

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180015

Grants.gov Tracking#: GRANT12660028

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Arizona Board of Regents, University of Arizona"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="742652689"/>	* c. Organizational DUNS: <input type="text" value="8063456170000"/>

d. Address:

* Street1:	<input type="text" value="Sponsored Projects & Contracting Services"/>
Street2:	<input type="text" value="PO Box 210158, Rm 510"/>
* City:	<input type="text" value="Tucson"/>
County/Parish:	<input type="text" value="Pima"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="85721-0158"/>

e. Organizational Unit:

Department Name: <input type="text" value="CERCLL"/>	Division Name: <input type="text" value="College of Humanities"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Paul"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Sandoval"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director Postaward Services, SPCS"/>

Organizational Affiliation: <input type="text" value="Arizona Board of Regents, University of Arizona"/>

* Telephone Number: <input type="text" value="(520) 626-6000"/>	Fax Number: <input type="text" value="520-626-4130"/>
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* Email: <input type="text" value="sponsor@email.arizona.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Center for Educational Resources in Culture, Language and Literacy (CERCLL)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="196,300.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="196,300.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Arizona Board of Regents, University of Arizona

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	102,914.00	104,931.00	92,027.00	90,165.00		390,037.00
2. Fringe Benefits	26,468.00	26,352.00	24,578.00	24,089.00		101,487.00
3. Travel	11,484.00	6,974.00	19,936.00	17,246.00		55,640.00
4. Equipment						
5. Supplies	2,350.00	4,500.00	5,300.00	2,500.00		14,650.00
6. Contractual						
7. Construction						
8. Other	39,075.00	40,281.00	39,166.00	47,301.00		165,823.00
9. Total Direct Costs (lines 1-8)	182,291.00	183,038.00	181,007.00	181,301.00		727,637.00
10. Indirect Costs*	14,009.00	13,839.00	14,251.00	14,274.00		56,373.00
11. Training Stipends						
12. Total Costs (lines 9-11)	196,300.00	196,877.00	195,258.00	195,575.00		784,010.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 05/08/2018 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS, Jeanette Lu, 415-437-7820

The Indirect Cost Rate is 47.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P229A180015

Name of Institution/Organization Arizona Board of Regents, University of Arizona	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kirsten A Sherman-Haynes</p>	<p>TITLE</p> <p>Interim Vice President for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>Arizona Board of Regents, University of Arizona</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Arizona Board of Regents, University of Arizona

* Street 1: Sponsored Projects & Contracting Services Street 2: PO Box 210158, Rm 510

* City: Tucson State: AZ: Arizona Zip: 85721

Congressional District, if known: 07

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Language Resource Centers
	CFDA Number, if applicable: 84.229

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Kirsten A Sherman-Haynes

* Name: Prefix: Dr. * First Name: Kimberly Middle Name: * Last Name: Ogden Suffix: Title: Interim Vice President for Research Telephone No.: 520-626-6000 Date: 06/25/2018

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1240-CERCLL GEPA Statement_2018-2022.pdf

Add Attachment

Delete Attachment

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CERCLL’s Response to Section 427 of the General Education Provisions Act (GEPA)

The University of Arizona (UA) – where CERCLL resides – is a Research I, public land-grant university and a federal government contractor, and thus as a matter of law and policy is committed to provide equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. CERCLL also abides by UA’s Nondiscrimination and Anti-harassment Policy, which states:

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, “Reporting Discrimination, Harassment, or Retaliation.” All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

This applies not only to all employees, vendors, and contractors in all aspects of their relationship with the University, but also students and participants in all University-sponsored program, activities, and facilities, including those organized and hosted by CERCLL.

CERCLL is committed to working proactively wherever possible to identify and remove barriers that may restrict inclusion and minimizing the need for individual accommodations. CERCLL works to ensure that all its activities, including those that are Federally-assisted, are universally accessible. University of Arizona facilities—including those where conferences, symposia, and workshops will be held—are equipped with wheelchair access and additional services are available to assist those with mobility issues. Registration forms for events include a prompt that allows participants to indicate any needs or accommodations, which might not have

been anticipated. CERCLL widely uses digital technologies and works with IT experts and the university's Disability Resource Center to ensure that it follows the UA Web Content Accessibility Guidelines, which are modelled on Web Content Accessibility Guidelines (WCAG) 2.0 and are designed to ensure an accessible Web experience for all users.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Arizona Board of Regents, University of Arizona"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Kimberly"/> Middle Name: <input style="width: 150px;" type="text" value="L."/>
* Last Name: <input style="width: 300px;" type="text" value="Ogden"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Interim Vice President for Research"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Kirsten A Sherman-Haynes"/>	* DATE: <input style="width: 150px;" type="text" value="06/25/2018"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix: Dr.	First Name: Chantelle	Middle Name:	Last Name: Warner (Reynwar)	Suffix:
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Address:

Street1:	1103 E. 2nd Street, Room 241,
Street2:	The University of Arizona
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County:	
State:	AZ: Arizona
Zip Code:	85721-0076
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5206268071	

Email Address:
cercll@email.arizona.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The primary mission of the **Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona (UA)** is to foster the nation's capacity for quality foreign language (FL) teaching and learning, especially less commonly taught languages (LCTLs), by supporting innovative projects and professional learning initiatives that promote the integration of 21st century literacies and the development of the kinds of intercultural and global competencies needed to meet the strategic needs of the U.S. today. By focusing on the integration of language, culture, and literacy at every level of language teaching and learning, CERCLL addresses the nation's need for speakers of multiple languages, who can communicate with, interpret, and use their knowledge of discourses and texts in a variety of languages across a diverse range of contexts. The more than twenty projects, which have been developed and supported through the Center over the past twelve years have produced valuable resources for foreign language educators and sustained initiatives for supporting professional learning have made CERCLL a hub for foreign language educators.

In this application, CERCLL proposes a plan of operation, evaluation, and dissemination for eight projects in **Innovative Pedagogies, Curricula, and Materials** and seven initiatives for sustaining **Teaching and Learning Communities** and fostering **Knowledge and Sharing and Building**, which will support K-16 teachers and learners of language and culture by providing quality resources for coupling the development of linguistic proficiency with advanced literacies and intercultural thinking. In response to calls from the field to integrate language learning with the multiple literacies and intercultural competencies needed by 21st century learners, CERCLL has prioritized endeavors that emphasize the development of linguistic complexity needed to achieve advanced proficiency through multiliteracies (including importantly digital literacies), the centrality of intercultural perspectives for language teaching and learning, and the integration of scientific inquiry and language/culture learning. The need for research-based pedagogical models and professional support for teachers is particularly urgent in the case of less commonly taught languages, such as Portuguese, Korean, Arabic, and Chinese, which are expected to have the most growth in the coming years--all of which are the focus of projects included in this proposal.

CERCLL is supported in its endeavors by three colleges (COE, COH, SBS); the Office of Research, Discovery, and Innovation; UA Global; and other Title VI-funded centers at the UA, as well as collaborations with other prospective Language Resource Centers and a National Advisory Board of five renowned experts in the field of foreign languages and cultures. The University of Arizona, a land grant, Research I institution in the American Southwest, that was recently designated as a Hispanic-Serving Institution, provides the intellectual and infrastructural foundation for the Center's activities. Through the extensive expertise of its personnel, strong and sustained partnerships on- and off-campus, and the contributions and resources granted to it from the University of Arizona, CERCLL is well-poised to make the greatest possible impact on language teaching and learning with the Title VI funds in this new grant cycle.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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**Center for Educational Resources in Culture, Language and Literacy
Application for the U.S. Department of Education Title VI
National Foreign Language Resource Center, 2018-2022**

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Appendices Included with this Application

- Appendix A. CVs
- Appendix B. Position Descriptions
- Appendix C. Letters of Support
- Appendix D. Performance Measure Forms (PMFs)

List of Acronyms

AAUSC	American Association of University Supervisors, Coordinators, and Language Program Directors
ACTFL	American Council on the Teaching of Foreign Languages
BRITE	Bold Research-Infused Teacher Education
CALPER	Center for Advanced Language Proficiency Education and Research – Pennsylvania State University
CARLA	Center for Advanced Research on Language Acquisition – University of Minnesota
CASLS	Center for Applied Second Language Studies – University of Oregon
CERCLL	Center for Educational Resources in Culture, Language and Literacy – University of Arizona
CIGS	Center for International and Global Studies (NRC) – University of Arizona
CLAS	Center for Latin American Studies (NRC) – University of Arizona
CMES	Center for Middle Eastern Studies (NRC) – University of Arizona
COE	College of Education – University of Arizona
COERLL	Center for Open Educational Resources and Language Learning – University of Texas, Austin
COH	College of Humanities – University of Arizona
CULTR	Center for Urban Language Teaching and Research – Georgia State University
EAS	East Asian Studies – University of Arizona
FL	Foreign Languages
FLLITE	Foreign Languages and the Literary in the Everyday
GEPA	General Education Provisions Act
GPRA	Government Performance and Results Act
ICC	International Conference on the Development and Assessment of Intercultural Competence
L2	Second Language
L2DL	Second Language Digital Literacies
LaTeS	Language Teacher Symposium
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
MACAWS	Multilingual Academic Corpus of Assignments - Writing and Speech
MENAS	Middle Eastern and North African Studies – University of Arizona
MSI	Minority Serving Institution
NAB	National Advisory Board
NCI	National Center for Interpretation – University of Arizona
NHLRC	National Heritage Language Resource Center – University of California, Los Angeles
NFLRC	National Foreign Language Resource Center – University of Hawaii
NRC	National Resource Center
OER	Open Educational Resource
PLs	Project Leaders
PLONs	Professional Learning Online Networks

Table of Contents, Acronyms - CERCLL, LRC Application

RSS	Russian and Slavic Studies – University of Arizona
SBS	Social and Behavioral Sciences – University of Arizona
SLAT	Second Language Acquisition and Teaching – University of Arizona
TUSD	Tucson Unified School District
S&P	Spanish and Portuguese – University of Arizona
SFSU	San Francisco State University
SLAT	Second Language Acquisition and Teaching Program – University of Arizona
SSI	Socio-Scientific Issues
SUSD	Sunnyside Unified School District
VSD	Vail School District
UA	University of Arizona
WOW	World of Words – University of Arizona

INTRODUCTION

The Center for Educational Resources in Culture, Language and Literacy's (CERCLL) primary mission is to foster the nation's capacity for quality foreign language (FL) teaching and learning, especially less commonly taught languages (LCTLs), by supporting innovative projects and initiatives that promote the integration of 21st century literacies and the development of the kinds of intercultural and global competencies needed to meet the strategic needs of the US today. CERCLL-sponsored projects and initiatives fulfill this mission by approaching language teaching and learning on three intersecting levels: (1) **Innovative Pedagogies, Curricula, and Materials:** CERCLL conducts and disseminates research on innovative pedagogies for FL teaching that integrate multiple literacies, including digital literacy and science literacy and through this work enhances the teaching and learning of foreign languages and cultures and the development of curricular models and materials that reflect these approaches; (2) **Teaching and Learning Communities:** CERCLL supports the professional learning of K-16 FL educators through intensive and sustained opportunities for engagement and collaboration such as workshops, institutes, webinars, and professional learning online networks; (3) **Knowledge Sharing and Building:** CERCLL facilitates the dissemination of new understandings and professional practices related to foreign language and culture education through initiatives such as conferences and symposia where educators, researchers, and other practitioners – including those leading CERCLL-supported projects – can meet to exchange knowledge and experiences. As the name CERCLL (“circle”) implies, there is a large degree of intersection between the kinds of activities and between individual projects and initiatives – resulting in a synergy of ideas, implementation, and impact. Fig. 1 (p. 2) provides an overview of CERCLL's proposed projects and initiatives by educational level within each of the three categories.

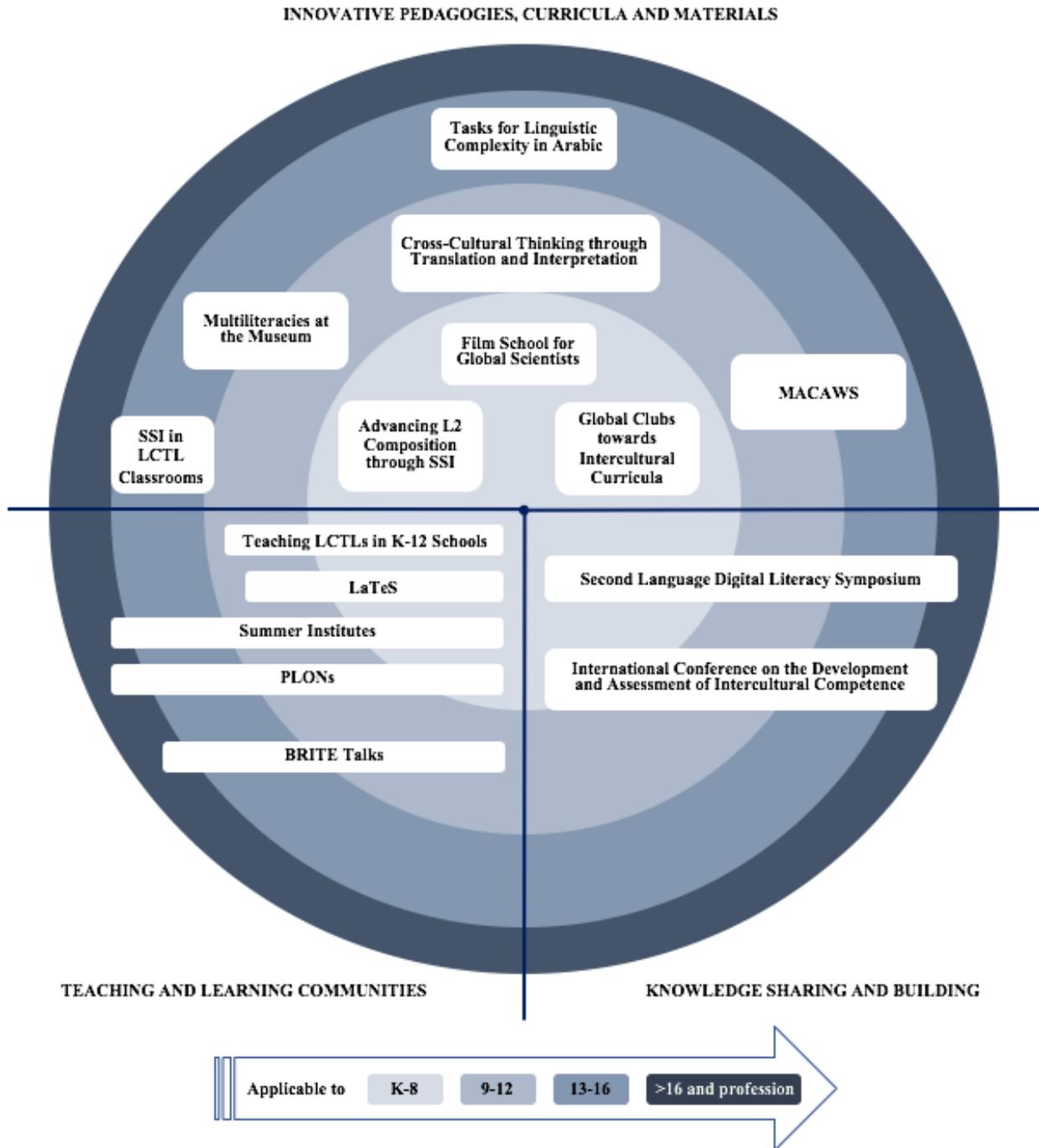


Figure 1. CERCLL's Proposed Projects and Initiatives by Category and Academic Level

1. PLAN OF OPERATION

CERCLL's eight projects (e.g., pedagogical research, materials and curriculum development) and seven initiatives (e.g., professional learning online networks, institutes, conferences, and

symposia) proposed for the 2018-2022 grant cycle address three focal areas (see Fig. 3, p. 8), each of which cuts across all the Center’s activities and all of which share in CERCLL’s sustained commitment to integrating culture, literacy, and language learning. In response to calls from the field, CERCLL has prioritized endeavors that emphasize the development of linguistic complexity needed to achieve advanced proficiency through multiliteracies (including importantly digital literacies), the centrality of intercultural perspectives for language teaching and learning, and the integration of scientific inquiry and language/culture learning. All CERCLL Project Leaders (PLs) are eminent scholars in the fields of second language teaching and learning, intercultural education, and second language literacy studies (see Section 2, p. 12 and Appx. A).

A. STRUCTURE AND MANAGEMENT OF CERCLL

1. CERCLL Administration: The administrative structure of CERCLL ensures effective management of the Center’s projects and initiatives while also maximizing financial efficiency.

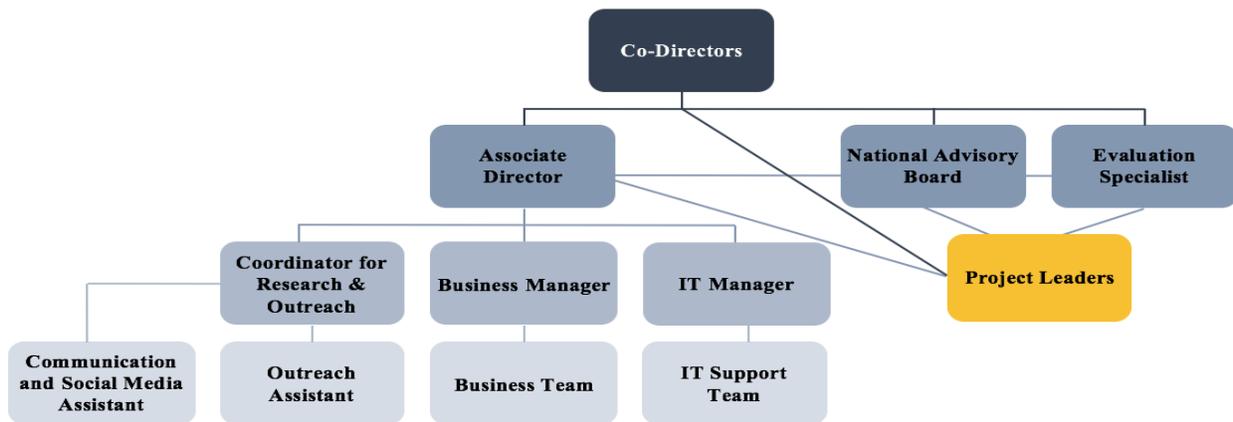


Figure 2. CERCLL’s Organization Chart

a. CERCLL Core Team

➤ **Co-Directors:** Profs. Beatrice Dupuy and Chantelle Warner are both faculty members in the Interdisciplinary PhD in Second Language Acquisition and Teaching (SLAT) program at the

University of Arizona. Their faculty roles and research expertise in language teaching and learning enable them to establish close relationship between CERCLL and other programs on campus and to professional organizations and networks nationally and internationally. As Co-Directors, they are responsible for the overall conceptualization and integrity of the Center and oversight and direction of its activities. Each Co-Director devotes .25 of her appointed faculty time during the normal academic year as well as 120 to 160 hours in the summer to the direction of the Center, depending on the number and length of events offered during that time or the need to plan for events taking place in the future. Together with the Center's Associate Director, Coordinator for Research and Outreach, Outreach Assistant and other personnel as needed, they lead weekly two-hour meetings, during which members of the CERCLL Core Team collectively share status updates on projects and initiatives and plan for upcoming activities. Although both Co-Directors collaborate extensively in the overall direction of the Center, Dr. Warner will serve as the primary point person for the implementation and evaluation of projects in Innovative Pedagogies, Curricula, and Materials and will lead one of the projects herself, and Dr. Dupuy will oversee initiatives related to Teaching and Learning Communities. Both Co-Directors are directly involved in the conceptualization and organization of CERCLL's Symposia and Summer Institute series, and they are the lead organizers for the Intercultural Competence Conference.

➤ **Associate Director:** Kate Mackay serves full time as the Associate Director and is responsible for the daily operations of the center, including the coordination of projects and dissemination activities, the authorship of official reports, oversight of the Coordinator for Research and Outreach and the Outreach Assistant, management of the budget of the Center (with the assistance of the Business Manager who is shared with the School of International Languages, Literatures, and Cultures in the College of Humanities (COH)), and coordination of

the IT needs of the Center with the IT Manager. Together with the Co-Directors, she works with the PLs to help them successfully complete their projects. She coordinates collaborations with the numerous on- and off-campus units and organizations with which CERCLL is working and oversees the fulfillment of agreements made between these partners. With the support of the Coordinator for Research and Outreach and the Research Development Office (within the UA Office of Research, Discovery, and Innovation), she is responsible for identifying additional sources of funding for PLs who wish to expand the scope of their CERCLL project and for providing them with grant writing expertise and assistance.

➤ **Coordinator for Research and Outreach:** The half-time Coordinator for Research and Outreach will support CERCLL by promoting, disseminating, and expanding the reach of the Center's activities. Specifically, the Coordinator for Research and Outreach will assist the Associate Director in identifying additional funding possibilities for expanding beyond the scope of their CERCLL-sponsored project and will work with the CERCLL Outreach Assistant (see below) on the general dissemination of activities on campus and beyond (see Appendix B).

b. CERCLL Support Team

➤ **Outreach Assistant:** This newly created Outreach Assistant position (.33 FTE) will support the Coordinator for Research and Outreach in all activities, but in particular will focus on the promotion and dissemination of CERCLL-supported projects and materials by strengthening the network of communication between the UA campus and K-12 communities (see Appendix B). The Outreach Assistant will also assist with CERCLL events on an as-needed basis.

➤ **Communications and Social Media Assistant:** This newly created half-time position (see Appendix B) will be shared equally by the Title VI centers at the UA (potentially CERCLL and three NRCs). The new hire will work with the media presence of all centers. Their

responsibilities will include writing news articles and website updates on current Center events and public resources, updating the Center's social media strategies to expand the Center's presence (e.g., Facebook, Twitter, and Instagram), and creating advertising materials including flyers, brochures, etc. They will also assist with newsletters and email-marketing.

➤ **Evaluation Specialist:** Dr. Allison Titcomb will continue to serve as an independent external process evaluator and will have oversight of the implementation of the evaluation plan and evaluation efforts embedded in each of the projects and initiatives. More concretely, she will advise and consult on CERCLL's evaluation processes, assist the CERCLL Core Team in analyzing evaluation data, and help in reaching decisions around the results of these findings.

➤ **IT Manager and IT Support Team:** The IT Manager, Bart Rossmann, will provide assistance to the CERCLL Core Team and PLs on all matters related to technology. CERCLL receives additional support from IT Support Team directed by Rossmann, whose diverse technical expertise can provide assistance in web design and programming needs, as well as more frequently encountered technical matters. In addition, the IT Support Team provides guidance and assistance for CERCLL events, many of which include extensive digital components. Both Rossmann, who serves as Director of Computing Services, and the members of the IT Support Team are employed within COH, which has committed their time to CERCLL.

➤ **Business Manager and Business Team:** The Business Manager, Gennady Sare, aids in the management of CERCLL budgets, provides the Co-Directors and Associate Director with reports on the Center's fiscal activities as needed, and ensures that CERCLL complies with Title VI and UA policies regarding expenditures, operations and personnel. He also consults on the development of budgets for additional grants. The Business Manager oversees the Business

Team of the School of International Languages, Literatures and Cultures, which provides CERCLL with additional HR and clerical support, as part of COH’s commitment.

2. National Advisory Board (NAB): The NAB contributes to the evaluation of CERCLL’s activities by ensuring that projects and initiatives align with the Center’s overall mission and specific objectives (see also Section 4, p. 19) and advises the CERCLL Core Team and the PLs on how to make the greatest impact. The board members were selected because of their expertise in fields central to CERCLL’s mission and its activities and their connection to communities with which CERCLL wishes to foster relationships.

Table 1: National Advisory Board Members for the 2018-2022 Grant Cycle

Micheline Chalhoub-Deville	Professor of Curriculum and Instruction, UNC-Greensboro (Appx. A)
Natalie Figueroa	Educator at Volcano Vista High School, Albuquerque Public Schools District, New Mexico; Board Member and ACTFL Representative for the Southwest Conference on Language Teaching (Appx. A)
Erin Kearney	Associate Professor of Learning and Instruction, SUNY Buffalo (Appx. A)
Cristina Ladas	World Language & Immersion Programs Coordinator, Cave Creek Unified School District, AZ (Appx. A)
Joshua Thoms	Associate Professor of Spanish and Applied Linguistics, Utah State University) (Appx. A)

B. CERCLL’s PROPOSED PROJECTS AND INITIATIVES

➤ **Conceptualization:** CERCLL’s proposed projects and initiatives were chosen by the Co-Directors as part of a selective process initiated by an open call for proposals sent out to the faculty listerv of the Interdisciplinary PhD Program in Second Language Acquisition and Teaching (SLAT). As a whole, these projects and initiatives were selected based on their potential to fulfill CERCLL’s strategic vision and the purpose of the Title VI-Language Resource Center Program—namely to strengthen and improve FL instruction, especially LCTLs, through the creation of research-based pedagogies, curricula and materials, professional learning opportunities for language educators, and scholarly events where teacher-scholars meet to share and build knowledge. The common themes of the selected projects are related to CERCLL’s particular emphasis on the integration of language learning with 21st century literacy skills and

the development of intercultural competence and creates a coherent vision for the coming four-year grant cycle along three areas of emphasis: the integration of science and technology, the facilitation of linguistic complexity through multiliteracies, and the fostering of intercultural perspectives through language learning (see Fig. 3, below).

These conceptual threads serve as organizational categories for the projects that fall

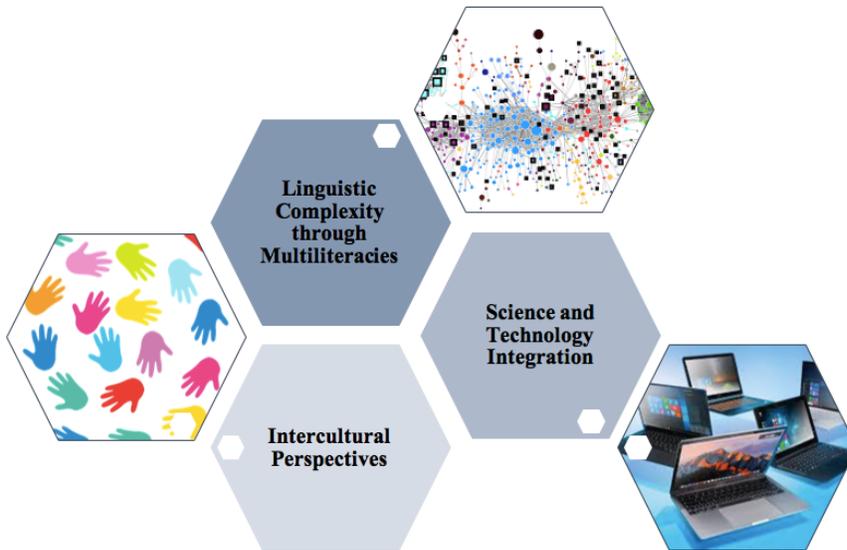


Figure 3. Areas of Emphasis in Projects and Initiatives

within Innovative Pedagogies, Curricula, and Materials, but they also run through all of CERCLL's initiatives. In addition, CERCLL's collective activities address recent calls to action in the field by

prioritizing access to languages and quality instruction at every level of the education continuum.

After the Co-Directors made the initial selections, the potential PLs were asked to submit a detailed proposal for their project. The CERCLL Co-Directors and Associate Director then worked closely with them to shape plans in line with the mission of the Center and the Title VI priorities for LRCs and to most effectively make use of resources available. Each of CERCLL's proposed projects and initiatives includes one or more of the Title VI LRC authorized activities. Furthermore, seven of CERCLL's projects and initiatives address **Competitive Priority 1**. Situated at the University of Arizona, a land grant, Research I institution in the American Southwest, recently designated as a Hispanic-Serving Institution, CERCLL sustains intra-

campus collaborative activities and also engages in collaborations with other MSIs and Community Colleges and as such align with **Competitive Priority 2**. More details about the needs and intended impacts of these activities can be found in Section 6 (p. 24), processes/products, and intended impacts of these activities can be found in Section 6 (p. 24) and Section 8 (p. 45); however, Table 2 provides a quick overview.

Table 2: Authorized Activities, Languages, Competitive Priorities, and Institutional Partnerships

Title of Projects, Initiatives and Project Leader/s (PL)	LRC Authorized Activities	Languages Priority (P) Other (O)	Competitive Priority (CP) 1-LCTL 2-MIS/CC	Institutional Partnerships Title III* Title V** LRC/NRC^
Category 1: Innovative Pedagogies, Curricula and Materials				
Area of emphasis: Science and Technology Integration				
Advancing L2 Composition through Socioscientific Issues (SSI) — PLs: Drs. Smith & Castek	A, B, D, F, G	Spanish (O)		COE (UA)** TUSD
Film School for Global Scientists — PLs: Drs. Summers, Castek & Falco	A, B, D, F, G	French (O) Spanish (O)		COE (UA)** SUSD
Socioscientific Issues (SSI) in LCTLs Classrooms — PL: Dr. Yang	A, B, E, G	Korean (P)	CP1 & 2	EAS (UA)** CIGS (UA)
Area of emphasis: Linguistic Complexity Through Multiliteracies				
Multilingual Academic Corpus of Assignments-Writing and Speech (MACAWS) — PL: Dr. Staples	A, B, D, E	Portuguese (P) Russian (P)	CP1 & 2	SBS (UA)** S&P (UA)** RSS (UA)**
Tasks for Linguistic Complexity in Arabic — PL: Dr. Azaz	A, B, D, E	Arabic (P)	CP1 & 2	Grad College (UA)** MENAS (UA)** CMES (UA)^
Area of emphasis: Intercultural Perspectives				
Cross-Cultural Thinking Through Translation and Interpretation — PL: Dr. Colina	A, B, D, F	Portuguese (P) Spanish (O) Language Neutral (O)	CP1 & CP2	NCI (UA)** S&P (UA)** CLAS (UA)^ TUSD VSD
Multiliteracies at the Museum — PL: Dr. Warner	A, B, E	German (O) Serbian (P)	CP1 & 2	German (UA) Studies**
Global Clubs towards Intercultural Curricula - PL: Dr. Short	A, B, D, E, F, G	Arabic (P) Chinese (P) Hindi (P) Japanese (P) Korean (P) Maori (P) Portuguese (P) Russian (P) Somali (Dinka) (P)	CP1	COE (UA)** WOW (UA) TUSD

Category 2: Teaching and Learning Communities				
Areas of emphasis: Science and Technology Integration / Linguistic Complexity Through ML / Intercultural Perspectives				
Language Teacher Symposium (LaTeS) — PL: Dr. Dupuy	A, B, D			COH (UA)**
BRITE Talks — PL: Drs. Dupuy & Warner	A, B, D, E, F			COH (UA)**
Summer Institutes — PL: Drs. Dupuy & Warner	A, B, G			COH (UA)** CIGS (UA)
Professional Learning Online Networks (PLONs) — PLs: Drs. Dupuy & Warner	A, B, D, G			COH (UA)** COE (UA)** CMES (UA)^ CLAS (UA) CIGS (UA)
Teaching LCTLs in K-12 School — PLs: Drs. Diao & Xiao Desai	A, B, D, E, F	Chinese (P)	CP1 & 2	EAS (UA)** SFSU
Category 3: Knowledge Sharing and Building				
Areas of emphasis: Science and Technology Integration / Linguistic Complexity Through ML / Intercultural Perspectives				
International Conference on the Development and Assessment of Intercultural Competence (ICC) — PLs: Drs. Dupuy & Warner	A, B, F, G			COH (UA)** SBS (UA)** CMES (UA)^ CLAS (UA) UA-Global** CULTR^ CALPER^ CARLA^ CASLS^ COERLL^ NHLRC^
Second Language Digital Literacies Symposium (L2DL) — PL: Dr. Klimanova	A, B, F, G		CP2	COH (UA)**
<p>Authorized Activities: A) conduct and dissemination of research on new and improved teaching methods, including the use of advanced educational technology; (B) development and dissemination of new teaching materials reflecting the use of such research in effective teaching strategies; (C) development, application, and dissemination of performance testing; (D) training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies, and the use of new technologies; (E) emphasis on the teaching and learning needs of LCTLs, including an assessment of the strategic needs of the US, the determination of ways to meet those needs nationally, and the publication and dissemination of instructional materials in the less commonly taught languages; (F) development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and (G) operation of intensive summer language institutes to train advanced foreign language students, to provide professional development, and to improve language instruction through preservice and in-service language training for teachers.</p>				

➤ **Plan of Management**

Beginning at the start of the grant cycle, the CERCLL Co-Directors and Associate Director will meet with the current PLs (note: some projects will not take the full four years of the grant cycle to be completed) to concretize implementation and evaluation plans in line with CERCLL’s mission and in accordance with advice that the NAB will have provided in year 1. The Co-

Directors will then meet at least once a semester with the PLs to evaluate progress and to co-construct plans for finalizing and disseminating the products that have been developed. Table 3 provides an overview of the activities of the Center in each year of the grant cycle.

Table 3: Overview of the Activities of the Center by Year of the Grant Cycle

Yr	Month / Semester	Core Activities**
1	Early fall	• NAB Meeting - CERCLL Core Team and PLs meet remotely with NAB to review the projects and initiatives and receive advice on the development, evaluation and dissemination of the products and practices proposed, with a focus of those beginning in Yrs 1 and 2.
	Early fall	• Launch PLON #1: <i>Foreign Languages and the Literary in the Everyday</i> & PLON 2: <i>Global Literacy for Intercultural Understanding</i>
	October	• Host Language Teacher Symposium (LaTeS) #1
	November	• Release BRITE Talk #1
	Early spring	• Launch PLON #2: <i>Global Literacy for Intercultural Understanding</i>
	March	• Release BRITE Talk #2
	April	• Host Language Teacher Symposium (LaTeS) #2
2	Early fall	• NAB Meeting - CERCLL Core Team and PLs meet remotely with NAB to assess the progress of the activities and guide their further design.
	October	• Host Language Teacher Symposium (LaTeS) #3
	October	• Host L2DL Symposium #1
	November	• Release BRITE Talk #3
	January	• Host ICC 1: <i>Internationalizing the Curriculum: The Role of Intercultural Competence</i>
	March	• Release BRITE Talk #4
	April	• Host Language Teacher Symposium (LaTeS) #4
	June	• Summer Institute 1: <i>Global Clubs for Global-Minded Learners and Teachers</i>
3	Early fall	• NAB Meeting - NAB visits Tucson to meet with CERCLL Core Team and PLs to evaluate the continuing progress and to consult on projects beginning in the second half of the cycle.
	October	• Host Language Teacher Symposium (LaTeS) #5
	November	• Release BRITE Talk #5
	March	• Release BRITE Talk #6
	April	• Host Language Teacher Symposium (LaTeS) #6
	late spring	• Launch PLON #3: <i>Language Program Direction</i>
	June	• Summer Institute 2: <i>Fostering Global Scientists: Science, Technology and Society in the Language Classroom</i>
4	Early fall	• NAB Meeting - CERCLL Core Team and PLs meet remotely with NAB to evaluate the Center's accomplishments and offer advice for the subsequent grant cycle.
	late spring	• Launch PLON #4: <i>Hybrid Pedagogies</i>
	October	• Host Language Teacher Symposium (LaTeS) 7
	October	• Host L2DL Symposium #1
	November	• Release BRITE Talk #7
	March	• Release BRITE Talk #8
	April	• Host Language Teacher Symposium (LaTeS) #8
	late spring	• Launch PLON #5: <i>Teaching LCTLs in K-12 Schools</i>
June	• Summer Institute #3: <i>Global Literacy Communities: Curricular Strategies for Building Intercultural Understanding through Language and Global Literature</i>	

*Note: Individual plans for the projects in the Innovative Pedagogies, Curricula, and Materials category and for the initiative Teaching LCTLs in K-12 Schools in Teaching and Learning Communities can be found in Section 6 (p.24).

D. Equal Access Practices

In addition to complying with all UA policies and with the American Disabilities Act in regards to making provisions for equal access, CERCLL will work to identify those who may need special accommodations. For example, CERCLL announcements and registration materials to all its hosted events will ask participants to indicate their needs in relation to mobility, sign interpretation, and diet. UA spaces where conferences, symposia, and workshops will be held are wheelchair accessible facilities.

CERCLL also ensures equal access to the teaching and research resources it produces. CERCLL follows the the UA Web Content Accessibility Guidelines (<http://itaccessibility.arizona.edu/content/web-access>) and will work closely with the Strategic Alternative Learning Techniques Center, the Disability Resource Center, and the IT Accessibility Team at UA to make all materials accessible, following the guidelines set by Section 508 of the Rehabilitation Act of 1973 and the Telecommunications Act of 1996.

2. QUALITY OF KEY PERSONNEL

CERCLL draws heavily from the expertise of the SLAT program, one of the top programs in SLA and Applied Linguistics in the world; the two CERCLL Co-Directors and the majority of PLs (those in charge of a particular project supported by CERCLL) are among SLAT's 91 faculty members (see Appendix A for CVs). Graduate Assistants for many projects and initiatives come from the SLAT PhD Program, which has an excellent reputation for fostering not only students' research but also their sense of how to apply that research to teaching practices, materials development, and program administration. For a breakdown of the number of hours each person will commit to CERCLL activities, please see Budget Appendix.

A. QUALIFICATIONS OF THE CO-DIRECTORS OF CERCLL

The Co-Directors of CERCLL, Drs. Beatrice Dupuy and Chantelle Warner, are nationally and internationally respected scholars in second language teaching and learning, FL education, and pedagogy, with proven leadership experience

➤ **Beatrice Dupuy**, Professor of French and Applied Linguistics, has chaired the SLAT program since 2015. Dr. Dupuy teaches seminars in FL methods, FL/L2 literacy, language learning in study abroad contexts, and language program direction. She advises graduate students on projects closely related to her teaching and research interests that focus on different languages including Arabic, French, Japanese, Spanish, Turkish, and English. Dr. Dupuy is co-author of the first-year French textbook, *Français Monde* (2011) and of the book *A Multiliteracies Framework for Collegiate Foreign Language Teaching* (2016), which developed from a previous CERCLL project (PERCOLATE). She is currently working with Dr. Kristen Michelson on a co-edited volume entitled *Pathways to Paradigm Change: Critical Examinations of Prevailing Discourses and Ideologies in Second Language Education* (forthcoming 2019).

➤ **Chantelle Warner** is Associate Professor of German Studies and Second Language Acquisition and Teaching at the University of Arizona, where she also directs the German Language Program. For the past three years, she has served as Chair of the SLAT Pedagogy and Program Administration subcommittee. Dr. Warner teaches multiple courses related to the teaching of language and culture, including seminars on L2 literacy, literature and language pedagogy, and approaches to language teaching and learning. She also mentors graduate student research projects on these topics related to a number of languages including Arabic, Korean, French, German, Russian, Spanish, and English. During the current grant cycle, Dr. Warner co- led the project Foreign Languages and the Literary in the Everyday (FLLITE) with Carl Blyth

(Director of COERLL) and Joanna Luks (Cornell University). This project emphasizes the role of creativity in language learning and has resulted in an archive of exemplary materials in French, Spanish, German, and Chinese and related professional development resources for teachers.

B. QUALIFICATIONS OF OTHER CERCLL CORE TEAM MEMBERS

- **Kate Mackay** is Associate Director at CERCLL. Before holding this position, she was Assistant Director at the UA's CMES, a National Resource Center. She has an MA in Near Eastern Studies from UA, where her research focuses on connections between various regions in the eastern Mediterranean, and she has taught college courses related to the history and culture of the Middle East, both ancient and modern. She also led two Fulbright-Hays curriculum-building study seminars that took groups of K-12 teachers on month-long study tours to Cyprus; she will co-lead a third trip to China with Wenhao Diao in 2019. She is an advanced speaker of Greek.
- The **Coordinator for Research and Outreach**, a new position within CERCLL, (see Appx. B for job description) will promote, disseminate, and expand the reach of CERCLL's activities.

C. QUALIFICATIONS OF PROJECT LEADERS (in alphabetical order)

All PLs are faculty members in higher education with extensive research experience in FL teaching and learning, multilingual education, intercultural learning, and/or applied linguistics.

All of the UA-based PLs are faculty in the SLAT program and four are members of a university-wide collaborative and cross-disciplinary group in the area of Technology Enhanced Language Learning (TELL) [Castek, Smith, Staples, Yang]. A brief professional background is provided for each Project Leader below and further details can be found in their CVs (see Appx. A).

- **Dr. Mahmoud Azaz** is Assistant Professor of Arabic language, linguistics, and pedagogy in the School of Middle Eastern and North African Studies and holds a courtesy appointment in the

Department of Linguistics at the UA. His research interests include linguistic approaches to Arabic second language acquisition, Arabic pedagogy and program administration, and Arabic sociolinguistics.

➤ **Dr. Jill Castek** is Associate Professor in the Department of Teaching, Learning, and Sociocultural Studies at the UA. Her research explores digital literacies, learning, and collaboration. Her work in disciplinary literacies explores how reading, writing, communicating, and collaborating digitally can support language development, knowledge building, and STEM learning. Her work supports efforts to affect digital equity and digital inclusion for all individuals and she served on the organizing committee of the 2018 L2DL Symposium.

➤ **Dr. Sonia Colina** is Professor of Hispanic Linguistics in the Department of Spanish and Portuguese and Director of the National Center for Interpretation at the UA. Spanish Phonology and Translation Studies/Applied Linguistics are her primary research areas and she is a founding member and President of the American Translation and Interpreting Studies Association.

➤ **Dr. Yang Xiao-Desai** is Assistant Professor of Chinese linguistics and pedagogy in the Department of Foreign Languages and Literatures at San Francisco State University. Her main areas of research are in second language acquisition, heritage language education, and Chinese sociolinguistics. She also studies the role of technology in language learning and teacher training. Currently she is working on search behaviors of online language learners, as well as the development of Chinese as a heritage language.

➤ **Dr. Wenhao Diao** is Assistant Professor of Chinese in the Department of East Asian Studies at the UA. As an applied linguist, she is particularly interested in the intersection of language and culture. Her research involves sociolinguistic and ethnographic approaches to language socialization processes between learners overseas and various local speakers. Her work has been

funded by the US Department of Education and the Chinese Language Teachers Association (USA). She currently serves as the AAUSC section head for Chinese.

➤ **Dr. Lia Falco** is Assistant Professor of Counseling in the Department of Disability & Psychoeducational Studies at the UA. Her research examines motivational variables associated with occupational choice in early adolescence, with specific interest in gender differences in STEM participation.

➤ **Dr. Liudmila Klimanova** is Assistant Professor and Director of the Russian Language Program in the Department of Russian and Slavic Studies at the UA. Her current research focuses on multimodal discourse analysis and second language identity enactment, use of technology in FL instruction, e-tandem language learning, language program administration and articulation models. Among her areas of expertise are testing and assessment of second language proficiency. She currently serves as the AAUSC section head for Russian.

➤ **Dr. Kathy Short** is Professor of Education in the Department of Teaching, Learning, and Sociocultural studies at the UA. She is also Director of Worlds of Words (www.wowlit.org), an initiative focused on encouraging thoughtful dialogue around children's literature to build bridges across global cultures. Her research focuses on the integration of story into early childhood pre-service teacher education and on young children's responses to multicultural and global literature. As part of the last cycle of CERCLL projects, she developed Language and Culture Book Kits on specific cultural groups and languages for use in schools.

➤ **Dr. Shelley Staples** is Associate Professor of applied linguistics in the Department of English at the UA. Her scholarly work focuses on the use of corpus-based discourse analysis (qualitative and quantitative computational text analysis) to investigate language use across spoken and written contexts. The purpose of her research is to understand how linguistic variation is related

to situational factors and speaker characteristics, including register, first language, cultural background, and proficiency levels of second language speakers.

➤ **Dr. Jessica Summers** is Associate Professor in the Department of Teaching, Learning, & Sociocultural Studies at the UA. Her scholarship focuses on understanding the role of motivation and social relationships in learning and achievement, specifically how social context (as both processes and phenomena) affects students' motivation to learn, and how this contributes to students' overall success as learners.

➤ **Dr. Blaine Smith** is Assistant Professor of new literacies and bi/multilingual immigrant learners in the Department of Teaching, Learning and Sociocultural Studies at the UA. Her research focuses on bi/multilingual adolescents' digital literacies across contexts, with special attention to their multimodal composing processes and products. Her research also focuses on developing instructional strategies to support the integration of digital literacies in the classroom.

➤ **Dr. Sunyoung Yang** is Assistant Professor of Korean Studies. She is the founding Director of a new Korean Language Program in the Department of East Asian Studies at the UA, for which she is designing the curriculum. Her research and teaching interests concentrate on the influence of new media and information and communication technologies on society with a focus on youth, labor, and gender issues in Korea and East Asia.

D. NONDISCRIMINATORY EMPLOYMENT PRACTICES (GEPA)

CERCLL and the UA are committed to ensuring that all persons will have equal access to employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy, contract, or state or federal authorities.

CERCLL does not discriminate on the basis of age as defined by law, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status in its

activities and the projects selected for inclusion in our proposal were chosen without regard to any of these identifiers. Many of CERCLL's PLs are women from racial and ethnic minority groups and our focus on LCTLs and our outreach to other MSIs helps promote equal opportunity for individuals from minority and underrepresented populations.

3. BUDGET AND COST EFFECTIVENESS

Drawing on its experience in previous funding cycles, CERCLL's budget is designed to provide cost-effective support to its projects and initiatives, while maintaining the highest quality possible, thus enabling Title VI grant funds to have maximum impact. CERCLL achieves this by judiciously leveraging UA resources and by partnering and sharing costs with other institutions and centers (see Table 2, p. 9).

CERCLL is housed within COH and receives substantial support from this and two other colleges on campus—the College of Social and Behavioral Science (SBS) and the College of Education (COE)— as well as from the central Office of Research, Discovery, and Innovation (RDI) and the Office of the Provost. This allows CERCLL's Core Team to maintain high quality with low cost. The Co-Directors provide leadership for the Center by each devoting 25% of their time to CERCLL each academic year; however, the contribution from the grant is minimal since it is far less than .25 FTE of their salary (COH provides the rest). Besides salary deficit and additional in-kind commitments, cash contributions to CERCLL's activities from these UA units are: COH \$300,000; RDI \$210,000; Provost (via CIGS) \$25,000; COE \$20,000; SBS \$17,000.

Several personnel positions are cost-shared or completely UA-funded to minimize CERCLL's grant costs: the Associate Director (.34 CERCLL, .33 COH, .33 RDI), the Coordinator for Research and Outreach (.175 CERCLL, .215 COH, 0.11 RDI), the Outreach Assistant (.33, funded wholly by COH), the Communication and Social Media Assistant (.5 to be

shared evenly between the four prospective Title VI Centers at the UA), and the Evaluation Specialist (funded entirely by RDI); while pay for graduate students assisting in the projects is also shared by numerous campus entities. Other resources to support CERCLL are provided free of charge by various UA colleges: office space, IT support, and administrative support (COH); meeting spaces (COH, SBS and COE); salary replacement deficit costs for our PLs (COH, SBS and COE). These units also contribute hard money to several projects and initiatives.

CERCLL also collaborates closely with other Title VI centers on- and off-campus. The UA NRCs have committed to sharing many expenses using both grant and other funds (see Table 2). For example, all four of the prospective UA Title VI centers will share expertise and costs in the creation of an annual International Studies Workshop for community college language faculty across the country, as well as a series of additional collaborations with Cochise and Maricopa Colleges. And for the ICC, for example, CERCLL will collaborate with others on- and off-campus: six other LRCs will contribute to expenses for plenaries, workshop presentations, and provide teacher scholarships and six UA units will contribute further to the costs of this event.

See the budget narrative for further details about CERCLL's effective means of minimizing and sharing costs, and the letters of support in Appendix C.

4. EVALUATION PLAN

CERCLL's evaluation plan works on the following levels: 1) integration of formative feedback through iterative design; 2) consultation and evaluation with expert independent internal and external evaluators; 3) measurement of impact through user feedback surveys and Google analytics. CERCLL's Performance Measure Forms (see Appx. D) include specific details for each project and initiative.

In the development of evaluation instruments and procedures, CERCLL works closely with a team of evaluation experts at the UA in the Office of Research, Discovery and Innovation and the Office of Instruction and Assessment, which focuses on instructional materials and pedagogical evaluation. We also work closely with Dr. Allison Titcomb, an Evaluation Specialist who has consulted for the Title VI centers at the UA over the past eight years, in order to design a detailed table of appropriate performance measures and indicators of success, including both qualitative and quantitative measures (see Appx. D).

CERCLL’s projects are developed along principles of iterative design, and thus evaluation is integrated through a cycle of prototyping, testing, analyzing, and refining. CERCLL’s initiatives (e.g., events, professional learning online networks, workshops, institutes) follow a similar process of testing through implementation, analysis of feedback, and refinement. Table 4 describes how iterative design works in the context of CERCLL, how it incorporates field experts, evaluators, and stakeholders, and which GPRA indicators are targeted.

Table 4. Iterative Design as Applied to CERCLL’s Projects and Initiatives

Phase	Types of Activities	Key contributors	GPRA Measure
Prototyping	<ul style="list-style-type: none"> • Planning (research, needs analysis) • Creation of initial drafts of teaching materials, curricular models, and/or pedagogical strategies 	<ul style="list-style-type: none"> • PLs • CERCLL-Co-Directors • National Advisory Board Members 	3
Testing	<ul style="list-style-type: none"> • Implementation in classrooms • User testing among teachers in workshops 	<ul style="list-style-type: none"> • PLs • Students and teachers 	1
Analyzing	<ul style="list-style-type: none"> • Analysis of survey results from students and teachers during the testing phase • Feedback from experts in the field (e.g. the National Advisory Board) 	<ul style="list-style-type: none"> • PLs • CERCLL-Co-Directors • National Advisory Board Members • UA Evaluation Specialist (Allison Titcomb) • UA Survey Consult Team 	2
Refining	<ul style="list-style-type: none"> • Revision of teaching materials, curricular models, and/or pedagogical strategies based on findings from the testing and analyzing phases 	<ul style="list-style-type: none"> • PLs • CERCLL-Co-Directors • National Advisory Board Members 	1, 2, 3
GPRA Measures: 1) Percentage of LRC products or activities judged successful by users; 2) Percentage of LRC products and activities judged to be successful by independent experts; 3) Cost efficiency			

This process is coordinated in dialogue with the PLs, who are themselves researchers in second language teaching and learning, applied linguistics, education, and literacy studies and are thus experienced, albeit not impartial, evaluators of their work. The products and processes developed as part of CERCLL projects are pilot tested among learners and teachers who serve as further **participatory evaluators**.

Dr. Allison Titcomb will continue to serve as an independent **external process evaluator** and will oversee the implementation of the evaluation plan outlined in this proposal and evaluation efforts embedded in each of the projects and initiatives. More specifically, she will advise and consult on CERCLL's evaluation processes including the design and implementation of data collection instruments and protocols, assist the CERCLL Core Team in the analysis of evaluation data, and facilitate discussions and decision making around the results of these findings. Meetings with CERCLL Core and Project Leaders will include annual reflection discussions focused on patterns and evidence of successes and challenges and adaptive actions to strengthen project goals and performance.

The members of the NAB serve as independent **external content evaluators**. The board consists of three nationally and internationally known experts in second language and culture teaching and learning, and two locally and regionally known language educators well versed in teacher professional learning. The NAB members specialize in CERCLL's areas of emphasis: Dr. Micheline Chalhoub-Deville (language testing and assessment); Dr. Erin Kearney (multiliteracies and intercultural learning in the FL classroom), Dr. Joshua Thoms (technology-enhanced language learning, materials development); Cristina Ladas, MAT (development and implementation of early FL programs, external evaluation); Natalie Figueroa, MA (language pre-service teacher mentoring). Micheline Chalhoub-Deville, who will be continuing on the NAB for

this grant cycle, will chair the board and coordinate with NAB members the evaluation of CERCLL's projects and initiatives with the goal to offer more targeted feedback on their quality, usefulness and relevance, and make suggestions for improvement. The NAB will also give feedback on the operations of the Center as a whole, with special attention to LRC GPRA Measure #3 (cost efficiency).

To measure the percentage of LRC products or activities judged to be successful by LRC customers (LRC GPRA Measure 1) CERCLL will collect user feedback using online and paper surveys. For professional learning opportunities, CERCLL will use immediate and delayed surveys, typically distributed 3-6 months after an event, in order to determine what impact a particular workshop, webinar, summer institute, symposium or conference has had on participants' teaching practices. CERCLL will work with Dr. Allison Titcomb in year 1 of the grant cycle to refine existing instruments in order to ensure that they are reliable and valid, and gather meaningful data with respect to quality, usefulness and relevance of CERCLL's products and activities. For materials distributed online, CERCLL is working with the IT Team to embed short surveys into our website rather than following up with users in order to timely measure user satisfaction. CERCLL also uses Google analytics in order to quantitatively measure the reach and impact of CERCLL's projects and initiatives. At the beginning of the grant cycle, a baseline user rate will be established for each project and initiative and progress will be measured annually. Several of the projects under Innovative Pedagogies, Curricula, and Materials include learner data as an additional form of assessment.

To meet LRC GPRA Measure 2, Dr. Allison Titcomb will work with Associate Director Kate Mackay to compile a data report, which will be shared annually with the NAB who will then evaluate the quality, usefulness and relevance of the products and activities resulting from

CERCLL's projects and initiatives. Beyond her work on the NAB, Dr. Micheline Chalhoub-Deville will serve as an additional content expert consultant in document and artifact review as a content expert (e.g., pedagogical materials, curriculum outlines, teacher guides, etc).

In addition, the NAB will work with the CERCLL Core Team in year 1 to review the Center's plans for activities and events related to the Teaching and Learning Communities and Knowledge Sharing and Building to ensure that they are reaching a broad audience of K-16 instructors of LCTLs in the most cost-efficient way possible (GPRA Measure 3). Many of the steps towards this measure were already taken in the selection of projects and initiatives: the focus of six out of eight CERCLL projects is on LCTLs and CERCLL has procured value-added funding for all of its fifteen projects and initiatives through local and national partnerships.

5. ADEQUACY OF RESOURCES

CERCLL is housed in the UA College of Humanities, which provides not only financial support but also in-kind contributions, including a suite of three offices in a centrally-located building on campus where other centers in the College are also situated. The Center also receives significant support from UA COE and UA SBS, UA Global and the Office of the Vice President for Research, Discovery and Innovation (see letters of support, Appx. C). For its projects and initiatives, CERCLL collaborates closely with other entities on campus, including Title VI and other university centers. CERCLL and SLAT also collaborate on several events, e.g., the annual SLAT Roundtable, the SLAT Speaker Series, and the ICC.

Through all of these collaborations, CERCLL and its PLs gain access to cutting-edge facilities available at UA. This includes COEs newly created DIALL (Digital Innovation and Learning Lab), which will be used extensively by Drs. Smith and Castek. The Corpus Lab run by Dr. Shelley Staples will support the MACAWs project. For LaTeX and Summer Institutes,

CERCLL will be able to use the UA's newly redesigned Collaborative Learning Spaces, which are configured to promote active learning and interaction.

6. NEED AND POTENTIAL FOR IMPACT

In 2014, a bipartisan group of Congressional members called on the American Academy of Arts and Sciences to examine the nation's current capacity in languages and recommend actions. The Academy published a report in which they underscored how critical the ability to communicate in world languages is "to success in business, research, and international relations" (p. viii). The Academy's report called for sustained language learning that prepares citizens to successfully engage with a diversity of peoples and cultures near and far, a national priority that is also expressed in two of the recent visionary texts for FL scholars and practitioners—ACTFL's *21st Century Skills Map for World Languages* (2011) and *World-Readiness Standards for Learning Languages* (2015). Both publications advocate for broader FL curricula, which integrate culture, language, and interdisciplinary themes, such as global awareness, science literacy, media literacy, and information literacy.

The discussions represented in these publications locate FL teaching and learning in an increasingly globalized world in which political, economic, scientific interactions with other peoples and cultures are ever less predictable and complex and underscore that only through knowing the language of others can we truly understand how they view the world. Participation in global societies thus also entails multiple literacies, in the sense of the ability to understand, interpret, and author a diversity of communication modes, from the spoken, to the written to the digital. FL education today thus requires approaches that prepare teachers and learners to negotiate these complex encounters as they move between languages and cultures.

CERCLL's focus on the intersections of language, culture, and literacy addresses language learning in the current reality described here. The mission of CERCLL is clear: to

foster the integration of language and culture in a multiliteracy, multidisciplinary approach to FL teaching and learning. This necessitates pedagogies for language and culture that foster the kinds of competencies and awareness that will enable learners to navigate quickly changing cultural landscapes, which rapidly outpace many traditional linguistic and cultural guidebooks and materials. Students must be given opportunities to engage in authentic, real-world learning that connects the global to the local. This is of particular importance in the case for many of the languages central to American economic and security interests, such as Arabic, Chinese, Russian, and Korean—each of which is spoken in diverse national, cultural and even linguistic contexts.

CERCLL is cognizant of the fact that the development of a citizenry ready to mediate complex encounters across and in multiple languages, cultures, and literacy forms can only take place if FL educators have access to meaningful professional learning opportunities and materials that can help them develop the new understandings and skills needed in the 21st century classroom and beyond. This includes the mindful integration of digital technologies and new linguistic practices. The urgent need for such materials and teacher professional development opportunities motivates the new projects and initiatives CERCLL is proposing for the 2018-2022 grant cycle. The learner needs addressed by each of the projects and initiatives which CERCLL proposes to support over the next four years, their potential for use across the US, and the specific contributions each makes to strengthen, expand, or improve FL programs in the US are described below. At the top of each section we provide a timeline which serves as brief recap of both CERCLL's proposed projects and initiatives and their start and end years during the grant cycle.

A. CERCLL's PROJECTS

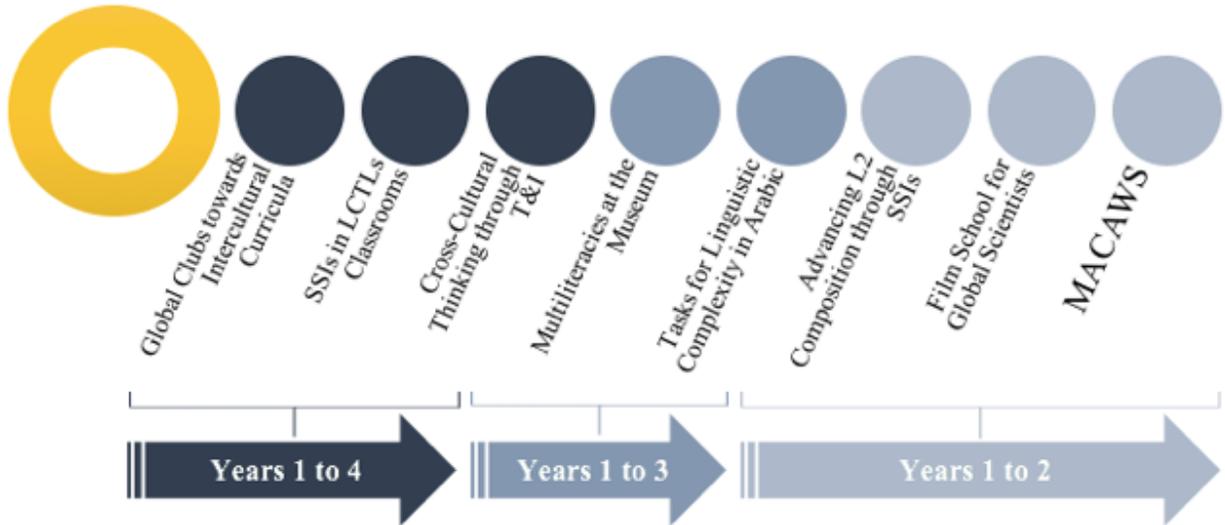


Figure 4. Timeline of CERCLL's Projects

1. Innovative Pedagogies, Curricula, and Materials

a. Science and Technology Integration in Language Teaching

Rationale: Engaging students with real-world issues provides them with meaningful opportunities to actively construct meaning and engage in critical thinking to find solutions to complex problems (Castek & Manderino, 2017). Socioscientific issues (SSIs) are an example of real-world, topical problems that are equivocal with no easy answers and no definite solution (Topic, Sadler, and Yilmaz-Tuzun, 2010). Increasingly, students' futures will be linked to their ability to understand and communicate around the complex SSIs of the day, such as those related to genetic engineering, the environment and water stewardship, or animal testing. These issues are not bound by national or linguistic boundaries but are debated and in some senses shared globally; but at the same time, the ways in which we communicate them are shaped through the languages we speak and the technologies we use. For this grant cycle, CERCLL is proposing three projects, which all integrate science literacy and language/culture learning: Advancing L2 Composition through SSIs, Film School for Global Scientists, and SSIs in LCTL Classrooms.

Potential Impact to FL programs across the US: Each of the following projects is designed to straddle the more immediate contexts of the classrooms within which they will be piloted and the more general contexts of FL teaching and learning. The three projects as a whole cross secondary and collegiate educational levels and include both more- and less-commonly-taught languages. This cohort of scholars have agreed to work together to host a summer institute in year 3, as a means of keeping in dialogue with each other, so that they can develop a set of common pedagogical strategies for implementing SSIs into L2 classrooms across the US. Video of this event will be shared on CERCLL's website and the NFLRC portal along with any materials used in the summer institute, making them accessible to a broad range of teachers nationwide.

➤ **Advancing L2 Composition through SSIs**

Particular Needs Addressed: For language learners, the added ability to investigate complex SSIs through multimodality can offer additional points of entry for communication and meaning-making, which in turn can promote more advanced language use (Honeyford, 2014; Pacheco & Smith, 2015; Smith, Pacheco, & de Almeida, 2017). Given the now widely held belief that both multilingualism and multimodality are essential 21st century literacies for today's global, digital world, it is important to develop pedagogical materials and strategies for FL teachers so that they can engage their students in intercultural thinking around higher level concepts through work across languages and modes; and yet, only a limited number of studies have closely examined how multimodal composing can best support the learning of a second or additional language. Advancing L2 Composition through SSI addresses this by providing a research-based pedagogical model for integrating multimodal composition around complex social issues in the L2 classroom.

Table 5. Advancing L2 Composition through SSI

Project Plan	1. Conduct a study to examine and analyze how students in 2 middle school FL classrooms engage with multilingual and multimodal compositions to develop socioscientific understanding in tandem with their FL abilities (Yr. 1); 2. Develop a 4-8 week teaching unit that integrates digital multimodal composing (e.g. video projects) and the exploration of socio-scientific issues in the FL classroom (Yr. 2); 3. Develop an implementation guide for “best practices” (Yr. 2); 4. Disseminate findings through presentations, publications and a CERCLL webinar, and instructional materials and implementation guide at a series of professional development sessions at UA COE’s Digital Innovation and Learning Lab (DIALL), in a CERCLL Summer Institute, (Yr. 3), on CERCLL website and NFLRC portal.
Languages	Spanish
PLS	Dr. Blaine Smith and Jill Castek
In Partnership with	COE (UA)

➤ **Film School for Global Scientists**

Particular Needs Addressed: For learners in the contemporary digital age, media literacy is a central aspect of language and cultural competence. This involves both an understanding of how media messages are constructed and an awareness of how individuals with different cultural and linguistic backgrounds may interpret media messages differently (ACTFL, 2011, p. 13). A key way to develop both levels of media literacy is by engaging learners as makers, that is as not only consumers and viewers but also as curators and creators of media texts (Lotherington & Jenson, 2011). This project couples the multimodally rich form of film with the globally relevant topic of water stewardship, as a means of supporting language learners as they develop the ability to communicate through their new languages creatively, flexibly, fluidly, and reflectively.

Table 6. Film School for Global Scientists

Project Plan	1. Develop, implement, and refine a project-based learning unit for a French as a FL class and a dual immersion Spanish/English middle school science class that combine the SSI of water stewardship with filmmaking facilitated by specialized software called Filmstacker (Yr. 1); 2. Develop an implementation guide for “best practices” (Yr. 2); 3. Disseminate findings through presentations, publications and a CERCLL webinar, and PBL unit and implementation guide in a CERCLL Summer Institute (Yr. 3), on CERCLL website and NFLRC portal.
Languages	French; Spanish
PLS	Dr. Jessica Summers, Lia Falco and Jill Castek
In Partnership with	COE (UA), SUSD, Tucson, AZ

➤ **Socio-scientific Issues in LCTL Classrooms**

Particular Needs Addressed: Cultural content included in FL textbooks has been critiqued by teachers and scholars as being often rather simplistic, ethnocentric (Kramsch, 1987) and assuming homogeneity among users of a language (Liddicoat, 2002). Especially in the case of LCTLs, FL textbooks tend to primarily invoke an “objectivist-differentialist” logic (Dervin and Liddicoat, 2013) wherein cultures are treated as not only different but irreconcilably different, for example the depiction of US American society as egalitarian and Korean culture as hierarchical, without space for critical reflection. The investigation of SSIs can push learners to contemplate contemporary and comprehensive issues as they manifest both globally and locally, which can be a productive way to develop intercultural communicative competence while fostering purposeful target language use through awareness of turn-taking skills, lexical choice, and how to express disagreement politely. The *Socioscientific Issues in LCTL Classrooms* project directly addresses this need by creating exemplary materials and curricular models in Korean.

Table 7. Socioscientific Issues in LCTL Classrooms

Project Plan	1. Create an archive of contemporary SSI issues as they manifest in Korean media and discourses, including word of mouth, written texts, images, songs, video clips, films, webtoons, and web forums (Yr. 1). 2. Develop, pilot and refine a set of materials for introducing SSI topics into beginning and intermediate LCTLs classrooms—with a focus on Korean language and culture courses (Yrs. 2 & 3). 3. Develop parallel materials in English so that they can serve as a model for teachers of other LCTLs (Yr. 3); 4. Disseminate materials in a CERCLL Summer Institute (Yr. 4), on the CERCLL website, through social media and the NFLRC portal.
Languages	Korean
PLS	Dr. Sunyoung Yang
In Partnership with	EAS (UA), CIGS (UA)

b. Linguistic Complexity through Multiliteracies

Rationale: Contemporary research in second language acquisition and teaching broadly supports the view that creating and sequencing language that is lexically more diverse and syntactically

more complex is a core component of proficiency (Ellis, 2006; Housen, Kuiken, Vedder, 2012). The Foreign Language Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages highlight complexity of learner language as one of three benchmarks of performance (Swender, Conrad, & Vicars, 2012). And yet, instructors are often challenged as to how to scaffold learners to create more complex language. Research on instructed language learning has, in recent years, considered how to better support learners during the often difficult transition from lower- to upper-level instruction (e.g. Byrnes & Maxim, 2004; Maxim, 2006; Swaffar & Arens, 2005), and has recognized that the kinds of supersentential and discourse-level processing of language needed for advanced language proficiency and literacy requires long-term attention beginning with the lower levels of language instruction. The next set of projects focuses on pedagogical models and materials development that contributes to this emergent body of work.

Potential Impact to FL programs across the US: Over the past couple of decades there has been a surge of energy in the scholarship in FL teaching and learning around advanced language learning and, equally important, around pedagogical approaches to beginning level language teaching that will best lay a foundation for potential advanced language learning (Byrnes & Maxim, 2004; Maxim, 2006; Swaffar & Arens, 2005). With some notable exceptions (Brown, Iwasaki, & Lee, 2016; Choi, 2015; Kumagai, et al, 2016; Wu, 2016), this work has focused on commonly-taught languages. The two projects in this cluster each address the particularities of specific LCTLs—Russian, Portuguese, and Arabic. At the same time, the projects provide models, which can be adapted by teachers of diverse FLs. In addition, both projects share as a starting point the creation of a learner corpus, which will be accessible to others and can be used in pedagogical research and as a tool in the professional learning of teachers in the US.

➤ **Multilingual Academic Corpus of Assignments – Writing and Speech (MACAWS)**

Particular Needs Addressed: Learner corpora can support new research in both Second Language Acquisition (SLA) and language teaching since they allow teachers and researchers to investigate a large amount of representative learner data (Granger, 2002). And yet, very few learner corpora in languages other than English exist, especially in LCTLs (Spina, 2017). In addition, few corpora are built directly from assignments in language classes, which limits the ways in which instructors and researchers can learn from these bodies of texts or use them in instruction. The project aims to fill this gap by creating a digital resource and eventually an online repository where researchers and instructors will have access to assignments produced by students in two target languages (Russian and Portuguese) in language programs at the University of Arizona and associated pedagogical artifacts (e.g., syllabi, assignment sheets, lesson plans).

Table 8. Multilingual Academic Corpus of Assignments – Writing and Speech

Project Plan	1. Create a digital resource and online platform where researchers and instructors will have access to a corpus of assignments (texts, spoken discourse, and multimedia products such as computer mediated communication and blogs) produced by learners and associated repository of pedagogical artifacts (e.g., syllabi, assignment sheets, lesson plans), with an initial focus on two LCTLs, Portuguese and Russian (Yr. 1); 1. Develop, pilot, and refine corpus-based pedagogical materials for Russian and Portuguese (Yrs. 1, 2); 2. Develop implementation guide for instructors on how to use the corpus and corpus-based materials for language teaching (Yr. 2); 3. Share the online platform, the pedagogical materials, and the implementation guide in a workshop (Yr. 3); 4. Disseminate revised implementation guide and all other materials through a webinar and on the CERCLL web site, through social media and the NFLRC portal (Yrs. 3, 4).
Languages	Portuguese; Russian
PLs	Dr. Shelley Staples
In Partnership with	Dept. of Spanish & Portuguese, Dept. of Russian and Slavic Studies, SBS, CLAS (UA)

➤ **Tasks for Linguistic Complexity in Arabic**

Particular Needs Addressed: Research in instructed SLA has highlighted the role of teacher-learner interaction in challenging learners to create complex meanings with their existent language resources (Gass & Mackey, 2007). Crucial to fostering learners’ proficiency through

interaction is the use of well-designed language tasks that scaffold learners to structure and sequence language that is lexically more diverse and syntactically more complex (Ellis, 2003). Unfortunately this knowledge from SLA research does not always directly translate to sound pedagogical approaches. In the particular case of Arabic, enrollments have doubled after the outbreak of the Arab Spring in 2011; however, because of its long history as a LCTL, there is a lack of materials informed by data-driven research (Al-Batal, 2007; Bergman, 2009).

Table 9. Tasks for Linguistic Complexity in Arabic

Project Plan	1. Conduct research on the emergence of linguistic complexity in oral performance in Arabic in beginning and intermediate learners and report on findings by compiling a learner corpus of spoken language (Yr. 1) 2. Develop, pilot, and refine a set of sample task-based lesson plans for Arabic, with translated versions that can serve a model for other languages, and a guide with pedagogical strategies based on the research (Yr. 2) 3. Disseminate the materials in a language pedagogy workshop hosted by the Center for Middle Eastern Studies and as digital resources on the CERCLL web site, through social media and the NFLRC portal. (Yr. 3)
Languages	Arabic
PLS	Dr. Mahmoud Azaz
In Partnership with	CMES, Dept. of Middle Eastern and North African Studies (UA)

c. Intercultural Perspectives

Rationale: At every level of education, scholars and practitioners have recognized the importance of developing intercultural perspectives and the potential for fostering this kind of learning is indeed often cited as an additional benefit of language learning. To borrow from Applied Linguist Claire Kramersch, today’s graduates are “asked to mediate inordinately more complex encounters among interlocutors with multiple language capacities and cultural imaginations, and different social and political memories” (Kramersch, 2008, p. 390). This means that language learners must also be cultural mediators. Following Karen Risager an intercultural mediator is... “an interpreter, an intermediary, a catalyst. This role is more oriented towards social, cultural, and linguistic complexity; involving the person relating to the identities of different people or groups and their concepts of each other” (Risager, 2007, p. 234). The projects

in this group share in common an interest in how to integrate the kind of cross-cultural, multilingual thinking that this entails at every level of FL learning.

Potential Impact to FL programs across the US: Taken as a collective, this set of projects crosses all levels of education from elementary, to secondary, to collegiate education and provides models for how to integrate intercultural perspectives into language and culture learning among diverse types of learners. The specific languages targeted include both more- and less-commonly taught languages, but the projects are all by design language neutral or at least language adaptable in their orientation. The three PLs also all have experience working with teachers who teach a range of languages through their work as Center directors and their roles as faculty in the SLAT program. Based on this set of factors, the pedagogies developed through these projects will be disseminated to a wide audience of teachers through workshops and professional symposia with a national reach and as OERs on CERCLL’s website.

➤ **Multiliteracies at the Museum**

Particular Needs Addressed: This project builds off of the successful FLLITE Project, a collaboration between CERCLL and COERLL (University of Texas at Austin), which takes the playful, creative moments found in everyday language use as the basis for lessons in second language literacy. Furthermore, it responds to current research in second language and teaching, which stresses that contemporary language pedagogy must include the complex, multimodal, and fluid forms of communication that learners will encounter outside of the classroom, as well as calls from organizations like ACTFL to position learners “as creators and innovators” so that they can develop the capacity to “respond to new and diverse perspectives.” The Multiliteracies in the Museum project explores the potential of museums as sites for creative, literacy-based tasks, which will allow learners use the language they are learning purposefully, while making

intertextual connections and working between modalities. Like the lessons and materials developed in FLLITE, Multiliteracies at the Museum aims to develop linguistic abilities through the integration of speaking, reading, listening, and writing tasks, but it also expands the current scope by looking at the museum as a site for developing learners’ interculturality by allowing space to read and reflect on how images and texts make meaning, how they relate to one another, and how they tell the stories of particular cultural heritages and traditions.

Table 10. Multiliteracies at the Museum

Project Plan	1. Develop, pilot and refine a set of materials for integrating the museum and visual thinking into multiliteracies tasks for German (Yrs 1, 2); 2. Develop parallel materials in Serbian and the materials from German will be translated into English so that they can serve as an inspiration and model for teachers of other LCTLs (Yr 1); 3. Disseminate materials through the FLLITE website and through social media, with a link on the CERCLL website and NFLRC portal (Yr 2).
Languages	German; Serbian
PLS	Dr. Chantelle Warner
In Partnership with	Dept. of German Studies (UA), UA Museum of Art

➤ **Cross-Cultural Thinking through Translation and Interpretation**

Particular Needs Addressed: Translation and interpretation (T&I), understood in its broad sense of language mediation, is beneficial to all language learning as it brings to the foreground linguistic and cultural rich points. In this way, T&I instruction integrates critical, cross-cultural and transcultural thinking in the language curriculum in an engaging and relevant way and can incorporate multiple literacies by including visual and multimedia components (e.g. film subtitling, marketing, etc.). As an approach to language teaching, T&I can also contribute to the preparation and professional development of the future bilingual workforce by introducing students to ways of using their bilingual skills (through specialized training and education) in the workplace and in many of their chosen careers. This project aims to introduce translation and interpreting components in the high school foreign and second language curriculum in partnership with school districts in the Tucson area and ultimately throughout the US. The

program builds on the success of the UA’s National Center for Interpretation’s Preparación program, which has proven results for increasing Latino students’ engagement with and interest in education.

Table 11. Cross-Cultural Thinking through Translation and Interpretation

Project Plan	1. Create activities and lessons to implement in two high school FL classrooms to increase learners’ understanding of language and cultures (Yrs. 1 & 2); 2. Develop an implementation guide for teachers, curriculum developer, and administrators (Yr. 3); 3. Conduct three teacher workshops and webinars (Yrs. 3 & 4); 4. Disseminate the materials in workshops and as digital resources on the CERCLL web site, through social media and the NFLRC portal. (Yr. 4)
Languages	Spanish; Portuguese; Language neutral
PLs	Dr. Sonia Colina
In Partnership with	NCI, Dept. of Spanish & Portuguese, CLAS (UA); VSD, Vail AZ and TUSD, Tucson AZ

➤ **Global Clubs towards Intercultural Curricula**

Particular Needs Addressed: There is a growing interest in the use of children’s literature within FL teaching (Bland, 2014) and research has demonstrated that engagement with global literature can be a significant means of building intercultural understanding among younger learners (Short, Day & Schroeder, 2016; Wissman, 2017). This project builds on two previous CERCLL projects—the Language and Culture Book Kits and Globalizing the Common Core State Standards—which both worked to expand the opportunities K-8 students have to build cultural literacy by engaging with world languages and global literature. In this new project, the Project Leader and a team of graduate students will organize and coordinate an afterschool club at an elementary school in Tucson where students will use the books and materials developed as part of these previous projects. In addition to developing a set of instructional strategies for both curricular and extracurricular settings, the after-school club will allow the project team to document children’s responses to the materials and serve, after year 1, as on-site professional learning opportunity where teachers can experience the potential of a global approach.

