

**FORM D – IV A INSTRUCTION**, continued

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
<b><u>Spring 17</u></b>	WRA 195H	3				21		
	WRA 1004	3				9		
	WRA 0102	0				9		WRA 0102 is a 2 hour lab section in conjunction with WRA 1004
<b><u>Fall 16</u></b>	WRA 195H	3				27		
	WRA 1004	3				22		
	WRA 0102	0				22		
<b><u>Spring 16</u></b>	WRA 195H	3				27		
	WRA 1004	3				22		
	WRA 0102	0				22		
<b><u>Fall 15</u></b>	WRA 195H	3				23		
	WRA 1004	3				24		
	WRA 0102	0				24		
<b><u>Spring 14</u></b>	ALS 891	3				3		
	WRA 1004	3				23		
	WRA 0102	0				23		
<b><u>SS13</u></b>	WRA260	3				38		FS 13 away on research leave.
	WRA1004	3				23		
	WRA0102	0				23		

**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.

**University**

*Undergraduate Entrepreneurship, Onsite Visit of Israel High-tech Sector, 2017*

## FORM D – IV A INSTRUCTION, continued

Assisted with planning visit with the Director of Undergraduate Entrepreneurship to Israel (July 22 to July 28, 2017) to establish connections and collaborations (for study abroad, internships, research opportunities, and other connections) with the global high-tech sector. Met with universities, companies, accelerators, and high-tech events across the country.

### *Faculty Learning Community (FLC) on International Students, 2016-2017*

Participated in meetings on how to facilitate student success with the international student population. Jointly developed plan for creating a virtual university-wide resource center (poster-presentation delivered at the 2017 Teaching and Learning Spring Conference).

### *Information Literacy Badging Project, 2015-2016 (Participants: [REDACTED])*

Participated in information literacy badging project with aim of supporting information literacy for undergraduates across the university and of promoting a critical literacies framework. I participated in meetings on the design of three modules, and produced a module on scholarly research.

### *Adviser, Student Groups, 2015-2017*

Among the People, 2015-Present

Society of College Leadership and Achievement (SCLA), 2015-2017

## **College of Arts and Letters (CAL)**

### *College of Arts and Letters Undergraduate Research Initiative (CAL-URI), 2013-2017*

Mentored undergraduate students as part of the CAL-URI, and met on weekly basis (1 to 2 hour meetings). Students were involved students in multiple aspects of human subject research: literature reviews, interviews, participant-observation, rhetorical analysis of texts, translation/transcription, coding data, and framing of research. The students presented their research findings at the University Undergraduate Research and Arts Forum (UURAF). Stemming from our intensive collaborations, engineering student, [REDACTED], switched his future career path towards education and instructional design. Advising him on graduate programs and his application process, he was accepted to the University of Pennsylvania, University of Columbia, and New York University (NYU). He enrolled at NYU in their master's program in Digital Media Design for Learning.

[REDACTED], 2014-2017  
[REDACTED], 2013-2017  
[REDACTED], 2016-2017  
[REDACTED], 2013-2014

## **Department**

### *Undergraduate*

WRA 1004 Preparation for College Writing (PCW) Subcommittee Report, April 4, 2017. Created report (2-page) explaining aims and goals of PCW course.

WRAC First Year Writing Workshop, Presenter, March 25, 2016. "Tracing the Invisible Practice of Chinese International Students on Campus."

First Year Writing (FYW) Committee, Member, 2011-2014. Duties included speaking in the FYW orientation for new instructors in a session on English Language Learners (2011); serving on a subcommittee (2011-2012) co-authoring a report of recommended changes to WRA 1004 course; presenting at new instructor orientation (2013) on teaching an "artifact" assignment (part of the standard curriculum); serving on a textbook review committee and conducting 3 textbook reviews; participating in the development of new published set of first year outcomes and learning goals (Spring 2013).

\*\* Also listed in IV C Service with the Academic and Broader Community.

## FORM D – IV A INSTRUCTION, continued

AL 885 Research Colloquia, Guest speaker, December 6, 2012. Invited speaker in graduate seminar on daily life and research in the profession.

WRAC First Year Writing Orientation, Presenter, August 24, 2011. Invited speaker in session on English language learners.

### Graduate

#### Graduate Student Mentoring and Co-Publishing

██████████, 2013-2015. M.A. student, Teaching English to Speakers of Other Languages (TESOL), Department of Linguistics & Germanic, Slavic, Asian and African Languages. Mentored in research: e.g., gathering data, translating, transcribing, and coding. Co-authored publication ██████████. "Weaving Relationship Webs: Tracing how IMing Practices Mediate the Trajectories of Chinese International Students." *Computers and Composition*. 39.1. (2016): 83-103.

