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
2016	WRA 101-089 (Fall)	4	089	27		
	WRA 1004-013 (Fall)	3	013	23		
	WRA 1004-017 (Fall)	3	017	24		
	WRA 150 (Summer)	4	735	23		
	IAH 211B (Summer)	4	730	46		
	WRA 1004 (Spring)	3	018	13		
	WRA 130 (Spring)	4	005	27		
	WRA 130 (Spring)	4	006	27		
2015	WRA 130 (Fall)	4	005	27		
	WRA 1004 (Fall)	3	019	22		
	WRA 1004 (Fall)	3	023	23		
	WRA 150 (Summer)	4	731	24		
	WRA 150 (Summer)	4	738	21		
	IAH 211B (Summer)	4	731	40		
	WRA 130 (Spring)	4	006	28		
	WRA 130 (Spring)	4	007	27		
	WRA1004 (Spring)	3	018	23		
2014	WRA 130 (Fall)	4	008	24		
	WRA 1004 (Fall)	3	010	23		
	WRA 1004	3	001	27		

	(Fall)					
	WRA 110 (Summer)	4	731	22		
	WRA 150 (Summer)	4	737	18		
	WRA 130 (Spring)	4	001	24		
	WRA 130 (Spring)	4	003	27		
	WRA 1004 (Spring)	3	003	27		
2013	WRA 130 (Fall)	4	002	25		
	WRA 1004 (Fall)	3	005	24		
	WRA 1004 (Fall)	3	007	23		
	WRA 130 (Spring)	4	004	27		
	WRA 1004 (Spring)	3	002	23		
	WRA 1004 (Spring)	3	021	24		
2012	WRA 130 (Fall)	4	004	27		
	WRA 1004 (Fall)	3	006	24		
	WRA 1004 (Fall)	3	012	24		
	WRA 130 (Spring)	4	001	26		
	WRA 1004 (Spring)	3	009	24		
	1004 WRA (Spring)	3	010	24		
2011	WRA 130 (Fall)	4	001	26		
	WRA 1004 (Fall)	3	008	23		
	WRA 1004 (Fall)	3	010	24		
	WRA 130 (Spring)	4	001	27		
	WRA 130 (Spring)	4	003	27		
	WRA 1004 (Spring)	3	014	24		
2010	WRA 150 (Fall)	4	1	26		
	WRA 1004 (Fall)	3	004	23		
	WRA 1004 (Fall)	3	018	20		

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.

- **Guest Speaker,** Culture and Language, First-Year Writing Orientation. WRAC, Michigan State University, August 2016.
- **Facilitator,** How to Write a Book Proposal and Book? (Workshop). The Limbuwan Study Center, Lalitpur, Nepal, May 2015, & January 2016.
- **Facilitator,** How to Write a Book Proposal and Book? (Workshop). Kirat Yakthung Chumlung-Punarjivan, Dharan, Nepal, May 2015, & January 2016.
- **Guest Speaker,** Networked Pedagogy, Writing, and Rhetorics. The Nepalese English Language Teachers' Association (NELTA). Workshop, May 2015.
- **Advisor,** Nepali student association, Michigan State University, East Lansing
- **Facilitator,** Nepalese English Language Teachers Association, Itahari, Nepal, January 2015.
- **Workshop:** How to Write CV, Communicate with Professors, and Apply for Graduate Programs in the US Universities, December 2015, Hotel Indreni, Kathmandu, Nepal
- **Facilitator,** Researching and Writing Like a Global Writer. The Nepalese English Language Teachers' Association (NELTA). Workshop, May 2014.
- **Guest Speaker,** Remixing Project and Teaching Writing in the Cloud. First-Year Composition Workshop. Michigan State University, East Lansing, August 2014

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:

Graduate:

Graduate/Professional:

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

FORM D – IV A   INSTRUCTION, continued

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

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.