Table 12. Global Clubs towards Intercultural Curricula

Project Plan	1. Develop, pilot and refine a world languages and global literature K-8 curriculum and related instructional strategies in an afterschool club (Yr. 1); 2. Videotape learner engagements with global literature to be used for professional learning and as a data source for reviewing pedagogical processes (Yrs 2, 3); 2. Open afterschool club to teachers to serve as professional learning site (Yr 3); 3. Disseminate findings and lessons learned at conferences and in publications, and the curriculum, instructional strategies and video recordings as digital resources on the CERCLL web site, through social media and the NFLRC portal (Yr. 3 & 4).
Languages	Arabic; Chinese; Hindi; Japanese; Korean; Maori; Portuguese, Russian; Somali (Dinka)
PLs	Dr. Kathy Short
In Partnership with	WOW and COE (UA); TUSD, Tucson AZ

B. CERCLL’s INITIATIVES

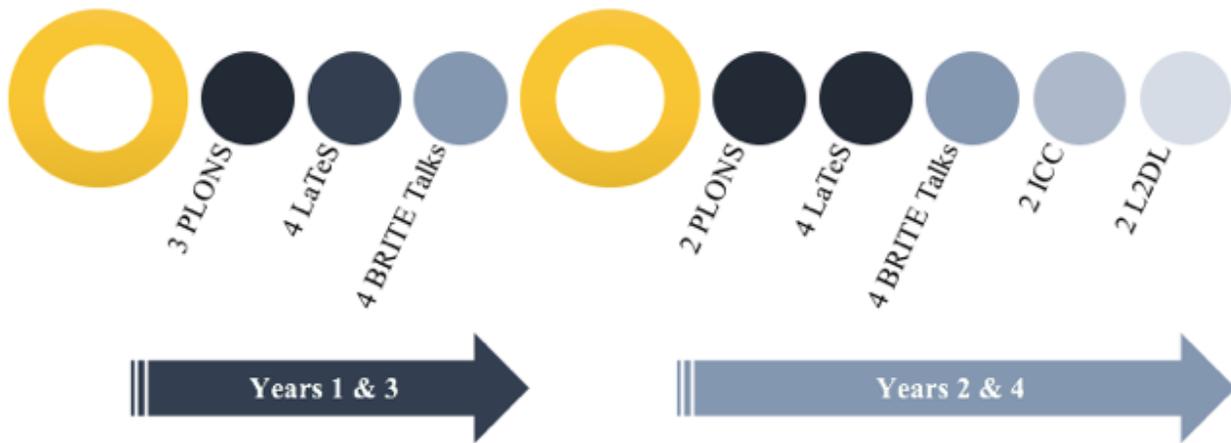


Figure 5. Timeline of CERCLL’s Initiatives

1. Teaching and Learning Communities

Rationale: Well-designed teacher professional development opportunities promote active and reflective learning and a deeper knowledge of content and methods for teaching. They also create spaces in which communities of practice can emerge, providing opportunities for sustained exchange and collaboration. And high quality professional learning opportunities play a key role in the retention of teachers. Recognizing the reported 50% attrition rate of teachers new to the profession, ACTFL (2012) and its member organizations support professional learning to retain highly qualified teachers in all languages and to that end have called for “high quality

professional development [to be] available to language professionals through national, state and local education agencies and professional communities”

As language educators ourselves, we know that the translation of materials into new pedagogical contexts is an act of innovation itself, which is why CERCLL is committed to offering a range of workshops, institutes, webinars, and professional learning online networks related to the Center’s projects and other topics of interest to language teachers. These professional learning opportunities allow us to reach an even wider range of programs and curricula and to move beyond the informative to the integrative and, in this process, contribute to strengthen or improve language learning in the US.

➤ ***Potential Impact to FL programs across the US:*** In order for professional development to have an impact, it is important that it (1) relates to the immediate needs and concerns of teachers; (2) is content-specific focused (i.e., FL teaching) ; (3) is grounded in research; (4) incorporates active learning; (5) incorporates small-group interactions; (6) uses models and modeling (e.g., video cases of teaching, sample lesson plans, assessments, student work samples); (7) provides coaching and expertise to support the effective implementation of curricula and approaches; (8) offers opportunities for feedback and reflection; (9) is intensive and sustained over time (Darling-Hammond, Hyler, & Gardner, 2017). CERCLL’s professional learning opportunities incorporate these elements of effective teacher education through face-to-face and online offerings. Recognizing that a lack of professional travel funds often prevents teachers from participating in events far from home, CERCLL is committed to keeping all initiatives under Teaching and Learning Communities at a minimal cost and to sharing as many talks and materials digitally as possible. CERCLL has also worked with other Title VI Centers and offices on campus (e.g. UA Global) to offer scholarships as a way to offset teachers’ travel costs and

make it more affordable for them to attend the Summer Institutes. For the initiatives in this section and any events related to them, any resources (e.g., videos, slides, handouts, etc.) will be disseminated online through the CERCLL website and the NFLRC portal and broadcasted via social media (e.g., Facebook, Twitter, Instagram, and YouTube).

➤ **Language Teacher Symposia (LaTeS)**

Particular Needs Addressed: LaTeS are one-day workshops which meet K-12 language teacher needs by focusing on topics of interest (as determined through needs analysis surveys). For example, recent LaTeS have focused on innovative ways of integrating technology in support of language teaching and learning, on instructional strategies to develop and assess intercultural competence, on using social justice as a lens for teaching and learning languages or on planning lessons to move learners to higher language performance levels. LaTeS provides professional learning and community to language teachers who may not have the means or time to travel for extended periods of time.

Table 13. Language Teacher Symposia (LaTeS)

Languages	Language neutral
PLs	Dr. Beatrice Dupuy
In Partnership with	COH (UA)

➤ **BRITE Talks for Language Education**

Particular Needs Addressed: Based on a TED-Ed model, BRITE Talks are short lessons on research-grounded pedagogical ideas given by inspiring speakers in the field to be shared with language teachers and language teacher educators with the purpose of energizing and helping them achieve their professional goals. Through this initiative, CERCLL will develop 8 BRITE Talks of 18 minutes or less for the FL teaching community on topics related to CERCLL’s foci on culture, language, and literacy. BRITE Talks are designed to be used to (1) spark conversations among language teachers in a school, district or program or across schools,

districts or programs locally, regionally or nationally, (2) revisit concepts and implementation ideas over time, or (3) be used as materials for lessons in structured professional learning experiences, such as courses or websites.

Table 14. BRITE Talks

Languages	Language neutral
PLS	Drs. Beatrice Dupuy and Chantelle Warner (UA)
In Partnership with	COH (UA)

➤ **PLONs for Language/Culture Teaching**

Particular Needs Addressed: The word “plons” in Dutch describes the noise made by something splashing into a surface and is thus an apt name for the Professional Learning Online Networks, which are designed to create a ripple effect. The potential benefits of professional learning networks are well documented in the literature (e.g. Vescio, Ross, & Adams, 2008; Owen, 2014, 2015; Tam, 2015). They are reported to foster linkages between research and practice, create a space for addressing problems of practice, foster transformative teaching, enhance student learning, increase teacher retention, and reduce teacher isolation. CERCLL proposes to launch five PLONs in the next grant cycle. Participants in each PLONs will commit to post regularly about classroom activities, ideas and issues that have emerged from research-centered discussions. As new members join, members who joined earlier will become mentors. Each PLON will be supported by an engagement facilitator and university faculty from UA and beyond whose expertise relates to the needs of PLON members. Members will be supported in submitting proposals to regional and national conferences.

Table 15. PLONs for Language/Culture Teaching

Languages	Language neutral
PLS	Drs. Yang Xiao-Desai (SFS), Wenhao Diao, Beatrice Dupuy, Kathy Short and Chantelle Warner (UA)
In Partnership with	COH, COE, CMES, CLAS, CIGS (UA)

➤ **Summer Institutes for Language and Culture Educators**

Particular Needs Addressed: While LaTeS will allow teachers to explore a new set of pedagogical concepts or practices, CERCLL Summer Institutes offer language teachers the opportunity to intensively engage in learning around a single set of concepts and/or practices for a full week. Institutes are organized by either an individual Project Leader or a small group of PLs with related concerns. In this grant cycle, CERCLL plans to host three summer institutes: 1) Global Clubs for Globally-Minded Learners and Teachers (Summer 2020); 2) Fostering Global Scientists: Science, Technology and Society in the Language Classroom (Summer 2021), 3) Global Literacy Communities: Curricular Strategies for Building Intercultural Understanding through World Languages and Global Literature (Summer 2022). Summer Institutes will also serve as recruitment spaces for PLONS, which will allow participants to continue their collaboration with a network of peers from the US and beyond around the same or related topics.

Table 16. Summer Institutes for Language and Culture Educators

Languages	Language neutral
PLs	Drs. Beatrice Dupuy and Chantelle Warner (UA)
In Partnership with	COH (UA), with travel scholarships from CMES, CIGS (UA)

➤ **Teaching LCTLs in K-12 Schools: Case Studies from Chinese Teachers**

Particular Needs Addressed: The 2017 National K-16 Foreign Language Enrollment Survey Report includes data that show net growth in high school programs across almost all languages; but predict the greatest increases in LCTLs, such as Portuguese, Korean, Persian, Arabic, and Chinese. Growing pains are felt all around and it has become quite evident that LCTL teachers are in short supply and that language teacher preparation programs in the US are not adequately preparing these teachers. The latter is due in part to a dearth of research focusing on FL education in K-12 contexts (Urlaub & Watzinger-Tharp, 2016) but also to the fact that K-12 language teacher preparation programs do not address the specific linguistic and cultural issues

of LCTLs like Chinese which is the most studied language in the K-12 context at this time and the focus of this study.

Table 17. Teaching LCTLs in K-12 Schools: Case Studies from Chinese Teachers

Project Plan	1. Survey K-12 Chinese language teachers nationally in different school contexts to expand on recent research to create a composite image of typical experiences, perspectives, and practices and conduct case studies of two focal sites (Northern California and Southern Arizona) with very different Chinese presence (Yr. 3). 2. Develop a handbook for LCTL teachers consisting of case analyses of real classroom scenarios and toolkits for teachers (Yr. 3). 3. Lead a workshop (Yr. 4)
Languages	Chinese
PLs	Drs. Wenhao Diao (UA), Yang Xiao-Desai (SFSU)
In Partnership with	COH (UA); SFSU

2. Knowledge Sharing and Building

Continuous professional development that allows teachers to create new knowledge of practice with the goal to develop themselves as professionals and improve their performance in the context(s) in which they teach is crucial. One way to facilitate the creation of new knowledge of practice is for teachers to engage with research via interaction and collaboration with others who share common interests and goals and can provide support, feedback and collaboration opportunities. Linking research and practice has proven to be complex and scholars (e.g., Freeman and Johnson, 1998) have attributed a significant role to teacher education in making that link. To facilitate the connection between research and practice, CERCLL hosts two biennial events, which bring together researchers and practitioners from across the country to partner around a topic for the purpose of contributing to the creation of meaningful knowledge.

➤ ***Potential Impact to FL programs across the US:*** Both of these unique conference and symposium improve the knowledge and understanding of participants in the areas of intercultural competence and digital literacies in FL contexts on site and afar. Scholarships sponsored by our institutional partners make it possible for language teachers who could not participate otherwise because of geographical distance, time constraints and/or limited funds to attend such events. By

streaming the keynote and plenary addresses and several highlight talks, we are also expanding the national reach of these events as they happen and beyond since the videos will continue to be available on CERCLL's YouTube channel and through CERCLL's website as resources for professional learning. Presentations from previous events have been used in courses at institutions across the US; this Spring, for example, we granted a special dispensation to allow a class to view parts of the ICC conference live, and others have had early access to recorded presentations so that they could fit them into their course syllabi.

➤ **International Conference on the Development and Assessment of Intercultural**

Competence

Particular Needs Addressed: For those living within today's rapidly changing social landscape, intercultural competence—the ability “to see relationships between different cultures...[to] interpret each in terms of the other...[and to] critically or analytically understand that one's own and other cultures perspective is culturally determined rather than natural” (Byram 2000) — is a necessary skill. Curricular approaches and materials all too often continue to espouse a transmission, fact-based foreign-culture teaching approach in which culture is separable from language learning, while scholarship suggests that the development of intercultural competence calls for a learner-centered, experiential, dynamic, and affective approach in which language is linked to culture. In addition, new contexts including societal shifts and emergent language and literacy practices continually call for revised models of interculturality and intercultural learning. While multiple state, regional and national conferences that target language teachers exist, CERCLL's ICC is the only one in the nation to exclusively focus on the topic of intercultural learning and assessment and provide professional learning and networking opportunities to those who are engaged in internationalizing their programs whether it is through curriculum work,

study abroad and/or other activities. Sharing current research and best practices is essential to build the preparation of the nation’s K-16 language teachers to teach in ways that will foster their students’ intercultural awareness in and out of the classroom. CERCLL plans to host two 4-day conferences, including pre- and post-conference workshops, on the following themes:

Internationalizing the Curriculum: The Role of Intercultural Competence (year 2) and Intercultural Learning Abroad: Pre, During, and Post Pedagogical Interventions for Deeper Student Learning and Engagement (year 4).

Table 18. International Conference on the Development and Assessment of Intercultural Competence (ICC)

Languages	Language neutral
PLS	Drs. Beatrice Dupuy and Chantelle Warner (UA)
In Partnership with	COH, SBS, SLAT, UA Global (UA); and the following LRCs: CALPER, CARLA, CASLS, COERLL, CULTR, NFLRC, NHLRC and NRCs: CMES, CLAS (UA)

➤ **Second Language Digital Literacies (L2DL), a Hybrid Symposium for Research and Practice (L2DL)**

Particular Needs Addressed: As digital technologies continue to radically change the social acts of communication in which we engage, boundaries once taken for granted between various modes and medialities, between consumption and production have begun to break down. Digital, networked communication forms afford new literacies—new forms of interaction, meanings, and understandings of ourselves and the world around us; thus, they also demand new pedagogical approaches and perspectives. Building on the successes of the first three L2DL events hosted in 2014, 2016 and 2018, CERCLL will offer two symposia during this cycle to provide educators, practitioners, and researchers a space in which to continue to explore the wide array of practices captured by the concept of digital literacies as they relate to particular circumstances of learning and living in a second or additional language and culture. CERCLL’s L2DL symposia supplement conferences such as CALICO by foregrounding the embeddedness of digital literacies in society, which allows for a focus on topics and notions that would not necessarily be

at the foreground in CALL research, such as participation, equity and inclusion (the theme of the 2018 L2DL symposium). A key impact of this initiative will be to increase the number of language teachers who understand the importance and complexity of fostering L2 digital literacies.

Table 19. Second Language Digital Literacies (L2DL), a Hybrid Symposium for Research and Practice

Languages	Language neutral
PLS	Dr. Liudmila Klimanova (UA)
In Partnership with	COH, SBS (UA)

7. LIKELIHOOD OF ACHIEVING RESULTS

Over the past nearly 12 years, CERCLL has established itself as a national, regional, and international leader in FL pedagogy and professional learning and an innovator in pedagogical approaches and materials that purposefully integrate culture and society, new and emergent literacy practices, and intercultural competencies with FL learning. Projects from the first three grant cycles continue to serve as resources for educators and scholars. Just in the last year, for example, there have been 51,500 page views on the main CERCLL website, and another 35,000 on our ICC site; in the last several years each iteration of our LaTeS symposium has been filled, with a waiting list of interested educators and frequent requests for the materials shared there.

After three successful grant cycles and over a decade long history of meeting project stated commitments, CERCLL is confident that it will be able to achieve the objectives in this proposal for the reasons that follow:

- **Experience and expertise of CERCLL Core Team and Strong Infrastructure:** CERCLL is equipped with proven management and has the governance structures in place to allow it to meet the proposed objectives for its set of projects and initiatives (see Section 1, p. 2).
- **Careful planning and oversight:** Each project and initiative has a clear action plan that has been thoroughly reviewed and revised in discussion between the CERCLL Core Team and the

PLs. The CERCLL Core Team has also worked closely with PLs to consider the kinds of support various projects will need to succeed, while remaining mindful of the importance of conserving funding and taking full advantage of the resources available to us through our home university as well as the institutions with which we are partnering (see Section 1, p. 2 and Section 3, p. 18). Over the course of the four-year grant cycle, CERCLL will continue to work closely with its National Advisory Board whose members include renowned experts from the field, including one who is a leader in the field of assessment and evaluation. The board will meet with CERCLL's Core Team and PLs annually, through Skype (years 1, 2, and 4) and once in person (year 3), thus allowing us to cut travel costs, while still benefiting from the expertise and experience of our board members throughout the grant cycle (see Section 4, p. 19).

➤ **Value-added funding:** While Title VI funding allows us to meet minimum outcomes for the projects and initiatives that CERCLL sponsors, value-added funding that CERCLL has already secured for the majority of its proposed projects and initiatives through strategic alliances with key institutional partners will make it possible for CERCLL projects and initiatives to reach aspirational outcomes (see also Section 3, p. 18 and Section 5, p. 23) related to the mission and national scope of LRCs, even as these intra-campus collaborations also benefit the local context.

8. DESCRIPTION OF FINAL FORM OF RESULTS

Taken together, the final form of the results of our proposed projects and initiatives will greatly contribute to strengthening the US capacity in FL teaching and learning. For a more comprehensive summary of each project and initiative-specific performance measures and the types of data used to assess our success in meeting each measure, see the Performance Measure Forms (Appx. D).

Core to the focus area of **Innovative Pedagogies, Curricula and Materials** are projects

which produce exemplary materials, curricular and pedagogical models, and implementation guides for teachers. Successful final form of results for this focus area are detailed in Table 20.

Table 20: Final Form of Results for Projects under Innovative Pedagogies, Curricula, and Materials

Project/Initiative Title	Final Form of Results
Area of emphasis: Science and Technology Integration	
Advancing L2 Composition through SSIs	<ul style="list-style-type: none"> • Five sample lessons and supplementary instructional materials for multimodal composing around SSIs in L2 classrooms. • One implementation guide “Best Practices for Multimodal Composing around SSIs in the L2 Classrooms
Film School for Global Scientists	<ul style="list-style-type: none"> • One exemplary PBL unit. • One implementation guide “Best Practices for Using Film School in L2 Classrooms. • Three collaborative training sessions which include new teachers and teachers who have gained experience with Film School. • Film School website to house instructional materials developed, including materials from the collaborative training sessions.
SSIs in LCTLs Classrooms	<ul style="list-style-type: none"> • Sample units incorporating SSIs for Beginning and Intermediate Korean and translated versions in English for other LCTLs.
Area of emphasis: Linguistic Complexity Through Multiliteracies	
MACAWS	<ul style="list-style-type: none"> • Offline searchable corpus of writing (beta release). • Online repository where teachers can post classroom materials they developed from offline corpus of writing. • A series of training workshops for instructors wanting to use AntConc, a freeware corpus analysis toolkit. • One webinar introducing people on how to use the offline corpus with Antconc. • One webinar on how to access, search, and produce multimodal classroom materials using offline searchable corpus of writing.
Tasks for Linguistic Complexity in Arabic	<ul style="list-style-type: none"> • Ten exemplary task-based activities; • Sample lesson plans integrating task-based activities. • One workshop for teachers of Arabic, Persian and Turkish. • Learner corpus of spoken Arabic with Teacher Guide.
Area of emphasis: Intercultural Perspectives	
Multiliteracies at the Museum	<ul style="list-style-type: none"> • Five sample lesson plans and tasks for German and three sample lesson plans and tasks for Serbian as well as translated versions for instructors working in other languages. • One implementation guide “Best Practices for Developing L2 Multiliteracies at the Museum”. • One webinar “Integrating Visual Learning in the L2 classroom”.
Cross-Cultural Thinking Through Translation	<ul style="list-style-type: none"> • Fifteen sample activities in Spanish for integrating translation and interpretation into the language classroom as well as translated versions for instructors working in other languages. • A series of training workshops for instructors. • Five sample lesson plans integrating the activities. • One workshop for high school FL teachers.
Global Clubs towards Intercultural Curricula	<ul style="list-style-type: none"> • Short videos of children’s engagement with global literature and world languages posted online to be used for professional learning. • A series of local training workshops for instructors at the site of the club. • Teacher handbook with strategies for engaging children with global literature and world languages

At the center of the **Teaching and Learning Communities** focus area are a set of professional learning opportunities in the forms of workshops, summer institutes, webinars, professional learning online networks which target K-16 educators. Successful final form of results for this focus area are detailed in the table below.

Table 21: Final Form of Results for Projects under Teaching and Learning Communities

Project/Initiative Title	Final Form of Results
Language Teacher Symposium (LaTeS)	<ul style="list-style-type: none"> • Eight workshops for K-12 teachers led by acclaimed presenters in the field of FL education (2 per year) Slides, handouts, and any other materials will be publicly available for download on CERCLL’s website after each event has ended.
BRITE Talks	<ul style="list-style-type: none"> • Eight BRITE Talks on topics related to FL teaching and learning given by renowned speakers will be developed, recorded, and shared on CERCLL’s YouTube channel.
Professional Learning Online Networks (PLONs)	<ul style="list-style-type: none"> • Five PLONs incrementally launched. Shared conversations and materials will be maintained as resources for new members. <ul style="list-style-type: none"> ○ Dr. Chantelle Warner: <i>Foreign Languages and the Literary in the Everyday</i>; ○ Dr. Kathy Short: <i>Global Literacy for Intercultural Understanding</i>; ○ Drs. Beatrice Dupuy & Chantelle Warner: <i>Language Program Direction</i>; ○ Dr. Beatrice Dupuy: <i>Hybrid Pedagogies</i>; ○ Drs. Wenhao Diao & Yang Xiao Desai: <i>Teaching LCTLs in K-12 Classrooms</i>.
Summer Institutes	<ul style="list-style-type: none"> • Three 1-week Summer Institutes led by CERCLL PLs on the following targeted topics: <ul style="list-style-type: none"> ○ <i>Yr. 2: Global Clubs for Global-Minded Learners and Teachers</i> (Dr. Kathy Short); ○ <i>Yr. 3: Fostering Global Scientists: Science, Technology, and Society in the Language Classroom</i> (Drs. Jill Castek, Blaine Smith, Sunyoung Yang); ○ <i>Yr. 4: Global Literacy Communities: Curricular Strategies for Building Intercultural Understanding through Language and Global Literature</i> (Dr. Kathy Short). • Slides, and handouts, and any other materials from the institutes will be publicly available for download on CERCLL’s website after each event has ended.
Teaching LCTLs in K-12 Schools	<ul style="list-style-type: none"> • Handbook for teachers of LCTLs with general best practices and scenario-based strategies. • One workshop for teachers of LCTLs at the K-12 levels; • Slides, and handouts, and any other materials from the institutes will be publicly available for download on CERCLL’s website after each event has ended.

Central to the **Knowledge Sharing and Building** focus area are the International Conference on the Development and Assessment of Intercultural Competence and the Second Language Digital Literacies Symposium. Successful final form of results for this focus area are detailed in the table below.

Table 22: Final Form of Results for Projects under Knowledge Sharing and Building

Project/Initiative Title	Final Form of Results
International Conference on the Development and Assessment of Intercultural Competence	<ul style="list-style-type: none"> • Two conferences including keynotes, plenaries, peer-selected presentations, pre- and post-conference workshops on the following 2 themes: <ul style="list-style-type: none"> ○ <i>Internationalizing the Curriculum: The Role of Intercultural Competence</i> (Yr. 2); ○ <i>Intercultural Learning Abroad: Pre, During, and Post Pedagogical Interventions for Deeper Student Learning and Engagement</i> (Yr. 4). • Videos of keynote and plenary addresses and selected presentations (posted on the CERCLL YouTube channel and publicly accessible from the conference website) • Slides and handouts shared by the presenters will be publicly available for download on CERCLL’s website after each event has ended.
Second Language Digital Literacies (L2DL): A Hybrid Symposium	<ul style="list-style-type: none"> • Two hybrid symposia including a week of digital presentations and a one-day co-present event with keynotes, panels of invited speakers, and roundtable discussions with leading experts in the field of digital literacies. • Videos of the keynote addresses and invited panel presenter presentations (posted on the CERCLL YouTube channel and publicly accessible from the symposium site). • Digital presentations will continue to be publicly available for viewing on CERCLL’s website .

Success depends, of course, not only on the support of projects and initiatives related to these focus areas, but also importantly on outreach activities, which will enable us to be a key resource and advocate for the teaching of languages and to increase the number of instructors who have access and the ability to implement cutting edge pedagogical approaches and new materials, especially LCTLs. In order to achieve this, CERCLL engages in dissemination activities at multiple levels. Firstly, projects are integrated intentionally into our professional learning offerings, so that teachers can gain sustained support in how to integrate new pedagogies into their classrooms. Secondly, we work to maximize the number of resources that are available as OERs on the CERCLL website as well as specific project websites, the joint LRC website, the websites of other LRCs with which CERCLL collaborates, and the websites of relevant organizations. By disseminating products and information in this way, we are able to reach the widest possible audience and to track the reach of these materials through analytics. We also reach thousands of subscribers through the social networking sites Facebook and Twitter and through our own website, which allows us to promote the publication of new materials and upcoming events. And finally, we work with PLs to share their work at

professional conferences across the country at events where a national audience of foreign language teachers and scholars can be reached. This includes presentations led by the PLs themselves and those led by the CERCLL Co-directors on their behalf.

9. COMPETITIVE PREFERENCE PRIORITY 1: FOCUS ON LCTLs

Six of CERCLL's projects will produce research, pedagogies, curricula and materials for 6 priority languages (see Table 2, p. 9 for details). Other projects, while not focusing specifically on LCTLs, create resources and opportunities that apply to all languages included LCTLs. In addition, value-added funding from COH will allow CERCLL to sponsor two faculty research fellowships for each year of the grant. Priority will be given to projects that focus on LCTLs—a model that has proven successful in the previous cycle, where projects included Portuguese, Korean, and Kannada.

10. COMPETITIVE PREFERENCE PRIORITY 2: COLLABORATION WITH MSIs & CCs

As a language resource center situated in the largely rural, formerly Mexican, formerly native lands of Southern Arizona, CERCLL has long been committed to reaching a wide and diverse population of teachers and learners, in particular populations who have been underrepresented in institutional contexts of language teaching and learning, most particularly institutions qualifying for Title III and Title V status. CERCLL's institutional home is the University of Arizona, which recently earned the designation of Hispanic Serving Institution from the US Department of Education and CERCLL has embedded into its plan for the next four years multiple activities which will enable us to expand and sustain intra-campus collaborations and partnerships with other MSIs, including regional community colleges (see Table 2, p. 9 for details).

In order to couple the mission and national scope of an LRC with our more local position as a Center at the University of Arizona, CERCLL works closely with colleges, departments, and

programs on-campus. For multiple projects, foreign language classrooms at UA serve as a first testing site for new materials and new pedagogical approaches, e.g. SSIs in LCTLs Classrooms (Dept. of East Asian Studies), MACAWS (Dept. of Russian and Slavic Studies, Dept. of Spanish and Portuguese), Tasks for Linguistic Complexity in Arabic (Dept. of Middle Eastern and North African Studies), and Multiliteracies at the Museum (Dept. of German Studies). UA faculty and instructors also benefit from CERCLL's locally-hosted events related to professional learning and knowledge sharing. Through the monies committed from COH and with additional support from the three prospective NRCs on campus, CERCLL plans to host a series of on/off-campus events, including a new speaker series featuring individuals who have successfully integrated their FL into a broad spectrum of careers, a constellation of working groups formed around the topic "Foreign Languages, Literatures, and Cultures: Designing Programs for Today's World," and a collaborative space at a local multicultural festival (attracting more than ~100,000 visitors each year) featuring native and expert speakers from world languages represented in Tucson.

CERCLL also works closely with local community colleges, many of which are likewise MSIs. In collaboration with other Title VI centers on campus, CERCLL will be contributing to a Global Speakers Forum and to Community College International Studies Workshops hosted at UA, which focus on best practices in internationalization; available travel scholarships for these events will be awarded with priority to applicants from MSIs. CERCLL is also collaborating on the International Studies Partnership Program, which connects the UA with two local community college systems—Maricopa County Community Colleges (a consortium of 10 colleges in Arizona, half of which have MSI status), Cochise County Community College (also an MSI)—in the development of curriculum internationalization projects. CERCLL's role in these activities will be to promote the role of FL learning in these efforts.

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Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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1. CERCLL CORE

1.1. Beatrice C. Dupuy, Co-Director

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EDUCATION

- 1994 Ph.D., Curriculum and Instruction (Major program: Language, Literacy and Learning. Minor: Applied Linguistics), University of Southern California, Los Angeles, CA.
- 1989 M.S. TESOL (Teaching English to Speakers of Other Languages), University of Southern California, Los Angeles, CA.
- 1985 Maîtrise, Anglais, Département d'études anglaises, Université de Paris-Sorbonne (Paris IV), Paris, France.
- 1984 Licence, Anglais, Département d'études anglaises, Université de Paris-Sorbonne (Paris IV), Paris, France.
- 1982 Hypokhâgne / Khâgne, (Preparatory classes to the competitive entrance examination to the Ecoles Normales Supérieures of Fontenay / Saint Cloud), Lycée Fénelon, Paris, France.

K-12 Certification

- 1986 CAPES (Certificat d'Aptitude au Professorat de l'Enseignement du Second Degré) in Teaching English as a Foreign Language (French National Public School Teacher Competitive Examination, Grades 6-12)

PROFESSIONAL APPOINTMENTS (past 10 years)

University of Arizona (2002 - present)

Faculty Position

- 2013 – present Professor, Department of French & Italian, Department of Public & Applied Humanities, and affiliated faculty member of the Interdisciplinary Ph.D. program in Second Language Acquisition and Teaching (SLAT), University of Arizona, Tucson, AZ.

2002 – 2013 Associate Professor, Department of French & Italian, and affiliated faculty member of the Interdisciplinary Ph.D. program in Second Language Acquisition and Teaching (SLAT), University of Arizona, Tucson, AZ.

Administrative Positions

2015 – present Chair, Interdisciplinary Ph.D. program in Second Language Acquisition and Teaching (SLAT), University of Arizona, Tucson, AZ.

2007 – present Co-Director, Center for Educational Resources in Culture, Language and Literacy (CERCLL, a Title VI Center funded by U.S. Department of Education), University of Arizona, Tucson, AZ.

2002 – 2015 Director of Basic Language Program, French 101, 102, 201 and 202 [301, 302, 310 (2003 – 2007)], Department of French & Italian, University of Arizona, Tucson, AZ.

PUBLICATIONS (past 8 years)

Books

Forthcoming **Dupuy, B.** & Michelson, K. (Eds.). *Pathways to Paradigm Change: A Critical Examination of Prevailing Discourses and Ideologies in Foreign Language Education*. Boston, MA: Heinle Cengage. (2019)

2015 Paesani, K. A, Allen, H. W., & **Dupuy, B.** *Multiliteracies Framework for Collegiate Foreign Language Teaching*. Theory and Practice in Second Language Classroom Instruction Series (J. Liskin-Gasparro & M. Lacorte, Eds.). Upper-Saddle River, NJ: Pearson.

Textbook (and companion Student Activity Manual, DVD)

2011 Ariew, R. & **Dupuy, B.** *Français-Monde: Connectez-vous à la francophonie*. Prentice Hall.

Peer-reviewed journal articles (* invited)

Forthcoming Michelson, K., & **Dupuy, B.** Teacher learning under co-construction: Affordances of digital social annotated reading. *ALSIC*

2018 Warner, C. & **Dupuy, B.** Moving towards multiliteracies in foreign language teaching: Past and present perspectives... and beyond. *Foreign Language Annals*. 51, 1, 116-128

2014 Michelson, K., & **Dupuy, B.** Multi-storied lives: Global simulation as an approach to developing multiliteracies in an intermediate French course. *L2 Journal*, 6, 21-50. Can be accessed: <http://escholarship.org/uc/item/48q5m6vq>

2013 Allen, H. W., & **Dupuy, B.** Study abroad, second language use, and the Communities goal area. *Foreign Language Annals*, 45, 468-493.

2013* **Dupuy, B.**, Michelson, K., & Petit, E. Fostering multiliteracies through a global simulation approach in intermediate French: A curricular project.

The Language Resource, 17 (1). NCLARC: Washington D.C.
<http://tinyurl.com/oor2ggv>

- 2011 **Dupuy, B.** CLIL: Achieving its goals through a multiliteracies framework. *Latin American Journal of Content and Language Integrated Learning*, 4, 2, 21-32.

Peer-reviewed chapters in edited books

- Forthcoming **Dupuy, B.** Raising awareness about OER and OEP in a graduate course on foreign language program leadership and direction: Tapping into social networking affordances to foster the power of open. In Blyth, C. & Thoms, J. *Open Education and Foreign Language Learning and Teaching: The Rise of a New Knowledge Ecology*. Multilingual Matters.
- 2012 **Dupuy, B., & Allen, H. W.** Appropriating conceptual and pedagogical tools of literacy: A qualitative study of two novice foreign language teaching assistants. In G. Gorsuch (Ed.), *Working theories for teaching assistant and international teaching assistant development* (pp. 267-310). Stillwater, OK: New Forums Press.
- 2011 Allen, H. W., & **Dupuy, B.** Evolving notions of literacy-based foreign language teaching: A case study of graduate student instructors. In H. W. Allen & H. H. Maxim (Eds.), *Educating the Future Foreign Language Professoriate for the 21st Century* (pp. 171-191). Boston, MA: Heinle Cengage.

Instructional materials

- 2015 Allen, H. W & **Dupuy, B.** PErCOLATE (Professional dEvelopment for College fOreign LAnguage Teachers) website. CERCLL.
<http://percolate.arizona.edu/doku.php>
- 2011 Grover, Y., Wang, J., & **Dupuy, B.** A Global Simulation: Intermediate / Advanced Chinese. CERCLL.
http://global_simulation.arizona.edu/doku.php/globalc

INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS (past 8 years) Keynotes and Plenaries

- 2016 (Keynote) Dupuy, B. Multiliteracies: Reconciling Communicative Competence and Text-Centered Instruction in the Elementary and Intermediate Foreign Language Classroom. XI Symposium on Research and Foreign Languages, Universidad Surcolombiana, Neiva-Huila, Colombia, May 18 – 19.
- 2016 (Keynote) Dupuy, B. Multiliteracies: Why? What? How? Western Consortium Middle East Language Pedagogy Workshop, Tucson, AZ, April 1 – 3.
- 2011 (Keynote) Allen, H. W. & **Dupuy, B.** Educating the Future Foreign Language

Professoriate in 2010 and Beyond: Challenges and Opportunities. 7th International Language Teacher Education Conference, Minneapolis, MN, May 19 – 21.

2010 (Plenary) Dupuy, B. CLIL: Achieving its goals through a multiliteracies framework. CLIL 3rd Symposium, Bogotá, Colombia, September 24 – 25.

Invited Paper Presentations

2017 Dupuy, B. Peacebuilding and the Language Classroom. Universidad del Norte, Barranquilla, Colombia, June 19

2014 Dupuy, B. Multiliteracies: A framework to select and organize course content and learning activities. Who Owns Content? Issues in Content-Based Instruction, Symposium on Language Teaching and Learning. Cornell University, Ithaca, NY, October 3 – 4.

2010 Dupuy, B. Study Abroad Research: Findings and their implications for program design at home and abroad. The Center for the Study of Languages and Cultures, University of Notre Dame, South Bend, IN, November 12.

2010 Dupuy, B. Looking beyond the four skills + one: Organizing instruction in the elementary and intermediate foreign language classroom using a multiliteracies approach. Pearson World Languages Online Conference: Speaking about World Languages, Chicago, IL, November 5.

2010 Dupuy, B. Looking beyond the four skills + one: Organizing content-based instruction using a literacy-based approach. Instituto de Estudios en Educación, Universidad del Norte, Barranquilla, Colombia, September 29.

2010 Waugh, L., & **Dupuy B.** Four Years Already: Looking Back, Looking Forward, Past Accomplishments and Future Aspirations. SLAT Roundtable 2010. University of Arizona, Tucson, AZ, February 19 – 20.

2009 Dupuy, B. La simulation globale: Une approche par projets axée sur l'apprentissage de la langue et de la culture en cours de français intermédiaire. AP Reading, French Literature and Language, Louisville, KY, June 11.

Submitted Paper Presentations

Forthcoming Dupuy, B. Raising awareness about OERs: Tapping into social networking affordances to foster the power of open. 7th International Second Language Pedagogies Conference (SLPC7). University of Victoria, British Columbia, Canada. June 24 – 26

2017 Dupuy, B., & Petit, E. Digital Social Reading: Affordances of Digital Social Annotation Tools for Literacy Development in the L2 French Intermediate Classroom. CALICO, Flagstaff, Arizona, May 16 – 20

- 2017 Dupuy, B., & Petit, E. Digital storytelling: Students' harnessing of multimodal semiotic resources in developing L2 French literacy. AILA, 18th World Congress of Applied Linguistics. Rio de Janeiro, Brazil, July 23 – 28.
- 2017 Dupuy, B. Understanding the Work of Language Program Coordination: Models for Preparing Future FL Program Directors. Tenth International Conference on Language Teacher Education, UCLA, Los Angeles, California, Feb 2-4
- 2016 Petit, E., & Dupuy, B. Opening Up Spaces: Mobilizing the Multimodal Annotation Affordances of Digital Social Reading for Literacy Development in French as a Foreign Language. XXVIe Congrès RANACLES: "Quels espaces d'apprentissage et de recherche en langues à l'ère du numérique?", Paris, France, November 24-26
- 2016 Dupuy, B., & Michelson, K. Online Social Reading as Professional Development for Foreign Language TAs. ACTFL, Boston, MA, November 17 – 20.
- 2016 Dupuy, B., & Michelson, K. Digital social reading: Creating conditions for FL teachers' appropriation of multiliteracies pedagogies. 51st RELC International Conference on Teaching Literacies - Emerging Pathways and Possibilities in Language Education. Singapore, March 14-16.
- 2015 Dupuy, B., Michelson, K., & Petit, E. Interpreting Digital Texts: Critical Media Literacy in the WL Classroom. ACTFL, San Diego, CA, November 19 – 22.
- 2015 Paesani, K., Allen, H. W., & Dupuy, B. Authentic Texts and Oral Language Development Across Instructional Levels. ACTFL, San Diego, CA, November 19 – 22.
- 2015 Dupuy, B., & Michelson, K. Web-mediated Social Reading as a Means of Socializing Novice TAs into Multiliteracies-based Teaching Approaches. AAAL, Toronto, Ontario, Canada, March 21-24, 2015.
- 2015 Dupuy, B., Michelson, K., & Petit, E. Reading visual texts: Interpreting images and multimodal media in fourth semester French. MLA, Vancouver, British Columbia, Canada, January 8-11, 2015.
- 2014 Dupuy, B., & Michelson, K. Appropriating and using tools of literacy: The development of teaching expertise by future French faculty. AILA, 17th World Congress of Applied Linguistics. Brisbane, Australia, August 10-15, 2014.
- 2014 Michelson, K. & Dupuy, B. Fostering new literacies through global simulation in Intermediate French. AILA, Brisbane, Australia, August 10-15, 2014.

- 2013 Allen, H. W., Dupuy, B., & Paesani, K. Assessment Practices in the Post-Communicative Era: A Multiliteracies Perspective. MLA, Boston, MA, January 3 – 6.
- 2012 Dupuy, B. Cultural immersion/interpretation in the foreign language classroom: Retooling a global simulation-based intermediate foreign language course through a pedagogy of multiliteracies. CLaSIC 2012, The Fifth CLS International Conference, Singapore, December 6 – 8.
- 2012 Dupuy, B. & Allen, H. W. Project PERCOLATE: Preparing FL TAs for Multiliteracies-Oriented Instruction. ACTFL, Philadelphia, PA, November 16 – 18.
- 2012 Dupuy, B. & Allen, H. W. Appropriating conceptual and pedagogical tools of literacy: A cross language, cross-institutional study. AAAL, Boston, MA, March 24 – 27.
- 2011 Allen, H. W., Dupuy, B., & Paesani, K. The Methods Course Revisited: From a Skills-Based to Multiliteracies Approach. ACTFL, Denver, CO, November 18 – 20.
- 2011 Dupuy, B. The development of teaching expertise by future foreign language faculty. Colloque International, Apprendre les Langues à l'Université au 21e siècle, UMPC Sorbonne Universités. Paris, France, June 9 – 11.
- 2011 Dupuy, B. & Allen, H. W. Appropriating and using conceptual and pedagogical tools of literacy: The development of teaching expertise by future foreign language faculty. AAAL, Chicago, IL, March 26 – 29.
- 2009 Dupuy, B. Growing talent: FL graduate student professional development, a conceptual framework. ACTFL, AAUSC session, San Diego, CA, November 19 – 22.
- 2009 Waugh, L., & Dupuy, B. Online learning environments for foreign language learning: Strategies for use and implementation. NMELRC Hebrew Seminar 2009, Tucson, AZ, October 31 – November 1.
- 2009 Dupuy, B., & Shiskin, E. Global simulation, a learner-centered, task-based approach to language/culture learning. NCOLCTL 2009, Madison, WI April 23 – 26.
- 2009 Waugh, L., & Dupuy, B. Innovative Technology-based Pedagogies for the Foreign Language Classroom. Title VI 50th Anniversary Conference, Washington D.C., March 19 – 21.

Panel Discussions

- 2018 Mc. Gregor, J. & Fernandez, J. (organizers), Diao, W., McGregor, J. & Fernandez, J., Thomas, J., Surtees, V. (presenters), Dupuy, B. (discussant).

Autoethnographic approaches to study abroad research symposium, Sixth International Conference on the Development and Assessment of Intercultural Competence. Tucson, AZ, January 25 – 28.

Invited Webinars

- 2015 – 2016 Allen, H., Dupuy, B., & Paesani, K. Exploring multiliteracies in language teaching. American Council on the Teaching of Foreign Languages (ACTFL). A seven 30-minute module series to support collaborative literacy teams in the [Languages and Literacy Collaboration Center: SERIES E](#)
1. *What is literacy and how is it conceptualized in the multiliteracies framework?*
 2. *How do I plan instruction and assessment using the multiliteracies framework?*
 3. *What textual features can I target in instruction to develop students' literacy?*
 4. *How can the grammar and vocabulary in texts be used to make form-meaning connections?*
 5. *How is literacy development linked to interpersonal oral language use?*
 6. *How does video-mediated listening contribute to students' abilities in interpretive communication?*
 7. *How can the texts students read contribute to their presentational writing abilities?*

Invited Workshops

- 2017 Dupuy, B. Exploring Multiliteracies in the EFL Classroom: Literacy and the Multiliteracies framework. Universidad del Norte, Baranquilla, Instituto de Idiomas, Colombia, May 19.
- Dupuy, B. Exploring Multiliteracies in the EFL Classroom: Goals, Objectives and Assessment. Universidad del Norte, Baranquilla, Instituto de Idiomas, Colombia, May 19.
- Dupuy, B. Exploring Multiliteracies in the EFL Classroom: Linking Literacy Development and Oral Interpersonal Communication. Universidad del Norte, Baranquilla, Instituto de Idiomas, Colombia, May 21.
- Dupuy, B. Exploring Multiliteracies in the EFL Classroom: Video-Mediated Listening and the Development of Interpretive Communication. Universidad del Norte, Baranquilla, Instituto de Idiomas, Colombia, May 21.
- 2017 Dupuy, B. Digital Social Reading: Reading and Viewing Together. CERCLL, University of Arizona, June 5.
- 2017 Dupuy, B. Projects-in-Progress Symposium. SLAT Roundtable, University of Arizona, February 24.

- 2016 Dupuy, B. Fostering Oral Language Development from Beginning to Advanced Levels through a Pedagogy of Multiliteracies. Universidad Surcolombiana, Neiva-Huila, Colombia, May 18 – 19.
- 2015 Dupuy, B., Michelson, K., & Petit, E. Interpreting Digital Images: Fostering Critical Media Literacy in the Foreign Language Classroom. Flagship Teacher Training Workshop Series, University of Arizona, AZ, May 28.
- 2014 Michelson, K., Dupuy, B., & Samaniego, M. Fostering Multiliteracies through a Global Simulation. CERCLL Summer Workshop Series, University of Arizona, AZ, June 6.
- 2013 Dupuy, B., Michelson, K. & Petit, E. Fostering Multiliteracies through a Global Simulation: A curricular Development Project in Intermediate French. Arabic Flagship Program, School of Middle Eastern and North African Studies. University of Arizona, AZ, December 14.
- 2012 Allen, H. W., Dupuy, B., Johnson, K., & Paesani, K. Implementing Literacy-Based Instruction in Collegiate FL Programs. Center for Educational Resources in Culture, Language, and Literacy. CERCLL, University of Arizona, AZ, June 4 – 5.
- 2011 Allen, H. W., & Dupuy, B. For a pedagogy of multiliteracies: Reconciling communicative and text-centered instruction in elementary and intermediate FL courses. Center for Educational Resources in Culture, Language, and Literacy. CERCLL Summer Workshop Series, University of Arizona, AZ, June 2 – 3.
- 2011 Allen, H. W., & Dupuy, B. A Long-term Approach to Foreign Language Teaching Assistant Professional Development. Seventh International Conference on Language Teacher Education. CARLA, University of Minnesota, MN, May 19 – 21.
- 2010 Dupuy, B. Global simulation and the Development of Multiliteracies. Instituto de Idiomas, Universidad del Norte, Barranquilla, Colombia, September 27.

CONTRACTS, GRANTS AND SPONSORED RESEARCH (past 8 years)

Extramural, awarded

- 2015 – 2016 Co-PI, American Council on the Teaching of Foreign Languages (ACTFL) Research Priorities Grant.
- 2014 PI, U.S. Department of Education, Title VI Language Resource Center Grant, Center for Educational Resources in Culture, Language and Literacy (CERCLL).

2010 PI, U.S. Department of Education, Title VI Language Resource Center Grant, Center for Educational Resources in Culture, Language and Literacy (CERCLL).

2009 PI, Arizona Humanities Council – Second International Conference on the Development and Assessment of Intercultural Competence. \$5,000

Internal, awarded

2011 Co-PI, Online Education Project Award with Robert Ariew – French 101, A hybrid course for beginning French. \$10,000

TEACHING/MENTORING / ADVISING (past 8 years)

University of Arizona

Courses taught

Graduate: FREN/SLAT 579 – Issues and Methods in Post-Secondary Second and Foreign Language Teaching/Learning [revised: taught online]; FREN/SLAT 586 – Language Learning in Study Abroad Contexts [developed: taught online]; FREN/SLAT 578 – Literacy in L2/FL classroom: Theory, Research, Practice [developed]; HUMS/SLAT 574 – Conceptualizing, Designing, and Directing Foreign Language Programs: Theory and Praxis [developed: taught online]

Undergraduate: FREN 195A – Topics in French culture, literature and language; FREN 375B – Advanced Composition and Conversation; FREN 414 – Teaching of Modern Languages; FREN 320 – Written French in a Cultural Context

University of Arizona

Graduate Student Mentoring/Advising

Ph.D. in French (SLAT minor)

Comprehensive exam Committee Member

2009 Amandine Andrade

M.A. in French (Teaching French as a Foreign Language)

MA Exam Committee Chair

2017 Sandra Descourtis; Lola Guerra
2016 Clare Horton; Gerdine Michel
2014 Tara Hashemi
2013 Laura Marcoccia; Elyse Petit; Sohrab Salami
2012 Marshall Smith
2010 Daniel Jimenez Flores

PhD. in SLAT, EAS, GER, SPAN, TLS

Dissertation Committee Chair or Co-Chair

In progress Metap Açar (SLAT). Title: *Peace through Praxis: Critical Media Literacy for Critical Peace Consciousness in an ESL-Writing Curriculum.*

Tara Hashemi (SLAT). Title: *The Introductory Foreign Language Classroom: Evolution of the Curriculum, Materials, and Professionalization of Graduate Student Instructors.*

Janelle Moser (SLAT). Title: *Evaluating Arabic as a Foreign Language Textbooks: A Multi-Faceted Approach.*

Nicole Schmidt (SLAT). Title: *Teaching with Technology: Second Language Writing Teacher Knowledge and Practices in the Age of Multiliteracies.*

2018 Christopher Vasquez Wright (SLAT). Title: *Language Learner Identity of Mormon Missionaries: Implications for Second Language Pedagogy and Research.*

2017 Diego Macias (SLAT). Title: *What I didn't want to do, What I Thought I Would Do, and What I Ended Up Doing: Novice EFL Teachers' Narratives of Experience in Learning to Teach.*

Justin Parry (SLAT). Title: *Analyzing Hebrew Textbooks: Differing Goals and Identities in Language Classrooms.*

Elyse Petit (SLAT). Title: *The Process of Designing Redesigns the Designer: Enhancing Media Literacy in FL Classroom Through Media Production and Digital Narrative -- Students' Voice and Agency.*

2016 Steve Randall (SLAT). Title: *An Exploration of a University Bridge Program for English Language Learners.*

2015 Kristen Michelson (SLAT). Title: *Mediating Pedagogies for Teaching and Learning Language and Culture as Discourse: A Multiliteracies-based Global Simulation in Intermediate French.*

2014 Katie Angus (SLAT). Title: *Meeting the Needs of Foreign Language Teaching Assistants: Professional Development in American Universities.*

2013 Ashli Lovitt (SLAT). Title: *The Linguistic Gains and Acculturation of American High School Students on Exchange Programs in Germany.*

Kacy Peckenpough (SLAT). Title: *Becoming Transcultural: Maximizing Study Abroad.*

PROFESSIONAL SERVICE / OUTREACH ACTIVITIES (past 8 years, external only)

National/International service

2017 – present Editorial board, *Foreign Language Annals.*

2013 – present Advisory board, *ALSIC (Apprentissage des Langues et Systèmes d'information*

et de Communication)

2006 – 2010 Board of Directors, Extensive Reading Foundation, Member

Research Grant Reviewer

2018 Reviewer for the French National Research Agency/ Agence Nationale de la Recherche.

2016 Reviewer for Partner University Fund

2010 – 2011 Reviewer for the Fund for the Improvement of Postsecondary Education (FIPSE), DOE, Title VI

Manuscript Reviewer

2013 – present Reviewer for *Apprentissage des Langues et Systèmes d’Information et de Communication (ALSIC)*

2008 – present Reviewer for *Foreign Language Annals*

2009 – 2014 Reviewer for *Studies in Second Language Acquisition*

2004 – 2008 Reviewer for *Reading in a Foreign Language*

1.2. Chantelle Warner, Co-Director

Associate Professor of German and Second Language Acquisition
Director, German Language Program
Co-Director, Center for Educational Resources in Culture, Language and Literacy ([CERCLL](#)), a
National Foreign Language Resource Center

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312 Learning Services Building
The University of Arizona
Tucson, AZ 85721
W: (520) 621-7385
Email: warnerc@email.arizona.edu

EDUCATION

- Ph.D.** University of California, Berkeley, German Literature and Culture, December 2006
Dissertation: *Legitimizing Lives: Stylistic Elements of Testimonial Practice in Contemporary German Literature* (Advisor: Claire Kramersch).
- M.A.** University of California, Berkeley, German, November 2001
- B.A.** Ball State University, magna cum laude in German and Classical Languages, May 2000

EMPLOYMENT

- University of Arizona, Tucson, German Department**
Spring 2014 – Present. Associate Professor of German Studies. Faculty Member in the Graduate Interdisciplinary Program in Second Language Acquisition and Teaching. Language Program Director, German Studies.
- Fall 2008 – Spring 2014. Assistant Professor of German Studies. Faculty Member in the Graduate Interdisciplinary Program in Second Language Acquisition and Teaching.

PUBLICATIONS

Books

2013. *The Pragmatics of Literary Testimony: Authenticity Effects in German Social Autobiographies*. New York: Routledge. 213 pages.

Articles in Peer-Reviewed Journals and Annual Volumes

2018. With Kristen Michelson. “Living Literacies: L2 Learning, Textuality, and Social Life (Introduction to the Special Issue).” *L2 Journal*. Available at https://escholarship.org/uc/uccllt_12
2018. With Beatrice Dupuy. “Moving Towards Multiliteracies in Foreign Language Teaching: Past and Present Perspectives...and Beyond.” *Foreign Language Annals* (Invited contribution to the 50th Anniversary Special Issue). (30 pgs)

2017. With Diane Richardson. “Beyond participation: Symbolic struggles with(in) digital social media in the L2 classroom.” *Engaging the World: Social Pedagogies and Language Learning*, pp. 199-226. S. Dubreil, & S. Thorne (eds.), Boston: Cengage.
2017. With Hsin-I Chen. “Designing talk in social networks: What Facebook teaches about conversation. *Language Learning & Technology*, 21.2: 121–138. Available at <http://llt.msu.edu/issues/june2017/warnerchen.pdf>
2016. With David Gramling. “Whose ‘Crisis in Language’? Translating and the Futurity of Foreign Language Learning.” *L2 Journal*, 8.4: 76-90.
2014. With David Gramling. “Kontaktpragmatik: fremdsprachliche Literatur und symbolische Beweglichkeit.” *Deutsch als Fremdsprache*, 51: 67-76.
2014. With Jonathon Reinhardt and Kristin Lange. “Digital games as practices and texts: New literacies and genres in an L2 German classroom.” *Digital Literacies in Foreign Language Education: Research, Perspectives, and Best Practices* (Calico Monograph), 159-177. J. Pettes-Guikema, J. & L. Williams (eds.) CALICO Monograph Series, V. 12. San Marcos, TX: CALICO.
2012. With David Gramling. “Toward a Contact Pragmatics of Literature: Habitus, Text, and the Advanced L2 Classroom.” *Critical and Intercultural Theory and Language Pedagogy*, 57-75. Glenn Levine and Alison Phipps (eds). *AAUSC Issues in Language Program Direction*. Boston, MA: Heinle.
2011. “A Turkish Tale: Genre, Subjectivity, and the Controversy around Feridun Zaimoğlu's *Leyla*.” *Gegenwartsliteratur*, 10: 181-206.
2011. “Rethinking the Role of Language Study in Internationalizing Higher Education.” *L2 Journal*, 3.1: 1-21.
2009. “Hey, you! The Germans! Using Literary Pragmatics to Teach Language as Culture.” *Die Unterrichtspraxis: Teaching German*, 42.2: 162-168.
2009. “Speaking from Experience: Narrative Schemas, Deixis, and Authenticity Effects in Verena Stefan's Feminist Confession *Shedding*.” *Language and Literature*, 18.1: 7-23. (Winner of the 2009 Poetics and Linguistics Association Prize).
2007. With Claire Kramsch, Tes Howell, and Chad Wellmon. “Framing Foreign Language Education in the United States: The Case of German.” *Critical Inquiry in Language Studies*, 4.2-3: 151-178.
2004. “It's Just a Game Right?: Types of Play in Foreign Language CMC.” *Language Learning and Technology*, 8.2: 69-87.

Book Chapters

2016. With Malena Samaniego. “Multiliteracies for the Heritage Language Classroom.” *Innovative Approaches in Heritage Language Pedagogy: From Research to Practice*, 191-213. Sara Beaudrie and Marta Fairclough (eds.) Georgetown University Press.
2014. “Mapping New Classrooms in Literacy-Oriented Foreign Language Teaching and Learning: The Role of the Reading Experience.” *Transforming the Foreign Language Curriculum in Higher Education: New Perspectives from the United States*, 157-176. Katherine Arens, Janet Swaffar, and Per Urlaub (eds.) Heidelberg/New York: Springer.
2014. “Literature as Discourse and Dialogue: Rapport Management and Emine Sevgi Özdamar's ‘Blackeye and His Donkey’.” *Pragmatics and Literary Stylistics*, 192-209. Billy Clark and Siobhan Chapman (eds.) New York: Palgrave Macmillan.
2014. “Literary Pragmatics and Stylistics.” *The Routledge Handbook of Stylistics*, 362-377. Michael Burke (ed.) London/New York: Routledge.

2013. “Gerade Dir hat er eine Botschaft gesendet Contact Pragmatics and the Teaching of Foreign Language Texts.” With David Gramling. *Traditions and Transitions: Curricula for German Studies*, 209-226. John Plews and Barbara Schmenk (eds.) Waterloo: Wilfrid Laurier University Press.
2012. “Literary Pragmatics in the Advanced Foreign Language-Literature Classroom: the Case of Young Werther.” *Pedagogical Stylistics: Current Trends in Language, Literature and ELT*, 142-157. Michael Burke, Szilvia Csabi, Lara Week and Judit Zerkowitz (eds.) London: Continuum.

Pedagogical Materials

2017. With Nikolas Euba “Lesewerkstatt DaF: Literatur Lesen Lernen” (textbook for German, Level B1/B2). Renate Riedner and Michael Dobstadt (eds). Klett Verlag. (190 pgs)
- 2016 – Present. With Joanna Luks and Carl Blyth. *Foreign Languages and the Literary in the Everyday (FLLITE; fllite.org)* (materials archive supported through CERCLL [Center for Educational Resources in Culture, Language and Literacy at the University of Arizona] and COERLL [Center for Open Educational Resources and Language Learning at University of Texas, Austin].

Other Publications

2016. “Foreign Language Education in the Context of Institutional Globalization.” *Encyclopedia of Language and Education. Second and Foreign Language Education*, 1-12. Nelleke Van Deusen-Scholl (ed.) Springer.
2015. With David Gramling. “Introduction to the Issue: In Memory of Richard Ruiz.” Introduction to *Critical Multilingualism Studies*, 3.1: 1-6.
2014. With David Gramling. “Making Multilingualism Material.” Introduction to *Critical Multilingualism Studies*, 2.1: 1-6.
2013. “Introduction to this issue.” With David Gramling. Introduction to *Critical Multilingualism Studies*, 1.2: 1-6.
2012. With David Gramling. “Critical Multilingualism Studies: An Invitation.” Introduction to *Critical Multilingualism Studies*, 1.1: 1-11.
2002. “Computer-Mediated ‘Chatting’: The Design and Implementation of Network-based Activities in the German Classroom. *The Berkeley Language Center Newsletter* 18.1: 9-10.

Research Accepted / Under Contract

2018. “Mapping the Texture of the Berlin Wall: Metonymy, Layered Worlds, and Critical Implicatures in Sarah Kirsch’s Poem “Naturschutzgebiet/Nature Reserve.” *Pragmatics and Literature*. Siobhan Chapman and Billy Clark (Eds.) Amsterdam: John Benjamins (series: *Linguistic Approaches to Literature*).
2018. “Transdisciplinarity across Two-tiers: Applied Linguistics and Literature in US Collegiate Foreign Language Fields.” *AILA Review* (Invited contribution to a special volume on Transdisciplinarity in Applied Linguistics).
2018. “The Value of Foreign Language Learning: From Crisis and Cruel Optimisms to Hope.” *ADFL Bulletin*, 44.2. (Invited contribution to a forum “10 Years After the MLA Report”).
2018. With Kristin Lange and Diane Richardson. “Realizing Multiple Literacies through Game-enhanced Pedagogies: Designing Learning Across Discourse Levels.” *Journal of Gaming and Virtual Worlds* (Special Volume on “Language Learning through Games: Practices, Pedagogies, Designs”).

2019. With Carl Blyth and Joanna Luks. “The Foreign Languages and the Literary in the Everyday Project: The OER Life Cycle as a template for professional development.” *Open Education and Foreign Language Learning and Teaching: The Rise of a New Knowledge Ecology*. Carl Blyth and Joshua Thomas (Eds.)

GRANTS

Campus

2011. Collaboration and Innovation Grant from the *Confluentcenter for Creative Inquiry*: For the project “Multilingual, 2.0?,” Co-PI with David Gramling and Asli Igsiz, \$24,427.

Federal

2015. Innovative Technologies for Advanced Language and Cultural Learning: A Workshop for Language Teachers. Title VI Flagship Teacher Training Workshop Grant. Co-PI with Sonia S’hiri, \$74,850.
- 2014-2018. CERCLL (Center for Educational Resources in Culture, Language, and Literacy). Title VI Language Resource Center Grant. Co-PI (with Beatrice Dupuy), \$679,684.
- 2011-2013. CERCLL (Center for Educational Resources in Culture, Language, and Literacy) Project Grant. Language Resource Center Title VI Grant. Project leader. Co-Investigators Katia Bezzerà (Department of Spanish and Portuguese), Asli Igsiz (Middle Eastern and North African Studies), and Sonia Shiri (Middle Eastern and North African Studies), \$34,745.

International

- 2014-2017. Researching Multilingually at the Borders of Language, the Body, Law, and the State. Translating Cultures Programme of the Arts and Humanities Research Council of the UK. PI: Professor Alison Phipps at University of Glasgow, \$33,594 (Total award: £1,968).

SELECTED PRESENTATIONS and WORKSHOPS

Invited Talks and Workshops

2017. “Literarizität in dem Deutschunterricht.” 12th Annual DAAD-Workshop “DaF in den USA: Grundzüge und Perspektiven”. Berkeley, California. December 1-2.
2017. “Foreign Language Literacy: Affect, Aesthetics, and Ethics.” Talk. Berkeley Language Center. Berkeley, CA. October 13.
2017. “Transdisciplinarity across Two-tiers: Applied Linguistics and Literature in Collegiate Foreign Language Fields.” Talk. Transdisciplinarity in Applied Linguistics (Invited AAAL/AILA colloquium organized by Claire Kramersch, Daniel Perrin and Marjolijn Verspoor), American Association of Applied Linguistics, Portland, Oregon, March 18-21.
2017. “Conspiratorial Collaborations.” Talk/Performance. Researching Multilingually at the Borders of Language, the Body, Law and the State: Final Symposium. Glasgow, Scotland. March 6-9.
2016. “Language Awareness and Design: Literarizität in dem Deutschunterricht.” 11th Annual DAAD-Workshop “DaF in den USA: Grundzüge und Perspektiven”. Berkeley, California. December 2-3.
2016. Commentator. Mini-symposium on “Researching Multilingually and the Law.” Glasgow, Scotland. December 2.
2016. “Multilingual Play.” Talk. *Languaging Performance/ Performance of Languaging*. School of Performing Arts, University of Ghana. Accra, Ghana. September 5-9.

2016. With Joanna Luks and Carl Blyth. “The FLLITE Approach: Lesson Design, Assessment, & Publication.” Workshop. Center for Open Educational Resources and Language Learning, University of Texas. Austin, Texas. July 15-16.
2016. “Symbolic Struggles in L2 Genres.” Talk. *Genre-Based Language Pedagogies: Concepts and Practice*. Consortium for Language Teaching and Learning, hosted by the Center for Language Studies, Brown University. Providence, Rhode Island. May 6-7.
2015. “Das literarische in dem Alltag: Multiliteracies in dem Deutschunterricht.” 10th Annual DAAD-Workshop “DaF in den USA: Grundzüge und Perspektiven”. Berkeley, California. December 4-6.
2015. “Literacy as Design and Play.” Talk. Cornell University Language Resource Center. November 2.
2015. With Joanna Luks and Carl Blyth. “Products and Practices of Open L2 Literacy.” Workshop: Center for Open Educational Resources and Language Learning, University of Texas. Austin, Texas. July 31.
2015. “Linguistic Vulnerability and Language Learning in the Peripheries.” Talk. Researching Multilingually at the Borders of Language, the Body, Law and the State: Team Meeting. Brussels, Belgium. June 8-10.
2015. “Whose Game are We Playing?” Foreign Language Literacy as Play.” Talk. Claire Fest: A Symposium to Honor the Work of Claire Kramsch. Berkeley, California. April 17.
2015. “The Value of FL Education: Internationalization, Optimization, Optimism.” Talk. UC Davis Language Center. Davis, California, April 15.
2015. “Genres at Play: Foreign Language Literacy in Digital Spaces.” Talk. Seminar on Content-Based Language Instruction (Profs. Katra Byram & Carmen Taleghani-Nikazm). Ohio State University. March 11.
2014. “Multilingual Ecologies in the American Southwest Borderlands.” Talk. Researching Multilingually at the Borders of Language, the Body, Law and the State: Second Symposium. Durham, England. October 15-17.
2014. “Multilingual Ecologies in the American Southwest Borderlands.” Talk. Researching Multilingually at the Borders of Language, the Body, Law and the State: First Symposium and Project Launch. Glasgow, Scotland. May 26-28.
2013. “Facebook und konversationale Macht (Facebook and Conversational Power).” Talk. Herder Institute for German as a Foreign Language. Leipzig, Germany. June 19.
2012. “Teaching Texts: Literacy in the German Classroom.” DAAD Workshop, “DaF in den USA: Grundzüge und Perspektiven.” Berkeley, California. November 9-10.
2012. “Teaching German in an Internationalized Curriculum.” *Reset/Reboot/Recoup: The New College Language and Cultural Studies*. Fourth Biennial German Studies Workshop. Austin, Texas. March 2-3.
2011. “Literacy, Translingual Competence, and Foreign Language Teaching.” DAAD Workshop, “DaF in den USA: Grundzüge und Perspektiven.” Berkeley, California.
2010. “Fostering Translingual Competence through Pragmatic Stylistics.” Talk. Herder Institute for German as a Foreign Language. Leipzig, Germany. June 23.

Selected International Conferences

2018. “Refugee Narratives, (In)accessibility, and Bordered Text Worlds in the novel *Ohrfeige (Slap)* by Abbas Khider.” International Conference on Narrative. Montreal, Quebec.

- April 19-22.
2017. “Refugee Narratives as Bordered Text Worlds in the novel *Ohrfeige (Slap)* by Abbas Khider.” Poetics and Linguistics Association. Westchester, Pennsylvania, July 19-23.
2015. “Deixis and Authenticity Effects in the Film *Her*.” Poetics and Linguistics Association. Kent, UK, July 15-19.
2013. “The Texture of the Wall: A Cognitive-Pragmatics Approach to Sarah Kirsch’s ‘Nature Preserve’.” Poetics and Linguistics Association. Heidelberg, Germany, July 31-August 4.
2012. “The Role of Mind Style, Point of View, and Stance in Reader Responses to German Pop Novels.” Poetics and Linguistics Association. St. Julians, Malta, July 16-18.
2011. “Literary Style as Facework,” in session *Literary Pragmatics*, organized by Billy Clark and Siobhan Chapman. International Pragmatics Association. Manchester, UK, July 3-8.
2010. “Using Literary Pragmatics to Teach Language as Culture: the Case of Young Werther.” Poetics and Linguistics Association. Genoa, Italy, July 20-25.
2010. “Developing a Pedagogy of Translingual Competence through Pragmatic Stylistics.” German Curricula: Traditions and Transitions. Waterloo, Ontario, Canada, August 26-28.
2009. “Literature as Linguistic Practice: Bourdieu, Stylistics, and the Advanced Language/Literature Classroom.” Symposium on Critical and Intercultural Theory and Language Pedagogy. Irvine, California, March 6-8.
2008. “Towards a Theory of Literature as Linguistic Practice.” Poetics and Linguistics Association. Sheffield, UK, July 23-26.

Selected National Conferences

2017. “Fostering German Language Learners through Community Engagement.” Panel: “Peace and Conflict in the German Classroom: An Intercultural Imperative.” Council for the Teaching of Foreign Languages, Nashville, Tennessee, November 16-19.
- 2017: Panel Organizer: “New Assessments for Foreign Language Teaching.” Council for the Teaching of Foreign Languages, Nashville, Tennessee, November 16-19.
2017. “The Value of Foreign Language Education: Globalization, Optimization, and Optimism.” Panel: Ten Years after the 2007 MLA Report I: The Status and Influence of Languages within Institutions. Modern Language Association Convention, Philadelphia, Pennsylvania, January 5-8.
2016. With Bill Nichols and Carl Blyth. “Free Innovative Technology Tools from the Language Resource Centers.” American Council for the Teaching of Foreign Languages, Boston, Massachusetts, November 18-20.
2016. With Kristin Lange. “Everyday Literacies: Reframing Texts in Communicative Language Textbooks.” American Council for the Teaching of Foreign Languages (AAUSC German Session), Boston, Massachusetts, November 18-20.
2016. With Kristin Lange and Diane Richardson. “Teaching Discourse in Action: Realizing Multiple Literacies through Game-enhanced Pedagogies.” L2 Digital Literacies Symposium. Tucson, Arizona and [online](#). September 30-October 8.
2015. With Diane Richardson and Kristin Lange. “Digital Games in the German Classroom.” American Council for the Teaching of Foreign Languages, San Diego, California. November 20-22.
2015. With David Gramling. “Foreign Language Literacy In/As Multilingualism.” American Council for the Teaching of Foreign Languages, San Diego, California. November 20-22.

2015. With Carl Blyth and Joanna Luks. “The Literary in the Everyday: Teaching Language as Meaning.” American Council for the Teaching of Foreign Languages, San Diego, California. November 20-22.
2014. “Social Reading and Hypertext.” American Council for the Teaching of Foreign Languages. San Antonio, Texas. November 21-23.
2014. “Designing German Curricula for Multiple Learners.” American Association of Teachers of German, Sponsored Panel. American Council for the Teaching of Foreign Languages. San Antonio, Texas. November 21-23.
2014. “Internationalization as Desideratum and Discourse.” in session *The Role of Foreign Language Education in the Context of Institutional Globalization* (invited by panel organizer). American Association of Applied Linguistics. Portland, Oregon. March 22-25.
2013. “Preparing Foreign Language Teachers to Teach Literacy through Literature.” American Council of Teachers of Foreign Languages, Orlando, Florida. November 22-24.
2013. “Curricula Across the Language?: Turning the Advanced German Course into a Site of Transdisciplinary Study.” American Council of Teachers of Foreign Languages. Orlando, Florida. November 22-24.
2013. “Multilingual Conversationality in Social Networking Spaces.” American Association of Applied Linguistics. Dallas, Texas. March 16-19.
2012. “Cognitive Empathy, Resonance, and Disposition: The Ambivalent Responses to the Pop Novels of Benjamin von Stuckrad-Barre.” German Studies Association. Milwaukee, Wisconsin. October 4-7.
2012. Panel organizer: “Cognitive Approaches to Empathy and Identification in German Literature and Film” at the annual conference of the German Studies Association. Milwaukee, Wisconsin, October 4-7.
2012. Panel commentator: “Cognitive Approaches to German Literature and Film” at the annual conference of the German Studies Association. Milwaukee, Wisconsin. October 4-7.
2011. “The Language of Authenticity: Teaching Towards Intercultural Aesthetics through Autobiographical Literature.” American Council of Teachers of Foreign Languages. Denver, Colorado. November 18-20.
2011. “Autobiographical Positioning in the Mother Biographies of Peter Handke and Georg Diez,” in session *Histories of Family and Self: Mothers and their Children* (invited by panel organizer). German Studies Association. Louisville, Kentucky. September 22-25.
2010. “Literary Context as Hypertext,” on panel *Promoting Inter/Transcultural Literacy Through Literature*. The American Council on the Teaching of Foreign Languages. Boston, Massachusetts. November 18-20.
2010. “Fostering Translingual Competence through Pragmatic Stylistics.” American Association of Applied Linguistics, Atlanta, Georgia. March 6-9.
2008. “Crossing the Field: Using Bourdieu to Bridge Literary Linguistics and Cultural Studies.” The Modern Language Association Convention, San Francisco, California.
2008. With Nikolas Euba. “Cultural Literacy through Textbook Analysis. Putting the ‘Text’ back in Textbook in the first-year FL classroom.” American Council on the Teaching of Foreign Languages. Orlando, Florida. November 22-24.
2008. “A Turkish Tale: Genre, Subjectivity, and the Controversy around Feridun Zaimoglu’s *Leyla*.” The German Studies Association. St. Paul, Minnesota. October 2-5.

Local Talks and Workshops

2017. “Foreign Languages and the Literary in the Everyday: Teaching Texts in the L2 Classroom” Workshop: Center for Educational Resources in Cultural, Language and Literacy. Tucson, Arizona. June 6-7.
2016. With Diane Richardson and Chelsea Timlin. “Das Literarische in dem Alltag: Texte in dem Deutschunterricht.” Workshop. Arizona AATG Meeting. February 20.
2015. “Translingual Conversationality in Facebook: Designing Talk in Social Network Spaces.” Talk: English Language/Linguistics Speaker Series. November 6.
2014. “Foreign Language Literacy as Play.” Talk. SLAT Colloquium Series. March 7.
2014. “Hypermedia Texts in the Foreign Language Classroom.” Workshop. Intercultural Competence Conference, Center for Educational Resources in Culture, Language, and Literacy. January 23-26.
2013. “Hypermedia Texts in the Classroom.” Workshop. Western Consortium Language Workshop. March 29-31.
2012. “Becoming Multilingual.” Workshop. Center for Educational Resources in Language, Literacy and Culture (CERCLL). Tucson, Arizona. May 31-June 1.
2010. “Teaching Texts: Pedagogical Stylistics in the Language Classroom.” Workshop. Center for Educational Resources in Language, Literacy and Culture (CERCLL). June 7-8.
2009. “Fostering Translingual Competence through Pragmatic Stylistics.” Talk. SLAT Colloquium Series. March 26.
2008. “A Turkish Tale: *Genre, Subjectivity, and the Controversy around Feridun Zaimoglu's Leyla*.” Talk. German Studies Department Colloquium Series. March 27.
2008. “Crossing the Field: Using Bourdieu to Bridge Literary Linguistics and Cultural Studies.” Talk. College of Humanities Colloquium Series. March 25.

EDITORIAL EXPERIENCE

2017. “Living Literacies: L2 Learning, Textuality, and Social Life.” Guest Co-editor of Special Volume of the *L2 Journal*.
- 2013 – Present. Founding co-editor of *Critical Multilingualism Studies*. (<http://cms.arizona.edu>)

TEACHING EXPERIENCE

Graduate

- Issues and Methods in Post-Secondary Teaching and Learning (2009, 2013, 2017)
- Approaches to German Studies (2009, 2011)
- Literacy through Literature (2010, 2012, 2014, 2016)
- Language Games and Literary Play (2010)

Undergraduate

- German Studies Internship: International Rescue Council (2016, 2017, 2018)
- Women’s Fictions in Twentieth-Century German Literature (2014)
- Tales of Love (2013)
- Advanced German Grammar and Usage (2013)
- Crisis and Rebellion: Germany and Beyond (2010, 2013)
- The German Speaking World (2010, 2012)
- Encounters in German Language and Culture (2009, 2010, 2012, 2015)
- Constructs of Identity (2010)
- Senior Seminar in German Culture (2009)
- Studies in Genre (2008)

SERVICE TO THE PROFESSION

- 2017 – Present. Editorial Board Member: Bloomsbury Book Series *Advances in Stylistics*.
- 2014 – Present. Co-director: Center for Educational Resources in Culture, Language, and Literacy, a Department of Education Title VI National Language Resource Center.
- 2017 – Present. Editorial Board Member: *Intercultural Communication Education*.
- 2017 – Present. German Section Head: AAUSC (American Association for University Supervisors and Coordinators) (elected position).
2018. Co-organizer: TITLE 3rd *L2 Digital Literacies Symposium*, hosted at the University of Arizona, October, Tucson, AZ. (<https://cerclldigit.wordpress.com/>)
2018. Co-organizer: “TITLE.” *Sixth International Conference on the Development and Assessment of Intercultural Competence*, hosted at the University of Arizona, January, Tucson, AZ. (http://cercll.arizona.edu/development/conferences/2016_icc)
- 2017, 2018. Anonymous Reviewer: *Language and Literature*.
- 2015 – Present. Editorial Board Member: *L2 Journal*.
2017. Anonymous Reviewer: *Gegenwartsliteratur*.
2016. Co-organizer: *L2 Digital Literacies Symposium* (in collaboration with AZ CALL), hosted at the University of Arizona, October, Tucson, AZ. (<https://cerclldigit.wordpress.com/>)
2016. Co-organizer: “Intercultural Competence: Traditions and Transitions.” *Fifth International Conference on the Development and Assessment of Intercultural Competence*, hosted at the University of Arizona, January, Tucson, AZ. (http://cercll.arizona.edu/development/conferences/2016_icc)
2016. Anonymous Reviewer: American Academy in Berlin Fellows Program.
2016. Anonymous Reviewer: *Journal of Second Language Writing*.
- 2012, 2014, 2016. Anonymous Reviewer: *Unterrichtspraxis*.
- 2013 – Present. Editorial Board Member: Palgrave book series *Language, Style and Literature*.
2015. Manuscript Referee: Routledge, Linguistics.
- 2009 – 2016. Certified Tester for the Goethe Exams (B2 and C1).
- 2009 – 2010; 2013 – 2014; 2015 – 2016. Anonymous Reviewer: *L2 Journal*.
- 2006 – 2008. Anonymous Reviewer: *Language Learning and Technology* (LLT).
2014. Co-organizer: *L2 Digital Literacies Symposium*, hosted at the University of Arizona, October, Tucson, AZ. (<https://cerclldigit.wordpress.com/2014-symposium>)
2014. Anonymous Reviewer: AAUSC volume *Integrating the Arts: Creative Thinking about FL Curricula and Language Program Direction*.
2014. Abstract Reviewer: Reading, Writing, and Literacy Strand of American Association of Applied Linguistics.
2014. Manuscript Referee: Georgetown University Press.
2013. Anonymous Reviewer: *Language and Intercultural Communication*.
2013. Anonymous Reviewer: *Calico Journal*.
2012. Co-organizer: *Multilingual, 2.0?: An International Symposium*, hosted at the University of Arizona, April, Tucson, AZ.
2011. Anonymous Reviewer: *Intercultural Pragmatics*.
2011. Manuscript Referee: Continuum.
2010. Anonymous Reviewer: AAUSC volume *Educating the Future Foreign Language Professoriate for the 21st Century*.
- 2007 – 2010. Member of the Executive Committee: Linguistic Approaches to Literature Section of the Modern Language Association (MLA) (elected position).

SERVICE TO THE UNIVERSITY OF ARIZONA

Departmental Service: German Studies

2017. Member: Executive Committee
2009 – 2013, 2014 – Present. Member: Undergraduate Committee.
2012 – 2016. Member: Graduate Committee.
2012 – 2013. Faculty Advisor: M.A. Track in Pedagogy with Secondary Certification.
2012 – 2013. Member: Adhoc Committee for the Writer-in-Residence Program.
2013 – 2014. Member: Academic Program Review Committee.
2009 – 2013. 300-Level Coordinator.
2010 – 2012. Member: Arizona Articulation Task Force.
2010. Member: Adhoc Committee on the Qualifying Exercise for the PhD.
2009 – 2012. German Studies Colloquium Series Coordinator.
2008. Member: Adhoc Committee on the Language Requirement for the PhD.
2008 – 2009. Member: German Studies Study Abroad Committee.