██████████ 2012-2013. PH.D. student, Curriculum and Instruction, College of Education. Mentored in research. Co-authored publication: ██████████. "'Shock You Chocolate': Mobilizing Translocal Networks in a First Year Writing Course." *Cross-Language Communication and the Academy: Re-thinking Orientations*. Eds. ██████████. Ann Arbor: University of Michigan Press, 2017. 136-166.

#### Globalization Research Cluster, 2013-2016.

Facilitated globalization research group with WRAC graduate students for feedback on individual projects and discussions on issues related to literacy, multilingualism, and globalization. An article by member ██████████, *Multimodality, Translingualism, and Rhetorical Genre Studies*, emerged from the group and appeared in a special issue of *Composition Forum*; it was selected for inclusion in *The Best of Independent Rhetoric and Composition Journals Collection* 2016.

### Awards

Nominated for Faculty Award for Innovation and Leadership, 2016.

## 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: 0

Graduate: 0

Graduate/Professional: 0

Other:

**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
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**FORM D – IV A INSTRUCTION**, continued

Number of students currently enrolled or active			
Number of graduate committees during the reporting period*		2	
Degrees awarded during the reporting period			
Degrees awarded during career			

\* Number of non-chaired committees shown.

**Ph.D. Committee Member For:**

- [REDACTED], 2012-2016, Assistant Professor at University of Texas-El Paso
- [REDACTED], 2016 – Present

## 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.

Much of my scholarship intersects with literacy instruction. This includes research on the Chinese international student community at MSU, and studies of multilingual literacy practices across classrooms, communities, and startup innovation systems in Israeli society. The contribution in the latter area is related to the teaching of professional writing and communication. Note my publications and presentations are almost all in support of instructional activity, as listed in IV B "List of Research/Creative Works." Key works are also highlighted below.

#### *Grants*

Lilly Teaching Fellowship, 2017-2018

Developing culturally responsive and sensitive pedagogies for multilingual and marginalized students.

Creating Inclusive Excellence Grant (CIEG), 2017-2018 (Co-Investigator)

Bringing together key units and departments across the university in an effort to enhance the first-year experience by offering insights into the types of support MSU can provide to foster strong academic and social transitions.

Conference on College Composition Research Initiative [REDACTED] (PI), [REDACTED]. 2013-2015.

Transnational study tracing literacy practices of Chinese international students across social, semiotic, and geographic borders in the U.S. and China.

#### *Publications*

[REDACTED]. *Inventing the World Grant University: Chinese International Students' Mobilities, Literacies, and Identities*. Logan: Utah State University Press, 2017.

[REDACTED]. "Shock You Chocolate': Mobilizing Translocal Networks in a First Year Writing Course." *Cross-Language Communication and the Academy: Re-thinking Orientations*. Eds. [REDACTED] and [REDACTED]. Ann Arbor: University of Michigan Press, 2017.

[REDACTED]. "Pretty Bullets: Tracing Transmedia/Translingual Literacies of an Israeli Soldier across Regimes of Practice." *College Composition and Communication*. 69.1. (2017): 87-116.

[REDACTED]. "Start-up Nation: Studying Transnational Entrepreneurial Practices in Israel's Start-up Ecosystem." Spec. issue of *Journal of Business and Technical Communication*. 33.1. (2017): 350-388.

[REDACTED]. "Pedagogizing Translingual Practice: Prospects and Possibilities." *Research in the Teaching of English*. 52.3. (2017): 464-472.

[REDACTED]. "Weaving Relationship Webs: Tracing how IMing Practices Mediate the Trajectories of Chinese International Students." *Computers and Composition*. 39.1. (2016): 83-103.

#### *Presentations*

"Inventing the World Grant University: Tracing Transliteracies of Transnational Students Across Global Eduscapes." Symposium on Translanguage, Transliteracies, and Transmodality. Center for Writing Studies at University of Illinois at Urbana-Champaign. Urbana-Champaign, IL. October, 2017. **[Invited]**

"Knotting Together Relationship Webs (人际关系网): Tracing Translingual (-modal) Practices across Global Eduscapes." Linguistics and Languages Roundtable. East Lansing, MI. April, 2016. **[Invited]**

"Traversing Global Eduscapes: Mapping out a 'Mobile Framework' for Tracing Transliteracy Practices." (Panel: [REDACTED]). Watson Conference. Louisville, KY. October, 2016.

**FORM D – IV A INSTRUCTION**, continued

“Cosmopolitanism on Campus: Weaving Relationship Webs (人际关系网) Across Translocal Contexts. Invited Speaker. Global Asias 3 Conference. University College, PA. April, 2015. **[Invited]**

“Weaving Relationship Webs (人际关系网): Tracing Translingual (-modal) Practices across Global Eduscapes.” (Panel: [REDACTED]). Conference on College Composition and Communication. Tampa, FL. March, 2015.

