned structure of the language, literature, film and critical theory courses I taught is deeply informed by and reflective of this pedagogical vision. I continue to integrate modes of learning, including multimedia content, into my courses that allow students to think creatively and critically outside the discipline, to reflect on the social value of what they learn in the classroom, to discover the relevance of the knowledge they gain in our program in a broader cross-disciplinary context of discussion, and to appreciate the value it brings to serve their career goals. My teaching is never separate from advising and mentoring my students and reflecting on how I can support their individual journeys of professional development and preparation for their future careers. My commitment to this area of our student's undergraduate and graduate experience is seen in the efforts I consistently devoted to engage undergraduate and graduate student organizations in co-development of academic and cultural activities that add value to their learning and lead to more academic enrichment outside the classroom. I also led several professional development workshops for graduate students in French, Spanish and German, to support their preparation for careers in the profession. The generous grants that supported the documented scholarly and educational events I organized made it possible for me in fall 2013 and spring 2014 to engage members of the MSU French Club and to recruit several students as Research Assistants, to work on learning projects (including video productions) that offer them more opportunities for cultural, language immersion, educational, professional and self enrichment. Their involvement as Research Assistants was built into the cluster of events organized around the 9-day artist-in-residence and guest speaker programs that I initiated and organized to bring to campus two digital, media and film professionals from France, Professor [REDACTED] and award-winning French journalist [REDACTED]. Their program of visit was built into the curricular program through guest class visits and course projects to foster students' exposure to various interdisciplinary issues, which I document in more detail in Appendices 1 – 2 and my CV.

During my years of service, I tried to reflect on habits of thoughts and practices that are key to effective teaching, learning and student mentoring. The value and impact of my research-informed teaching, of my commitment to continuous improvement as an instructor, and of curriculum development undertakings were recognized through students' constructive input, both formal and unsolicited, through internal grants and several invitations from peers to give guest lectures in their classrooms, drawing on various parts of my research work. The impact and value of my research for teaching innovation was recognized by grants received and also invitations to offer workshops to fellow faculty on approaches to using film in the college classroom to teach topics in my field and related fields (as documented in Section "INSTRUCTION IV A, #2).

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

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

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

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

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

2. Quantity of Research/Creative Works Produced:

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

	1	2	3	4	5	6	7	8
During the reporting period	0	8*	2 Article translations	7*	3	19	2 ** Feature films	1 Guest edited journal issue
During career	1	9	3 Translations	15*	7	42	2**	1

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

During the reporting period: 22 During career: 29

4. Other Evidence of Research/Creative Activity:

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

Cognizant of the formidable learning curve that the challenge of the digital turn entailed, my resolution to take it up while continuing my commitment to producing traditional forms of scholarship, since my tenure and promotion on July 1, 2010, has led seven years later to the creation of two critically acclaimed documentary research projects featured nationally and internationally in the official programs of professional meetings and conventions in my field and as a finalist in film festival official selections, 8 book chapters in ranked academic publishing venues, 7 articles in refereed journals, 2 translations with a top-ranked university press, Guest Editorship of a refereed journal, 14 invited talks and conference presentations, other printed and media scholarly outputs, and reviews of my work in different publishing venues, attesting to the value and impact that my work had in my field and publicly. My first book was cited in studies that were published by the Journal of African Cultural Studies, Journal of Postcolonial Writing, the PMLA, the Journal of North African Studies, Research in African Literature, and in books, MA and PhD Theses authored by scholars from the United States, Europe and Africa. During the seven years I held the rank of Associate Professor, I have been consistently active in research with an average rate of two published articles/book chapters a year, while fully engaged in teaching, mentoring, advising graduate and undergraduate students, in service, and in community and global outreach. Below is evidence of my scholarly accomplishments and of the recognition and impact it's been generating in my field and related fields during the reporting period.

PUBLICATIONS & CREATIVE WORK

A. Documentary Features

1. **Senior Principal Investigator**, *Hmong Memory at the Crossroads | Mémoire hmong à la croisée des chemins* (105-minutes). An award-winning documentary research project. This project was funded by the Humanities Without Walls Consortium, based at the Illinois Program for Research in the Humanities at the University of Illinois at Urbana-Champaign. The Humanities Without Walls Consortium is funded by a grant from the Andrew W. Mellon Foundation, 2015. A 2015 Michigan State University Production.

Roles filled in this project include: Author of the project concept and its academic director, producer, executive producer, lead film director, writer, videographer. The official website: [REDACTED]

To stream the film and for project detailed description, please see the file [REDACTED]

[REDACTED]” in the Promotion Dossier Folder.