   - **Guest Speaker,** Culture and Language, First-Year Writing Orientation. WRAC, Michigan State University, August, 2016.
   - "How reading peer feedback helps ... assess a writer's progress." **Eli Review.** Michigan State University, East Lansing, MI, 2015.
   - "Great Content." **Eli Review.** Michigan State University, East Lansing, MI, 2014
   - "Success Stories." **Eli Review.** Michigan State University, East Lansing, MI, 2014
   - **Guest Speaker,** Networked Pedagogy, Writing, and Rhetorics. The Nepalese English Language Teachers' Association (NELTA). Workshop, May 2015.
   - **Facilitator,** Research and Writing Like a Global Activist Writer. The Nepalese English Language Teachers' Association (NELTA). Workshop, January 2015.
   - **Guest Speaker,** Remixing: Teaching Writing in the Cloud. First-year composition workshop. Michigan State University, East Lansing, August 2014
   - Generation 1.5 Students and College Composition. A Writing Center Manual for Tutors (**in-house publication**), UTEP, 2008.
   - Online Tutoring: Advantages, Pitfalls, and Its Possibility at the UTEP Writing Center (2008). A Manual for the Writing Center Online Tutors (**in-house publication**), UTEP, 2008.

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).

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

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* (3)
   2) Book chapters* (4)
   3) Bulletins or monographs (1)
   4) Articles* (3)
   5) Reviews* (50+ book chapters and journal articles)
   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)

1. BOOKS (Edited Collections)

- *Integration of Cloud Technologies in Digitally Networked Classrooms and Learning Communities. Hershey, PA: IGI Global, 2016.
- *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World. Hershey, PA: IGI Global, December 2014.
- *Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization. Hershey, PA: IGI Global, November 2013.

2. BOOK CHAPTERS

- *Cloud- and Crowd Networked Pedagogy" Integrating Cloud Technologies in Networked Classrooms and Learning Communities, *Integration of Cloud Technologies in Digitally Networked Classrooms and Learning Communities.* Hershey, PA: IGI Global, 2016.
- *Response to "Balancing Home, Work, and Academics." *We Wish We'd Known: Negotiating Graduate School.* Southlake, Texas: Fountainhead Press, 2015.
- *Digital Rhetoric and Global Literacies in the Networked Communities: Mediating Theoretical and Conceptual Epistemic Shifts in the Web 2.0 World. *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World.* Hershey, PA: IGI Global, 2014.
- *Emerging Pedagogies in the Networked Knowledge Communities: Interweaving and Intersecting Global Communities in the Age of Cloud Computing. *Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization.* Hershey, PA: IGI Global, 2013.
- *Website Analysis Across Cultures: An Inquiry into Intercultural Values and Website Design. **With Barry Thatcher et al.** *Linguistic and Cultural Online Communication Issues in the Global Age.* Ed. ▮▮▮▮▮▮▮▮ Hershey, PA: Idea Group, 2007. 124-142.

3. BULLETINS OR MONOGRAPHS

- *Cross-Cultural Composition 2.0: Mapping/Remapping Spaces of Language Minority Students in the Contact Zones.* LAMBERT Academic Publishing, 2011.

4. JOURNAL ARTICLES

- Politics of Rhetoric and Writing in the Non-Western World: Delinking, Relinking, and Linking Yakthung Epistemologies. *Mikphulla Laje Inghang, 10*(10) 36-41, 2016.
- *Writing Across Cultures: Understanding and Teaching Writer Responsibility and Reader Responsibility Writing. With ███████████ and ██████████ (**I was the lead author**). *Journal of Global Literacies, Technologies, and Emerging Pedagogies, 1*(2), 56-70, 2013.
- *Teaching Writing in the Cloud: Networked Writing Communities in Culturally and Linguistically Diverse Classrooms. *Journal of Global Literacies, Technologies, and Emerging Pedagogies, 1*(1), 1-20, 2012.
- Mapping "Bottom up" Pedagogy in the Age of Digitally Globalized World. *Nelta Choutari: Nepalese ELT Practitioners Meet the World,* March 2012.
- *Processing First-Year College Writing via Facebook Pedagogy in Linguistically and Culturally Diverse First-Year Composition Classes. *Journal of International Students, 1*(1), 59-62, 2011.