“Tracing Translingual/Transmodal Practices Across Global Eduscapes.” First Friday WRAC Research Brown Bag. East Lansing, MI. November, 2015. **[Invited]**

“Interfacing with Culture: Tracing Multilingual Practices of International Chinese Students across Digital and Non-Digital Spaces.” Computers and Writing. Pullman, WA. June, 2014.

“Reweaving Multilingual Practices: Tracing Chinese International Students’ Construction of Comics in the Composition Classroom.” (Panel: [REDACTED]). Conference on College Composition and Communication. Indianapolis, IN. March, 2014.

\*\* See List of Research/Creative works for a complete list (prior to 2014).

**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).

All related accomplishments are covered elsewhere.

## 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)

### List of Research/Creative Works

Key

Asterisk (\*) Peer-Reviewed

First author indicated by order.

Dagger (†) indicates completed since the previous action (defined here as reappointment, Fall 2014).

Double dagger (‡) are scholarly works pertaining to outreach component.

#### 1. Books

\* †‡ [REDACTED]. *Inventing the World Grant University: Chinese International Students' Mobilities, Literacies, and Identities*. Logan: Utah State University Press, 2017.

#### 2. Book Chapters

\* †‡ [REDACTED]. “Shock You Chocolate’: Mobilizing Translocal Networks in a First Year Writing Course.” *Cross-Language Communication and the Academy: Re-thinking Orientations*. Eds. [REDACTED]. Ann Arbor: University of Michigan Press, 2017.

#### 3. Bulletins or Monographs

None

#### 4. Articles

Peer Reviewed

\* † [REDACTED]. “Pretty Bullets: Tracing Transmedia/Translingual Literacies of an Israeli Soldier across Regimes of Practice.” *College Composition and Communication*. 69.1. (2017): 87-116.

\* † [REDACTED]. “Startup Nation: Studying Transnational Entrepreneurial Practices in Israel's Startup Ecosystem.” Spec. issue of *Journal of Business and Technical Communication*. 33.1. (2017): 1-39.

\* †‡ [REDACTED]. “Pedagogizing Translingual Practice: Prospects and Possibilities.” *Research in the Teaching of English*. 52.3. (2017): 464-472.

\* † [REDACTED]. “Weaving Relationship Webs: Tracing how IMing Practices Mediate the Trajectories of Chinese International Students.” *Computers and Composition*. 39.1. (2016): 83-103.

\* † [REDACTED]. “Outsmarting the Nation, Together: Subversive Virtual Fraternity in the Israeli Men's Magazine Blazer.” *Israel Studies Review*. 30.1 (2015): 83-103.

## FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

\* [REDACTED]. "Re-assembling Technical Communication: Mapping out a Framework for Studying Multilingual-Multimodal Practices in the Context of Globalization." Spec. issue of *Technical Communication Quarterly*. 22.1 (2013): 10-27.

\*\*\* Nominated for NCTE Best Original Collection of Essays in Scientific and Technical Communication

\* [REDACTED]. "A Multilingual and Multimodal Framework for Studying L2 Composing." *EFL Teaching and Research*. 35.3 (2012): 263-70. Print.

\* [REDACTED]. "Composition 2.0: Toward a Multilingual and Multimodal Framework." Spec. issue of *College Composition and Communication*. 62.1 (2010): 100-126. Print.

\*\*\* Reprinted in *Multimodal Composition: A Critical Sourcebook*. Ed. Claire Lutkewitte. New York: Bedford St. Martin's Press. 2014. 497-516.

\* [REDACTED]. "Military Mashups: Remixing Literacy Practices." Spec. issue of *Kairos: A Journal of Rhetoric Technology, and Pedagogy*. 14.3 (2010).

Non-Peer Reviewed

† [REDACTED]. "Globally Distributed Knotworks: Towards a Multilingual and Multimodal Framework." *Beyond a 'Single Language/Single Modality' Approach to Writing*. Ed. Laura Gonzales. DRC Digital Rhetoric Collaborative. 2014. Web. <http://www.digitalrhetoriccollaborative.org/category/conversations/blog-carnival/blog-carnival-5>

### 5. Reviews

None

### 6. Papers and Presentations (all proposals peer reviewed)

† "From Activity to Mobility Systems: Spatializing Translingual and Transmodal Frameworks." Symposium on Translanguage, Transliterations, and Transmodality. Center for Writing Studies at University of Illinois at Urbana-Champaign. Urbana-Champaign, IL. October, 2017. [Invited]

† "Startup Nation: Studying Transnational Literacy Practices in Israel's Startup Ecosystem." (Panel: X [REDACTED]). Conference on College Composition and Communication. Portland, OR. March, 2017.