Reviewed / Recognized by:

- Nouvelles études francophones, Vol. 32, No. 1 (Spring 2017), by [REDACTED].
- Contemporary French Civilization, Vol. 42, No. 2 (summer, 2017), by [REDACTED].
- Panel organized by the Musée de l’immigration & Collège d’études mondiales (France): “Les effacés des mémoires postcoloniales: l’exemple des Hmong” with co-panelists [REDACTED] and [REDACTED].

Panel video recording: [REDACTED]

- Research Showcase Article on the film by the Humanities Without Walls Consortium: [REDACTED]

- The French Review, Vol. 91, No. 1, 2017, by Caroline Eades (forthcoming).

- Public talk by Dr. [REDACTED]: [REDACTED]
- Please see section below titled “Academic and Professional Recognitions” for awards and Official Selections received by the documentary.

2. **Senior Principal Investigator**, *Growing up at the Crossroads | Enfance hmong à la croisée des chemins* (90 minutes). A documentary research project that examines the place of French colonial memory and its legacies in diasporic expressions of identity and in constructions of a sense of belonging in the diaspora by French cultural minorities - from the perspective of the children of former Hmong refugees).

Roles filled in this project include: Author of the project concept and its academic director, producer, executive producer, film director, writer, videographer. The official website: [REDACTED]

This documentary feature project was funded by the Humanities Without Walls Consortium, based at the Illinois Program for Research in the Humanities at the University of Illinois at Urbana-Champaign. The Humanities Without Walls Consortium is funded by a grant from the Andrew W. Mellon Foundation, 2016.

To stream the film and for project detailed description, please consult the file “Documentary Feature 2: Growing up Hmong at the Crossroads” in the Promotion Dossier Folder.

Recognized/reviewed by:

- Featured in the news page of the independent French magazine Jeune Cinéma, a monthly film journal founded in 1964 by film critic and journalist [REDACTED] to promote the discovery of new films by academics and the larger public: [REDACTED]
- Please see section below titled “Academic and Professional Recognitions” for awards and Official Selections received by the documentary.

B. Book(s)

Réflexions littéraires sur l'espace public marocain dans l'œuvre d'Abdellatif Laâbi (Summa Publications, Inc. 2008; pp. 177, Foreword by [REDACTED], Preface, Introduction and Conclusion, 4 chapters, notes, bibliography, index).

Reviewed by: (1) [REDACTED] in *Nouvelles Etudes Francophones* (Automne 2009, Vol. 24 (2)) and (2) **Rabia Redouane** in *the International Journal of Francophone Studies* (Vol. 14, No. 1&2), 2011.

C. Articles & Guest Editor in Refereed Journals

1. Guest Editor, author of "Les Vies Multiples d'Abdellatif Laâbi : Introduction" in *Expressions maghrébines : Les Vies Multiples d'Abdellatif Laâbi* (The Many Lives of Abdellatif Laâbi). Vol. 15, No. 2, Winter 2016.
2. "Translating the Postcolonial Condition in Souffles-Anfas", in *Expressions maghrébines*. Special edition : *Traduire le Maghreb* (Translating the Maghreb). Eds. [REDACTED]. Vol. 15, No. 1, Summer 2016.
3. "Robert Lepage en cinéaste de la technologie et de la vie postmoderne: La face cachée de la lune" in *Nouvelles Etudes Francophones*. Vol. 30, No. 2, Fall 2015.
4. "Les voix du monde dans le roman de la route québécois", in *Logosphère, Filología Francesa. Estudios Lingüísticos y Literarios*. Special edition : *Les Littératures francophones. Pour une littérature-monde?* No. 7, Fall 2011.
5. "Le retour spectral du passé carcéral dans les écrits d'Abdellatif Laâbi", in *Expressions maghrébines*. Special edition : *Ecritures carcérales dans les littératures maghrébines* (Prison Writing in Maghrebi/North African Literatures). Ed. [REDACTED]. Vol. 10, No. 2, Winter 2011.
6. "L'image et le texte dans *L'Enfant de sable* et *Le Fond de la jarre*", in *The French Review*. Vol. 84, No. 3, February 2011.
7. "Bringing into Focus Narrative Text and Subtext in Moroccan Film: Marock's *Hors-Champ*", in *The Journal of North African Studies*. Vol. 15, No. 3, September 2010:303-317.