Program Service: Interdisciplinary Program in Second Language Acquisition and Teaching (SLAT)

2015 – present. Pedagogy Chair and Advisor.
2012 – 2014, 2015 – Present. Member: Executive Committee.
2012, 2013, 2015 – 2017. Reader for SLAT Qualifying Exams in Language Pedagogy.
2015. Abstract reviewer for the SLAT Roundtable.
2012 – 2014. Faculty Advisor for the SLAT Student Association.
2012 – 2013. SLAT Interim Use Chair.
2010, 2011 Poster Session Judge at SLAT Roundtable.
2009 – 2011. Faculty Editor for the Arizona Working Papers in Second Language Acquisition and Teaching.

College Committees

2017. Member: College of Humanities Teaching and Outreach Grants Review Committee.
2016. Member. Five-Year Review Committee for Department Head of German Studies.
2013 – 2015. Member: Steering Committee on Language Mediation, Interpreting, and Translation Studies.
2013. Member: College of Humanities Initiatives Grants Program.

University Committees

2016. Member. Advisory Committee for the College of Humanities Dean Search.
2010 – 2011. College of Humanities Representative: University-wide Undergraduate Council.

Local/State Outreach

2010 – 2014; 2016 – 2017. Co-organizer: Table for the Department of German Studies at the University of Arizona Majors Fair.
2008 – Present. Participation in local meetings of the Arizona Chapter of the American Association for Teachers of German.

1.3. Kate Mackay, Associate Director

Associate Director,
Center for Educational Resources in Culture, Language and Literacy (CERCLL), a National
Foreign Language Resource Center

Address:

Center for Educational Resources in Culture, Language and Literacy
Harvill 241

The University of Arizona

Tucson, AZ 85721

W: (520) 628-8071

Email: kmackay@email.arizona.edu

EDUCATION

ABD **University of Arizona** Tucson, AZ
Ph.D. Near Eastern Studies, Double Minor: Anthropology and Classics

1995 **University of Arizona** Tucson, AZ
M.A. Near Eastern Studies

1991 **Edinburgh University** Edinburgh, Scotland
M.A. (Hons.) Archaeology

PROFESSIONAL EXPERIENCE

2007 (current) Center for Educational Resources in Culture, Tucson, Arizona
Language and Literacy, University of Arizona

Associate Director

Responsible for effective daily operation of the Center, supervising other staff and reporting to CERCLL Co-Directors and Advisory Boards; communicates with Project Directors with regard to their needs for effective project management, and with numerous entities outside CERCLL on collaborative activity; manages operational budget; writes grant applications (wrote two successful Arizona Humanities Council grants; also co-wrote successful Fulbright-Hays Group Project Abroad grant for a Curriculum-Building Travel Seminar in China [2017], and Title VI Language Resource Center [2010, 2014] and NSF Cyberlearning [2013] grants, as well as several internal University of Arizona grants) and reports; oversees summer workshop series and other professional development events, including organization of CERCLL's biennial Intercultural Competence conferences; edits newsletter and is responsible for producing CERCLL publications and advertising.

2003-2007 Center for Middle East Studies, Tucson, Arizona
University of Arizona

Assistant Director

P.I. and group leader of CMES/Fulbright-Hays "Teach Cyprus" K-16 seminars abroad in 2004 and 2006; co-wrote "Teach Turkey" grant in 2005; co-wrote CMES' National Resource Center Title VI and other grant applications. Organized speakers' series; managed administration and

- Paper entitled *Phoenician Influence in the Eastern Mediterranean: A Cypriot Cemetery and Levantine Correlations*. American Schools of Oriental Research Annual Meetings, California, November 1997.

PUBLICATIONS

- Contributions to *Testament of Time: Selected Objects from the Collections of Palestinian Antiquities in the Museum of Art and Archaeology, University of Missouri-Columbia*. Fairleigh Dickinson, 2004.
- Bracelet, Cart, Embroidery, Ink, Jewelry, Ornaments, Pit, Plumb line, Ring, Tell, Veil and Wheel, in D. N. Freedman (Ed.) *Eerdmans Dictionary of the Bible* Wm. B. Eerdmans Publishing Company (2000).
- “Phoenician Influence in the Eastern Mediterranean: A Cypriot Cemetery and Levantine Correlations” in *American Schools of Oriental Research Newsletter* 48(1) Spring 1998.
- Assisted Dr. A. Leonard in preparing *Excavations at a Greek Emporium in Egypt*, Annual of the American Schools of Oriental Research Vols. 54 (1998) and 55 (2001).

PUBLISHED ILLUSTRATIONS (representative examples)

- Iron Age Cult Vessels and Popular Religion in Ancient Israel,” by W.G. Dever, in *Esse Festschrift* (forthcoming).
- *Ancient Naukratis. Excavations at a Greek Emporium in Egypt* by A. Leonard, Jr., AASOR Vols. 54 (1998) and 55 (2001).
- *The Early History of Heaven*, by J. E. Wright, Oxford University Press (2000).
- “Idalion, Cyprus: Conquest and Continuity,” by P. Gaber, 85-114, in W. G. Dever (Ed.) *Preliminary Excavation Reports: Sardis, Idalion, and Tell el-Handaquq North*. AASOR 53 (1997).
- “Mycenaean Pottery at Megiddo: An Appraisal and Reanalysis” by A. Leonard, Jr., and E. Cline, *BASOR* 309: 1-39 (1997).

SCHOLARSHIPS, FELLOWSHIPS, AWARDS AND GRANTS RECEIVED

2006 Co-P.I. on Fulbright Hayes Group Projects Abroad Grant (“Teach Cyprus”)
2004 Co-P.I. on Fulbright Hayes Group Projects Abroad Grant (“Teach Cyprus”)
2001 Center for Middle East Studies Travel Grant
2000 Dean’s Fellowship, University of Arizona
1999 Graduate College Final Project Fund
1999 Social and Behavioral Sciences Research Institute Research Grant
1998 Dorot Foundation Grant, the American Schools of Oriental Research (ASOR)
2001, 1998-9, 1995-7 Graduate Registration Scholarship, Near Eastern Studies Department
1997 Center for Middle Eastern Studies Travel Grant
1997 The Endowment for Biblical Research (EBR) Research Grant from ASOR
1997 University of Arizona Foundation Grant
1993 – 94 Graduate Fellowship, Graduate College, University of Arizona
1993 Graduate Tuition and Fee Waiver Scholarship, Graduate College, University of Arizona
1989 Edinburgh University Summer Travel Award
1987 Duke of Edinburgh Gold Award

LANGUAGES

Greek and French – Intermediate reading and spoken

German – Intermediate reading

Italian – Beginning reading and spoken

VOLUNTEER EXPERIENCE

Outreach Educator

Speaker on Ancient Civilizations and Modern Middle Eastern Culture at Elementary and High Schools as well as for other adult community organizations in Tucson.

2. CERCLL SUPPORT

2.1. Bart Rossmann, IT Manager

Director, Instructional and Research Computing
College of Humanities
University of Arizona

Address:

Modern Languages Building, Rm. 512
1423 E. University Blvd.
Tucson, AZ 85721
W: (520) 626-1441
Email: bartmann@email.arizona.edu

SUMMARY

More than 15 years of IT leadership experience in research intensive universities. Ability to translate IT services to end user needs regardless of academic field. Adept at recognizing and motivating technologically gifted staff to meet the common goals of the institution. Continuous improvements to integrated service offerings that result in greater end user satisfaction. History of strong collaboration across college or unit boundaries.

WORK EXPERIENCE

Director, Instructional and Research Computing

College of Humanities, University of Arizona, 2011-Present

- Merged two separate internal IT service groups into a single group with a single point of contact and consistent support processes.
- Under a fixed budget, replaced hardware and changed configuration of four computer classrooms and two labs, standardized graduate student computing environment to match classrooms for seamless transitions into our instructional space and increased the faculty/staff annual computer refresh count from previous regime.
- Decommissioned two physical server locations through service standardization and virtualization.
- Represent the college on several campus wide initiatives, projects and committees.

Assistant Director

ATLAS, University of Illinois at Urbana-Champaign, 2003-2011

Managed 3 separate service areas: system administrators and infrastructure, general computing support, and computer classrooms & instructional equipment. Meet bi-weekly (formally) to keep up to date on current projects, make future goals and adjust budgets accordingly. Maintain the vision to provide central point of consolidation and service support for units within the college of Liberal Arts & Sciences (LAS). Expanded all services to become inter-collegiate provider.

- Grew consolidated services and support base from 13 to 52 departments; covering staffing, servers/services and procurement. End result was always a savings in hard dollars by not replacing staff or freeing up local resources or increasing the workload handled by local staffing.

- Created security response plans and workflows inline with campus security model, rolled into bi-annual security audits and HR change response process.
- Built out several internal workflows to increase efficiency and effectiveness in meeting user needs: better ticketing systems, streamlined procurement, configuration and deployment of new systems, standardized methods for provisioning storage access for protected data (FERPA, HIPAA, census).

Research Programmer,

University of Illinois at Urbana-Champaign, 2000-2003

IT Support Technician,

SEZ America, Phoenix AZ - 1997-1999

Network Technician,

Monsanto, St. Louis MO - 1996-1997

EDUCATIONAL EXPERIENCE

University of Illinois at Urbana-Champaign - Rogue Graduate Participant, Geography

- Participated on two research projects, both rooted in eco-hydrology, developing routines for computer models in MatLAB and NetLogo; plus had a separate model published in Ecological Modeling textbook.
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University of Missouri at Columbia - B.S. Biochemistry, 1996

2.2. Allison L. Titcomb, Evaluation Specialist

Associate Vice President, Community Development
 United Way of Tucson and Southern Arizona, Community Development

Address:

330 N. Commerce Park Loop, Suite 200
 Tucson, Arizona 85745
 W: (520) 903-3916
 Email: atitcomb@email.arizona.edu

EDUCATION

Ph.D.	University of Arizona, Tucson, Arizona	August 1996
	Major: Educational Psychology Minor: Measurement and Methodology	
	Dissertation: <i>False Memories and Fuzzy-trace Theory: Misinforming Gist Versus Verbatim Memory</i> Dissertation Advisor: Valerie F. Reyna, Ph.D.	
Bachelor of Arts with Honors	University of Arizona, Tucson, Arizona	December 1985
	Major: Ecology and Evolutionary Biology Minor: Scientific Communication	
	Honors Thesis Advisor: John R. Hendrickson, Ph.D.	

CERTIFICATIONS

Mediation	40-hour training with Our Town Family Center Community Mediation Program; Volunteer with Our Family Services Center for Community Dialogue	April 2005; 2005-2015
Cognitive Coaching Foundation Seminar®	The Center for Cognitive Coaching through the Arizona K-12 Center	May 2008
Advanced Cognitive Coaching®	The Center for Cognitive Coaching through the Arizona K-12 Center	July 2010
Systems Thinking Level I & II	60-hour training with Pima County Regional Support Center	May-June 2012
Career Invention Coach Certification®	Pamela Slim and Michele Woodward	May 2012
StandOut Assessment Coach Certification®	The Marcus Buckingham Company	March 2012
Circles Process Levels I & II; Elder Circles	Our Family Center for Community Dialogue	February 2013; November 2014

Human Systems Dynamics Associate	Human Systems Dynamics Institute	Dec 2014
Adaptive Action Coaching	Human Systems Dynamics Institute	June 2016
Fingerprint Clearance Card	State of Arizona Department of Public Safety	Expires June 29, 2017

PROFESSIONAL EXPERIENCE

Strategic Planning & Management

Associate Vice President, Community Development

United Way of Tucson and Southern Arizona, Community Development

Part-time appointment

May 2014-present

Facilitator	Kindergarten Readiness Change Network (Pima County Cradle to Career collective impact)	2015-present
Program Director	First Focus on Kids Early Childhood Collaboration	2014-present
Facilitation/Evaluation	First Things First South Pima Coordination of Services	2012-present
Evaluator	End of Life Care Coalition	2026-present

Senior Director, Senior Strategies

United Way of Tucson and Southern Arizona, Community Development

Part-time appointment

August 2012-2014

Manager	Senior Strategies for Seniors Community Impact	2012-2014
Program Director	ELDER Alliance	2012-2014

Director

University Learning Center, University of Arizona, Tucson, Arizona

Full-time appointment

August 2008 to July 2009.

Director	Planning, development, implementation and evaluation of university-wide learning assistant programs and services.	2008-2009
Manager	Financial, technical, physical and human resources.	2008-2009

Assistant to the Director

Residence Life, University of Arizona, Tucson, Arizona

Full-time appointment

June 2009 to July 2010

Designer and Implementer	Unit-wide Assessment Plan for implementing Five-Year Strategic Plan and Special Projects.	2009-2010
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Evaluation & Research/Survey Services

Community Member

Institutional Review Board (IRB), University of Arizona
2011 to 2015

Owner/Consultant

ALTA Consulting, LLC
August 2008 to present
Selected Clients and Projects

ROLE	CLIENT	PROJECT	DATE
Facilitator	International Academy of Collaborative Professionals	Board Strategic Planning Retreat	January 2018
Evaluator	Watershed Management Group	NOAA Recharge the Rain	January 2017-present
Evaluator	Physicians for Social Responsibility	Extreme Weather Challenge Workshops	2016-2017
Facilitator	Easter Seals Blake Foundation	Strategic Planning and Reorganization Discussions	Fall 2016
Presenter	NSF Center for Chemical Innovation	Diversity Forum: Evidence-based Practice for Broadening Participation in the Chemical Sciences- Strategic Planning, Logic Models and Evaluation	May 2015
Evaluator	University of Arizona Foundation, Southwest Center and W.K. Kellogg Foundation.	W.K. Kellogg Foundation Endowed Chair Sustainable Food Systems Program in Southwest Borderlands. <i>Enhancing Borderlands Food and Water Through Poverty Alleviation & Restoration of Critical Ecosystems Services: Building Community Capacity & Multi-sectoral Partnerships.</i>	2013-2016
Evaluator	Arizona-Sonora Desert Museum	NASA grant	2011-2013

ROLE	CLIENT	PROJECT	DATE
Consultant	Arizona Early Childhood Development & Health Board (First Things First), Pascua Yaqui Tribe Regional Partnership Council	Needs and assets assessment	2009-2010; 2011-2014
Evaluator	Pima County Public Library	IMLS and MacArthur grant for Youth Media Center development	2013-2014
Evaluator	United Way of Tucson and Southern Arizona	First Things First Innovative Professional Development grant	2009-2012
Facilitator and evaluation consultant	United Way of Tucson and Southern Arizona	First Things First South Pima Regional Partnership Council coordination grant	2011-2012
Technical assistance and evaluator	United Way of Tucson and Southern Arizona	Elder Initiative Community Foundation of Southern Arizona grant	2011-2012
Technical assistance	Tohono O’odham Community College, Student Services	Operations Process Update	2011-2012
Co-evaluator with Marcia Nation	Deana Pennington, Principal Investigator, University of Texas at El Paso	NSF Cyber-infrastructure Team Demonstration and Implementation Project: Advancing Cyber-Communities	2011
Evaluator	Children's Museum of Tucson	IMLS grant	2010-2012
Facilitator	Activate Tucson	Strategic planning retreat and meeting	2012
Facilitator	Tohono O’odham Community College Board of Trustees	Strategic planning retreat and meeting	2012
Facilitator	Reid Park Zoological Society	Strategic planning retreat and meeting	2011
Facilitator	University of Arizona GIFT Center and Donor Relations	Strategic planning retreat and meeting	2011
Grant proposal evaluation development consultant	NSF, NASA, NOAA, NIH, USDOE, FTF funding sources	various	various
Consultant	AMSUS Federal Health Agencies Annual Meeting	Logic model development	October 2010
Facilitator (subcontract)	Wholonomy Consulting	Focus groups and training	2009

ROLE	CLIENT	PROJECT	DATE
Strategic and evaluation-related planning consultant	Youth Empowerment Services (YES!) Network	Leadership Institute workshops on Evaluating Your Own Program and Developing a Volunteer Base	2008-2011

Evaluation Specialist

University of Arizona

Part-time appointment

February 2010 to present

ROLE	CLIENT	PROJECT	DATE
Evaluator	Center for Middle Eastern Studies	International Curriculum Certificate	April 2016-2017
Evaluator	Vice President for Research Office	AAU STEM Project	July 2013-2014
Evaluator	Biosphere2/B2 Institute	AzCenter for STEM Teachers	July-August 2013-2015
Evaluator	College of Science/Biochemistry	NIH-Funded MARC Program	September 2012-present
Evaluator	College of Pharmacy/Bio5	KEYS Program	July 2012-2014
Evaluator	College of Optical Sciences	NSF-Funded Engineering Research Center for Integrated Access Networks	August 2010-June 2011
Evaluator	Department of Computer Science	NSF-Funded CPATH grant Field Guide to the Science of Computation	February 2010-September 2012

Evaluation Associate

LeCroy & Milligan Associates, Inc., Tucson, Arizona

Full-time appointment

April 2001 to August 2008

Selected Clients and Projects

ROLE	CLIENT	PROJECT	DATE
Consultant	Arizona Early Childhood Development and Health Board (First Things First)	Statewide Regional Partnership Councils Needs and Assets Reports	2008
Lead Evaluator	Arizona Department of Economic Security	Healthy Families Arizona Statewide Evaluation	2004-2008
Lead Evaluator	United Way of Tucson and Southern Arizona	Diamond Challenge Early Learning Partnership Evaluation	2006-2008

ROLE	CLIENT	PROJECT	DATE
Co-lead evaluator (with Mekinak Consulting)	National Science Foundation	CEMELA (Center for Math Education of Latinos/Latinas) Project Evaluation	2006-2008
Evaluator	Arizona Department of Education	Math Science Partnerships Evaluation	2006-2008
Program Audit and Technical Assistance Consultant	Arizona Department of Education	AIMS Intervention and Drop-out Prevention	2004-2008
Technical Assistance Consultant	United Way of Tucson and Southern Arizona	Arizona Early Education Collaborations	2006-2008
Strategic Planning Facilitator	Child Parent Centers (Head Start)	Strategic Planning Retreat	2008
Technical Assistance Consultant	U.S. Health & Human Services	Compassion Initiative Grant	2007-2008
Designer	United Way of Tucson and Southern Arizona Youth Development Coalition	Parent Survey on Youth Activities	2005
Consultant	Nevada Bureau of Family Health Services	<i>Real Choices for Systems Change</i> Statewide Needs Assessment	2004-2005
Lead Evaluator	United Way of Tucson First Focus on Kids Impact Council	Early Learning Opportunities Grant Act Evaluation and Quality Rating System	2004-2006
Evaluator	Reach Out and Read Southern Arizona	Parent Survey	2005
Lead Evaluator	Tohono O’Odham Tribe	DHHS grant <i>Safe & Bright Futures</i>	2005-2007
Consultant	Miraval	Mindfulness & Leadership Course Assessment	2005-2006
Consultant	Arizona Department of Economic Security	Promoting Safe & Stable Families Statewide Evaluation	2004-2008
Evaluation and Facilitation Consultant (on call)	United Way of Tucson and Southern Arizona	Community Development Impact Coalition	2004-2008
Lead Evaluator	University of Arizona Lunar and Planetary Lab	Mars GRS Middle School Curriculum Field Testing	2004-2005
Lead Evaluator	Yavapai Regional Medical Center	First Steps Evaluation	2004-2007
Co-Principal Investigator	National Science Foundation	Planning Grant: “Implementing Program Theory Across Informal	2003

ROLE	CLIENT	PROJECT	DATE
		Environmental Education Providers”	
Lead Evaluator	Altar Valley Alliance	Life Skills Training Evaluation	2002
Lead Evaluator	CODAC Behavioral Health Services	Strengthening Families Evaluation	2003
Co-Principal Investigator	National Science Foundation	Planning Grant: “Creating the Next Generation of Women Leaders in Science, Technology, Engineering and Mathematics”	2002
Training and Technical Assistance Consultant	Arizona Governor’s Division for Substance Abuse Policy	Youth Educating Parents About Substance Abuse and Family-Based Drug Prevention Programs	2002-2004
Lead Evaluator	Arizona Department of Economic Security	Family Group Decision Making Program Statewide Evaluation	2001-2004

Evaluation Specialist

Institute for Children, Youth & Families, College of Agriculture & Life Sciences, University of Arizona

Full-time appointment

February 1998 to April 2001

National Evaluation Coordinator	Institute for Children, Youth & Families National 4-H Impact Assessment Project	1998-2001
Chair	Evaluation Core for Institute for Children, Youth & Families	1998-2001
Developer	Institute for Children, Youth & Families evaluation-related activities	1998-2001
Co-facilitator	College of Agriculture & Life Sciences Committee on Assessment and Student Outcomes	2000-2001

Program Specialist

Molecular & Cellular Biology Department, University of Arizona

Half-time appointment

September 1997 to June 1998.

Clinical Trials Coordinator	Clinical research trials, Aposhion Lab Off-site research in molecular biology/toxicology laboratory, including China, Colorado, and North Carolina	1997-1998
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Research Specialist

Informatics and Decision Making Lab, College of Medicine, University of Arizona

Half-time appointment

October 1996 to January 1998

Coordinator and Researcher	University Medical Center Emergency Department, Unstable Angina Triage Project	1996-1998
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Teaching/Education Positions

Adjunct Faculty

Honors College University of Arizona, Tucson, Arizona

Part-time appointment

Fall 2014 to 2017

Undergraduate course Honors 335	Leadership, Advocacy & Community Building	2014-2017
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Adjunct Faculty

School of Government and Public Policy (formerly Public Administration), University of Arizona, Tucson, Arizona

Part-time appointment

Spring 2007 to 2012; Spring 2016

Graduate course PA 505	Program Evaluation Methods	2007-2011; Spring 2016
Graduate level PA 599 Independent Study	Graduate-level independent study for evaluation project	2012
Undergraduate course PA 405	Program planning, needs assessment, and evaluation	Fall 2009

Adjunct Faculty

School of Social Work, Arizona State University, Tucson, Arizona

Part-time appointment

Fall 2007, Spring 2015

Graduate course SPG 623	Community Participation Strategies	Spring 2015
Graduate course SWG 619	Practice-oriented Research	Fall 2007

University Associate

Department of Special Education, Rehabilitation and School Psychology, University of Arizona

Professional affiliate

2005 to 2007

Affiliate Faculty

Division of Learning, Technology & Assessment, University of Arizona

2001 to 2004

Graduate Associate

Department of Educational Psychology, University of Arizona
 Quarter-time appointment
 Fall 1992 to Spring 1994

Undergraduate course EDP 310	Learning in the Schools. Upper-division course designed for secondary education majors. Taught two weekly discussion sections for an upper-division course designed for secondary education majors comprised of approximately 120 students each semester. Assisted with exam preparation, individualized tutoring, advising services, presentation of lectures, and supervised Honors undergraduate research projects.	Fall 1992 - Spring 1994
Graduate course EDP 514	Statistics . Teaching assistant for introductory graduate-level statistics course. Tutor for graduate and undergraduate statistics and research methods.	Fall 1992- Spring 1994

Graduate Associate

University Learning Center, University of Arizona.
 Quarter-time appointment
 Fall 1993, Fall 1992

Undergraduate course LRC 197	Learning Strategies. Instructor for introductory course in learning strategies. Designed class activities, assignments, examinations, and evaluation of students' performance and self-evaluation. Course was comprised of discussions, lectures and workshops.	Fall 1992, Fall 1993
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PROFESSIONAL AFFILIATIONS

American Evaluation Association 1998 to present

Leadership Team Member	Organizational Learning and Capacity Building Topical Interest Group (TIG)	2010
Member	Local Affiliates Collaborative Steering Committee	2004-present
Co-Program Chair	EPE TIG	2004-2007
Co-Chair	Environmental Program Evaluation TIG	2001
Member	Systems TIG	2010-present

Arizona Evaluation Network 1998 to present

Liaison to National Affiliates Collaborative		2006-2008; 2012-present
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Developmental Evaluation Book Club facilitator (Tucson and Tempe)		2011
Vice President for Professional Development		2008 to 2011
Past President		2003-2005
President		2002
President-Elect		2001

PUBLICATIONS

- Aposhian, H. V., Zheng, B., Aposhian, M. M., Le, X.C., Cebrian, M. E., Caitlen, W., Zakharyan, R., Dart, R., Cheng, Z., Andrewes, P., Yip, L., O'Malley, G., Maiorinao, R.M., Van Voorhies, W. Healy, S. M., & Titcomb A. (2000). DMPS-Arsenic Challenge Test: II- Modulation of Arsenic Species, Including Monomethylarsonus Acid (MMAIII), Excreted in Human Urine. *Toxicology & Applied Pharmacology*, 165 (1): 74-83.
- Baldrige, A., Buxner, S., Crown, D. A., Colodner, D., Orchard, A., King, B., Schwartz, K., Prescott, A., Prietto, J., & Titcomb. A. (2013). Earth Camp: Exploring earth change through the use of satellite images and scientific practices. *ASP Conference Series*.
- Dempsey, J., Snodgrass, R. T., Kishi, I., & Titcomb, A. L. (2015, March). The Emerging Role of Self-Perception in Student Intentions. In Proceedings of the ACM Conference on Computer Science Education (SIGCSE), 6.
- Howland, J. M., Enderson. E. F., Bezy R. L., Sigafus, B. H. & Titcomb, A.(2002). Geographic distribution. *Crotalus tigris. Herpetological Review*. 33(2): 149.
- Renger, R., & Titcomb, A.L. (2002). A three-step approach to teaching logic models. *American Journal of Evaluation*, 23 (4): 493-503. (TOP 15 CITED LIST in AJE 2010).
- Reyna, V.F. & Titcomb, A.L. (1997). Constraints on the suggestibility of eyewitness memory: A fuzzy-trace theory analysis (pp. 157-174). In D. Payne and F. Conrad (Eds.), *A synthesis of basic and applied approaches to memory research*. Hillsdale, NJ: Lawrence Erlbaum.
- Titcomb, A.L. (2005). Snake avoidance training with dogs: Making informed choices. *Sonoran Herpetologist*. 18 (8): 90-92.
- Titcomb, A. L. (1996). *False memories and fuzzy-trace theory: Misinforming gist versus verbatim information*. (Doctoral dissertation, The University of Arizona, 1996).
- Titcomb, A.L., & LeCroy, C. (2005). Outcomes of Arizona's Family Group Decision Making Program. *Protecting Children* 19 (4): 47-53.
- Titcomb, A.L. & LeCroy, C. (2003). Evaluation of Arizona's Family Group Decision Making Program. *Protecting Children* 18 (2): 58-64.
- Titcomb, A.L. & Reyna, V.F. (1995). Memory interference and misinformation. In F.N. Dempster and C.J. Brainerd (Eds.), *New perspectives on interference and inhibition in cognition*, (pp. 263-294). New York: Academic Press.

CONFERENCE PRESENTATIONS

- Bender, C. & Titcomb, A. (1991, April). *Combining two summer programs to maximize students' experiences*. Paper presented at Arizona College Personnel Association Conference, Flagstaff, Arizona.
- Bernstein, D., Neubauer, L., Williams, G., Titcomb, A., Ackerman, C. (2015, November). *Exemplary and sustainable practices for AEA Affiliates and other VOPEs*. Think Tank presented at the annual meeting of the American Evaluation Association, Chicago, Illinois.

- Felty, V.F. & Titcomb, A. (2012, July). *Collaborating with Other Nonprofits*. Workshop presented at “UW Connects” Arizona Statewide United Way Conference, Tucson, Arizona.
- Goode, M., Kranenberg, F., Meixner, M., Jones, B. & Titcomb, A. (1998, May). *An environmental education program based on ecological research with rattlesnakes: Moral and ethical considerations of urban wildlife issues*. Paper presented at the 2nd Conference on Resource Management and Interpretation in Southern Arizona National Parks, Tucson, Arizona.
- Karp, N., Douville, L., & Titcomb, A. (2012, May). *Creating a new early childhood professional development system in Arizona*. Paper presented at Smart Start Conference, Greensboro, North Carolina.
- LeCroy, C., Beauchamp, W., Titcomb, A., Neff, D., & Navarro, R. (2002, November). *Can evaluation reform a government process to increase substance abuse prevention provider capacity?* Think Tank presentation at the American Evaluation Association Annual Meeting, Arlington, Virginia.
- Neubauer, L.C., McNall, M., Marable, D., Gill, S., Hart, N., Bernstein, D, Titcomb, A. (2016, October). *Communities of Practice (CoPs) of Evaluators: Exploring Theories and Practice Guiding the Design and Practice of Evaluator “Communities”*. Chair, Panel Presentation at the annual meeting of the American Evaluation Association, Atlanta, Georgia.
- Neubauer, L.C., Titcomb, A.L., McNail, M. , Cabell, S., Belville, J., Weil, L. (2018, November). *Developing and Sustaining Communities of Practice: Creative Strategies for Learning, Engagement & Inclusion*. Session Facilitator, Presidential Strand Think Tank presentation at the American Evaluation Association Annual Meeting, Washington, D.C.
- Pennington, D., Titcomb, A, & Nation, M. (2011, October-November). *Evaluation as a methodology for understanding and enabling interdisciplinary team science*. Roundtable presented at the annual meeting of the American Evaluation Association, Anaheim, California.
- Reyna, V.F. & Titcomb, A.L. (1994, July). *Constraints on the suggestibility of eyewitness testimony*. Poster presented at third conference on Practical Aspects of Memory, Bethesda, Maryland.
- Sauls, J., Snodgrass, R. & Titcomb, A. (2012, March). *Changing perceptions of computer science*. Poster presented at the ACM SIGCSE Student Research Competition, Raleigh, North Carolina.
- Schrader, L, Willems, G. & Titcomb, A. (2011, November). *Educating new evaluators: Building evaluation capacity through local evaluation association affiliates*. Poster presented at the annual meeting of the American Evaluation Association, Anaheim, California.
- Titcomb, A.L. (2000, November). *Learning by doing: A program evaluation workshop on the web*. Poster presented at Evaluation 2000, the Annual Meeting of the American Evaluation Association, Honolulu, Hawaii.
- Titcomb, A.L. (2000, November). *Hands-On evaluation workshops: Building capacity for Cooperative Extension in Arizona*. Roundtable presented at Evaluation 2000, the Annual Meeting of the American Evaluation Association, Honolulu, Hawaii.
- Titcomb, A.L. (2000, April). *Memories are made of this: How results from memory research can improve evaluations*. Paper presented at AzENet Conference, Tucson, Arizona.
- Titcomb, A.L. (2000, April). *A picture is worth a thousand words...Or is it? How use of graphics may enhance or inhibit questionnaire design*. Roundtable presented at AzENet Conference, Tucson, Arizona.

- Titcomb, A.L. & Bender, C. (1991, February). *Combining two existing summer programs for high school students: Possibilities, pitfalls & practicalities*. Paper presented at Maximizing Summer Opportunities Conference, Columbia, South Carolina.
- Titcomb, A.L., Burd, G., Haynes, J., & Bierman, M. (1996, October). *Science Connection: Science outreach by University of Arizona students*. Paper presented at the National Science Teachers Association Regional Conference, Phoenix, Arizona.
- Titcomb, A.L. & Douville, L. (2006, October). *Quality improvement in child care settings: Lessons learned from implementing a quality rating system*. Presentation for the SAZAEYC Annual Conference, Tucson, Arizona.
- Titcomb, A.L., Douville, L., Baehr, A, Kozik, J, Droegemeier, E. (2007, November). *Weaving collaborative learning principles into a multi-dimensional evaluation of an early learning partnership*. Panel Presentation at the annual meeting of the American Evaluation Association, Baltimore, Maryland.
- Titcomb, A.L. & Heimlich, J.E. (2003, November). *Designing a community-level informal science evaluation using program theory*. Paper presented at the annual meeting of the American Evaluation Association, Reno/Sparks, Nevada.
- Titcomb, A.L., Loesch-Griffin, D, & Preskill, H. (2008, November). *Growing evaluation leaders*. Think Tank Presentation at the annual meeting of the American Evaluation Association, Denver, Colorado.
- Titcomb, A.L. & O’Neill, C. (2009, November). *Strengths-based personnel evaluation: A context for courageous conversations and beyond*. Roundtable Presentation at the annual meeting of the American Evaluation Association, Orlando, Florida.
- Titcomb, A.L. & Reyna, V.F. (1996, November). *False memories, memory judgments, and time: A fuzzy-trace theory analysis*. Poster presented at annual meeting of the Society for Judgment & Decision Making, Chicago, Illinois.
- Titcomb, A.L. & Reyna, V.F. (1995, November). *Memory representation, contradiction and false memory: A fuzzy-trace theory analysis*. Poster presented at annual meeting of the Society for Judgment & Decision Making, Los Angeles, California.
- Titcomb, A.L. & Reyna, V.F. (1994, November). *Misinforming gist versus verbatim memory: A fuzzy-trace theory analysis*. Poster presented at annual meeting of the Society for Judgment & Decision Making, St. Louis, Missouri.
- Titcomb, A.L. & Reyna, V.F. (1993, November). *Distortion in memory for stories*. Paper presented at annual meeting of the Arizona Educational Research Organization, Tucson, Arizona.
- Titcomb, A.L. & Reyna, V.F. (1993, November). *Gist and verbatim misinformation: A Fuzzy-trace theory analysis*. Poster presented at annual meeting of the Society for Judgment and Decision Making, Washington, D.C.
- Titcomb, A.L. & Reyna, V.F. (1992, November). *Gist, verbatim memory and suggestibility: Effects of different types of misinformation*. Poster presented at annual meeting of the Society for Judgment and Decision Making, St. Louis, Missouri.
- Willems, G., Schweigert, F., Titcomb, A., Bauer, J. (2013, October). *Social capital, institutional member, and legal status in small volunteer organizations: Strategies used to strengthen AEA Local Affiliates and Topical Interest Groups (TIGs)*. Think Tank presented at annual meeting of the American Evaluation Association, Washington, D.C.
- Zukoski, A., Titcomb, A, O’Neill, C. (2014, October). *Leveraging mutual connections and experience: What symbiotic role can AEA Local Affiliates play in the 2015 International Year of Evaluation?*. Birds of a Feather Discussion Session presented at annual meeting of the American Evaluation Association, Denver, Colorado.

WORKSHOPS AND DEMONSTRATIONS

- Karp, N., Douville, L., Benson, T., Marlin, S., O'Neill, C. & Titcomb, A. (2010, June). *Using DAP, systems thinking and communities of practice to create an innovative early childhood professional development system*, NAEYC Professional Development Institute, Phoenix, Arizona.
- O'Neill, C. & Titcomb, A.L. (2010, November). *Say goodbye to Powerpoint and hello to gallery walks*. Demonstration presented at Evaluation 2011, the Annual Meeting of the American Evaluation Association, San Antonio, Texas.
- Titcomb, A.L. (2015). *Creating Simple Rules for the Patterns We Want*. Presented at local meetings of the Facilitators Learning Guild and the Southern Arizona Volunteer Managers Association, Tucson, Arizona.
- Titcomb, A.L., Loesch-Griffin, D. (2016, October). *Maximizing Evaluators' Potential: Facilitating and Evaluating Social Change Initiatives*. Skill-Building Workshop at the annual meeting of the American Evaluation Association, Atlanta, Georgia.
- Titcomb, A.L., Wright, P., & Edmondson, K. (2004, January). *Family group decision making*. Workshop presented at the 15th Annual Arizona Child Abuse Prevention Conference, Phoenix, Arizona.

References Available Upon Request

3. ADVISORY BOARD

3.1. Micheline Chalhoub-Deville

Professor, Educational Research Methodology
School of Education
University of North Carolina at Greensboro

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School of Education
UNC Greensboro
1300 Spring Garden St.
W: (336) 334-4669

Email: chalhoub-deville@uncg.edu

EMPLOYMENT INFORMATION

Division/Program: Educational Research Methodology
University of Iowa Ranks: Professor, May 2005; Associate Professor, May 2000; Assistant Professor, August 1997
University of North Carolina
At Greensboro Rank: Professor, August 2005

EDUCATION

The Ohio State Univ. Columbus, OH	1990-1994	Teaching English to Speakers of Other Languages (TESOL)/ Foreign Language Education	Ph.D. 6/1994
The Ohio State Univ. Columbus, OH	1988-1989	TESOL	M.A. 12/1989
Beirut Univ. College Beirut, Lebanon	1983-1987	Teaching English as a Foreign Language	B.A. 9/1987

LANGUAGES

Arabic	Native
English	Near-native
French	Intermediate

PUBLICATIONS (selected)

Articles

Chalhoub, M., Schmidt-Reinhardt, B., & Taylor, S. (1990). Getting started at the university: A simulation for the second language classroom. *The OFLA Journal*, 23-24.

Chalhoub-Deville, M. (1995a). Deriving oral assessment scales across different tests and rater groups. *Language Testing*, 12, 16-33.

Chalhoub-Deville, M. (1995b). A contextualized approach to describing oral language proficiency. *Language Learning*, 45, 251-281.

Chalhoub-Deville, M. (1996). Test interpretation, test use and pedagogical implications. *Australian Review of Applied Linguistics*, 13, 188-207.

Chalhoub-Deville, M. (1997b). The Minnesota Articulation Project and its proficiency-based assessments. *Foreign Language Annals*, 30, 492-502.

Chalhoub-Deville, M., & Deville, C. (1999). Computer adaptive testing in second language contexts. *Annual Review of Applied Linguistics*, 19, 273-299.

Chalhoub-Deville, M. and Turner, C. (2000). What to look for in ESL admission tests: Cambridge certificate exams, IELTS, and TOEFL. *System*, 28, 523-539.

Chalhoub-Deville, M. (2001a). Language testing and technology: Past and future. *Language Learning and Technology*, 5, 95 - 98.

Chalhoub-Deville, M. (2003a). Second language interaction: current perspectives and future trends. *Language Testing*, 20, 369-383.

Chalhoub-Deville, M., & Fulcher, G. (2003b). The Oral Proficiency Interview: A research agenda. *Foreign Language Annals*, 36, 498-506.

Chalhoub-Deville, M., & Wigglesworth, J. (2005). Rater judgment and English language speaking proficiency. *World Englishes*, 24, 383-391.

Chalhoub-Deville, M. (2009a). The intersection of test impact, validation, and educational reform policy. *Annual Review of Applied Linguistics*, 29, 118-131.

Deville, C. & Chalhoub-Deville, M. (Co-editors). (2011). Special Issue of *Language Testing*, 28(3)—Standards-based Assessment in the United States.

Deville, C. & Chalhoub-Deville, M. (2011). Accountability-assessment under No Child Left Behind: Agenda, practice, and future. *Language Testing*, 28, 307-321.

Chen, F. & Chalhoub-Deville, M. (2014). Principles of quantile regression and an application. *Language Testing*, 31, 63–87.

Chalhoub-Deville, M. (2016). Validity theory: Reform policies, accountability testing, and consequences. *Language Testing*, 453-472.

Chen, F. & Chalhoub-Deville (2016). Differential and long-term language impact on math. *Language Testing*, 577-605.

Martin, A., Patton, E., and Chalhoub-Deville, M. (2017). A case for the use of the ability-in language user-in context orientation in game based assessment: Language testing and measurement considerations. *Language Testing Asia*, 7:16. <https://doi.org/10.1186/s40468-017-0045-0>

Book chapters

Chalhoub-Deville, M. (1999a). Investigating the properties of assessment instruments and the setting of proficiency standards for admission into university second language courses. *Research Issues and Language Program Direction*, 177-201.

Chalhoub-Deville, M. (2001b). Task-based assessment: Characteristics and validity evidence. In P. Skehan, M. Swain, & M. Bygate (Eds.), *Applied language studies: Task based research* (pp. 210-228). NY: Longman.

Chalhoub-Deville, M. (2002). Technology in standardized language assessments. In R. Kaplan (Ed.), *Oxford handbook of applied linguistics* (471-484). Oxford: Oxford University Press.

Chalhoub-Deville, M. (2003c). Fundamentals of ESL admissions tests: MELAB, IELTS, and TOEFL. In D. Douglas (Ed.), *English language testing in U.S. colleges and universities*, 2nd edition (pp. 11-36). Washington, DC: NAFSA: Association of International Educators.

Chalhoub-Deville, M., & Deville, C. (2005). A look back at and forward to what language testers measure. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 815-832). Mahwah, NJ: Lawrence Erlbaum Associates.

Chalhoub-Deville, M. (2005). The comprehensive adult student assessment system (CASAS). In S. Stoyhoff and C. Chapelle (Eds.), *Tests and testing: A resource for ESOL teachers and program administrators* (pp. 59-62). Alexandria, VA: TESOL, Inc.

Deville, C. & Chalhoub-Deville, M. (2006). Test score variability: Implications for reliability and validity. In M. Chalhoub-Deville, C. Chapelle, and P. Duff (Eds.), *Inference and generalizability in applied linguistics: Multiple research perspectives*. (pp. 9-25). Amsterdam, The Netherlands: John Benjamins Publishing Company.

Chalhoub-Deville, M. (2006). Old and new thoughts on test score variability: Implications for reliability and validity. In M. Chalhoub-Deville, C. Chapelle, and P. Duff (Eds.), *Inference and generalizability in applied linguistics: Multiple research perspectives*. Amsterdam, The Netherlands: John Benjamins Publishing Company.

Chalhoub-Deville, M., & Deville, C. (2006). Old, borrowed, and new thoughts in second language testing. In R. L. Brennan (Ed.), *Educational measurement* (4th ed.) (pp. 517-530). Westport, CT: American Council on Education/Praeger.

Chalhoub-Deville, M. & Deville, C. (2007). Psychometrics in language testing journals. In N. E. Shohamy and N. Hornberger (Eds.), *Encyclopedia of Language and Education, Volume 7: Language Testing and Assessment* (211-224). Germany: Springer.

Chalhoub-Deville, M. & Deville, C. (2008). National standardized English language assessments. In B. Spolsky and F. Hulst (Eds.), *Handbook of Educational Linguistics* (510-522). Oxford, UK: Blackwell Publishers.

Chalhoub-Deville, M. (2009b). Content validity considerations in language testing contexts. In R. Lissitz (Ed.), *The concept of validity* (241-263). Charlotte, NC: Information Age Publishing.

Chalhoub-Deville, M. (2009d). Standards-based assessment in the U.S.: Social and educational impact. In Taylor, L. and Weir, C. J. (Eds.), *Language Testing Matters: Investigating the wider social and educational impact of assessment* (281-300). *Studies in Language Testing* 31. Cambridge: Cambridge University Press and Cambridge ESOL..

Chalhoub-Deville, M. (2010). Generalizability. In P. Robinson, *Routledge encyclopedia of second language acquisition* (275-276). NY: Routledge.

Chalhoub-Deville, M. (2010). Technology in standardized language assessments. In R. Kaplan (Ed., 2nd edition), *Oxford handbook of applied linguistics*. Oxford: Oxford University Press.

Schwabe, F., Von Davier, A., and Chalhoub-Deville, M. (2016). Language and culture in testing. In Leong, F., Leong, D., Bartram, F., Cheung, K. Geisinger, and D. Iliescu, *International Testing Commission Handbook*, (300-317). NY: Oxford University Press.

Context/task-centered interactional second/foreign language testing constructs and validation (in preparation). Salaberry, R. and Kunitz, S. (Eds.) *The teaching and testing of L2 interactional competence*. Routledge.

Books

Chalhoub-Deville, M. (Ed.). (1999b). *Issues in computer adaptive testing of reading proficiency*. NY: Cambridge University Press.

Chalhoub-Deville, M., Chapelle, C., and Duff, P. (Eds.). (2006). *Inference and generalizability in applied linguistics: Multiple research perspectives*. Amsterdam, The Netherlands: John Benjamins Publishing Company.

Op-Ed

Chalhoub-Deville, M. (February 12, 2009d). Education essential for immigrants. *News & Record*. Greensboro, NC.

Technical reports

Chalhoub-Deville, M., Mueller, I., Lozier, V., & Juengling, F. (1996a). *Qualitative and quantitative review of the University of Minnesota CLA language proficiency tests in German for entrance and graduation*. Minneapolis, MN: University of Minnesota.

Chalhoub-Deville, M., Alcaya, C., Klein, F., Lozier, V., & Budlong, E. (1996b). Qualitative and quantitative review of the University of Minnesota CLA French entrance and graduation proficiency tests. Minneapolis, MN: University of Minnesota.

Chalhoub-Deville, M., Alcaya, C., Lozier, V., & Sweet, G. (1996c). Qualitative and quantitative review of the University of Minnesota CLA language proficiency tests in Spanish for entrance and graduation. Minneapolis, MN: University of Minnesota.

Chalhoub-Deville, M., Cassell, B., Cech, N., Crowell, M., Jovanovic, S., Link, A., and Vaughn, D. Five-Year Assessment of the Office of Technology Transfer (OTT). Greensboro, NC: University of North Carolina at Greensboro.

Chalhoub-Deville, M., Ginther, A, and McIntosh, K. (August, 2017). A contract for a U.S. Aptis construct. This project is a collaborative research study that provides an analysis based on data collected from U.S. raters on changes needed to the Aptis test to render it more viable in an American market. This study is a collaboration with colleagues at Purdue University: A monograph submitted (April, 2017) and accepted with revisions (August, 2017).

Other creative work

1. Designer and lead developer of the Minnesota Language Proficiency Assessment (MLPA) batteries (1994-1997). The purpose of MLPA is to assess students' foreign language proficiency at the Intermediate-Low Level according to the ACTFL Guidelines. The MLPA batteries are intended to assess students' language proficiency in French, German, and Spanish as they move from secondary into postsecondary levels. The MLPA batteries include:

- *Three forms of Contextualized Reading Assessment (CoRA) in French, in German, and in Spanish
- *Three forms of Contextualized Speaking Assessment (CoSA) in French, in German, and in Spanish
- *Three forms of Contextualized Writing Assessment (CoWA) in French, in German, and in Spanish

The MLPA batteries are used by the University of Minnesota and numerous institutions who are members of the Minnesota Articulation Project (MNAP). MNAP is a statewide initiative that included over 50 professionals from 23 public schools as well as public and private post-secondary institutions. In addition, MLPA batteries have been made available to other institutions, for example, University of California at Santa Clara.

2. Designer and lead developer of the Minnesota computer adaptive tests (CAT) for assessing reading proficiency in French, German, and Spanish (1995-1997). The CATs focus on the Intermediate-Low and Intermediate-Mid levels based on the ACTFL Guidelines. The CAT instruments continue to be supported by the Center for Advanced Research on Language Acquisition, University of Minnesota.

3. Designer and lead developer of Iowa Tests of English language Learning (ITELL) (2001-2005). ITELL measures academic English language proficiency of English language learners in the schools. The ITELL battery is informed by he published literature, ESL standards, state standards, content standards (math, science, social studies, language arts), textbook examination, and standardized achievement test analysis. ITELL covers grades K-12 and is segmented into the following grade spans: K, 1-2, 3-5, 6-8, and 9-12. Each of the ITELL grade spans includes 7 sections: test literacy, vocabulary, reading, structure & expression, writing, listening and speaking.

ITELL was adopted by Iowa Department of Education to be used in the Iowa schools to report for NCLB Title III. The Iowa Testing program disseminated the ITELL battery. Around 6000 students took ITELL in Spring 2004, and around 10000 students took the battery in Spring 2005.

PRESENTATIONS (selected)

International

- August 1993 Arnhem, The Netherlands. “Performance assessment and the components of the oral construct across different tasks and rater groups.” The Language Testing Research Colloquium annual meeting. Presenter.
- August 1996 Tampere, Finland. “Proficiency-based and diagnostic computer adaptive testing: Development issues.” The Language Testing Research Colloquium annual meeting. Presenter.
- August 1996 Tampere, Finland. “Diagnostic language testing: The use of rule space methodology.” Language Testing Research Colloquium. Discussant.
- March 1997 AL-Ain, United Arab Emirates. “Classroom and Large-scale assessment: Why? what? and how?” The Teaching English to Speakers of Other Languages (TESOL)-ARABIA annual meeting. Featured Presentation.
- May 2001 Dubai, United Arab Emirates. “Computer-Based/Adaptive Language Testing: A Critical Review” The 5th annual meeting of the Current Trends in English Language Testing, sponsored by Teaching English to Speakers of Other Languages (TESOL)-ARABIA Keynote Presentation.
- December 2002 Hong Kong. “What second language testing texts tell us about measurement issues.” The Language Testing Research Colloquium annual meeting. Presenter with C. Deville.
- May 2003 Beirut, Lebanon. “Standardized language admissions tests: score interpretation, use, and research.” American University in Beirut. Also the Consortium of University Language Professors in Lebanon. Invited Presentation.

- July 2003 Reading, UK. “International oral language proficiency.” The Language Testing Research Colloquium annual meeting. Presenter with Gillian Wigglesworth.
- May 2006 Beirut, Lebanon. “Testing English as foreign Language: Recent research and development.” American University of Beirut. Invited presentation.
- June 2006 Melbourne, Australia. “More research to debunk the myth of the native speaker as a rater.” The Language Testing Research Colloquium annual meeting. Presenter.
- August 2007 Seoul, Korea. “The construct of the native speaking rater of English language proficiency.” Seoul National University. Plenary speaker
- April 2008 Cambridge, UK. “Standards-based assessment in the USA: Social and educational impact.” Association of Language Testers in Europe 3rd International Conference, University of Cambridge. Plenary speaker
- June 2010 Cambridge, UK. “Construct and validity reconsidered.” Research and Validation Group, Professional Development Programme, Cambridge ESOL Examinations, University of Cambridge. Invited Presentation.
- July 2010 Melbourne, Australia. “Reconciling construct validity with standards, frameworks, and tasks.” The Language Testing Research Center 20th anniversary and the launch of the Language Testing and Assessment Association of Australia and New Zealand. University of Melbourne. Plenary presentation.
- November 2014 Nicosia, Cyprus. “Testing Systems in Reform Agendas: Validity Considerations.” The European Association for Language Testing and Assessment (EALTA). University of Cyprus. Plenary presentation.
- November 2014 Brisbane, Australia. “The New Frontiers of Validity and L2 Constructs.” Association of Language Testing and Assessment for Australia and New Zealand (ALTAANZ). University of Queensland. Keynote presentation.
- April 2015 Taipei, Taiwan—Republic of China. “Linking Theory, Research, and operations: The Social Dimension of the L2 Construct and Validity.” Jointly sponsored by the Language Training and Testing Center (LTTC) and the British Council Taipei. Plenary presentation.
- April 2015 Changhai, People’s Republic of China. “Validity and Validation in Language Testing.” Jiao Tong University. Invited presentation.
- May 2015 Copenhagen, Denmark. “The Scholarship of Validity with Policy-Driven Testing Systems.” The 12th European Association for Language Testing and Assessment (EALTA). University of Copenhagen. Keynote presentation.

- September 2015 Cairo, Egypt. “Synergies and Discords in Policy-Driven Testing: Accountability and Classroom Practices.” The first International Language Assessment Conference in Egypt (ILACE). The conference is organized by the newly established NileTESOL Testing, Evaluation, and Assessment (TEA) SIG and the British Council. Plenary presentation.
- January 2017 Neuchâtel, Switzerland. “Challenges of designing classroom testing tools for interactional competence.” Interactional Competences and Practices in a Second Language Conference at the Université de Neuchâtel. Presenter with Katharina Kley.
- July 2017 Bogota, Columbia. “The construct of multilingualism and language policies in language testing.” The Language Testing Research Colloquium annual meeting. Symposium organizer with Jamie Schissel and discussant.
- July 2017 Rio de Janeiro, Brazil. “The construct of multilingualism in applied linguistics and language testing.” The 18th World Congress of Applied Linguistics/Association Internationale de Linguistique Appliquée, AILA. Symposium organizer with Jamie Schissel and discussant.

PROFESSIONAL AND COMMUNITY SERVICE

Boards

- 1996-1999 The American Association of Teachers of Arabic (AATA), Executive Board Member.
- 1998-2004 Educational Testing Service (ETS). Test of English as a Foreign Language (TOEFL) Board (previously Policy Council), Member.
- 1999-2003 Founder and first President of the Midwest Association of Language Testers (MWALT). 2004, Past President.
- 1999-2002 TESOL Quarterly Journal, Editorial Board Member.
- 2000-2003 Al-‘Arabiyya Journal, Editorial Board Member.
- 2001-present Language Testing Journal, Editorial Board Member.
- 2002-2008 The National Middle East Language Resource Center, Board Member.
- 2003-2005 The National Council on Measurement in Education, Newsletter Board Member.
- 2003-present Language Assessment Quarterly, Editorial Board Member.
- 2006-2007 International Language Testing Association (ILTA), Executive Board, Member at Large.

2006-present Center for Educational Resources in Culture, Language and Literacy, University of Arizona, Board member.

2015-present Real World English for English Language Learners, a Dollar General Literacy Foundation Grant at Allen Middle School, Advisory Board member.

January 2017-present International Language Testing Association (ILTA), Executive Board, President Elect. Will serve as Vice-President for two years before serving as President, for two years also.

SPECIAL HONORS AND PROFESSIONAL RECOGNITION

- 1987 B.A. with distinction, Beirut University College
- 1989, 1994 M.A. & Ph.D. with distinction, The Ohio State University
- 1993 The Graduate Research Forum Award (Honorable Mention) in the Area of Education, The Ohio State University
- 1993 Recipient of GSARA Dissertation Award, The Ohio State University
- 1994 Recipient of the Distinguished Graduate Award, Hariri Foundation
- 1998 Recipient of the Best Article Award, International Language Testing Association
- 1998, 1999 Recipient of Old Gold Summer Fellowship
- 2000 Recipient of the Outstanding Young Scholar Award by the Educational Testing Service—TOEFL Program. The award recognizes the outstanding contribution to the field of second or foreign language assessment by a scholar under the age of 40.
- 2001 International Programs Summer Research Fellowship
- 2003 Author of an invited paper to appear in the special issue marking the twentieth anniversary of Language Testing. Only two scholars have been invited to contribute articles.
- 2006 Co-author of a chapter in Educational Measurement, 4th edition, which is a very prestigious, high-impact publication. It is published approximately every 15 years and includes state-of-the art topics in the area of measurement.
- 2007 The invitation to participate in the First Experts' Meeting: Defining Areas of Action to Enhance Learning - From Access to Success, the Education Sector of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) deserves special mention because of the global impact the recommendations have on shaping UNESCO policies for basic education around the world.
- 2013 Cairo, Egypt. Invited by the American University of Cairo as a Most Distinguished Professor.
- 2013 UNCG School of Education Outstanding Senior Scholar Award

3.2. Natalie Figueroa

Spanish Language Teacher
Volcano Vista High School,
Albuquerque, NM

Address:

8705 Horacio Place NE
Albuquerque, NM 87111
W: (505) 323-9310
Email: figueroa@aps.edu

TEACHING CREDENTIALS

State of New Mexico 7-12 Secondary License, Tier III, with Endorsement in Modern and Classical Languages – July 2003

Connecticut Teaching Certificate 7-12, Spanish – July 1996

California Single Subject Credential 7-12, Spanish & Mathematics – June 1990

EDUCATION

1990 University of California
Los Angeles, California

M.Ed.

1989 Stanford University
Stanford, California

A.B. Spanish, with distinction

EXPERIENCE

2007 to
present

Spanish Language Teacher

Volcano Vista HS, Albuquerque, NM.

Prepare instructional units and daily lesson plans for students in new high school.

Collaborate with colleagues to create common assessments.

Chapter sponsor of *Sociedad Honoraria Hispánica*. (2009 to present)

Mentor in the UNM-ATF Mentoring Program (2008-2015)

Cooperating Teacher for UNM Field Service Teacher Preparation (2013 to 2015)

2007 to
2015

Department Chair, Modern, Classical, and Native Languages

Volcano Vista HS, Albuquerque, NM

Coordinated budget, purchasing, scheduling, staffing, and professional

development for Modern and Classical Languages Department. Appointed to

Textbook Adoption Committee for APS, Block Scheduling Task Force for APS,

Superintendent's Advisory Committee.

- 2017 to present **Member, Board of Directors, American Council on Teaching Foreign Languages (ACTFL)**
Govern a national organization of more than 12,000 members dedicated to the improvement and expansion of the teaching and learning of all languages at all levels; serve on Professional Development Committee.
- 2008 to present **President of the Board 2015-16, Vice President 2014-15, Member of Board 2008 - 2014, Southwest Conference on Language Teaching (SWCOLT)**
Plan high caliber professional development for nine state region, chaired Awards Committee.
- 2005 to present **President 2005-2006, Member of the Board, New Mexico Organization of Language Educators (NMOLE)**
Coordinate professional development for language teachers of New Mexico; created and disseminated recommendations for implementation of new Bilingual Seal legislation.
- 2010 to present **New Mexico State Director, *Sociedad Honoraria Hispánica*.**
Encourage and support growth of local chapters to recognize achievement and service in the study of the Spanish language.
- 2005 to 2007 **Spanish Language Teacher, Cibola HS, Albuquerque, NM.**
Prepared instructional units and daily lesson plans for students (Levels I & II). Participated in development of common assessments that include speaking and writing proficiency. State Director of the *Sociedad Honoraria Hispánica* and co-sponsor of Cibola's chapter of National Spanish Honor Society. Elected representative of Modern and Classical Languages Department at Instructional Council. Initiated and evaluated demonstrations of language laboratory technology, leading to adoption by the department.
- 2002 to 2004 **Spanish Language Teacher, Bosque School, Albuquerque, NM.**
Created instructional units and daily lesson plans for students at middle and upper school levels. Evaluated middle school curriculum in regard to National Standards and ACTFL proficiency guidelines. Developed a program exit assessment. Planned and supervised student trip to San Miguel de Allende, Mexico, April, 2003.
- Summers 2002 to 2004 **Trainer, National Board of Professional Teaching Standards, Miami, FL, Dallas, TX, Las Vegas, NV .**
Selected benchmarks and developed training materials; then trained assessors to score the spoken segment of the assessment for National Certification in Spanish.
- 1999 **Fulbright-Hays Scholar, Costa Rica.**
Studied cultural anthropology, history, language, music, and environmental issues for five weeks as participant in a grant given to Central Connecticut State University.

- 1996-02 **Spanish Language Teacher** (Levels III - V), Glastonbury High School, Glastonbury, CT.
Prepared instructional units and daily lesson plans for students (levels I - V) with emphasis on communicative approach to language acquisition guided by the National Standards. Worked to coordinate instruction and develop curriculum materials. Faculty sponsor to Spanish club. Proposed and received grants funding a student literary magazine in four languages, a student café in Spanish and French, and a tile making project. Supervised student travel to Rome and Spain, April 1998 and 2000. Supervised, mentored, and evaluated apprentice teachers.
- 1995-96 **Spanish Language Teacher** (Level II) Middletown High School, Middletown, CT.
Prepared instructional units and daily lesson plans for Spanish II students. Provided after-school tutoring.
- 1994-95 **Director, Global Studies Center**, Alexander Hamilton High School, Los Angeles, CA.
Wrote and was awarded California Specialized Secondary Program Planning grant for new study program. Developed publicity materials, recruited students, coordinated design of interdisciplinary curriculum, developed community contacts, maintained communication among students, faculty, parents, and administrators. Represented Center interests at School-Based Management meetings. Wrote and was awarded California Specialized Secondary Program grant to institute the program the following year.
- 1993-95 **Spanish Language Teacher** (Levels I, II, III), Alexander Hamilton High School, Los Angeles, CA.
Prepared instructional units and daily lesson plans for three levels of students. Coordinated level II Spanish program (1994-95). Provided after-school tutoring, all levels. Sponsored students in fundraising and supervised travel to Spain, summer 1995.
- 1992-93 **Foreign Language Department Chairperson**, John Burroughs Middle School, Los Angeles, CA.
Coordinated master schedule planning and purchasing for foreign language department. Facilitated department meetings.
- 1990-93 **Spanish Language Teacher** (Levels I and II), John Burroughs Middle School, Los Angeles, CA.
Developed and implemented curriculum for an introductory language course in accordance with middle school guidelines. Encouraged student leadership skills as sponsor of school honor club (1991-93). Elected member of Local School Leadership Council to make textbook budget, calendar, and school-wide policy decisions (1991-93).

ADDITONAL EXPERIENCE

AP summer institutes (summers 2012, 2010, 2009, 2008)

Grants – Horizon Grant 2010, Wells Fargo Grant 2009, AP Scholar 2010, Three PTSA scholarships in CT, CSSPP in CA

Scholarships – AP summer institute, Cemanáhuac, Mexico, Fulbright Hays

Seeds of Learning Service Travel to Nicaragua, summer 2013 and 2016

Presenter at NMOLE Fall Lift Up Conferences

Presenter at SWCOLT conference

Member, Albuquerque Teacher’s Federation (2003 to present)

Member, American Council of Teachers of Foreign Language (ACTFL)

Member, American Association of Teachers of Spanish and Portuguese (AATSP)

Member, New Mexico Organization of Language Educators (NMOLE)

Former Albuquerque Master Gardener

Member/donor:

National Hispanic Cultural Center

KUNM

Horizons at Bosque School

Albuquerque Botanical Gardens (former)

¡Explora! (former)

Asbury Pie Café

3.3. Erin Kearney

Associate Professor,
Department of Learning and Instruction, Foreign and Second Language Education
Graduate School of Education
State University of New York at Buffalo

Address:
554 Baldy Hall,
Buffalo, NY 14260
W: (716)-645-4058
Email: ekearney@buffalo.edu

EDUCATION

Ph.D., Educational Linguistics (with distinction) **2008**
Graduate School of Education, University of Pennsylvania
Dissertation: Developing Worldview(s): An Ethnography of Culture Learning in a Foreign Language Classroom

M.A., French Literature **2001**
Romance Languages Department, University of Pennsylvania

B.A., French Language and Literature **2000**
French Department, Pennsylvania State University

Diplôme d’Etudes Françaises (Deuxième Degré) **1999**
Université de Strasbourg, France

ACADEMIC APPOINTMENTS

Associate Professor **September 2016-present**
*Department of Learning and Instruction, Foreign and Second Language Education
Graduate School of Education
State University of New York at Buffalo*

Assistant Professor **September 2009-August 2011; September 2012-present**
*Department of Learning and Instruction, Foreign and Second Language Education
Graduate School of Education
State University of New York at Buffalo*

Research Assistant Professor **September 2011-August 2012**
(1-year maternity-related tenure stop)
*Department of Learning and Instruction, Foreign and Second Language Education
Graduate School of Education
State University of New York at Buffalo*

Post-Doctoral Associate
Center for Language Study
Yale University

August 2008-June 2009

Lecturer
Educational Linguistics Department
Graduate School of Education
University of Pennsylvania

September 2008-May 2009

PUBLICATIONS

(*indicates student co-author)

Academic Books

KEARNEY, E., Ahn, S.-Y. & Barbour, A. (Eds.) (proposal under review). *Growing Multilingual Awareness in Early Childhood*. Multilingual Matters.

KEARNEY, E. (2016). *Intercultural learning in modern language education: Expanding meaning-making potentials*. Clevedon, UK: Multilingual Matters.

Pedagogical Guide

KEARNEY, E., *Barbour, A., *Choi, Y.-A., *Evans, R., *Mykula, V., *Pytlak, M. & *Zhai, L. (2017). *Growing multilingual awareness: A Guide for engaging young children with languages*. Buffalo, NY: University at Buffalo.

Refereed Journal Articles

KEARNEY, E. (under review). Getting a grip on world language teacher shortages: New York State as a case in point. *Foreign Language Annals*.

KEARNEY, E., Hildebrandt, S.A., & Swanson, P. (accepted). Bringing the teacher shortage in world languages education into focus. *The Language Educator*.

*Evans, R. & KEARNEY, E. (2018). The Multiple voices shaping a preservice FLEX teacher's process of becoming. *Language Association Journal*, 67 (1), 35-52.

KEARNEY, E. & *Barbour, A. (2015). Embracing, contesting and negotiating new languages: Young children's early socialization into foreign language learning. *Linguistics and Education*, 31, 159-173.

KEARNEY, E. (2015). A high-leverage teaching practice: Leading an open-ended group discussion. *Foreign Language Annals*, 48 (1), 100-123.

Johnson, J., Yerrick, R.K., & KEARNEY, E. (2014). Supporting linguistically diverse students in an era of science education reform. *Science Scope*, 37 (5), 23-31.

KEARNEY, E. (2014). Addressing culture in introductory levels of world language teaching: Insights from research in pre-K to post-secondary classrooms. *Language Association Journal: New York State Association of Foreign Language Teachers*, 64 (2), 17-38.

- KEARNEY, E. & *Ahn, S. (2014). Preschool world language learners' engagement with language: What are the possibilities? *Language Awareness*, 23 (4), 319-333.
- KEARNEY, E. & *Ahn, S. (2013). Awakening to world languages: Intercultural awareness in very young learners. *Learning Languages*, 18 (2), 44-48.
- Pomerantz, A. & KEARNEY, E. (2012). Beyond 'write-talk-revise-(repeat)': Using narrative to understand one multilingual writer's interactions around writing. *Journal of Second Language Writing*, 21 (3), 221-238.
- KEARNEY, E. (2012). Perspective-taking and meaning-making through engagement with cultural narratives: Bringing history to life in a foreign language classroom. *L2 Journal*, 4 (1), 58-82
- KEARNEY, E. (2010). Cultural immersion in the foreign language classroom: Some narrative possibilities. *Modern Language Journal*, 94 (2), 332-336.
- KEARNEY, E. (2008). Culture learning in a changed world: Student perspectives. *Journal of Language and Literacy Education*, 4 (1), 62-82.
- KEARNEY, E. (2004). Negotiating identity as a beginning foreign language learner, *Working Papers in Educational Linguistics*, 20 (1), 47-69.

Book chapters

- KEARNEY, E. (2009). Images as a resource for culture learning in the foreign language classroom. In M. Navarro Coy (Ed.), *Practical approaches to foreign language teaching and learning* (pp. 33-66). New York: Peter Lang Publishing.

GRANTS, FELLOWSHIPS AND AWARDS

- | | |
|---|-------------|
| Kenneth W. Mildenerger Prize for an Outstanding Scholarly Book in the fields of language culture, literacy and literature that has a strong application to the teaching of languages other than English. Modern Language Association. (awarded biennially since 2010) | 2017 |
| Anthony J. Papalia Award for Outstanding Article in a State or National Foreign Language Education Publication (awarded by the New York State Association of Foreign Language Teachers, with co-author So-Yeon Ahn) | 2015 |
| American Council on the Teaching of Foreign Languages (ACTFL) Research Priorities Grant, \$2500 (awarded) | 2015 |
| Dr. Nuala McGann Drescher Leave Fellowship (awarded) | 2015 |
| American Council on the Teaching of Foreign Languages (ACTFL) Research Priorities Grant, \$2500 (awarded) | 2013 |

University at Buffalo, Civic Engagement Grant: Grant Development Fellowship, **2012**
\$3100 (awarded)

University at Buffalo, Civic Engagement Grant: Integrating Foreign Language **2010**
Instruction into Head Start: A Collaborative Endeavor, \$3300 (awarded)

EDUCATIONAL AND RESEARCH SERVICES CONTRACTED

Partner and Principal Investigator, July 2016-August 2017
“Growing Multilingualism” Project
Community Action Organization-Head Start of Erie County, \$68,005

Associate Investigator January 2014-2016
City University of New York-New York State Initiative on Emergent Bilinguals

Partner and Principal Investigator, July 2015-June 2016
“Growing Multilingualism” Project
Community Action Organization-Head Start of Erie County, \$49,025

INVITED NATIONAL TALKS

KEARNEY, E. (2017, November). Launching a Successful Job Search, Crafting an Attention-Getting CV for Post-Secondary Positions, Navigating the Job Interview and Negotiating an Offer, and Balancing Roles and Responsibilities as a Post-Secondary Teacher. Four sessions presented at the American Council on the Teaching of Foreign Languages Annual Conference, Nashville, TN. (invited sessions)

KEARNEY, E. (2014, November). High-Leverage Teaching Practices of Novice World Language Teachers. Paper presented at the American Council on the Teaching of Foreign Languages Annual Conference, San Antonio, TX. (invited research plenary)

KEARNEY, E. (2013, November). Developing Critical Cultural Awareness through Foreign Language Learning. Paper presented at the American Council on the Teaching of Foreign Languages Annual Conference. Orlando, FL. (featured session)

INVITED REGIONAL and LOCAL TALKS

KEARNEY, E. (2017, October). Teaching and Learning Habits that Develop Intercultural Competence in the World Languages Classroom. Institute of World Languages Fall Symposium. (keynote)

KEARNEY, E. (2016, June). Growing Multilingual Awareness and Intercultural Competence through Engagement with Diverse Texts. Center for Educational Resources in Culture, Language and Literacy, University of Arizona, Tucson, AZ.

KEARNEY, E. (2016, April). Developing Symbolic Competence in Modern Language Classrooms: Expanding Meaning-Making Potentials. Berkeley Language Center, Berkeley, CA.

KEARNEY, E. (2015, October). Core Practices in Culture Teaching: Developing Classroom Routines. Paper presented at Binghamton University's 3rd Annual Conference on Foreign Language Teaching, Binghamton, NY. (keynote address)

KEARNEY, E. (2012, February). Global simulation and engagement with cultural narratives: Possibilities for the language classroom. Paper presented at the L2 Workshops at UB, Buffalo, NY. (inaugural keynote address)

KEARNEY, E. (2008, November). The Global Simulation Approach as a Tool for Language Teaching. Paper presented at Content and Context in 2nd Language Teaching Conference at the University of Pennsylvania, Philadelphia, PA.

Byrnes, H., Cangiano, V., Carreras, M. KEARNEY, E., & Saussy, H. (2008, November). The 2007 MLA Report: Recommendations for Institutional and Curricular Change. Panel member at the Yale Center for Language Study, New Haven, CT.

KEARNEY, E. (2008, September). A Narrative Approach to Teaching Culture in the Foreign Language Classroom. Paper presented in the Distinguished Guest Lecture Series at Temple University. Philadelphia, PA.

KEARNEY, E. (2008, April). Culture in Foreign Language Teaching: Theoretical and Practical Considerations. Invited talk and workshop presented at the Yale Center for Language Study, New Haven, CT.

KEARNEY, E. (2007, October). Culture in Foreign Language Teaching: Identifying Goals, Pedagogical Approaches and Desired Outcomes. Workshop for Instructors of Less Commonly Taught Languages at the Penn Language Center, Philadelphia, PA.

PEER-REVIEWED CONFERENCE PAPERS AND COLLOQUIA

(*indicates student co-presenter)

Paesani, K., Willis Allen, H., KEARNEY, E. & Donato, R. (2017, February). *Perspectives on High-Leverage Teaching Practices in Foreign Language Education*. Paper presented at the Tenth International Conference on Language Teacher Education, Los Angeles, CA.

KEARNEY, E. (2016, January). Modern and Late-Modern Tensions in the Talk and Work of Language Teacher Educators. Paper presented at the Fifth International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ.

KEARNEY, E. (2015, November). Core Practices in Culture Teaching. Paper presented at the American Council on the Teaching of Foreign Languages Annual Conference, San Diego, CA.

KEARNEY, E. & Palpacuer-Lee, C. (2015, May). World Language Teachers' Negotiation of their Roles as Intercultural Mediators. Paper presented at the Ninth International Conference on Language Teacher Education, Minneapolis, MN.

KEARNEY, E. (2015, May). High-Leverage Practices in Culture Teaching. Paper presented at the Ninth International Conference on Language Teacher Education, Minneapolis, MN.

KEARNEY, E. & *Barbour, A. (2015, March). Instructional Stances and Moves for Cultivating Deep Engagement with Language in Preschool Foreign Language Learners. Paper presented at American Association of Applied Linguists Annual Conference, Toronto, Canada.

KEARNEY, E. (2015, February). Lenses and Methods for Understanding Refugees' Experiences with American Educational Settings. Panel organized and paper presented at 36th Annual Ethnography in Education Research Forum, Philadelphia, PA.

KEARNEY, E. & *Zepper, A. (2014, November). Stretching Options for Speakerhood in Foreign Language Classrooms. Paper presented at the American Council on the Teaching of Foreign Languages Annual Conference, San Antonio, TX.

KEARNEY, E. (2014, March). What are Kids Learning in a Preschool Foreign Language Program about What Language Learning Is? Paper presented at the American Association of Applied Linguists Annual Conference, Portland, OR.

KEARNEY, E. (2013, November). Critical awarenesses: Developing intercultural competence in preschool-aged FL learners. Paper presented at the American Council on the Teaching of Foreign Languages Annual Conference, Orlando, FL.

KEARNEY, E. & *Ahn, S-Y. (2013, June). Pre-school foreign language learning in the U.S.: A site for shifting language ideologies and promoting social justice. Paper presented at the International Society for Language Studies Biennial Conference, San Juan, Puerto Rico.

KEARNEY, E. & *Ahn, S-Y. (2013, April). Disrupting dominant language ideologies through very early foreign language education in the U.S. Paper presented at the American Educational Research Association, San Francisco, CA.

KEARNEY, E. & *Ahn, S-Y. (2013, March). Developing critical cultural awareness through very early foreign language learning. Paper presented at the American Association of Applied Linguists Annual Conference, Dallas, TX.

KEARNEY, E. (2013, March). Constructing legitimacy and expertise: Foreign language teacher educators' narrative accounts. Paper presented at the American Association of Applied Linguists Annual Conference, Dallas, TX.

- KEARNEY, E. & *Ahn, S-Y. (2012, October). Cultivating language awareness among preschool foreign language learners. Paper presented at the 31st Annual Second Language Research Forum, Pittsburgh, PA.
- Pomerantz, A., KEARNEY, E., Bridge, J., Lewis, K., Peng, X. & Welsh, R. (2012, March). Providing and Advocating for Excellence in L2 Writing Support. Paper presented at the 46th Annual TESOL Convention and Exhibit, Philadelphia, PA.
- Pomerantz, A. & KEARNEY, E. (2012, March). Storying the L2 Writing Experience: One Writer's Tellings. Paper presented at the American Association of Applied Linguists Annual Conference, Boston, MA.
- KEARNEY, E. (2012, January). Immersion through Cultural Narratives in the Foreign Language Classroom. Paper presented at the 3rd International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ.
- KEARNEY, E. & *Ahn, S-Y. (2011, August). Preparing Foreign Language Teachers in the State of New York for the Cultural Dimensions of their Practice. Paper presented at the 16th World Congress of Applied Linguistics, Beijing, China.
- KEARNEY, E. & *Ahn, S-Y. (2011, May). Re-Examining the Foreign Language Methods Course: Interviews with Teacher Educators. Paper presented at the Seventh International Conference on Language Teacher Education, Minneapolis, MN.
- KEARNEY, E. & *Ahn, S-Y. (2011, May). Enhancing Study Abroad Design to Better Support Language Teachers' Development. Paper presented at the Seventh International Conference on Language Teacher Education, Minneapolis, MN.
- Pomerantz, A. & KEARNEY, E. (2011, March). A Narrative Approach to Research on L2 Academic Writing: Making Sense of the Voices. Paper presented at the American Association of Applied Linguists Annual Conference, Chicago, IL.
- Pomerantz, A. & KEARNEY, E. (2011, February). Contributions of a Narrative Perspective to the Instruction of Second Language Academic Writing. Paper presented at the 32nd Annual Ethnography in Education Forum, Philadelphia, PA.
- KEARNEY, E. (2009, October). Teacher Talk about Culture Pedagogy and How it Might Inform Teacher Education. Paper presented at the 1st International Conference on Foreign Language Learning and Teaching, Bangkok, Thailand.
- KEARNEY, E. (2009, March). Narrative as a Vehicle for Culture Learning in a Foreign Language Class. Paper presented at the American Association of Applied Linguists Annual Conference, Denver, CO.
- Pomerantz, A. & KEARNEY, E. (2008, April). Writing as Dialogue: Responding to Multiple Voices. Paper presented at the 42nd Annual TESOL Convention and Exhibit, New York, NY.

- KEARNEY, E. (2008, March). Socializing Learners to Read Cultural Representations in the Foreign Language Classroom. Colloquium organized and paper presented at the American Association of Applied Linguists Annual Conference, Washington, D.C.
- KEARNEY, E. (2008, March). Opening Spaces for Culture Learning through Narrative Writing in a Foreign Language Classroom. Paper presented at the Georgetown University Round Table on Languages and Linguistics, Washington, DC.
- KEARNEY, E. (2008, February). What Counts as Culture Learning in a Foreign Language Classroom: Student Perspectives. Paper presented at the 29th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- KEARNEY, E. (2007, December). Content-Based Instruction and Culture Learning in a Foreign Language Bridge Course. Paper presented at the Modern Language Association 123rd Annual Convention, Chicago, IL.
- KEARNEY, E. (2007, July). Images as a Resource for Culture Learning in the Foreign Language Classroom. Paper presented at the Second International Conference on Resources in Foreign Language Learning, Murcia, Spain.
- KEARNEY, E. (2007, June). Teachers' Beliefs about Culture Teaching and Learning. Paper presented at the Fifth International Conference on Language Teacher Education, Minneapolis, MN.
- KEARNEY, E. (2007, April). Second Language Socialization in a French-as-a-Foreign Language Classroom. Paper presented at the American Association of Applied Linguists Annual Conference, Costa Mesa, CA.
- KEARNEY, E. (2007, February). Culture Learning in a Foreign Language Classroom: The "Simulation Globale". Paper presented at the 28th Annual Ethnography in Education Research Forum, Philadelphia, PA.