5. REVIEWS

Editor:

- *Integration of Cloud Technologies in Digitally Networked Classrooms and Learning Communities. Hershey, PA: IGI Global, 2016.
- *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World. Hershey, PA: IGI Global, December 2014.
- *Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization. Hershey, PA: IGI Global, November 2013.
- *Journal of Global Literacies, Emerging Pedagogies, and Technologies. A Peer-Reviewed Quarterly Journal (Online Only)
- *Editor, **Article Editor,** SAGE Open, SAGE Journals, 2015.

Reviewer:

- *Reviewer,* Nepalese English Language Teachers' Association (NELTA) Journal, 2014.
- **Reviewer/Copy Editor,** *Journal of International Students,* 2011- 2013

1) 6. PAPERS AND PRESENTATIONS (Papers and presentations for learned professional organizations and societies)

- Delinking, Relinking, and Linking Methodologies: Politics of Rhetoric and Writing in Non-Western World. Cultural Rhetorics, East Lansing, Michigan, October 2016
- Networked Pedagogy: Global Writing Strategies in Action. CCCC, Houston, Texas, April 2016.
- How to Write a Book Proposal and Book. The Limbuwan Study Center, Lalitpur, Nepal, December 2015.
- Re/Visiting Limbu Language, Writing, and Rhetoric. The Limbuwan Study Center, Lalitpur, Lalitpur, Nepal. December 25, 2015.
- Remixing: Teaching Writing in the Cloud. First-year composition workshop. Michigan State University, East Lansing, August 2014

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

- Delinking, Relinking, and Linking Methodologies: Glocal Indigenous Rhetorics and Communication in the Networked World. The Limbuwan Study Center, Nepal. December 2014.
- Landscaping Limbu Language, Rhetorics, and Writing. The Limbuwan Study Center, Nepal. December 2014.
- Networking and Writing as a Global Citizen. Nepali English Teachers' Association, Sunsari, Nepal. December 2014.
- Cocooned Pedagogy: Ecstasy or Agony of Our Education System in the 21st Century's Globalized World: Midwest Conference on Asian Affairs. East Lansing, October 2013.
- Teaching Writing with Technologies. Writing, Rhetoric, and American Cultures. Michigan State University, March 2013.
- Teaching Writing in the Cloud: Crossing Borders and Crushing Students' Writing Anxieties in First-Year Composition. CCCC, Las Vegas, Nevada, March 2013.
- A Common Ground in a Sea of Change: Culturally and Linguistically Diverse Writers in the Writing Classroom. CCCC, Atlanta, Georgia, April 2011.
- Pedagogy 2.0 and Multilingual Writing in Globalized World. CCCC, Louisville, Kentucky, March 2010.
- Cross-Cultural Composition 2.0: Mapping/Remapping Spaces of Students in First-Year College Composition Courses. Rhetoric Society of America, UTEP Chapter, El Paso, April 2010.
- Intercultural Communication 2.0: Students as Cultural Ambassadors in Writing Classroom. Second International Conference on the Development and Assessment of Intercultural Competence, Tucson, Arizona, January 2010.
- Nepalese/Asian Graduate Students and Composition Studies: Issues and Concerns in the Writing Studies. CCCC, San Francisco, California, March 2009.
- Pedagogy 2.0: Cross-Cultural Composition Courses in the 21st Century's Globalized World. Symposium on Second Language Writing: The Future of Second Language Writing, Tempe, Arizona, November 2009.
- Decolonizing ESL Students' Epistemologies in Writing: Student Voice and Resistance as Power. Nepalese Students' Association. New Mexico State University, Las Cruces, New Mexico, May 2009.
- Academic Writing and Rhetoric: A Cross-Cultural Comparison Between Nepal and the US. Rocky Mountain Modern Language Association, Reno, Nevada, October 2008.
- Caste System and Identities of Indigenous People in Nepal. CCCC, New York, March 2007.