D. Book Chapters (refereed)

1. "The World, the Image and the French Subaltern Artist: Diasporic Constructions of Hmong Identity in France" in *Paris and the Marginalized Author: Treachery, Alienation, Queerness and Exile*. Eds. [REDACTED]. Lexington Books (After the Empire Series). Forthcoming in 2018.
2. "Reading 'Beur' Film Production Otherwise: The Poetics of the Human and the Transcultural" in *Rethinking African Cultural Productions*. Eds. K [REDACTED] [REDACTED]. Bloomington, IN: Indiana University Press, 2015.
Reviewed in *Nouvelles études francophones*, Volume 31, No. 1, Spring 2016.
3. "Le démocratisation et la mondialisation de la culture dans Souffles" in *Une saison ardente. Souffles: 50 ans après*. Paris: Éditions du Sirocco, 2017.
(Partial republication with permission of one section of the referred article «Translating the Postcolonial Condition in Souffles-Anfas», in *Expressions maghrébines. Special edition : Traduire le Maghreb (Translating the Maghreb)*. Eds. [REDACTED] [REDACTED]. Vol. 15, No. 1, Summer 2016).
4. "Espaces Réels et Imaginaires de l'Identité Juive-Marocaine Féminine chez Sapho et Eliette Abécassis" in *Les Espaces intimes féminins dans la littérature maghrébine d'expression française*. Eds. [REDACTED] [REDACTED]. Paris: [REDACTED].
5. "Pérégrinations mythiques et érotiques chez [REDACTED] : L'empreinte de l'ange et L'ignorance" in *Mythes et érotismes dans les littératures francophones de l'extrême contemporain*. Ed. [REDACTED]. Amsterdam/New York : RODOPI, 2013.
6. "Penser les droits des femmes et le Spirituel: Je dénonce! De Rachida Yacoubi" in *Les écrivains maghrébins francophones et l'Islam: [REDACTED]*. Ed. [REDACTED] [REDACTED], 2013.
7. "La pensée inquiète de Mehdi Belhaj Kacem : La conscience moderne du roman beur" in *Où en est la littérature 'Beur'*. Ed. [REDACTED] [REDACTED], 2012, pp. 79-92.
Reviewed in *Nouvelles études francophones*, Volume 31, No. 1, Spring 2016.
8. "La généalogie tourmentée du Harki chez Zahia Rahmani : Mémoire du Soldat inconnu" in *Qu'en est-il de la littérature 'Beur' au féminin ?* Ed. [REDACTED]. Paris : [REDACTED] 2012, pp. 157-173.
Reviewed in *Nouvelles études francophones*, Volume 31, No. 1, Spring 2016.
9. "Au Coeur de l'Anorexie : Pour un imaginaire médical", in *L'œuvre romanesque de Gérard Étienne : Écrits d'un révolutionnaire*. Eds. Yve [REDACTED] [REDACTED], 2011.

E. Translations & Co-edited Work

1. “Realities and Dilemmas of National Culture II”, by [REDACTED]. Title of the original French: “Réalités et dilemmes de la culture nationale”, in Souffles (N. 6, Semester 2, 1967): pp. 29-35), in SOUFFLES-ANFAS: A Critical Anthology from the Moroccan Journal of Culture and Politics. Ed. [REDACTED]. Stanford: Stanford University Press, 2016.
2. “Driss Chraïbi and Us (Interview)”, [REDACTED]. Title of the original French: “Driss Chraïbi et Nous”, in Souffles 5 (First Trimester, 1967): pp. 5-10, in SOUFFLES-ANFAS: A Critical Anthology from the Moroccan Journal of Culture and Politics. Ed. [REDACTED]. Stanford: Stanford University Press, 2016.
3. Open Correspondence: An Epistolary Dialogue, by [REDACTED] (Translation of the original French text Correspondance ouverte). Co-editors and co-translators, [REDACTED]. The University of New Orleans Press (2010).

F. Book Reviews

1. Les cinémas d’Afrique des années 2000: Perspectives critiques. [REDACTED]. Paris: l’Harmattan, 2011, in Nouvelles études Francophones. Volume 28, No. 1, 2013.
2. 1913: The Cradle of Modernism. [REDACTED]. Oxford: Blackwell Publishing, 2007, in Studies in Twentieth and Twenty-first Century Literature, Vol. 34, No. 1, Winter 2010.

G. Film Reviews

1. “Actualités cinématographiques : L’édition anniversaire du Festival international du film de Marrakech: Bilan mixte de dix années de renaissance du cinéma au Maroc”. Nouvelles Etudes Francophones. (Spring 2011, Vol. 26, (1) : 228-232)