COURSES TAUGHT

SUNY Buffalo (2009-present)

- Teaching Foreign Language, Grades 1-6 (LAI 593)
- Teaching Foreign Language, Grades 7-12 (LAI 616)
- Principles of First and Second Language Acquisition (LAI 582)
- Advanced Methods for Teaching Foreign Language (LAI 596)
- Understanding/Teaching Second Language Culture (LAI 681)
- Qualitative Techniques for Education (LAI 669)
- Micro-Ethnographic Methods for Investigating Language in Use (LAI 689)
- Core Practices in Culture Teaching (LAI 754)
- The Translanguaging Classroom: Supporting Emergent Bilingual Students (LAI 756)

University of Pennsylvania (2001-2009)

- French (semesters 1-5 and an intensive course for Wharton MBAs)
- TESOL Practicum

Sociolinguistics
Cross-Cultural Awareness
Intercultural Communication Internship and Thesis
The Study of Second Language Acquisition

SERVICE

Profession

Member, National Advisory Board, Center for Educational Resources in Culture, Language and Literacy (CERCLL) (2018-2022)
At Large Member, Board of Directors, American Council on the Teaching of Foreign Languages (2016-2019)
Member, Strategic Planning Committee, New York State Association of Foreign Language Teachers (NYS AFLT) (2018)
Member, American Association of Applied Linguists Promotion and Tenure Taskforce (2014-2015)
Member, New York State Association of Foreign Language Teachers, Strategic Review and Planning Committee (2017-present)
Member, Post-Secondary Committee, New York State Association of Foreign Language Teachers (2009-present)
Member, Foreign Language Methodologists Roundtable, New York State Association of Foreign Language Teachers (2009-present)
Ad Hoc Manuscript Reviewer for *International Journal of Applied Linguistics, Teaching and Teacher Education, Foreign Language Annals, Language Awareness, Language and Intercultural Communication, Leadership and Policy in Schools, L2 Journal, System*
Ad Hoc Book Proposal and Manuscript Reviewer for Springer (Educational Linguistics Series) and Routledge (Linguistics)
Abstract Reviewer for American Association of Applied Linguists Language, Culture and Society Strand and Pragmatics Strand
Abstract Reviewer for American Educational Research Association Second Language Research SIG and Division G Section 3 (Social Context of Multiple Languages and Literacies)
External reviewer for tenure and promotion cases: University of Pennsylvania, Stony Brook University, Ohio State University.
Invited data analysis consultant, 32nd Annual Ethnography in Education Forum, Graduate School of Education, University of Pennsylvania (2011)
Editor-in-Chief, *Working Papers in Educational Linguistics* (2004-2005)

University at Buffalo, SUNY

Invited roundtable participant, L2 Workshops at the University at Buffalo, “Hybrid, online, MOOCs and the L2 instructor” (April 2014)
Member, Fulbright Campus Interview Committee (2013-present)
Invited workshop leader, Chinese Language Teacher Workshop at the University at Buffalo Confucius Institute, “Theories of second language learning and L2 methodologies” (September 2013)
Author of Grant Proposal and Coordinator of Language Teacher Training Partnership (LTP) Exchange program between the University at Buffalo and the Universitat Autònoma de Barcelona (2010-2013) (over the 3-year grant period, eight UB undergraduates planning to

become Spanish language teachers received full UB tuition for one year along with other travel funding and six Spanish students attended UB on academic scholarships)

Graduate School of Education

Chair, Decanal Adjudication Committee (reviewed a student's appeal of sanctions) (2014)
Member, Search Committee for Assistant Director of the Teacher Education Institute (2013)
Member, Dean's Task Force on Inter-Professional Education and Engagement (2013)
Member, GSE Graduate Degrees Committee (2010-2012)
Member, GSE Professional Education Advisory Committee (2010)

Department of Learning and Instruction

Program Director, Foreign and Second Language Education program (Summer 2015-present)
Chair, Search Committee for Assistant Professor of ESL Education (2015-2016)
Member, Doctoral Studies Committee (2012-present)
Member, Search Committee for Interim Chair of the Department of Learning and Instruction (2015)
Member, Search Committee for Associate/Full Professor in Early Childhood Education (2014-2015)
Member, Search Committee for Assistant Professor in Literacy Education (2010)

Doctoral Dissertation Chair and Committee Member

So-Yeon Ahn, chair, defended April 2013
Tsui-Chun Hu, chair, defended July 2013
Saima Umbreen, chair, defended March 2014
Elizabeth Goulette, chair, defended May 2014
Mary Caitlin Wight, chair, defended June 2014
Chelsea Wight, chair, defended May 2015
Amanda Barbour, chair, defended March 2016

In progress: Ying Yue, Youngkyung Koh, Reid Evans, Ling Zhai, Yesul Han

Youngsang Cho, member, defended August 2012
Christina Agostinelli, member, defended May 2013
Anna Adjel-Barrett, member, defended May 2013
Ersoy Erdemir, member, defended May 2013
Jung In Kim, member, defended June 2013
Melissa Johnson, member, defended March 2014
Hyonsuk Cho, member, defended May 2016
Gliset Colon, member, defended May 2016
Lisa Roof, member, defended May 2016
Hatice Altun, member, defended March 2017
Jessica Guigino, member, defended March 2017
Annmarie Ross, member, defended May 2017
Jeri Diletti, member, defended June 2017
Athena Stanley, member, defended May 2018

Community

Steering Committee Member, BELL (Buffalo English Language Learner) Network

Training Series Committee Member, BELL (Buffalo English Language Learner) Network
Professional Development Volunteer, CAO Head Start of Buffalo, Teacher Institute (August 2014)

PROFESSIONAL MEMBERSHIPS

International Association of Applied Linguistics (AILA)
American Association of Applied Linguists (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
Modern Language Association (MLA)
Teachers of English to Speakers of Other Languages (TESOL)
National Network for Early Language Learning (NNELL)
New York State Association of Foreign Language Teachers (NYSFLT)

3.4. Cristina Ladas

Coordinator,
K-12 World Language Programs,
Cave Creek Unified School District, AZ

Address:

P.O. Box 5243
Carefree, AZ 85377
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EDUCATION

- 2012 Administration Certification (PreK-12 Principal), University of Phoenix, AZ
- 1996 M.A.T., Elementary Education, National Louis University, Evanston, IL
- Study Abroad: Instituto Tecnológico de Monterrey, Querétaro, Mexico
- 1991 B.A. English Literature and Spanish, DePauw University, Greencastle, IN
- Study Abroad: John F. Kennedy University, Buenos Aires, Argentina
 - Internship: Medical Interpreter in the Dominican Republic
 - Internship: Commonwealth of Puerto Rico, Chicago Office, IL

PROFESSIONAL LICENSURE & CERTIFICATION

Arizona Standard Professional Principal, PreK-12
Standard Professional Elementary, K-8
Approved Areas:

- ESL PreK-12
- Spanish as a Foreign Language, 6-12
- Spanish Bilingual PreK-12
- English Language Arts, 6-8
- Social Studies, 6-8

Illinois Standard Elementary, K-8
Approved Areas:

- English Language Arts, 5-8
- Spanish as a Foreign Language, 5-8
- English as a Second Language, K-8
- Social Science, 5-8

LANGUAGE EXPERTISE

- English (Primary language)
- Spanish (Superior Level)
- Hungarian (Novice Level)
- French (Novice Level)
- Mandarin Chinese (Novice Low Level)¹

¹ Levels are not official but are close approximations.

WORK EXPERIENCE

- 2013 – Present Coordinator, K-12 World Language Programs, Cave Creek Unified School District, AZ
- Design, launch & organize World Language, FLES/X & Spanish, French, Chinese immersion programs
 - Provide professional learning opportunities for administration and teachers
 - Coordinate international visiting teacher programs/visas with France, Spain, China
 - Advocate for statewide WL programs & equity for all through AZLA & AZ DLI Network
- 2013 – Present Mentor, Two-Way Immersion-Catholic Schools (TWIN-CS) Project, Boston College, MA
- Assigned to support St. Matthew Catholic K-8 School, Phoenix, AZ
- 2013 – 2017 External Evaluator, K-16 NPD Grant, Mesa Community College, Mesa, AZ
- Evaluated a National Professional Development (NPD) Grant: *Teachers of Language Learners Learning Community (TL3C)* to increase the number and knowledge of AZ teachers of language learners
 - Funded by U.S. Department of Education, OELA, \$1,800,000
- 2009 – 2012 External Evaluator & Author, K-8 FLAP Grant, Deer Valley School District, AZ
- Evaluated a Foreign Language Assistance Program Grant: *The DVUSD Mandarin Project*
 - Articulated AZ's 1st Chinese Immersion Program + a FLEX Model at two K-8 schools and into one feeder high school
 - Funded by U.S. Department of Education, OELA, \$700,000
- 2010 – 2013 Education Consultant, multiple local school districts, AZ
- Continued FLAP grant expansion (WL & Immersion) throughout the K-12 Cave Creek Unified School District
 - Provided professional learning & mentorship to a Spanish immersion program K-8 Creighton School District
- 2007 – 2010 Director & Author, K-8 FLAP Grant, Cave Creek Unified School District, AZ
- Coordinated PreK-12 Foreign Language Assistance Program Grant: *Project Idiomas Unidos*
 - Provided professional learning, research-based FLEX and one-way immersion models
 - Disseminated WL/Immersion programs to all other schools in CCUSD and beyond
 - Funded by U.S. Department of Education, OELA, \$500,000
- 2006 – 2009 Co-External Evaluator, K-12 NPD Grant, AZ K-12/Northern AZ University, Phoenix, AZ

- Evaluated a National Professional Development (NPD) Grant: *Improving English Language Learner Academic Achievement through Sheltered English Instruction (SEI)*
 - Funded by the U.S. Department of Education, OELA, \$1,000,000
- 2001 – 2005 Faculty Associate, Arizona State University, Tempe Campus & West Campus, Glendale, AZ
- Taught BLE 312: ESL, Diversity and Culture in Education, DCI 494: Using Technology in the Classroom (ESL focus), and BLE 520: ESL Strategies
- 2002 – 2007 Co-External Evaluator, Title VII Comprehensive Grant, Phoenix Elementary School District, Phoenix, AZ
- Co-evaluated a 5-year grant at one K-8 school: *Herrera School Project for Bilingualism*
 - Focused on upgrading a two-way immersion model to raise EL academic achievement
 - Funded by U.S. Department of Education, Office of English Language Acquisition, \$1,200,000
- 2001– 2003 External Evaluator, Title VII Comprehensive Grant, Creighton School District, AZ
- Evaluated a 5-year grant, *Project Exelencia*, cut short by the passage of AZ English-Only laws (2000)
 - Funded by U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, \$800,000
- 1999 – 2005 Co-External Evaluator, Title VII Comprehensive Grant, Tertulia Charter School, Phoenix, AZ
- Co-evaluated a 6-year grant at a K-8 charter school: *Tertulia: A Learning Community Charter School*
 - Focused on upgrading a two-way immersion model to raise EL academic achievement
 - Funded by U.S. Department of Education, Office of Bilingual
- 1997 – 2000 Special Projects Director, K-8 Title VII Systemwide Grant, Creighton Elementary District, Phoenix, AZ
- Upgraded TBE & ESL classes to maintenance bilingual and two-way dual language programs in four schools
 - Expanded inter-agency collaboration through university and business partnerships
 - Established Cohort Master Degree Programs for Teachers (Bilingual Education) at ASU
 - Empowered Hispanic parents through education, interpreters and parenting classes
 - Funded by U.S. Department of Education, OBEMLA, \$2,700,000
- 1996 – 1997 Bilingual Teacher, 3rd Grade, Creighton Elementary District, Phoenix, AZ

1991 – 1996 Bilingual Teacher, 2nd & 3rd Multi-Age, Palatine Unified District, Rolling Meadows, IL

AWARDS

K-12 School World Language/Immersion Awards, Cave Creek Unified School District, AZ

- Magna Award, Honorable Mentions (2)
- A+ Exemplary Program Award (2)
- Golden Bell Award (2)

UNFUNDED GRANTS (Co-author or Author)

2011 i3 Development Grant: *The LIGHT Project*, AZ K-12 Center for Professional Development, \$800,000

2011 AZ Parents Commission on Drug Education and Prevention Grant, Cave Creek USD, \$300,000

2010 FLAP/IHE Grant, *Cave Creek USD K-16 Mandarin Project*, 7 schools, AZ \$2,500,000

2002 Foreign Language Incentive Program (FLIP) Grant, Creighton School District, 7 K-8 schools, AZ

2001 Title VII Comprehensive Grant, *Project ADELANTE*, Creighton School District, 1 school, JHS focus, AZ

1998 Title VII Comprehensive Grant, *Project SAILS: Students Achieve Integration through Language Skills*, \$580,000

CONFERENCE PRESENTATIONS

Ladas, C., Schenk, M., & Xie, G., (2018). *Personalized Learning + Languages*, American Council for Teachers of Foreign Languages, (Accepted Fall Convention)

Ladas., C., Loveland, H., & Pastor, T., (2017). *Deepening Cultural Competence: An Analysis of Three K-12 Confucius Classroom Districts*, National Chinese Language Conference, Annual Conference

Ladas., C., (2017). *Fidelity Assurances for DL/I Programs*, Teachers of Language Learners Learning Community (TL3C), Spring Conference, Mesa Community College, Mesa, AZ

Ladas., C., Fernandez, P. (2017). *Student Errors and Corrective Feedback*, Teachers of Language Learners Learning Community (TL3C), Spring Conference, Mesa Community College, Mesa, AZ

Fernandez, P., & Ladas, C., (2017). *Growing AZ Leaders in World Languages*, AZ Language Association, Fall Conference, AZ

Ladas, C., (2017). *Panel: Fostering Pathways to International Engineering Panel: Community Inspired, Globally Prepared*, 20th Colloquium on International Engineering Education, Northern Arizona University, Flagstaff, AZ

Ladas, C., (2016). *National Council for State Supervisors of Languages 2016 Update*, AZ Language Association, Spring Workshop, AZ

Garvy, M., Jimenez-Silva, M., Ladas, C., Reyes, N., (2016). *Teachers of Language Learners Learning Community (TL3C): 10 Fidelity Assurances of Dual Language Immersion Programs*, California Association for Bilingual Education, Annual Conference, CA

Ladas, C., Castro., S., (2016). *Assessments Through Student Progress reports (SPRs)*, Teachers of Language Learners Learning Community (TL3C), Spring Meeting, Mesa Community College, Mesa, AZ

Ladas, C. (2016). *STEM + Language Units*, Teachers of Language Learners Learning Community (TL3C), Summer Institute, Mesa Community College, Mesa, AZ

Jimenez-Silva, M., Ladas, C., Avila, Caroline., Sajn, F., (2016). *Creating and Sharing Materials in Spanish* Teachers of Language Learners Learning Community (TL3C), Summer Institute, Mesa Community College, Mesa, AZ

Ladas., C., (2016). *10 Fidelity Assurances of Dual Immersion Programs*, Teachers of Language Learners Learning Community (TL3C), Mesa Community College, Mesa, AZ

Ladas., C., Toomey, Matt., McGowan, G., Sandoval, Y., Guzman, V., & Bradley, M. (2016). *Tandem Teaching in a Two-Way Immersion Program*, Two-Way Immersion Network – Catholic Schools, Summer Institute, Boston College, Boston, MA

Jimenez-Silva, M., Ekiss, G., Ladas, C., (2016). *STEMSS 2016: Integrating Content and Language Learning*, AZ Language Association, Fall Conference, AZ

Ladas, C., (2016). *A Framework for Dual Language Immersion Classrooms*, AZ Language Association, Fall Conference, AZ

Raught, J., Ladas, C., Nasr., & Berksen, L., (2016). *AZ Native and World Language Standards*, AZ Language Association, Fall Conference, AZ

Aoki, M., Ladas, C., Claus-Nix, M., Fujimori, L., Egnatz, L., Greer, D., Wertz, R. & Davila, A., (2016) *Lead with NCSSFL: State Roads Lead to the Seal of Biliteracy*, American Council for Teachers of Foreign Languages, Fall Convention

Wade, O. (Moderator), Ladas, C., (2016). *NCSSFL Roundtable: Creating DL/I Programs at the Local Level*, National Council for State Supervisors for Languages, Annual Meeting

Ladas., C., Toomey, Matt., McGowan, G., (2015). *Dual Language Immersion Fidelity Assurances*, Two-Way Immersion Network – Catholic Schools, Summer Institute, Boston College, Lenox, MA

Ladas., C., Toomey, Matt., McGowan, G., (2015). *A Roadmap for Implementation–Using the Stages of Implementation to Guide Your Program’s Journey*, Two-Way Immersion Network – Catholic Schools, Summer Institute, Boston College, Lenox, MA

Tam, F., Xie., G., Ladas, C., (2015). *Secondary Chinese Program Support Systems*, F-LAN Consortium Summer Conference, Salt Lake City, UT

Ladas, C., Raught, J., Nasr, D., (2015). *AZ World & Native Language Standards*, AZ Language Association, Fall Conference, AZ

Raught, J., Nasr, D., & Ladas, C., (2015). *Roundtable: ACTFL’s Advocacy Tools in Action–Arizona’s Plan*, American Council for Teachers of Foreign Languages, Fall Convention

Raught, J., Nasr, D., & Ladas, C., (2015). *Roundtable: Seal of Biliteracy, Local Grassroots Efforts in Changing Policy*, American Council for Teachers of Foreign Languages, Fall Convention

Ladas., C., (2015). *Show Me the Evidence! Six Fidelity Assurances to Follow for a Successful Program*, Teachers of Language Learners Learning Community (TL3C), Mesa Community College, Mesa, AZ

Ladas., C., (2015). *Looking at Language Through a New Lens*, Teachers of Language Learners Learning Community (TL3C), Mesa Community College, Mesa, AZ

Ladas., C., Toomey, Matt., McGowan, G., Sandolval, Y., Scafaru, A. & Bradley, M. (2014). *Putting Together “el mosaico” at St. Matthew*, Two-Way Immersion Network – Catholic Schools, Summer Institute, Boston College, Boston, MA

Ladas, C., Culbertson, M., & Arnieri, T., (2014). *Keeping Dual Language Immersion Parents Happy Conferences Revamped*, AZ Language Association, Fall Conference, AZ

Ladas., C., (2013). *How to Standardize Dual Language Throughout the U.S. and AZ*, Teachers of Language Learners Learning Community (TL3C), Mesa Community College, Mesa, AZ

Ladas, C., (2011). *Traveling the P21 World Language Map*, AZ Language Association, Fall Conference, AZ

Ladas, C., (2010). *Your Immersion Toolkit*, AZ Language Association, Fall Conference, AZ

Ladas, C., (2010). *The Evolution of Immersion*, AZ Language Association, Fall Conference, AZ

Ladas., C., (2010). *Plenary Session: Partnerships, Exchanges and Innovations in AZ K-12 Education*, Arizona International Education State Meeting Thunderbird Graduate School of Business, AZ

BOOK CHAPTERS

Ladas, C., Modeleski, C., Gonzalez, G., Rodriguez, M., Sarker, A., Yaden, E. & Zisselsberger, M., (accepted). Working to ensure model fidelity. In M. Scanlan & C. Hunter (Eds.) *¡Transformación! The Power of Networking to Foster Culturally and Linguistically Responsive Schools*, Boston, MA: Harvard Education Press

COLLABORATIONS and PARTNERSHIPS (current)

American Council for Teachers of Foreign Languages (ACTFL)

- Faithful Member
- ACTFL Nelson Brooks Award for Excellence Teaching Culture Committee Member (2001-02)

National Council of Supervisors for Languages (NCSFL)

- Associate Member, AZLA Representative
- Committees: Bylaws, Linguafolio, Resource Repository
- Advocated for a NCSFL AZ representative and WL Position AZ DOE

Arizona State University – Chinese

- Established 7 Confucius Classroom Schools in AZ (K-12 span)
- Lead Coordinator for 4 Confucius Classroom Schools through the Confucius Institute
- Principal Investigator for 3 Rounds of Chinese Flagship Linkages Grant - High School AP

College Board Chinese Guest Teacher Program

- NCSFL Interview Team for 3 years
- AZ Reviewer & Mentor, NCSFL for 5 years

AZ Department of Education

- Lead Field Expert for revision of World & Native Language State Standards
- World Language Advisory Group
- Seal of Biliteracy Leader
- Advocacy through SB1424 & HB2253

AZ Language Association (AZLA)

- Organizer, AZ DLI Network
- Executive Board Member
- Chair, Early Language Learning

Arizona State University-Kingdom of Saudi Arabia Project

- 15 International J1 Scholars from Saudi Arabia in K-12 Cave Creek Unified School District

Embassy of Spain

- School of the Year Competition, 2nd Place (Sonoran Trails Middle School)
- International Spanish Academies (ISA) Network (Desert Willow Elementary School)
- J1 International Visiting Teachers and Q visa Interns

French Embassy

- J1 International Visiting Inters Program
- FACE Foundation Grant Recipient (3 rounds)
- Established local partnerships, L' Alliance Francais

K-12 Sister School & District Partnerships

- No. 1 Senior High, Yichang, China
- No. 6 Middle School of Yichang, China
- Jiaxing Foreign Languages School, Chengdu, China
- Elite Cradle International School, Zhengzhou, China
- L' Académie de Grenoble, France
- Colegio El Camino, Mexico

3.5. Joshua Thoms

Co-Director, Master of Second Language Teaching program,
Associate Professor, Department of Languages, Philosophy, and Communication Studies,
Core Faculty Member, Master of Second Language Teaching Program
Utah State University

Address:

202 J Old Main Hill
Utah State University, Logan, UT 84322
W: 435-797-9065
E-mail: joshua.thoms@usu.edu

EDUCATION

2008 Ph.D. Second Language Acquisition, University of Iowa

Dissertation: “Teacher-Initiated Talk and Student Oral Discourse in a Second Language Literature Classroom: A Sociocultural Analysis.” Recipient of the 2010 ACTFL-Modern Language Journal Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education.

Comprehensive examination areas: SLA Theory, Classroom Discourse, SLA and Technology

2003 M.A. Spanish Literature, University of Iowa

1997 B.A. Spanish, Secondary Education Minor, St. John’s University

PROFESSIONAL AND ACADEMIC POSITIONS

2018– Co-Director, Master of Second Language Teaching program, Utah State University

2017– Associate Professor, Department of Languages, Philosophy, and Communication Studies, Utah State University

2011– Core Faculty Member, Master of Second Language Teaching Program, Utah State University

2011–2017 Assistant Professor, Department of Languages, Philosophy, and Communication Studies, Utah State University

2012, 2013, 2018 Invited Faculty Member, Summer Language Institute for Spanish Teachers, Southern Oregon University, Guanajuato, Mexico (3-week session)

2008–2011 Assistant Professor and Spanish Language Coordinator, Department of Foreign Languages and Literatures, Louisiana State University

- 2008–2011 Affiliated Faculty Member, Interdepartmental Linguistics Program, Louisiana State University
- 2001–2008 Teaching Assistant, Department of Spanish and Portuguese, University of Iowa
- 1998–2001 High School Spanish Teacher, Sibley East Schools, Arlington, MN
- 1997–1998 Spanish/English Teacher, *Santa María del Mexicano* Residential School, Colon, Mexico

PUBLICATIONS

Edited book (refereed)

- 2013 *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues.* (Co-edited with Dr. Fernando Rubio) Boston, MA: Heinle Cengage. [Reviewed in *The Modern Language Journal*, 98, 883–885 (September 2014); the book is also listed as a resource for hybrid language learning and teaching on the Association of Departments of Foreign Languages website (as of March 2014)].

Articles (refereed)

* = graduate student

- 2018 Exploring digital literacy practices via L2 social reading, Special Issue of *L2 Journal*, 10(2), 36–61 (with Frederick Poole*). Invited.
- 2017 Investigating the linguistic and pedagogical affordances of an L2 open reading environment via *eComma*: An exploratory study in a Chinese language course, *System*, 69, 38–53 (with Ko-Yin Sung & Frederick Poole*).
- 2017 Investigating linguistic, literary, and social affordances of L2 collaborative reading, *Language Learning & Technology*, 21(2), 139–156 (with Frederick Poole*).
- 2014 An ecological view of whole-class discussions in a second language literature classroom: Teacher reformulations as affordances for learning, *Modern Language Journal*, 98, 724–741.
- 2014 Open educational resources in the United States: Insights from university foreign language directors. *System*, 45, 138–146 (with Becky L. Thoms).
- 2014 The future tense in Spanish L2 textbooks. *Spanish in Context*, 11, 27–49 (with Rafael Orozco).
- 2012 Classroom discourse in FL classrooms: A review of the literature. *Foreign Language Annals*, 45 (Special Issue), s8–s27.

- 2007 Journal-based self-studies of L1 English/L2 Spanish speakers learning L3 Kichwa in Ecuador and L3 Guaraní in Paraguay. *Entre Lenguas*, 12, 61–75 (with Carol Severino).
- 2005 The use of L1 in an L2 on-line chat activity. *Canadian Modern Language Review*, 62, 161–182 (with Jianling Liao & Anja Szustak).

Book chapters (refereed)

- Forthcoming (2019) Using technology to facilitate second language learning. In M. Spector, M. Merrill, J. Elen, & M. Bishop (Eds.), *Handbook of research on educational communications and technology*. New York: Springer (with Yanghee Kim & Sherry Marx).
- 2013 Analyzing linguistic outcomes of L2 learners: Hybrid vs. traditional course contexts. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 177–195). Boston, MA: Heinle Cengage.
- 2013 Hybrid language teaching and learning: Looking forward. In F. Rubio & J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 1–9). Boston: Heinle Cengage (with Fernando Rubio).
- 2011 Investigating foreign language graduate student instructors' perceptions and use of technology in the classroom. In H. Maxim & H. W. Allen (Eds.), *Educating the future foreign language professoriate for the 21st century* (pp. 192–211). Boston, MA: Heinle Cengage.
- 2011 Researching the (dis)connection between literary discussions and speaking functions: A replication with intermediate learners. In A. Cortazar & R. Orozco (Eds.), *Lenguaje, arte, y revoluciones ayer y hoy: New approaches to hispanic linguistic, literary, and cultural studies* (pp. 315–346). Newcastle, UK: Cambridge Scholars Publishing.

Proceedings (refereed)

- 2011 Hybrid language teaching and learning: Assessing pedagogical and curricular issues. In C. Wilkerson & P. Swanson (Eds.), *Dimension 2011* (pp. 21–34). Valdosta, GA: SCOLT Publications.

Book reviews

- 2013 Nicolson, M., Murphy, L., & Southgate, M. (Eds.) *Language teaching in blended contexts*. In *Modern Language Journal*, 97, 574–575.
- 2010 Cole, K., & Zuengler, J. (Eds.) *The research process in classroom discourse analysis*. In *Modern Language Journal*, 94, 346–347.

2008 Walsh, S. *Investigating classroom discourse*. In *Modern Language Journal*, 92, 152–153.

Work in Progress

* = graduate student

Under contract *Open education and foreign language learning and teaching: The rise of a new knowledge ecology*. (Co-edited with Carl Blyth). Bristol, UK: Multilingual Matters.

Under review Open educational resources and ESL education: Insights from educators in the United States (with Ekaterina Arshavskaya & Frederick Poole*).

Under review Language teachers and the open education movement: A national survey.

In preparation Open education in the United States: Understanding the practices and needs of FL educators in K-12 contexts.

In preparation Analyzing the effects of learner annotations on interaction in L2 digital reading environments (with Frederick Poole).

In preparation Understanding open education scholarship and promotion & tenure policies in the United States (with Becky L. Thoms & Dylan Burns).

TEACHING AND COURSE SUPERVISION

Utah State University: Courses taught

Fall 2011, 2012, 2015, 2016; Spring 2012, 2014, 2015, 2017, 2018 Undergraduate course – LING 4100 *The Study of Language*

Fall 2013, 2014, 2015 Undergraduate course – SPAN 3040 *Advanced Spanish Grammar*

Spring 2014, 2016 Undergraduate course – SPAN 4200 *Introduction to Hispanic Linguistics*

Fall 2013, 2016, 2018; Spring 2015 Graduate course – LING 6500 *Second Language Acquisition: Theory and Practice*

Fall 2011, 2014; Spring 2016, 2017 Graduate course – LING 6520 *Technology for Language Teaching*

Spring & Fall 2012 Graduate course – LING 6510 *Linguistic Analysis*

Summer 2013 Graduate course for visiting scholars – Four two-hour classes about *Technology and Language Learning* for 8 EFL Scholars/Teachers from Iraq (sponsored by the Fulbright Visiting Scholars in Applied Linguistics/EFL Program)

Southern Oregon University: Courses taught

Summer 2012, 2013, Invited to teach the following graduate courses during a 3–week session
2018 for the Summer Language Institute for Spanish Teachers in Guanajuato, Mexico: FL 511: *Second Language Acquisition* (2012–18 students, 2013–14 students, 2018–TBD); FL 516: *The Role of Classroom Discourse in L2 Teaching & Learning* (2013–19 students).

CONFERENCE PARTICIPATION

* = graduate student

Invited Plenary Speaker

2015 Moving beyond the language–literature divide in foreign language programs: The use of digital annotation tools, 4th Annual Language Educator Symposium, Penn Language Center, University of Pennsylvania, Philadelphia, PA.

Invited Presenter

- 2016 L2 digital social reading: Research & practice. L2 Digital Literacies/Arizona Computer-Assisted Language Learning Conference, Tucson, AZ. (This talk was delivered as part of an invited panel dedicated to research issues related to digital literacies and technology-enhanced language learning; other panelists include Jill Castek & William Crawford.)
- 2013 The role of classroom discourse in L2 learning and teaching. American Association for Applied Linguistics (AAAL), Dallas, TX. (This paper was delivered as part of a special colloquium entitled “The ACTFL research priorities project: Moving language education forward.” Other panelists included Heather Willis Allen, Laurent Cammarata, Rick Donato, Eileen Glisan, Kate Paesani, & Diane J. Tedick.)
- 2011 The role of the teacher: Classroom discourse and building of classroom communities. American Council on the Teaching of Foreign Languages (ACTFL), Denver, CO.
- 2010 Research on language development in literature classes: Part II. American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.
- 2009 Discussion on hybrid models of teaching and learning, American Association of University Supervisors and Coordinators (AAUSC) Business Meeting and Panel Session, San Diego, CA (other panelists included Heather Willis Allen & Fernando Rubio).
- 2008 Discussion on anniversary of Firth and Wagner (1997) debate, University of Wisconsin–Madison/The University of Iowa Graduate Student Symposium, Madison,

WI, 2008 (other panelists included Atsushi Hasegawa, Barbara Lafford, James Lantolf, Junko Mori, Jason Rothman, Bruce Spencer, Catherine Stafford, & Richard Young).

Organizer of Panel Sessions/Colloquia

- 2015 Using open educational resources in K-12 and post-secondary contexts, American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA. (Organizer; Presenters included Carl Blyth, Toni Theisen, Joanna Luks, & Joshua J. Thoms).
- 2014 Open educational resources (OER) and foreign language (FL) education: Investigating the effects of OER on FL learning and teaching, American Association for Applied Linguistics (AAAL), Portland, OR. (Co-organizer with Carl Blyth; Presenters included Carl Blyth and Steven Thorne, Fernando Rubio, Amy Rossomondo, & Joshua J. Thoms and Becky L. Thoms).
- 2011 Technology-enhanced delivery models in foreign language learning and teaching, Modern Language Association (MLA), Los Angeles, CA. (Co-president with Fernando Rubio; Presenters included Robert Blake & Diane Musumeci).
- 2010 Hybrid language teaching and learning: Exploring pedagogical and curricular issues, American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA. (Co-chair with Fernando Rubio; Presenters included Lara Ducate, Lara Lomicka Anderson, & Gillian Lord).

Presenter

- 2018 Analyzing digital literacy practices via L2 collaborative reading. WorldCALL Conference, Concepción, Chile (with Frederick Poole*).
- 2018 Investigating open education and promotion & tenure in the United States. 15th Annual Open Education Conference, Buffalo, NY (with Becky L. Thoms and Dylan Burns).
- 2017 Analyzing learner interaction(s) via digital social reading in an L2 Chinese language class. Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, AZ.
- 2017 Investigating linguistic, literary, and social affordances of L2 collaborative/social reading. American Association for Applied Linguistics (AAAL), Portland, OR (with Frederick Poole*).
- 2016 Investigating the affordances of L2 collaborative/social reading spaces via digital annotation tools. XXIVth Congress of the National Assembly of Higher Education Language Centres (RANACLES), Université Paris-Sorbonne, Paris, France.
- 2016 Investigating foreign language open education in the US. 13th Annual Open Education Conference, Richmond, VA.
- 2015 Investigating foreign language educators' perceptions of open educational resources in the US. American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.

- 2015 Analyzing whole-class discussions in a second language literature classroom: Teacher reformulations as affordances for learning. American Association for Applied Linguistics (AAAL)/Association Canadienne de Linguistique Appliquée (ACLA), Toronto, Canada.
- 2014 Bridging the language–literature divide via *Classroom Salon*. American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX. (My paper was delivered as part of a panel session entitled “The promise of social reading for foreign language learning.” Other panelists included Carl Blyth, Joanna Gay Luks, & Chantelle Warner).
- 2014 Exploring the perceived benefits and challenges of using open educational resources in foreign language programs. American Association for Applied Linguistics (AAAL), Portland, OR (with Becky L. Thoms).
- 2013 Literacy-based approaches in college and high school FL courses. American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL (with Mark Darhower & Mary E. O’Donnell).
- 2013 Implementing a Fulbright scholar program. Utah International Higher Education Summit, Logan, UT (with Karin DeJonge-Kannan, María Luisa Spicer-Escalante, & Jessica Lee*).
- 2013 Open educational resources in the United States: Insights from university foreign language directors. Computer Assisted Language Instruction Consortium (CALICO), Honolulu, HI (with Becky L. Thoms).
- 2013 Sociolinguistics and SLA come together: The future tense in Spanish L2 textbooks. Southeastern Conference on Linguistics (SECOL), Spartanburg, SC (with Rafael Orozco).
- 2012 Whole-class discussions in a L2 literature classroom: Teacher discourse and heritage language learners. American Association for Applied Linguistics (AAAL), Boston, MA.
- 2011 Using alternative forms of delivery in hybrid language courses. Southern Conference on Language Teaching (SCOLT), Baton Rouge, LA (with Sheldon Lotten & Peggy McNeil).
- 2011 Exploring pronunciation and speaking issues in and out of the L2 classroom. Southern Conference on Language Teaching (SCOLT), Baton Rouge, LA (with Maritza Nemogá*).
- 2010 Second language literary discussions: Where SLA theory and practice meet. American Association for Applied Linguistics (AAAL), Atlanta, GA.
- 2010 Researching speaking functions in a Spanish literature classroom: A conceptual replication with intermediate learners. XXVII Biennial Louisiana Conference on Hispanic Languages and Literatures, Baton Rouge, LA.

- 2009 Textbook adoption: The advantages and disadvantages of a closed process. American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA (with Lisa DeWaard).
- 2009 Analyzing whole-class discussions in a second language literature classroom: The role of affordances. Second Language Research Forum (SLRF), East Lansing, MI.
- 2009 Whole-class discussions in a L2 literature classroom: Affordance structures, perceptions, and heritage language learners. American Association of Teachers of Spanish and Portuguese (AATSP), Albuquerque, NM.
- 2009 Acquiring L2 cultural knowledge and changing attitudes: Blogs vs. email exchanges. Computer Assisted Language Instruction Consortium (CALICO), Tempe, AZ (with Fanny Roncal-Ramírez*).
- 2007 From theory to practice: Language instruction in Spanish literature classes. American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX (with Cristina Carrasco).
- 2007 Linguistic, pedagogical, and cultural dissonance: Journal based studies of learning Kichwa in Ecuador and Guaraní in Paraguay. American Association for Applied Linguistics (AAAL), Costa Mesa, CA (with Carol Severino).
- 2006 The co-construction of participant expectations in second language classroom oral discourse. Second Language Research Forum (SLRF), Seattle, WA.
- 2006 Comparing the effects of blogging and email exchanges on the acquisition of L2 cultural knowledge. European Association for Computer-Assisted Language Learning (EUROCALL), Granada, Spain (with Fanny Roncal-Ramírez).
- 2006 Analyzing instructional discourse in a Spanish literature classroom: The effects of teacher questions. American Association of Teachers of Spanish and Portuguese (AATSP), Salamanca, Spain.
- 2005 Measuring L2 oral proficiency of Spanish learners: An assessment battery. Midwest Association of Language Testers (MwALT), Ames, IA.
- 2005 The use of L1 in L2 online chat activities: The influence of task type. World Congress of Applied Linguistics (AILA), Madison, WI (with Jianling Liao).
- 2005 The use of L1 in a L2 online chat. International Society of Language Studies (ISLS), Montréal, Canada (with Jianling Liao & Anja Szustak).
- 2004 Foreign language programs at The University of Iowa: Do they have the *write* stuff? **Symposium on Second Language Writing**, West Lafayette, IN.

Roundtable Presenter

- 2016 An international OER/OEP initiative: How open is foreign language education in the United States and Europe? American Association for Applied Linguistics (AAAL), Orlando, FL (with Carl Blyth & Katerina Zourou).

INVITED LECTURES, WORKSHOPS, AND WEBINARS

- 2016 Invited talk “L2 Learning and Teaching in Hybrid and Online Contexts: Research & Practice,” Language Resource Center, Cornell University, Ithaca, NY.
- 2015 Invited to participate on panel regarding current research issues/trends in second language acquisition, hosted by the Foreign Language Acquisition, Research, and Education (FLARE) program, University of Iowa, Iowa City, IA.
- 2015 Invited to participate in multi-country webinar/discussion entitled “Out in the Open, Reaching for the Stars: EU-US insights into Open Educational Practices for Language Education,” sponsored by LangOER (<http://langoer.eun.org/eu-us-cooperation>) in the European Union. Other discussants included Carl Blyth (Associate Professor and Director of COERLL, University of Texas–Austin, USA), and Katerina Zourou (Researcher, Web2learn, Greece). Teresa MacKinnon (Principal Teaching Fellow, School of Modern Languages, University of Warwick, UK) served as moderator.
- 2015 Invited panelist for discussion entitled “Open Educational Resources,” Provost’s Series on Instructional Excellence, Provost’s Office, Utah State University, Logan, UT.
- 2014 Invited talk “Analyzing Teacher–Student Discourse in the Second Language Literature Classroom: Theoretical and Applied Perspectives,” Department of Spanish and Portuguese Studies, University of Minnesota, Minneapolis, MN.
- 2011 Invited to conduct workshop “PACE: An Inductive Approach to Teaching Grammar,” Department of Romance and Classical Languages, Michigan State University, East Lansing, MI.

PROFESSIONAL ACTIVITIES / SERVICE

International

- 2018 Manuscript reviewer, *System*.
- 2017 Manuscript reviewer, *Classroom Discourse*.
- 2017 Manuscript reviewer, *System*.
- 2017 Invited reviewer of proposals for Doctoral Dissertation Grants program (research priority on technology), The International Research Foundation (TIRF) for English language education.

- 2017 Manuscript reviewer, *Computer Assisted Language Learning*.
- 2016 Manuscript reviewer, *Language Awareness*.
- 2016 Manuscript reviewer, *International Journal of Bilingual Education and Bilingualism*.
- 2016 Manuscript reviewer, *International Journal of Multilingualism*.
- 2016 Manuscript reviewer, *Scandinavian Journal of Educational Research*.

National (selected)

- 2018– Member (elected to 5-year term), Executive Committee of Forum of Applied Linguistics, Modern Language Association (MLA).
- 2017 External reviewer for tenure and promotion case, Dept. of Modern Languages and Literatures, Loyola University Maryland, Baltimore, MD.
- 2017– Invited reviewer of open language/literary lesson plans in Spanish, *Foreign Languages & The Literary in the Everyday (FLLITE)* project, Center for Open Educational Resources & Language Learning (COERLL) and Center for Educational Resources in Culture, Language, and Literacy (CERCLL).
- 2017 Invited reviewer of abstracts for *Language and Technology* research strand for the 2018 American Association for Applied Linguistics (AAAL) Conference (September).
- 2017 Invited reviewer of research proposals for national *Research Priorities Initiative*, American Council on the Teaching of Foreign Languages (ACTFL).
- 2017 Manuscript reviewer, *Modern Language Journal*.
- 2014–2018 Invited to direct two research projects investigating issues related to open educational resources (OER) and open educational practices (OEP) in the United States, sponsored by the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas–Austin (<http://www.coerll.utexas.edu/coerll/content/oeroep-research>).
- 2015 External reviewer for tenure and promotion case, Dept. of Modern Languages, Elizabethtown College, Elizabethtown, PA.
- 2015 Invited manuscript reviewer for co-edited volume entitled *The Dynamics of Language Variation and Change: Varieties of Spanish Across Space and Time*, Current Issues in Linguistic Theory series, John Benjamins.

- 2014 Invited by Routledge to work as a consultant for the second edition of the textbook *Mapping Applied Linguistics*.
- 2014 Manuscript reviewer, *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics*.
- 2013 Invited reviewer of abstracts for *Language and Technology* research strand for the 2014 American Association for Applied Linguistics (AAAL) Conference (August – September).
- 2013 Manuscript reviewer, *Modern Language Journal*.
- 2012– Manuscript reviewer, annual volume of the American Association for University Supervisors, and Coordinators of Foreign Language Programs (AAUSC).
- 2011–2013 Invited reviewer of abstracts for *Second and Foreign Language Pedagogy* research strand for the 2012, 2013, and 2014 American Association for Applied Linguistics (AAAL) Conferences (August – September).
- 2012 Invited to chair three paper sessions at American Association for Applied Linguistics (AAAL) Conference, Boston, MA (March).
- 2010– Editorial Board member, *Issues in Language Program Direction*, American Association for University Supervisors, and Coordinators of Foreign Language Programs (AAUSC).
- 2009 Manuscript reviewer, *Applied Linguistics*.
- 2007–2013 Book reviewer, *Modern Language Journal*.

SCHOLARLY AFFILIATIONS

American Association for Applied Linguistics (AAAL)
American Association of University Supervisors and Coordinators (AAUSC)
American Council on the Teaching of Foreign Languages (ACTFL)
Computer Assisted Language Instruction Consortium (CALICO)
Modern Language Association (MLA)

LANGUAGES

English: native language
Spanish: near-native fluency
Portuguese: reading knowledge

4. PROJECT LEADERS

4.1. Mahmoud Azaz

Assistant Professor of Arabic Language, Linguistics & Pedagogy
School of Middle Eastern & North African Studies
University of Arizona Distinguished Fellow
Center for University Education Scholarship
Doctorate Interdisciplinary Program in Second Language Acquisition & Teaching (Affiliate)
Department of Linguistics (Courtesy Appointment)
University of Arizona

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EDUCATION

2010 – 2014	Ph.D. with Distinction	University of Arizona Graduate Interdisciplinary Ph.D. Program in Second Language Acquisition & Teaching (SLAT) Major Field: Second Language Acquisition & Teaching Dissertation: “Acquisition of form-meaning mapping in L2 Arabic and English noun phrases: A bidirectional framework” Co-Advisors: Thomas G. Bever (Ph.D., MIT) and Linda R. Waugh (Ph.D., Indiana University)
2010 – 2014	M.A.	University of Arizona Graduate Interdisciplinary Ph.D. Program in Second Language Acquisition & Teaching (SLAT) Major Field: Second Language Acquisition & Teaching
2009 – 2010	Graduate Certificate in Teaching	California State University, Chico Major Field: Language Teaching (Focus on Arabic as a Foreign Language Track) Graduation Project: Hybrid testing in foreign language assessment Advisor: Hilda Hernandez (Ph.D., Stanford University)
2007 – 2009	M.A. with Distinction	Ain Shams University, Cairo, Egypt Major Field: Applied Linguistics

		Thesis: Exploring metacognitive awareness in ESL writing Advisor: Amal Kary (Ph.D., University of Edinburgh)
2005 – 2006	Graduate Diploma in Teaching	Cairo University in Beni Suef, Egypt Major Field: Applied Linguistics Graduation Project: Developing standards-based rubrics to evaluate newly qualified teachers of English Advisor: Ragaa' Attallah (Ph.D., Ain Shams University)
2002 – 2005	B.A. with Distinction	Ain Shams University, Cairo, Egypt Major Field: English Language and Literature
1997 – 2001	B.A. with Distinction	Cairo University in Fayoum, Egypt Major Field: Education (Curricula and Methods of Teaching)

EMPLOYMENT

2016 – present	Assistant Professor	School of Middle Eastern and North African Studies (MENAS), University of Arizona
2014 – 2015	Assistant Professor	School of Middle Eastern and North African Studies (MENAS), University of Arizona
2013 – 2014	Assistant to the Arizona Arabic Flagship Program Director	School of Middle Eastern and North African Studies (MENAS), University of Arizona
2010 – 2013	Graduate Associate of Arabic	School of Middle Eastern and North African Studies (MENAS), University of Arizona
2009 – 2010	Fulbright Foreign Language Teaching Assistant	Department of International Languages, Literatures, and Cultures, California State University in Chico
2005 – 2009	Graduate Associate of English	Department of English Language and Literature, Ain Shams University, Cairo, Egypt
2002 – 2005	Graduate Associate of English	Department of Curricula and Teaching Methods, Cairo University in Fayoum, Egypt

DISTINCTIONS, HONORS, AWARDS, AND CERTIFICATIONS

2018	Distinction in Research and Teaching	Selected and Appointed as Distinguished Fellow at the Center for University Education Scholarship (CUES) at the University of Arizona. Awarded 60K for conducting a research project on the integration of instruction and assessment to build up foreign language proficiency in a standards-based model.
2017	Distinction Award in Teaching Arabic	Dean’s Award for Excellence in Lower Division Teaching, College of Social and Behavioral Sciences, University of Arizona
2013	Distinction in Teaching Arabic	Outstanding Teaching Assistant Award, Graduate Professional Student Council (GPSC), University of Arizona (first place out of 80 nominations across the University)
2013	Distinction Award in Second Language Research	Top Paper Award, Second Language Research Forum (SLRF) Conference, Brigham Young University, (Seven papers were recognized out of 440 proposals), for paper on <i>the Effect of activating metacognitive processes in L2 writing in EFL context.</i>
2013	Certified Tester of Arabic Oral Proficiency	The American Council on the Teaching of Foreign Languages (ACTFL)
2010	Distinction in Second Language Research	Graduate Interdisciplinary Ph.D. Program in Second Language Acquisition & Teaching (SLAT) Award, University of Arizona
2009	Distinction in Teaching Arabic	The Fulbright Commission, Fulbright Teaching Assistant Award, California State University in Chico (\$26K) for <i>teaching Arabic and conducting research on Arabic learning and teaching</i>
2009	Distinction in Arabic Translation	The National Center for Translation, Cairo, Egypt, Book Proposal Translation Award (L.E. 25K) for <i>translating into Arabic Anthony German’s book on Egypt’s modern history</i>
2001	Accomplishment Distinction	College of Education Distinction Award, Cairo University in Fayoum, Egypt, Bachelor’s Honor Degree, for <i>maintaining distinction throughout the 4-year B.A.</i>

SCHOLARSHIP

Refereed Journal Articles (Published in Chronological Order)

Azaz, M. (2017). Metalinguistic knowledge of salient versus unsalient features: Evidence from the Arabic construct state. *Foreign Language Annals*, 50(1), 214-236. (Wiley & Sons)
DOI:10.1111/flan.12248. URL: <http://onlinelibrary.wiley.com/doi/10.1111/flan.12248/abstract>

Azaz, M., & Frank, J. (2017). The role of perceptual salience in the L2 acquisition sequence of the Arabic construct state. *International Journal of Applied Linguistics*, 27(3), 621–635. (Wiley & Sons), on-line first, DOI:10.1111/ijal.12165. URL: <http://onlinelibrary.wiley.com/doi/10.1111/ijal.12165/abstract>

Azaz, M., & Frank, J. (2017). Bidirectional cross-linguistic influence in late bilingualism: Evidence from the container-content relation. *Linguistic Approaches to Bilingualism*, (John Benjamins), on-line first, DOI: 10.1075/lab.15012.aza. URL: <http://www.jbe-platform.com/content/journals/10.1075/lab.15012.aza>

Azaz, M. (2016). Crosslinguistic effects in L2 acquisition: The case of Arabic determiner phrase. *Al-'Arabiyya: Journal of the American Association of Teachers of Arabic*, 49, 1-24 (Georgetown University Press). URL: <https://muse.jhu.edu/article/637810/summary>

Azaz, M. (2016). Integrating the genre-based approach into teaching writing in Arabic as a foreign language. *Journal of the National Council of Less Commonly Taught Languages*, 19, 31-60. URL: <http://www.ncolctl.org/files/jncolctl-vol-19/Integrating-the-Genre-Based-Approach.pdf>

Azaz, M. (2014). Transition from Coptic to Arabic in early Muslim Egypt: Resolving a sociolinguistic puzzle. *Zaytoon*, 6, 4-19. URL: https://menas.arizona.edu/sites/menas.arizona.edu/files/Zaytoon%20journal%2713_0.pdf

Refereed Journal Articles Under Review or in Revision

Azaz, M. (2018). Persistent L1 English Transfer Effects in the Production of the Definite Article with Plural Nouns in L2 Arabic. *Journal Modern Language Journal* (Wiley-Blackwell). Second revision is in review. Original manuscript submission ID: MLJ-18-0074-03.

Azaz, M. (2018). Structural overlap in crosslinguistic influence in L2 acquisition: The case of English genitives by Egyptian Arabic-speaking learners. *Journal Second Language Research* (Sage Publications). Revision is in review. Original manuscript submission ID: SLR-18-0014.R1

Azaz, M. (2018). The Production of Symmetrical and Asymmetrical Subject-Verb Agreement in Arabic as a Foreign Language by English-Speaking Learners. *Foreign Language Annals* (Wiley-Blackwell). Original manuscript submission ID: FLA-04-18-0074.

Ryan, B., & Azaz, M. (2018). Self-guide distinctions and episodic memory in Arabic FL motivation: A structural equation modeling study. Under review in the journal of *Applied Linguistics* (Oxford University Press). Manuscript ID: APPLING-17-08-265.

Azaz, M. & Abouelsoud, F. (2018). Implicit learning of semantic preference: Extension to advanced L2 learning. Under review in the journal of *Studies in Second Language Acquisition* (Cambridge University Press). Manuscript ID: SLA-REP-2017-0122.

Refereed Book Reviews

Azaz, M. (2016). Review of *The Integrated Approach to Arabic Instruction* by Munther Younes (Published by Routledge, 2014). Published by *LinguistList* 26.5529. URL: <https://linguistlist.org/issues/26/26-5529.html>.

Journal Articles in Progress

Azaz, M. (in progress). Masked Translation Priming in Late Bilingualism: Evidence in the L2 Arabic-L1 English Direction. Target Journal *Bilingualism: Language and Cognition* (Cambridge University Press). Original manuscript was submitted, and the Editors requested some changes before taking it to the review process. Submission ID: BLC-15-RA-0042.

Azaz, M. (in progress). Acquisition of nominal constructions by Arabic and English L2 learners: A bidirectional study. Target Journal *Bilingualism: Language and Cognition* (Cambridge University Press).

Azaz, M. (in progress). Morphological variability in nominal and verbal agreement in L2 Arabic: A feature re-assembly approach. Target Journal *Second Language Research* (Sage Publications).

Other Peer-Reviewed Publication (Book Translation)

Azaz, M. (2015). Arabic translation of *Historians, State, and Politics in Twentieth Century Egypt: Contesting the Nation*. Published by the National Center for Translation, Cairo, Egypt. Author: Anthony Gorman (University of Edinburgh). URL: <http://nct.gov.eg/nct-ar-2257.html?store=english&fromstore=default>

GRANTS AND FELLOWSHIPS

2018	60K	Principal Investigator. Distinguished Fellowship (Center for University Education Scholarship, CUES). Research proposal seeks to <i>develop a pedagogical model that integrates standards-based instruction and assessment building on the ACTFL Guidelines</i> . 100% effort.
2017	\$2,000	Principal Investigator. Recipient of competitive University of Arizona CMES (Center for Middle Eastern Studies) Faculty Research Grant to study the <i>Role of teachers in Arabic language planning in Egypt</i> . 100% effort.

2017	\$75K	Principal Investigator. Proposal is under review in the Mohamed Bin Rashid Arabic Language Grants Program, United Arab Emirates. It seeks to study <i>Arabic Language Planning Policies from an Interdisciplinary Perspective</i> . 100% effort.
2017	\$7,500	Principal Investigator. Recipient of competitive University of Arizona SBSRI (Social and Behavioral Sciences Research Institute) Research Professorship to study <i>Building linguistic complexity in Arabic through interaction</i> . 100% effort.
2016	\$12,360.00	Co-Principal Investigator and Grants Director. Recipient of competitive University of Arizona Confluentcenter for Creative Inquiry (with Olga Bever and Mary Carol-Combs) to study the <i>Arabic language planning policies: An interdisciplinary approach</i> . 75% effort.
2015	\$8,055	Principal Investigator. Recipient of competitive University of Arizona Faculty Seed Grant, Office for Research and Discovery to study <i>Acquisition of Arabic verb tense: An integrated model</i> . 100% effort.
2014 – 2015	\$1,000	Recipient of two competitive University of Arizona Student/Faculty Interaction Grants, Student Affairs and Enrollments Management, Academic Initiatives and Student Success. It supported <i>Cultural Club activities in the Arabic Program in MENAS</i> .

CONFERENCE/SCHOLARLY PRESENTATIONS

Invited Talks – International

Invited Speaker at New York University Career Fair Conference in Abu Dhabi (October, 2014). Talk title: The use of technology in teaching Arabic as a foreign language.

Invited Talks – Regional

Invited Speaker for the *Second Language Acquisition and Teaching Proseminar* (September 2017) at the University of Arizona. Talk title: Acquisition Sequence in Arabic SLA.

Invited Speaker for the *Second Language Acquisition and Teaching (SLAT) Colloquium* (September, 2017) at the University of Arizona. Talk title: Metalanguage in Arabic SLA.

Invited Speaker for the *Middle Eastern and North African (MENAS) Colloquium* (April, 2017) at the University of Arizona. Talk title: Arabic Language Planning in Egypt: An interdisciplinary approach.

Invited Speaker for the *Middle Eastern and North African (MENAS) Colloquium* (September, 2016) at the University of Arizona. Talk title: Integrating the genre-based approach into teaching writing in Arabic as a foreign language.

Invited Speaker for the *Second Language Acquisition and Teaching (SLAT) Colloquium in the Annual Roundtable* (February, 2015) at the University of Arizona. Talk title: Mapping nominal configurations from the L1 to the L2 in Arabic, English, and Spanish.

Papers Competitively Selected and Ranked for Conference Presentation

Azaz, M. (2017). *Hierarchy of difficulty in the L2 acquisition of number, gender, and definiteness in Arabic*. Paper competitively for presentation at the 31st Annual Symposium on Arabic Linguistics, University of Oklahoma, Norman, March 31-April 2, 2017.

Azaz, M., & Frank, J. (2016). *The role of perceptual salience in the acquisition sequence of the Arabic construct state*. Paper competitively for presentation at the Arabic Second Language Acquisition Conference, University of Michigan, Ann-Arbor, September 23-25, 2016.

Azaz, M. (2015). *Arabic language planning policies in the Arab Gulf: Challenges and pathways*. Paper competitively for presentation at the Middle East Studies Association (MESA) Conference, Denver, Colorado, November 22–25, 2015.

Azaz, M. (2015). *Standard Arabic and Egyptian dialect: The centrality of language in a complex struggle*. Paper competitively for presentation at the International Society for Language Studies Conference (ISLS), Albuquerque, New Mexico, June 13-15, 2015.

SERVICE/OUTREACH

International Service & Outreach

2014 Represented the University of Arizona in New York University Abu Dhabi Graduate School Weekend. I talked about the Program of Arabic Studies in the School of Middle Eastern and North African Studies (MENAS) and Arabic Linguistics at the University of Arizona.

Local/State Service & Outreach

2017 Gave a talk to the University of Arizona Campus Health Annual Conference about cultural considerations in medical care delivery to those from the MENA region. Attended by more than 100 participants, the talk engaged the Campus Health staff and community in open and serious discussion about how knowledge of key constructs such as religion and gender could really affect the effectiveness of health care delivery. Examples of potential miscommunications and how to avoid them were discussed.

2017 Acting as a member in the Grant-Writing Committee at Sam Hughes Elementary School in Tucson. The Committee plans to submit small grant proposals to secure funding for early literacy programs for minority and underrepresented children.

- 2017 Gave two talks about Arabic SLA in the Graduate Interdisciplinary PhD Program in Second Language Acquisition and Teaching (SLAT): The first is for the SLAT Proseminar and the second is for the SLAT Colloquium.
- 2017 Led a small workshop with Sunyoung Yang from East Asian Studies for advanced Ph.D. SLAT students about surviving the first year in faculty positions in language programs. Guidelines of how to maintain an active research program during the first year of appointment were provided.
- 2016 As a previous awardee of the Faculty Seed Grant, I participated in reviewing seed grant proposals for Research Development Services at the University of Arizona.
- 2016 – present Have been actively engaged in providing English and Arabic interpretation and translation services in the Tucson Catholic Community Services (Migration and Refugee Program). I have volunteered to provide language assistance to Syrian refugee families to help them accommodate and assimilate.
- 2016 Gave two research talks to the MENAS Colloquium. The second was in collaboration with the Confluence Center for Creative Inquiry. In this talk, my Confluence team and I presented the progress of our research project on Arabic language planning in Egypt.
- 2014 Acted as a translator for the American Institute for Maghrib Studies (AIMS), directed by Kerry Adams at the University of Arizona. I translated into Arabic documents about establishing further partnerships in Tunisia and Libya.
- 2014 Acted as Arabic translator for the Iraq and Afghanistan Cultural Heritage Conservation Project of the Arizona State Museum, directed by Suzanne E. Bott. Arabic translation for the history of 18 artifacts was scripted and audio-recorded.

National Service & Leadership in Professional Organizations

American Association of Teachers of Arabic (AATA)

- 2016 Led the AATA Executive Board Selection Committee. The Committee extensively evaluated the Association's member profiles and nominated six members, three of whom were elected for the Executive Board.
- 2016 Scholarly paper reviewer for *Al-'Arabiyya* (academic journal of the AATA published by Georgetown University Press).
- 2016 Gave a paper in the Arabic Second Language Acquisition Conference organized by Mohammad Alhawary at the University of Michigan in collaboration with the AATA.
- 2014 Led the AATA Executive Board Selection Committee. The Committee extensively evaluated the Association's member profiles and nominated six members, three of whom were elected for the Executive Board.

- 2014 Invited to represent the University of Arizona in the Arabic Second Language Acquisition (SLA) Group Meeting organized by the AATA President. The attendants concluded participating in the SLA conference organized by Mohammad Alhawary at the University of Michigan. In September 2016, I gave a talk on Arabic SLA in this conference.

Arabic Linguistics Society (ALS) in the U.S.

- 2017 Scholarly paper reviewer for *Perspectives on Arabic Linguistics* (annual conference proceedings of the ALS published by John Benjamins).
- 2017 Gave a paper in the 31st annual symposium on Arabic Linguistics organized by the ALS at the University of Oklahoma, Norman.
- 2017 Abstract reviewer for the 31st annual symposium on Arabic Linguistics, organized by the ALS at the University of Oklahoma, Norman.

American Council on the Teaching of Foreign Languages (ACTFL)

- 2017 Scholarly paper reviewer for the Journal of *Foreign Language Annals*, the Journal of ACTFL, published by Wiley-Blackwell.
- 2015 Scholarly paper reviewer for the Journal of *Foreign Language Annals*, the Journal of ACTFL, published by Wiley-Blackwell.

Book Manuscript/Proposal Reviewer

- 2016 Routledge (Arabic Textbook Proposal)
- 2016 Georgetown University Press (Arabic Textbook Proposal)
- 2014 Wiley-Blackwell (Handbook on Translation Studies and Cognition)

Local Editorial Service

- 2015 Faculty Advisor/Editor for the Arizona Working Papers in SLAT (volume 22).

Departmental Committees

- 2014 - Member, Arabic Flagship Committee, School of Middle Eastern and North African present Studies (MENAS), University of Arizona.
- 2017 - Member, Undergraduate Committee, School of Middle Eastern and North African present Studies (MENAS), University of Arizona.
- 2014 – Member, Graduate Committee, School of Middle Eastern and North African Studies present (MENAS), University of Arizona.
- 2014 – Member, Annual Peer Review Committee, School of Middle Eastern and North African Studies (MENAS), University of Arizona.

2014 – Member, Adel Gamal Endowment Committee, School of Middle Eastern and North
present African Studies (MENAS), University of Arizona.

2014 – Member, Library Committee, School of Middle Eastern and North African Studies
present (MENAS), University of Arizona.

2014 – Member, Undergraduate Studies Committee, School of Middle Eastern and North
present African Studies (MENAS), University of Arizona.

2014 – Member, Language Committee, School of Middle Eastern and North African Studies
present (MENAS), University of Arizona.

Graduate Committees and Supervision

M.A. Committee Member (University of Arizona)

- Kyle Jones (Spring 2015)
- Zoe Kosoff (Spring 2015)

Ph.D. Committee Member (University of Arizona)

- Zachary Brooks (Spring 2015)
- Ka Yu Chong (Fall 2016)
- Janelle Moser (Spring 2017)

Ph.D. Comprehensive Exam Committee (University of Arizona)

- Janelle Moser (Fall 2017)
- Kyle Jones (Fall 2017)
- Hicham Aassoui (Fall 2017)
- Essa Alfaifi (Fall 2017)

4.2. Jill Castek

Associate Professor,
Department of Teaching, Learning, and Sociocultural Studies,
Graduate Interdisciplinary Program in Second Language Acquisition and Teaching,
University of Arizona

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College of Education

1430 E. 2nd St.,

Tucson, AZ 85721

W: (520) 621-2515

Email: jcastek@email.arizona.edu

EDUCATION

Ph.D.	2003-2008	Educational Psychology: Cognition & Instruction Emphasis in Literacy and Technology University of Connecticut
M.S.	1997-1999	Education, K-12 Reading Specialist Emphasis California State University, East Bay
B.A.	1988-1992	Liberal Studies, Western European Studies Certificate University of Pittsburgh

Dissertation

Castek, J. (2008). *How are the new literacies of online reading comprehension acquired by 4th and 5th grade students?* University of Connecticut, Supervised by Donald J. Leu, Ph.D.

EMPLOYMENT

Associate Professor	University of Arizona	2016-Present
Research Assistant Professor	Portland State University	2012-2016
Post-doctoral Scholar	University of California	2007-2012
Graduate Research Associate	University of Connecticut	2003-2008

RESEARCH AND TEACHING INTERESTS

Exploring uses of emerging technologies for supporting foreign language education and English language development among individuals from diverse backgrounds in formal and informal learning. Researching uses for new technologies to support engaged teaching and learning.

FUNDED RESEARCH GRANTS

- **2018:** CERCLL faculty research grant, Design-based Implementation Research (DBIR methods): Building Collaborative Partnerships, University of Arizona (\$5,000)

- **2017 – 2018:** Principal Investigator, International Research & Academic Program Development (IRPD), University of Arizona, *Stories of Tomorrow* (\$16,000)
- **2016 – 2018:** Senior Personnel, Capturing dimensions of collaboration and deliberation with multiple-source inquiry tasks. NAEP SAIL Research funded by the U.S. Department of Education, National Center for Education Statistics. PI, J. Coiro, University of Rhode Island, Co-PI, J. Sparks, Educational Testing Service, Co-PI, Carita Kiili, Univ. of Oslo
- **2015 – 2017:** Principal Investigator, *Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments*, Institute for Museum and Library Services (IMLS) (\$500,000)
- **2015 – 2016:** Principal Investigator, *Training Researchers to Use PIAAC to Further Multidisciplinary Research Aims*, Institute of Education Sciences (IES) (\$918,000)
- **2014 – 2015:** Principal Investigator, *Fostering Digital Literacy and Engagement with Online Health Portals – a Community Health Fund*, Legacy Health (\$75,000)
- **2013 – 2015:** Principal Investigator, *Building and Sustaining Learner Engagement in the Tutor-Facilitated Digital Literacy Acquisition Process*, Institute for Museum and Library Services (IMLS) (\$999,493)

REFEREED JOURNAL ARTICLES (selected)

Castek, J. & Dwyer, B. (2018). Think globally act locally: Teaching climate change through digital inquiry. *The Reading Teacher*, 71 (6), 755-761.

Jacobs, G. & Castek, J. (2018). Digital problem solving: The literacies of navigating life in the digital age. *Journal of Adolescent and Adult Literacy*, 61(6), 681-685.

Frank, T. H., & Castek, J. (2017). From digital literacies to digital problem solving: Expanding technology-rich learning opportunities for adults. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 6 (2), 66-70.

Leu, D.J. & Coiro, J., Kinzer, C., Castek, J., & Henry, L.A. (2017). New Literacies: A dual level theory of the changing nature of literacy, instruction, and assessment. *Journal of Education. Special Issue Teaching and Learning in the 21st Century*, 197 (2), 1-18.

Castek, J. & Manderino, M. (2017). A planning framework for integrating digital literacies for disciplinary learning. *Journal of Adolescent and Adult Literacy*, 60 (6), 697-700.

Coiro, J. & Castek, J., & Quinn, D. (2016). Personal inquiry and online research: Connecting learners in ways that matter. *Reading Teacher*, 69 (5), 483-492.

Goss, M., Castek, J. & Manderino, M. (2016). Disciplinary and digital literacies: Three synergies. *Journal of Adolescent and Adult Literacy*. 60 (3), 335-340.

Sekeres, D.C., Castek, J. (2016). Collaborative online inquiry: Exploring students' skills in locating, reading, and communicating information. *Journal of Interactive Online Learning*. 14 (2), 58-79.

Manderino, M. & Castek, J. (2016). Digital literacies for disciplinary learning: A call to action. *Journal of Adolescent and Adult Literacy*, 60(1) 78-81.

Castek, J. & Coiro, J. (2015). Understanding what learners know: Evaluating their online research and reading comprehension skills. *Journal of Adolescent and Adult Literacy*. 58(7). 546–549. Newark, DE: International Literacy Association.

Sekeres, D., Coiro, J., Castek, J., Guzniczak, L. (2014). Wondering + inquiry = learning: Designing collaborative online inquiries for elementary students. *Phi Delta Kappan*. 96 (44). 44-48.

Jacobs, G., Castek, J., Pizzolato, A., Reder, S., & Pendell, K. (2014). Multiliteracies: Production and Consumption: A closer look at adult digital literacy acquisition. *Journal of Adolescent and Adult Literacy* 57(8). 624-627.

Coiro, J., Sekeres, D.C., Castek, J., & Guzniczak, L. (2014). Comparing third, fourth, and fifth graders' collaborative interactions while engaged in online inquiry. *Journal of Education*, 194(2), 1-16.

Castek, J. & Kretschmar, L. (2014). Online collaborative writing platform drives student problem solving, critical thinking, and ownership of text. *Reading Today, Digital Literacy Issue*. 23-24.

Pendell, K., Withers, E., Castek, J., Reder, S. (2013). Tutor-facilitated adult digital literacy learning: Insights from a case study. *Internet Reference Services Quarterly*, 18, 1–21.

Castek, J. & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. *Journal of Adolescent and Adult Literacy*. 56 (7), 554–564.

Castek, J. & Kretschmar, L. (2013). Collaborative Writing: Weaving collective ideas together into a single text. *The California Reader*, 46(1) 31-35.

Cervetti, G., Tilson, J., Castek, J., Bravo, M., & Tranin, G. (2013). Examining multiple dimensions of word knowledge for content vocabulary understanding. *Journal of Education*, 192 (2/3) 49-61.

Castek, J., Coiro, J., Guzniczak, L., & Bradshaw, C. (2012). Understanding peer collaboration in online inquiry. *Educational Forum*. 76 (4), 479-496.

Henry, L.A., Castek, J. Zawilinski, L., O'Byrne, I. (2012). Using peer collaboration to support online reading, writing, and communication: An empowerment model for struggling readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 28, 279–306.

Coiro, J., Castek, J. & Guzniczak, L. (2011). Uncovering online reading comprehension processes: Two adolescents reading independently and collaboratively on the Internet (p. 354-369). In P. Dunston, L. Gambrell, K. Headley, S. Fullerton, P. Stecker, V. Gillis, & C. Bates (Eds.) *60th Annual Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association.

Tilson, J., Castek, J., & Goss, M. (2010). Exploring the influence of science writing instruction on fourth graders' writing development. In R. Jimenez, V. Risko, D. Wells Rowe, & M. Hundley (Eds.) *59th Yearbook of the National Reading Conference* (117-134). Oak Creek, WI: National Reading Conference.

Boling, E., Castek, J., Zawilinski, L, Barton, K., & Nierlich, T. (2008). Collaborative literacy: Blogs and Internet projects. *The Reading Teacher*, *61* (6), 504–506.

BOOKS

Harrison, C., Dwyer, B., & Castek, J. (2014). *Using technology to improve reading and learning*. Huntington Beach, CA: Shell Education.

BOOK CHAPTERS (selected)

Castek, J., Jacobs, G., Honisett, A., Anderson, J., Gibbon, C. & Timberlake, M. (in press). Learning from our community - using an assessment tool to meet patrons at the point of need. In L. Comito (Ed.), *Tech for all*. Lanham, MD: Rowman & Littlefield.

Castek, J., Gibbon, C., & Jacobs, G. (2017). Developing sustainable partnerships to advance digital equity. An e-book publication of the Partnership for Progress on the Digital Divide. Available at <https://tinyurl.com/yav9vhod>

Coiro, J., Kiili, C., & Castek, J. (2017). Designing pedagogies for literacy and learning through personal digital inquiry. In E. Gee and F. Serafini (Eds.) *Re-Imagining Multiliteracies: The New London Group 20 Years Later*. (p.119-133). NY: Teachers College Press.

Castek, J. (2016). Exploring the potential of Internet reciprocal teaching to improve online reading. In K. Mokhtari (Ed.) *Improving reading comprehension through metacognitive reading strategies instruction*. (p. 209-219). Lanham, MD: Rowman and Littlefield.

Beach, R., Castek, J. & Scott, J. (2016). Acquiring processes for responding to and creating multimodal digital productions. (p.292-309). In K. Hinchman and D. Appleman (Eds.) *Handbook of Practice-based Research*. NY, NY: Guilford Press.

Beach, R. & Castek, J. (2016). Use of app and device affordances for fostering mobile learning across the curriculum. (p. 343-370). In B. Guzzetti M. M. Lesley (Eds.) *Handbook of Research on the Societal Impact of Digital Media*. Hershey, PA: IGI Global.

Jacobs, G., Withers, E., Castek, J. (2016). Exiting the pipeline: The role of a digital literacy acquisition program within the Orleans Parish Prison reentry process (p.167-177). In K. Fashing-

Varner, L. Martin, R. Mitchell, K. Bennett-Haron, & A. Daneshzadeh (Eds.) *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline*. Lanham, MD: Lexington Books.

Castek, J., Henry, L., Coiro, J., Leu, D., & Hartman, D. (2015). Research on instruction and assessment in the new literacies of online research and comprehension (p. 324-344). In S. Parris and K. Headley, *Comprehension Instruction: Research-Based Best Practices (3rd Edition)*. NY, NY: Guilford Press.

Castek, J. (2015). Instruction with multimodal, multiple texts. International Literacy Association E-ssentials Series: Newark, DE. <http://reading.org/general/Publications/e-ssentials/e8064>

Castek, J. & Goss, M. (2015). Annotation apps: Supporting middle school students' interpretation of science texts (p. 101-110). In K. Pytash, R. Ferdig, and T. Rasinski (Eds.) *Using technology to enhance reading: Innovative approaches to literacy instruction*. Bloomington, IN: Solution Tree.

Castek, J., Beach, R., Cotanch, H., & Scott, J. (2014). Examining middle-school students' uses of Diigo annotations to engage in collaborative argumentative writing (p. 80-101). In R. Anderson and C. Mims (Eds.) *Handbook of Research on Digital Tools for Writing Instruction in K-12*. Hershey, PA: IGI.

Castek, J. & Lapp, D. (2014). Selecting materials for the literacy program. (p. 101-112). In S. Wepner, D. Strickland, & D. Quatroche (Eds.) *The Administration and Supervision of Reading Programs (5th ed)*. New York: NY: Teachers College Press.

Castek, J., Cotanch, H. (2013). Examining tablet-created screencasts to promote safe driving: Reflections from a service learning project (p. 186-200). In R. Ferdig and K. Pytash (Eds.) *Exploring multimodal composition and digital writing*. Hershey, PA: IGI Global.

Leu, D.J. & Coiro, J., Kinzer, C., Castek, J., & Henry, L.A. (2013). A dual level theory of the changing nature of literacy, instruction, and assessment (p. 1150 – 1181). In N. Unrau and D. Alvermann (Eds.) *Theoretical models and processes of reading (6th ed.)*. Newark, DE: International Reading Association.

Castek, J. (2012). Do new technologies have the potential to transform education by replacing current teaching methods? (p 208-225). In C. J. Russo, & A. G. Osborne, Jr. (Series Eds.), & K. Brady, C. Russo, & A. Osborne (Vol. Eds.), *Debating Issues in American Education: Technology in schools*. Thousand Oaks, CA: SAGE Publications, Inc.

Castek, J., Dalton, B., & Grisham, D. (2012). Using multimedia to support generative vocabulary learning (p 303-321). In J. Baumann and E. Kame'enui (Eds.) *Vocabulary Instruction: Research to Practice (2nd ed.)*. New York, NY: Guilford Press.

Castek, J., Leu, D. J., Jr., Coiro, J., Gort, M., Henry, L. A., & Lima, C. (2008). Developing new literacies among multilingual learners in the elementary grades (p. 111-153). In L. Parker (Ed.) *Technology-mediated learning environments for young English learners: Connections in and out of school*. New York, NY: Routledge.

INVITED SPEAKER PRESENTATIONS (selected)

Castek, J. (2018, April). Digital Literacies Across the Curriculum: Powerful Instruction Practices for ELL. Invited keynote at the Reading Leadership Institute. National Louis University, Skokie, IL.

Castek, J. (2018, March). Adolescent, family, and community literacy: Mobilizing strength-based pedagogies. Invited keynote address Patty Anders Retirement Conference. University of Arizona, Tucson, AZ.

Castek, J. & Smith, B. (2018, Feb.). Exploring Digital Literacies: Connect, Collaborate, Communicate, and Create. An invited talk at the Dean's National Advisory Board. College of Education, University of Arizona.

Castek, J. (2017, Dec). Integrating technology into instruction. Invited talk, Research and Practice in Adult Education. Florida Literacy Coalition. Tampa, FL.

Coiro, J., Castek, J. (2017, July). Faculty member, speaker, and co-facilitator for the week-long Summer Institute in Digital Literacy. University of Rhode Island.

Castek, J. & Manderino, M. (2017, June). Digital literacies for disciplinary learning: Interactions that build conceptual knowledge, practices, and habits of mind. Literacy Research Panel, International Literacy Association Conference. Orlando, FL.

Castek, J. (2017, Jan.). Exploring the Potential of Augmented Reality to Capture and Analyze Language Interactions among English Learners. Second Language and Teaching (SLAT). Colloquium Series. University of Arizona.

Castek, J. (Dec. 2016). *Integrating Technology into the Adult Education Classroom*. In Learning Together: Research and Practice in Adult Education. An afternoon of workshops at the Nashville Public Library.

Castek, J. & Jacobs, G. (2016, Nov.). *Exploring digital problem solving and research approaches. A research in progress presentation*. College of Education. Univ. of AZ.

Castek, J. (2016, Oct.). Leveraging Digital Literacies for Digital Equity: A Call to Action. L2 Digital Literacies with AZ Computer-Assisted Language Learning Conference. University of Arizona. <https://l2dl.arizona.edu/l2dlazcall-2016-live-presentations/>

Castek, J. (2016, April). Digital Literacies for Disciplinary Learning. An invited session at the Teaching Literacy in a Digital World Conference, Virginia Commonwealth Univ.

Coiro, J., Castek, J., & Quinn, D. (2015, July). Personal Inquiry and Online Research: Connecting Learners in Ways That Matter, Faculty member, speaker, and co-facilitator for the week-long Summer Institute in Digital Literacy. University of Rhode Island.

Invited Speaker Presentations (selected)

Castek, J. (2015, July). Using digital literacy to support inquiry, dialogue, and collaboration. Suzhou Municipal Education Bureau's 3-Week TEFL International English Teaching Certificate Program at Portland State University. Portland, OR.

Castek, J., Dwyer, B., Harrison, C. (2015, July). Using technology to improve reading and learning. In C. Hryniuk-Adamov and S. Lenski (Chairs) *Transforming Adolescents' Lives through Literacy*. A pre-conference institute delivered at the International Literacy Association. St. Louis, MO.

Castek, J., Withers, E., Pendell, K., Pizzolato, A., Jacobs, G., & Reder, S. (2015, March). Exploring vulnerable adults' digital literacy acquisition. A webinar invited by the Institute for Museum and Library Services (IMLS).

Castek, J. (2015, May). Leveraging research to inform better practice. Learning in Libraries: An Institute for Museum and Library Services (IMLS) Focus Conversation. Online: <https://www.ims.gov/sites/default/files/publications/documents/imsfocuslearninginlibrariesfinalreport.pdf>

Castek, J. (2014, December). Exploring video data analysis: Looking at methodology. Doctoral Students Innovative Community Group. Literacy Research Association (LRA). Marco Island, FL.

Castek, J. (2014, October). Exploring and Unpacking Benchmark's Technology Integration Framework Part 1. An invited talk at Benchmark School. Media, PA.

Castek, J. (2013, October). Implementing dynamic and interactive science instruction to meet the common core. National Science Teachers Association Conference. Portland, OR.

Castek, J. (2013, June). Examining online reading: How is it the same, how is it different. Featured Speaker Presentation and Workshop. 32nd Annual University of Wisconsin Reading Research Symposium. Whitewater, WI.

Castek, J. & Jacobs, G. (2018). Digital problem solving: Moving past broad trends from big data to examine and support contextualized learning. In P. Nichols (Chair). *Critical Literacies for Computational Times: Teaching and Learning in an Age of Data*. Alternative Symposium. Literacy Research Association, Indian Wells, CA.