† "Startup Nation: Mapping the Cultural and Geographic Landscape in Israel's Startup Ecosystem." Jewish Studies Panel on "Startup Nation: The Context, the Cultural Geographic Landscape, and the Israeli Infotech Migrants in Silicon Valley and Beyond." East Lansing, MI. January, 2017. [Invited]

† "Knotting Together Relationship Webs (人际关系网): Tracing Translingual (-modal) Practices across Global Eduscapes." Linguistics and Languages Roundtable. East Lansing, MI. April, 2016. [Invited]

† "Traversing Global Eduscapes: Mapping out a 'Mobile Framework' for Tracing Transliteracy Practices." (Panel: [REDACTED]). Watson Conference. Louisville, KY. October, 2016.

† "Startup City: Studying Transnational Entrepreneurial Practices in Tel Aviv's Startup Ecosystem." Cultural Rhetorics Conference. East Lansing, MI. October, 2016.

† "Global Tel Aviv: Place Making in the Israeli High-Tech Industry." (Panel: [REDACTED]). 19th Annual Conference of Association of Teachers of Technical Writing (ATTW). Houston, TX. April, 2016.

† "Cosmopolitanism on Campus: Weaving Relationship Webs (人际关系网) Across Translocal Contexts. Invited Speaker. Global Asias 3 Conference. University College, PA. April, 2015. [Invited]

† "Weaving Relationship Webs (人际关系网): Tracing Translingual (-modal) Practices across Global Eduscapes." (Panel: [REDACTED]). Conference on College Composition and Communication. Tampa, FL. March, 2015.

† "Tracing Translingual/Transmodal Practices Across Global Eduscapes." First Friday WRAC Research Brown Bag. East Lansing, MI. November, 2015. [Invited]

† "Interfacing with Culture: Tracing Multilingual Practices of International Chinese Students across Digital and Non-Digital Spaces." Computers and Writing. Pullman, WA. June, 2014.

† "Reweaving Multilingual Practices: Tracing Chinese International Students' Construction of Comics in the Composition Classroom."



## FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

(Panel: [REDACTED]). Conference on College Composition and Communication. Indianapolis, IN. March, 2014.

"Life is No Kibbutz: Tracing Shifts in Israeli Identity in a Men's Magazine." Israel Studies Conference. Los Angeles, CA. June, 2013.

"English, Israel, and Globalization: Studying English in the Global High Tech Industry." (Panel: [REDACTED]). Conference on College Composition and Communication. Las Vegas, NV. March, 2013.

"Global Context-ing: Mapping out Language, Identity, and Place Making Practices in International Workplace Contexts." Association of Teachers for Technical Writing. Las Vegas, NV. March, 2013.

"Remediating Composition: Situating Digital Literacy Practices in Global Ecologies." Computers & Writing. Frostburg, MD. June, 2013.

"Mapping Multilingual-Multimodal Literacy Practices: Tracing Writing across Classrooms, Communities, and Cultures." (Panel: [REDACTED]). Conference on College Composition and Communication. March, 2012.

"Refashioning Language: Locating Literacy Practices in Global Ecologies." Thomas Watson Conference. Louisville, KY. October, 2012.

"Re-assembling Rhetoric: Tracing the Construction of Language, Culture, and Identity Across Local and Global Contexts." Rhetoric Society for America Conference. Philadelphia, PA. May, 2012.

"Mapping Multilingual-Multimodal Literacy Practices: Tracing Writing across Classrooms, Communities, and Cultures." (Panel: [REDACTED]). Conference on College Composition and Communication. March, 2012.

"Convergence Culture: Locating Local Multilingual-Multimodal Practices in Global Contexts." Conference on Writing Education Across Borders. University College, PA. September, 2011. [Invited]

"Remediating Composition: Situating Digital Literacy Practices in Global Ecologies." Computers and Writing. Ann Arbor, MI. May, 2011.

"Mapping Global Networks and Knotworks: Tracing Activity at a Transnational Hi-tech Startup." Atlanta, GA. Association of Teachers for Technical Writing. April, 2011.

Qualitative Research Network. Facilitator on research section titled "Researching Transnational Issues." Atlanta, GA. Conference on College Composition and Communication. April, 2011. [Invited]

"Making a Space for Workplace Writing: Multilingualism in the Global Hi-tech Industry." (Panel: [REDACTED] (Chair) [REDACTED]). Atlanta, GA. Conference on College Composition and Communication. April, 2011.

"Composition 2.0: Towards a Multilingual-Multimodal Framework." (Panel with [REDACTED]). Fairfax, VA. Writing Research Across Borders II. February, 2011.

### 7. Artistic or Creative Endeavors

† "A Conversation with [REDACTED], author of "Pretty Bullets: Tracing Transmedia/Translingual Literacies across Regimes of Practice." CCC Podcasts. September, 2017.