INVITED PANELIST & GUEST TALKS

1. Invited speaker and plenary screening of my documentary Hmong Memory at the Crossroads at the annual convention of the Conseil International d'études Francophones, as part of the convention's June 29-July 2, 2017 program. Université des Antilles. Fort de France, Martinique (2016- 2017).
2. Invited panelist and screening of my documentary Growing up Hmong at the Crossroads. Panel theme: "Être ou ne pas être « Réfugié »: De traumas invisibles vers des mondes possibles". Sponsored by the Collège d'études mondiales, the Global South(s) Research Program, Fondation Maison des sciences de l'homme. Venue: BULAC (Bibliothèque Universitaire des Langues et Civilisations), Paris, France.
[REDACTED]
3. Guest speaker. Talk title: "Violence, Trauma, Construction de Mémoire et d'Identité Collectives dans la Diaspora Hmong en France et aux Etats-Unis", a guest talk in the series "Les Génocides oubliés" [The Forgotten Genocides]. Sponsored by the Le Centre International pour la Recherche et l'Enseignement sur les Meurtres de Masses (CIREMM) (International Center for Genocide Studies Research and Teaching), in the Fondation Maison des Sciences de l'Homme, Paris, France (May 29, 2017). [REDACTED]
[REDACTED]
4. Guest speaker and invited screening of my documentary Growing up Hmong at the Crossroads. Theme: Le Sens et les sens/Sense and the Senses. International Colloquium for 20th and 21st Century French and Francophone Studies's annual conference. Sponsored by The Department of French and Italian. Indiana University Bloomington (April 5-8, 2017).
5. Guest speaker and invited screening of my documentary Hmong Memory at the Crossroads. Sponsored by The Department of French and Italian and the [REDACTED] Fund; the Newcomb College Institute; the Department of Anthropology; the Department of Communication; the Asian Studies Program. Tulane University, New Orleans, Louisiana (February 13, 2017).

Event attended by dignitaries from the Consulate General of France in New Orleans.

6. Invited panelist and screening of my documentary Hmong Memory at the Crossroads. Panel theme: “Les effacés des mémoires postcoloniales: l'exemple des Hmong” (The Forgotten of Postcolonial Memories: The Case of the Hmong). Event coordinated by internationally renowned Francophone postcolonial scholars [REDACTED] (Collège d'études mondiales) and [REDACTED] (President of Musée de l'histoire de l'immigration), Paris France (March 17, 2016).

The panel was featured as part of the debate series Quand l'immigration Fait Débat [The Question of Immigration in the Spotlight], at the Musée de l'histoire de l'immigration. Palais de la Porte dorée, Paris, France.

Video Recording of the Panel “Les effacés des mémoires postcoloniales: l'exemple des Hmong”: [REDACTED]

Event announcement: [REDACTED]

Attendees: 200 (full auditorium).

7. Guest speaker and invited screening of my documentary Hmong Memory at the Crossroads. The event was featured as part of the Annual William Falls Memorial Lecture series. Sponsored by the department of French and Italian, University of Maryland, College Park (November 4, 2016).

8. Invited panelist and screening of my documentary Hmong Memory at the Crossroads. Panel discussion of the film Hmong Memory at the Crossroads. Sponsored by the University of Notre Dame Nanovic Institute for European Studies, the Henkels Lecture Series and the Institute for Scholarship in the Liberal Arts, the Helen Kellogg Institute for International Studies, the Liu Institute for Asia and Asian Studies, the Teaching Beyond the Classroom Grant, the Department of Anthropology, the Department of East Asian Languages and Cultures, and the Department of Romance Languages and Literatures (April 14, 2016).

9. Invited panelist. “La démocratisation et la mondialisation de la culture pour Souffles”. Conference theme: Commémoration du cinquantenaire de la création de la revue Souffles [Commemoration of the 50th anniversary of the creation of the Moroccan Francophone avant-garde journal Souffles and taking stock of its legacy in the areas of human and civic rights]. Sponsored by the research foundation Fondation Laâbi pour la Culture. [REDACTED] (April 9, 2016).

10. Guest speaker. "Indignez-vous!" Arab Spring Youth and the Struggle for Political and Cultural Legitimation in Tunisia and Morocco". Invited Talk as part of the Guest Speaker Series of the Center for Contemporary Arab Studies, Georgetown University, Washington D.C. (October 3, 2013). Georgetown U article: [REDACTED]
[REDACTED]

Recording of the guest talk published on the Vimeo media platform of the Center for Contemporary Arab Studies: [REDACTED]

11. Invited panelist. "The Promises and Pitfalls of Critical Approaches to Film Productions from the Maghreb and the Maghrebi Diaspora in France". Symposium theme: Critical Theory on Cultural Production of African Literature and Cinema. Sponsored by the department of English at Michigan State University and the department of Comparative Literature at the University of Michigan (October 29-30, 2010).

12. Invited respondent. Panel discussion following the screening of the documentary The Forgotten Refugees, directed by [REDACTED]. The film focuses on the exodus of more than a million Jews from Arab countries in North Africa and the Middle East during the 1950s-1960s. Sponsored by the MSU Jewish Studies Program, as part of the Kessler Film Series (October 13, 2010).

ACADEMIC AND PROFESSIONAL RECOGNITIONS

1. Best Documentary Feature Award. Universe Multicultural Film Festival, Palos Verdes Peninsula, CA (March 29-April 2, 2017).