Coiro, J., Sparks, J., Kiili, C., Castek, J., Lee, C-H., & Topper, K. (2018). Capturing dimensions of collaborative online inquiry and social deliberation with multiple-source inquiry tasks in face-to-face and remote contexts. Literacy Research Association, Indian Wells, CA.

Bean, R., Kern, J., Castek, J. & Ippolito, J. (2018). ILA 2017 Standards: Preparing Effective Classroom Literacy Teachers. Session presented at the International Literacy Association Conference. Austin, TX.

REFEREED CONFERENCE PRESENTATIONS (selected)

Castek, J. (2018). Specialized Literacy Professionals as Digital Literacy Leaders: From Concept to Practice. In E. Ortlieb (Chair). Session presented at the International Literacy Association Conference. Austin, TX.

Harris, K., Sheon, A., Reeder, J., Perzynski, A., Sieck, A. (2018). Munitdisciplinary perspectives on digital inclusion and health. Net Inclusion Panel. Cleveland, OH.

Castek, J., Harris, K., Reeder, J., Brancazio, M. & Sheon, A. (2018). Digital inclusion and health: Why it matters and what can be done. Net Inclusion Panel. Cleveland, OH.

Harris, K., Castek, J., & Vanek, J. (2018). Teaching digital literacy: Working with tutors, teachers, and volunteers to meet diverse learners' needs. Session presented at the Commission on Adult Basic Education (COABE) Conference. Phoenix, AZ.

Coiro, J., Sparks, J. Kiili, C. & Castek, J. (2018). NAEP SAIL Virtual World for Assessing Collaborative Online Inquiry and Social Deliberation. In Symposium entitled Developing Innovative Assessments of 21st-Century Skills: Online Inquiry and Collaboration. American Education Research Association (AERA). New York, NY.

Castek, J. (2018). Examining Digital Literacies Across Assessments and Age Cohorts: ePIRLS International Assessment of Adult Competencies. In Symposium entitled Findings and Implications from the Progress in International Reading Literacy Study (PIRLS) 2016. American Education Research Association (AERA). New York, NY.

Coiro, J., Sparks, J., Kiili, C. & Castek, J. (2018). Collaborating to Measure Collaboration Skills: Principles, Methodologies, and Lessons Learned: Case Study NAEP. A symposium presented at National Council on Measurement in Education (NCME). New York, NY.

Castek, J., & Jacobs, G. (2017). Advancing digital skills for problem solving in technology-rich environments. A paper presented at the Literacy Research Association Conference (LRA). Tampa, FL.

Castek, J. & Honisett, A. (2017). Examining adult learners' digital problem solving in libraries using a learning typology. A workshop presented at the ProLiteracy Conference. Minneapolis, MN.

Vanek, J., Harris, K., and Castek, J. (2017). Digital literacy for LESLLA learners: Impact of context on teaching and learning. Presented at the Literacy Education & Second Language Learning for Adults conference. Portland, OR.

Gibbon, C. & Castek, J. (2017). Research into action: Skills assessment and training to support a digital equity action plan. A session presented at the Partnership for Progress on the Digital Divide. San Diego, CA.

Jacobs, G. & Castek, J. (2017). Examining digital problem solving skills in libraries to promote digital equity. A session and paper presented at the International Conference on PIAAC and PIAAC-Longitudinal Conference. Mannheim, Germany.

<http://www.gesis.org/en/piaac/conference/>

Gibbon, C. & Castek, J. (2017). *Assessing and addressing patrons' digital problem solving skills - what does digital equity look like in the library?* A session presented at the Online Northwest Conference: *A conference on libraries, technology, and culture*. Portland, OR. <http://onlinenorthwest.org>

Castek, J. & Jacobs, G. (2017). *Teaching for digital equity: Examining digital problem solving in a public library*. American Education Research Association Conference (AERA). Adult Literacy Special Interest Group. San Antonio, TX.

Castek, J., and Dwyer, B. (2016). Integrating science, technology, engineering and math: A carbon and climate and change investigation. Presented at the Literacy Research Association, Nashville, TN.

Castek, J. & Jacobs, G. (2016). *Assessing Problem Solving in Technology Rich Environments within a Public Library*. In J. Coiro (Chair). *Exploring Problem Solving and Critical Thinking in Online Environments Among Children, Adolescents, & Adults*. A paper presented at the Literacy Research Association Conference (LRA). Nashville, TN.

Gibbon, C. & Castek, J. (2016). *Digging deeper: can patrons use our resources, and are basic digital literacy classes enough?* A session organized by the Public Library Association (PLA) session at the American Library Association (ALA) conference. Orlando, FL.

Castek, J., Beach, R., & Scott, J. (2015). Integrating technology with writing instruction. In R. Anderson (Chair). *Encouraging digital writing equity in pre-K-12 classrooms: Current practices and future directions*. A symposium at the Literacy Research Association Conference. Carlsbad, CA.

Beach, R. and Castek, J. (2015). Use of apps and devices for fostering mobile learning of literacy practices. In B. Guzzetti (Chair) *New literacies, equity, imagination and research: How have new digital media/literacies impacted education, society and the economy?* A symposium at the Literacy Research Association Conference. Carlsbad, CA.

Sekeres, D. & Castek, J. (2015). Reasoning, negotiation, and digital affordances: Exploring young students' collaborative online writing during an inquiry task. In J. Castek (chair). *Exploring the Online Literacy Practices of Young Children: Laying the Groundwork for Responsive Instructional Strategies*. A symposium at the Literacy Research Association Conference. Carlsbad, CA.

Beach, R., Scott, J., and Castek, J. (2015). Use of Digital Tools Mediating Shared Experiences in Virtual Literacy Events. In R. Beach (Chair) *The Meaning and Methods of Studying Literacy Events*. A symposium at the Literacy Research Association Conference. Carlsbad, CA.

RESEARCH REPORTS

Castek, J., Jacobs, G., Gibbon, C., Frank, T., Honisett, A., Anderson, J., (2018). *Executive Summary*. *Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem*

Solving in Technology Rich Environments. Retrieved from https://pdxscholar.library.pdx.edu/digital_equity_findings/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & Withers, E. (2015). Language learners: Tutor perspectives. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & Withers, E. (2015). Language learners: The role of online materials. Digital literacy: What research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & Withers, E. (2015). Language learners: The learner/tutor relationship. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder S., & Withers, E. (2015). Language learners: Learners' perspectives. Digital literacy what research tells us series. Retrieved from http://pdxscholar.library.pdx.edu/dla_research_briefs/

HONORS

- Recipient, Exemplary Paper Award, *Operationalizing success in a digital learning environment designed to support vulnerable adults*. Adult Literacy and Education Special Interest Group of the American Education Research Association (AERA).
- Recipient, Area 3 Session Chair Award, National Reading Conference (NRC), Albuquerque, NM.
- Recipient, Neag School of Education Scholarship and Leadership Award (2008)
- Recipient, University of Connecticut Doctoral Dissertation Fellowship Award (2007)
- Recipient, University of Connecticut Extraordinary Expense Award (2007)
- Neag School of Education, New Literacies Research Fellow (2004-2007)
- Recipient, AERA Division C Graduate Student Mentorship Participant Grant (2007)
- Recipient, Neag School of Education Alumni Association Scholarship (2006)

4.3. Sonia Colina

Professor, Department of Spanish and Portuguese
University of Arizona

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Modern Languages 545
The University of Arizona
Tucson, AZ 85721
W: (520) 621-3798
Fax: (520) 621-6104
Email: solina@email.arizona.edu

EDUCATION

1995. Ph. D, Spanish Linguistics, University of Illinois at Urbana-Champaign.
1991. M.A, Translation Studies and Comparative Literature, State University of New York, Binghamton.
1989. M.A, Applied Linguistics, Southern Illinois University at Carbondale.
1987. B.A (*Licenciada*), English Language and Literature, Universidad de Santiago de Compostela, Spain.

Advanced Certificates:

1990. Graduate Certificate in Translation: SUNY, Binghamton. Spanish into English; English into Spanish; literary, non-literary.
1996. Summer Research Seminar in Translation Studies: CETRA, University of Leuven, Belgium. 1996.

EMPLOYMENT

- Professor of Spanish, The University of Arizona. Aug. 2010
- Associate Professor of Spanish, The University of Arizona. 2006-2010.
- Visiting Associate Professor of Spanish, The University of Arizona. Spring 2006 & Spring 2005.
- Associate Professor of Spanish, Arizona State University. 2002-May 2006.
- Assistant Professor of Spanish, Arizona State University. 1997-2002.
- Assistant Professor of Spanish, Indiana University, Bloomington. 1995-1997.

Administrative experience

2017- : Director, National Center for Interpretation Research and Policy, University of Arizona, nci.arizona.edu

2014 - : Director of Graduate Studies, Department of Spanish & Portuguese, University of Arizona.

2013: Resident Director, Study Abroad Program, Summer, Alcalá de Henares, Department of Spanish & Portuguese, University of Arizona.

2004 – 2006: Director, Spanish Translation Certificate, Arizona State University.

TEACHING EXPERIENCE (since 1995)

University of Arizona, Tucson, Spring 2005, Spring 2006-present

SPAN 452 *Introduction to Hispanic Linguistics*; SPAN 455 *History of the Spanish language*; SPAN 459 *Spanish Phonology* (undergraduate seminar); SPAN 340 *Spanish Phonetics*; SPAN 580a,b,c *Spanish Phonology I, II, III* (graduate); SPAN 585 *Introduction to Translation Studies*; SPAN 561 *Translation Pedagogy Seminar* (graduate); SPAN 410 *Online Medical Translation*; SPAN 459 *Business Translation*; SPAN 411 *Online Legal Translation* (designed) ; SPAN 412 *Online Business Translation* (designed); Online Translation Certificate:
<http://aztc.arizona.edu/certificate/>

Arizona State University, Tempe, 1997-2006

FLA 494 *Medical Translation* (hybrid); FLA 481/598 *Scientific and Technical Translation* (graduate/undergraduate); FLA 483/598 *Medical and Legal Translation* (graduate and undergraduate); FLA 482/598 *Business and Financial Translation* (graduate and undergraduate); SPA 494/598 *Introduction to Spanish Linguistics* (graduate and undergraduate); SPA 417 *Spanish Phonetics and Phonology* (undergraduate); SPA 544 *Spanish Phonology* (graduate); SPA 543 *The Structure of Spanish* (graduate); SPA 420/598 *Spanish Applied Linguistics* (graduate and undergraduate); FLA 401 *Translation Theory* (Independent Study)

National Center for Interpretation, University of Arizona, Summer 2004, 2005, 2006

- Faculty, Train the Trainer Program, Major in Translation and Interpretation

Indiana University, Bloomington, 1995-1997

- TA Supervisor for basic language courses: Supervised teaching assistants. Syllabus and materials preparation. Exam preparation and revision. Classroom observation and guidance for first year teachers.
- Courses taught: S200 Second Year Spanish; S425 Spanish Phonetics and Phonology (undergraduate and graduate); S311 Spanish Grammar; S423 Spanish Translation (undergraduate and graduate); S609 Spanish Phonology (graduate).

HONORS & AWARDS

2009 National Hispanic Medical Association, National Leadership Award.

University of Illinois' List of Teachers Ranked Excellent by their Students (spring 1995; fall 1994; fall 1993)

Professional and Leadership Development

2017 FastTrack Leadership Intensive Program, November 29- December 1, 2017

2017 Association of Departments of Foreign Languages (ADFL), Summer seminars East and Preconference Workshop for New Chairs, May 24-27, Georgia Tech, Atlanta, GA.

2016-2017 Academic Leadership Institute, University of Arizona, www://ali.arizona.edu

2016 Association of Departments of Foreign Languages (ADFL), Summer seminars West and Preconference Workshop for New Chairs, June 1-4, Middlebury Institute for International Studies, Monterey, CA.

2015 Association of Departments of Foreign Languages (ADFL), Summer seminars West & Preconference Workshop for New Chairs, June 24-7, San Jose State U. Santa Clara U.

PUBLICATIONS / CREATIVE ACTIVITY

Scholarly Books and Monographs

2015. *Fundamentals of Translation*. Cambridge, UK: Cambridge University Press.
2014. *Fonología generativa contemporánea de la lengua española*. Núñez-Cedeño, Rafael, Sonia Colina & Travis Bradley. Eds. Washington, DC: Georgetown University Press. 411pp. 30% effort.
2010. *Romance Linguistics 2009: Selected Proceedings of the 39th LSRL*, edited volume, with Antxon Olarrea and Ana Carvalho. Amsterdam: John Benjamins. CILT 315 426pp. 50% effort.
2009. *Syllable Structure in Spanish*. Washington, DC: Georgetown University Press. 192 pp. [Reviewed in: *Hispania* 93, 2010, 716-717; *Studies in Hispanic and Lusophone Linguistics* 4, 1, 2011; *Verba* 38, 2011, 375-382]
2006. *Optimality-Theoretic Studies in Spanish Phonology* (edited volume, with Fernando Martínez-Gil). Amsterdam: John Benjamins. 50% effort. 557 pp. [Reviewed in *Phonology* 25, 2008, 165-170]
2003. *Translation Teaching: From Research to The Classroom*. New York, San Francisco: McGraw Hill. 174pp. [Reviewed in *The Interpreter and Translator Trainer* 2(2), 2008, 253-76]. [翻译教学实践指南丛书·翻译教学：从研究到课堂（教师手册），2010, Chinese Translation, ISBN 978-7-5446-1071-1/H.0456]

Portuguese translation, *Ensino de tradução: da pesquisa à sala de aula. Diretrizes para professores*. Marileide Dias Esquda, Paul Godoi Arbex, Sandra Aparecida Faria de Almeida, Silavana Maria de Jesus e Stéfano Paschoal. Uberlândia: EDUFU, 2015. ISBN: 978-85-7078-399-8

Journal Issues

Colina, S. & Angelelli, C. (eds) 2017. *Translation and Interpreting Pedagogy in Dialogue with Other Disciplines*. John Benjamins: Amsterdam, Philadelphia.

Guest editor (with Claudia Angelelli). *Translation and Interpreting Studies* 10 (1). Special issue on Translation Teaching (http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=TIS) (2015)

Chapters in Scholarly Books and Monographs

Colina, Sonia. (forthcoming). “Descripción fonológica de las paravocales del español” Invited chapter to appear in Llisterri, Joaquim & Juana Gil, *Fonética y fonología descriptivas de la lengua española*. Consejo Superior de Investigaciones Científicas. Madrid, Spain.

Colina, Sonia & Venuti, Larry. 2017. “A survey of translation pedagogies”, In Venuti, Larry ed. *Teaching Translation, Teaching Translation: Programs, Courses, Pedagogies*. London, New York: Routledge. 203-215.

Colina, Sonia. 2016. “On onset clusters in Spanish: voiced obstruent underspecification and /f/” In Núñez Cedeño, Rafael A. (ed.). *The Syllable and Stress: Studies in Honor of James W. Harris*. Boston: Mouton de Gruyter. 107-137.

Colina, Sonia. 2016. “La sílaba”. In Gutiérrez-Rexach, Javier, ed. *Enciclopedia de lingüística hispánica*. London, New York: Routledge. 25-35.

Colina, Sonia & Angelelli, Claudia. 2015. “T&I Pedagogy in dialogue with other disciplines.” Introduction to *Translation and Interpreting Studies* 10 (1): 1-7.

Colina, Sonia & Angelelli, Claudia V. 2015. “Translation and Interpreting Pedagogy” In Angelelli, Claudia V. & Brian James Baer, eds. *Researching Translation and Interpreting*. London and New York: Routledge. pp. 108-117.

MacSwan, Jeff & Colina, Sonia. 2014. “Some Consequences of Language Design: Codeswitching and the PF Interface.” In MacSwan, Jeff, ed. *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press. 185-210. 50% effort.

Colina, Sonia. 2014. “La teoría de la optimidad en la fonología del español” In Núñez-Cedeño, Rafael, Sonia Colina & Travis Bradley. *Fonología generativa contemporánea de la lengua española*. Georgetown: GUP. 291-317.

Hualde, José Ignacio. 2014. *Los sonidos del español*, Spanish edition of *The Sounds of Spanish*, translated 1/3 of the chapters and wrote 2 new sections.

Colina, Sonia. 2012. “Translation Quality Assessment.” In Chapelle, Carol, ed. *Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell. 245-251.

Colina, Sonia. 2012. “Syllable structure” Invited chapter in Hualde, J.I, Olarrea, A. & O’Rourke, E. *Handbook of Hispanic linguistics*. Oxford, UK: Blackwell. 133-151.

Colina, Sonia. 2011. “Plural formation in Galician”. In Herschensohn, Julia, ed. *Selected Proceedings from the 40th Linguistic Symposium on Romance Languages (LSRL)*, Seattle, Washington, March 2010 (Current Issues in Linguistic Theory). Amsterdam: John Benjamins Publishing Company. 79-98.

Colina, Sonia. 2011. “The Assessment of Translation” In Gambier, Yves & Luc van Doorslaer. *Handbook of Translation Studies*. Amsterdam: John Benjamins Publishing Company. 43-48.

Colina, Sonia. 2010. “Rhotics in Spanish: A New Look at an Old Problem.” In Borgonovo, Claudia, Manuel Español-Echevarría, and Philippe Prévost, eds. *Selected Proceedings of the 12th Hispanic Linguistics Symposium*. Somerville, MA: Cascadilla Proceedings Project. www.lingref.com, document #2407. 75-86.

Colina, Sonia. 2006. “Optimality-Theoretic Advances in Accounting for Spanish Syllable Structure.” In Martínez-Gil, Fernando and Sonia Colina, eds. *Optimality-Theoretic Studies in Spanish Phonology*. Amsterdam: John Benjamins Publishing Company. 172-204.

Díaz-Campos, Manuel & Sonia Colina. 2006. “The Interaction between Faithfulness Constraints and Sociolinguistic Variation: The Acquisition of Phonological Variation in First Language Speakers.” In Martínez-Gil, Fernando and Sonia Colina, eds. *Optimality-Theoretic Studies in Spanish Phonology*. Amsterdam: John Benjamins Publishing Company. 424-446. 50% effort.

Colina, Sonia. 2006. “Spanish Second Language Acquisition: Applications to the Teaching of Professional Translation (and Interpretation)” In Salaberry, Rafael and Lafford, Barbara, eds. *Spanish Second Language Acquisition: From Research to Practice*. Washington, DC: Georgetown UP. 213-234.

Colina, Sonia. 2006. “Output-to-output Correspondence and the Emergence of the Unmarked in Spanish Plural Formation”. In Montreuil, Jean-Pierre, ed. *New Analyses in Romance Linguistics*, (Selected/refereed papers from the 35th LSRL). Amsterdam: John Benjamins Publishing Company. 49-63.

Colina, Sonia & Manuel Díaz-Campos. 2005. “Intervocalic Velar Nasals in Galician: Phonetic evidence for Multiple Syllabic Affiliation” In Frota, Sonia, Vigario, Marina, Freitas, Maria João, eds. *Prosodies* (Selected papers from the Phonetics and Phonology in Iberia Conference, 2003). Phonetics and Phonology Series. Mouton de Gruyter. 269-285. 75% effort.

Colina, Sonia. 2004. “Intervocalic Velar Nasals in Galician.” In Auger, Julie, J. Clancy Clements and Barbara Vance, eds. *Contemporary Approaches to Romance Linguistics. Selected Papers from the 33rd Linguistic Symposium on Romance Languages (LSRL)*, Bloomington, Indiana, April 2003 (Current Issues in Linguistic Theory 258). Amsterdam: John Benjamins Publishing Company. 103-120.

Colina, Sonia. 2003. "Towards an Empirically-based Translation Pedagogy." In Baer, Brian, Geoff Koby, Fanny Arango Keeth, and Sharon Bell, eds. *Beyond the Ivory Tower: Rethinking Translation Pedagogy*, American Translators Association Monograph Series, Vol. XII. Amsterdam: Benjamins. 29-59.

Colina, Sonia. 2002. "An Account of Inter and Intradialectal Variation in Spanish /s/ Aspiration." In Lee, James, Kimberly Geeslin and J. Clancy Clements, eds. *Structure Meaning and Acquisition in Spanish. Papers from the 4th Hispanic Linguistics Symposium*. 230-243.

Colina, Sonia. 1999. "Transfer and Unwarranted Transcoding in the Acquisition of Translational Competence: An Empirical Investigation." In Vandaele, Jeroen, ed. 1999. "Translation and the (Re)location of Meaning" *Selected Papers of the CERA Research Seminars in Translation Studies*. Leuven. 375-391.

Colina, Sonia. 1999. "Reexamining Spanish Glides: Analogically Conditioned Variation in Vowoid Sequences in Spanish Dialects." In Gutiérrez-Rexach, Javier and Fernando Martínez-Gil, eds. *Advances in Hispanic Linguistics: Papers from the Second Hispanic Linguistics Symposium*. Cascadilla Press. 72-98.

Colina, Sonia. 1998. "Alternatives to Level and Cyclic Ordering: A Non-Derivational Account of Onset-Strengthening In Spanish." In Gutiérrez-Rexach, Javier and José del Valle, eds. *Perspectives on Spanish Linguistics* 3: 41-61.

Colina, Sonia. 1997. "Epenthesis and Deletion in Galician: An Optimality-Theoretic Approach." In Martínez-Gil, Fernando & Alfonso Morales-Front, eds. *Issues in the Phonology and Morphology of the Major Iberian Languages*, Washington, DC: Georgetown UP. 235-267.

Refereed Journal Articles

Colina, S. & Barbara Lafford. 2018. "Translation in Spanish Language Teaching: the fifth skill" *Journal of Spanish Language Teaching*. doi: 10.1080/23247797.2017.1407127

Coco, L., Colina, S., Atcherson, S., Marrone, N. 2017. "Readability Level of Spanish-Language Patient-Reported Outcome Measures in Audiology and Otolaryngology." *American Journal of Audiology* 26: 309-317.

Bessett, Ryan M. & Colina, Sonia. 2017 "Spanish 'depalatalization': the synchronic, diachronic and perception perspectives." *Borealis – An International Journal of Hispanic Linguistics*, [S.l.], v. 6, n. 1, p. 223-241, May 2017. ISSN 1893-3211. Available at: <http://septentrio.uit.no/index.php/borealis/article/view/3851>.

Colina, S., Marrone, N., Ingram, Maia, Sánchez, D. 2016. "Translation Quality Assessment in Health Research: A functionalist alternative to back-translation" *Evaluation and the Health Professions*. 1-27. DOI: 10.1177/0163278716648191

Ingram M., Marrone N., Sanchez D.T., Sander A., Navarro C., de Zapien J.G., Colina S. and Harris F. 2016. "Addressing Hearing Health Care Disparities among Older Adults in a US-Mexico Border Community." *Frontiers in Public Health* 4:169. doi: 10.3389/fpubh.2016.00169

Sánchez, D., Adamovich, S., Ingram, M., Harris, Frances P., de Zapien, J., Sánchez, A., Colina, S., & Marrone, N. (In Press). The Potential in Preparing Community Health Workers to Address Hearing Loss. American Academy of Audiology.

Colina, Sonia & Miquel Simonet. 2014. "Galician Coda Restrictions and Plural Clusters." *Linguistics* 52 (6): pp. 1433-1460.

Colina, Sonia. 2013. "Galician geadá: in defense of underspecification in Optimality Theory." *Lingua* 133: 84-100.

Colina, Sonia. 2011. "Morphophonology." *Studies in Hispanic and Lusophone Linguistics* 4(1): 173-192.

Colina, Sonia. 2009. "Further Evidence for a Functionalist Approach to Translation Quality Evaluation" *Target* 21(2): 215-244.

Colina, Sonia. 2009. "Sibilant Voicing in Ecuadoran Spanish." *Studies in Hispanic and Lusophone Linguistics* 2(1): 3-29.

Colina, Sonia. 2008. "Translation Quality Evaluation: Empirical Evidence for a Functionalist Approach." *The Translator* 14 (1): 97-134.

Colina, Sonia. 2008. "The Role of Language Variation in Mental Grammars: An Optimality-Theoretic Perspective." *Studies in Hispanic and Lusophone Linguistics* 1(2): 435-446.

Colina, Sonia and Manuel Díaz-Campos. 2006. "The Phonetics and Phonology of Intervocalic Velar Nasals in Galician" *Lingua*. 116 (8): 1245-1273.

Colina, Sonia. 2006. "Double-Plurals in Dominican Spanish: An Optimality-Theoretic Approach" *Linguistics*. 44 (3): 541-568.

Colina, Sonia and Julie Sykes. 2004. "Parental Education in the Spanish-speaking Community: A Look at LEP Guidelines and Translated Educational Materials" *Bilingual Research Journal*, 28 (3): 299-317. With Julie Sykes (graduate research assistant)

Colina, Sonia. 2003. "Diminutives in Spanish: A Morphophonological Account" *The Southwest Journal of Linguistics* 22(2): 45-88.

Colina, Sonia. 2003. "The Status of Word-Final [e] in Spanish." *The Southwest Journal of Linguistics* 22(1): 87-107.

Colina, Sonia. 2002. "Second Language Acquisition, Foreign Language Teaching and Translation Studies". *The Translator* 8 (1): 1-24.

Colina, Sonia. 1997. "Identity Constraints and Spanish Resyllabification." *Lingua* 103 (1): 1-23.

Colina, Sonia. 1997. "Syntax, Discourse Analysis and Translation Studies." *Babel* 43 (2): 126-137.

Colina, Sonia. 1997. "Contrastive Rhetoric and Text-typological Conventions in Translation Teaching." *Target* 9 (2): 353-371.

Colina, Sonia. 1997. "Teaching Translation to Undergraduates: What Errors Reveal." *Translatio* XVI (3): 245-256.

Colina, Sonia. 1996. "Spanish Noun Truncation: The Emergence of the Unmarked." *Linguistics* 34 (6): 1199-1218.

Work in Progress

"Incorporating syllable structure into the teaching of Spanish pronunciation" In *Routledge's Advances in Spanish Language Teaching: Key Issues in the Teaching of Spanish Pronunciation: From Description to Pedagogy*. Rajiv Rao, ed.

"Quality" Baker, Mona. Ed. *The Routledge Encyclopedia of Translation Studies*. 3rd Edition.

Martínez-Gil, Fernando & Colina, Sonia. *The Routledge Handbook of Spanish Phonology*. Under contract with Routledge.

"Spirantization in Spanish: voiced obstruent alternations" Under review.

GRANTS & CONTRACTS (funded only)

2016-7 "Language Mediation and Translation for Global Research: A resource Center. Confluentcenter for Creative Inquiry, Faculty Collaboration Grant. PI. Anna O'Leary (College of Social and Behavioral Sciences), Co-PI. \$13, 817.

2015-9 "Data-driven text simplification for health information" National Library of Medicine, Investigator. PI, Gonyea Leroy (College of Business), Co-Investigators, Nicole Yuan (College of Public Health), Patricia Anders (College of Education), Teri Pritchard (COM), \$1,4 million.

2013-8 "Reducing Disparities in Access to Hearing Healthcare on the U.S.-Mexico Border" (R21DC013681), (R21/R33), NIH/NIDCD, Collaborator. PI: Nicole Marrone, Co-PIs: Frances P. Harris (College of Science), Jill Guernsey de Zapien, Scott Carvajal and Maia Ingram (College of Public Health). \$1.9 million.

2014 Student Faculty Interaction Grant, Student Affairs, U. of Arizona, \$400.00; additional funding: \$393.00 (2013); 2012 \$456.00 (2012); \$300.00 (2011).

2008 LSRL, Conference support, Program for Cultural Cooperation between the Ministry of Culture of Spain and US Universities. PI, 100% effort, \$2,000.

2006-8 Translation Quality Assessment Project, Lead Researcher, *Hablamos Juntos*, Robert Wood Johnson Foundation, University of California-San Francisco, Contract: 100% effort, \$24,700.50.

2006 Online Translator Education Project, Arizona Reach Out (ARRO), ABOR (AZ Board of Regents). P-I, 100% effort, \$32,700.

2003 ASU, Vice Provost for Research, Grant for developing a Center for the Training of Translation and Interpreter Trainers, S. Colina, B. Lafford, D. Losse. Co-PI, 40% effort, \$24,000.

SERVICE / OUTREACH

National/international outreach

International Standards Organization (ISO). Technical Committee 37 (TC-37), Translation and Interpreting. Member, USA delegation.

Hablamos Juntos Scholars Network, Member: selected for excellence in language and healthcare research; experts committed to advancing knowledge in the field of language barriers.

[<http://www.hablamosjuntos.org/whoweare/default.whoweare.asp#scholars>]

Translation Quality Assessment project, Lead researcher

Grant proposal reviewer, *National Science Foundation*, Linguistics Program (2005, 2006, 2017)

Manuscript referee for:

Natural Language and Linguistic Theory (2017); *Laboratory Phonology* (2015); *Phonology; Lingua; Linguistics; Studies in Hispanic and Lusophone Linguistics; Hispanic Linguistics* (2001); *Southwest Journal of Linguistics; Hispania; Folia Linguistica; Selected Proceedings of the Hispanic Linguistics Symposium; Selected Proceedings of the Linguistic Symposium on Romance Languages (LSRL); Selected Proceedings of Phonetics and Phonology in Iberia (PaPi); The Interpreter and Translator Trainer (ITT); Translation and Interpreting Studies (TIS); Target*

Abstract reviewer for:

Hispanic Linguistics Symposium (HLS) (ongoing basis); Linguistic Symposium on Romance Languages (LSRL) (ongoing basis); ATISA Biannual Conference (ongoing basis); International Association for Translation and Interpreting Studies (IATIS), 2017; American Association of Applied Linguistics (AAAL, T&I Strand) (occasional); West Coast Conference on Formal Linguistics (WCCFL) (occasional); didTrad (International Conference on Translation Pedagogy, PACTE) (ongoing)

Book proposal/ manuscript reviewer: *Issues in Hispanic and Lusophone Linguistics*, Benjamins (2013, 2014, 2015), Routledge (2010), Ohio State University Press, Prentice-Hall (2003, 2006).

Tenure & Promotion Reviews: University of California, Davis (2015), United Arab Emirates University (2014), Rutgers University (2013), Ohio State University (2012), University of California-San Diego (2012), Florida State University (2011), Indiana University (2011).

Program and Departmental Reviews: Program in Global Studies, U of Arizona (2017), Department of French and Italian, U. of Arizona (2015), Department of Spanish and Portuguese, San Diego State University (2014), Middle Eastern and North African Studies, U. of Arizona (2013), Hispanic Studies, University of Houston (2012).

Editorial Boards:

Linguistics (Mouton de Gryuter), Board of Consulting Editors
Issues in Hispanic and Lusophone Linguistics, Book Series, John Benjamins
Estudos de lingüística galega (Instituto da Lingua Galega)
The Interpreter and Translator Trainer (ITT), St. Jerome Publishing.
Translation and Interpretation Studies (TIS).

Executive and Advisory Boards:

American Translation and Interpreting Studies Association (ATISA), President, 2016-2018;
Vice president, elected 2010-2012, reelected 2012-2014, and 2014-2016; Executive Committee
Member, elected 2003, reelected 2006-2008; reelected 2008-2010.

Confluentcenter for Creative Inquiry, The University of Arizona, 2014-

Professional and Consulting Experience

2006-2010: Translation Quality Assessment Project, Lead Researcher, *Hablamos Juntos II*,
Robert Wood Johnson Foundation, UCSF Fresno Center for Medical Education & Research.
Written-materials (translation) advisor.

2004-present. Owner and president of L2 Languages. Translator, editor and manager of
translators (2004-2008).

2003-2006. Written-materials (translation) advisor for *Hablamos Juntos*, Robert Wood Johnson
Foundation, Tomás Rivera Policy Institute (University of Southern California, School of Policy,
Planning and Development and Institute for Social and Economic Research and Policy,
Columbia University).

2003-2006. Expert advisor and consultant for the Arizona Initiative, National Center for
Interpretation Research, University of Arizona (funded by FIPSE). 2003-2006. Translation
course design and teacher training.

4.4. Wenhao Diao

Assistant Professor,
Department of East Asian Studies
University of Arizona

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EDUCATION

- Ph.D.** Carnegie Mellon University. Pittsburgh, PA. May 2013
Second Language Acquisition
- M.A.** East China Normal University. Shanghai, China June 2008
Teaching Chinese as a Foreign Language
- B.A.** East China Normal University. Shanghai, China June 2005
Teaching Chinese as a Foreign Language
Undergraduate Degree with Distinction. Shanghai Municipal Government.

ACADEMIC EMPLOYMENT

- August 2013 - Present *Assistant Professor.* Department of East Asian Studies and
Second Language Acquisition and Teaching (SLAT)
- Summer 2015 – 2017 *Director.* Arizona-in-Shanghai study abroad program.
- August 2014 – May 2015 *Honors Professor.* Honors College
The University of Arizona. Tucson, AZ.
- Summer 2013 *Faculty.* M.A. in Chinese (Pedagogy)
- Summer 2012 & 2009 *Instructor.* Chinese Language School
Middlebury College. Middlebury, VT.
- August, 2008 – May 2013 *Graduate Student Instructor.* Modern Languages
Carnegie Mellon University. Pittsburgh, PA.
- August 2007 – May 2008 *Lecturer.* East Asian Languages, Literatures & Cultures
- Summer 2007 & 2006 *Head Instructor,* UVA-in-Shanghai study abroad program.
University of Virginia. Charlottesville, VA.
- August 2005 – June 2007 *Adjunct Mandarin Instructor.* Shanghai center.
CIEE. Shanghai, China.
- January 2006 – July 2007 *Graduate Instructor.* Int'l School of Chinese Studies.
East China Normal University. Shanghai, China.

PUBLICATIONS

(The symbol * denotes supervision of and collaboration with graduate students.)

Edited volumes

Diao, W., & Trentman, E. (Contracted. In preparation.) (Eds.) *Multilingual Turn of Study Abroad*. Multilingual Matters.

Diao, W., McGregor, J., & Wolcott, T. (2016). (Guest Eds.) *L2 Journal*, 8(2) (Special issue: Study abroad in the 21st century).

Peer-reviewed articles in journals

Diao, W., Donovan, A., & Malone, M. (2018). Oral Language Development among Mandarin Learners in Chinese Homestays. *Study Abroad Research in Second Language Acquisition and International Education*, 3 (1), 33-58. [Lead author.]

Trentman, E., & **Diao, W.** (2017) The American Gaze East: Cultural Discourses of Learning Mandarin and Arabic Overseas. *Study Abroad Research in Second Language Acquisition and International Education*, 2 (2), 175-205. [Second author.]

Diao, W. (2017) Between standard and non-standard: Negotiating accent and identity in China. *System*, 71, 87-101. (Impact factor in the year of publication: 1.400.)

Di Silvio, F., **Diao, W.**, & Donovan, A. (2016). The development of L2 fluency during study abroad: A cross-language study. *The Modern Language Journal*, 100 (3), 610-624. [Equal co-author.] (Impact factor in the year of publication: 1.745.)

Diao, W., & Trentman, E. (2016). Politicizing study abroad: Learning Arabic in Egypt and Mandarin in China. *L2 Journal*, 8(2), 31-50. [Lead author.]

Diao, W. (2016a). Peer socialization into gendered L2 Mandarin language practices in a study abroad context: Talk in the dorm. *Applied Linguistics*, 37 (5), 599-620. (Impact factor in the year of publication: 3.250. Ranked 2nd of all Linguistic journals.)

Diao, W. (2014a). Between ethnic and English names: Name choice for transnational Chinese students in a US academic community. *Journal of International Students*, 4(3), 205-221.

Diao, W., Freed, B. F., & Smith, L. (2011). Confirmed beliefs or false assumptions: A study of home stay experiences in the French study abroad context. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 109-142. [Lead author.]

Peer-reviewed articles in edited volumes, books, or proceedings

***Diao, W.**, Wang, Y., & Donovan, A., & Malone, M. (Forthcoming.) Interactional Development through Dinnertime Talk: The Case of American Students in Chinese Homestays, in C. Sanz (Ed.), *The Routledge Handbook of Study Abroad Research and Practice*. Routledge. [Lead author.]

Diao, W. (2016b). Gender, sexuality, and authenticity: Peer Mandarin socialization among American students in a Chinese college dorm, in R. van Compernelle & J. McGregor, (eds.), *Authenticity, language, and interaction in second language contexts* (pp. 109-130). Bristol, UK: Multilingual Matters.

Diao, W. (2014b). (Dis)engagement in Internet linguistic practices among sojourners in China. In S. Li & P. Swanson (Eds.), *Engaging language learners through technology integration: Theory, applications, and outcomes* (pp. 162-180). Hershey, PA: IGI Global.

Diao, W. (2011). Study abroad, participation and turn taking: A case study. *Selected proceedings of the 2010 Second Language Research Forum* (pp. 1-17). Somerville, MA: Cascadilla Proceedings.

Cui, J., & **Diao, W.** (2011). Recontextualizing “Chinese” in Hu Jintao and Ma Ying-jeou’s New Year speeches, *Texas Linguistic Forum, 54 (Proceedings of SALSA XIX)*, 23-32. [Equal co-author.]

Zebrowski, M., & **Diao, W.** (2011). Chinese hip-hop and glocalization. In A. Medina-Rivera & L. Wilberschied (Eds.), *In, out and beyond: Studies on border confrontation, resolutions and encounters* (pp. 65-78). Newcastle, UK: Cambridge & Scholars. (40% contribution.)

Book reviews

Diao, W. (2011). Book note for Michael H. Long, and Catherine J. Doughty (eds.) (2009), *The handbook of language teaching*. Malden, MA: Wiley-Blackwell. *Language in Society*, 40 (4).

Edited textbooks

Diao, W. (2007b). 中国道教 [The religion of Taoism in China], 中国传统音乐与现代音乐 [Traditional and modern Chinese music]. In W. Gu & Y. Wang, (Eds.), 《中国文化（下册）》 [Chinese Culture (Book II)], pp. 41-58; pp. 187-206. Shanghai, China: East China Normal University Press.

Diao, W. (2007a). 当代中国教育与就业 [Education system and job market in China]; 中国人的交往礼仪 [Social manners in China]; 中国当代流行语 [Popular language in contemporary China], In W. Gu & Y. Wang, (Eds.), 《中国文化（上册）》 [Chinese Culture (Book I)], pp. 97-113; pp. 156-171; pp. 221-224. Shanghai, China: East China Normal University Press.

Other

Diao, W. (2013). What is the Middlebury culture? Metaphors about Middlebury by a student. In T. Chen, J. Bai, & S. Feng (Eds.), *Chinese School at Middlebury: The Passage to Success* (pp. 273-277). Beijing, China: Beijing Language and Culture University Press.

Diao, W. (2008). Chinese language teaching materials in the context of Chinese as a foreign language. Master thesis published on China National Knowledge Infrastructure (CNKI) database.

RESEARCH GRANTS

External:

PI. Fulbright-Hays Group Project Abroad: “Education, Society, and Globalization in China: A Collaborative Teacher Training Program.” U.S. Federal Department of Education. Fall, 2017 - Summer, 2018. (\$88,263.)

PI. Language Resource Center Title VI Grant. U.S. Federal Department of Education. Fall, 2014 – Spring, 2018.

Collaborator. “Study Abroad Research Project.” Center for Applied Linguistics. Funded by U.S. Department of Education. Fall, 2013–Spring, 2014. (\$10, 345 contracted to UofA.)
Co-PI. (with Yingling Bao.) “Writing to build *shi*: Chinese learners’ rhetoric structure as cultural praxis.” The *Jiede* empirical research award for Chinese pedagogy/Chinese applied linguistics. Chinese Language Teachers Association, USA. 2013 – 2014. (\$1,500.)

Internal:

PI. (with Scott Gregory and Maggie Camp.) “Chinese language and culture showcase.” College of Humanities Teaching and Outreach Grant. The University of Arizona. (\$3,100)
PI. “A sociolinguistic inquiry of American study abroad students in China.” CERCLL Faculty Seed Grant. The University of Arizona. Fall, 2016. (\$5,000).
PI. “The DormTalk Corpus: Archiving American and Chinese Youth Talk.” The College of Humanities Initiatives Grant. The University of Arizona. Summer, 2016. (\$5,000).
PI. “Learning Mandarin and socializing stance through a semester in China.” Paul Mellon research fund (through Dr. G. R. Tucker). Carnegie Mellon University. 2012. (\$2,000.)
PI. “Learning Mandarin and socializing stance through a semester in China.” Graduate Small Project Help research fund. Carnegie Mellon University. Spring 2012. (\$750.)
PI. “Chinese discourse socialization through a study abroad program in China.” Research grant through Vice Provost for Research, Carnegie Mellon University. Summer 2011. (\$1,200.)
PI. “Study abroad in China: Participation and proficiency.” Research grant through Vice Provost for Research, Carnegie Mellon University. Summer 2010 (\$1,200.)
PI. “Phonological error analysis of Chinese L2 learners of American English.” Undergraduate research grant. East China Normal University. 2003–2004. (RMB 800.)

CONFERENCE PRESENTATIONS

(The symbol * denotes supervision of and collaboration with graduate students.)

2018. *What is different for heritage speakers studying abroad, and why does it matter?* Session to be presented at the 2018 CIEE Annual Conference. Barcelona, Spain. November. (Session organized by Kim Potowski.)

Monolingual Ideologies and Multilingual Practices of Learners of Arabic and Mandarin Abroad. Paper to be presented on the panel, Multilingual Turn of Study Abroad, at the annual meeting of American Association of Applied Linguistics (AAAL). Chicago, IL. March.

Flexible Yet Dubious: Teaching Chinese at American Charter Schools. Paper to be presented at AAAL. Chicago, IL. March. (Co-author with Hsuan-Ying Liu.)

Racialization as Locally Produced Accounts: Study Abroad Students in China. Paper to be presented on the panel, Autoethnographic Approaches to Study Abroad, at the Sixth International Conference on the Development and Assessment of Intercultural Competence. January. (Presentation canceled due to childbirth and maternity leave.)

2017. **Solving Conflicts in Peer Interaction: American Students in China.* Paper presented the annual meeting of American Council on the Teaching of Foreign Languages (ACTFL). Nashville, TN. November. (1st author with Yi Wang and Xin He.)

**Starting College, Quitting Chinese: Language Learning in the Freshman Year.* Paper presented at ACTFL. Nashville, TN. November. (2nd author with Hsuan-Ying Liu.)

**Interactional Development through Dinnertime Talk: The Case of American Students in Chinese Homestays.* Paper presented on the panel, Contemporary Directions in Study Abroad Research, at the 18th World Congress of Applied Linguistics (AILA). Rio de Janeiro, Brazil. August. (1st author with Yi Wang, Anne Donovan, and Meg Malone.)
Between the Standard and the Non-standard: American Students in Southern China. Paper presented on the panel, Study Abroad in Contemporary Times: Methodological Innovations, at AAAL. March. Portland, OR.

Doing Anti-Racism through Mandarin: A Muslim Student in China. Paper presented at the 2017 CLIC Conference on Study Abroad. Rice University. Houston, TX. February.

- 2016.** *The making of a “Shanghai daughter-in-law”: Linguistic variation, lace, and gender.* Paper presented on the panel, Sociolinguistic Variation and Language Ideology, at the Fourth New Ways of Analyzing Variation – Asia Pacific (NWAV-AP). Chiayi, Taiwan. April.

The making of a “Shanghai daughter”: L2 socialization of place among American students in China. Paper presented at the annual meeting of AAAL. March. Orlando, FL.

Teaching Americans in the “American” way: Academic socialization of study abroad instructors and program administrators. Paper presented at the annual meeting of AAAL. March. Orlando, FL. (Co-author with Janice McGregor).

American Study Abroad in Egypt and China: A Politicized Event. Paper presented on the panel, Study abroad in the Twenty-first Century, at the Fifth International Conference on the Development and Assessment of Intercultural Competence. January. Tucson, AZ. (Co-author with Emma Trentman).

- 2015.** *Oral fluency: A cross-language study of study abroad homestay students.* Paper presented at the annual meeting of ACTFL. November. San Diego, CA. (Co-author with Anne Donovan and Francesca Di Silvio).

Food and beyond: Oral fluency development among American students in China. Paper presented at the annual meeting of ACTFL. November. San Diego, CA. (1st author with Anne Donovan).

The American Gaze East: Cultural Discourses of Learning Mandarin and Arabic Overseas. Paper presented at the Culture for Study Abroad for Second Languages conference. July. Halifax, Canada. (Co-author with Emma Trentman.)

Unpacking the Homestay Myth: Interactions, Intervention, and L2 Gains. Paper presented at the Culture for Study Abroad for Second Languages conference. July. Halifax, Canada. (Co-author with Anne Donovan, Francesca Di Silvio, and Margret Malone).

**Lingua francas beyond English: Multilingual repertoires among immigrants in a southwestern U.S. border town.* Paper presented at the Sociolinguistics of Globalization conference. June. Hong Kong. (3rd author with Jenna Flores and Dongchen Hou.)

Politicizing Study Abroad: Learning Arabic in Egypt and Mandarin in China. Paper presented at the joint meeting of American Association of Applied Linguistics (AAAL) and Association Canadienne de Linguistique Appliquée conference (ACLA). March. Toronto, ON. (50% co-author with Emma Trentman.)

- 2014.** *“Too sexy la”: Socializing American sojourners into Chinese youth linguistic practices through sentence-final particles.* Paper presented on the panel, Sociocultural and Discursive Approaches to Research on Chinese Language Learning, at the 17th AILA. August. Brisbane, Australia.

**Mainland Chinese's Perception of Taiwan Mandarin.* Paper presented at the 22nd Symposium on Language and Society – Austin (SALSA). April. Austin, TX. (2nd author with Xiaowen Nie.)

“That sounds gay”: Peer language socialization for American students in a Chinese college dorm. Paper presented on the panel, Current Issues in Study Abroad: Case Studies in Identity Negotiation, Socialization Patterns, and Metapragmatic Awareness, at the annual meeting of AAAL. March. Portland, OR.

Study abroad: Being a laowai or becoming like a Chinese. Paper presented at the Fourth International Conference on the Development and Assessment of Intercultural Competence. January. Tucson, AZ.

- 2013.** *“Thank you for teaching me to be a man”: Learning sentence-final particles among study abroad students in China.* Paper presented on the panel, Grammar Acquisition in Study Abroad Context, at the annual meeting of ACTFL. November. Orlando, FL.

No networking on a social-networking site: (Dis)engagement in Internet linguistic practices among sojourners in China. Paper presented at 32nd Second Language Research Forum (SLRF). November. Provo, Utah.

Enregistering va: Indexing Shanghai in Mandarin communication. Paper presented at the 42nd New Ways of Analyzing Variation (NWAV). October. Pittsburgh, PA. (1st author with Haomin Zhang.)

Alternative forms, diverse identities: Stance socialization during a semester in China. Paper presented at the annual meeting of AAAL. March. Dallas, TX.

- 2012.** *Socializing stance and learning Mandarin during a semester in China.* Paper presented at the annual meeting of ACTFL. November. Philadelphia, PA.

Socializing into diverse identities through a semester in China. Paper presented at the 31st SLRF. October. Pittsburgh, PA.

Ala zanghai nin: Stylizing cosmopolitan-ness in a post-colonial Chinese city. Paper presented at Sociolinguistic Symposium (SS) 19. August. Berlin, Germany. (1st author with Jie Cui.)

“He took or stole the pears?” Narrative development among study abroad students in China. Paper presented at the 2nd International Symposium on Chinese Language and Discourse. June. Singapore. (1st author with Jie Cui.)

在华留学生的立场表述 [Stance marking among sojourners in China]. Paper presented at the 2nd East Asian Graduate Student Symposium on International Chinese Education. April. Shanghai.

Adopting kinship address terms in Chinese e-commerce. Paper presented at the annual meeting of AAAL. March. Boston, MA. (2nd author with Jie Cui.)

Socializing stance and study abroad in China. Paper presented at the International Conference on the Development and Assessment of Intercultural Competence. January. Tucson, AZ.

- 2011.** *Participation, interactive competence, and study abroad in China.* Paper presented at the 16th AILA. August. Beijing, China.

Chinese Hip Hop: Glocalizing linguistic practice. Paper presented at the 16th AILA. August. Beijing, China. (2nd author with Matthew Zebrowski.)

Recontextualizing “Chinese” in Hu Jintao and Ma Ying-jeou’s New Year speeches. Paper presented at the 19th SALSA. April. Austin, TX. (Equal co-author with Jie Cui.)

Participation, language learning, and study abroad: Cases in China. Paper presented at the annual meeting of AAAL. March. Chicago, IL. (1st author with Yingling Bao.)

- 2010.** *Language use and oral fluency in the study abroad context.* Paper presented at the annual meeting of ACTFL. November. Boston, MA.

***Recipient of the 2010 Cheng & Tsui Walton Presentation Prize.**

Study abroad, participation, and proficiency: A case study. Paper presented at the 29th SLRF. October. College Park, MD.

***Recipient of the 2010 SLRF Top Proposal Award.**

Identity, participation and L2 Use in an immersion environment. Paper presented at the SLA Graduate Student Symposium. April. Madison. WI.

Emergent me: Language, identity and border crossing. Paper presented at the annual meeting of AAAL. March. Atlanta, GA.

Study abroad, language learning & home stays: The assumptions, the research, the surprises and...results of the most recent study. Paper presented at the 21st annual college consortium for international studies conference. March. Jersey City, NJ. (1st author with Barbara Freed and Leigh Smith.)

- 2009.** *Chinese hip-hop and glocalization.* Paper presented at the 2nd Crossing Over Symposium. Cleveland State University. October. Cleveland, OH. (2nd author with Matthew Zebrowski.)

Learning Chinese in and beyond classrooms: A case of study abroad in China. Paper presented at the 7th New York International Conference on Teaching Chinese. South Orange, NJ.

- 2008.** *A win-win collaboration between the TCFL graduate program of a Chinese university and the study-abroad program of an American university.* Paper presented at the CIEE Chinese Language Conference. Shanghai, China. (2nd author with Hsin-hsin Liang.)

INVITED LECTURES, PRESENTATIONS, AND WORKSHOPS

- 2017.** *Speaking Mandarin, (Un)doing racism: A Muslim-background American Student in China.* Invited keynote at the Taking Refuge in Language, Culture, and Creative Arts symposium. Department of German Studies. University of Arizona. April 28.
- 2016.** *Qualitative research in applied linguistics: Theoretical and methodological explorations.* Invited talk. Department of English. Shanghai University of Finance and Economics. June 7.

Understanding the publishing cycle. Invited workshop for SLAT second year students. SLAT. The University of Arizona. May 7.

Talk in the dorm: Peer L2 socialization among American students in China. Invited talk for the English Applied Linguistic Speaker Series. Department of English. The University of Arizona. January 29.

- 2015.** *Putonghua with Shanghai Characteristics: Indexing Place in A Translocal Space.* Paper presented on the invited panel, Dialect and Globalization (organized by B. Johnstone and P. Auer), at Sociolinguistic of Globalization: (De)centering and (De)standardization. June 3-6. Hong Kong.

- 2013.** *Communicative language teaching for Chinese: When, how, and for what purposes?* Invited Chinese language teacher training workshop. Confucius Institute and the Center of Educational Resources in Culture, Language and Literacy. December 3. Tucson, AZ.

Peer socialization between American sojourners and their Chinese roommates in Shanghai. Invited presentation at the symposium of Sociocultural, Discursive, and Transnational Perspectives on the Learning of Chinese. Center for Research in Chinese Language and Literacy Education, University of British Columbia. July 19. Vancouver, Canada.

- 2012.** “Special colloquium for the International Week: Study abroad and language learning.” Department of Linguistics, University of Pittsburgh. November 9. Pittsburgh, PA.

“Studying abroad and teaching Chinese in the US.” Invited lecture at the School of International Chinese Studies, East China Normal University. April 10. Shanghai, China.

“Studying abroad and diverse school cultures in the US.” Invited talk hosted by Byron Education and Shanghai World Foreign Language Middle School. March 30. Shanghai, China.

RECENT UNIVERSITY TEACHING EXPERIENCES

(G=Graduate courses in English; UG=Undergraduate courses in English; L=Language courses.)

University of Arizona

EAS 596A: Graduate colloquium (Linguistics) (G)
GLS 251: Dimensions of globalization: Language, culture & literature (UG)
HNRS 195J: Being and becoming a speaker of culture (UG)
EAS488/588/SLAT588: Language & culture in Bilingual and L2 settings (UG/G)
EAS577/SLAT577: Qualitative research in applied linguistics (G)
CHN 485/585: Chinese sociolinguistics (UG/G)
CHN 480/580: Chinese language pedagogy (UG/G)

Middlebury College

CHNS 6550: Learning Chinese as L2: Research and Implications (G)
CHNS 6501: Teaching Chinese as a Second Language (G)
CHNS3201-3204: Intermediate Mandarin Chinese (L)

Carnegie Mellon University

82-332: Advanced Chinese II (L)
82-331: Advanced Chinese I (L)
82-333: Intro to Chinese Language & Culture (UG)
82-135: Intensive Elementary Chinese (Level coordinator) (L)
45-987: Mandarin for Business Managers II (Tepper Business School) (L)
45-986: Mandarin for Business Managers I (Tepper Business School) (L)
82-132: Elementary Chinese II (L)
82-131: Elementary Chinese I (L)

University of Virginia

CHIN102: Elementary Chinese II (L)
CHIN206: Accelerated Intermediate Chinese (L)
CHIN101: Elementary Chinese I (L)
CHIN 106: Accelerated Elementary Chinese (L)

PROFESSIONAL AND COMMUNITY SERVICE

Reviewer for journal articles and book chapters

Applied Linguistics (two articles in 2014, one in 2016, 2017)
Language and Education (2017)
L2 Journal (2017)

Applied Linguistics Review (2016)
The Modern Language Journal (2013, 2017)
Global Chinese (2017)
Foreign Language Annals (2009, 2010, 2014, two articles in 2015, one in 2016, 2017)
Canadian Journal of Applied Linguistics (2015)
Frontiers: The Interdisciplinary Journal of Study Abroad (2016)
Journal of Language, Identity & Education (2016)
Journal of Linguistic Anthropology (2016)
Language and Intercultural Communication (2016)
Language Teaching Research (2016)
Language Learning (2014)
Studies on Chinese Learning and Teaching (2014)
Book chapters: *Chinese as a Second Language Assessment* (2015, Springer), *Engaging Language Learners through Technology Integration* (2013, IGI Global)

Journal editorial board

Studies on Chinese Learning and Teaching

Conference organization

AAAL strand coordination: Second Language Acquisition (with Peter De Costa) (2016)
Organizing committee, 31st SLRF. Pittsburgh, PA. (March 2011-November 2012)

Abstract reviewer for conferences

AAAL (two strands): 1) Language and Ideology, 2) Research Methods
AAAL (three strands: 1) Language and Ideology, 2) Language, Culture and Socialization, and 3) Second Language Acquisition) (2016)
SLRF (2012, 2013, 2014, 2015)
SLAT Interdisciplinary Roundtable (2014, 2015)

Officer and committee member

Section Head, Asian Languages. AAUSC. (Elected in 2017. 2017-2019.)
SLAT Executive Committee, Language Use strand. U of Arizona. (Fall, 2017 – Spring, 2020)
Dean's Advisory Council. College of Humanities. U of Arizona. (Fall, 2016 – present.)
EAS curriculum committee. East Asian Studies. (Fall, 2017 – present.)
EAS and COH website governance committee. U of Arizona. (Fall, 2016 – present.)
China BA taskforce *ad hoc* committee. East Asian Studies. (Fall, 2016 – present.)
EAS colloquia series committee, East Asian Studies, U of Arizona (Fall 2013 – Spring, 2016)
Study abroad committee, East Asian Studies, U of Arizona (Fall 2013 – Present)
Faculty advisor. SLAT Student Association. U of Arizona (Fall, 2014–Spring, 2015).
Global Studies award selection committee, College of Letters, Arts, and Sciences. (2014)
Graduate student research seminar organizing committee (Fall 2010 – Spring 2011)
President's Student Advisory Council, CMU (Fall 2010 – Spring 2011)
Department representative. Graduate Student Assembly. CMU. (Spring 2010 – Fall 2010)
Executive officer. Chinese Students and Scholars Association. CMU. (2009 – 2010)

Other department, program, college, and university services

Presenter at the COH showcase to President Robbins, COH. (2017)
Search committee for the French linguistics/technology position, French & Italian. (2016)
Search committee for the Korean language/technology position. EAS. (Fall, 2015)
Panelist. Academic job interviews. SLAT colloquium series. (Spring, 2015)
Search committee for the Chinese literature position. East Asian Studies. (Fall, 2014)
Panelist. “Occupying Hong Kong.” Global flashpoints series. Global Studies. (Fall, 2014)
Panelist. Academic job interviews. SLAT colloquium series. (Fall, 2013)
Discussant. Three-paper vs. dissertation. SLAT colloquium series. (Spring, 2014)
Guest writer for discourse analysis blog. *The Silver Tongue*. (December 2010–January 2012)
Academic chair. Dept. Graduate Student Council. ECNU. (September 2006–June 2007)

Local outreach

Judge for the *Chinese Language and Culture Proficiency Competition* (for K-16 Mandarin Chinese learners from the Greater Tucson area). Organized by the Confucius Institute at the University of Arizona and the Tucson Chinese Cultural Center.

PROFESSIONAL AFFILIATIONS

2016 – Present American Association for University Supervisors, Coordinators, and Directors of Language Programs (AAUSC)
2009 – Present American Association for Applied Linguistics (AAAL)
2007 – Present American Council on the Teaching of Foreign Languages (ACTFL)
2007 – Present Chinese Language Teachers Association (CLTA)

4.5. Lia Falco

Assistant Professor
Disability and Psychoeducational Studies
University of Arizona

Address:
College of Education
1430 E. 2nd St.
Tucson, AZ 85721
W: (520) 626-8235
Email: ldf@email.arizona.edu

EDUCATION

Ph.D., Educational Psychology, May 2008
University of Arizona
Dissertation – Skill-Builders: Enhancing middle school students’ self-efficacy and adaptive learning strategies in mathematics
Director: Dr. Sheri Bauman

M.Ed., School Counseling and Guidance, May 2002
University of Arizona

B.S., Psychology, May 1998
University of Arizona

EMPLOYMENT

University of Arizona
Assistant Professor, Department of Disability & Psychoeducational Studies, Fall 2015- present

University of Arizona
Associate Professor of Practice, Department of Disability & Psychoeducational Studies, Fall 2014 – Spring 2015

University of Arizona
Assistant Professor of Practice, Department of Disability & Psychoeducational Studies, Fall 2009 – Spring 2014

University of Arizona
Adjunct Assistant Professor, Department of Educational Psychology, Fall 2008- Spring 2009

Amphitheater School District, Tucson, AZ
School Counselor, Richard B. Wilson K-8, 2004-2008

PUBLICATIONS

Chapters:

Falco, L.D., & Steen, S. (in press). Post-secondary opportunities. In Wines, L. A., & Nelson, J. A. (Eds.). *Counselors as Practitioners: Building on Theory, Standards, and Experience for Optimal Performance*. Alexandria, VA: American School Counselor Association.

Falco, L.D. (2016). Diversity issues. In Bauman, S., & Shaw, L. (Eds). *Group Work With Individuals with Disabilities*. Alexandria, VA: American Counseling Association.

Falco, L.D., & Bauman, S. (2014). Group work in schools. In Gerrity, D. A., Calodner, C. R., Delucia-Waack, J. L., & Riva, M. (Eds.) *Handbook of Group Counseling and Psychotherapy*. Washington, D.C.: Sage.

Refereed journal articles:

Falco, L.D. (in press) An intervention to support mathematics self-efficacy in middle school. *Middle School Journal*.

Summers, J. J., & **Falco, L.D.** (in press). Use of the Middle School Self-Efficacy Scale for high school adolescents: A validity study. *Journal of Career Development*.

Falco, L.D., & Summers, J.J. (in press). Improving career decision-making self-efficacy and STEM self-efficacy in high school girls: A proposed intervention. *Journal of Career Development*.

Falco, L.D. (2017). The School Counselor and STEM Career Development. *Journal of Career Development, 44*(4), 359-374. DOI: 10.1177/0894845316656445

McCarthy, C., **Falco, L.D., & Villalba, J.A.** (2014). Ethical and professional issues in experiential growth groups: Moving forward. *Journal for Specialists in Group Work, 39*, 186-193.

Falco, L.D., & McCarthy, C. (2013). Writing for publication: A guide for counseling practice articles. *Journal of Counseling & Development, 91*, 343-348.

Falco, L.D. (2011). Why groups? The importance of group counseling in schools. *School Counseling Research & Practice, 3*, 17-24.

Falco, L.D., Bauman, S., Sumnicht, Z., & Engelstad, A. (2011). Content analysis of the *Professional School Counseling* journal: The first ten years. *Professional School Counseling, 14*, 271-277.

Falco, L.D. (2010). A model for school counseling curriculum design and effective intervention planning. *School Counseling Research & Practice, 2*, 7-10.

Nasta, P., **Falco, L.D., & Hirdes, C.** (2010). Fostering advocacy: Addressing the needs of foster children in the public school system. *School Counseling Research & Practice, 2*, 31-38.

- Falco, L.D.,** Summers, J.J., & Bauman, S. (2010). Encouraging mathematics participation through improved self-efficacy: A school counseling outcomes study. *Educational Research and Evaluation, 16*, 529-549.
DOI: 10.1080/13803611.2011.555101
- Falco, L.D.,** Crethar, H., & Bauman, S. (2008). “Skill-Builders”: Improving middle-school students’ self-beliefs for learning mathematics. *Professional School Counseling, 11*, 22-235.
- D'Agostino, J.V., Welsh, M.E., Cimetta, A.D., **Falco, L.D.,** Hester, W.S., Smith, S., & Powers, S.J. (2008). The rating and matching item-objective alignment methods. *Applied Measurement in Education, 22*, 1-21.
- Falco, L.D.,** & Bauman, S. (2004). The use of process notes in the experiential training group workers. *Journal for Specialists in Group Work, 2*, 1-8.
- Bauman, S., Siegel, J.T., **Falco, L.D.,** Davis, A., Seabolt, K., & Szymanski, G. (2003). Trends in school counseling journals: the first fifty years. *Professional School Counseling, 7*, 79-90.
- Bauman, S., Siegel, J.T., Davis, A., **Falco, L.D.,** Seabolt, K., & Szymanski, G. (2002). School counselors’ interest in professional literature and research. *Professional School Counseling, 5*, 346-352.
- Other publications:**
- Falco, L.D.,** Conner, K., & Williams, T. (2015). Getting help: The art of asking questions. In Delucia-Waack, J., Zawadzski, L., Mercurio, M., Korta, S., Martin, E., Colvin, F., & Maertin, K., (Eds.). *School Counselors Share Their Favorite Classroom Guidance Activities: A Guide to Choosing, Planning, Conducting, and Processing*. Association for Specialists in Group Work
- McCarthy, C. & **Falco, L. D.** (2013). Finishing strong. Editorial appearing in the *Journal for Specialists in Group Work, 38*(1).
- Falco, L.D.,** Hatfield, A., Hirdes, C., & Tatum, T. (2011) Career constellation. In T.M. Lara, M. Pope, & C.W. Minor (Eds.) *Experiential Activities for Teaching Career Counseling and for Facilitating Career Groups (Volume III)*. Broken Arrow, OK, NCDA Press.
- Hatfield, A., & **Falco L.D.** (2010) First-generation college-bound students: A small group intervention. In G. Walz, J.D. Bleuer, and R.K. Yep (Eds.) *VISTAS 2010 -Ideas and Research You Can Use*. Alexandria, VA: American Counseling Association.
- Falco, L.D.** *Counseling Today*. ACA journal spotlight: highlights of recently-published research in ACA journals. The column appeared in the March 2010 issue.

Falco, L.D. *ASGW Newsletter*. A guide to group membership: A review of “On *Becoming a Group Member: Personal Growth and Effectiveness in Group Counseling*” by Muhyiddin Shakoor. The book review appeared in the Summer/Fall 2010 newsletter.

Unver review:

Falco, L.D., & Steen, S. (accepted, pending revisions). Using school-based career development to support college and career readiness: An integrative review. *Journal of School-based Counseling Policy and Evaluation*.

Summers, J. J., & Falco, L.D. (submitted). The development and validation of a new measure of adolescent purpose. *Journal of Experimental Education*.

Falco, L.D. (submitted). Youth purpose as a framework for post-secondary planning and career development. *Journal of School Counseling*.

Falco, L.D., & Summers, J.J. (submitted). Social Persuasions and STEM self-efficacy in Middle School. *Journal of Career Assessment*.

In Preparation:

Steen, S., Falco, L. D., & Chang, X. (draft). School Counselors can Promote College and Career Readiness for Elementary School Students in Afterschool Programs

Falco, L. D., & Steen, S. Do K-12 career development interventions improve college and career readiness? A systematic review of the literature.

Steen, S., & Falco, L.D. Development and validation of the childhood college and career-readiness inventory.

Falco, L. D., & Goodrich, K. It’s complicated. Understanding journal metrics and the ethics of academic publishing.

CONFERENCES / SCHOLARLY PRESENTATIONS

Conferences (peer-reviewed proposals):

Falco, L.D., Summers, J.J., & Metzger, S. (2017, April) Social Persuasions: Sources and relation to STEM self-efficacy. Paper presentation at the annual meeting of the American Educational Research Association. San Antonio, TX.

Falco, L.D., & Summers, J.J. (2016, March). Supporting STEM career development among high school girls: A small group intervention. Poster presentation at the American Counseling Association Conference & Expo, Montréal, QC.

Falco, L.D., & Summers, J.J. (2016, April). A MAP to purpose: A model of youth purpose, motivation, and civic engagement in adolescence. Paper presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

McCarthy, C., & Falco, L.D. (2012, February). How to publish your manuscript in the Journal for Specialists in Group Work. Presentation at the Association for Specialists in Group Work 2012 National Convention, Albuquerque, NM.

Falco, L.D., & Summers, J.J. (2012, March). Toward a unifying model of adolescent purpose, motivation, civic engagement, and occupational choice. Poster presentation at the Biennial Meeting of the Society for Research on Adolescence, Vancouver, BC.

Falco, L.D. (2011, March). Content analysis of the *Professional School Counseling* journal: The first ten years. Poster presentation at the American Counseling Association annual conference, New Orleans, LA.

Falco, L.D., & Summers, J.J. (2011, April). Encouraging mathematics participation through improved self-efficacy: A school counseling outcomes study. Paper presentation at the annual meeting of the American Educational Research Association. New Orleans, LA.

Falco, L.D. & Summers, J.J. (2010, March). Development of the Measure of Adolescent Purpose (MAP). Poster presentation and invited roundtable discussion at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

Invited workshops and trainings:

Falco, L.D. (2015, December). Cultural Diversity: Teaching all Students, Reaching all Learners. Tucson Unified School District, Professional Development Workshop, Tucson, AZ.

Falco, L.D. (2012, September). A School Counselor’s Guide to Writing for Publication. Pima County Office of the Superintendent, School Counseling Workshop, Tucson, AZ.

Falco, L.D. & Bauman, S. (2011, January). School Counselors and College. Presentation at the annual College Knowledge for Counselors professional development conference, Tucson, AZ.

Falco, L.D. (2010, June). Counseling Skills for Paraprofessionals. Training session for the New Start program, University of Arizona.

Falco, L.D. (2008, November) Defining the College-Going Culture for Your School. Presentation at the annual College Knowledge for Counselors professional development conference, Tucson, AZ.

PROFESSIONAL MEMBERSHIPS

- American School Counselor Association (2000-2012)
- Arizona School Counselor Association (2009-2014)
- American Educational Research Association (2003-2010)
- Association for Specialists in Group Work (2007-present)
- American Counseling Association (2009-present)
- National Career Development Association (2015-present)

SERVICE/OUTREACH

State/Local:

- Arizona School Counselor Association, Research Committee Member, 2009-2012
- Arizona School Counselor Association, Executive Board Member, 2012-2015
- Initiated collaboration with Sahuarita and Sunnyside Unified School Districts to implement counseling extension programs to provide accessible counseling services to students and families in the communities as well as practicum training sites for Master’s Counseling students

Regional:

- Member at Large (appointed), Southwest Consortium for Innovative Psychology in Education (SCIPIE)

Professional:

- Middle Grades Research Journal, Review Board Member, 2008-2014
- School Counseling Research & Practice, Review Board Member, 2010-2013
- Professional School Counseling Journal, Review Board Member, 2010-2013
- Editorial Assistant, Journal for Specialists in Group Work 2008-present
- Research Committee Member, NCDA, 2018-present

University:

- Member, University of Arizona Hearing Board (2017-2020)

Departmental:

- Department of Disability and Psychoeducational Studies, Research Culture Committee, member, 2009-2012
- Faculty Search Committee for Counseling Program Director, 2015
- Faculty Search Committee for Counseling Program Assistant Professor of Practice, 2015
- CACREP Accreditation Liaison for the Counseling Program [led the self-study applications for CORE/CACREP dual accreditation in Clinical Mental Health Counseling and CACREP accreditation in School Counseling – both programs are now CACREP accredited, and the School Counseling Program received a full 8 year accreditation]

College:

- University of Arizona College of Education, College Council Committee, Member, 2011-2012, 2012-2013.
- University of Arizona College of Education, Academic Programs Committee, Member, 2015-present
- Faculty Search Committee for STEM Learning Center (SLC) Director, Member, 2018

Other:

- Frances McClelland Institute, Adolescent Health and Development Initiative, Interdisciplinary Research Collaborative Committee Member, 2010-2014

GRANT ACTIVITY

Federal:

- 2017 **National Science Foundation Innovative Technology Experiences for Students and Teachers (I-TEST):** Building Adolescent Purpose and Digital Literacies: Film School for Future Scientists (Co-PI: \$1,194,150.00 – unfunded)
- 2017 **National Science Foundation (DR-K12):** Purposeful Science Education: An Exploration of Assessment Strategies Designed to Measure Motivation Beyond the Self (Co-PI: \$449,294.00 – under review)
- 2016 **National Science Foundation Advancing Informal STEM Learning (AISL):** Purposeful earth education: The gateway to citizen science and STEM career pathways (Co-PI: \$748,068 – under review)
- 2015 **National Science Foundation Advancing Informal STEM Learning (AISL):** Purposeful earth education: The gateway to citizen science and STEM career pathways (Co-PI: \$407,311 – unfunded)
- 2015 **National Science Foundation Innovative Technology Experiences for Students and Teachers (I-TEST):** Developing Young Scientists Through Purposeful “Citizen Science” Activities (Co-PI: \$736,839 – unfunded)
- 2015 **National Science Foundation (NSF) Discovery Research K-12 (DR-K12)** Motivation Through Purpose: An Examination of the Effect of Engineering's Noble Purpose on Engaging Students in Engineering (Co-PI: \$2,992,811– unfunded)
- 2015 **Institute of Education Sciences (IES) Education Research Grants, Social and Behavioral Contexts for Academic Learning Program:** Enhancing Middle School Students’ Self-Efficacy and Learning Strategies in Mathematics (PI: \$880,812 – unfunded)
- 2014 **Office of Special Education Personnel (OSEP) Preparation in Special Education, Early Intervention, and Related Services:** Genuine Inclusion: Preparing Future School Counselors to better serve students with disabilities. (Co-PI: 250,000 direct and indirect costs; 30% effort – unfunded)
- 2013 **Office of Special Education (OSEP) Personnel Preparation in Special Education, Early Intervention, and Related Services:** School counselors serve all students? A project to prepare school counselors to better serve students with disabilities (Co-PI: \$250,000 – unfunded)
- 2012 **National Science Foundation (NSF) Innovative Technology Experiences for Students and Teachers (I-TEST):** Giving youth a purpose: Developing student interest and engagement in engineering activities using photovoltaic technology education (Co-PI: \$1,200,000– unfunded)

Private Foundation:

2012 **Spencer Foundation Civic Learning and Civic Action Initiative:** Purpose, Occupation and Civic Engagement in Adolescence (PI: \$290,312.00– unfunded)

University of Arizona College of Education:

2017 **Smith Junior Faculty Award:** Youth Purpose as a Framework for Supporting STEM Engagement in Adolescence (PI: \$4,994.00 – funded)

4.6. Liudmila Klimanova

Assistant Professor,
Department of Russian & Slavic Studies,
Affiliated Faculty, Doctoral Program in Second Language Acquisition and Teaching
University of Arizona

Address:

Learning Services Building,
1512 E. First St.
Tucson, AZ 85721-0105
W: (520) 621-7344
Email: klimanova@email.arizona.edu

EDUCATION

- 2013 Ph.D. The University of Iowa, Foreign Language Acquisition Research and Education Program (FLARE)/Second Language Acquisition,
Major Field: Second Language Acquisition, CALL
Minor Field: Educational Statistics and Measurement (College of Education)
Dissertation: *Second language identity building through participation in internet-mediated social environments: a critical perspective*
Advisors: Judith Liskin-Gasparro, Sue E. Otto
- 2006 M.A. The University of Iowa, College of Education
Major Field: Foreign Language Education and TESOL
Minor Field: Educational Technology; Second Language Assessment
- 1998 M.A./ Tomsk Teacher Training University/Tomsk Polytechnic University
B.A. Major Fields: English, German and French Linguistics; FLE

PROFESSIONAL CERTIFICATIONS

NFLRC PBLI Certificate in Project Design – August 2017
NFLRC PBLI Institute Badge – Certification in Project-Based Language Learning - April 2016.
ACTFL Oral Proficiency Interview (OPI) Tester and Rater in Russian; certified by ACTFL and Language Testing International (LTI) - March 2016 (recertification).
UCLA Certificate in Heritage Language Instruction. Heritage Language Workshop, June 2015.
ACTFL Oral Proficiency Interview (OPI) Tester and Rater in Russian; certified by ACTFL and Language Testing International (LTI) - March 2013.
ACTFL Writing Proficiency Tester (WPT) Certification Program; certified by ACTFL and Language Testing International (LTI) - April 2015.
Certification Program in College Teaching, College of Education, University of Iowa (2010)

ONGOING FUNDED RESEARCH AND GRANTS

2018 – 2020: (*Mapping*) *The Borderlands: Minimal Literacies, Identities, and Mediascapes* – Center for Digital Humanities. Awarded Center for Digital Humanities Pilot Project Development Grant with Tech Global (Co-directed with Emily Hellmich, University of Arizona).

2017 - 2018: *Digital Storytelling as a Tool for Increasing Intercultural Competence and Civic Awareness in Short-Term Study Abroad* – University of Arizona COH Research Grant. Amount: \$5,000 for FY 2018 (Co-PI: Naomi Caffee, Reed College).

2017 (Fall): *Russian-Speaking Arizona Book Project*, Awarded Student-Faculty Interaction Grant for establishing a Community-Outreach Program. Collaborate with undergraduate and graduate students and Tucson community members, \$500.

2016 - 2019: *Exploring the Unknown Kazakhstan – Global and Local Issues in Eurasia (Study Abroad Programming)* – University of Arizona Office for Student Engagement Grant, Amount: \$14,000.

FELLOWSHIPS AND PROFESSIONAL AWARDS

Center for Digital Humanities Pilot Project Development Award, CDH Fellowship, University of Arizona, 2018

ACTFL-NFMLTA/MLJ Emma Marie Birkmaier Award for Best Doctoral Dissertation Research in Foreign Language Education, 2015

SSHRC Professional Development Fellowship, McGill University, \$1,500, 2014

AUS Award for Teaching Excellence, McGill University, 2014

Presidential Graduate Fellowship, The University of Iowa, \$125,000, 2006–2012

RECENT PUBLICATIONS - (R) – refereed; (I) – invited

Published

Klimanova, L. (2018). Creating CMC corpora for researching virtual identity-in-interaction. In M. Beißwenger, T. Chanier, & C. Wigham (Eds.), *CMC and Social Media Corpora for the eHumanities*. (R)

Klimanova, L., & Bondarenko, M. (2018). Problematizing the notion of the beginning L2 Writer: The case of text-based telecollaboration. In J. Demperio, M. Deraîche, R. Dewart and B. Zuercher (Eds.), *L'Enseignement-Apprentissage de l'Écrit / Current Trends in the Teaching and Learning of Written Proficiency* (pp. 64-89). Éditeur: Université du Québec à Montréal, UQAM Press. (R)

Klimanova, L. (2016). Investigating students' perspectives on the use of asynchronous discussion boards. In K. Strunk (Ed.), *Sound instruction: Ready to use classroom practice. Improving student outcomes* (pp. 151-196). Stuyvesant Falls, NY: Rapid Intellect Group. (R)

Klimanova, L., & Bacharina, O. (2015). Using Web 2.0 Technologies in intensive-immersive L2 learning environments: Theory and Praxis. In *Russian Language and Culture: Studies, Methods, Approaches, and Interpretations (Sovremennoe russovedenie)* (pp.195-225), Moscow,

Russia: URSS. (R)

Klimanova, L., & Dembovskaya, S. (2013). L2 identity, investment, and social networking in a Russian class. *Language Learning & Technology*. 17(1), 69-88. (R)

Klimanova, L., & Severino, C. (2010). Online forums: ESL students' perspectives. *Academic Exchange Quarterly*, 4, 89–96. (R)

Accepted for publication/under review

“Capturing multimodal identity production in social online chat: Issues of data collection and analysis”. In D. Fišer, & M. Beißwenger, *Computer-Mediated Communication and Social Media Corpora*. (accepted, seeking new publisher) (I)

“A Pathway to digital literacies through telecollaboration: The case of novice language learners,” *Language Learning & Technology Journal*. (submitted, awaiting peer review) (R)

“The phenomenology of experiencing oneself online: Critical dimensions of identity and second language use in virtual spaces” In M. Freiermuth & N. Zarrinabadi (eds.), *Technology and Language Learner Psychology (Series editors: Mark Warschauer and Mark Peterson)*. London, UK: Bloomsbury. (accepted) (R)

“Telecollaboration and SLA.” In N. Ziegler (Ed.), *Routledge Handbook of SLA and Technology (Series editors: Susan Gass and Alison Mackey)* (invited chapter, to be published in 2020) (I)

Work-in-Progress Manuscripts

“Negotiation of multilingual identities in the monolingual speaker “habitat”: 12 learners engaging with online interest groups” (to be submitted to *Language Learning & Technology Journal*)

“Transcending foreign language curricular boundaries: An ethnographic exploration of historically-situated and localized living literacies as a transcultural practice” (to be submitted to *The Modern Language Journal*)

“L2 identity building through participation in internet forums and online exchanges: a comparative study” (to be submitted to *Foreign Language Annals*)

“The phenomenology of learner experience and SLA” (to be submitted to *The Modern Language Journal*).