### 8. Reports or Studies

None

## 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	1	1		5		12		1
During career	1	1		9		45		

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

During the reporting period: 4 During career: 10

## 4. Other Evidence of Research/Creative Activity:

## FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

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).

### Invited and Featured Presentations

#### *National*

"From Activity to Mobility Systems: Spatializing Translingual and Transmodal Frameworks." Symposium on Translanguage, Transliterations, and Transmodality. Center for Writing Studies at University of Illinois at Urbana-Champaign. Urbana-Champaign, IL. October, 2017.

"Cosmopolitanism on Campus: Weaving Relationship Webs (人际关系网) Across Translocal Contexts. Invited Speaker. Global Asias 3 Conference. University College, PA. April, 2015.

Qualitative Research Network. Facilitator on research section titled "Researching Transnational Issues." Conference on College Composition and Communication. Atlanta, GA. April, 2011.

"Convergence Culture: Locating Local Multilingual-Multimodal Practices in Global Contexts." Conference on Writing Education Across Borders. University College, PA. September, 2011.

#### *University*

"Startup Nation: Mapping the Cultural and Geographic Landscape in Israel's Startup Ecosystem." Jewish Studies Panel on "Startup Nation: The Context, the Cultural Geographic Landscape, and the Israeli Infotech Migrants in Silicon Valley and Beyond." Michigan State University, MI. January, 2017.

"Knotting Together Relationship Webs (人际关系网): Tracing Translingual (-modal) Practices across Global Eduscapes." Linguistics and Languages Roundtable. Michigan State University, MI. April, 2016.

"Tracing Translingual/Transmodal Practices Across Global Eduscapes." First Friday WRAC Research Brown Bag. Michigan State University, MI. November, 2015.

### Planned Workshops and Symposia

"Engaging the Global Workshop." Conference for College Composition and Communication, 2018. Kansas City, MO. Initiated call for proposals, compiled and reviewed applicant pool, wrote proposal to present workshop, and co-planning activities.

### Grants, Awards, and Recognition (\*\*also referenced in IV A "Instructional Works")

#### *National*

Conference on College Composition Research Initiative Grant, 2013-2015. [REDACTED] (PI), [REDACTED]

"Tracing Chinese International Students' Multilingual and Multimodal Literacy practices in and across Translocal Contexts." Transnational study tracing literacy practices of Chinese international students across social, semiotic, and geographic borders (primarily) in the U.S. and China. This grant resulted in 1 peer reviewed journal publication, 1 peer reviewed article in an edited collection, and 1 book published by a university press.

#### *MSU Internal Grants and Awards*

Lilly Teaching Fellowship, 2017-2018

"Leveraging Linguistic/Cultural Diversity as Resources for Teaching and Learning in a Preparation for College Writing (PCW) Course." This fellowship is supporting my own teacher-research on developing culturally relevant and sensitive pedagogies. It is intended to contribute to my own classroom teaching in first-university; inform educators,

## **FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

administrators and staff working with international students at the university; and contribute to national scholarship in literacy education.

Creating Inclusive Excellence Grant (CIEG), 2017-2018 (Co-Investigator)

“Neighborhood Writing Centers: Connecting to University-Wide Services to Enhance the International Student Experience.” The project brings together key units and departments across the university in an effort to enhance the first-year experience by offering insights into the types of support MSU can provide to foster strong academic and social transitions.

Humanities and Arts Research Program (HARP) Development Grant, 2013-2015

“English, Israel, and Globalization: Studying Multilingual and Multimodal Workplace Practices in the Israeli High-tech Industry.” This study of the Israeli high-tech industry supported 1 peer reviewed article and another under review. It further supported a trip to Israel to gather data and to establish connections for future collaborations. Translations and transcriptions funded by the grant will further be used toward completing a book-length manuscript on startup innovation and the Israeli high-tech ecosystem.

*College of Arts and Letters (CAL) Undergraduate Research Initiative Awards*, 2013, 2014, 2015, 2016, \$1,430, \$900, \$1,300, \$1000

*College of Arts and Letters (CAL) Research Awards*, 2012, 2013, \$3,000, \$3,000

## 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).

##### *National Committee Work*

Membership Coordinator, CCCC Transnational Composition Standing Group (TCSG) Executive Committee, 2015-Present: Maintain list of members, assist with preparing annual meetings at CCCC conventions, review proposals for sponsored panel at CCCC, help to maintain TCSG online resources, and co-organizing 2018 CCCC annual Engaging the Global Workshop.