The award recognizes the film Hmong Memory at the Crossroads, a 2015 Michigan State University production, for which I was Senior Principal Investigator, and filled the roles of producer, executive producer, lead director, writer, and videographer.

This documentary research project was funded by the Humanities Without Walls Consortium, based at the Illinois Program for Research in the Humanities at the University of Illinois at Urbana-Champaign, funded by a grant from the Andrew W. Mellon Foundation, 2016.

2. Official Selection. Recognition received from the Action on Film Festival for second documentary Growing up Hmong at the Crossroads, and from the Hollywood Dreamz International Film Festival and Writers Awards, August 17-26, 2017.
3. Recipient of the Impact DOCS Award of Merit, for second documentary Growing up Hmong at the Crossroads [REDACTED]
[REDACTED]
4. Recipient of the Indie Fest Award of Recognition, for second documentary Growing up Hmong at the Crossroads [REDACTED]
[REDACTED]
5. Nominated for the College of Arts and Letters Community Partner Award. Michigan State University (spring 2017).
6. Extended Official Selection. Recognition received from the Nevada Women's Film Festival, for first documentary Hmong Memory at the Crossroads. Las Vegas, Nevada (March 23-26, 2017).
7. Official Selection: Nominated for Best Documentary Film & winner of Best Score Award, for first documentary Hmong Memory at the Crossroads, by The Mediterranean Film Festival Cannes, in Cannes, France (November 25-30, 2016).
8. Nominated for the College of Arts and Letters Community Partner Award. Michigan State University (spring 2016).
9. Official Selection: Nominated for Best Feature Film, for first documentary Hmong Memory at the Crossroads. Indie Fest USA International Film Festival, Garden Grove, CA (October 15-18, 2015).
10. Nominated for the College of Arts and Letters Innovation in Teaching award, 2014.
11. MSU French Club Diversity Award "Prix de la Diversité pour la Promotion de la Francophonie", (Student recognition), MSU French Club (April 30, 2011).

RESEARCH & INSTRUCTIONAL AWARDS, GRANTS AND FELLOWSHIPS

(External)

1. Recipient and Project Senior Principal Investigator of the Humanities Without Walls Global Midwest Initiative Award, funded by the Andrew W. Mellon Foundation, in the amount of \$60,435 (January 1, 2016 – August 16, 2017).
2. Recipient and Project Senior Principal Investigator of the Humanities Without Walls Global Midwest Initiative Award, funded by the Andrew W. Mellon Foundation, in the amount of \$30,000 (January 1, 2015 – August 31, 2016).
3. Recipient and Project Senior Principal Investigator of the Humanities Without Walls Global Midwest Initiative Seed Grant, funded by the Andrew W. Mellon Foundation, in the amount of \$1,200 (Fall 2015)
4. Recipient and Project Senior Principal Investigator of the Humanities Without Walls Global Midwest Initiative Summer Start-up Grant, funded by the Andrew W. Mellon Foundation, in the amount of \$3000 (Summer 2014).
5. American Institute for Maghrib Studies (AIMS) in the amount of \$ 2,250, short-term research grant (Summer 2009).
6. Course Development Award, granted through the MSU African Studies Center, funded by the U.S. Department of Education National Resource Center program, in the amount of \$2,962 (Summer 2017).

(Internal)

1. The MSU HARP (The OVPRGS Humanities and Arts Research Program) Grant in the amount of \$4,689. Project type: Production of the documentary Hmong Memory at the Crossroads, [REDACTED] (Spring 2015).
2. The MSU 'Creating Inclusive Excellence at Michigan State University' Award in the amount of \$6,600. Event type: The 2/15/16 MSU premiere screening of the documentary Hmong Memory at the Crossroads, produced, co-directed and written by [REDACTED] followed by a Guest Talk and panel discussion (Fall 2015).
3. The MSU 'Creating Inclusive Excellence at Michigan State University' Award in the amount of \$8,700. Project type: Production of the documentary Hmong Memory at the Crossroads, Senior PI [REDACTED] (Fall 2014).
4. The MSU 'Creating Inclusive Excellence at Michigan State University' Grant in the amount of \$14,500. Project type: Invited Guest Speaker Themed Event: "The Place of Inclusive History, Memory of Cultural Minorities and Human Rights Activism in Academia, the Media and the Public Space" (Fall 2013)
5. The MSU [REDACTED] Endowment Research Award, in the amount of \$3,550, awarded by the Asian Studies Center at Michigan State University. Project type: Production of the documentary sequel growing up Hmong at the Crossroads, [REDACTED] [REDACTED] (Fall 2015).
6. The MSU [REDACTED] Endowment Research Grant, in the amount of \$2,278, awarded by the Asian Studies Center at Michigan State University. Senior PI [REDACTED] (summer 2014).
7. The MSU College of Arts and Letters Collaborative Research Grant, in the amount of \$10,000. Project PI. Project title: "Picturing Others: Indigenous Photography, (Self)Portraits, Preservation and Epistemic Disobedience" (Spring 2017 – Spring 2018).
8. The MSU College of Arts and Letters Faculty Summer Fellowship, in the amount of \$1,000. Project title: (Un)becoming an Other in Contemporary French Colonial Memories and National Genealogies: From Invisible Stories to Possible Worlds (Summer 2017).
9. High-Impact Research Grant in the amount of \$1,500, awarded by the MSU department of Romance and Classical Studies. Funded professional activity: Participation as guest speaker at the annual convention of the Conseil International d'études Francophones, and to attend the public screening of my documentary Hmong Memory at the Crossroads, as part of the convention's June 29-July 2, 2017 program. Université des Antilles. Fort de France, Martinique (2016- 2017)