REFEREED CONFERENCE PRESENTATIONS

Klimanova, L. (2018, November). *Preparation for STEM and Professional Career Pathways through Project-Based Language Learning (PBL)*. Paper to be presented at the Session on PBL and Student Professionalization at the 2018 Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), New Orleans, Louisiana.

Klimanova, L, M. Bondarenko, & V. Vinokurova (2018, April). *Digital literacies and telecollaboration: The case of beginning Russian language learners*. Uni-Telecollaboration

Conference, Krakow, Poland.

Klimanova, L. (2018, February). *The present and future of online\hybrid instruction in Slavic studies: perspectives from language and literature tracks*. A Roundtable discussion at the American Association of Teachers of Slavic and East European Languages Conference (AATSEEL), Washington, DC.

Klimanova, L. & M. Bondarenko. (2017, April). *Telecollaboration for developing writing skills at the beginning level of L2 acquisition*. A research paper accepted for presentation at the MeLT 2017, The 6th annual Meeting on Language Teaching, Université de Montréal, Montreal, QC, Canada.

Klimanova, L. (2017, February). *Identity transformation and transgression through ethnographic fieldwork, focused observation and reflection in community-based language learning*. A research paper presented at the American Association of Teachers of Slavic and East European Languages Conference (AATSEEL), San Francisco, CA.

Klimanova, L. (2017, February). *Implementation of Technology-Enhanced PBL and Online Intercultural Exchanges in College-Level Russian Courses*, panel organizer and presenter, American Association of Teachers of Slavic and East European Languages Conference (AATSEEL), San Francisco, CA.

Klimanova, L. (2016, April). *Researching multimodal identity-in-interaction in college-level telecollaboration*. Paper presented at the Second Conference on Telecollaboration in University Education “New Directions in Telecollaborative Research and Practice,” Trinity College, Dublin, Ireland.

Klimanova, L. (2016, January). *Technology in the Slavic language Classroom*, invited discussant at the panel at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL), Austin, TX.

Klimanova, L. (2016, January). *Implementing continuous assessment in a university language program: Issues of vertical and horizontal language program articulation*. Paper accepted for presentation at the panel on language assessment at the 2016 Annual Meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL), Austin, TX.

Klimanova, L. (2015, November). *Russian language program direction: new trends, challenges and perspectives*. Paper presented at the 2015 Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.

Klimanova, L. (2015, February). *Power and equality in virtual social encounters: A net-nographic insight into the phenomenology of heritage speaker experience*. Paper presented at The Ethnographic and Qualitative Research Conference (EQRC), Las Vegas, NV.

Klimanova, L. (2015, January). *L2 digital literacy and online communities of practice*. Paper accepted by the annual conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL). Vancouver, BC.

Klimanova, L. (2014, November). *L2 identity enactment in classroom-based telecollaboration*. Paper presented at the annual convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.

Klimanova, L. (2014, January). *L2 learners in the wild: Task-based RuNet activities to foster learner autonomy*. Paper presented at the annual conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL), Chicago, IL.

Klimanova, L., & Dembovskaya, S. (2014). *Service learning in Russian: Blending real-world learning and in-class reflection in the study of Russian language and history*. Paper presented for a panel on service learning at the annual conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Chicago, IL.

Klimanova, L., & Dembovskaya, S. (2013). *Out of the L2 class into the native speaker “habitat”: L2 learners engaging with authentic online communities*. Paper presented at the annual conference of the Computer Assisted Language Learning Consortium (CALICO), The University of Hawaii at Manoa, Honolulu, HI.

Klimanova, L. (2012). *Fashioning L2 selves online: learner and speaker identities in tandem*. Paper presented at the annual convention of the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA.

Klimanova, L. (2012). *Developing task-based social networking projects: The case of teaching Russian in the L2 classroom*. Paper presented at the Language Symposium on Task-Based Language Learning. The University of Illinois at Chicago, Chicago, IL.

Klimanova, L., & Dembovskaya, S. (2012). *Internet-based social networking activities in a Russian class: The case of status updates*. Paper presented at the annual conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL), Seattle, WA.

Klimanova, L., & Dembovskaya, S. (2010). *Facebooking à la russe: Cross-cultural and pedagogical challenges of social networking in the Russian (L2) classroom*. Paper presented at the annual meeting of the European Association for Computer-Assisted Language Learning (EUROCALL), University of Bordeaux, France.

Klimanova, L., & Dembovskaya, S. (2010). *Re-visiting instructional CMC*. Paper presented at the annual meeting of the Computer Assisted Language Learning Consortium (CALICO), Amherst, MA.

Klimanova, L., & Dembovskaya, S. (2008). *Studgorodok: Web-based multimedia program for intermediate and advanced learners of Russian*. Paper presented at the annual meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL), San Francisco, CA.

Klimanova, L. (2008). *Pragmatic processing of refusals by native and non-native speakers of English*. Poster presented at Second Language Research Forum (SLRF-2008), Honolulu, HI.

Klimanova, L. (2008). *Meaning making in instructional discourse*. Poster presented at the annual meeting of American Association for Applied Linguistics (AAAL). Costa Mesa, CA.

Klimanova, L. (2007). *Metapragmatic perception or metapragmatic awareness: Does the elicitation task type matter?* Paper presented at the annual meeting of The British Association of Applied Linguistics (BAAL) Annual Conference, Edinburgh, Scotland.

Klimanova, L., & Hanson, J. (2006). *Classroom interaction: A case study on register switch used by native and non-native English speaking professors*. Paper presented at the 12th Annual Midwest Qualitative Research Conference, University of St. Thomas, Minneapolis, MN.

Klimanova, L., & Hanson, J. (2005). *Cultural aspects of LAC: academic discourse and classroom pedagogy in tandem*. Paper presented at the annual meeting of The Cultures and Languages across the Curriculum Conference, University of Iowa, IA.

INVITED TALKS, SEMINARS AND COLLOQUIA

Designing and Teaching Hybrid Language Courses, an invited presentation at the 2018 LEARN Workshop, Department of Defense, Washington DC, January 2018.

The Gold Standard PBL: Designing Projects for Second Language Courses, an invited training seminar for foreign-language instructors at the Indiana University (IU) Summer Language Workshop (SLW). Bloomington, IN. June 2017.

Process and Products in Technology-Enhanced Project-Based Language Learning (TPBL), invited lecture, McGill University. October 2016.

Issues with integrating heritage learners in a Russian class. Langue russe dite d'héritage en classe de russe. Atelier russe. RIELEQ Rencontre international sur l'enseignement des langues étrangères au Québec. Université de Montréal. November 2015.

Researching identity-in-interaction in multilingual online chat: Critical discourse analysis of CMC corpora. Invited speaker at International Research Days on Social Media and CMC Corpora for the eHumanities, Rennes (France), Research Project Group Meeting. October 2015.

Heritage language education and heritage language speakers. Invited speaker at the SEELRC Summer Institute. Slavic and Eurasian Language Resource Center. Duke University. July 2015.

The phenomenology of L2 learners' experience in social virtual spaces. Guest speaker at the Second Language Acquisition Colloquium. School of International Languages, Literatures, and Cultures, The University of Arizona, AZ. May 2015.

Teaching L2 Russian with technology. Invited instructor at the STARTALK Summer Institute for Teachers of Russian at Middlebury College, VT. July 2014.

Teaching second language with social technology. Presenter and panel organizer at The Fall Term Language Course Lecturer Orientation, McGill University, Montreal. CA. August 2014.

Developing literacy in Russian as a second language. Moderator and presenter at the seminar for Russian course lecturers, McGill University, CA. September 2013.

PROFESSIONAL EXPERIENCE

University of Arizona

2015 – Assistant Professor of Second Language Acquisition and Technology (tenure-eligible), Russian Language Program Coordinator, Department of Russian and Slavic Studies, School of Languages, Literatures, and Cultures (SILLC), College of Humanities.

Affiliated Faculty, Interdisciplinary Doctoral Program in Second Language Acquisition and Teaching Department (SLAT).

Middlebury College Language Schools (summers only)

2010 – Assessment and Placement Coordinator (2017- present), Lead Instructor (2015-2016), Lecturer and Language Assessment Specialist (2012– 2017), Lecturer (2010– 2011), Kathryn Wasserman Davis School of Russian.

McGill University

2012 – 2015 Language Program Director and Undergraduate Student Adviser for Russian Studies, Department of Languages, Literatures and Cultures (LLC), Faculty of Arts.

Cornell College

2007 – 2013 Visiting Faculty Member, Department of Classical and Modern Languages (Visiting Assistant Professor 2012–2013; Lecturer 2007–2012).

University of Iowa

2006 – 2013 Russian Teaching Assistant 2012–2013, Russian Language Program, Division of World Languages, Literatures and Cultures, College of Liberal Arts and Sciences; ESL Teaching Assistant, the UI ESL Program 2007–2010.

British Council

2002 – 2004 Publish Relations Officer, Language Methodology Specialist and Trainer, Embassy of the United Kingdom of Britain and Northern Ireland in Moscow.

Tomsk Polytechnic University/Tomsk Teacher Training University

1999 – 2002 Assistant Professor, Department of Methodology and Foreign Language Teaching, Institute of Engineering Pedagogy, Tomsk, Russia.

COURSES DESIGNED & TAUGHT

University of Arizona

Undergraduate

- Elementary Russian Language (SILLC, RSSS 101, Hybrid)
- Advanced Grammar and Composition (SILLC, RSSS 301, 302, F2F)

- Communicating in a Cultural Context (SILLC, RSSS 308, F2F)
- Advanced Topics in Russian Language, Literature and Linguistics (Advanced Reading; Advanced Conversation) (SILLC, RSSS 415:001 and RSSS 415: 002, F2F)
- Global and Local Issues of the World. Destination – Eurasia (SILLC, RSSS 307, On-campus and Study Abroad, under development)

Graduate

- Conducting Research and Writing a Thesis in Language and Culture Studies (SILLC, RSSS, 696, F2F, and Online)
- Issues / Methods in Post-Secondary Foreign Language Teaching / Learning (COH, GER, EAS, LAT, RSSS, SLAT, SPAN 579, Online)
- Advanced Topics in Russian Language, Literature and Linguistics (Reading for Graduate Students) (SILLC, RSSS 515:002, F2F)

McGill University

Undergraduate

- Elementary, Intermediate, Advanced Russian Language 1 and 2 (LLC RUSS 210-211; 310-311, 400-401; Enrollment – 27-35, F2F)
- Elementary and Intermediate Russian Intensive (LLC RUSS 215; 316, semester, summer; Enrollment – 20-24, F2F)
- Advanced Russian Syntax (LLC RUSS 452, F2F)
- Ethnographic Discoveries (LLC RUSS 499, Guided Community-Based Internships, Hybrid and Online)

Graduate

- Methods of Foreign Language Teaching (LLC, RUSS, F2F Graduate Seminar)

Cornell College

Undergraduate only

- Introduction to Nineteenth Century Russian Literature
- Nineteenth Century Russian Literature in Movie Adaptations (upper-intermediate)
- Language and Literacy in Context (Readings in Russian)
- Low Intermediate, Intermediate Russian (Nachalo, Golosa)
- Advanced Russian Composition (Intermediate, Advanced levels)
- Beginning Russian I and II

University of Iowa

Undergraduate

- Elementary Russian Language 1 and 2

Undergraduate, International Students, Intensive English Language Program

- ESL Conversation Skills
- English as a Second Language Grammar
- English as a Second Language Writing
- ESL Reading Skills

Graduate, International Students

- ESL Academic Writing Skills for Graduate Students

ACADEMIC SERVICE

National/International Service (2012 - present)

- Board Member and Section Head, AAUSC (American Association of University Supervisors, Coordinators, and Directors of Language Programs), June 2016 – present.
- CALICO CMC SIG Associate Chair (Computer-Assisted Language Instruction Consortium), 2017-2019.
- UNICollaboration: Cross-Disciplinary Organisation for Telecollaboration and Virtual Exchange in Higher Education, Research Group Member, - 2016 -2018
- Ad Hoc Reviewer, *Journal of Language Learning and Technology*, 2014 – 2015
- *Lingua Exchange* Project Co-Director (Transatlantic Telecollaborative Partnerships), Loyola University-Chicago, January 2010–present.

Local/Internal – University of Arizona (UA)

- RSSS Undergraduate Awards Committee (2015- 2018)
- TELL Committee (UA Technology Faculty Group) (2017-2018)
- RSSS Curriculum Committee (2016-2018)
- LPD Committee (College of Humanities Language Program Directors) (2017-2018)

Study Abroad

- Director of ‘Arizona-in-Kazakhstan’, Office for Study Abroad, University of Arizona (Summer School of Russian and Eurasian Studies, School of Humanities and Social Sciences, Nazarbayev University, Kazakhstan) (2015-present)

Service as a Graduate Student Representative (2006-2011)

- Reviewer, Abstract Review Committee, Second Language Research Forum (SLRF), Ames, IA, June 2011.
- Elected Graduate Student Senator, University of Iowa Graduate Student Senate, 2010–2011
- Co-chair, Organizing Committee, The Second SLA Graduate Student Symposium, in collaboration with the University of Wisconsin–Madison, entitled “Second Language Acquisition in the 21st Century,” Iowa City, IA, April 2009.
- Co-chair, Organizing Committee, The First SLA Graduate Student Symposium, in collaboration with the University of Wisconsin-Madison entitled “Evolving Perspectives in SLA Research,” Madison, WI, April 2008.
- President, Graduate Student Organization, Foreign Language Acquisition, Research, and Education Students—FLARES, 2007–2008.
- Vice-President & Co-founder, Graduate Student Organization Foreign Language Acquisition, Research, and Education Students—FLARES, 2006-2007.

PROFESSIONAL MEMBERSHIPS & ORGANIZATIONS

AAAL American Association of Applied Linguistics

AAUSC	American Association of University Supervisors and Language Program Coordinators
AATSEEL	American Association of Teachers of Slavic and East European Languages
ACTFL	American Council on the Teaching of Foreign Languages
ACTR	American Council of Teachers of Russian
BAAL	British Association for Applied Linguistics
CALICO	Computer-Assisted Language Learning Consortium
EUROCALL	European Association for Computer-Assisted Language Learning

4.7. Kathy Short

Professor,
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Tucson, AZ 85721

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Fax: (520) 621-1853

E-mail: shortk@email.arizona.edu

EDUCATION

Postdoc Ohio State University, 1985-86, Literacy and literature
Ph.D. Indiana University, 1986, Language Education
M.S. Ball State University, 1978, Elementary Education
B.S. Goshen College, 1975, Elementary Education.

EMPLOYMENT

1999-Present Professor, Department of TLS, University of Arizona
1993-99 Associate Professor, Language, Reading and Culture, University of Arizona
1989-93 Assistant Professor, Language, Reading and Culture, University of Arizona
1984-89 Associate Professor, Education, Goshen College, Goshen, IN
1985-86 Postdoctoral Research Fellow, The Ohio State University
1983-85 Graduate, Research Assistant, Indiana University
1980-83 Assistant Professor, Goshen College, Goshen, IN
1975-80 Elementary Teacher, Director of Summer Programs, Fairfield School System, IN
1975 Lead Teacher, Elkhart Community Day Care, Elkhart, IN

HONORS AND AWARDS

2018 Batchelder Award Committee, American Library Association
2014 Outstanding Faculty Teaching/Mentoring Award, College of Education, Univ of Arizona
2014-15 President, NCTE; Presidential team, 2012-2016
2012-13 Caldecott Award Committee, American Library Association
2011 Outstanding Educator in the Language Arts, National Council of Teachers of English
2009-11 President, Past President, United States Board of Books for Young People.
2006 Nominated for Distinguished Professor, University of Arizona
2006 Erasmus Circle Fellow Award for demonstrated excellence in field, College of Education

- 2003 Extraordinary Faculty, University of Arizona
2000 Sarlo Family Foundation Outstanding Faculty Award, University of Arizona.
2000 International Reading Association Arbuthnot Award for the Outstanding Teacher of Children’s and Adolescent Literature.
2000 Outstanding Graduate Mentor Award, College of Education, University of Arizona
1996 Outstanding Faculty Award in Research, College of Education, University of Arizona

SELECTED PUBLICATIONS

Selected Scholarly Books

- Short, K., Mathis, J. & Johnson, H. (2018). *Critical Visual Analysis of Illustrations*. Routledge. Book proposal accepted for publication. Final manuscript due Sept. 2018
Short, K., (2017). *Essentials of Children’s Literature, 9th Ed.* New York: Pearson.
Short, K., Day, D., & Schroeder, J., eds. (2016). *Teaching Globally: Reading the World through Literature*. Portsmouth, ME: Stenhouse.
Short, K., Mathis, J., & Johnson, H., eds (2016). *Critical Content Analysis of Children’s and Young Adult Literature*. New York: Routledge.
Short, K., Johnson, H., (2014). *Essentials of Young Adult Literature*. New York: Pearson.
Short, K. & Fox, D. (2003). *Story Matters: The Complexity of Cultural Authenticity in Children’s Literature*. Urbana, IL: National Council of Teachers of English.
Short, K.G. (2000). *El aprendizaje a través de la indagación*. Barcelona: Editorial Gedisa.
Short, K. G. with Birchak, B., Connor, C., Crawford, K., Kahn, L., Kaser, S., Turner, S. (1998). *Teacher Study Groups: Building Community through Dialogue and Reflection*. Urbana, IL: National Council of Teachers of English.
Short, K. G. & Pierce, K. M., eds. (1998). *Talking about Books: Literature Discussion Groups in K-8 Classrooms*, revised edition. Portsmouth, NH: Heinemann.
Short, K. G. (1997) *Literature as a Way of Knowing*. York, ME: Stenhouse.
Short, K. G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M., & Crawford, K.M. (1996). *Learning Together Through Inquiry: From Columbus to Integrated Curriculum*. York, ME: Stenhouse.
Short, K.G. & Harste, J., with Burke, C. (1996) *Creating Classrooms for Authors and Inquirers*. Portsmouth, NH: Heinemann.
Short, K. G. & Burke, C. (1991). *Creating Curriculum: Teachers and Students Creating Communities of Learners*. Portsmouth, NH: Heinemann.

Selected Chapters

- Short, K. (2016). A Curriculum that is Intercultural. In Short, K., Day, D., & Schroeder, J., eds. *Teaching Globally: Reading the World through Literature*. Stenhouse.
Short, K. (2016), Developing Intercultural Understanding through Global Literature. In Short, K., Day, D., & Schroeder, J., eds. *Teaching Globally: Reading the World through Literature*. Stenhouse.
Short, K., (2016). The Right to Participate: Children as Activists in Picture Books. In Short, K., Mathis, J., & Johnson, H. *Critical Content Analysis of Children’s and Young Adult Literature*. Routledge.

- Short, K. G. & Acevedo, M.V. (2016). Creating global understandings through play. In R. Myers & K. Whitmore, eds., *Reclaiming early childhood literacies*. New York: Routledge.
- Acevedo, M.V., Kleker, D., & Pangle, L. & Short, K.G. (2016). Building oral language through everyday encounters around story. In N. Kucirkova, C. Snow, V. Grover, & C. McBride, eds., *The Routledge International Handbook of Early Literacy Education*. New York: Routledge.
- Short, K. (2016). Perspective as Transformation. In Wissman, K. *Teaching Global Literature in Elementary Classrooms*. Routledge.
- Short, K. G. & Acevedo, M.V. (2016). Creating global understandings through play. In R. Myers & K. Whitmore, eds., *Reclaiming early childhood literacies*. New York: Routledge.
- Short, K. G., Acevedo, M.V., Kleker, D., & Pangle, L (2016). Thinking *with* teacher candidates: The transformative power of story in teacher education. In Iddings, A.C., ed., *Communities as Resources in Early Childhood Teacher Education (CREATE): An ecological reform design for the education of culturally and linguistically diverse students*. New York: Routledge.
- Short, K. (2011). Building Bridges of Understanding across Cultures through International Literature. In A. Bedford & L. Albright, *A Master Class in Children's Literature* (pp. 130-148). Urbana, IL: NCTE
- Short, K. (2010) Reading Literature in Elementary Classrooms. In S.Wolf, K. Coats, P. Enciso, C. Jenkins (Eds.), *Handbook of Research on Children's and Young Adult Literature*. New York: Routledge.
- Short, K. (2009). Curriculum as Inquiry. In S. Carber & S. Davidson, ed, *International Perspectives on Inquiry Learning* (p. 11-26). London: John Catt Pub.
- Short, K. & Kauffman, G. (2008). Children's Critical Inquiries about Prejudice. In C. Rhodes & L. Wolf, *Children's Literature and Social Justice*. Newark, DE: International Reading Association.
- Short, K. & Fox, D. (2007). Debates about Cultural Authenticity in Books for Children. In P. Martens, *Critical Issues in Early Literacy*. Mahwah, NJ: Erlbaum.

Selected Articles in Refereed Journals

- Short, K. (2018). What's Trending in Children's Literature and Why It Matters. *Language Arts*, 95 (5), 287-298.
- Acevedo, M.V., Kleker, D., Pangle, L. & Short, K.G. (2017). Engaging young children with global literature. *Dragon Lode*, 35(2), 17-26.
- Short, K. (2017). Reading outside our comfort zone: The dangers and possibilities of reading globally. *Dragon Lode: International Literacy Association, Dragon Lode*, 35 (2), 46-50.
- Short, K. (2016). Advocacy as Capacity-Building: Creating a Movement through Collaborative Inquiry. *Research in the Teaching of English*, 50 (3), 349-364.
- Short, K. (2013). Books that Make a Difference: Kids Taking Action for Social Justice. *Journal of Children's Literature*. 39(1), 32-35.
- Short, K. (2012). Encouraging Children's Agency for Taking Action. *Bookbird: A Journal of International Children's Literature*. 50(4), 41-50.
- Short, K. (2012). Story as World-Making. *Language Arts* 90(1), 9-17.
- Short, K. (2011). Children Taking Action within Global Inquiries. *The Dragon Lode: International Reading Association, CLR SIG*, 29 (2), 50-59.

- Wilson, M. & Short, K. (2012). Goodbye Yellow Brick Road: The Changing Role of Home in Children's Literature. *Children's Literature and Education*.
- Short, K. (2009). Critically Reading the Word and the World: Building Intercultural Understanding through Literature. *Bookbird: A Journal of International Children's Literature*. 47 (2), 1-10.
- Short, K. (2008). Creating Space for Literature within Mandates. *Journal of Children's Literature*, 33(1), 14-19.
- Short, K. with M. Fahrenbruck, J. Schall, T. Smiles, M. Storie. (2006). Journeying through Life and Literature. *Journal of Children's Literature*, 32 (1), 27-36.
- Smiles, T. & Short, K. (2006). Transforming Teacher Voice through Writing for Publication. *Teacher Education Quarterly*, 33 (3), 133-147.
- Short, K. G. with R. Ballenger, S. Kaser, G. Kauffman, & J. Schroeder. (2006). Reflections on Writing for Publication. *Language Arts*, 83 (6), 534-543.
- Short, K. & Kauffman, G. (2004) Examining Prejudice through Children's Responses to Literature and the Arts. *Democracy and Education*, 15 (3/4), 49-56.
- Short, K. (2002). Literacy Instruction within Literature-Rich Bilingual Classrooms. *Colombian Applied Linguistics Journal* 4(1), 64-77.
- Short, K. G. (2001). Curriculum as Inquiry: Inquiring into Inquiry. *Colombian Applied Linguistics Journal* 3(1), 32-48.
- Short, K. G. (2001). Learning Language through Dialogue about Literature. *HOW: Colombian Journal for English Teachers*, 9, 14-19.
- Short, K. G., Kauffman, G., Kahn, L. (2000). "I just need to draw": Responding to Literature across Multiple Sign Systems. *The Reading Teacher*. 54(2): 160-171.
- Short, K., Kauffman, G., Kaser, S., Kahn, L., & Crawford, K., (1999, May). "Teacher-Watching": Examining Teacher Talk in Literature Circles. *Language Arts*, 76(6), 377-385. Research.
- Kaser, S. & Short, K. (1998). Exploring a Broader View of Cultural Diversity within a Classroom Context. *Language Arts*, 75(3), 185-192.
- Short, K. G. & Burke, C. (1996). Examining Our Beliefs and Practices Through Inquiry. *Language Arts*, 73, 23-30.

SELECTED RESEARCH GRANTS

- 2014-2018 Principal Investigator, CERCLL. Reading Globally: Connecting K-8 Classrooms to the World (\$50,060) and Globalizing the Common Core Standards (\$22,007). \$77,067
- 2013-2015 Fundraising for Worlds of Words -- \$1.2 million
Marshall Foundation, Proposal for Worlds of Words, \$150,000.
Margaret Mooney Foundation, Worlds of Words, \$100,000
- 2012-2013 Principal Investigator, Longview Foundation, Global Literacy Communities, \$20,000.
- 2010-2011 Principal Investigator, Longview Foundation, Literacy Communities as Global Gateways to Innovation. \$30,000
- 2010-2013 Principal Investigator, CERCLL. Bringing Global Cultures and Languages into K-8 Classrooms. \$20,000
- 2010-2015 Co-Investigator, Helios Foundation Proposal, Preparing Early Childhood Professionals in Community-Based Settings to Promote Family Literacy and Engage English Language Learners, \$1,576,919.

- 2009-2010 Principal Investigator, Developing Intercultural Understanding through Literacy Engagements with International Children’s Literature, International Reading Association. \$5000.
- 2009-2010 Project Director, Worlds of Words Program Development. Green Foundation, \$25,000
- 2008-2009. Project Director. Worlds of Words: Building Bridges of International Understanding through Children’s and Adolescent Literature. Longview Foundation. \$25,000

SELECTED RECENT SCHOLARLY PRESENTATIONS

- Critical Issues in Global Literature. CERCLL Conference on Intercultural Competence. January 28, 2018
- Taking a Critical Stance as Researchers: Critical Content Analysis as Perspective and Methodology. Literacy Research Association. Tampa, FL. December 1, 2017.
- Inquiry-Based Learning. Teaching Council Webinar for Ireland. Broadcast to teachers of Ireland. December 6, 2017.
- Reading Globally through Paired Books: Reading in the Context of Another Book. National Council of Teachers of English. St. Louis, MO. November 17, 2017.
- The Dangers and Transformative Possibilities of Reading Globally. IBBY Regional Conference, Seattle, WA. October 21, 2017
- Opening Windows on the World. Feria Internacional del Libros. UNAM, Mexico City. August 24, 2017.
- The Right to Participate: Children as Activists in Picturebooks. International Research Society for Children’s Literature Biennial Congress. Toronto, July 30, 2017.
- Integrating Global Literature into the Curriculum. WLU Summer Institute. July 22, 2017.
- Critical Issues in Multicultural Literacy and Literature. Centre for Development, Learning and Technology. Amsterdam. April 7, 2017.
- Inquiry-Based Learning and Curriculum. Trinity University, Dublin. April 3, 2017.
- Teaching Globally: Reading the World through Literature and What Do We Think We Are Doing? WSRA Conference. Milwaukee, February 9-10, 2017.
- Intercultural Understanding as Knowledge, Perspective, and Action. Literacy Research Association, Nashville, TN. December 3, 2016
- Transformative Approaches to Critical Content Analysis of Children’s and Young Adult Literature, Literacy Research Association, Nashville, TN. December 2, 2016
- Faces of Teacher Advocacy: Impacting Student Literacy Achievement: National Council of Teachers of English, Atlanta, GA. November 18, 2016
- Critical Issues in Global Literacy and Literature. International Chinese Language Education Conference. November 4, 2016. Conference Keynote. Kaohsiung, Taiwan.
- Research Forums on critical content analysis and inquiry, National Kaohsiung Normal University, Taiwan. October 31-November 2, 2016. Invited lectures.
- Invited Lecture, Inquiry as Curriculum, National Taipei University of Education. Taipei, Taiwan, November 3, 2016.
- Young Children’s Development of Intercultural Understanding through Global Literature. IBBY International Congress. August 18, 2016. Auckland, NZ
- Critical Content Analysis: Reimagining Process, Perspective, and Positioning. Literacy Research Association, Carlsbad, CA. December 3, 2015.

- Advocacy as Capacity-Building: Creating a Movement through Collaborative Inquiry. Presidential address, National Council of Teachers of English, Minneapolis, MN. November 22, 2015.
- Reading the World through Children’s Literature. National Council of Teachers of English, Minneapolis, MN. November 20, 2015.
- Playing Their Way into Intercultural Understanding. Conference of the International Board of Books for Young People, New York. October 16, 2015.
- Constructing Our World through Story. Keynote, Spicola Forum in Reading. Texas Woman’s University. March 28, 2015.
- Transforming Early Childhood Teacher Education through Story. Imagining Possibilities for Early Childhood Teacher Education Conference, Tucson, AZ. January 17, 2015.
- Story as Meaning-Making in Early Childhood Education. National Council of Teachers of English, November 22, 2014. Washington, DC
- Going Global: Exploring Culture and the World through Professional Inquiry. Keynote, WLU Literacies for All Summer Institute. July 19, 2014. Los Angeles, CA
- Notable Books for a Global Society, International Reading Association. May 10, 2014. New Orleans, LA.
- Inquiry into Concept-Driven and Internationally-Minded Curriculum. Early Years Conference. Izmir, Turkey. March 22-23, 2014.
- Connecting to Funds of Knowledge through Story. Literacy Research Association. December 4, 2013. Research Symposium. Dallas, TX.
- Global Connections *Are* Our Future: Encouraging Intercultural Understanding through International Children’s and Adolescent Literature. National Council of Teachers of English Annual Convention, November 22, 2013. Boston, MA
- Family Stories as Cultural Resources for Young Children. IBBY World Congress, London, UK. August 24, 2012
- Inquiry and the Curriculum. Ashburton, New Zealand, July 9-10, 2012.
- Globalizing the Common Core Standards in the English Language Arts. Partnership for a Global Society Conference, Asia Society. New York City, June 29, 2012.
- Developing Intercultural Understanding through Global Children’s Literature. Featured Research Session. International Reading Association. Chicago. April 30, 2012

SERVICE/OUTREACH

Local/State Outreach (last 6 years)

- 2007-2018 Chair, Children/Young Adult Authors and Illustrators, Tucson Festival of Books
- 2007-2018 Children/Teen Area Committee, Tucson Festival of Books
- 2013-2018 CATS Fiesta Friday event for teens (March 10, 2017)
- 2007-2018 Book and Author Committee, Tucson Festival of Books
- 2012-2018 WOW Book Fiestas – Monthly Celebrations with Authors and Families
- 2015-2017 First Edition Final Selection Committee, Southwest Human Development, Phoenix
- 2016, 2018 WOW Hoopla event for the community, December 4, 2016 and January 21, 2018
- 2016 Love of Literacy, Children’s Museum of Tucson. September 17, 2016.
- 2016 Presentation to Rotary Club, June 1, 2016
- 2014 Presentation to Academic Village residents and tour of Worlds of Words, August 9, 2014

- 2014 Presentation to Young Adult Services Team, Pima County Public Library, August 15, 2014
- 2013 Author event with Jeff Kinney, book release for Wimpy Kid. November 7, 2013
- 2013 Children’s Museum Tucson. Literacy Celebration. Sept. 28, 2013.
- 2013 Teacher Appreciation Day and El día de los niños/El día de los libros. April 27, 2013. Organized workshops and author keynotes.
- 2013 Television interview, KVOA, Diversity in children’s literature
- 2013 Television interview, KVOA, Tucson Festival of Books

National/International Outreach (last 6 years)

- 2018-19 Batchelder Award Committee, American Library Association
- 2017-18 Chair, ALMA Award Committee, USBBY
- 2017-18 NCTE Convention Task Force
- 2017 NCTE Nominating Committee
- 2017-18 Mentor, Global Teacher Education Fellows Program
- 2015-17 Doors to the World National Advisory Board, University of Massachusetts-Amherst
- 2011-18 Co-Chair, State Ambassador Initiative, USBBY
- 2017 Reviewer, *Journal of American Indian Education*
- 2010-18 Editorial Review Board, *Reading Research Quarterly*
- 2015-18 Editorial Review Board, *Journal of Children’s Literature*
- 2013-17 Reviewer, *Journal of Literacy Research*.
- 2010-17 Editorial Review Board, *Language Arts*
- 2015-16 Past President, NCTE. Executive Committee, Government Relations Subcommittee, Headquarters/Finance Subcommittee, and Convention Chair
- 2014-15 President, NCTE. Executive Committee, Government Relations Subcommittee, Headquarters/Finance Subcommittee, and Convention Chair
- 2013-18 External evaluator for promotion and tenure
- 2013-14 President-Elect, NCTE. Executive Committee, Government Relations Subcommittee, Headquarters/Finance Subcommittee, and Convention Chair
- 2013-14 2014 Caldecott Award Selection Committee, ALA
- 2014 Convention Chair, Annual Convention of the National Council of Teachers of English, November 2014, Washington DC
- 2011-14 Notable Books for a Global Society award committee, International Reading Association
- 2011-13 Board Member, Children’s Literature Assembly of NCTE

Editorships

- 2008- Managing Editor, *WOW Stories* and *WOW Reviews* (electronic journals)
- 2000-2005 Editor, *Language Arts*, National Council of Teachers of English
- 1995-2000 Editor, *The New Advocate*

Departmental Committees (last 6 years)

- TLS Elementary Education Program Revision Committee
- TLS Performance Review Committee
- TLS Promotion and Tenure Review Committee
- TLS CREATE Early Childhood Program Revision
- Faculty Mentor

College Committees (last 6 years)

Professional Preparation Board
Academic Program Committee
Resplendor Scholar/Artist in Residence

University Committees (last 6 years)

Affiliate Faculty, Second Language Acquisition and Teaching
UA Outreach Programs
College of Humanities/World Languages
Tucson Festival of Books

**National/International Outreach:
Selected Recent Seminars, Workshops, Consultancies**

International/National

The Inquiry Cycle as a Curricular Framework. International School of Lausanne. Nov. 6-7, 2017.
Taking Authentic Action in Global Settings. Swiss Regional Workshop, Basel. Nov. 3, 2017
Writing as Inquiry. International School of Basel. October 30-Nov. 2, 2017.
Engaging Students in Dialogue. Anglo-American School of Moscow, Sept. 19-23, 2017.
Teaching for Intercultural Understanding. Swiss Regional Workshop, Basel. Sept. 16, 2017
Reading as Inquiry. Anglo-American School of Moscow. May 20-June 4, 2017
Conceptually-Based Inquiry. Swiss Regional Workshop, Basel, Switzerland. May 17, 2017.
Critical Thinking through Dialogue. Swiss Regional Workshop, Basel, Switzerland. Feb. 24, 2017.
Inquiry as Curriculum. International School of Basel. February 20-23, 2017; May 13-16, 2017; and September 11-15, 2017.
A Conceptual Approach to Inquiry as Curriculum. I-Shou International School. Kaohsiung, Taiwan. October 29, 2016.
Worlds of Words Summer Institute. Visual Analysis of Illustrations. August 1-4, 2016.
Inquiry as a Stance. Canberra Australia School Network. August 16, 2016.
Inquiry as Curriculum. Kororoit Creek Primary School. Melbourne, Australia. August 15, 2016
Concept-Based Learning, Inquiry and Social Action. Caulfield Grammar School, Melbourne, Australia, August 12-13, 2016.
Moving from Topic-Based to Inquiry-Driven Curriculum. Luxembourg International School, March 14-20, 2016.
Global Fiction and Literacy Communities, special guest on GlobalEDChat. December 10, 2015.
The Complexity of Authenticity in Global Literature, Goshen College, Goshen, IN. October 2, 2015.
Creating a Conceptually-Based Approach to Curriculum. Bangalore, India. July 28-August 1, 2015.
Inquiry-Based Curriculum and Intercultural Understanding. Riyadh, Saudi Arabia. June 1-2, 2015.
Mentor Texts and Inquiry. Anglo-American International School of Moscow. May 4-7, 2015.
An Inquiry Approach to Genre Study. Anglo-American International School of Moscow. September 29-October 2, 2014.
Series of workshops on The Inquiry Cycle, Acting to Make a Difference in the World, and Developing Intercultural Understanding. Melbourne PYP Network. July 15-18, 2014.
Inquiry-Based Curriculum that Promotes International Mindedness. Doha, Qatar. June 6-7,

2014.
Culturally Relevant Curriculum through Critical Literacy, Kamehameha School, Honolulu, HI. August 30, 2013 and February 14, 2014.
Teaching Literacy through Inquiry. Anglo-American International School of Moscow. May 19-23, 2014.
Presentation to visiting officials from the U.S. Department of Education on the Language and Culture Book Kits, September 11, 2013.

Regional/State/Local

Discussing Difficult Books with Children. Tucson TAWL. December 2, 2017.
Presentation on the International Youth Library and Hello Dear Enemy, Worlds of Words, October 12, 2017
Global Literature for Young Children, Make Way for Books. August 11, 2017
Connecting Young Children to the World through Literature. Southern AzAEYC. Tucson, October 1, 2016
Investigating Global Literature, Tucson Area Reading Council, September 10, 2016.
Globalizing the Common Core Standards in K-12 Classrooms Worlds of Words Summer Workshop, Co-sponsored by CERCLL. June 9, 2016.
Critical Inquiry into Culture and the Arts, Fine Arts Summer Institute, TUSD. May 31, 2016
Global Literature and Literacy. Brandeis National Committee, Tucson, April 9, 2016
Engaging Children in Dialogue through Literature Circles, TUSD Multicultural Inservice. March 7, 2016 and April 22, 2016.
Examining Cultural Misconceptions through the Arts, OMA, TUSD, January 13, 2016.
Inviting Children into Global Literature, Upsilon Chapter, Delta Kappa Gamma, Tucson, January 9, 2016
The Inquiry Cycle as a Curricular Framework, TUSD Multicultural Teacher Study Group, November 2, 2015 and October 26, 2015
Exploring Culture through the Arts and Global and Multicultural Literature, OMA (Opening Minds through the Arts), TUSD, August 10, 2015
Engaging K-12 Students in Global Children’s and Adolescent Literature, Worlds of Words Summer Workshop, Co-sponsored by CERCLL. June 5, 2015.
A Literature that is Intercultural, TUSD Summer Institute, June 4, 2015.
Integrating Literature into Tutoring, El Rio, Literacy Connects. April 18, 2015.
An Integrated Multicultural Approach to Literacy Curriculum. TUSD, Multicultural Curriculum Project, Sept 2014-May 2015. Inservice sessions once a month.
Academic Writing Workshop for University Faculty. Worlds of Words, August 4-8, 2014.
Engaging K-12 Students in Global Inquiry through Fiction and Nonfiction Literature. CERCLL Professional Development Workshop. June 2, 2014.
Learning through Language: Literature Discussion. Ochoa Elementary School, TUSD, May 13, 2014.
Presentation to Altrusa International Club on Worlds of Words, September 25, 2013.
Using Children’s Literature in Adult Literacy Programs. Literacy Connects. May 21 and 23, 2013.
Conceptual and Critical Thinking. Steele Elementary School, TUSD, September 2012 – May 2013.

Director of Worlds of Words

This initiative was established to create an international network of people who share the vision of bringing books and children together, opening windows on the world. We encourage thoughtful dialogue around international literature so that children can reflect on their own cultural experiences and connect to the experiences of others across the globe. This work is guided by a Board of Advisors, located throughout the U.S. and world, who work to:

- promote intercultural understanding and global perspectives.
- identify excellent culturally authentic literature about children’s lives around the world.
- provide resources for adults who share a passion for connecting readers with books.
- share stories of children’s dialogue and interactions around international literature.
- encourage the integration of international literature into the curriculum.

Scholarly and community activities

- International Collection of Children’s and Adolescent Literature with 40,000 books
- Open to the public for reading and browsing on a daily basis
- Sponsor scholarly forums on global and multicultural issues in children’s and adolescent literature
- Host visiting scholars from universities throughout the U.S. and the world
- Host college faculty events and community events
- Professional development for teachers and librarians
- Field trips by classrooms for engagements within the collection
- Saturday WOW Book Fiestas for children with authors and illustrators
- Language and Culture Book Kits that highlight particular global cultures and are available for a month-long loan to schools. Also includes visits by international consultants.
- Family Story Backpacks are taken into K-3 classrooms each semester by preservice teachers
- Cultural Community Story Boxes are taken into Preschool classrooms each semester by preservice early childhood teachers
- Teen Reading Ambassador initiative to engage teens in promoting YA books in their schools

Web-based activities

- Web site with free resources for educators, accessed by educators from over 170 countries
- WOW Stories – online peer-reviewed journal of vignettes by educators to share their use of global literature in their classrooms
- WOW Review – online peer-reviewed journal of book reviews of children’s and adolescent literature from global or multicultural settings with a focus on cultural authenticity.
- WOW Currents – weekly blog on current issues in global literature
- WOW Books – on-line searchable data base of global children’s and adolescent literature
- Resources and book lists
- Global Literacy Communities – small grants to 12 literacy communities each year to support their integration of global literature into their curriculum and their work as a

study group. Members-only forum to support these groups. On-line publication of their work.

- WOW Libros – new journal of reviews of books in Spanish. First issue in May 2018.

4.8. Blaine Smith

Assistant Professor of New Literacies and Bi/Multilingual Immigrant Learners,
Department of Teaching, Learning, and Sociocultural Studies
Affiliate Faculty,
Graduate Interdisciplinary Program in Second Language Acquisition and Teaching
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EDUCATION

- 2014 **Vanderbilt University’s Peabody College of Education**
Ph.D. in Language, Literacy, and Culture
Dissertation: *Composing across modes: Urban adolescents’ processes responding to and analyzing literature*
- 2008 **Colorado State University**
M.A. in English Education *with Distinction*
Secondary Teaching Certification in English
- 2003 **Colorado State University**
B.A. in Technical Journalism

PROFESSIONAL EXPERIENCE

- 2017- *Assistant Professor* of New Literacies and Bi/Multilingual Immigrant Learners,
Department of Teaching, Learning and Sociocultural Studies, College of
Education, University of Arizona
- 2017- *Affiliate Faculty*, Second Language Acquisition and Teaching Graduate
Interdisciplinary Program, University of Arizona
- 2016 – 2017 *Lead Qualitative Researcher* for STATS-U at the Dunspaugh-Dalton Community
and Educational Well-Being Research Center, School of Education & Human
Development, University of Miami
- 2014 – 2017 *Assistant Professor* of Language and Literacy Learning in Multilingual Settings,
Department of Teaching and Learning, School of Education & Human
Development, University of Miami
- 2008 – 2014 Peabody College of Education, Vanderbilt University

- *Research Assistant*, Learning Through Practice School, PI: Barbara Stengel, 2013-2014
- *Project Director*, Digital Writer’s Workshop, PI: Bridget Dalton, 2011-2013
- *Research Assistant*, Scaffolding Understanding through Research on Games for Education (SURGE), PI: Douglas Clark, 2011-2012
- *Instructional Quality Coder*, Middle School Mathematics and the Institutional Setting of Teaching (MIST), PI: Paul Cobb, Summers 2009-2013

2010 – 2013 *Teaching Affiliate*, Center for Teaching, Vanderbilt University

2010 – 2013 *Literacy Teacher*, Martha O’ Bryan Center, Nashville, TN

2006 – 2008 *Instructor*, Department of English, Colorado State University

2007 – 2008 *Writing Consultant*, Writing Center, Colorado State University

AWARDS AND FELLOWSHIPS

2016 – 2017 National Academy of Education/Spencer Postdoctoral Fellowship

2015 Outstanding Dissertation of the Year Award Finalist, International Literacy Association

2014 – 2018 Emerging Scholars Fellowship, Reading Hall of Fame

2013 – 2014 Peabody Pre-Faculty Fellowship, Vanderbilt University

2011 Outstanding Student Research Award, Literacy Research Association

2008 – 2013 Peabody Graduate Honor Scholarship, Vanderbilt University

2008 Master’s written examination awarded distinction, Colorado State University

2000 – 2001 Academic Achievement Scholarship, Colorado State University

PUBLICATIONS

*doctoral student co-author +K-12 teacher co-author

Articles in Refereed Journals

Smith, B. E. (2018). Collaborative multimodal composing: Tracing the unique partnerships of three pairs of adolescents composing across three digital projects. *Literacy*. Advance online version.

Smith, B. E. (2018). Composing for affect, audience, and identity: Toward a multidimensional understanding of adolescents’ multimodal composing goals and designs. *Written Communication*, 35(2), 182-214.

Hämäläinen, R., Kiili, C., & Smith, B. E. (2017). Orchestrating 21st century learning: A

perspective on students' voice. *British Journal of Educational Technology*, 48(5), 1106-1118.

Pacheco, M. B., Smith, B. E., & Carr, S.⁺ (2017). Connecting classrooms and communities with language and technology: A multimodal codemeshing project. *Voices from the Middle*, 24(3), 65-69.

Smith, B. E. (2017). Composing across modes: A comparative analysis of adolescents' multimodal composing processes. *Learning, Media & Technology*, 42(3), 259-278.

Smith, B. E., Pacheco, M. B., & de Almeida, C. R.* (2017). Multimodal codemeshing: Bilingual adolescents' processes composing across modes and languages. *Journal of Second Language Writing*, 36, 6-22.

Smith, B. E. & Shen, J. (2017). Scaffolding digital literacies for disciplinary learning: Adolescents collaboratively composing multimodal science fictions. *Journal of Adolescent & Adult Literacy*, 61, 85-90. (invited)

Smith, B. E. & Dalton, B. (2016). "Seeing it from a different light": Adolescents' video reflections about their multimodal compositions. *Journal of Adolescent & Adult Literacy*, 59(6), 719-729.

Smith, B. E., Kiili, C., & Kauppinen, M. (2016). Transmediating argumentation: Students composing across written essays and digital videos in higher education. *Computers & Education*, 102, 138-151.

Dalton, B., Robinson, K., Lavvorn, J., Smith, B. E., Alvey, T., Mo, E., Uccelli, P. & Proctor, C. P. (2015). Fifth-grade students' digital retellings and the Common Core: Modal use and design intentionality. *The Elementary School Journal*, 115(4), 548-569.

Pacheco, M. B & Smith, B. E. (2015). Across languages, modes, and identities: Bilingual adolescents' multimodal codemeshing in the literacy classroom. *Bilingual Research Journal*, 38(3), 292-312.

Van Eaton, G.,* Clark, D. B., & Smith, B. E. (2015). Patterns of physics reasoning in face-to-face and online forum collaboration around a digital game. *International Journal of Education in Mathematics, Science, and Technology*, 3(1), 1-13.

Bruff, D. O., Fisher, D. H., McEwan, K. E., & Smith, B. E. (2013). Wrapping a MOOC: Student perceptions of an experiment in blended learning. *Journal of Online Learning and Teaching* 9(2), 187-199.

Dalton, B. & Smith, B. E. (2012). Teachers as designers: Composing Internet-based learning with a scaffolded authoring tool. *Research in the Schools*, 19(1), 12-25.

Phillips, N. C., & Smith, B. E. (2012). Multimodality and aurality: Sound spaces in student digital book trailers. In P. J. Dunston, S. K. Fullerton, C. C. Bates, K. Headley, & P. M. Stecker (Eds.), *61st Yearbook of the Literacy Research Association* (pp. 84-99). Oak Creek, WI: Literacy

Research Association. [**Recipient of Literacy Research Association’s Outstanding Student Research Award**]

Alvey, T. L., Phillips, N. C., Bigelow, E. C., Smith, B. E., Pfaff, E., Colt, W., Leander, K. M., Dalton, B., & Ma, J. Y. (2011). From I-search to iSearch 2.0. *English Teaching: Practice and Critique*, 10(4), 139-148.

Dalton, B., Smith, B. E., & Robinson, K. (2011). Developing a zest for academic Internet inquiry. *The California Reader*, 44(2), 5-11. (invited)

Edited Books

de Oliveira, L. C. & Smith, B. E. (Eds.). (under contract). *Expanding literacy practices across multiple modes and languages for multilingual students*. Charlotte, NC: Information Age Publishing.

Book Chapters

Smith, B. E. & Axelrod, D.* (accepted). Scaffolding multimodal composing for multilingual students. In L. C. de Oliveira & B. E. Smith (Eds.). *Expanding literacy practices across multiple modes and languages for multilingual students*. Charlotte, NC: Information Age Publishing

Pacheco, M. B., Smith, B. E., & Carr, S.+ (in press). “Sounding funny” and making sense: A case study of one bilingual student’s use of language and technology in an English-centric classroom. In K. M. Brinegar, L. M. Harrison, & E. Hurd. (Eds). *Equity and cultural responsiveness in the middle grades*. Charlotte, NC: Information Age Publishing.

Smith, B. E. (2017). Exploring and analyzing literature through multimodal composition. In A. Goodwyn, C. Durrant, L. Reid., & L. Scherff (Eds). *International perspectives on the teaching of literature in schools: Global principles and practices*. New York: Routledge.

Smith, B. E. & de Oliveira, L. C. (2017). English language learners’ collaboration through multimodal composition. In M. Dantas-Whitney, & S. Rilling. (Eds.). *TESOL voices: secondary education*. Alexandria, VA: TESOL Press.

Dalton, B. & Smith, B. E. (2015). How do I know what I think until I see what I produce in my video?: A case for video reflection. In E. Ortlieb, L. Shanahan, & M. McVee. (Eds.). *Literacy research, practice, and evaluation: Video research in disciplinary literacies (Vol. 6)*. Bingley, UK: Emerald Group.

Smith, B. E. & Renner, N. B.+ (2015). Linking through literature: Exploring complex texts through hypertext literary analysis. In T. Rasinski, K. E. Pytash, & R. E. Ferdig (Eds.). *Using technology to enhance reading: Innovative approaches to literacy instruction*. Bloomington, IN: Solution Tree.

Dalton, B. & Smith, B. E. (2014). Teachers’ lesson design as remix: Composing with Internet resources and smart tools. In R. E. Ferdig & K. E. Pytash (Eds.). *Exploring multimodal composition and digital writing* (pp.116-134). Hershey, PA: IGI Global.

Hundley, M. K., Smith, B. E., & Holbrook, T. (2014). Re-imagining writing: Multimodal and digital composition in English education. In R. E. Ferdig & K. E. Pytash (Eds.). *Exploring multimodal composition and digital writing* (pp.248-262). Hershey, PA: IGI Global.

Smith, B. E. (2014). Beyond words: A review of research on adolescents and multimodal composition. In R. E. Ferdig & K. E. Pytash (Eds.). *Exploring multimodal composition and digital writing* (pp. 1-19). Hershey, PA: IGI Global.

Refereed Conference Proceedings

Jiang, S.,* Shen, J., Smith, B. E., & Kibler, K.* (in press). Examining science identity development in a disciplinary role-taking multimodal composing environment. *Proceedings of the International Conference of the Learning Sciences (ICLS) 2018*. London: International Society of the Learning Sciences.

Smith, B. E., Shen, J., Jiang, S.,* Chen, G.,* Hamaoui, M.,* & Torralba, J.* (in press). Multimodal reflection: Adolescents remixing and sharing their experiences in an informal STEM+L academy. *Proceedings of the International Conference of the Learning Sciences (ICLS) 2018*. London: International Society of the Learning Sciences.

Jiang, S.,* Shen, J., & Smith, B. E. (2016). Integrating science and writing in multimedia science fictions: Investigating student interactions in role-taking. C. K. Looi, J. L. Polman, U. Cress, & P. Reimann. (Eds.). *Transforming learning, empowering learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 2*. Singapore: International Society of the Learning Sciences.

Clark, D. B., Smith, B. E., Zuckerman, S., Wilson, S., Ssebikindu, J., & van Eaton, G. (2013). Levels of articulated reasoning in spontaneous face-to-face collaborations and online forum postings surrounding a single-player physics game in public middle school classrooms. *Proceedings of the Computer Supported Collaborative Learning (CSCL) Conference 2013*, Madison, WI.

Manuscripts Under Review

Smith, B. E. (revise and resubmit). Mediational modalities: Adolescents analyzing literature through digital multimodal composing. *Research in the Teaching of English*.

Jiang, S.,* Shen, J., & Smith, B. E. (under review). Designing discipline-specific roles for interdisciplinary STEM learning: Two comparative cases in an afterschool program. *International Journal of Science Education*.

Jiang, S.,* Smith, B. E., & Shen, J. (under review). Examining how different modes mediate adolescents' interactions during digital multimodal composing processes. *Interactive Learning Environments*.

RESEARCH GRANTS

2017 – 2019 Co-Principal Investigator. *Integrating STEM and Digital Literacies (STEM+L) for Adolescents* (Ji Shen, PI). National Science Foundation, Advancing Informal STEM Learning (AISL) program (\$350,000).

2016 – 2017 Principal Investigator. *Multimodal Composing-to-Learn: Understanding how Adolescents Analyze Literature through Multiple Modes in Digital Environments*. National Academy of Education/Spencer Post-Doctoral Fellowship (\$70,000).

INVITED PRESENTATIONS

Smith, B. E. (2018, March). *Traversing modes and digital tools: Examining bilingual adolescents' multimodal composing processes*. Invited presentation for the Second Language and Teaching (SLAT) Colloquium Series, University of Arizona.

Smith, B. E. (2018, March). *Mediational modalities: Adolescents engaging with content through digital multimodal composing*. Invited presentation for Patty Anders' Retirement Conference (Adolescent, Family and Community Literacy: Mobilizing Strength-Based Pedagogies), University of Arizona.

Smith, B. E. (2018, February). *Multimodality and transmediation: Exploring how youth develop and transform ideas across multiple modes in digital environments*. Invited presentation for the Digital Learning Lab, University of California, Irvine.

Smith, B. E. (2017, April). *Multimodal composing-to-learn: Understanding how bilingual adolescents analyze literature through multiple modes in digital environments*. Invited presentation for the "Excellence in Education Research: Early-Career Scholars and Their Work" poster session at the American Educational Research Association Conference, San Antonio, TX.

Smith, B. E. (2017, March). *Bilingual adolescents' multimodal composing processes*. Invited presentation for the School of Education & Human Development Research Colloquium, University of Miami.

Smith, B. E. (2015, October). *Multimodal literacies*. Invited virtual lecture, Learning and 21st Century Competencies course, University of Jyväskylä, Finland.

Smith, B. E. (2015, July). *Composing across modes: Urban adolescents' processes responding to and analyzing literature*. Invited presentation at the "Outstanding Dissertation Poster Session" at the International Literacy Association Conference, St. Louis, MO.

Smith, B. E. (2015, April). *Multimodal analysis of sound in adolescents' digital projects*. Invited virtual lecture, Digital Literacies course, Northern Illinois University.

Smith, B. E. (2014, December). *Applying theories of multimodality to digital texts*. Invited presentation at the "Approaches to Video Data Analysis" session at the Literacy Research Association Conference, Marco Island, FL.

Dalton, B. & Smith, B. E. (2013, April). *The Digital Swagatars: Engaging students in a multimodal composition workshop*. Invited poster presentation at the "Meet the Researchers" session at the International Reading Association Conference, San Antonio, TX.

Phillips, N. C., Smith, B. E. & Manderino, M. (2012, November). *Advice for preparing an outstanding student research paper from past recipients*. Invited presentation at the Literacy Research Association Conference, San Diego, CA.

Smith, B. E. (2012, February). *Integrating multimodal composition in the English Language Arts classroom*. Invited presentation for the Nashville Council of Teachers of English. Nashville, TN.

REFEREED CONFERENCE PRESENTATIONS (SELECTED)

Smith, B. E., Kiili, C., & Marttunen, M. (2018, August). *Multimodality and persuasion: A mixed methods study of how students interpret multiple modes in a digital video*. Paper to be presented at the International Conference on Multimodality, Odense, Denmark.

Jiang, S.,* Shen, J., Smith, B. E., & Kibler, K.* (2018, June). *Examining science identity development in a disciplinary role-taking multimodal composing environment*. Paper to be presented at the International Conference of the Learning Sciences (ICLS), London, England.

Smith, B. E., Shen, J., Jiang, S.,* Chen, G.,* Hamaoui, M.,* & Torralba, J.* (2018, June). *Multimodal reflection: Adolescents remixing and sharing their experiences in an informal STEM+L academy*. Paper to be presented at the International Conference of the Learning Sciences (ICLS), London, England.

Shen, J., Smith, B. E., Jiang, S.,* Chen, G.,* Hamaoui, M.,* & Torralba, J.* (2018, March). *Science or fiction: Students' role taking patterns in an integrated STEM and literacy academy*. Poster presented at National Association for Research in Science Teaching (NARST) Conference, Atlanta, GA.

Kiili, C., Smith, B. E., & Marttunen, M. (2017, December). *Multimodal argumentation: Students analyzing the multiple modes of persuasion in a digital video*. Paper presented at the Literacy Research Association Conference, Tampa, FL.

Smith, B. E. & Malova, I.* (2017, December). *Transmediating literary analyses: Integrating multimodal composition to support academic writing in multilingual secondary classrooms*. Paper presented at the Literacy Research Association Conference, Tampa, FL.

Smith, B. E. & Shen, J. (2017, December). *Scaffolding multimodal composing to support disciplinary learning*. Paper presented at the Literacy Research Association Conference, Tampa, FL.

Shen, J., Smith, B. E., Jiang, S.,* Kibler, K., * Chen, G.* & Malova, I.* (2017, November). *Examining middle school students' collaborative multimodal composing through disciplinary identity development*. Paper presented at the annual meeting of the Association for Educational Communications & Technology, Jacksonville, FL.

Kiili, C., Smith, B. E., & Marttunen, M. (2017, August). *Students analyzing multimodal meaning-making in digital videos*. Paper presented at the European Association for Research on Learning and Instruction, Tampere, Finland.

Jiang, S.,* Smith, B. E., & Shen, J. (2017, April). *Peer interaction in multimodal composition: The story behind the scenes*. Paper presented at the American Educational Research Association Conference, San Antonio, TX.

Smith, B. E. & Dalton, B. (2017, April). *Multimodal composing processes: A cross-study analysis of youth composing with digital tools and modes*. Paper presented at the American Educational Research Association Conference, San Antonio, TX.

Smith, B. E. (2016, December). *Representing youth's multimodal composing processes*. Paper presented at the Literacy Research Association Conference, Nashville, TN.

Jiang, S.,* Smith, B. E., & Shen, J. (2016, October). *Exploring multimodal composition in collaborative digital learning environments*. Paper presented at the Association for Education Communication and Technology Conference, Las Vegas, NV.

Dalton, B. & Smith, B. E. (2016, July). *Multimodal composing: Students and teachers at work in a digital writers' workshop*. Presentation at the International Literacy Association Conference, Boston, MA.

Jiang, S.,* Shen, J., & Smith, B. E. (2016, June). *Integrating science and writing in multimedia science fictions: Investigating student interactions in role-taking*. Paper presented at the International Conference of the Learning Sciences (ICLS), Singapore.

Jiang, S.,* Shen, J., & Smith, B. E. (2016, April). *Assessing students' scientific literacies in collaborative science fiction writing*. Poster presented at the American Educational Research Association Conference, Washington D.C.

Dalton, B. & Smith, B. E. (2015, December). *Multimodal composing pattern abstraction and microstories through interactive infographics*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.

Smith, B. E. (2015, December). *Multimodal mosaics: Exploring complex texts through hypertext literary analysis*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.

Smith, B. E., Pacheco, M. B. & de Almeida, C.* (2015, December). *A comparative analysis of bilingual adolescents composing across modes and languages in response to literature*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.

Jocius, R., Kane, B., Pendergrass, E., & Smith, B. E. (2015, November). *Teacher candidates as digital artists and multimodal composers*. Presentation at the National Council of Teachers of English Conference, Minneapolis, MN.

Dalton, B. & Smith, B.E. (2015, April). *Multimodal Timescape: A tool to analyze and visually represent students' multimodal composing processes*. Paper presented at the American Educational Research Association Conference, Chicago, IL.

Smith, B. E. & Stengel, B. E. (2015, April). *Team/Design PDS: Critical common commitments for teacher development*. Paper presented at the American Educational Research Association Conference, Chicago, IL.

Pacheco, M. B. & Smith, B. E. (2015, April). *Across languages, modes, and identities: Bilingual adolescents' multimodal codemeshing in the literacy classroom*. Paper presented at the American Educational Research Association Conference, Chicago, IL.

Ganske, K., Smith, B. E. & Pendegrass, E. (2015, April). *Global literacy: Integrating social studies and literacy in an urban, STEM middle school*. Paper to be presented at the American Educational Research Association Conference, Chicago, IL.

Van Eaton, G., Clark, D. B., Smith, B. E. (2015, April). *Face-to-face collaboration, online forums, and physics reasoning around a digital game in the classroom*. Poster presented at the National Association for Research in Science Teaching Conference, Chicago, IL.

Dalton, B. & Smith, B. E. (2014, December). *Collaborative digital retelling: Designers at work with modes and tools*. Paper presented at the Literacy Research Association Conference, Marco Island, FL.

SERVICE

International/National Service

2017-present Digital Literacy Task Force, International Literacy Association

2013-2016 Technology Committee, Literacy Research Association

2009-2010 Editorial Assistant, 59th Yearbook of the National Reading Conference, Vanderbilt University

Editorial Board Member

2017-present *Reading Research Quarterly*

2016-present *Language Arts*

Ad Hoc Reviewer

English Teaching: Practice and Critique; Journal of Adolescent & Adult Literacy; Journal of Literacy Research; Journal of Teacher Education; Literacy Research: Theory, Method, and Practice; National Reading Conference/Literacy Research Association Yearbook

Conference Reviewer

American Educational Research Association annual meeting; Literacy Research Association annual meeting; Columbia University Teacher's College Educational Technology Conference

University Service

2017 – present Technology-Enhanced Language Learning Initiative Group, University of Arizona

2017 – present Second Language Acquisition and Teaching Program Mentor, University of Arizona

2017 – 2018 MA in Second Language Learning and Educational Technology
Curriculum Task Force Member, University of Arizona

2015 – 2017 Alternate for the Graduate School Council, University of Miami
2016 Graduate School Grievance Review Panel, University of Miami
2015 Graduate Dean Search Committee Member, University of Miami
2008 – 2011 Graduate Student Council Representative, Vanderbilt University

College & Department Service

2017 – present Graduate Curriculum Committee Member, University of Arizona
2017 Applied Learning Sciences Faculty Search Committee Member,
University of Miami
2016 – 2017 Undergraduate Task Force Committee Member, University of Miami
2016 Department Chair Faculty Search Committee Member, University of
Miami
2015 – 2016 Doctoral Program Website Coordinator, University of Miami
2014 – 2016 Secondary Education Committee Member, University of Miami
2014 – 2015 Language and Literacy Learning in Multilingual Settings Faculty Search
Committee Member, University of Miami
2014 Language and Literacy Learning in Multilingual Settings Faculty Search
Committee Member, University of Miami
2012 – 2013 Digital Literacies Faculty Search Committee Member, Vanderbilt
University
2011 – 2012 Peabody School of Education Doctoral Workshop Committee Member,
Vanderbilt University
2010 – 2011 Co-chair of Doctoral Student Association (elected), Vanderbilt University
2010 Faculty Meeting Student Representative (elected), Vanderbilt University
2009 – 2011 Peabody School of Education Graduate Student Association
Representative, Vanderbilt University

Community Service

2014 – 2016 Provided workshops for Miami Dade Public School teachers
2011 – 2014 Provided workshops for Metropolitan Nashville Public Schools teachers
2009 Hands-On Nashville
2006 – 2007 Volunteer at the Center for Community Literacy, Colorado State
University
2004 – 2006 Volunteer at the Office of Civic Engagement, Colorado State University

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
International Literacy Association (ILA)
International Society of the Learning Sciences (ISLS)
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)

4.9. Shelley Staples

Associate Professor, English Applied Linguistics
Department of English
University of Arizona

Address:

Department of English
Modern Languages Building, Rm. 445
1423 E. University Blvd.
Tucson, AZ 85721
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EDUCATION

- 2014 Ph.D. (with honors), Applied Linguistics
Northern Arizona University, Flagstaff, AZ
PhD dissertation title: Linguistic characteristics of international and U.S.
nurse discourse
Advisors: Douglas Biber and Randi Reppen
- 2002 M.A., English
University of Virginia, Charlottesville, VA
Thesis title: The 1913 Armory Show
(<http://xroads.virginia.edu/~museum/armory/armoryshow.html>)
Advisor: Alan Howard
- 1996 B.A. (with honors and high distinction), English
University of Rochester, Rochester, NY

Major fields Applied Linguistics, TESOL, Corpus Linguistics, Technology and
Language Learning, English for Specific Purposes (ESP), Grammar and
Pronunciation Teaching

EMPLOYMENT

- 2017 - *Associate Professor, Department of English, University of Arizona*
- 2016 – 2017 *Assistant Professor, Department of English, University of Arizona*
English Applied Linguistics and Second Language Acquisition and
Teaching
Teach graduate and undergraduate courses in corpus linguistics, grammar,
and TESOL
- 2014 – 2016 *Assistant Professor, Department of English, Purdue University*
Second Language Studies and Linguistics
Taught graduate courses in corpus linguistics, CALL, grammar, SLA

- 2009 – 2014 *Graduate Assistant and Part-time Instructor, Department of English, Northern Arizona University*
Taught undergraduate linguistics courses and graduate TESOL course
- 2001 – 2009 *Lecturer, Center for American English Language and Culture, University of Virginia*
Instructor of undergraduate and graduate courses in ESL and TESOL

HONORS AND AWARDS

- 2017 Honorable Mention: *Journal of Second Language Writing* Best Article of the Year
- 2016 Nominated for the AAAL First Book Award for *The Discourse of Nurse-Patient Interactions*
- 2014 American Association of Applied Linguistics Graduate Student Award
- 2010 – 2012 Applied Linguistics Doctoral Research Fellowship, Northern Arizona University

PUBLICATIONS / CREATIVE ACTIVITY

Scholarly Books & Monographs

- Pickering, L., Friginal, E., & Staples, S. (eds.) (2016). *Talking at work: Corpus-based explorations of workplace discourse*. Houndsmills, UK: Palgrave-Macmillan (280 pages).
- Staples, S. (2015). *The discourse of nurse-patient interactions: Contrasting the communicative styles of U.S. and international nurses*. Philadelphia: John Benjamins (263 pages).

Articles in Peer Reviewed Journals

- Shin, J., Velazquez, A., Swatek, A., Staples, S., & Partridge, R. S. (accepted). Examining the effectiveness of corpus-informed instruction of reporting verbs in L2 first-year college writing. *L2 Journal*.
- Kwon, H., Staples, S., & Partridge, R.S. (accepted). Source work in the L2 writing classroom: Novice undergraduate L2 writers' use of reporting verbs. *Journal of English for Academic Purposes*.
- Staples, S., Biber, D., & Reppen, R. (2018, early access). Using corpus-based register analysis to explore authenticity of high-stakes language exams: A register comparison of TOEFL iBT and disciplinary writing tasks. *Modern Language Journal*. DOI:10.1111/modl.12465
- Venetis, M. K., Staples, S., Robinson, J. D., & Kearney, T. (2018, early access). Provider information provision and breast cancer patient well-being. *Health Communication*.
- Kwon, H., Partridge, R. S., & Staples, S. (2018). Building a local learner corpus: Construction of a first-year ESL writing corpus for research, teaching, mentoring, and collaboration. *International Journal of Learner Corpus Research*, 4(1), 112-127.

- Biber, D., Reppen, R., Staples, S. (2017). Exploring the relationship between TOEFL iBT scores and disciplinary writing performance. *TESOL Quarterly*, 51(4), 948-960.
- Laflair, G., & Staples, S. (2017). Using corpus linguistics to examine the extrapolation inference: A case study of a high stakes speaking assessment. *Language Testing*, 34(4), 451-475.
- Staples, S., LaFlair, G., & Egbert, J. (2017). A multi-dimensional comparison of oral proficiency interviews to conversation, academic and professional spoken registers. *Modern Language Journal*, 101(1), 194-213.
- Biber, D., Gray, B., & Staples, S. (2016a). Contrasting the grammatical complexities of conversation and academic writing: Implications for EAP writing development and teaching. *Language in Focus*, 2(1).
- Biber, D., Gray, B., & Staples, S. (2016b). Predicting patterns of grammatical complexity across textual task types and proficiency levels. *Applied Linguistics*, 37(5), 639-668.
- Staples, S., Egbert, J., Biber, D., & Gray, B. (2016). Academic writing development at the university: Grammatical complexity across level of study, discipline, and genre. *Written Communication*, 33(2), 149-183.
- Staples, S., & Reppen, R. (2016). Understanding L2 writing in first-year composition: A lexico-grammatical analysis across L1s, assignments, and writing quality. *Journal of Second Language Writing*, 32, 17-35.
- Staples, S. (2015). Examining the linguistic needs of internationally educated nurses: a corpus-based study of lexico-grammatical features in nurse-patient interactions. *English for Specific Purposes Journal*, 37, 122-136.
- Shen, J., Yu, X., Staples, S., & Bolstad, A. (2014). Using the IPS tool to assess interpersonal skills of Internationally Educated Nurses. *Japan Journal of Nursing Science*, 11(3), 171-9.
- Staples, S., Kang, O., & Wittner, E. (2014). Considering the interlocutor in ESP discourse communities: Impacting undergraduates' perceptions of ITAs through a structured contact program. *English for Specific Purposes Journal*, 35, 54-65.
- Carter, N., Staples, S., Yu, X., & Shen, J. (2013, April). American English pronunciation and the Internationally Educated Nurse: A multi-disciplinary collaboration to meet the education needs of hospital nurses. *Nursing Management*, 52-55.
- Staples, S., Egbert, J., Biber, D., & McClair, A. (2013). Formulaic sequences and academic writing development: Lexical bundles in the TOEFL iBT writing section. *Journal of English for Academic Purposes*, 12(3), 214-225.
- Yu, X., Staples, S., Shen, J., & Bolstad, A. (2012). Non-verbal communication behaviors of internationally educated nurses and patient care. *Research and Theory for Nursing*

Practice, 26(4), 290-308.

Chapters in Scholarly Books & Monographs

- Egbert, J., & Staples, S. (in press). *Doing multi-dimensional analysis in SPSS, SAS and R*. In T. Berber-Sardinha & M. Veirano (Eds.), *Multi-dimensional analysis*. London: Bloomsbury.
- Staples, S. (2016). Identifying linguistic features of medical interactions: A register analysis. In Pickering, L., Friginal, E., & Staples, S. (eds.) *Talking at work: Corpus-based explorations of workplace discourse*. Houndsmills, UK: Palgrave-Macmillan.
- Egbert, J., Staples, S., & Biber, D. (2015). Corpus research. In C. Coombe & J.D. Brown (Eds.), *The Cambridge Guide to Research in Language Learning and Teaching* (p. 119-126). Cambridge: Cambridge University Press.
- Staples, S. (2015). Spoken corpora. In D. Biber & R. Reppen (Eds.), *The Cambridge handbook of English corpus linguistics* (pp. 271-291). Cambridge: CUP.
- Staples, S. & Biber, D. (2015). Cluster analysis. In L. Plonsky (Ed.), *Advancing quantitative methods in second language research* (pp. 243-274). London: Routledge.
- Staples, S., Egbert, J., Biber, D., & Conrad, S. (2015). Register variation. In D. Tannen, H. Hamilton, & D. Schiffrin (Eds.), *Handbook of discourse analysis* (pp. 505-526). Hoboken, NJ: Wiley-Blackwell.
- Biber, D. & Staples, S. (2014). Exploring the prosody of stance: Variation in the realization of stance adverbials. In T. Raso & H. Mello (Ed.), *Spoken Corpora and Linguistic Studies* (pp. 271–294). Philadelphia: John Benjamins.
- Staples, S. & Biber, D. (2014). The expression of stance in nurse-patient interactions: An ESP perspective. In M. Gotti & D.S. Giannoni (Eds.), *Corpus analysis for descriptive and pedagogical purposes: ESP perspectives* (123-142). Bern: Peter Lang.

Research Reports

- Yan, X. & Staples, S. (2016). *Investigating lexico-grammatical complexity as construct validity evidence for the ECPE writing tasks: A multidimensional analysis*. Cambridge Michigan Language Assessment Research Reports.
- LaFlair, G., Staples, S., & Egbert, J. (2015). *Variability in the MELAB speaking task: Investigating linguistic characteristics of test-taker performances in relation to rater severity and score*. CaMLA Working Papers.

SELECTED RECENT CONFERENCE PRESENTATIONS

Invited Presentations in Rank

- Staples, S. (2017, March). *Combining ethnographic and corpus research methods in English for medical purposes*. Invited talk for the English for Specific Purposes Academic Session. Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

Staples, S. (2016, September). *Boundary work: Reflections on collaboration across disciplines for technology enhanced (language) teaching and learning*. Opening plenary at L2 Digital Literacies and Arizona Computer-Assisted Language Learning, Tucson, AZ.

LaFlair, G., & Staples, S. (2016, April). *Applications of corpus linguistics for investigating target domain language in high stakes assessments*. In Connecting Corpus Linguistics and Language Assessments ILTA colloquium, American Association of Applied Linguistics (AAAL), Orlando, FL.

Staples, S. (2016, April). *Development and evaluation of a corpus-informed curriculum for international nurses*. Invited talk for the Ruth Crymes Fellowship for Graduate Study, Teachers of English to Speakers of Other Languages (TESOL), Baltimore, MD.

Peer Reviewed Presentations in Rank

Gao, J., Macdonald, L., Wang, Z., Picoral, A., & Staples, S. (2018, March). *Citation practices of L2 writers in first-year writing courses: Form, function, and connection with pedagogical materials*. Paper presented at AAAL 2018, Chicago, IL, USA.

Staples, S. (2018, March). *Differences in the complexity of first year writing and disciplinary writing: A corpus-based study with implications for curriculum and instruction*. Paper presented at AAAL 2018, Chicago, IL, USA.

Gao, J., Macdonald, L., Wang, Z., Picoral, A., & Staples, S. (2017, July). *Variability in citation practices of developing L2 writers in first-year writing courses*. Poster presented at Corpus Linguistics, Birmingham, UK.

Banat, H., Craig, S., Wang, Z., & Staples, S. (2017, March). *Building a collaborative interdisciplinary research and pedagogical project for SLW*. Paper presented at TESOL, Seattle, WA.

Shin, J., Partridge, R. S., Velazquez, A. & Staples, S. (2017, March). *Corpus-based learning of reporting verbs in L2 academic writing*. Paper presented at TESOL 2017, Seattle, WA.

Yan, X., & Staples, S. (2017, March). *Characterizing types of lexical bundles used in second language (L2) academic writing across developmental levels*. Paper presented at the American Association of Applied Linguistics (AAAL), Portland, OR.

McMullin, M, Wang, Z., Dilger, B., & Staples, S. (2017, March.) *Cultivating writing research via corpus and computational collaboration*. Paper presented at the Conference on College Composition and Communication (CCCC), Portland, OR.

Staples, S., Omizo, R., & Hart-Davidson, W. (2017, March.) *Promoting RAD writing research through inter-institutional collaboration*. Paper presented at CCCC 2017, Portland, OR.

Staples, S., Biber, D., & Reppen, R. (2016, September). *Exploring register differences across TOEFL iBT and disciplinary writing tasks*. Paper presented at AACL, Ames, IA.

Swatek, A., Banat, H., & Staples, S. (2016, July). *Developing a first year composition L2 writing corpus and repository*. Paper presented at TALC, Giessen, Germany.

- Staples, S. (2016, April). *Combining corpus and assessment methods to understand the relationship between patient narratives, provider discourse and patient satisfaction*. In Anton, M., Cortes, V., Goering, E., & Staples, S. English and Spanish health discourse: Convergent and divergent methodologies used in studies of patient talk. Colloquium for AAAL, Orlando, FL.
- Yan, X., & Staples., S. (2016, April). *Investigating the scalability of lexico-grammatical complexity as construct validity evidence for the ECPE writing tasks: A multidimensional analysis*. Paper presentation at AAAL, Orlando, FL.
- Kwon, H., Partridge, R.S., & Staples, S. (2015, October). *Examining the use of reporting verbs in L2 writing: a corpus-based study*. Paper presented at the meeting of the Second Language Research Forum (SLRF), Atlanta, GA.
- Zhang, Y. & Staples, S. (2015, October). *Using PRAAT to visualize suprasegmentals for language learners*. Paper presented at the meeting of Pronunciation for Second Language Learning and Teaching (PSLLT), Dallas, TX.
- Reppen, R., & Staples, S. (2015, July). *Linguistic features, L1, and assignment type: What’s the relation to writing quality?* Paper presented at CL 2015, Lancaster, UK.
- Staples, S., Egbert, J., & LaFlair, G. (2015, July). *A multi-dimensional comparison of oral proficiency interviews to conversation, academic and professional spoken registers*. Paper presented at CL 2015, Lancaster, UK.
- Staples, S. (2014, September). *Triangulating data in corpus-based discourse analysis: Using corpus, assessment, and interview data to better understand a discourse domain*. Paper presented at AACL, Flagstaff, AZ.