##### *Editorial Board Member*

Journal of Global Literacies, Technologies, and Emerging Pedagogies, 2013-Present

##### *Scholarly Monograph Referee*

Computers and Composition Digital Press, 2013

##### *Journal Manuscript Referee*

Composition Forum, 2015

College Composition and Communication, 2016 - Present

Computers and Composition, 2015 - Present

Computers in Human Behavior, 2016 - Present

Journal of Global Literacies, Technologies, and Emerging Pedagogies, 2013 - Present

Journal of Language, Identity, & Education, 2017

Journal of Second Language Writing, 2013

Modern Language Journal, 2013

Research in the Teaching of English, 2010 - Present

##### *Editorial Work*

Proofreader, Emerging Pedagogies in the Networked Knowledge Society, 2013

#### 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).

##### **College**

##### *Jewish Studies Program, 2012-2017*

- Participated in Jewish studies meetings.
- Presented in panel on the Israeli high-tech ecosystem.
- Advised chair about establishing links to Israeli entrepreneurs and high-tech industry.
- Accompanied Director of Undergraduate Entrepreneurship on trip to Israel in 2017 to establish links to Israeli high-tech sector (\*\*also referenced in IV-A "Non-Credit Instruction").

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

### *Dean of CAL, 2017*

- Met with Dean and prepared report on opportunities for establishing connections to the Israeli high-tech industry.

### *Entrepreneurship and Innovation Working Group, Fall 2016*

- Produced report for Dean on ways to integrate entrepreneurship into a humanities-based curriculum, entitled "Toward a Culture of Social and Cultural Entrepreneurship in CAL."

### *HARP Panel, 2013-2014*

- Reviewed 9 HARP-Development proposals and 2 HARP-Production proposals

### *College of Arts and Letters Writing Committee, Spring 2013*

- Participated in meetings on bridging the first year writing program and English Language Center (ELC).

### *University Academic Integrity Hearing Board, Spring 2011*

- Participated in 1 academic hearing.

## **Department**

### *Standing Committees*

#### *Graduate Advisory Committee, 2015 – 2017*

- Participated in biweekly meetings.
- Reviewed curricular and policy issues related to graduate program.
- Reviewed applications for graduate student students (MA and Ph.D. ranging between 60 to 80 per year).
- Wrote recommendation letters for Graduate Fellowships.
- Reviewed applications for fellowships and support, and participating in recruitment activities.

#### *Reappointment, Promotion, and Tenure Committee, 2013-2015, 2016-2017*

In 2016-17, I served on sub-committees for two reappointments:

- Reviewed Dr. [REDACTED] scholarly and teaching materials and contributed to report.
- Reviewed Dr. [REDACTED] scholarly materials and contributed to report.

In 2014-2015,

- Participated in sub-committee involved in the appointment of Dr. [REDACTED] to a tenure track position while reviewing her scholarly materials and writing up a report.

In 2013-2014,

- Reviewed tenure case of Dr. [REDACTED]. Duties included synthesizing and writing up a report on her published research (later synthesized as part of a wider letter) that entailed readings of 7 articles and reviews of proceedings, technical reports, and editorials.

### *Ad Hoc Committees*

#### *Fixed-Term Faculty Review Committee, 2016*

- Reviewed approximately 50 fixed-term faculty reappointment packages for merit pay and reappointment.

#### *Appointments and Equal Opportunity Committee, 2012 to 2014*

In 2012-2013, on search committees for positions for an Assistant Professor in Cultural Rhetorics and Digital Humanities

- Duties included screening 65 applicants, participating in 11 phone interviews, attending 3 job talks, and participating in related meetings. Resulted in two job hires.

In 2013-2014, on search for an Experience Architecture position.

- Duties included screening 16 candidates, 7 phone interviews, meetings with 2 candidates, attendance at 1 job talk, and participation in all related meetings. Resulted in successful job hire.

#### *First Year Writing Committee, Fall 2011 to Spring 2014*

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

Participated in First Year Writing Committee meetings (3-4 per semester).

- Duties included speaking in the first year writing orientation for new instructors in a session on English Language Learners (2011); serving on a subcommittee (2011-2012) co-authoring a report of recommended changes to WRA 1004 course; presenting at new instructor orientation (2013) on teaching an “artifact” assignment (part of the standard curriculum); serving on a textbook review committee and conducting 3 textbook reviews; participating in the development of new published set of first year outcomes and learning goals (Spring 2013).

### *Merit Pay Committee, Spring 2014*

Reviewed annual reports for 23 tenure-stream faculty members.

### *Ad Hoc MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award Committee, 2013*

Put together nomination package (in conjunction with colleague) for faculty nominee Dr. [REDACTED].

### *Fixed-Term Faculty Review Committee, Spring 2013*

Reviewed annual reports for 47 fixed-term faculty.

### *Classroom Observation, Spring 2013*

Observed classroom and wrote up report on fixed-term faculty member [REDACTED] for WRA 331 Writing in the Public Interest.