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	3	4	1	5	50+			
During career		5		4				

3. **Number of Grants Received** (primarily in support of research and creative activities; refer to Form D-IVE):
   During the reporting period: _____1_____   During career: _____5_____

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

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

organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

- Revisiting and Rethinking Kirat-Yakthung Writing, Rhetorics, and Mundhum Literacies from the 21st Century Context, **HARP,** Michigan State University (PENDING—a book project on Indigenous rhetorics)
- Delinking, Relinking, and Linking Methodologies: Politics of Rhetoric and Writing in Non-Western World (A Limbu Case). Research/Travel **Funded by Asian Studies Center, Michigan State University,** (**BOOK** draft completed)
- **Facilitator,** How to Write a Book Proposal, Chapter, and Book. The Limbuwan Study Center, Lalitpur, Nepal, May 2015 & January 2016.
    - **Facilitator,** How to Write a Book Proposal and Book? (Workshop). Kirat Yakthung Chumlung-Punarjivan, Dharan, Nepal, May 2015 & January 2016.

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).

PROFESSIONAL CONTRIBUTIONS TO THE FIELD

- **Founding Editor/Editor,** *Journal of Global Literacies, Technologies, and Emerging Pedagogies.* A Peer-Reviewed Quarterly Journal (Online Only), 2012-till.
- **Editor (Article Editor),** SAGE Open, SAGE Journals, 2015.
- **Editor,** *Integration of Cloud Technologies in Digitally Networked Classrooms and Learning Communities.* Hershey, PA: IGI Global, December 2016.
- **Editor,** *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World.* Hershey, PA: IGI Global (2014).
- *Reviewer,* NELTA (Nepalese English Language Teachers' Association) Journal, 2014.
- **Editor,** *Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization.* Hershey, PA: IGI Global (2013).
- **Reviewer/Copy Editor,** *Journal of International Students,* 2011- 2013

PROFESSIONAL SERVICE/COMMUNITY SERVICE

- **Advisor,** Unicycle MSU, Michigan State University, East Lansing, 2015
- **Advisor,** Nepali Students' Association, Michigan State University, East Lansing, 2013-till
- **Member,** First-Year Writing committee, Michigan State University, East Lansing, 2014-2015
- **Life Member,** The Limbuwan Study Center, Lalitpur, Nepal, (since 2014)
- **Member,** Election Committee, Non-Resident Nepalese Association, USA, 2011.
- **Advisor,** Kirat Manghim USA, Jackson Heights, New York, USA, 2011-till.
- **President,** Frontera Retorica, Rhetoric Society of America UTEP Chapter. Rhetoric and Composition Studies, University of Texas at El Paso, 2009-2010.

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

- **Webmaster,** Frontera Retorica, Rhetoric Society of America UTEP Chapter. Rhetoric and Composition Studies, University of Texas at El Paso, 2007-2008.
- **Historian,** Frontera Retorica, Rhetoric Society of America UTEP Chapter. Rhetoric and Composition Studies, University of Texas at El Paso, 2006-2007.
- **Area Chair,** Rocky Mountain Modern Language Association, Utah, 2009.
- **Chair,** Creating and recreating Minority Identities, Knowledge, and Discourse Through Visual Rhetoric. Southwest Texas Popular Culture and American Culture Association, Albuquerque,New Mexico, February 2009.
- **Interpreter and Translator,** Las Americas Immigrant Advocacy Center, El Paso, Texas, 2010.
- **Founding Chairman,** Limbu Culture Research and Preservation Center, Kathmandu, Nepal, 2003-2004.
- **Founding Executive Member,** National Orchid English Boarding High School, Kathmandu Nepal, 2000 - till.
- **Founding Member,** Madan Bhandari Memorial College, Kathmandu, Nepal, 2001 - till.
- **Founding Executive Member,** Mid-North Mutual Education Board, Kathmandu, Nepal, 2002-2004.
- **Executive Member,** Community Development Society, Kathmandu, Nepal, 2001-2004.

b. <u>Service within the University</u>:

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).

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.