AWARDED GRANTS AND FELLOWSHIPS

- 2018 CERCLL Faculty Research Grant (University of Arizona), for “Multilingual Academic Corpus of Assignments - Writing and Speech (MACAWS)” (PI: 100%; \$4995.95)
- 2017 – 2018 Faculty Seed Grant (University of Arizona), for “Understanding writing development and identifying needs for second language STEM writers: from first year writing to engineering writing” (PI: 100%; \$10,000)
- Humanities Without Walls (Mellon Funded Project) Changing Climate Grant, for “Crow: the Corpus & Repository of Writing” (Consultant: 15%; \$142,000)
- 2017 Leveraging Grant (University of Arizona), for “Corpus and repository of writing” (PI: 100%; \$1500)
- Faculty Small Grant (University of Arizona), for “The relationship

between first year writing and discipline-specific writing: A corpus linguistic comparison of second language writing at the university” (PI: 100%; \$3000)

2016 – 2017 TOEFL Committee of Examiners (Educational Testing Service), for “Exploring the longitudinal development of linguistic complexity in advanced untutored settings: A comparison of TOEFL iBT written tasks with university academic writing tasks” (Consultant: 20%; \$125,000)

2015 – 2016 ASPIRE Research Grant (Purdue University), for “Developing a first year second language writing corpus: Research, pedagogy and teacher training purposes in the CROW (Corpus and Repository of Writing) project.” (PI: 100%; \$2500)

ASPIRE Research Grant (Purdue University), for “Development and evaluation of a corpus-informed curriculum for international nurses.” (PI: 100%; \$1500)

SPAAN Research Grant (Cambridge Michigan Language Assessment), for “Investigating lexico-grammatical complexity as construct validity evidence for the ECPE writing tasks: A multidimensional analysis.” (Co-PI: 60%; Co-Investigator: Xun Yan, University of Illinois, Urbana-Champaign; \$3000)

2013 – 2014 SPAAN Research Grant (CaMLA), for “Investigating examiner variability and its relation to linguistic characteristics of test taker performances.” (Co-PI: 40%; Co-Investigators: Geoffrey Laflair, University of Kentucky; Jesse Egbert, Brigham Young University; \$3000)

SERVICE AND OUTREACH

Editorial Board Membership

2018 - *TESOL Quarterly*
2017 - *Register Studies*
2015 - *Journal of Language, Identity, and Education*

Service for Professional Organizations

2018 - Leadership Mentor, TESOL
2017 - Member, Task force on English Language Curriculum Development for Commission on Graduates of Foreign Nursing Schools (Dan Douglas, Chair)
2016 – 2017 Member, AAAL Ethics Guidelines Task Force (Peter De Costa, Chair)
2017 Reviewer of abstracts, Second Language Acquisition Strand, AAAL
2015 – 2017 Strand coordinator for Corpus Linguistics Interest Section, American Association of Applied Linguistics (AAAL)

2010 – 2016 Reviewer of abstracts, Teachers of English to Speakers of Other Languages (TESOL)

2014, 2016, 2017 Reviewer of proposals for the Ruth Crymes Fellowship for Graduate Study, TESOL

2014, 2017 Reviewer of abstracts for Corpus Linguistics Strand, AAAL

2014 Reviewer of Graduate Student Awards, AAAL

Professional Reviewing

2017 Manuscript reviewing (book), Bloomsbury Ltd.

2016 Manuscript reviewing (journal articles), *International Journal of Learner Corpus Research, Language Learning and Technology*

2014 – 2016 Manuscript reviewing (journal articles), *Applied Linguistics, English for Specific Purposes Journal, International Journal of Corpus Linguistics, Language Testing*

2014 Manuscript reviewing (journal articles), *Journal of Second Language Writing*

National Workshops

Staples, S., & Kang, O. (2017, September). *Corpus linguistics and pronunciation analysis*. Preconference workshop presented at Pronunciation and Second Language Learning and Teaching, Salt Lake City, UT.

Gray, B., Staples, S., & Egbert, J. (2017, July). *Complexity in writing development: Untangling two approaches to measuring grammatical complexity*. Workshop presented at Corpus Linguistics, Birmingham, UK.

Staples, S., & Reppen, R. (2017, May). *Corpus linguistics for language teaching*. Preconference workshop presented at Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, AZ.

Schmidt, N., Picoral, A., Green, C., Kirstein, N., & Staples, S. (2018, February). *Using learner corpus data for language teaching: Introduction to Antconc*. SLAT Roundtable, Tucson, AZ.

Local Workshops

Picoral, A., & Staples, S. (2018, February). *Using BYU Word and Phrase for Language Teaching: English and Spanish*. iSpace, Science and Engineering Library, University of Arizona.

Schmidt, N., Picoral, A., Green, C., & Staples, S. (2017, November). *Using Antconc with the Arizona Second Language Writing Corpus*. Corpus and TELL Lab, University of Arizona.

Chumakova, O., Kirby, S., Staples, S. (2017, March). *Using Antconc with the Purdue Second Language Writing Corpus*, Corpus and TELL Lab, University of Arizona.

Chumakova, O., Kirby, S., & Staples, S. (2017, April). *Language Awareness Workshop using Corpus Based Research*. First Year Writing Program, University of Arizona.

4.10. Jessica Summers

Associate Professor
Department of Teaching, Learning, and Sociocultural Studies
University of Arizona

Address:

Department of Teaching, Learning, and Sociocultural Studies
P.O. Box 210069
Tucson, AZ 85721-0069
W: (520) 626-4669

Email: jsummers@email.arizona.edu

EDUCATION

- 1996 – 2002 **Ph.D. in Educational Psychology**, Department of Educational Psychology, University of Texas at Austin. Focus: Learning, Cognition and Instruction. Dissertation: *Social Goals, Achievement Goals, and the Pathways of Peer Influence in 6th Grade*, supervised by Dr. Diane Schallert
- 1996 – 1999 **M.A. in Educational Psychology**, Department of Educational Psychology, University of Texas at Austin. Focus: Program Evaluation. Master's Report: *Do Friendship Choice and Peer Influence Affect Student's Academic Motivation Orientation?* supervised by Dr. Gary Borich
- 1991 – 1995 **B.A. in Psychology**, *Cum Laude*, with Honors in Psychology, State University of New York at Buffalo

EMPLOYMENT

- 8/13 – present **Associate Professor**. Department of Teaching, Learning, and Sociocultural Studies, University of Arizona
- 1/11 – 7/13 **Assistant Professor**. Department of Teaching, Learning, and Sociocultural Studies, University of Arizona
- 7/07 – 12/10 **Assistant Professor**. Department of Educational Psychology, University of Arizona
- 9/02 – 7/07 **Assistant Professor**. Department of Educational, School, & Counseling Psychology, University of Missouri-Columbia

HONORS AND AWARDS

- 2005 & 2007 **High Flyer Award for Excellence in Teaching**, College of Education, University of Missouri
- 2006 **Graduate Faculty Advisor/Mentor of the Year**, College of Education, University of Missouri (\$500 prize)
- 2006 **University of Missouri E-Research Fellowship** with Bosung Kim (\$1,000)
- 2005 **Big 12 Faculty Fellowship Program** (\$1,860)
- 2003 **University of Missouri Faculty International Travel** (\$1,255)

PUBLICATIONS

Books

Davis, H. A., Summers, J. J., Miller, L. (2012). *An interpersonal approach to classroom management: Strategies for improving student engagement*. Thousand Oaks, CA: Corwin Press.

Chapters reviewing the state of the field in scholarly books (invited)

Turner, J. E., Waugh, R. M., Summers, J. J., & Grove, C. M. (2009). Implementing high-quality, educational reform efforts: An interpersonal circumplex model bridging social and personal aspects of teachers' motivation. In P. Schutz and M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives* (pp. 253-271). New York: Springer.

Summers, J. J. (2008). Cognitive approaches to motivation in education. In T. Good (Ed.), *21st Century Education* (pp. 113-120). Thousand Oaks, CA: Sage.

Introduction to journal special issue

Summers, J. J., & Davis, H. A. (2006). The interpersonal contexts of teaching, motivation, and learning. Introduction to the Special Issue of the *Elementary School Journal: The Interpersonal Contexts of Motivation and Learning*, 106, 189-191.

Refereed journal articles

Summers, J. J., & Falco, L. D. (in press). Evaluating construct validity of the Middle School Self-Efficacy Scale with high school adolescents. *Journal of Career Development*.

Falco, L. D., & Summers, J. J. (in press). Supporting STEM career development for high school girls: A small group intervention. *Journal of Career Development*.

Summers, J. J., Davis, H. A., & Hoy, A. W. (2017). The effects of teachers' efficacy beliefs on students' perceptions of teacher relationship quality. *Learning and Individual Differences*, 53, 17-25.

Cole, J. S., Bergin, D. A., & Summers, J. J. (2016). A lottery improves performance on a low stakes test for males but not females. *Assessment in Education: Principles, Policy, & Practice*. 1-16.

Cho, M., & Summers, J. J. (2012). Factor validity of the Motivated Strategies for Learning Questionnaire (MSLQ) in Asynchronous Online Learning Environments (AOLE). *Journal of Interactive Learning Research*, 23(1), 5-28.

¹Kay, D., & Summers, J. J., & Svinicki, M. D. (2011). Conceptualizations of classroom community in higher education: Insights from award winning professors. *Journal of Ethnographic and Qualitative Research*, 5(4) 230-245.

Falco, L. D., Summers, J. J., & Bauman, S. (2010). Encouraging mathematics participation through improved self-efficacy: a school counseling outcomes study. *Educational Research and Evaluation*, 16, 529-549.

¹Ciani, K. D., Middleton, M. J., Summers, J. J., & Sheldon, K. M. (2010). Buffering against performance classroom goal structures: The importance of autonomy support and classroom community. *Contemporary Educational Psychology*, 35, 88-99.

Bauman, S., & Summers, J. J. (2009). Peer victimization and depressive symptoms in Mexican American middle school students. *Hispanic Journal of Behavioral Sciences*, 31, 515-535.

Summers, J. J., Bergin, D. A., & Cole, J. S. (2009). Examining the role of collaborative learning and autonomy support in reducing student incivility. *Learning and Individual Differences, 19*, 293-298.

Refereed Journal Articles

¹Ciani, K. D., Easter, M. A., Summers, J. J., & Posada, M. L. (2009). Cognitive biases in the interpretation of autonomic arousal: A test of the construal bias hypothesis. *Contemporary Educational Psychology, 34*, 9-17.

¹Ciani, K. D., Summers, J. J., & Easter, M. A. (2008). "I should get special treatment in this course": Gender differences in academic entitlement among college students. *Journal of Genetic Psychology, 169*, 332-344.

¹Ciani, K. D., Summers, J. J., & Easter, M. A. (2008). A "top down" analysis of teacher motivation. *Contemporary Educational Psychology, 33*, 533-560.

¹Ciani, K. D., Summers, J. J., Easter, M. A., & Sheldon, K. M. (2008). Collaborative learning and student motivation: Does choice in group formation matter? *Educational Psychology, 28*, 627-641.

²Rodgers, K. A., & Summers, J. J. (2008). African American students at predominantly white institutions: A motivational and self-systems approach to understanding retention. *Educational Psychology Review, 20*, 171-190.

Summers, J. J., & Svinicki, M. D. (2007). Investigating classroom community in higher education. *Learning and Individual Differences, 17*, 55-67.

Summers, J. J. (2006). Effects of collaborative learning on individual goal orientations from a socio-constructivist perspective. Special Issue of the *Elementary School Journal: The Interpersonal Contexts of Motivation and Learning, 106*, 273-290.

Summers, J. J., Beretvas, S. N., Svinicki, M. D., & Gorin, J. S. (2005). Evaluating community and collaborative learning. *Journal of Experimental Education, 73*, 165-188.

Summers, J. J., Waigandt, A., & Whittaker, T. A. (2005). A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class. *Innovative Higher Education, 19*, 233-250.

Summers, J. J., Schallert, D. L., & Ritter, P. M. (2003). The role of social comparison in students' perceptions of ability: An enriched view of academic motivation in middle school students. *Contemporary Educational Psychology, 28*, 510-523.

Summers, J. J., Svinicki, M. D., Gorin, J. S., & Sullivan, T. (2002). Student feelings of connection to the campus and openness to diversity and challenge at a large research university: Evidence of progress? *Innovative Higher Education, 27*, 53-64.

Work in progress

Summers, J. J., & Falco, L. D. (revise and resubmit). The development and validation of a new measure of adolescent purpose. *Journal of Experimental Education*.

Falco, L. D., & Summers, J. J. (in preparation). Social persuasions and the relation to STEM self-efficacy in middle school.

Summers, J. J., & Turner, J. E. (in preparation). Group processes in college classrooms: A control-value theory approach.

Summers, J. J. (in preparation). Group efficacy beliefs in cooperative learning contexts.

² Publication with former graduate student(s)

SCHOLARLY PRESENTATIONS (last five years)

Conferences

- Turner, J. E., & Summers, J. J. (August, 2017). Group processes in college classrooms: A control-value theory framework. Poster presented at the biennial meeting of the European Association for Research in Learning and Instruction, Tampere, Finland.
- Summers, J. J., Falco, L. D., & Metzger, S. (April, 2017). Social persuasions: Sources and relation to STEM self-efficacy. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Falco, L. D., & Summers, J. J. (April, 2016). The MAP to purpose: A model of youth purpose, motivation and civic engagement in adolescence. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Falco, L. D., & Summers, J. J. (March, 2016). Supporting STEM career development among high school girls: A small group intervention. Poster presented at the annual meeting and exposition of the American Counseling Association, Montreal, Canada.
- Turner, J. E., Summers, J. J., Liu, S., & Almond, R. (April, 2015). Investigating students' emotional dynamics when working in small groups. Symposium paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Summers, J. J., Turner, J. E., & Liu, S. (April, 2014). Group processes in college classrooms: A control-value theory framework. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Summers, J. J., Vega, R. I., & Turner, J. E. (August, 2012). Group processes in college classrooms: A control-value theory framework. Paper presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Falco, L. D., & Summers, J. J. (March, 2012). Toward a unifying model of adolescent purpose, motivation, civic engagement, and occupational choice. Poster presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.

Colloquia (invited)

- 9/11 What role does community, family, or cultural context play in the motivation to learn?
Invited discussion given at the ITEST Convening: Advancing Research on Youth Motivation in STEM, Boston, MA

Seminars (invited)

- 8/12 If I knew then what I know now! – Lessons for early career psychologists. Presentation to be given at the annual meeting of the American Psychological Association.
- 4/11 Initiating and completing research projects. Presentation given at the annual meeting of the American Educational Research Association, New Orleans, LA.

GRANTS AND CONTRACTS (awarded or pending)

National

- 2018 **National Institutes for Justice.** Training School Resource Officers to Improve School Climate & Student Safety Outcomes. (Research PI as subcontract for Arizona Department of Education: \$315,112).

- 2018 **Institute for Education Sciences – Small Business Innovation Research:** Teacher Attitudes Toward a Training and Coaching App (Key Personnel: \$200,000; under review)
- 2018 **Center for Education and Research on Language Learning, University of Arizona (funded by Department of Education):** Film School for Future Scientists: Teaching Students to Make Meaning in Multimodal Ways (PI: \$40,000; under review)

State/University

- 2013 **University of Arizona Foundation Grants and Awards Faculty Seed Program:** Self-determination and teen pregnancy (PI: \$9,980)
- 2007 **University of Missouri Alumni Association Faculty Development Incentive Grants Program:** The relationship between mastery-avoidance and test anxiety: A theoretical and practical issue in undergraduate classrooms (PI: \$2,000)
- 2004 **University of Missouri Research Council Grant:** Self-determination and teen pregnancy (PI: \$7,406)
- 2003 **University of Missouri Faculty Grant Writing Institute:** Self-determination and teen pregnancy: A psychological needs model of academic resiliency (PI: \$6,000)

TEACHING AND ADVISING

List of courses taught during last 5 years

Course Title	Semester	Enrollment
Introduction to Research in Education (TTE 570)	Spring 2018	10
Learning Strategies for Youth and Adults (TLS 310)	Fall 2017	28
Introduction to Research in Education (TTE 570)	Summer 2017	10
Problems of Practice in STEM classrooms (TTE 572)	Summer 2017	5
Schooling in America (TLS 350)	Spring 2017	32
Learning Strategies for Youth and Adults (TLS 310)	Fall 2016	11
Learning Strategies for College Students (TLS 496C)	Spring 2016	9
Introduction to Research in Education (TTE 570)	Spring 2016	5
Action Research Workshop (TTE 597r – 2 sections)	Fall 2015	30
Introduction to Research in Education (TTE 570)	Spring 2015	7
Learning Strategies for College Students (TLS 496C)	Spring 2015	22
Learning Strategies for College Students (TLS 496C)	Fall 2014	14
Disciplined Inquiry in Education (TTE 596C)	Summer 2014	10
Disciplined Inquiry in Education (TTE 596C)	Spring 2014	5
Disciplined Inquiry in Education (TTE 596C– 2 sections)	Summer 2013	25
Disciplined Inquiry in Education (TTE 596C)	Spring 2013	5
Action Research Workshop (TTE 597r – 2 sections)	Fall 2012	55

Dissertations directed

Giles Dennis, L. (2013). *Multiplication achievement and self-efficacy in third and fifth-grade students: Effects of cross-age peer tutoring and skill training* (University of Arizona)

Shealy, L. (2011). *Building an early warning system to identify potential dropouts*. (University of Arizona)

Hernandez, D. (2011). *An exploration of the relationship between relatedness, identity threat and academic achievement in minority students in higher education*. (University of Arizona)

Easter, M. A. (2010). *The influence of learners' motivational schemas and learners' affect on changes to achievement goals: A test of the Cognitive Change of Motivational Beliefs Model*. (University of Missouri-Columbia)

Dissertations Directed (continued)

Ciani, K. D. (2009). *Mathematics teacher instruction, classroom goal structure, and student motivation: A test of achievement goal theory*. (University of Missouri-Columbia)

Rodgers, K. A. (2007). *African American students at predominantly white institutions*. (University of Missouri-Columbia)

Kay, D. (2006). *The influence of early childhood education teachers' beliefs on curriculum implementation and classroom practice*. (University of Missouri-Columbia)

MA Theses directed

Hale Thomas-Hilburn (2010). *Getting back on track: A qualitative study of former high school dropouts*. (University of Arizona)

Sotardi, V. A. (2008). *Extraversion and academic cheating: An investigation of social and biological factors*. (University of Arizona)

Easter, M. A. (2005). *Exploring changes in college students' attributions after participation in a learning strategies course*. (University of Missouri-Columbia)

Rodgers, K. A. (2004). *African American students at predominantly white institutions: Toward a revised retention model*. (University of Missouri-Columbia)

SERVICE

Current Affiliations and Service Activities

1996 – present **American Educational Research Association**
Motivation in Education SIG
Program Chair, 2012-2014
Treasurer, 2006 – 2008
Division C, Learning and Cognition

2005 – present **Southwest Consortium for Innovative Psychology in Education**
Past-President, 2015 – 2017
President, 2013 – 2015
President-Elect, 2011 – 2013 (organized and planned 2013 conference)
Historian, 2009 – 2011
Member-at-Large, 2007 – 2009

College and University Service Activities

2018 – present Chair of the Faculty, University of Arizona
2016 – 2018 Annual Review Committee, Teaching, Learning, and Sociocultural Studies
2015 – 2018 Awards and Operations Committee, Teaching, Learning, and Sociocultural Studies
2015 – 2017 College Council, College of Education
2015 – 2016 Faculty Search Committee (TLS targeted search)

2014 – 2015	Promotion and Tenure Committee, Teaching, Learning, and Sociocultural Studies
2013 – 2014	Annual Review Committee, Teaching and Teacher Education
2010 – 2012	Curriculum Committee, Teaching and Teacher Education
2008 – 2010	Academic Programs Committee, University of Arizona

Journal Reviewer Assignments

Frontiers in Educational Psychology (current editorial board member)
American Educational Research Journal (former editorial board member)
Contemporary Educational Psychology (former editorial board member)
Journal of Experimental Education (former editorial board member)
Review of Educational Psychology (former editorial board member)
Educational Psychologist
Journal of Counseling Psychology
The Elementary School Journal
Journal of Adolescent Research
Learning and Instruction
Journal of Early Adolescence
European Journal of Psychology of Education
Journal of Educational Psychology
Teaching and Teacher Educatio

4.11. Yang Xiao-Desai 蕭揚

Associate Professor
Department of Modern Languages & Literatures
San Francisco State University

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EDUCATION

University of Hawai'i at Manoa	Ph.D. (2010), Chinese Linguistics and Pedagogy
Chinese University of Hong Kong	Eu Tong Sen Fellow (2006-2007), China Studies
Hunan Normal University, China	M.A. (2000), Chinese Linguistics
	B.A. (1997), Chinese Language Education

PROFESSIONAL EXPERIENCE

San Francisco State University (2014 - present)

Associate Professor, Dept. of Modern Languages & Literatures (2018-)
Assistant Professor, Dept. of Modern Languages & Literatures (2014-2018)
Curriculum Consultant, Chinese Flagship Linkage Program (2015 – present)
Associate Director, Chinese Flagship Program (Fall, 2015)

University of South Carolina (2012 - 2014)

Consulting Faculty, Linguistic Program (2013 - 2014)
Assistant Professor, Department of Languages, Literatures, and Cultures

University of California, Davis (2007-2012)

Acting Coordinator of Chinese Language Program (2010-2011)
Lecturer, Department of East Asian Languages and Cultures

Middlebury College, Summer Chinese School (2006 & 2007)

Instructor, Level 2 Chinese

University of Hawai'i at Manoa (2003-2006)

Teaching Assistant; Lecturer (fall 2006), Department of East Asian Languages and Literatures
Research Assistant, National Foreign Language Resource Center (2005)

Courses Taught

San Francisco State University

MLL 808 Second Language Acquisition
MLL 803 Technology in Language Education
MLL 751 Curriculum & Instruction II
CHIN 824 Testing and Assessment in Teaching/Learning CFL
CHIN 228 Chinese Language and Society
CHIN 111 Accelerated Elementary Chinese I
CHIN 101 Elementary Chinese

University of South Carolina

CHIN 777 Teaching Chinese in College
FORL 511 Teaching Foreign Languages in Secondary Schools
CHIN 398 Chinese Language and Society
CHIN 322 Intermediate Chinese
CHIN 321 Intermediate Chinese
CHIN 122 Basic Proficiency - Chinese Mandarin (Honors College)
CHIN 121 Elementary Chinese (Honors College)

University of California, Davis

CHN 114: Introduction to Classical Chinese (I)
CHN 10: Chinese Modern Literature in Translation
CHN 120: Advanced Chinese (Fourth-year Chinese)
CHN 1BL-3BL Bilingual Track Chinese for Heritage Learners
CHN1- 6: Elementary and Intermediate Chinese
CHN 197T: Tutoring in Chinese

Middlebury College (Summer Chinese School)

Chinese Level II

University of Hawai'i at Manoa

All levels of Chinese Language Classes

PUBLICATIONS

Edited Book

2018 **Xiao-Desai, Yang & Wong F. Ka.** *Explorations in Teaching Chinese as a Second Language: A Celebration of Lifetime Achievement of Professor Tao-chung Yao.*
Boston, Mass.: Cheng & Tsui.

Peer-reviewed Journal Articles

2018 **Xiao-Desai, Yang, Wong, K., & Magroney, C.** Utilizing social networks in language classes – Language production, interaction, and pedagogical considerations. *Journal of the National Council of Less Commonly Taught Languages*, Spring 2018

- 2017 **Xiao-Desai, Yang.** Ethnic identity and heritage language anxiety (). *Chinese Journal of Language Policy and Planning* 2(3), 38-55
- 2017 **Xiao-Desai, Yang & Wong, Ka.** Epistemic stance in heritage language writing – A developmental view. *Chinese as a Second Language Research*, 6(1), 73–102
- 2015 **Xiao-Desai, Yang, Wong, Ka, & Wu, Xiaohui.** Technology training in Chinese language teacher education: Content, concept, & context. *Journal of the National Council of Less Commonly Taught Languages* 17, 173-218
- 2014 **Xiao, Yang & Wong, Ka.** Exploring heritage language anxiety: A Study of Chinese Heritage Language Learners. *The Modern Language Journal*, 98(2), 589-611 DOI: 10.1111/modl.12085
- 2014 Mathur, MB, Patel, RB, Gould, M, Uyeki, TM, Bhattacharya, J, **Xiao, Yang**, Gilaspie, Y., Chae, C., & Khazeni, N. (2014) Seasonal patterns in human A (H5N1) virus infection: Analysis of global cases. *PLoS ONE* 9(9) DOI: 10.1371/journal.pone.0106171
- 2014 Patel, RB, Mathur, MB, Gould, M, Uyeki, TM, Bhattacharya, J, **Xiao, Yang**, & Khazeni, N. (2014) Demographic and clinical predictors of mortality from highly pathogenic Avian Influenza A (H5N1) virus infection: CART analysis of international cases. *PLoS ONE* 9(3). DOI: 10.1371/journal.pone.0091630
- 2011 Yao, Tao-Chung., **Xiao, Yang**, Magriney, C., & Wong, Ka. Teaching Chinese through interactive and collaborative online social networks. *Journal of Chinese Language Teaching and Research in the U.S.*, May 2011
- 2010 Wong, Ka & **Xiao, Yang**. Diversity and difference: Identity issues of Chinese heritage language learners from dialect backgrounds. *Heritage Language Journal*, 7(2), 153-187
- 2003 **Xiao, Yang.** A cognitive analysis of comparability of antonymous monosyllabic adjectives (). *Overseas Chinese Education* (), 2003(1), 24-28
- 2001 **Xiao, Yang.** Guidelines and principles in curriculum design for Chinese language teacher training program – Chinese writing system (). *Overseas Chinese Education* (), No.1, 2001, 10-18
- 2001 Chu, Zexiang, **Xiao, Yang**, & Zeng, Qingxiang. The markedness of Chinese coordinate phrases (). *Chinese Linguistics* 2001 (4)(4 2001)
- 1999 Chu, Zexiang, **Xiao, Yang**, & Zeng, Qingxiang. The comparability in ‘hen’-structure (“ ”). *Chinese Teaching in the World* (), 1999(1) 36-44

Book Chapters

- 2018 **Xiao-Desai, Yang.** Heritage learner pragmatics. In Taguchi, N. (Ed.) *Handbook of SLA and Pragmatics*. New York: Routledge (scheduled to appear in 2018)

- 2018 **Xiao-Desai, Yang.** Effect of technology-mediated tasks on heritage language writing anxiety. In Li, S. & Yuan, F. (Eds.) *Classroom-Based Research on Chinese as a second language*. New York: Routledge (scheduled to appear in 2018)
- 2017 **Xiao-Desai, Yang & Wong, Ka.** Explorations in teaching Chinese as a second language: An Introduction. In Xiao-Desai & Wong. (Eds.) *Explorations in Teaching Chinese as a Second Language: A Celebration of the Lifetime Achievements of Tao-chung Yao*. Boston, Mass.: Cheng & Tsui.
- 2017 Wong, Ka & **Xiao-Desai, Yang.** Exploring identity issues of Chinese heritage language learners from dialect backgrounds. In Xiao-Desai & Wong. (Eds.) *Explorations in Teaching Chinese as a Second Language: A Celebration of the Lifetime Achievements of Tao-chung Yao*. Boston, Mass.: Cheng & Tsui.
- 2017 Yao, Tao-Chung, **Xiao-Desai, Yang**, Magriney, C., & Wong, Ka. Chinese language pedagogy and collaborative online learning: Social network, blog, and game. In Xiao-Desai & Wong. (Eds.) *Explorations in Teaching Chinese as a Second Language: A Celebration of the Lifetime Achievements of Tao-chung Yao*. Boston, Mass.: Cheng & Tsui.
- 2017 Wang, Pingli & **Xiao-Desai, Yang.** A brief biography of Professor Tao-chung Yao and his major achievements () In Xiao-Desai & Wong. (Eds.) *Explorations in Teaching Chinese as a Second Language: A Celebration of the Lifetime Achievements of Tao-chung Yao*. Boston, Mass.: Cheng & Tsui.
- 2002 **Xiao, Yang.** Chinese coordinate adjectives (). In Chu, Z. (Eds.) *On Chinese Coordinate Phrases*. Changsha, Hunan: Hunan University Press. ().
- 2000 Chu, Z., Zeng, Q. & **Xiao, Yang.** NP coordination with two or more nouns, In Sheng X. (Eds.) *Essays and Reviews on Linguistics*. Changsha, Hunan: Yuelu Publishing House

Book Review

- 2015 **Xiao-Desai, Yang.** [Review of the book *Corpus Linguistics and Linguistically Annotated Corpora*, by Küebler Sandra & Zinsmeister, Heike]. *The Modern Language Journal*, 99 801-802. doi: 10.1111/modl.12287

Peer-reviewed Conference Proceeding

- 2012 Patel RB, Mathur, MB, Gillaspie, Y., **Xiao, Yang**, & Khazeni, N. Prognostic model of mortality following Human Influenza(A) H5N1. *The 34th Annual Meeting of the Society for Medical Decision Making* Oct. 2012

Invited Talks and workshop

- 2018 “Emotional and Social Factors of Heritage Language Speakers.” Invited talk at the Memorial Sloan Kettering Cancer Center Roundtable on Language, sponsored by the Immigrant Health and Cancer Disparities Center, New York, New York. Organizer: Lisa Diamond, Sloan Kettering, Jun 13, 2018

- 2018 “Technology-enhanced Second Language Learning and Research: Affordances, collaborations, and outcomes”, invited talk at the University of Alabama, Birmingham, Alabama, April 18, 2018.
- 2018 “I Feel Therefore I am: Stance and Identity in Heritage Language Writing.” Talk in the invited colloquium, “Globalization and Second Language Pragmatics: Implications for Research and Teaching” American Association for Applied Linguistics (AAAL) 2018, Chicago, Illinois. Organizer: Naoko Taguchi, Carnegie Mellon University, March 24, 2018
- 2017 “Epistemic Stance and Identity Positioning of Chinese Heritage Language Learners.” Invited talk by the Chinese Studies Research Group (San Francisco Bay Area), University of San Francisco, San Francisco, CA March 4, 2017
- 2017 “Using Facebook Group to Facilitate Language Production and Interaction.” Language Flagship Technology Innovation Center Symposium, San Francisco, March 9-10, 2017
- 2017 “Heritage Language Education and Research.” Invited colloquium at “International Forum of Chinese Language Teachers”(“ ”), Jan. 2017
- 2016 “edTPA and Teaching Chinese in Secondary Schools.” CLTAC 2016 Fall Workshop Program, San Francisco State University, October 22
- 2016 “SLA Empirical Research and L2 Classroom Practice.” Part of the Round Table Forum “Reflections on Empirical Studies in Teaching Chinese as a Second Language.” (invited expert), 2016 CLTA Second International Symposium on Chinese Teaching and Learning, April 1-3, 2016, University of Maryland, College Park, MD
- 2016 “Identity, Anxiety, and Online Writing – Heritage Language Research at the Crossroads of Linguistics and SLA”, invited talk at Asian Languages & Literature Colloquium, University of Washington, Seattle. Feb. 16, 2016
- 2015 “Differentiated Instruction, Technology, and Classroom-based Research.” Invited pedagogy-training workshop for teachers and language coordinators of Project GO (Global Officers), Funded by Defense Language and National Security Education Office, University of Kansas, Lawrence, Kansas, May 21-13,
- 2014 “L2 Online Writing by Learners of Chinese: Task Complexity and Individual Differences.” Invited colloquium (organizer and speaker), 33rd Second Language Research Forum, Columbia, South Carolina, Oct. 23-25,
- 2014 “Anxieties in Chinese Language Learning.” Invited collaboration to St. Olaf College, North Field, Minnesota, Sept. 26-28,
- 2014 “SMART Technologies in Chinese Language Classrooms.” Invited talk at Middlebury College (Summer Chinese School), Middlebury, Vermont, July.
- 2013 “Individual Differences in Heritage Language Acquisition.” Invited talk at the College of International Education, Dalian University of Technology, Dalian, China. Dec.
- 2013 “Use of Social Networks in Second/heritage Language Teaching and Research.” Invited talk at Wuhan Institute of Technology, Wuhan, China, Dec.
- 2013 “Research of Individual Differences in Second Language Acquisition: Study designs, methods, and tools.” Invited talk at the College of International Cultural Exchange, Central China Normal University, Dec.
- 2013 “Discourse Makers in Chinese Conversational Narrative.” Invited talk at the College of Language and Literature, Central China Normal University, Wuhan, China, Dec.

- 2013 “Exploring Heritage Language Identity and Anxiety.” Invited talk at the College of Language and Literature, Central China Normal University, Wuhan, China, Dec.
- 2013 “Individual Differences and Heritage Language Writing, Linguistics Talks.” Invited talk at the Linguistics Program, University of South Carolina, Apr.
- 2012 “A Learner Corpus of Online Chinese Writing.” Invited presentation at the Digital Humanities Center Open House, University of South Carolina, Nov.

Peer-reviewed Presentations

- 2017 “The Development of Epistemic Stance in Heritage Language Blogs”, 15th Conference of the International Pragmatics Association, Belfast, Northern Ireland, July 16 -21.
- 2017 “The Development of Epistemic Modality in Heritage Language Writing”, American Association for Applied Linguistics (AAAL) 2017 Conference, Portland, Oregon March 19-21.
- 2016 “Technology-enhanced Assessments in Learning Chinese as a Second Language.” Annual Convention of the American Council on the Teaching of Foreign Language, CLTA Annual Meeting, Boston, MA, Nov. 18-20.
- 2016 “Learning Strategies and Cognitive Complexity in Chinese Online Writing Tasks.” American Association for Applied Linguistics (AAAL) 2016 Conference, Orlando, Florida, April 9-12.
- 2016 “Individual Differences and Complexity of Chinese Online Writing Tasks.” 2016 CLTA Second International Symposium on Chinese Teaching and Learning, University of Maryland, College Park, MD. April 1-3.
- 2015 “Individual Differences and Learning with Technology-enhanced Activities.” Annual Convention of the American Council on the Teaching of Foreign Language, CLTA Annual Meeting, San Diego, California, Nov. 20-22.
- 2015 “Individual Differences, Writing Engagement, and Task Complexity in Chinese Online Writing Tasks.” The Sixth International Conference on Task-Based Language Teaching (TBLT 2015), Leuven, Belgium, Sept. 16-18.
- 2014 “Technology Enhanced Writing Activities: Design, Practice, & Assessment.” Annual Convention of the American Council on the Teaching of Foreign Language, San Antonio, Texas, Nov. 21-23.
- 2014 “Information Retrieval by L2 Writers: Factors Affecting Computer-assisted Second Language Writing Performance.” American Association for Applied Linguistics (AAAL), Portland, Oregon, Mar. 22-25.
- 2014 “Social Networks and Research in Accelerated Writing Instruction.” Southeast Conference of Association of Asian Studies, Duke University, Durham, NC, Jan. 17-19.
- 2013 “Incorporating Mobile Technology and Social Networks in Chinese Writing Instruction.” CLTA Annual Meeting, Orlando, FL, Nov. 21-24.
- 2013 “Anxiety, Identity, and Writing Activity in Chinese Heritage Language Classroom.” 32nd Second Language Research Forum, Provo, Utah, October 30-Nov. 2.
- 2012 “Written Learner Corpora - Construction, Analysis, and Pedagogical Application.” CLTA Annual Meeting, Philadelphia, PA, Nov. 15-18.
- 2012 “Empowering Students’ Interactivity and Proficiency Through Technology-Enhanced Activities.” Annual Convention of the American Council on the Teaching of Foreign Language, Philadelphia, PA, Nov.15-18.

- 2012 “Developing a Learner Corpus of Online Writing - at the Crossroads of Language Teaching and Linguistics Research.” The Third Annual Chinese Language Education Forum (CLEF), San Francisco, California, Nov. 10-11.
- 2012 “A Chinese Heritage Learner Corpus of Online Writing.” The Sixth Heritage Language Research Institute, UCLA
- 2012 “Discourse Markers in Chinese Conversational Narrative.” The 24th North American Conference of Chinese Linguistics, San Francisco, June.
- 2012 “Developing a Learner Corpus of Online Writing: at the Crossroads of Language Teaching and Linguistics Research.” Chinese Language Teachers Association of California, Spring Conference, San Francisco
- 2011 “Extensive Online Writing in Chinese Heritage Language Classes - Pedagogical Application and Learner Corpus Research.” Chinese Language Teachers Association of California, Fall Conference, San Francisco, October
- 2010 “Enhancing Chinese Writing Skill through Blogging: Empirical Research and Application.” Chinese Language Teachers Association Annual Conference, Boston, Nov.
- 2010 “Teaching Pragmatic Strategies with Film Clips.” Clipping the Curriculum: Integrating Clips into the Foreign Language Classroom, UC Berkeley, June.
- 2010 “Chinese Heritage Language Writing Anxiety: Research, Application and Impact.” The Fifth UC Language Consortium Conference on Theoretical & Pedagogical Perspectives (in Partnership with the East Coast Language Consortium), UC San Diego, April.
- 2010 “Diversity and Difference: Identity Issues of Chinese Heritage Language Learners from Dialect Backgrounds.” First International Conference on Heritage/Community Languages, UCLA, Feb.
- 2009 “Development of Chinese Discourse Markers: Diachronic Analysis and Cognitive Account.” 21st North American Conference on Chinese Linguistics, Rhode Island, June.
- 2008 “Chinese Heritage Language Writing Anxiety: Empirical Research and Pedagogical Implication.” Chinese Language Teachers Association Annual Conference, Orlando, Nov.
- 2005 “Decision-Making in Grammar Teaching - Understanding Learners’ Needs.” The 5th International Conference on Language Teacher Education, Minneapolis, May.
- 2005 “Pragmatic-focused Approach and Material Development – The Teacher’s Perspective.” Chinese Summer Institute – Pragmatics in CFL Classroom, Honolulu, July.
- 2002 “A Cognitive Analysis of Comparability of Antonymous Monosyllabic Adjectives.” The Seventh International Symposium on Teaching Chinese as a Foreign Language, Shanghai, Oct.

GRANTS AND AWARDS

- 2015 Faculty Affairs Travel Award to International Conference (\$1,000), San Francisco State University
- 2013 DLLC Internal Research Award (\$3,000), University of South Carolina
- 2012 Start-up Research Fund (\$50,000), University of South Carolina
- 2012 Professional Development Award (\$1,870), University of California, Davis

- 2008-11 UIIP Travel Grant (\$500), The Center for Excellence in Teaching and Learning, University of California, Davis
- 2007 Eu Tong Sen Memorial Fellowship (\$7,000), Chinese University of Hong Kong
- 2006 Excellence in Chinese Studies Award (\$500), University of Hawai'i at Manoa
- 2002-04 Web-based Chinese Teaching (collaborator), funded by the National Office of Teaching Chinese as a Foreign Language, PI: Prof. Wei Lu, Xiamen University
- 2002 Training Textbook for Overseas Chinese Language Teachers (collaborator), funded by the National Office of Teaching Chinese as a Foreign Language, PI: Prof. Ronglan Chen, Xiamen University
- 2000-02 A Multi-Perspective Investigation of the Structure of Coordination in Chinese Language (collaborator), funded by the National Social Science Foundation of China, PI: Prof. Zexiang Chu, Hunan Normal University
- 2000 Study on Nouns and Related Structures (collaborator), funded by the National Social Science Foundation of China, PI: Prof. Zexiang Chu, Hunan Normal University
- 2000 Outstanding Graduate Thesis (MA Thesis), Hunan Normal University

CAMPUS AND COMMUNITY SERVICE

Service to Professional Community

For organizations and conferences	Role/Service	Period
Chinese Language Teachers Association – US (CLTA-US)	Newsletter editor	2018 -
2018 American Association of Applied Linguistics (AAAL)	Abstract reviewer (SLA strand)	2017
2017 American Association of Applied Linguistics (AAAL)	Abstract reviewer (BIMH strand)	2016
Chinese Language Teachers Association (CLTA) SIG in Chinese as a second language research	Co-organizer	2016 - present
Chinese Language Teachers Association at California (CLTAC)	Newsletter editor Chair of news and media	2015 - 2017
The Third Chinese Language Education Forum (CLEF)	Review Committee	2013
The 33rd Second Language Research Forum (SLRF)	Faculty Advisor and Colloquium Organizer	2014
The 24th North American Conference on Chinese Linguistics (NACCL)	Organizing Committee Member, abstract reviewer, and Session Chair	2012

Chinese Language Teachers Association of California (CLTAC)	Webmaster	2008 - 2012
Advanced Placement Chinese Language and Culture (AP Chinese)	Reader	2008

For academic journals	Role/Service	Period
<i>Modern Language Journal</i>	Manuscript Reviewer	2018, 2017, 2016, 2015
<i>Language Learning & Technology</i>	Manuscript Reviewer	2017, 2016, 2015, 2013
<i>Heritage Language Journal</i>	Manuscript Reviewer	2017, 2016, 2014, 2013, 2012
<i>System</i>	Manuscript Reviewer	2017
<i>Linguistics and Language Compass</i>	Manuscript Reviewer	2017
<i>International Journal of Bilingual Education and Bilingualism</i>	Manuscript Reviewer	2016, 2015,
<i>Journal of Identity, Language, and Education</i>	Manuscript Reviewer	2016, 2013
<i>K-12 Chinese Language Teaching</i>	Ad-hoc Reviewer	2015-present

Service to Campus

San Francisco State University

Level	Role/Service	Period
University	Integrated Bilingual Education for Social Transformation (I-BEST)	2017 - present
University	Upper Division Certification Committee	2017 - present
University	International Training (Shanxi Normal University)	Spring 2016
University	Scorer, Performance Assessment for California Teachers (PACT)	2015
University	Judge, Confucius Institute Chinese Bridge Contest	2015
Department	Modern Languages & Literatures Task Force	2017
Department	The Committee for the Chair Mid-term Feedback	2016

Department	The Ad Hoc Committee for the Election of Acting Chair	Fall 2014
Department	Faculty Co-advisor, Phi Sigma Iota	2015 - 2016
Program	Chinese Program GTA selection and training	2014 - 2017
Program	Chinese Program Undergraduate Advisor (M to Z)	2015 - present
Program	Associate Director of Chinese Flagship Program	Fall 2015
Program	Curriculum Consultant, Chinese Flagship Linkage Program	2015 - 2017
Program	Chinese Flagship Program Tutor Training	2014 - present
Program	Chinese Flagship Program Resume Workshop	2015 - present

University of South Carolina

Level	Role/Service	Period
University	Education Committee for Master of Art in Teaching Degree in Foreign Languages	2013 - 2014
University	Fulbright Interview Committee - English Teaching Assistantships	2013
University	Consulting Faculty in the Linguistics Program	2013 - 2014
University	Providing Class experience for Carolina and McNair Scholars	2013
University	Judge, Palmetto Chinese Star Chinese Language Contest of South Carolina	2013
Department	Internal Research Award Committee	2014
Department	Curriculum Development Award Committee	2014
Department	Guest Speaker, Chinese Club	2013

4.12. Sunyoung Yang

Assistant Professor, Department of East Asian Studies
Faculty, Second Language Acquisition and Teaching
University of Arizona

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1512 E. 1st St.
Tucson, AZ 85721
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Email: sunyoungyang@email.arizona.edu

ACADEMIC EMPLOYMENT

2016-present Assistant Professor, Department of East Asian Studies, University of Arizona
Faculty, Second Language Acquisition and Teaching, University of Arizona

EDUCATION

2015 Ph.D., Anthropology, University of Toronto, Canada
The Korean Internet Freak Community and Its Cultural Politics, 2002–2011

2003 M.A., Sociology, Yonsei University, Seoul, South Korea
Changes of Popular Music Audience in the Development of Digital Technology
[Tigit’öl kisu toip e ttarün taejung ūmak suyongja ūi pyōnhwa yōngu]

1998 B.A., Sociology (major), Korean Language and Literature (minor), Liberal Arts
College; Yonsei University, Seoul, South Korea

AWARDS

2010 – 2011 Doctoral Completion Award, University of Toronto (\$28,000)

2004 – 2009 Connaught Scholarship for Outstanding International Students
University of Toronto (\$33,000 per year)

GRANTS AND FELLOWSHIP

2016 – 2019 Faculty Research Grant
Technology Enhanced Language Learning Cluster
University of Arizona (\$45,000)

- 2018 Junior Researcher Fellowship
Academy of Korean Studies (\$10,000)
- 2017 Research Grant
Center for Educational Resources in Culture, Language and Literacy
University of Arizona (\$5,000)
- 2010 – 2011 Travel and Research Fund of the Department of Anthropology
University of Toronto (\$500)
- 2010 – 2011 AAS Northeast Asia Council Grants for Japanese and Korean Studies (\$500)
- 2010 – 2011 Conference Grant of School of Graduate Studies, University of Toronto (\$500)
- 2008 – 2009 Field Research Grant, Center for Korean Studies, University of Toronto (\$2000)
- 2007 – 2008 Travel Grant of School of Graduate Studies, University of Toronto (\$1500)
- 2005 – 2006 Travel Grant of School of Graduate Studies, University of Toronto (\$1500)
- 2002 – 2003 Research Fellow of the Center for Youth and Cultural Studies
Yonsei University (\$10,000)

PUBLICATIONS

- 2017 Networking South Korea: Internet, Nation, and New Subjects
Media, Culture & Society 39(5): 740–749
- 2003 *Rewriting the Family* (Saero ssünün kajok iyagi), 438 pp.
Co-authored and edited with Haejoang Cho
Alternative Culture Corporation, Seoul, South Korea
- 2002 *Why, Now, Youth: The Story of the Haja Center*
(Wae chigüm ch’ongsonyün? haja sentö iyagi), 333 pp.
Co-authored with Haejoang Cho and Dongjin Seo
Alternative Culture Corporation, Seoul, South Korea
- Revise & Resubmit Discontent with Gender and Sexuality in *The Painter of the Wind*
Edited Volume tentatively entitled *Gender, Affect, and Media*
co-edited by Michelle Cho and Jesook Song
- Revise & Resubmit Loser Aesthetics: Korean Internet Freaks and Gender Politics
Feminist Media Studies
- Book “Loser” Aesthetics: Korean Internet Freaks and Cultural Politics

Manuscript
in progress

INVITED TALKS

- 2016 “The Korean Internet Freak Community and Its Gender Politics”
Department of East Asian Studies, University of Arizona (February 22)
- 2018 “Implications of User Communities and Cultures On Internet Governance”
Asia Pacific School on Internet Governance (July 11)

CONFERENCE ACTIVITY / PARTICIPATION

Panel Organized

- 2017 “Cyberwars and Street Politics in Korea and Japan” The 2017 Association for
Asian Studies (AAS)-in-Asia Conference, Seoul, South Korea (June)
- 2016 “Digital Media and Pop-Culture: The Construction of Socio-cultural Evidence on
the Global Neoliberal Stage” The 2016 American Anthropological Association
Annual Meeting, Minneapolis, MN (November)
- 2015 “Digital Media and Reconsidering the Boundaries of Youth in Japan and South
Korea” The 2015 American Anthropological Association Annual Meeting
Denver, CO (November)

Papers Presented

- 2017 “Not a Human but a Worm: The Rise of Right-wing Internet Politics in South
Korea” The 2017 Association for Asian Studies (AAS)-in-Asia Conference,
Seoul, South Korea (June)
- 2016 “Online Figures of Korean Internet Users”
The 2016 American Anthropological Association Annual Meeting
Minneapolis, MN (November)
- 2015 “Korean Internet Freak Youth and Their Politics of Loser Aesthetics”
The 2015 American Anthropological Association Annual Meeting
Denver, CO (November)
- 2015 “Networking South Korea: Internet, Nation, and New Subjects”
Digital Korea: History, Use, and Effects of New Communication Technologies
Perspectives on Contemporary Korea Conference Series V
Nam Center/Department of Communication Studies, University of Michigan
(November)

- 2013 “Playing with Gender Norms among Korean Fans in Online Space”
Workshop “Gender and Politics in Contemporary Korea”
Centre for the Study of Korea, University of Toronto (December)
- 2011 “Being Surplus: Korean Internet Addicts between Loser Aesthetics
and Aspiration for the Better Future”
The 2011 American Anthropological Association Annual Meeting
Montreal (November)
- 2011 “Gender Politics of Female Internet Addicts in South Korea” The 2011
Association for Asian Studies Annual Conference, Honolulu, HI (March)
- 2010 “Negotiating Multiple Intimacies: Internet Addicts’ Family Relations
in South Korea” The 2010 American Anthropological Association Annual
Meeting, New Orleans, LA (November)
- 2010 “Playing with Sexuality and Anonymity”
Hosted by the Congress of the Canadian Federation for the Humanities and
Social Sciences, The 2010 Canadian Anthropology Society Annual Conference
Montreal (June)
- 2010 “Internet Addicts as a New Form of the Relative Surplus-Population
in a Computer-mediated Society” Historical Materialism Conference
Toronto (May)
- 2008 “Expression and Image Online: Building an Evolving Personal Identity”
Workshop “Expression and Image Online: Building an Evolving Personal
Identity,” Hosted by Council of Europe, Internet Governance Forum 2008
Hyderabad (December)
- 2005 “Our Twisted Heroes: The Case of Korean Cloning Expert Dr. HWANG
Woo-suk” Society for East Asian Anthropology, American Anthropological
Association Conference, Hong Kong (July), Co-presented with Jeffrey Stark
- 2003 “The Development of P2P Technology and the Change in Audience” Human
and Computer Interaction Society of Korea, Pyungchang (February)
- 2002 “On-line Games and Youth” Human and Computer Interaction Society of Korea
Pyungchang (February)
- 1999 “Internet and Culture” Human and Computer Interaction Society of Korea
Pyungchang (February), Co-presented with Haejoang Cho

TEACHING

- 2018 EAS 352 “Class, Gender, and Family in Korea”
East Asian Studies, University of Arizona, Spring
- 2017 EAS 295 “Topics in East Asian Studies:
Exploring Ourselves through Contemporary East Asia as Method”
East Asian Studies, University of Arizona, Fall
- 2017 EAS 251 “Introduction to Korea through Film”
East Asian Studies, University of Arizona, Spring
- 2016 EAS 245 “Korean Pop Culture”
East Asian Studies, University of Arizona, Fall
- 2016 ANT 240H “Anthropology of the Contemporary World”
Anthropology, University of Toronto, Summer
- 2013 EAS 462H “Ethnographic Literature on Korea: Class, Gender, and Family”
East Asian Studies, University of Toronto, Summer
- 2012 ANT 437H “Special Problems in Sociocultural Anthropology:
Reading Ethnography on the Web”
Anthropology, University of Toronto Mississauga, Fall
- 2012 ANT 377H “Transnational Korean In and Outside the Peninsula”
Anthropology, University of Toronto, Spring

NONACADEMIC WORK

- 1999 – 2002 The Seoul Youth Factory for Alternative Culture (Haja Center)
Seoul Metropolitan Government and Yonsei University, South Korea
Director of Web Studio
- 2001 Nexon Corporation; Seoul, South Korea (March)
Internship, Planning Web Sites for On-line Games

PROFESSIONAL ACTIVITIES

- 2008 Internet Governance Forum / Internet Society’s 2008 IGF Ambassador
- 2003 The Third Asia Pacific Next Generation Camp, Vice Chair
- 2002 The Second Asia Pacific Next Generation Camp, Chair

- 2002 The Digital Camp for Teenagers, South Korea, Director
- 2001 The Second Internet Fiesta, Korean Chapter, Director
- 2000 – 2001 The First Digital Storytelling Festival, South Korea, Director

PROFESSIONAL MEMBERSHIPS

American Anthropology Association
The Association for Asian Studies
Internet Society

LANGUAGES

Korean: Native
English: Excellent
Chinese: Fair

Appendix B – Position Descriptions

Coordinator for Research and Outreach: The half-time Coordinator for Research and Outreach will support CERCLL by promoting, disseminating, and expanding the reach of the center’s activities. Specifically, the Coordinator for Research and Outreach will assist the Associate Director in identifying additional funding possibilities for expanding projects sponsored by the center, will coordinate events and programs, facilitate public communications about the center’s activities by liaising with community partners, and assist in the development of dissemination plans for projects sponsored by CERCLL.

Outreach Assistant: The Outreach Assistant (.33 FTE) will work directly with the Coordinator for Research and Outreach to promote, disseminate, and expand the center’s activities and will be primarily responsible for supporting and strengthening the network of communication between CERCLL and K-12 communities. This will include serving as a liaison between the center and foreign language educators, schools, and students. The Outreach Assistant will also assist with the coordination of events on an as-needed basis.

Communication and Social Media Assistant: The half-time Communication and Social Media Assistant will be shared equally by the Title VI centers at the UA (potentially CERCLL and three NRCs). The new hire will work with the media presence of all centers, working with UA News and local newspapers. Their responsibilities will include writing news articles and website updates on current Center events and public resources, updating the Center’s social media strategies to expand the Center’s presence (e.g., Facebook, Twitter, Instagram, and YouTube), updating websites, and creating advertising materials including flyers, brochures, etc. They will also assist with newsletters and email-marketing. The GA for Communications/Social Media will report to CERCLL's Associate Director.

PMF for Center									
1. Project Goal Statement: Develop and disseminate new and innovative materials in the form of Open Educational Resources (OERs) for teaching foreign languages, which promote the integration of 21st century literacies and intercultural thinking									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Create and publish 24 OERs with materials for teaching foreign languages (e.g., model activities, lessons and instructional units, teacher guides, corpora and repositories)	Recruit collaborators / consultants, and field-test created OERs in classrooms	Number of collaborators / consultants recruited	Annually	Program records	0	15	10	20	0
		Number of total participating classrooms in field-testing and/updating of OERs	Annually	Program records	0	12	32	46	0
	Collect feedback to improve materials	Number of feedback responses collected and analyzed (e.g., surveys, focus groups, interviews)	Annually	Program records (survey data)	0	6	16	20	12
	Publish OERs for teaching foreign languages	Number of resources developed and published	Annually	Program records	0	11	8	4	0
		Number of LCTLs targeted across materials	Annually	Program records	0	7	9	10	9

Appendix D. PMFs – CERCLL, LRC Application

		developed and published							
		Number of users across all materials developed and published	Annually		0	360	1500	1500	2100

PMF for Center									
2. Project Goal Statement: Support the professional learning of foreign language teachers, especially those teaching less-commonly taught languages, in the use of new and innovative teaching approaches through a variety of face-to-face and online opportunities									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Organize and host 42 K-16 professional development opportunities over the four-year grant cycle	Develop and conduct face-to-face professional learning opportunities for K-16 foreign language educators	Number of face-to-face professional learning opportunities developed and conducted	Annually	Program records	43	3	5	8	7
		Number of participants across all face-to-face professional learning opportunities (with emphasis on people from MSIs, community colleges, or school districts)	Annually	Program records (registration forms, sign-in sheets)	200	220	240	260	280
		Percentage of surveys yielding positive results for quality, usefulness, and meaningfulness across all face to	Annually	Program records (survey data)	80	80	85	85	90

Appendix D. PMFs – CERCLL, LRC Application

		face professional learning opportunities							
	Develop and conduct online and networked professional learning networks, webinars, and expert talks for K-16 foreign language educators	Number of online professional learning opportunities developed and conducted	Annually	Program records	0	6	2	5	6
		Number of participants across all online professional learning opportunities (with emphasis on people from MSIs, community colleges, or school districts)	Annually	Program records (registration forms, sign-in sheets)	90	100	120	140	160
		Percentage of surveys yielding positive results for quality, usefulness, and meaningfulness across all online professional learning opportunities	Annually	Program records (survey data)	80	80	85	85	90

Appendix D. PMFs – CERCLL, LRC Application

Create and publish resources for professional learning opportunities: 70 resources generated by workshops institutes, and webinars	Publish resources generated by professional learning opportunities	Number of online resources generated across all face to face and online professional learning opportunities	Annually	Program records	60	10	19	13	19
		Number of users accessing resources generated across all face to face and online professional learning opportunities	Annually	Program records (web analytics)	4000	4200	4400	4600	4800
	Publish resources generated by conferences and symposia	Number of online resources generated across events held	Annually	Program records	70	0	75	0	80
		Number of users across all materials generated by events held			6000	6200	6400	6600	6800

PMF for Center									
3. Project Goal Statement: Conduct and disseminate research on new innovative approaches for teaching foreign languages, especially to teachers of LCTLs and instructors at MSIs.									
2. Performance	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4

Appendix D. PMFs – CERCLL, LRC Application

Measures										
Carry out 1 in-depth research activity on teachers’ experiences, perspectives, and practices teaching LCTLs in K-12 schools, using the example of Chinese language teachers.	Develop and conduct survey of K-12 Chinese language teachers nationally in different school contexts	Number of surveys collected	Yr. 3 only	Program records	0	150	0	0	0	
	Develop and conduct case studies of K-12 Chinese language teachers nationally in different school contexts, ie: high vs. low Chinese HL presence	Number of case studies	Yr. 3 only	Program records	0	0	0	2	0	
	Disseminate results of research activity in the form of a handbook	Number of publications	Yr. 3 and beyond	Program records	0	0	0	1	0	
Give at least 50 informational presentations related to CERCLL projects from this grant cycle at local, national, and international professional events	Give informational presentations related to CERCLL projects	Number of informational presentations about CERCLL projects given	Annually	Program records and estimated head counts by presenters	0	10	5	20	15	
		Number of attendees			0	200	100	400	300	
Hold 2 conferences and 2 symposia over the four-year grant cycle, which facilitate the connection between research and practice	Develop and hold conferences and symposia for K-16 foreign language scholars and	Number of proposals received (select 65 for each conference and 15 for each	Biennially	Program Records (submission site)	335	345	0	355	0	

Appendix D. PMFs – CERCLL, LRC Application

	educators	symposium)		analytics)					
		Number of attendees (both onsite and remote via live streaming)	Biennially	Program records (registration forms)	500	0	550	0	650
		Percentage of surveys yielding positive results for quality, usefulness, and meaningfulness across all events held	Biennially	Program records (survey data)	90	0	90	90	90
Publish resources from conferences and symposia; 155 resources generated by conferences and symposia, all over the four-year grant cycle	Publish resources generated by conferences and symposia	Number of online resources generated across events held	Yrs. 2 and 4	Program Records	70	0	75	0	80
		Number of users across all materials generated by events held	Biennially	Program Records (web analytics)	6000	6200	6400	6500	6800

Appendix C: Letters of Support

1. University of Arizona

- Interim Vice President for Research, Graduate Studies and Economic Development, Kimberly Ogden
- Interim Vice Provost for Global Affairs; Dean of Global Campuses, Brent White
- Dean of the College of Humanities, Alain-Philippe Durand
- Dean of the College of Education, Bruce Johnson
- Dean of the College of Social and Behavioral Sciences, John Paul Jones
- Dean of the Graduate College, Andrew Carnie
- Research and Graduate Studies, Jane Zavisca, Associate Dean (regarding Provost and Center for International and Global Studies collaborations)
- Center for Middle Eastern Studies, Anne Betteridge, Director
- Center for Latin American Studies, Marcela Vasquez-Leon, Director

2. Advisory Board/Evaluation Team Member

- Micheline Chalhoub Deville (Chair, current and proposed Advisory Board member; evaluations expert)

3. Language Resource Centers

- Center for Advanced language Proficiency Education and Research (CALPER), James P. Lantolf, Director¹⁹
- Center for Advanced Research on Language Acquisition (CARLA), Kate Paesani, Director
- Center for Applied Second Language Studies (CASLS), Julie Sykes, Director
- Center for Open Education Resources in Language Learning (COERLL), Carl Blyth, Director
- National Foreign Language Resource Center (NFLRC), Julio C. Rodríguez, Director
- National Heritage Language Resource Center (NHLRC), Maria Carriera, Director
- Center for Urban Language Teaching and Research (CULTR), William Nichols

4. Other Organizations

- Maricopa Community Colleges, Kathryn Howard, Program Manager for International and Intercultural Education
- Cochise College, Dean of Liberal Arts, Eric Brooks

June 15, 2018

Beatrice Dupuy, PhD
Chantelle Warner, PhD
Co-Directors
Center for Educational Resources in Culture, Language, and Literacy (CERCLL)
Harvill Building, Room 241
1103 E. 2nd Street
Tucson, AZ 85721

Dear Beatrice and Chantelle:

I am pleased to support the Center for Educational Resources in Culture, Language, and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center for the coming four years.

Over the past 12 years, and with more than 20 projects developed through the Center, CERCLL has contributed in valuable ways to language and culture instruction and learning by creating resources, materials, and professional development opportunities for faculty, language teachers, and others interested in language education. The collection of activities in CERCLL's proposal for Title VI funding, especially the new focus on projects and initiatives in STEM learning, are strongly encouraged and supported by the University of Arizona (UA).

Research, Discovery & Innovation is responsible for advancing transformative excellence in research across campus and provides support for units that demonstrate an impact in research developments both at the UA and beyond. Given CERCLL's success in its first three rounds of funding, and the Center's successful collaboration with colleges, departments, centers, institutes, and units across the UA campus, I am happy to provide a total of \$210,000 over the course of the four years of the Title VI grant to be used towards CERCLL's activities and personnel in support of its research mission and to further its development as a local, regional, national, and international resource.

I look forward to further collaboration with CERCLL.

Sincerely,



Kimberly Ogden, PhD
Interim Vice President for Research



UA GLOBAL

888 N. Euclid Avenue
PO Box 210158
Tucson, AZ 85719

Ofc: 520-621-0350
Fax: 520-621-9500

global.arizona.edu

June 13, 2018

Dr. Beatrice Dupuy and Dr. Chantelle Warner, Co-Directors
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Harvill Building, Room 241
University of Arizona
Tucson, AZ 85721

Dear Drs. Dupuy and Warner:

I am pleased to support CERCLL's application for a Title VI Language Resource Center grant. Having served on CERCLL's Advisory Board in the current grant cycle, and recognizing CERCLL as a critical resource for educators, administrators and researchers in language and intercultural education, I hope to see CERCLL continue the important work that it has done over the last twelve years.

UA Global looks forward to collaborating with CERCLL on several activities planned for the 2018-2022 grant cycle; we have committed to providing \$20,000 in support over the coming four years. These programs are connected to what we see as one of the great challenges in the field of international education, namely the visibility of international learning, including foreign languages and intercultural knowledge and skills. Many institutions try to ensure basic global competency by establishing minimum foreign language requirements, developing new general education requirements or requiring students to study abroad. Both students and educators often celebrate the experiences individuals have while studying abroad or working closely with fellow students from other countries. However, proven and practicable means of measuring and describing student learning outcomes are lacking. CERCLL will create resources and provide platforms where advances in these areas will be shared.

Funds contributed to CERCLL's activities by UA Global will be put towards the costs of running the Intercultural Competence conference, and to providing scholarships to support scholars and practitioners in intercultural competence, global studies, and related fields to attend this biennial event. In addition, UA Global's funds will support educators attending CERCLL's biannual Language Teacher Symposia, and the exemplary projects developed as part of CERCLL's Professional Learning Online Networks (PLONs) to be presented at local and national language teacher conferences. The planned PLONs will focus on the following thematic areas: global communities, hybrid learning, language program direction, and teaching languages with texts (an extension of the existing Foreign Languages and the Literary in the Everyday Project).

UA Global is eager to work closely with CERCLL in the coming years on these and potentially other projects and highly supports CERCLL's Title VI grant application.

Kind regards,



Brent White
Dean, Global Campuses
Interim Vice Provost for Global Affairs

Date: June 18, 2018

To: Dr. Chantelle Warner and Dr. Beatrice Dupuy

From: Alain-Philippe Durand, Dean, College of Humanities (COH)

Alain-Philippe Durand
RE: Support from COH for CERCLL

Dear Dr. Dupuy and Dr. Warner,

As Dean of the College of Humanities (COH), I am pleased to support the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center. The College is investing in CERCLL at a much higher level than in the past, marking our College's unified commitment to strongly advancing language and culture study both here at the University of Arizona—in its many impactful language and culture departments—and also throughout the state. The combination of federal, University of Arizona, and College of Humanities sponsorship promises to enable an exponential expansion of CERCLL's capacity to organize and support language scholars and teachers from across the campus, the community, the state, and on a national level.

CERCLL has contributed to language instruction at the University of Arizona and further afield by creating resources, materials and professional development opportunities so that instructors may implement and/or maintain a multiliteracies approach in their courses. For example, the University of Arizona, German Studies and French and Italian Departments have adopted CERCLL's Hypermedia materials and resources generated by the FLLITE project; CERCLL's Global Simulation materials have been adopted into the Russian curriculum; K-12 teachers have used the language and culture kits and Common Core lists in their curricula; and many K-12 teachers throughout southern Arizona and further afield as well as faculty at institutions of higher education have used the online resources and attended the professional development events that CERCLL's Language Teacher Symposium (LaTeS), summer institutes, Intercultural Competence conferences and L2DL symposia have offered, all enabling venues for university engagement with the community, immediate and beyond.

Many of CERCLL's activities in this new application are vitally important to this college and are directed by our faculty members. Projects and initiatives led by COH faculty include:

- *Cross-Cultural Thinking Through Translation*, directed by Sonia Colina in the UA National Center for Interpretation
- *Teaching Less Commonly Taught Languages (LCTLs) in K-12 Schools: Case Studies from Chinese Teachers*, directed by Wenhao Diao in the Department of East Asian Studies, with Yang Xiao-Desai in the Department of Modern Languages and Literatures at San Francisco State University
- *Socio-Scientific Issues (SSI) in LCTLs Classrooms*, directed by Sunyoung Yang in the Department of East Asian Studies
- Four of the five *Professional Learning Online Networks (PLONs)* proposed for this grant cycle are led by COH faculty on the following topics:

- *Foreign Languages and the Literary in the Everyday*, directed by Chantelle Warner in the Department of German Studies
- *Hybrid Pedagogies*, directed by Beatrice Dupuy in the Department of French and Italian
- *Language Program Direction*, directed by Beatrice Dupuy and Chantelle Warner, in collaboration with the Center for Advanced Research in Language Acquisition (CARLA, at the University of Minnesota) and Center for Open Educational Resources and Language Learning (COERLL, at the University of Texas at Austin)
- *Teaching LCTLs in K-12 schools*, directed by Wenhao Diao in the Department of East Asian Studies
- *International Conference on the Development and Assessment of Intercultural Competence*, directed by Beatrice Dupuy and Chantelle Warner
- *Second Language Digital Literacies (L2DL): A Hybrid Symposium*, directed by Liudmila Klimanova in the Department of Russian and Slavic Studies, with Chantelle Warner

In addition to the projects and initiatives described above that we hope will be supported in part by the Title VI grant, CERCLL will be spearheading a series of activities that are wholly funded by the University of Arizona, especially by the College of Humanities. These include:

- *Foreign Languages, Literatures, and Cultures: Designing Programs for Today's World*, a workshop series and working group for faculty and graduate students at UA to share ideas based on current data, research, and best practices around how we can provide meaningful and relevant learning opportunities. This group will highlight several of the projects and initiatives developed by CERCLL.
- *Tucson Meet your Languages*, an annual booth at the local "Tucson Meet Yourself" festival, featuring native and expert speakers from world languages represented in Tucson.
- *University of Arizona Language Fair*, where department/program representatives and student groups associated with world languages and cultures taught at our institution can interact with the wider campus community.
- *Undergraduate and Graduate Fellows Programs* in which students will pursue research related to multilingualism, literacy, and culture, and for which the CERCLL co-directors will serve as faculty mentors.

The College of Humanities agrees to provide the following support:

- Partial funding for staff, graduate student assistants, undergraduate fellows, research support, and programming support, budgeted by CERCLL according to the Center's needs: \$75,000 per year for a total of \$300,000.

In addition:

- CERCLL PI's will devote 25% of their academic year effort to the project. COH will fund 25% less what is budgeted in direct payment from the CERCLL Title VI grant.

		Year				
Personnel	Effort	1	2	3	4	Total
Beatrice Dupuy	25%	\$23,904	\$24,621	\$25,360	\$26,121	\$100,005

Chantelle Warner	25%	\$18,984	\$19,554	\$20,140	\$20,744	\$79,422
			Total Salary + Fringe Benefits*			\$179,427

*less direct payments budgeted in the CERCLL grant budget

- COH will provide office space for CERCLL administration: 447 sq. ft. at \$25.19 sq. ft. = \$11,260 per year for a total of \$45,040.

- COH IT will provide desktop and web support for the project:

		Year				
Personnel	Effort	1	2	3	4	Total
IT Support	25%	\$19,024	\$19,595	\$20,183	\$20,788	\$79,589
			Total Salary + Fringe Benefits			\$79,589

- The School of International Languages, Literatures, and Cultures, Manager, Business and Finance and staff will provide financial and administrative support for the project:

		Year				
Personnel	Effort	1	2	3	4	Total
Manager, Business-Finance	10%	\$10,562	\$10,878	\$11,205	\$11,541	\$44,186
			Total Salary + Fringe Benefits			\$44,186

COH: Total Four Year Support for CERCLL: \$648,042

BRUCE JOHNSON

Dean and Professor
Paul L. Lindsey and Kathy J. Alexander Chair
Office of the Dean

1430 East Second Street
PO Box 210069
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June 15, 2018

Beatrice Dupuy and Chantelle Warner, Co-Directors
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Harvill Building, Room 241
University of Arizona
Tucson, AZ 85721

Dear Dr. Beatrice Dupuy and Dr. Chantelle Warner:

As Dean of the College of Education (COE), I am pleased to support the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center.

CERCLL has been contributing to language instruction at the University of Arizona and further afield by creating resources, materials, and professional development opportunities for our faculty so that they may maintain and develop their courses in multiliteracies. The projects and initiatives that CERCLL has included in its new application for funding that are particularly important to our college are

- *Advancing Second Language Composition through Socio-Scientific Issues*, directed by Blaine Smith with Jill Castek, faculty members in the Department of Teaching, Learning and Sociocultural Studies in my College;
- *Film School for Global Scientists*, directed by Jessica Summers in the Department of Teaching, Learning and Sociocultural Studies, with Lia Falco, from the Department of Disability and Psychoeducational Studies, and Jill Castek, Teaching, Learning and Sociocultural Studies;
- *Global Clubs towards Intercultural Curricula*, directed by Kathleen Short in the Department of Teaching, Learning and Sociocultural Studies;
- Activities in the Teaching and Learning Communities focus area, including the *Professional Learning Online Networks (PLONs)* (with one led by Kathleen Short, *Global Literacy for Intercultural Understanding*); BRITE talks; and the professional development events encompassed by LaTeS and CERCLL's summer institutes, three of which are led or co-presented by COE faculty;
- The International Conference on the Development and Assessment of Intercultural Competence, directed by Beatrice Dupuy of the Department of French and Italian in the College of Humanities, and

Chantelle Warner, a faculty member in the Department of German Studies in the College of Humanities.

I am committed to supporting CERCLL by providing:

- 10% of the salary + ERE = \$7,001 each year for four years, totaling \$28,004, for Rebecca Ballenger, Coordinator, Collections and Outreach: Teaching, Learning and Sociocultural Studies, who will devote 10% of her time to the *Global Clubs towards Intercultural Curricula* project and the professional learning network (PLON) led by Dr. Kathleen Short.
- 10% of the salary + ERE = \$14,071 each year for four years, totaling \$56,284, for Dr. Kathleen Short for the work she will be doing for CERCLL during the academic year.
- A Graduate Associate (GA) for Blaine Smith's *Advancing L2 Composition through Socioscientific Issues* in AY 2018-19 (the LRC grant year 1) at 0.25 FTE, at \$7,290 including salary, ERE and tuition remission. Split equally between CERCLL and COE.
- A GA for *Advancing L2 Composition through Socioscientific Issues* in AY 2019-20 (the LRC grant year 2) at 0.5 GA, totaling \$14,580 including salary, ERE and tuition remission. Split equally between CERCLL and COE.
- A GA for Jessica Summers' *Film School for Global Scientists* project in AY 2019-20 in summer and AY funding totaling \$10,049. Split equally between CERCLL and COE.
- A contribution to Filmstacker (the software used to edit and create shareable films) for the *Film School for Global Scientists*, with \$2000 paid by COE.
- Other support for the *Global Clubs towards Intercultural Curricula* project, in the form of community grants of \$1,000—three each in years 2 and 3 of the grant cycle.
- Space for the workshops and institutes that CERCLL sponsors through its professional development events—most notably the summer institutes in years 2 and 4 that will be led by Kathleen Short—which will be provided to CERCLL without the usual charge for use of such space for activities not under the aegis of the College of Education.

We look forward to our continued partnership with CERCLL.

Sincerely,



Bruce Johnson
Dean, College of Education
Professor of Environmental Learning & Science Education
Paul L. Lindsey & Kathy J. Alexander Chair



THE UNIVERSITY OF ARIZONA

College of Social
& Behavioral Sciences

OFFICE OF THE DEAN

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June 15, 2018

Drs. Chantelle Warner and Beatrice Dupuy
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Harvill Building, Room 241
1103 E. 2nd Street
The University of Arizona
Tucson AZ 85721

Dear Dr. Warner and Dr. Dupuy,

I am pleased to support the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center. CERCLL has been contributing to language and culture instruction at the University of Arizona and further afield by creating resources, materials, and professional development opportunities for faculty so they may maintain and develop their courses in multiliteracies. Several faculty members in the College of Social and Behavioral Sciences have led CERCLL projects over the past grant cycles and implemented the materials that were generated in their classes. Many of the projects that CERCLL has included in its new application for funding are very important to the College as well, and we are eager to contribute to the collection of activities that CERCLL has put together for their new Language Resource Center proposal.

If the Title VI grant is awarded to CERCLL, the College of Social and Behavioral Sciences will commit to supporting Shelley Staples' *Multilingual Academic Corpus of Assignments – Writing and Speech (MACAWS)*, by contributing to the costs of the Graduate Assistants required for that project. Three graduate students will be responsible for data collection for Portuguese and Russian; transcribing spoken texts and handwritten texts; processing digital texts; tagging and checking tags; preparing pedagogical material; assisting with summer workshop design; and creating webinars. SBS will fund 700 hours of their time on this project in the 2018-19 and 2019-20 academic years, for a total of \$14,000 (plus ERE). In addition, we would be pleased to cosponsor the Intercultural Competence conference in Spring 2020 and 2022, as we have done for the past four iterations of this events.

We look forward to our continued partnership with CERCLL.

Sincerely,

John Paul Jones III

Dean, College of Social & Behavioral Sciences



June 12, 2018

Anne H. Betteridge, Ph.D., Director, Center for Middle Eastern Studies
Beatrice Dupuy, Ph.D., Co-Director, Center for Educational Resources in Culture,
Language and Literacy
Chantelle Warner, Ph.D., Co-Director, Center for Educational Resources in Culture,
Language and Literacy
University of Arizona

Dear Drs. Betteridge, Dupuy and Warner:

I am pleased to inform you that the University of Arizona Graduate College will contribute to the funding for a **Graduate Assistant/Associate in Teaching (GAT)** if your grant submission to the U.S. Department of Education Title VI competition for FY 2018-2021 National Resource Center Program (NRC) and the Language Resource Center Program (LRC) is successfully funded. The funds will cover .125 FTE of a .25 FTE Graduate Assistant/Associate in Teaching to teach Arabic for the 2019-20 academic year provided the hire is a graduate student enrolled in the Graduate Interdisciplinary Program in Second Language Acquisition and Teaching. The annualized salary based on current 2018-19 rates in the School for Middle Eastern and North African Studies (MENAS) at the University of Arizona is \$34,200 plus 14.1% ERE of \$1,205.55 and tuition remission of \$5,858 that covers one half of the graduate base tuition. The Graduate College portion will be **\$6,342.48 for the 2019-20** based on the annualized salary, ERE, and tuition remission previously stipulated. The GAT position does not cover the remaining base graduate tuition, mandatory registration fees or additional tuition assessed by the program.

Please contact Dorian Voorhees, Associate Dean, Graduate College, at 626-6908 or voorhees@email.arizona.edu if you have any questions concerning this commitment.

Sincerely,

Dr. Andrew Carnie
Dean of the Graduate College and
Professor of Linguistics

Copy: R. Nielsen



June 19, 2018

Drs. Chantelle Warner and Beatrice Dupuy
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Harvill Building, Room 241
1103 E. 2nd Street
The University of Arizona
Tucson AZ 85721

Dear Chantelle and Beatrice,

The proposed new National Resource Center at the University of Arizona, the Center for International and Global Studies (CIGS), is excited to work with other Title VI centers on campus on a variety of common activities. Several items in our proposal for Title VI funding are significant for CERCLL's plans for the coming years, with some directly contributing to CERCLL projects, while others speak to the kinds of resources that are available to faculty working in the sphere of international education at our university, including those who are spearheading the projects and initiatives in CERCLL's proposal.

CIGS is committed to supporting the following CERCLL projects:

- For the *Global Literacies PLON* led by Kathy Short in the *Teaching/Learning Communities* project: two community connections supplies kits of \$1,000 each, for books, language materials and supplies to be used in these communities.
- Travel scholarships for educators attending CERCLL's summer institutes on 1) *Global Clubs for Globally-Minded Learners and Teachers* (Summer 2020), 2) *Fostering Global Scientists: Science, Technology and Society in the Language Classroom* (Summer 2021), and 3) *Global Literacy Communities: Curricular Strategies for Building Intercultural Understanding through World Languages and Global Literature* (Summer 2022). We will fund 4 scholarships at \$400 each, in years 2, 3, and 4 of the grant.
- Funding in the amount of \$1600 for a professional development workshop organized by the Center for Middle Eastern studies in year 3, in which shares materials developed by Mahmoud Azaz in the his *Tasks for Linguistic Complexity in Arabic* CERCLL project will be shared with participants.