### *Portfolio Reviewer. Spring 2011, Spring 2012*

Observed and wrote up 2 reports of end-of-year portfolio presentations of graduating seniors in Professional Writing program.

### *Professional Writing Program Committee, Spring 2012*

Participated in bi-weekly meetings.

## 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.

I have been engaged in extensive interaction and outreach with the Chinese international student community at Michigan State University through attending activities and functions (e.g., China Entrepreneur Network meetings, World Languages Day), meetings with leaders of student groups (e.g., Chinese Student and Scholar Association, China Entrepreneur Network, Chinese student publications), and assisting with English and homework to Chinese students outside of my standard teaching duties. This activity is as part of a mutual exchange in which I can contribute to the community while simultaneously recruit students for research to learn more about this population's practices. I am also in contact with a wide range of groups and communities across campus supporting the international student community: Office for International Students and Scholars (OISS), Neighborhood Student Success Collaborative, Office of China Programs, and Faculty Learning Community (FLC) for International Students. Supporting (and contributing to) these outreach efforts has been one national award (CCCC Research Initiative Award) and eight internal awards (three since 2014), including a Lilly Fellowship (2017-2018) and CIEG award (2017-2018; described in D-IVD) aimed at supporting the international student community.

Related to a second strand of scholarly activity, I have also engaged in outreach with the Israeli high-tech sector to establish internships and study abroad opportunities. This includes two onsite visits to Israel (in 2015 and 2017) where I met with high-tech entrepreneurs, venture capitalists, government officials, and other actors in the high-tech industry. The visits were supported by a Humanities and Arts Program (HARP) Development grant and Jewish Studies funding. Linked to such work, I have been invited to lead a study abroad by the Jewish Studies program in 2018 focused on the Israeli high-tech sector. I finally am working towards developing a course on campus linked to global high-tech ecosystems. I have further been in conversations with the Director of Undergraduate Entrepreneurship about bringing a visiting Israeli scholar in this area to campus, and am working on setting up other opportunities for establishing connections and partnerships, such as a local entrepreneurial club linked to the Israeli high-tech industry.

## 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.

All related accomplishments are covered elsewhere.

### 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 work directly intersects with the Bolder by Design initiative and the university's transformation into a “world grant” institution. This is evident in a strong focusing on globalization across my teaching, service, and research. Broadly, key intersections with the university mission functions are evident with respect to two core aspects of my work. The first is related to my research on Chinese international students. In this area, my scholarship maps out the ways international students transition into the university and how this process affords and constrains their learning and identities. This research directly intersects with my participation the first year writing program (both in my classroom and as a first year writing committee member for three years). At a local level, this focus has led to numerous working relationships with students, staff, and faculty across the university, including as a mentor in the Undergraduate Research Initiative, graduate teaching and mentoring, and as member of a faculty learning community (FLC) on international students. Growing out of the FLC was a 2017-2018 CIEG award (in which I am a co-investigator) entitled Neighborhood Writing Centers: Connecting to University-Wide Services to Enhance the International Student Experience. The project brings together key units and departments across the university: Linguistics and Languages, the Writing Center, Writing, Rhetoric, and American Cultures (WRAC), the English Language Center (ELC), Office for International Students and Scholars (OISS), the Neighborhood Student Success Collaborative (NSSC), and neighborhood engagement centers. This collaborate effort is intended to enhance the first year experience by offering greater insights into the types of support MSU can provide to foster strong academic and social transitions. It is further conceptualized as part of a long-term project that extends beyond the duration of the grant with intention to seek external funding and scale up the study to include other partner universities. As such, my teaching, research, and service in this area is helping students to acquire key cultural competencies in the context of 21st century globalization.

The significance of such scholarly activity is further evidenced at the national level by a Conference on College Composition and Communication (CCCC) Research Initiative Award and book published by Utah State University Press, *Inventing the World Grant University: Chinese International Students' Mobilities, Literacies, and Identities*. The book is one of the first to address from an ethnographically informed perspective the shifting educational landscape in American and western universities toward an increasing percentage of international students. Dovetailing with the local efforts aforementioned, this multisited scholarship traces the transnational flow of students, pedagogies, languages, and ideologies across the U.S. and China. In this fashion, this scholarship is helping to resituate understandings of higher education in global contexts.