10. High-Impact Research Grant in the amount of \$1,550, awarded by the department of Romance and Classical Studies. Project type: Production of the documentary sequel growing up Hmong at the Crossroads, produced, co-directed and written by [REDACTED] (Fall 2015).
11. High-Impact Research Grant in the amount of \$800, awarded by the department of Romance and Classical Studies. Project type: Production of the documentary Hmong Memory at the Crossroads, produced, co-directed and written by [REDACTED] (Fall 2014).
12. Global Studies in the Arts and Humanities Faculty Research Grant to support the production of the documentary "Hmong Memory at the Crossroads", MSU (Spring 2015).
13. Faculty research grant awarded by the Center for Applied Inclusive Teaching and Learning in Arts and Humanities (CAITLAH), in the amount of \$400, 2014-2015.
14. Faculty research grant awarded by the Center for Applied Inclusive Teaching and Learning in Arts and Humanities (CAITLAH), in the amount of \$500, 2013-2014.
15. Center for Language Teaching Advancement (CeLTA) Faculty Research Fellowship, in the amount of \$2,000 Project title: "Integrating Film and Storytelling in the French Language Classroom". The project outcome: Creating a digital video archive for classroom and research use (2016-2017).
16. The MSU College of Arts and Letters Undergraduate Research Initiative (CAL-URI) Award, in the amount of \$2,000. Research Project Type: Production of the documentary sequel Growing up Hmong at the Crossroads. Names of Undergraduate Research Assistants funded through this award: [REDACTED].
17. The MSU College of Arts and Letters Undergraduate Research Initiative (CAL-URI). A grant in the amount of \$1000 to engage an Undergraduate Research Assistant. Student name: [REDACTED]. Research Project Title: "Investigating the Role of Art, Culture and Cyberactivism in the Birth of the Morocco Arab Spring", 2011-2012.
18. The MSU Global Studies in the Arts and Humanities, Online course development faculty grant (for GSAH220), MSU, in the amount of \$1000, summer 2014.
19. The MSU Honors College Professorial Assistantship Grant, to engage an Undergraduate Research Assistant from the Honors College. This grant is designed to promote collaborative research between faculty and undergraduate students. Undergraduate Research Assistant name: [REDACTED]. Project type: Production of two documentary projects focusing on constructions of French Colonial Memory (2015-2016 and 2016-2017).

20. The MSU Honors College Professorial Assistantship Grant, to engage an Undergraduate Research Assistant from the Honors College. This grant is designed to promote collaborative research between faculty and undergraduate students. Undergraduate Research Assistant name: [REDACTED]. Book project title: "The New Spring of Francophone Cultural Productions: From Resistance in the Margins to Epicenters of Cultural Effervescence", 2012-2013.

21. The MSU International Studies and Programs faculty Research Grant in the amount of \$500, for developing a facilitation resource for the educational documentary Crossing Borders ([REDACTED] to be used by film facilitators and teachers in a high school, community college and university setting, fall 2012.

22. The MSU CAL Faculty Research Grant in the amount of \$1000. Project type: GSAH curriculum development of GSAH220 Global Interactions and Identities – Oceans (summer 2012).