   - **Editor-in-Chief,** Journal of Global Literacies, Technologies, and Emerging Pedagogies (JOGLTEP), 2012-till
   - **Editor, Article Editor,** SAGE Open, SAGE Journals, 2015.
   - **Advisor,** Nepali Students' Association, Michigan State University, East Lansing, 2013-till
   - **Advisor,** Unicycle MSU, Michigan State University, East Lansing, 2015-till
   - **Member,** First-Year Writing committee, Michigan State University, East Lansing, 2014-2015
   - **Life Member,** The Limbuwan Study Center, Lalitpur, Nepal, (since 2014)
   - **Member,** Election Committee, Non-Resident Nepalese Association, USA, 2011.
   - **Advisor,** Kirat Manghim USA, Jackson Heights, New York, USA, 2011-till.
   - **President,** Frontera Retorica, Rhetoric Society of America UTEP Chapter. Rhetoric and Composition Studies, University of Texas at El Paso, 2009-2010.
   - **Webmaster,** Frontera Retorica, Rhetoric Society of America UTEP Chapter. Rhetoric and Composition Studies, University of Texas at El Paso, 2007-2008.
   - **Historian,** Frontera Retorica, Rhetoric Society of America UTEP Chapter. Rhetoric and Composition Studies, University of Texas at El Paso, 2006-2007.
   - **Area Chair,** Rocky Mountain Modern Language Association, Utah, 2009.
   - **Chair,** Creating and recreating Minority Identities, Knowledge, and Discourse Through Visual Rhetoric. Southwest Texas Popular Culture and American Culture Association, Albuquerque,New Mexico, February 2009.
   - **Interpreter and Translator,** Las Americas Immigrant Advocacy Center, El Paso, Texas, 2010.
   - **Founding Chairman,** Limbu Culture Research and Preservation Center, Kathmandu, Nepal, 2003-2004.
   - **Founding Executive Member,** National Orchid English Boarding High School, Kathmandu Nepal, 2000 - till.
   - **Founding Member,** Madan Bhandari Memorial College, Kathmandu, Nepal, 2001 - till.
   - **Founding Executive Member,** Mid-North Mutual Education Board, Kathmandu, Nepal, 2002-2004.
   - **Executive Member,** Community Development Society, Kathmandu, Nepal, 2001-2004.

INTERNATIONAL TRAVEL GRANTS

016

   - **International Research/Travel Fund,** WRAC, Michigan State University, 2016, 3,000.00

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued
- Koo Edowment Conference/Travel fund, Asian Studies Centers, Michigan State University, 2016. $1,000.00

2015
- Cycle I International Faculty Travel Fund, College of Arts and Letters, 2015. $1,000.00
- Special Foreign Travel Fund-International Studies Programs, Michigan State University, 2015. $1,00.00
- International Research/Travel Fund, WRAC, Michigan State University, 2015, 1,500.00
- Koo Edowment Conference/Travel fund, Asian Studies Center, Michigan State University, 2015. $1,000.00
- International Research/Travel Fund, WRAC, Michigan State University, 2015, 1,200.00 (May/June)

2014
- International Travel Fund, CAL, Michigan State University, 2014. $1,000.00
- Koo Edowment Conference/Travel fund, Asian Studies Centers, Michigan State University, 2014. $1,000.00
- International Research/Travel Fund, WRAC, Michigan State University, 2014, 1,200.00

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.

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.)

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		
I. Instruction							
Grantor:			☐		☐		
Focus:							
Grantor:			☐		☐		
Focus:							
II. Research/Creative Activity							
Grantor: Asian Studies Center, Michigan State University	Sep. 2014	5,000.00	☐	5,000.00	☐		Self
Focus: Delinking, Relinking, and Linking Methodologies: Politics of Rhetoric and Writing in Non-Western World (A Limbu Case)							
x Grantor: HARP, Michigan State University	Oct. 2014		☐		☒		Self
Focus: Limbu Language, Writing, and Rhetoric: Landscaping Limbu Epistemologies in the Context of 21st Century Networked World							
Grantor: HARP, Michigan State University	Oct. 2016		☒		☐		Self
Focus: Revisiting and Rethinking Kirat-Yakthung Writing, Rhetorics, and Mundhum Literacies from the 21st Century Context							
Grantor:			☐		☐		
Focus:							
III. a. Service – Academic Community							

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:			☐		☐		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			☐		☐		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			☐		☐		
Focus:							
iii. International Studies and Programs							
Grantor:			☐		☐		
Focus:							
vi. Urban Affairs Programs							
Grantor:			☐		☐		
Focus:							
v. Other							
Grantor:			☐		☐		
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.