The second aspect of my scholarly activity is related to my focus on language and cultural shift within Israeli society. In this area, I have conducted studies of multilingual literacy practices across classrooms, communities, and global innovation systems. Integrating the mission functions of the university, such work has relevance to my own department of Writing, Rhetoric, and American Cultures (housing a Professional Writing program), the Jewish Studies Program, and the minor in Entrepreneurship and Innovation. Cutting across the missions of the university, I am working towards establishing cross-national partnerships and collaborations with the potential for internships, study abroad opportunities, the recruitment of a visiting Israeli scholar from the high-tech sector, and a course related to global innovation systems. This focus further contributes to scholarship related to multilingualism, literacy, entrepreneurship, and globalization. Having visited a number of social entrepreneurs in Israel in the summer of 2017, I am moving towards a closer focus on social entrepreneurship and the effects of globalizing marketplaces on social identities and social classes. As such, my work stands to move towards even closer engagement with translocal communities. In this manner, my teaching, research, and service respond to the recommendations of the Boldness by Design International Taskforce to engage in “research, teaching, and outreach in strategic countries and regions around the globe.” Core to my scholarship is a focus on (social, linguistic, disciplinary) border crossings. This is evident in the ways that my scholarly activity collapses the borders between research, teaching, and service within the academic and broader community.



## FORM D - IV D ADDITIONAL REPORTING

### 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.)

All related accomplishments are covered elsewhere.


## 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	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
<b>I.</b>	<b>Instruction *Note: More grants listed on p. 28</b>							
	Grantor: Academic Advancement Network, MSU, Lilly Teaching Fellowship	3.30.17	\$16,000	<input type="checkbox"/>	\$16,000	<input type="checkbox"/>		
	Focus: "Leveraging Linguistic/Cultural Diversity as Resources for Teaching and Learning in a Preparation for College Writing (PCW) Course."							
	Grantor: CCCC Research Initiative Award Account Number: RC103505	10.3.13	\$9,963.75	<input type="checkbox"/>	\$9,963.75	<input type="checkbox"/>		
	Focus: "Tracing Chinese International Students' Multilingual and Multimodal Literacy practices in and across Translocal Contexts."							
	<b>** Note: See additional grants listed on p. 28</b>							
<b>II.</b>	<b>Research/Creative Activity</b>							
	Grantor: CAL-URI Award	9.14.16	\$1,000	<input type="checkbox"/>	\$1,000	<input type="checkbox"/>		
	Focus: Studying literacy practices of Chinese international students in academic and non-academic contexts							
	Grantor: CAL-URI Award	9.14.15	\$1,300	<input type="checkbox"/>	\$1,300	<input type="checkbox"/>		
	Focus: Studying literacy practices of Chinese international students in academic and non-academic contexts.							
	Grantor: HARP Development Award HARP-D Account Number: RG100252	10.11.12	\$25,000	<input type="checkbox"/>	\$23,750	<input type="checkbox"/>		
	Focus: "English, Israel, and Globalization: Studying Multilingual and Multimodal Workplace Practices in the Israeli High-tech Industry."							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		

\*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**

				Status				
Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	\$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)	
Focus:								
<b>III. a. Service – Academic Community</b>								
Grantor: Creating Inclusive Excellence Grant, MSU Account Number: GA100336; project code project code 2018NWC	6.5.17	\$32,206	<input checked="" type="checkbox"/>	\$30,000	<input type="checkbox"/>			
Focus: “Neighborhood Writing Centers: Connecting to University-Wide Services to Enhance the International Student Experience”								
<b>III. b Service – Broader Community</b>								
<b>i. MSU Extension</b>								
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>			
Focus:								
<b>ii. Professional/Patient Care Activities</b>								
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>			
Focus:								
<b>iii. International Studies and Programs</b>								
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>			
Focus:								
<b>vi. Urban Affairs Programs</b>								
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>			
Focus:								
<b>v. Other</b>								

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# **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	Not Funded		
Grantor:			<input type="checkbox"/>	<input type="checkbox"/>		
Focus:						

## **\*\*NOTE: Additional Grant Proposals Listed Here**

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	\$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
<b>I. Instruction</b>							
Grantor: Spencer Foundation Spencer App 134338	11/26/13	\$39,941	<input type="checkbox"/>	\$0	<input checked="" type="checkbox"/>		
Focus: "Mapping Chinese International Students' Translocal Literacy Practices in the U.S. and China"							
Grantor: Spencer Foundation Spencer App 129621	2/11/13	\$39,941	<input type="checkbox"/>	\$0	<input checked="" type="checkbox"/>		
Focus: "The New Multilingual Studies: Tracing Multilingual and Multimodal Literacy Practices of Chinese Undergraduates Across Local and Global Contexts"							
Grantor CAL Research Award	3/18/13	\$3,000		\$3,000	<input checked="" type="checkbox"/>		
Focus: Studying the Chinese international student community on the MSU campus.							
Grantor CAL Research Award	3/19/12	\$3,000		\$3,000	<input checked="" type="checkbox"/>		
Focus: "Researching Multilingual Writing Practices in Preparation for College Writing 1004."							
Grantor CAL-URI Award	10/22/13	\$1,500		\$1,430			
Focus: Studying literacy practices of Chinese international students in academic and non-academic contexts							

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