CONFERENCE PAPERS

1. “Hmong Memory at the Crossroads: French Colonial History between Nationalist Grand Narratives of History and Diasporic Micro-narratives | Mémoire hmong à la croisée des chemins: La mémoire coloniale, entre les grands récits nationalistes de l’Histoire et les micro-récits diasporiques”. Session title: “La Francophonie à Contrechamp”. The Modern Language Association (MLA) Annual Convention. Philadelphia (January 6, 2017).
2. “(Un)becoming a Refugee: From Invisible Journeys to Visual Constructions of Possible Worlds”. Symposium theme: Drawing Lives, Writing Worlds - A Graphic Narratives. Sponsored by German Studies, Linguistics, Germanic, Slavic, Asian, and African Languages; Romance and Classical Studies; English; Art, Art History, and Design; the Center for European, Russian, and Eurasian Studies; the Residential College in the Arts and Humanities; the Communication Arts Media Sandbox. Michigan State University (April 14-15, 2017).
3. “Translating the Postcolonial Condition in Souffles-Anfas”. Session title: Souffles-Anfas: Fifty Years On. The Modern Language Association (MLA) Annual Convention. Austin, Texas (January 8, 2016).
4. MLA Session Organizer, Chair and panelist. Paper title: “The February 20th Movement as the Lifeblood of Cyber Activism in Morocco”. Session title: “The Faces and Agents of the Arab Spring in Morocco: The Convergence of Art, Cyberculture and Social Militantism amidst the Tremors of a Changing World”. The Modern Language Association (MLA) Annual Convention. Chicago (January 9-12, 2014).
5. Organizer and panelist. Paper title: “Ecrire la mémoire des Harkis et des Pieds-Noirs de l’Algérie française”. Symposium theme: “Le débat sur le devoir de mémoire en France: perspectives croisées”. Sponsored by the Office for Inclusion and Intercultural Initiatives and the department of Romance and Classical Studies (March 25, 2014).
6. “From Artistic Effervescence to Digital Creativity: Cyberactivism and Civically Engaged Art as the Backbone of the Arab Spring”. The 6th Annual Conference of Muslim Studies Program at Michigan State University. Conference theme: Revolutions Reconsidered: State and Societal Change in the Muslim World. Sponsored by the Muslim Studies Program, Michigan State University (April 4-5, 2013).
7. “Réinvention du Sujet Diasporique Sépharade”. Winthrop-King Institute for Contemporary French and Francophone Studies International Conference, Florida State University (November 3-5, 2011).
8. “Au delà des clichés et de l’oubli: Récits de mémoire des Pieds-Noirs dans Le sable et le répit: Chimères d’un Pied Noir et 1962, l’été du Malheur”. Winthrop-King Institute for Contemporary French and Francophone Studies International Conference, Florida State University (November 3-5, 2011).

TALKS FEATURED IN MEDIA & DIGITAL PLATFORMS

1. Co-panelist. “Les effacés des mémoires postcoloniales: l'exemple des Hmong” (The Forgotten of Postcolonial Memories: The Case of the Hmong). Event coordinated by internationally renowned Francophone postcolonial scholars [REDACTED] (Collège d'études mondiales) and [REDACTED] President of Musée national de l'histoire de l'immigration) (March 17, 2016).

Recording of the panel published on the digital platform Canal U of the Fondation Maison des Sciences de l'Homme:



The panel was featured as part of the debate series Quand l'immigration Fait Débat (The Question of Immigration in the Spotlight), at the Musée national de l'histoire de l'immigration. Palais de la Porte dorée, Paris, France.

2. Guest speaker. “‘Indignez-vous!’ Arab Spring Youth and the Struggle for Political and Cultural Legitimation in Tunisia and Morocco”. Invited Talk as part of the Guest Speaker Series of the Center for Contemporary Arab Studies, Georgetown University, Washington D.C. (October 3, 2013).

Recording of the guest talk published on the Vimeo media platform of the Center for Contemporary Arab Studies: [REDACTED]

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

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

I served as Film Review Editor from 2009-present, for the refereed journal *Nouvelles Etudes Francophones*, the official journal of the Conseil International d'Etudes Francophones (Council of International Francophone Studies). I refereed articles for the journal *Nouvelles Études Francophones* (April 6, 2016); served as manuscript reviewer for Indiana University Press (2015), Office of Scholarly Communication, Modern Language Association (2014), Focus Publishing (2011); I was nominated by the MLA Executive Committee of the Division on Francophone Literatures and Cultures for election to the executive committee, 2013; I served as external reviewer for Promotion and Tenure for University of California, Riverside (2014), The American University (2013) and Colorado State University (2011).

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

During the review period, I regularly served on various standing and ad hoc committees and sub-committees (please see detailed list in my CV):

DEPARTMENT

Director of Graduate Studies (01/2013-05/2014 and 08/2017-present); Graduate Advisor (2010-2012); Advisory Committee (2016, 2015); the Annual Review Committee (2011-2013); Search Committees (2011, 2012, 2015); junior faculty Mentoring Committee (2013-2015); Faculty advisor for the RCS Graduate Student Association and TROPOS Journal (2011-2014); Member of the RPT Committee (2013 and 2011-2012) (please see complete list in CV)

COLLEGE

The CAC (2016, 2015); the CGC (2011-2012 and 2013-2014); the School of Languages Task Force (2016); The School of Languages Action Committee (2017); the School of Languages Director Search Committee (08/2017-2018). (please see complete list in CV)

UNIVERSITY

* University Council for Graduate Studies (UCGS) Committee (2013-2015)

* University Fellowship Review Committee UEF and UDF (2014 and 2015) (please see complete list in CV)

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

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

Please see IV D #3 below.

FORM D - IV D ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

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

2. Integration across Multiple Mission Functions:

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

My commitment to linking my scholarship activity to university teaching and outreach missions involved seizing opportunities for designing events that simultaneously carry pedagogical, scholarly, service to the profession and outreach dimensions. It also involves participating as presenter or moderator of activities in MSU outreach programs, in the community or in the City of East Lansing K-12 co-curricular programs that promote the cultural enrichment of the community and appreciation for world languages, such as the East Lansing Film Festival (in 2006), World Languages Day (spring 2017) and Embrace the World: A Celebration of Diversity (Spring 2016). My recent work on the two documentary projects has been itself the product of strong partnerships with the community at various levels of production. Please see Appendices 1-5 for detailed documentation of some of the most important outreach endeavors I have undertaken during the period under evaluation. In my view, bringing together these three areas of faculty engagement are instrumental for creating models of teaching and learning that deliver to students a more optimal, well-rounded, and rewarding educational experience that prepares them as globally informed citizens and professionals for the challenges and demands of today's job market and future career trends.

3. Other Awards/Evidence:

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

My fall 2012 sabbatical leave enabled me to complete the writing of one book chapter and one article which appeared in print a few months later. My commitment to innovative research found its expression in using the archival research conducted during my fall 2012 sabbatical leave to frame the kernel idea and intellectual framework for two documentary feature projects that marked a new departure in my professional trajectory and attempted to cross new frontiers. My two most recent scholarly activities included the production and direction as senior PI of two award-winning documentary projects, whose scholarly, educational and community impact has been recognized through invitations to give guest talks at professional meetings in my field, guest lectures/presentations in graduate seminars, invited workshop sessions in the US and in Europe, recognitions in national and international film festivals. Both projects were designed to carry an important community outreach component and to incorporate opportunities for student involvement as research assistants representing diverse backgrounds. The following is sample evidence of the academic and public recognition received by my documentaries including academic and research institutions and film festivals. Please also see documents enclosed in my dossier.

FORM D - IV E GRANT PROPOSALS

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

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)		Date Submitted	\$ Amount Requested	Pending	Status \$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
I. Instruction								
Grantor: African Studies Center		Summer 2017	\$2,962	<input type="checkbox"/>	\$3,000	<input type="checkbox"/>		
Focus: Course Development Award								
Grantor: CELTA			\$2,000	<input type="checkbox"/>	\$2,000	<input type="checkbox"/>		
Focus: "Integrating Film and Storytelling in the French Language Classroom". The project outcome: Creating a digital video archive for classroom and research use.								
II. Research/Creative Activity								
Grantor: HWW Consortium, Andrew Mellon Foundation		October 2014	\$59,145	<input type="checkbox"/>	\$30,000	<input type="checkbox"/>		
Focus: Documentary feature project "Hmong Memory at the Crossroads"								
Grantor: HWW Consortium, Andrew Mellon Foundation		October 2015	\$60,435	<input type="checkbox"/>	\$60,435	<input type="checkbox"/>		
Focus: Documentary feature project "Growing up Hmong at the Crossroads"								
Grantor: Office for Inclusion and Intercultural Initiatives		09/25/2015	\$6,600	<input type="checkbox"/>	\$6,600	<input type="checkbox"/>		
Focus: Documentary feature project "Hmong Memory at the Crossroads"								
Grantor: MSU HARP Production		04/20/2015	\$6,989	<input type="checkbox"/>	\$4,689	<input type="checkbox"/>		
Focus: Documentary feature project "Hmong Memory at the Crossroads"								
III. a. Service – Academic Community								

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

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)		Date Submitted	\$ Amount Requested	Status		\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded	
Grantor:	Asian Studies Center	09/04/2015	\$3,550	<input type="checkbox"/>	\$3,550	<input type="checkbox"/>	
Focus:	Koo Endowment Research Award to fund the documentary feature project "Growing up Hmong at the Crossroads"						
III. b Service – Broader Community							
i. MSU Extension							
Grantor:				<input type="checkbox"/>		<input type="checkbox"/>	
Focus:							
ii. Professional/Patient Care Activities							
Grantor:				<input type="checkbox"/>		<input type="checkbox"/>	
Focus:							
iii. International Studies and Programs							
Grantor:				<input type="checkbox"/>		<input type="checkbox"/>	
Focus:							
vi. Urban Affairs Programs							
Grantor:				<input type="checkbox"/>		<input type="checkbox"/>	
Focus:							
v. Other							
Grantor:				<input type="checkbox"/>		<input type="checkbox"/>	
Focus:							

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