We also plan to work with CERCLL in sharing the costs of a 0.5 FTE Communications and Social Media assistant, who will be hired within the College of Social and Behavioral Sciences to work with the four proposed Title VI centers on campus in promoting activities and resources through print and online venues (cost of \$32,000 to CIGS grant). An additional 0.25 FTE graduate assistant will be provided by the College of Social and Behavioral Science (SBS) to

work on the Community College and Minority Serving Institutions endeavors on which our four centers are proposing to collaborate over the coming four years (cost of \$64,000).

The University of Arizona Provost has committed \$176,000 of support for CIGS over the grant period. Of this, \$25,000 will be allocated to work with CERCLL for language curriculum and research collaborations (\$5000 in each of years 1 and 2; and \$7500 in each of years 3 and 4).

In addition, CIGS' proposal for Title VI funding includes plans to contribute to costs involved in Kathy Short's Storybox collection, in which global materials are shared with K-8 students and their families (in the amount of \$2100). The Storybox project arose from Dr. Short's previous work with CERCLL (her *Bringing Global Cultures and World Languages into K-8 Classrooms* CERCLL project) with Helios Foundation funding, and we are pleased to help further these groups of activities. We also have requested NRC funds (\$7900) for Sunyoung Yang for course-enhancement in the Korean language program here at the UA, which will be work related to Dr. Yang's *Socio-Scientific Issues (SSIs) in the LCTL Classroom* CERCLL project.

Also of interest to CERCLL-affiliated faculty are funding opportunities that our Center plans to provide, including grants for Professional Development for faculty in critical languages, mini faculty research grants, and small grants for curriculum development.

The total value of these commitments to CIGS collaborations with CERCLL is **\$139,400**, \$50,400 of which will be funded by the CIGS NRC grant, and the remaining \$89,000 by commitments from SBS and the Office of the Provost.

We look forward to working with CERCLL in internationalizing the curriculum both at the University of Arizona and further afield, by creating high quality resources and professional development opportunities over the coming four years.

Sincerely,



Dr. Jane Zavisca,
Associate Dean, Research and Graduate Studies
Associate Professor, Sociology
College of Social and Behavioral Sciences

June 16, 2018

Beatrice Dupuy and Chantelle Warner, Co-Directors
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Harvill Building, Room 241
1103 E. 2nd Street
University of Arizona
Tucson, AZ 85721

Dear Dr. Beatrice Dupuy and Dr. Chantelle Warner:

As Director of the Center for Middle Eastern Studies (CMES), a Title VI-funded National Resource Center at the University of Arizona since 1975, I am pleased to support and collaborate with the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center. CMES has collaborated with CERCLL on many of its projects, as well as on other activities initiated by CMES. The success of these ventures has encouraged our two units to continue collaborations in our applications for funding over the next four years.

In the upcoming grant cycle, CMES and CERCLL will be collaborating on creating materials for CERCLL's *Tasks for Linguistic Complexity in Arabic* project. We have committed to funding a portion of the work of a graduate assistant who will aid the Project Leader, Mahmoud Azaz. This 0.25 FTE position will be throughout year 2 of the grant, shared 0.125 on CMES, 0.125 on CERCLL, and 0.25 on the Graduate College.

In addition, CMES will continue to cosponsor CERCLL's *International Conferences on the Development and Assessment of Intercultural Competence*, as we have done for the first six iterations of the conference. We will provide \$500 in 2020 when the conference theme is *Internationalizing the Curriculum: The Role of ICC*, and again in 2022, for *Intercultural Interventions: Online and On the Ground*. In turn, CERCLL has agreed to contribute to the *Consortium Language Pedagogy Workshop*, which will be hosted by CMES in 2021. This workshop brings together researchers and teachers from six member institutions and interested others in the west and southwest U.S. who are developing new materials and pedagogies in Middle Eastern languages. CERCLL's *Tasks for Linguistic Complexity* project will be showcased at the event, and we will be pleased to accept travel funding for participants at our workshop on this project from both CERCLL and the new Center for International and Global Studies (CIGS).



CERCLL has been providing high quality professional development for language educators since its inception, and CMES hopes to assist in making these more accessible by offering travel scholarships for educators wishing to attend the **STEM institute** hosted by CERCLL in summer 2021. Our two centers have collaborated on other professional development over the years, and we are pleased to continue to do so focusing especially, this coming grant cycle, on work with regional community colleges. CMES, CERCLL, the Center for Latin American Studies and CIGS will be working together on several initiatives to internationalize the curriculum at these colleges.

CMES plans also to contribute to some additional activities on the UA campus that will be spearheaded by CERCLL, these organized through the College of Humanities. They include the *Foreign Languages, Literatures, and Cultures: Designing Programs for Today's World* series on best practices and creating meaningful and relevant learning opportunities on campus; *Tucson Meet your Languages*, an annual booth at the local "Tucson Meet Yourself" festival; and the *University of Arizona Language Fair*, where department/program representatives and student groups associated with world languages and cultures taught at our institution can interact with the wider campus community.

Finally, because we have so many activities and goals in common, CMES plans to share in the costs of a 0.5 FTE Communications and Social Media assistant, who will be hired within the College of Social and Behavioral Sciences to work with the four proposed Title VI centers on campus in promoting activities and resources through print and online venues. This position will be funded in equal parts by CMES, CERCLL, CIGS and the Center for Latin American Studies.

We look forward to our continued partnership with CERCLL.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Betteridge". The signature is fluid and cursive, with a large initial "A" and a long, sweeping underline.

Anne H. Betteridge
CMES Director



June 18, 2018

Chantelle Warner and Beatrice Dupuy, Co-Directors
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Harvill Building, Room 241
University of Arizona
Tucson, AZ 85721

Dear Drs. Chantelle Warner and Beatrice Dupuy,

The University of Arizona's Center for Latin American Studies (CLAS) is excited to collaborate with the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center in the 2018-2022 grant cycle. CLAS and CERCLL have worked together on several activities over the last decade or so, and plans are in place to continue to do so in the coming four years if our proposals for Title VI funding are successful.

CLAS has committed to contributing to the costs of personnel working on creating materials and disseminating products in two new CERCLL projects: we will provide \$2,000 in year 3 and \$3,000 in year 4 for work on the **Cross-Cultural Thinking through Translation and Interpretation project**, as well as travel funding of \$1,700 for Shelley Staples to present at a national conference on the materials created in the **Multilingual Academic Corpus of Assignments - Writing and Speech (MACAWS)** project.

In addition, given the success of CERCLL's **International Conferences on the Development and Assessment of Intercultural Competence**, CLAS will cosponsor the two events that fall in the coming grant cycle. We will provide \$500 in each of years 2 and 4, to contribute to the costs of running the conferences.

Our two centers recently collaborated on two **professional development engagements for Community Colleges**, and we are pleased to continue to do so focusing especially on work with Maricopa and Cochise Community Colleges. CLAS, CERCLL, the Center for Middle Eastern Studies (CMES) and the proposed Center for International and Global Studies (CIGS) will be working together on several initiatives to internationalize the curriculum at these colleges. In fact,, because we have so many activities and goals in common, these four Centers plan to share in the costs of a 0.5 FTE **Communications and Social Media assistant**, who will be hired within the College of Social and Behavioral Sciences to work with the four proposed Title VI

centers on campus in promoting activities and resources through print and online venues. This position will be funded in equal parts by CLAS, CMES, and CIGS.

Finally, we will contribute to three of the campus/community events that CERCLL will spearhead that are funded by the College of Humanities' contribution to CERCLL, rather than by CERCLL's Title VI grant. In each of the coming four years, we will contribute \$250 to *Tucson Meet Your Languages*. In years 2 through 4, we will provide \$500 for the *UA Language Fair*, and \$250 to *Foreign Languages, Literature and Culture: Designing Programs for Today's World*.

CERCLL and CLAS have worked together and with other units on the University of Arizona campus on a variety of co-sponsored activities over the past many years, and we hope to continue offering these kinds of opportunities through the 2018-2022 academic year. We look forward to our continued partnership with CERCLL.

Sincerely,



Marcela Vásquez-León, Ph.D.
Director, Center for Latin American Studies

Drs. Beatrice Dupuy, and Chantelle Warner (Co-Directors)
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
1423 E. University Blvd
University of Arizona
Tucson, Arizona 85721

June 16, 2018

Dear Drs. Dupuy and Warner:

I write in support of your Title VI proposal for the continued funding of CERCLL. CERCLL is to be congratulated on its outstanding accomplishments during its twelve years of existence. As a continued member of CERCLL's National Advisory Board (NAB), I have been abreast of the projects that you have undertaken over the years-- this cycle as well as previous cycles of funding.

CERCLL's projects have provided substantive contributions to a variety of areas related to foreign language learning, teaching, research, professional development, and outreach. The change in leadership from the previous funding cycle has proved to be seamless and has enabled CERCLL to continue to meet its commitments and achieve its goals. CERCLL's record of achievement is important in terms of its responsiveness to the needs of researchers and educators in the region and across the nation and its impact in various meaningful areas. My assessment reflects the views of other NAB members, as documented in the evaluative reports submitted.

CERCLL distinguishes itself from other Title VI centers with its focus on inter-cultural competence, cultural literacy, and digital literacies. Also, CERCLL's has shown durable engagement and leadership in K-12 issues. For example, in one of CERCLL's ongoing projects, Professor Short, has expanded in this funding cycle the scope of the 'culture' kits developed to focus on less commonly taught languages and cultures, including India (Hindi), Mali, Ghana, Senegal, and the Maori in New Zealand. These kits have been instrumental for teaching and learning in various settings. In another project, Professor Short, takes a close look at the Common Core (CC) guidelines for literary reading and creates for each grade level textual pairings between the CC text samples, which often include canonical works or works reflecting mainstream U.S. culture, with works in translation from a variety of countries from around the world.

CERCLL's L2 digital literacies commitments are rich and diverse. CERCLL has continued its outstanding symposium on L2 Digital Literacies. Also their plans to develop digitally networked professional learning communities for teachers and to create online professional development materials are noteworthy outreach efforts and teacher development innovations.

In closing, I endorse the statement in the NAB 2017 report: "The team of individuals leading and supporting the overall structure of CERCLL as well as the impressive variety of projects is capable, agile, and committed. Planning of new rounds of funding ... has proven to be successful." CERCLL is well positioned to meet its proposed obligations in the next grant cycle.

I congratulate you, again, on the success of your various projects and look forward to CERCLL's new and continued undertakings with the next funding cycle.

Warm regards,

A handwritten signature in black ink that reads "Micheline Chalhoub-Deville". The signature is written in a cursive, flowing style.

Micheline Chalhoub-Deville, Ph.D.

Professor, Educational Research Methodology, University of North Carolina at Greensboro

<http://erm.uncg.edu/>

President Elect, International Language Testing Association

<http://www.iltaonline.com/>



Center for Advanced Language Proficiency Education and Research
The Pennsylvania State University
305 Sparks Building
University Park, PA 16802
Tel.: 814 – 863-1212
<http://calper.la.psu.edu>

Beatrice Dupuy and Chantelle Warner, Co-Directors
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
Modern Languages 561
University of Arizona
Tucson, AZ 85721

June 10, 2018

Dear Beatrice and Chantelle,

The Center for Advanced Language Proficiency Education and Research (CALPER) supports the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center and pledges its support for the planned *International Conferences on the Development and Assessment of Intercultural Competence* in 2020 and 2022. CERCLL's focus on cultural issues makes it uniquely qualified to host the *Intercultural Competence Conference* and draw in perspectives from other entities. As a Language Resource Center focused on advanced proficiency, CALPER recognizes that intercultural competence and cultural awareness are of central importance to educating future generations of students. CALPER will support these efforts by funding four registration scholarships for teachers attending the conference in both years.

We look forward to partnering again with CERCLL in the next grant cycle and in particular to being a part of the dialogues that emerge out of the *Intercultural Competence Conference*.

Cordially,

James P. Lantolf, Greer Professor in Language Acquisition and Applied Linguistics
Director, Center for Advanced Language Proficiency Education and Research (CALPER)
Director, Center for Language Acquisition (CLA)

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Center for Advanced Research on
Language Acquisition
Global Programs and Strategy Alliance*

*140 University International Center
331 17th Avenue Southeast
Minneapolis, MN 55414 USA
Phone: 612-626-8600
Fax: 612-624-7514
www.carla.umn.edu
carla@umn.edu*

June 7, 2014

U.S. Department of Education
Title VI Language Resource Center Grant Program

Dear LRC Selection Committee:

The Center for Advanced Research on Language Acquisition (CARLA) is pleased to continue its collaboration with the Center for Educational Resources in Culture, Language, and Literacy (CERCLL) as we reapply for Title VI Language Resource Center funding. Our centers will work together on three projects: CERCLL's International Conference on the Development and Assessment of Intercultural Competence (ICC conference), CARLA's Language Teacher Education Conference (LTE conference), and CARLA's Language Program Direction project.

CERCLL's ICC conference, held every two years at the University of Arizona, has become a central hub for discussions on interculturality in language teaching and learning. CARLA will support these efforts by once again funding a plenary speaker in 2020, when the conference theme will be *Internationalizing the curriculum: The role of intercultural competence*. CARLA is particularly interested in this topic given its position in Global Programs and Strategy Alliance at the University of Minnesota, a unit that plays a pivotal role in internationalizing the campus and curriculum. This theme also dovetails with a number of CARLA's projects, including cultures and languages across the curriculum.

In the coming grant cycle, CARLA will continue to sponsor the biennial international LTE Conference, which it founded in 1999, and which provides language teacher educators the opportunity to share their research on teacher development and to learn about effective practices from their peers. CARLA will host the conference at the University of Minnesota in May 2019 with support from CERCLL and the Center for Urban Language Teaching and Research (CULTR). CERCLL has agreed to participate in the 2019 conference by sponsoring a plenary speaker topic of intercultural competence and teacher development.

One of CARLA's new proposed projects is a series of online self-study modules to support new and future postsecondary language program directors (LPDs) as they take on the myriad tasks for which they are responsible. CERCLL's co-directors have agreed to author two of these modules, one on conceptualizing and creating the syllabus (Dr. Beatrice Dupuy) and one on the LPD as scholar (Dr. Chantelle Warner). In addition, CERCLL will support scholarships for LPDs to attend a pre-conference workshop at the 2021 LTE Conference in Atlanta, where participants will be introduced to the modules developed for this project.

We look forward to our collaboration with CERCLL on these three important events, which will make significant contributions to improving the nation's capacity for teaching and learning language and culture.

Sincerely,



Kate Paesani, Ph.D.
Director, Center for Advanced Research on Language Acquisition (CARLA)
Affiliate Associate Professor, College of Liberal Arts



UNIVERSITY OF OREGON

June 5, 2018

Beatrice Dupuy and Chantelle Warner, Co-Directors
Center for Educational Resources in Cultural, Language and Literacy (CERCLL)
Modern Languages 561
University of Arizona
Tucson, AZ 85721

Dear Drs. Dupuy and Warner:

I am writing to support your Title VI Language Resource Center application to foster the development of intercultural competence and advanced literacies in foreign languages. The Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona has contributed significantly to our understanding and instruction of intercultural competence and to literacies in world languages.

We at the Center for Applied Second Language Studies (CASLS) look forward to our continued support of the Intercultural Competence Conference (ICC). This event has become a central meeting point for discussions of intercultural competence and language teaching. We will sponsor two scholarships to support educators' attendance to each conference during the grant cycle.

I look forward to our continued partnership with CERCLL to support the field of language education and acquisition.

Sincerely,

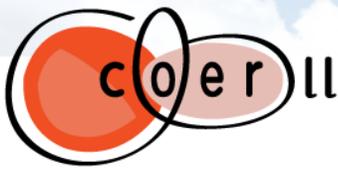
A handwritten signature in purple ink that reads "Julie M. Sykes".

Dr. Julie M. Sykes
Director, Center for Applied Second Language Studies (CASLS)
Associate Professor, Department of Linguistics

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)

5290 University of Oregon, Eugene OR 97403-5290 T (541) 346-5699 F (541) 346-6303 casls.uoregon.edu

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act



June 18, 2018

Drs. Chantelle Warner and Beatrice Dupuy
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
1103 E. 2nd Street
The University of Arizona
Tucson AZ 85721

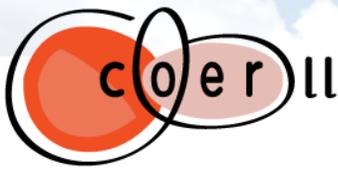
Dear Dr. Warner and Dr. Dupuy,,

The Center for Open Educational Resources and Language Learning (COERLL) is pleased to be collaborating with the Center for Educational Resources in Culture, Language and Literacy (CERCLL) on our applications for Title VI funding as National Foreign Language Resource Centers. We have agreed to work together on three shared endeavors.

COERLL will continue to work with CERCLL on our **Foreign Languages and the Literary in the Everyday (FLLITE)** project in the coming four years, a project on which our centers have collaborated for the last four years that takes the creative moments found in everyday language use as the basis for lessons in second language literacy. With support from the American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC), COERLL will host yearly workshops for the project. These events will provide us the opportunity to work with language program directors and their graduate students to write and publish lessons that will build on our existing collection of lessons in Chinese, French, German, Persian, Portuguese, and Spanish. A network of peer reviewers will provide feedback directly to the lesson authors, ensuring that this project produces quality materials for public use, but also serves as professional development for its participants. We will also continue to host the FLLITE website, where existing instructor-authored lessons can easily be expanded to include other less commonly taught languages.

In 2018-2022, CERCLL plans to create five Professional Learning Online Networks (PLONs), one of which will focus upon FLLITE. Participants in the FLLITE PLON will commit to post regularly about classroom activities, ideas and issues that have emerged from research-centered discussions that have resulted from the FLLITE resources and professional development opportunities. Each PLON will be supported by an engagement facilitator and university faculty from the University of Arizona and beyond, whose expertise relates to the needs of PLON members. Members will be supported in submitting proposals to regional and national conferences, and some travel funding will also be available.

In addition, COERLL and CERCLL will work with the Center for Advanced Research on Language Acquisition (CARLA) on the **Language Program Direction Project**, a series



of online self-study modules to support new and future postsecondary language program directors (LPDs). Our center directors have agreed to author three of these modules, one on conceptualizing and creating the syllabus (Dr. Beatrice Dupuy), one on the LPD as scholar (Dr. Chantelle Warner), and one by me on using open educational resources (OER) in language program direction. In addition, we will present on these materials at a pre-conference workshop at the 2021 LTE Conference in Atlanta, and support scholarships for LPDs to attend.

For CERCLL's **Intercultural Competence conferences** in 2020 and 2022, COERLL agrees to provide scholarship funding for teachers (\$150 each) as well as funding for one plenary speaker (\$1600). It is our hope that this project facilitate knowledge-sharing and collaboration central to our common goal of strengthening our nation's capacity for foreign language teaching and learning.

Given the strengths of COERLL and CERCLL, we are excited by the potential of these collaborative projects, and the continued successful joining of COERLL's strengths in open technology and language teaching with CERCLL's expertise in second language literacy. For this reason, we are excited to continue working with your center to promote access to quality teaching materials and pedagogies.

Sincerely,

A handwritten signature in black ink that reads "Carl Blyth". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Dr. Carl Blyth
Director, Center for Open Educational Resources and Language Learning (COERLL)
Associate Professor of French Linguistics, University of Texas, Austin

Dr. Beatrice Dupuy & Dr. Chantelle Warner
Center for Educational Resources in Culture,
Language, and Literacy (CERCLL)
University of Arizona

June 8, 2018

Dear Beatrice and Chantelle,

This is to confirm our commitment to partner with CERCLL at the University of Arizona to sponsor a TED Talk-style event at an upcoming ACTFL conference. As discussed, your LRC will provide funding for travel and a modest honorarium for a featured speaker. Similarly, the NFLRC commits support for logistics (professional videography, sound, slide design, event organization, and common website) as well as an additional featured speaker for the event.

CERCLL's International Conference on the Development and Assessment of Intercultural Competence has become a hub for discussions as well as a productive generator of scholarship on interculturality and language learning over the past 12 years. Because interculturality is a fundamental component in the design and implementation of quality project-based language learning experiences, the NFLRC will provide funding for two scholarships for teachers interested in Project-based Language Learning for each of the conferences CERCLL plans for the years 2010 and 2022.

We look forward to collaborating on these exciting opportunities to offer professional development and open materials for language educators.

Me ke aloha pumehana.


Julio C. Rodríguez
NFLRC Director

OLGA KAGAN
Director

1333 Rolfe Hall
Box 951411
Los Angeles, CA 90095-1411
phone: 310-825-2510
fax: 310-206-5183
<http://www.nhlrc.ucla.edu>

June 16, 2018

Drs. Chantelle Warner and Beatrice Dupuy
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
1103 E. 2nd Street
The University of Arizona
Tucson AZ 85721

Dear Dr. Warner and Dr. Dupuy,

The National Heritage Language Resource Center is pleased to collaborate with the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center. Our two centers will be working together on CERCLL's *International Conference on the Development and Assessment of Intercultural Competence*. CERCLL's focus on cultural issues makes it uniquely qualified to host the conference and draw in perspectives from other entities. The National Heritage Language Resource Center, with its focus on heritage language education will contribute by providing funding for a speaker related to these topics in the 2020 conference when the theme will be Internationalizing the Curriculum: The Role of Intercultural Competence.

We look forward to our partnership with CERCLL and with the other Language Resource Centers contributing to the Intercultural Competence conferences, and to the exchange of ideas that will take place at these events.

Sincerely,



Kathryn Paul

Associate Director

Center for Urban Language Teaching and Research

Mailing Address:
P.O. Box 3974
Atlanta, GA 30302-3974

In person:
18th Floor, 25 Park Place
Georgia State University
Atlanta, GA 30303

Phone: 404/413-5683



June 18, 2018

Drs. Chantelle Warner and Beatrice Dupuy
Center for Educational Resources in Culture, Language and Literacy (CERCLL)
1103 E. 2nd Street, Room 241
The University of Arizona
Tucson AZ 85721

Dear Drs. Beatrice Dupuy and Chantelle Warner,

The Center for Urban Language Teaching and Research (CULTR) is pleased to support CERCLL in their application for Title VI funding. CULTR's mission is to enhance the language proficiency, cultural awareness, and professional development for all learners and educators to establish diverse, enriching, and successful career pathways; this combines well with CERCLL's focus on culture and the development of multiple literacies in foreign languages, especially where CERCLL offers professional development opportunities for educators across the country.

CULTR will be collaborating on CERCLL's Intercultural Competence Conference in the next two iterations of this event. This conference has become a central meeting point for discussions centering on intercultural competence and language teaching, and it offers pre- and post-conference workshops wherein research is connected with practice and educators can receive Continuing Education hours. CERCLL's 2020 conference, Internationalizing the Curriculum: The Role of Intercultural Competence, and their 2022 conference, Intercultural Learning Abroad: Pre, During, and Post Pedagogical Interventions for Deeper Student Learning and Engagement, are themes that dovetail well with CULTR's mission. CULTR is therefore excited to have the opportunity to organize a workshop at each of these events featuring work from our center.

I look forward to CULTR's partnership with CERCLL, as both our centers work to create meaningful resources and opportunities for language teachers in our respective local and regional communities, as well as throughout the United States.

Sincerely,

A handwritten signature in blue ink, appearing to read "William J. Nichols".

William J. Nichols, Ph.D
Director, CULTR
wnichols@gsu.edu
404.413.6390



June 13, 2018

To Whom It May Concern:

I was delighted to learn that three University of Arizona (UA) centers are applying for US Department of Education National Resource Center support and another as a Language Resource Center -- and also that collaboration with community colleges is a priority for grant-funded projects.

The Maricopa County Community College District (MCCCD) has had very positive experience working with the UA Center for Latin American Studies (CLAS) and the Center for Middle Eastern Studies (CMES) in part via their participation in MCCCD's global forums and conferences. In recent years our faculty have been enthusiastic participants in the community college educators' workshops put on by CLAS, CMES and the Center for Educational Resources in Culture, Language and Literacy (CERCLL). We look forward to the involvement of the new Center for International and Global Studies (CIGS) as well. The centers' directors and outreach coordinators are wonderful colleagues, dedicated to sharing international studies knowledge and we are truly grateful to be working with them.

MCCCD includes ten colleges in the greater Phoenix area, serves over 200,000 students, and is committed to international and intercultural education and globalization efforts. Five of our colleges are Hispanic Serving Institutions and one is a Minority Serving Institution. The District's Office of International and Intercultural Education hosts a biannual Global Engagement conference and annual Global Forums. The one-day Global Engagement conference offers important opportunities for the centers to give presentations and engage with our faculty in the conference exhibit area. The Global Forum is usually focused on a particular country or region. Working with the centers addresses a need we have to secure qualified speakers for the Global Forum. An internationalization partnership with all four centers will be a perfect match to assure that our many interested faculty members are able to hear from a varied roster of well-qualified area studies experts.

Due to the active involvement of CMES' outreach director, Lisa Adeli, MCCCD developed a particularly close relationship with the Center for Middle Eastern Studies over the last few years. Perhaps most notably, Maricopa was awarded a Fulbright-Hays Group Projects Abroad Curriculum Development grant to take a team of Arizona educators to the Balkans in the summer of 2017. Dr. Adeli and I co-led the program, which was planned in collaboration with CMES. As a result

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PR/Award # P229A180015

The Maricopa Community College District is an EEO/AA institution.

of the program our spring 2018 Global Forum focused on Bosnia, Albania, and the history of Muslims in Europe. We look forward to expanding our collaborative programming with UA's Title VI centers in ways that will benefit both our faculty and students.

I understand that the centers have developed an International Studies Partnership Program (ISPP) to which community college faculty members may submit curriculum development proposals. ISPP fellows receive UA library privileges during their fellowship and each works with a UA faculty resource partner as an area expert. I am very pleased that the UA centers want to extend the program to include our faculty; it will constitute a meaningful form of professional development.

US Department of Education 2018-2021 funding of the centers will result in Maricopa's significant collaboration with three National Resource Centers and a Language Resource Center. This will serve to strengthen our global and international studies curriculum, and by extension increase our students' learning in these areas, and create a strong, multi-stranded relationship between the Maricopa County Community College District and all four centers.

My colleagues and I look forward to deepening our working relationship with UA's National Resource Centers and Language Resource Center.

Sincerely,



Kathryn Howard
Program Manager, International and Intercultural Education
Maricopa County Community College District



COCHISE COLLEGE

901 North Colombo Avenue – Sierra Vista, AZ 85635-2317 – 520-515-0500 – www.cochise.edu

June 11, 2018

To Whom It May Concern:

I am writing to express my support for a sustained partnership between Cochise College (a two-campus and two-center community college), and four centers at the University of Arizona (UA): the Center for Educational Resources in Language, Culture, and Literacy (CERCLL), the new Center for Global and International Studies (CIGS), the Center for Latin American Studies (CLAS), and the Center for Middle Eastern Studies (CMES). The partnership to internationalize the Cochise curriculum dovetails with Cochise College's mission by providing "accessible educational opportunities that are responsive to a diverse population..." and helping students to enrich their quality of lives by enabling them to better understand the world they live in.

We welcome the opportunity to internationalize the curriculum through a Cochise College faculty collaboration with UA faculty in the International Studies Partnership Program, in which a number of our faculty have already worked successfully with CMES. Many Cochise College classes can benefit from inclusion of carefully developed international content. Our faculty members continue to enjoy and learn from participation in substantive international studies weekend workshops for community college educators sponsored by CERCLL, CLAS and CMES, and appreciate the financial support that facilitates their participation. Involvement of CIGS faculty will further enrich workshop content and the value of the program to our faculty.

My colleagues, Tanya Biami, Art and Humanities Department Chair, and Dr. Ceci Lewis, English Department Chair, look forward to collaborating around the Cochise College Multicultural Film Series. Internationally-themed additions to the series will be of particular interest to Cochise students and faculty as well as community members, as the series is open to the public.

We appreciate the centers' offer to introduce high quality films about important issues in Latin America, the Middle East, and around the globe; provide well-qualified speakers to discuss the films; and build additional international studies activities around the film screenings. We are eager to develop these and other opportunities for Cochise students and the southeastern Arizona community in collaboration with the UA centers.

I understand that, should the centers succeed, the partnership will be created through a US Department of Education-funded project over four years, beginning in academic year 2018-19. I look forward to the proposed internationalization project, support of which would be an excellent use of federal funds. I am confident that the relationships and curricular transformation the partnership facilitates will be long lasting.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Brooks', with a long horizontal flourish extending to the right.

Eric Brooks, M.Ed., Ph.D.
Dean of Liberal Arts,
Cochise College
brookse@cochise.edu
(520) 515-3624 (Sierra Vista Campus)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 P.I. - Chantelle Warner (Reynwar)

Executive Budget

	8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22	Sum	% of Total Costs
	Yr 1	Yr 2	Yr 3	Yr 4		
1. Personnel	\$ 102,914	\$ 104,931	\$ 92,027	\$ 90,165	\$ 390,036	49.75%
2. Fringe Benefits	\$ 26,468	\$ 26,352	\$ 24,578	\$ 24,089	\$ 101,487	12.94%
3. Travel	\$ 11,484	\$ 6,974	\$ 19,936	\$ 17,246	\$ 55,640	7.10%
4. Supplies	\$ 2,350	\$ 4,500	\$ 5,300	\$ 2,500	\$ 14,650	1.87%
5. Other	\$ 39,075	\$ 40,281	\$ 39,166	\$ 47,301	\$ 165,823	21.15%
6. Total Direct Costs (Lines 1-5)	\$ 182,291	\$ 183,038	\$ 181,007	\$ 181,300	\$ 727,636	92.81%
7. Indirect Costs @ 8%	\$ 14,009	\$ 13,839	\$ 14,251	\$ 14,274	\$ 56,373	7.19%
8. Total Costs (Lines 6-7)	\$ 196,300	\$ 196,877	\$ 195,258	\$ 195,575	\$ 784,009	100.00%

University of Arizona
The Center for Educational Resources in Culture Language and Literacy

PI- Chantelle Warner (Reynwar)

Budget Summary

				8/15/18-8/14/19		8/15/19-8/14/20		8/15/20-8/14/21		8/15/21-8/14/22						Total					
				Yr 1		Yr 2		Yr 3		Yr 4											
				Yr 1		Yr 2		Yr 3		Yr 4											
1. Personnel	Project	Name	Title	Salary	FTE	Mo	FTE	Mo	FTE	Mo	FTE	Mo	Cost Share-	Cost Share-	Cost Share-	Cost Share-					
	Core-Admin supp	Warner (Reynwar), Chantelle	PI	\$ 78,000	0.19	2.25	0.19	2.25	0.19	2.25	0.19	2.25	\$ 14,500.00	\$ 14,350.00	\$ 14,195.50	\$ 14,036.37	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 20,918
	Core-Admin supp	Warner (Reynwar), Chantelle	PI	\$ 78,000	0.04	0.43	0.04	0.43	0.07	0.87	0.04	0.43					\$ 3,750	\$ 3,750	\$ 7,500	\$ 3,750	\$ 18,750
	Warner	Warner (Reynwar), Chantelle	PI	\$ 26,058	0.04	0.43	0.00	0.00	0.00	0.00	0.00	0.00					\$ 3,750				\$ 3,750
	Intercultural Comp	Warner (Reynwar), Chantelle	PI	\$ 26,058	0.00	0.00	0.04	0.43	0.00	0.00	0.04	0.43						\$ 3,750		\$ 3,750	\$ 7,500
	Teaching/Learning	Warner (Reynwar), Chantelle	PI	\$ 26,058	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00									\$ -
	L2DL	Warner (Reynwar), Chantelle	PI	\$ 26,058	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00									\$ -
	Core-Admin supp	Dupuy, Beatrice	Professor	\$ 93,000	0.19	2.25	0.19	2.25	0.19	2.25	0.19	2.25	\$ 23,250.00	\$ 18,100.00	\$ 17,945.50	\$ 17,786.37		\$ 5,150	\$ 5,305	\$ 5,464	\$ 15,918
	Core-Admin supp	Dupuy, Beatrice	Professor	\$ 31,069	0.03	0.36	0.02	0.24	0.03	0.36	0.02	0.24					\$ 3,750	\$ 2,500	\$ 3,750	\$ 2,500	\$ 12,500
	Intercultural	Dupuy, Beatrice	Professor	\$ 31,069	0.00	0.00	0.02	0.24	0.00	0.00	0.02	0.24									\$ 5,000
	Teaching/Learning	Dupuy, Beatrice	Professor	\$ 31,069	0.07	0.84	0.02	0.24	0.03	0.36	0.02	0.24					\$ 8,750	\$ 2,500	\$ 3,750	\$ 2,500	\$ 17,500
	Azaz	Mahmoud Azaz	Project Leader	\$ 24,365	0.04	0.43	0.03	0.31	0.01	0.06	0.00	0.00					\$ 3,500	\$ 2,500	\$ 500	\$ -	\$ 6,500
	Diao	Wenhao Diao	Project Leader	\$ 22,550	0.00	0.00	0.00	0.00	0.02	0.27	0.03	0.33							\$ 2,000	\$ 2,500	\$ 4,500
	ShortCom	Kathleen Short	Project Leader	\$ 35,613	0.000	0.00	0.014	0.17	0.014	0.17	0.014	0.17						\$ 2,000	\$ 2,000	\$ 2,000	\$ 6,000
	Summers	Jessica Summers	Project Leader	\$ 26,726	0.02	0.21	0.00	0.00	0.00	0.00	0.00	0.00					\$ 1,843				\$ 1,843
	Summers	Jill Castek	Associate Professor	\$ 29,987	0.02	0.21	0.00	0.00	0.00	0.00	0.00	0.00					\$ 2,068				\$ 2,068
	Summers	Lia Falco	Assistant Professor	\$ 25,056	0.02	0.21	0.00	0.00	0.00	0.00	0.00	0.00					\$ 1,728				\$ 1,728
	Summers	Holly Thomas-Hillburn	Coordinator	\$ 47,396	0.026	0.32	0.00	0.00	0.00	0.00	0.00	0.00					\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
	Yang	Sunyoung Yang	Project Leader	\$ 22,550	0.00	0.00	0.04	0.47	0.04	0.47	0.00	0.00						\$ 3,500	\$ 3,500		\$ 7,000
	Yang	Young Ae Kim	Asst. Research Scientist	\$ 50,000	0.00	0.00	0.02	0.18	0.02	0.18	0.00	0.00					\$ 1,000	\$ 1,000			\$ 2,000
	Intercultural Comp	TBA	Workshop Presenters	\$ 72,000	0.00	0.00	0.01	0.06	0.00	0.00	0.01	0.06						\$ 500		\$ 500	\$ 1,000
	Intercultural Comp	Yvonne Bourgeois	Tech Support	\$ 45,000	0.00	0.00	0.01	0.09	0.00	0.00	0.01	0.09						\$ 450		\$ 450	\$ 900
	Core-Admin supp	MacKay, Kate	Associate Director	\$ 64,959	1.00	12.00	1.00	12.00	1.00	12.00	1.00	12.00	\$ 42,872.94	\$ 42,210.36	\$ 41,527.90	\$ 40,824.97	\$ 22,086	\$ 22,749	\$ 23,431	\$ 24,134	\$ 92,400
	Core-Admin supp	TBA	Research Coordinator	\$ 48,000	0.00	0.180	2.16	0.186	2.23	0.191	2.29						\$ 8,400	\$ 8,652	\$ 8,912	\$ 9,179	\$ 35,142
	Teaching/Learning	Various	BRITE Talks Webinars	\$ 72,000	0.004	0.05	0.000	0.00	0.013	0.15	0.013	0.15					\$ 300		\$ 900	\$ 900	\$ 2,100
	L2DL	Liudmila Klimanova	Project Leader	\$ 21,715	0.000	0.00	0.069	0.83	0.000	0.00	0.069	0.83						\$ 1,500		\$ 1,500	\$ 3,000
	Core-Admin supp	TBA	Grad Asst- Social Media	\$ 34,200	0.125		0.125		0.125		0.125						\$ 4,275	\$ 4,275	\$ 4,275	\$ 4,275	\$ 17,100
	Azas	TBA	Grad Asst	\$ 34,200	0.000		0.0625		0.000		0.000						\$ -	\$ 2,138	\$ -	\$ -	\$ 2,138
	Colina	TBA	Grad Asst	\$ 34,050	0.000		0.1250		0.000		0.000						\$ 4,256				\$ 4,256
	Colina	TBA	Grad Asst	\$20/hr														\$ 2,500	\$ 2,500		\$ 5,000
	Diao	TBA	Grad Asst	\$20/hr														\$ 2,000	\$ -		\$ 2,000
	ShortCom	TBA	Grad Asst	\$20/hr														\$ 2,000	\$ 4,000	\$ 4,000	\$ 10,000
	Short-Club	TBA	Grad Asst	\$20/hr														\$ 1,000	\$ 1,000		\$ 2,000
	Short-Club	TBA	Grad Asst	\$20/hr														\$ 1,000	\$ 1,000		\$ 2,000
	Short-Club	TBA	Grad Asst	\$20/hr									\$ 4,400	\$ 4,400	\$ 4,400	\$ 4,400		\$ 4,400	\$ 2,000	\$ 15,200	
	Short-Club	TBA	Grad Asst	\$20/hr														\$ 1,000	\$ 1,000	\$ 500	\$ 2,500
	Smith	TBA	Grad Asst	\$31,296	0.188												\$ 5,868	\$ 3,912			\$ 9,780
	Staples	TBA	Grad Asst	\$20/hr														\$ 2,000			\$ 2,000
	Staples	TBA	Grad Asst	20/hr													\$ 9,000	\$ 5,000			\$ 14,000
	Summers	TBA	Grad Asst	20hr													\$ 4,446				\$ 4,446
	Yang	TBA	Grad Asst	20/hr														\$ 2,000			\$ 2,000
	Warner	TBA	Grad Asst	20/hr													\$ 2,000	\$ -			\$ 2,000
	Intercultural Comp	TBA	Grad Asst	20/hr														\$ 1,000		\$ 1,000	\$ 2,000
	Teaching/Learning	TBA	Grad Asst	20/hr													\$ 3,000	\$ 2,000	\$ 4,000	\$ 8,000	\$ 17,000
	L2DL	TBA	Student Worker	10.5/hr	76.19													\$ 800		\$ 800	\$ 1,600
													Personnel:				\$ 102,914	\$ 104,931	\$ 92,027	\$ 90,165	\$ 390,037
2. Fringe Benefits																					
	Faculty				31.20%								10745	11326	11079	10398	\$ 43,547				
	Staff				31.20%								11072	9937	10091	10534	\$ 41,634				
	Grad Asst				14.10%								4651	5073	3409	3141	\$ 16,274				
	Student Workers				2%								0	16	0	16	\$ 32				
													Fringe Benefits:				\$ 26,468	\$ 26,352	\$ 24,578	\$ 24,089	\$ 101,488

		8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22	Total
		Yr 1	Yr 2	Yr 3	Yr 4	
3. Travel	<i>Program</i>					
	Core - Administration and Project Support	\$ 10,740	\$ 3,200	\$ 7,740	\$ 10,140	\$ 31,820
	Azaz	\$ -	\$ -	\$ 1,700	\$ -	\$ 1,700
	Colina	\$ -	\$ -	\$ 1,700	\$ 1,700	\$ 3,400
	Diao	\$ -	\$ -	\$ -	\$ 1,700	\$ 1,700
	ShortCom	\$ -	\$ -	\$ 1,700	\$ -	\$ 1,700
	Short-Club	\$ -	\$ -	\$ -	\$ 1,700	\$ 1,700
	Smith	\$ -	\$ 1,700	\$ 1,700	\$ -	\$ 3,400
	Staples	\$ -	\$ -	\$ -	\$ -	\$ -
	Summers	\$ 438	\$ -	\$ -	\$ -	\$ 438
	Yang	\$ -	\$ -	\$ 1,700	\$ 1,700	\$ 3,400
	Warner	\$ -	\$ -	\$ -	\$ -	\$ -
	Intercultural Competence	\$ -	\$ -	\$ -	\$ -	\$ -
	Teaching/Learning Communities	\$ 306	\$ 2,074	\$ 3,696	\$ 306	\$ 6,382
	L2DL	\$ -	\$ -	\$ -	\$ -	\$ -
	Travel:	\$ 11,484	\$ 6,974	\$ 19,936	\$ 17,246	\$ 55,640
4. Supplies	<i>Program</i>					
	Core - Administration and Project Support	\$ 1,800	\$ 1,500	\$ 1,800	\$ 2,000	\$ 7,100
	Azaz	\$ -	\$ -	\$ -	\$ -	\$ -
	Colina	\$ -	\$ -	\$ -	\$ -	\$ -
	Diao	\$ -	\$ -	\$ -	\$ -	\$ -
	ShortCom	\$ -	\$ 2,000	\$ 3,000	\$ -	\$ 5,000
	Short-Club	\$ 250	\$ 500	\$ 500	\$ -	\$ 1,250
	Smith	\$ -	\$ -	\$ -	\$ -	\$ -
	Staples	\$ 300	\$ -	\$ -	\$ -	\$ 300
	Yang	\$ -	\$ -	\$ -	\$ -	\$ -
	Warner	\$ -	\$ -	\$ -	\$ -	\$ -
	Intercultural Competence	\$ -	\$ 500	\$ -	\$ 500	\$ 1,000
	Teaching/Learning Communities	\$ -	\$ -	\$ -	\$ -	\$ -
	L2DL	\$ -	\$ -	\$ -	\$ -	\$ -
	Supplies:	\$ 2,350	\$ 4,500	\$ 5,300	\$ 2,500	\$ 14,650
5. Other	<i>Program</i>					
	Core - Administration and Project Support	\$ 18,211	\$ 13,711	\$ 22,086	\$ 17,461	\$ 71,469
	Azaz	\$ 1,500	\$ 1,436	\$ 2,000	\$ -	\$ 4,936
	Colina	\$ 1,500	\$ 2,872	\$ -	\$ -	\$ 4,372
	Diao	\$ -	\$ -	\$ 5,000	\$ 2,500	\$ 7,500
	ShortCom	\$ -	\$ -	\$ -	\$ 1,560	\$ 1,560
	Short-Club	\$ -	\$ 1,560	\$ -	\$ -	\$ 1,560
	Smith	\$ 5,307	\$ 2,872	\$ -	\$ -	\$ 8,179
	Staples	\$ 1,140	\$ 1,800	\$ -	\$ -	\$ 2,940
	Summers	\$ 5,337	\$ -	\$ -	\$ -	\$ 5,337
	Yang	\$ -	\$ -	\$ -	\$ -	\$ -
	Warner	\$ -	\$ -	\$ -	\$ -	\$ -
	Intercultural Competence	\$ 300	\$ 7,200	\$ 300	\$ 8,700	\$ 16,500
	Teaching/Learning Communities	\$ 5,580	\$ 3,830	\$ 9,580	\$ 10,580	\$ 29,570
	L2DL	\$ 200	\$ 5,000	\$ 200	\$ 6,500	\$ 11,900
	Other:	\$ 39,075	\$ 40,281	\$ 39,166	\$ 47,301	\$ 165,823
6. Total Direct Costs (Lines 1-5)		\$ 182,291	\$ 183,038	\$ 181,007	\$ 181,301	\$ 727,637
Calculation of MTDC Base:						
Less: GAT Tuition Remission (included in Other)		\$ 7,178	\$ 10,051	\$ 2,871	\$ 2,871	\$ 22,971
Modified Total Direct Cost (MTDC)		\$ 175,113	\$ 172,987	\$ 178,136	\$ 178,430	\$ 704,667
7. Indirect Costs @ 8%		\$ 14,009	\$ 13,839	\$ 14,251	\$ 14,274	\$ 56,373
8. Total Costs (Lines 6-7)		\$ 196,300	\$ 196,877	\$ 195,258	\$ 195,576	\$ 784,011

CERCLL: Budget Narrative

CERCLL’s budget has been created to provide the most cost-effective way to support the 8 projects and 7 initiatives proposed for this grant cycle, while also maintaining the highest quality. In addition to the usual administrative and regulatory tasks required of CERCLL’s personnel, CERCLL’s staff will also undertake many of the logistical requirements of the projects—all organization for the two conference/symposia in this proposal (ICC and L2DL) and most Teaching/Learning Communities activities. Some activities are funded by collaborators (e.g., Sonia Colina’s time for the Cross-Cultural Thinking through Translation and Interpretation project by UA’s Center for Latin American Studies) and do not appear on this justification. For more details about contributions by other entities, see application Narrative Table 2 for collaborators list and Budget and Cost-Effectiveness section, as well as letters of support (Appendix C).

NB: Individual project/initiative budget spreadsheets follow the budget summary. These have the competitive priority activities marked with an asterix.

This budget lists Core Administration, followed by the projects/initiatives in this sequence with the first Project Leader listed:

- **Tasks for Linguistic Complexity in Arabic (Azaz)**
- **Cross-Cultural Thinking through Translation and Interpretation (Colina)**
- **Teaching LCTLs in K12 Schools (Diao)**
- **Global Literacy for Intercultural Understanding PLON initiative (Short).** Note that this is the only PLON with a separate budget; the others are all included in Teaching/Learning Communities. This is separated in our financial planning because it serves as a pilot model for the other PLONs (because of Kathy Short’s previous experience leading similar networks) and will have higher costs (per the LRC application guidelines, requesting itemized budget breakdowns per year for separate major activities/sub-projects).
- **Global Clubs towards Intercultural Curricula (Short)**
- **Advancing L2 Composition through SSI (Smith)**
- **MACAWS (Staples)**
- **Film School for Global Scientists (Summers)**
- **Socio-Scientific Issues (SSIs) in the LCTLs Classroom (Yang)**
- **Multiliteracies at the Museum (Warner)**
- **Intercultural Competence Conference (Dupuy and Warner)**
- **Teaching/Learning Communities (Dupuy and Warner)**
- **L2DL Symposium (Klimanova)**

1. Personnel

	Year 1	Year 2	Year 3	Year 4
Chantelle Warner (Reynwar), P.I. (CERCLL Co-Director) will devote .25 FTE during the academic year to overseeing Center activities. Minimal salary replacement funds are provided for her for one semester in each year; the balance of her salary is picked up by the College of				

Humanities as institutional commitment (see Appendix C, Letters of support).				
	5000	5150	5305	5464
<p>Dr. Warner (Reynwar) receives summer salary for her work on individual projects/initiatives Core Administration (all four years) and for which she is Project Leader: Multiliteracies at the Museum (Year 1) and the Intercultural Competence Conference (years 2 and 4). For the Core Administration in the summer, she will get funding for overseeing summer work on projects in Innovative Pedagogies, Curricula, and Materials and assisting Dupuy with initiatives in Teaching/Learning Communities. More money has been allotted to year 3, because of the large number of projects that will be nearing completion at that time. She will be the lead organizer of the ICC in years 2 and 4.</p>				
Core	3750	3750	7500	3750
Museum	3750			
ICC		3750		3750
<p>Like Dr. Warner, Co-Investigator Dr. Beatrice Dupuy (CERCLL-Co-Director) will devote .25 FTE during the academic year to overseeing all of the activities of the Center. Minimal salary replacement funds are provided for her for one semester in years 2 through 4; the balance of her salary is picked up by the College of Humanities as institutional commitment.</p>				
		5150	5305	5464
<p>Dr. Dupuy receives summer salary for her work overseeing all activity in year 1 in Core Administration (all four years), and on individual projects/initiatives for which she is Project Leader: the Intercultural Competence Conference (years 2 and 4) and Teaching/Learning Communities (all years). Dupuy will receive additional funds for Teaching/Learning Communities in year 1 because she will be overseeing the implementation plans for all projects in this category during Summer 2019.</p>				
Core	3750	2500	3750	2500
ICC		2500		2500
Teach/Learn	8750	2500	3750	2500
<p>Dr. Mahmoud Azaz will receive summer funding as Project Leader of Tasks for Linguistic Complexity in Arabic project in years 1 through 3 for research; training graduate students; preparing, scoring and analyzing data; creating materials; and presenting a workshop/webinar.</p>				
	3,500	2,500	500	
<p>Dr. Wenhao Diao will receive summer funding in years 3 and 4 of the grant for work directing the Teaching LCTLs in K12 Schools project.</p>				
			2,000	2,500

<p>Dr. Kathy Short receives summer funding for her work as Project Leader of the Global Literacy for Intercultural Understanding PLON initiative in years 3-4. Because of her previous experience in launching a PLON, she serves as a guide for the other 4 PLONs in this application. In addition, her time for the Global Clubs towards Intercultural Curricula project is funded entirely by the UA's College of Education (see Letters of Support, Appendix C).</p>		2,000	2,000	2,000
<p>Dr. Jessica Summers will receive summer funding as a Project Leader directing the Film School for Global Scientists project in year 1. Summers will lead the student data collection efforts and analysis, mentor the graduate assistant, coordinate the planning meetings/trainings, and do workshop/outreach/module development.</p>	1843			
<p>Dr. Jill Castek will receive flat fee summer funding as a Project Leader of Film School for Global Scientists in year 1. Castek will lead the teacher data collection efforts, and coordinate with Summers on developing protocol regarding qualitative data collection and analysis.</p>	2068			
<p>Dr. Lia Falco will receive summer funding as a Project Leader of Film School for Global Scientists in year 1. Falco will support Summers and Castek with data collection and analysis, coordinate the two sources of data as they relate to the research project, and spearhead publication of the teacher guide.</p>	1728			
<p>Holly Thomas-Hilburn will assist the leaders of the Film School for Global Scientists project. As Coordinator of Applied Programs at Arizona Project Wet, she will help coordinate School for Future Scientists curriculum development, teacher professional development, and ensure seamless coordination between the teams to allow a streamlined experience for teachers/students working with the overall project team. She will be paid supplemental compensation for this work.</p>	5000			
<p>Dr. Sunyoung Yang will receive flat fee summer funding in years 2 and 3 of the grant for work directing the Socio-Scientific Issues (SSIs) in the LCTLs Classroom project in years 2 and 3. (CIGS will pay her for additional time developing curriculum from this work, to be included in classes at the UA.)</p>		3500	3500	

<p>Dr. Young Ae Kim will receive flat fee summer funding in years 2 and 3 of the grant for work on the Socio-Scientific Issues (SSIs) in the LCTLs Classroom project in years 2 and 3. She will serve as content consultant with Dr. Yang, using her expertise in STEM education and curriculum design, and focusing upon science teacher education/professional development to design high quality materials. (CIGS will pay her for additional work developing curriculum from this project, to be included in classes at the UA.)</p>		1,000	1,000	
<p>Two UA educators will be recruited to present pre- or post-conference workshops at the Intercultural Competence Conference in years 2 and 4. Two @ \$250 in each or years 2 and 4.</p>		500		500
<p>Yvonne Bourgeois (Information Technology Support Analyst with the COH IT team) will provide on-site technical assistance at the Intercultural Competence Conference in years 2 and 4.</p>		450		450
<p>Kate Mackay will be Associate Director of the Center at 1.00FTE. The grant will fund .34 FTE with the remainder of .66 covered by the University. The Associate Director will be in contact with Washington as needed and will also be in charge of overseeing the smooth running of the Center as well as the projects on a daily basis—coordination of projects and dissemination activities, authorship of official reports, oversight of the CERCLL staff and graduate students, management of the budget, coordination of IT needs, grant writing assistance, etc. (see Plan of Operation in Narrative for more details). The amount increases by 3% each year to allow for increases in fringe/ERE.</p>	22,086	22,749	23,431	24,134
<p>The Coordinator for Research and Outreach (TBA) at .5 FTE (.175 on the grant, .215 on COH, .11 on RDI) will promote, disseminate, and expand the reach of the Center’s activities, including coordination of events. (See Plan of Operation in Narrative for more details). The amount increases by 3% each year to allow for increases in fringe/ERE.</p>	8400	8652	8912	9179
<p>Selected UA faculty will present webinars in the BRITE Talks series in Teaching/Learning Communities. Professional services fees @ \$300 per webinar over the summer.</p>	300		900	900

		1500		1500
<p>The Communication and Social Media Assistant: This Graduate Associate will be hired within the College of Social and Behavioral Sciences to work with the four proposed Title VI centers on campus in promoting all activities and resources through print and online venues. (See Plan of Operation section in Narrative and Appendix C for details.) They are paid on an 0.5 FTE contract (at the SBS rate) in all four years, shared between CERCLL, CMES, LAS, and CIGS.</p>				
	4,275	4,275	4,275	4,275
<p>A Graduate Associate from the Ph. D program in Second Language Acquisition and Teaching will work with Dr. Azaz in the Tasks for Linguistic Complexity in Arabic project to meet with the learners in individual sessions, conduct and analyze the interviews. They will be paid on an 0.25 FTE contract for the full year 2: 0.0625 on the CERCLL grant, 0.0625 on CMES, and 0.25 on the Grad College (see Letters of Support, Appendix C).</p>				
		2,138		
<p>A Graduate Associate will work with Dr. Colina in the Cross-Cultural Thinking through Translation and Interpretation project to aid in developing materials for the project and prepare for the teacher training. (Further administration and development will be done by Colina and with others working for NCI as part of their normal duties.) The student will be paid on an 0.25 contract for one semester of year 2, for \$4,256.</p>				
		4,256		
<p>A Graduate Associate will work with Dr. Colina in the Cross-Cultural Thinking through Translation and Interpretation project aid in the management of the teacher training, and in revising the materials with user feedback after the workshops, and in maintaining including pre-/post-testing, classroom observation, and teacher/student interviews/surveys. They will also continue to work with the NCI team on teacher recruitment at a regional and national level. The student will be paid \$20/hour for 125 hours in years 3 and 4.</p>				
			2,500	2,500
<p>A Graduate Associate will work with Dr. Diao in the Teaching LCTLs in K12 Schools project to work on the surveys, transcribe teacher interviews, and categorize the materials. They will work 100 hours @ \$20/hour.</p>				
			2000	

	An Online Coordinator will work with Dr. Short on the Global Literacies PLON . This will be a graduate student in the Language, Reading and Culture Ph.D. program who will facilitate the online forum. They will work at \$20/hour, 100 hours in year 2 and 200 hours in each of years 3 and 4.	2,000	4,000	4,000
	The Video Consultant (TBA) will work with Dr. Short in the Global Clubs towards Intercultural Curricula project in years 2 and 3, providing expertise in creating edited videos of children’s engagements in the clubs. They will be paid \$20 per hour for a total of 50 hours in each of years 2 and 3.	1000	1000	
	World Language Consultants will be selected from among graduate students (most in the Language, Reading and Culture graduate program within the College of Education) to work with Dr. Short for the Global Clubs towards Intercultural Curricula project and to support language instruction. They are paid \$20/hour for a total of 50 hours in each of years 2 and 3.	1,000	1,000	
	Graduate Students from the Language, Reading and Culture graduate program will work with Dr. Short for the Global Clubs towards Intercultural Curricula project to co-lead the global club and the professional development study groups as well as to analyze the data during summers. They will be paid \$20/hour for a total of 220 hours in each of years 1, 2, and 3; and 100 hours in year 4.	4400	4400	2000
	A graduate student will be hired for the Global Clubs towards Intercultural Curricula project to analyse data that will be collected and shared as a form of best-practices for other PLONs. They are paid \$20/hour for a total of 50 hours in each of years 2 and 3; and 25 hours in year 4.	1000	1000	500
	A Graduate Associate will work with Dr. Smith on the Advancing L2 Composition through SSIs project; they will aid in preparing the instructional materials, collect,organize, and analyze data from the instructional units, and help to design PD sessions. In year 1 they will be on an Academic Year contract at 0.25 FTE (one semester is paid .125 on the grant and .125 on COE, the other semester is .25 on the grant) for a total of \$5868 on CERCLL; in year 2 they will be paid for one semester at 0.5 (0.25 on the grant and 0.25 on COE) for \$2,912 on CERCLL. They will be paid at the COE standard rate. See letters of support, Appendix C for COE contribution.	5868	3912	

<p>A Graduate Associate will work with Dr. Staples on the MACAWS project to assist with the processing of texts. They will be paid \$20 per hour for a total of 100 hours and \$2,000 in year 2.</p>			
	2000		
<p>Three Graduate Associates will assist Dr. Staples in the MACAWS project. They will be responsible for data collection for Portuguese and Russian, transcribing spoken texts and handwritten texts, processing digital texts, tagging and checking tags, preparing pedagogical material,; assisting with summer workshop design, and creating webinars. They will be paid \$20 per hour for 450 hours in year 1 (\$9,000) and 250 hours in year 2 (\$5,000). SBS will match these amounts for a further 700 hours and \$14,000 in years 1 and 2 (see letters of support, Appendix C).</p>			
	9000	5000	
<p>A Graduate Associate, Natalie Amgott, will work with Dr. Summers on the Film School for Global Scientists project to ensure that data is collected and documented, and assist Castek, Falco and Summers with analysis and compiling reports. She will also be responsible for helping Summers organize planning meetings, trainings, workshops, and professional development events. Academic year funding: she will work @ \$21 / hour at the COE rate, 120 hours in the AY and 92 in the summer for a total of 212 hours (COE will fund another 120 hours [see letters of support, Appendix B]).</p>			
	4447		
<p>Graduate Associates will work with Dr. Yang in the Socio-Scientific Issues (SSIs) in the LCTL Classroom project to work with digital technologies in this project. They will be paid \$20 per hour for a total of 25 hours and \$500 each in year 2.</p>			
	2000		
<p>A Graduate Associate will work with Dr. Warner in the Multiliteracies at the Museum project to create lessons in Serbian that are modeled on the German lessons. They will be paid \$20 per hour for a total of 100 hours and \$2,000 in year 1.</p>			
	2000		
<p>A Graduate Student from the SLAT program will work with the CERCLL Core Team to organize the Intercultural Competence Conference, by coordinating SLAT student volunteers at the conference and assisting with proposal submission processes. They will be paid \$20 an hour for 50 hours in each of years 2 and 4.</p>			
		1000	1000

<p>Graduate Associates will be hired to work as Online Facilitators for the PLONs in all years of the grant. In year 1, they will initiate the FLLITE PLON and continue work on that in year 2; in year 3 they will add the LPD PLON; year 4 will be FLLITE, LPD, L2 Classrooms; Hybrid Pedagogies. (Online facilitators for the fifth PLON are funded separately in the Global Literacy for Intercultural Understanding PLON budget line, above.) They are paid \$20 per hour. The GAT will be funded by the grant: in year one a GAT will work 150 hours; year 2 (one PLON), 100 hours; year three there will be two GATs (one per PLON) at 100 hours each; year 3, four GATs (four PLONs) at 100 hours each.</p>			
3000	2000	4000	8000
<p>An Outreach Assistant (student worker) will work 0.33 FTE in all years of the grant with the Core team assisting in activities to disseminate projects and provide outreach to local and regional communities (see Appendix B for details). They will be funded entirely by COH (see letters of support, Appendix C).</p>			
<p>A student worker will work 80 hours performing logistical tasks both before and during the Digital Literacies Symposia in Years 2 and 4. They will work 76.19 hours @ \$10.50/hour each year.</p>			
	800		800

2. Fringe Benefits/ERE: as authorized by our DHHS Rate Agreement. Fringe benefits are assigned according to category (i.e., faculty and staff 31.2%, graduate assistants 14.1%, student worker 2%).

	Year 1	Year 2	Year 3	Year 4
Faculty	10,745	11,326	11,079	10,398
Staff	11,072	9,937	10,091	10,534
Graduate Students	4,651	5,073	3,409	3,141
Student Worker	0	16.00	0	16.00
Total	26,468	26,352	24,578	24,089

3. Travel

The purpose of the travel funds requested in this application is twofold: 1) most importantly to enable effective dissemination of the products and pedagogical models developed in CERCLL projects, by showcasing these at national and regional conferences; and 2) to allow Project Leaders and the Directors to engage in the exchange of ideas that will further the activities being conducted as part of CERCLL projects and initiatives. Funds for Project Leader travel are only assigned when a presentation will be given about CERCLL project or initiative; travel funding is

requested for at least one Project Leader per project/initiative with the exception of Shelley Staples' MACAWS, where travel will be supported by CLAS. The selection of which conference has been selected varies depending on the focus of the project—many of the Project Leaders will share their work at ACTFL; for Colina's Cross-cultural Thinking through Translation project travel funds will be designated for the American Translation Association (ATA) or American Translation and Interpreting Studies Association (ATISA); for Smith and Castek's Advancing L2 Composition through SSIs, the Literacy Research Association, International Literacy Association, or American Educational Research Association conferences will be the best fit; for several other projects, language-specific conferences have been chosen; etc. Additional travel for graduate students to present their work associated with these projects will be funded by RDI's contribution to CERCLL's budget.

Unless otherwise noted in the justification, conference travel is budgeted according to the following rubric: travel \$600 + 4 days per diem \$240 + 3 nights lodging @ \$220/night + conference registration \$200 = \$1700.

	Year 1	Year 2	Year 3	Year 4
<p>Travel for the Core Administration and Project Support:</p> <ul style="list-style-type: none"> ● <u>Year 1:</u> core conference participation: one Core Team member to SWCOLT @ \$1000 (regional, so travel is cheaper than rubric) + 1 other conference @ \$1700 + travel to exhibit at ACTFL for 2 people @ \$3000 (no registration fee as exhibitors) + two additional nights and per diem associated with the ACTFL conference for one person to attend NCSSFL gathering held in conjunction with ACTFL \$340 + travel to exhibit at CALICO \$1,700 + required Technical Assistance Project Directors' meeting for 2 people @ \$3000 (cheaper than rubric because no registration fee) ● <u>Year 2:</u> ACTFL for 1 person @ \$1500 (no registration fee as exhibitor) + travel for one to exhibit at CALICO \$1,700 ● <u>Year 3:</u> one Core Team member to SWCOLT @ \$1000 + ACTFL for 2 people @ 3,000 (no registration fee as exhibitor) + two additional nights and per diem associated with the ACTFL conference for one person to attend NCSSFL gathering held in conjunction with ACTFL \$340 + travel for one to exhibit at CALICO \$1,700 + 1 additional Co-Director conference \$1,700 ● <u>Year 4:</u> one Core Team member to SWCOLT @ \$1000 + ACTFL for 2 people @ 3,000 (no registration fee as exhibitor) + two additional nights and per diem for one person associated with the ACTFL conference to attend NCSSFL gathering held in conjunction with ACTFL \$340 + travel for one to exhibit at CALICO \$1,700 + travel for one to exhibit at ISLS \$ 2,400 (usually an international location: \$3 nights @ \$220 + 4 days per diem \$240 + international airfare \$1,500) + 1 additional Co-Director conference \$1,700 				
	10740	3200	7740	10140

Travel for the Tasks for Linguistic Complexity in Arabic project for Project Leader Mahmoud Azaz:			1700	
Travel for Cross-Cultural Thinking through Translation and Interpretation project for Project Leader Sonia Colina:			1700	1700
Travel for Teaching LCTLs in K12 Schools project for Wenhao Diao to present a workshop for Chinese language teachers in California via the platform of the Chinese Language Teachers Association - California (CLTAC):				1700
Travel for Global Literacy Communities PLON initiative for Project Leader Kathy Short to National Council of Teachers of English (NCTE) annual convention:			1700	
Travel for the Global Clubs towards Intercultural Curricula project for Project Leader Kathy Short for the International Board for Books for Young People (IBBY) conference:				1700
Travel for the Advancing L2 Composition through SSIs project for Blaine Smith and Jill Castek.		1700	1700	
Travel for the MACAWS project for Shelley Castek (funded by CLAS).				
Mileage to data collection sites within Arizona school districts for Summers' Film School for Global Scientists : UA to Sierra Vista = 152 miles roundtrip x 5 trips; UA to Sunnyside district = 28 miles roundtrip x 8 trips. 984 miles @ 44.5 cents/mile.	438			
Travel for SSIs in LCTLs Classrooms for Sunyoung Yang.			1700	1700

Travel for Teaching/Learning Communities initiatives: <ul style="list-style-type: none"> Year 2 for Eddy White to attend and present at the Assessment Institute Indiana in Indianapolis, Indiana (registration \$350, airfare \$500, lodging 4 nights \$200, per diem 5 days @ \$44/day) = \$1,870; Year 3 for LPD project with CARLA/COERLL for Beatrice Dupuy and Chantelle Warner to work with collaborators and present on the Language Program Direction project materials they created at the Language Teacher Education conference in Atlanta (travel \$600, lodging 4 nights @\$200, per diem 5 days @ \$59/day = \$1695 each) = \$3,390; All years: for CERCLL core team members to attend Advancing Community College Curriculum events at Maricopa/Cochise Community Colleges, three times per year in years 1, 3, and 4; and once in year 2. 230 miles roundtrip per trip @ 44.5 cents/mile = 102 			
306	2074	3696	306

4. Supplies

a. **Supplies:** Unless earmarked for a specific project activity as described in this justification, all supplies are intended to support not only the CERCLL administrative office, but also the individual projects/initiatives as needed. These will be kept centrally and distributed as needed to Project Leaders, who are able to utilize all of CERCLL’s advertising, mailing, equipment, reference materials, etc, as needed.

c. **Postage/mailings:** This funding supports all mailing related to core activities of the Center (e.g., mailing brochures) as well as for the projects/initiatives and project-related PD events. As much as possible, mailings are produced electronically to reduce costs.

	Year 1	Year 2	Year 3	Year 4
Core Administration and Project Support: <u>Year 1:</u> Core Office Supplies \$1500 + Postage/Mailing \$300 <u>Year 2:</u> Core Office Supplies \$1000 + Postage/Mailing \$500 <u>Year 3:</u> Core Office Supplies \$1500 + Postage/Mailing \$300 <u>Year 4:</u> Core Office Supplies \$1500 + Postage/Mailing \$500				
1800	1500	1800	2000	
Global Literacies PLON in the Teaching/Learning Communities project: books, language materials, and supplies for use in each community (each community will submit a budget for items that they would like to use). Each kit costs \$1000; 2 kits on CERCLL in year 2 (plus 6 more from CIGS, CMES, LAS, and COE for a total of 8) and 3 kits in year 3 (plus 6 more from CIGS, CMES, LAS, and COE for a total of 8). See letters of support, Appendix C, for the commitments from these collaborators.				
		2000	3000	

Global Clubs towards Intercultural Curricula: Purchase of books and supplies for the engagements with children and use in the professional development sessions in each of years 1 through three.			
	250	500	500
MACAWS project: Transcription software and foot pedal (three @ \$100 each).			
	300		
Intercultural Competence Conference: Purchase of supplies required specifically for the conference in years 2 and 4.			
		500	500

5. Other

Core Administration Expenses Justification:

- a. **National Advisory Board:** CERCLL’s National Advisory Board will meet to assist with evaluation activities in all grant years. Rate includes: honoraria x 5 (\$150 years in 1, 2 & 4 when the Board meets virtually; \$400 year 3 when the Board visits Tucson), travel (year 3 only: airfare \$500 x 4 people; mileage \$200 for Christina Ladas coming from Phoenix [230 miles roundtrip @ 44.5 cents per mile]), lodging (year 3: 2 nights @ \$170/night x 5 people), meals (year 3: \$49/day x 3 days x 5 people).
- b. **Roundtable Speaker:** Each year CERCLL will contribute to the costs of one speaker (outside of the University of Arizona) to give a presentation on an area of interest to CERCLL in the SLAT Interdisciplinary Roundtable (held in late February-early March every year).
- c. **Collaborative Activity:** Each year CERCLL will collaborate with other units working on language-related topics. Most of this money is already allocated (Year 1 includes CARLA's LTE conference plenary speaker fee of \$750; Year 3 includes CULTR's LTE conference speaker fee of \$750; Year 4 includes \$1800 for the NFLRC/ACTFL TED talk that CERCLL is cosponsoring [\$500 speaker fee, \$524 travel, 2 nights lodging \$500, Meals and incidental expenses for one presenter for 4 days at \$69 (GSA per diem rate)], the remainder (Year 1 \$250, Year 2 \$500, Year 3 \$500, Year 4 \$250) is for opportunities that present themselves throughout the course of the grant.
- d. **Evaluation:** Micheline Chalhoub-Deville will work to evaluate resources created by the projects/initiatives and the activity of the Center as a whole (see evaluation plan section of the narrative). The evaluation plan also includes the work of Allison Titcomb whose time is funded by the contribution made by Research, Discovery and Innovation (RDI) at the UA (see letters of support, Appendix C). She will work at the rate of \$52/hour; 20 hours in years 1, 2, and 4; 40 hours in year 3.
- e. **Meeting expenses:** In addition to the meeting of the National Advisory Board in year 3, there will be regular meetings of the CERCLL Core team with project directors, various subgroups of CERCLL, and also with community participants.

- f. **Conference exhibits:** CERCLL will exhibit its resources and advertise upcoming project events at the ACTFL conference each year and at the CALICO conference in years 1, 3 and 4. At ACTFL, the LRCs share a single exhibit area to reduce costs and to highlight the products produced by all centers as a group. The educators and scholars attending these conferences are a main target audience of our Center, and, because they provide a time when many users will be in one place, they hold strong potential for dissemination of CERCLL projects and initiatives. ACTFL costs \$2250 (\$1200 for the booth space, \$750 for furnishings, \$300 for materials shared there); CALICO \$1500; and in Year 4 we will add the International Society for Language Studies conference (ISLS) to reach an international audience, leaving it to the last year of the grant when more projects will have completed their resources (\$1500).
- g. **Printing:** Covers the cost of materials generated to advertise the Center as a whole as well as materials created by the projects/initiatives and professional development events put on by CERCLL. The allocation is higher in year 1 because new materials will need to be generated to reflect CERCLL’s new activities. Copies of some resources are also printed to keep on hand for display purposes. CERCLL avoids high printing costs, by prioritizing digital dissemination and making use of pay-to-print services, where printing costs are paid for by the consumer at the time of purchase.
- h. **Telephone Expenses:** Long distance calls by the CERCLL Core Team related to the Center’s business; costs are minimal because Skype is used most often.
- i. **Software:** Most software is supplied by the College of Humanities IT team, but some is specialized and will be needed by the core staff and the projects and will be kept centrally.
- j. **Computing Hardware:** This includes funds for replacement of equipment required through regular use. In year 1 we will buy one computer for the new Research and Outreach Coordinator position and one printer to replace equipment that is no longer working adequately.
- k. **Memberships:** Covers membership fees for language organizations such as ACTFL and NCCSFL.
- l. **Common LRC activities:** \$1000 in each of years 1 and 2 is set aside by all LRCs to contribute to joint endeavors such as maintenance of the joint LRC website and publication of a joint LRC brochure.
- m. **Advertising:** Covers the costs of paid advertisements for CERCLL resources and activities. Where possible costs are reduced because much advertising is done online for free.
- n. **Tuition remission:** For the Social Media/Communications position (see p.17 for explanation).

	Year 1	Year 2	Year 3	Year 4
Core Administration and Project Support (See above for justification): <ul style="list-style-type: none"> ● <u>Year 1:</u> National Advisory Board \$750 + Roundtable \$1000 + Collaborations \$1000 + Evaluation (Chalhoub-Deville only) \$1040 + meeting expenses \$1500 + conference exhibits \$3750 + printing \$1,000 + phone \$50 + software \$500 + computing hardware \$2500 + subscriptions \$250 + common LRC activities \$1000 + advertising \$1,000 + tuition remission \$2,871 ● <u>Year 2:</u> National Advisory Board \$750 + Roundtable \$1000 + Collaborations \$500 + Evaluation (Chalhoub-Deville only) \$1040 + meeting expenses \$1500 + conference 				

exhibits \$2250 + printing \$800 + phone \$50 + software \$200 + computing hardware \$500 + subscriptions \$250 + common LRC activities \$1000 + advertising \$1,000 + tuition remission \$2,871			
<ul style="list-style-type: none"> ● Year 3: National Advisory Board \$6635 + Roundtable \$1000 + Collaborations \$1250 + Evaluation (Chalhoub-Deville only) \$2080 + meeting expenses \$1500 + conference exhibits \$3750 + printing \$1000 + phone \$50 + software \$200 + computing hardware \$500 + subscriptions \$250 + advertising \$1,000+ tuition remission \$2,871 ● Year 4: National Advisory Board \$750 + Roundtable \$1000 + Collaborations \$2050 + Evaluation (Chalhoub-Deville only) \$1040 + meeting expenses \$1500 + conference exhibits \$5,250 + printing \$1,000 + phone \$50 + software \$200 + computing hardware \$500 + subscriptions \$250 + advertising \$1,000+ tuition remission \$2,871 			
18211	13711	22086	17461

Tasks for Linguistic Complexity in Arabic (Azaz)			
<ul style="list-style-type: none"> ● Year 1: Payments for students who will be contributing their recordings to the corpus of spoken Arabic. 40 payments @ \$25 each for a total of \$1000 + 2 task reviewer consultants @ \$250 for a total of \$500 ● Year 2: Tuition remission for the Graduate Student \$1,436 ● Year 3: Payments for participants in the workshop in year 3 hosted by CMES, who contribute model tasks to the repository. This amount will allow K-12 teachers and university level instructors who do not have access to funding at their home institutions to be able to benefit from this training. \$500 each in four participants for a total of \$2000. This will be invoiced by CMES. 			
1500	1436	2000	

Cross-Cultural Thinking through Translation and Interpretation (Colina)			
Payments to interpreters: These content experts will provide feedback on drafted materials. Two will be native speakers of Spanish and Portuguese and the other three will represent other languages, thus helping to shape the language neutral components of the project. 5 people @ \$50/hour for 6 hours, \$300 each for a total of \$1,500.			
1500			

Teaching LCTLs in K12 Schools (Diao)			
<ul style="list-style-type: none"> ● Participant payments for 20 Chinese language teachers (10 in Arizona and 10 in California), whose interview transcriptions and teaching reflections will be used in the online repository and included as case studies in the handbook produced by the Project Leaders. \$50 each for total of \$1,000 in year 3. ● Payments to Project Leader Yang Xiao-Desai (San Francisco State University) who will work with Wenhao Diao in conducting research, creating materials and presenting workshops for the project. \$40/hour for 50 hours (\$2,000) in year 3 and 62.5 hours (\$2,500) in year 4. ● A b graduate assistant to aid Dr. Xiao-Desai (San Francisco State University) in working on the surveys, transcribing teacher interviews, and categorizing the materials in year 3. 			

They will work 100 hours @ \$20/hour (\$2,000).			
		5000	2500
Global Literacy for Intercultural Understanding PLON initiative (Short). \$1500 to organize a three-day summer institute in year 4: invited speaker (speaker fee \$500 + 2 nights lodging @ \$180 + \$400 travel = \$1,260) + 3 days meeting expenses @ \$100/day			
			1560
Global Clubs towards Intercultural Curricula (Short) \$1500 to organize a three-day summer institute in year 2: invited speaker (speaker fee \$500 + 2 nights lodging @ \$180 + \$400 travel = \$1,260) + 3 days meeting expenses @ \$100/day			
		1560	
Advancing L2 Composition through SSI (Smith)			
<ul style="list-style-type: none"> • Four teacher participant stipends @ \$250 each: These two teachers will be designing sample lessons/materials for their particular teaching contexts, which will be included in the 'best practices' guide. • Tuition remission for graduate students working with the Project Leader in years 1 (\$4,307) and 2 (\$2,872). 			
	5307	2872	
MACAWS (Staples)			
<ul style="list-style-type: none"> • Mark Fullmer, web developer, will serve as consultant for the database design and development as well as the ongoing changes to the user interface. Starting in year 1, Mr. Fullmer will help with the needs for languages other than English - that includes the processing, tagging, parsing, and representation of languages that include diacritics and/or do not use the roman alphabet. In year 2, he will add to the online platform interface to account for the storage demographic information (i.e., metadata), and work on the beta version of the corpus database and user interface, making adjustments to better cater the online corpus functionalities to users' needs. Mr. Fullmer will earn @ \$90/hour: 10 hours for \$900 in year 1 and 20 hours for \$1,800 in year 2. • Workshop refreshments 20 people @ \$12 each = \$240 in year 1. 			
	1140	1800	
Film School for Global Scientists (Summers), all in year 1:			
<ul style="list-style-type: none"> • Filmstacker: for software and technology development and UI/UX Design. The Filmstacker team will engage in programming efforts related to implementation of Filmstacker software with the goals of the Project. This includes custom development of "machine learning" that matches the content of the Project, as well as implementing branding or other specified identification \$3000 (with COE contributing another \$2,000, for a total of \$5,000; see letters of support, Appendix C) 			

<ul style="list-style-type: none"> ● Participant support: 3 teachers who attend the workshops and provide extensive feedback on the PBL unit and the teacher guide in the form of focus group discussions @ \$100 per day for 6 days = \$1,800 ● Purchase of Curriculum Guides (\$32 per teacher): \$96 total. Teachers will receive two curriculum guides for use during their participation in the project: Discover a Watershed: The Colorado (\$12) and Project WET Curriculum Guide for Educators, 2.0 (\$20). These guides contain lessons that teachers will use to frame the Film School for Future Scientists. ● Workshop refreshments: 3 teachers @ \$12 per day, for 6 days = \$216 ● Participants support: 3 teachers printing supplies, \$75 per teacher = \$225 	5337			
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Intercultural Competence Conference:

In addition to costs below, estimated meeting expenses of c. \$20,000 will come from conference registration fees paid by the participants and commitments made by other units (in Appx B. Letters of Support). Scholarships will waive registration fees for K-12 educator awardees.

- Years 1 and 3: \$300 in advertising costs for digital and print Call for Proposals (additional in Core Administration advertising line).
- Year 2: Workshop speaker fees (4 x 3-hour workshops @\$250) + \$4,000 as payment to the company handling the livestream and recording, editing the videos and making those resources available online after the event +\$500 in advertising for the event + \$1,700 for the mobile app costs (Whova was used very successfully at the 2016 ICC conference for the online program; sharing presenter handouts, PPTs and other materials; as a means for organizers to communicate with participants; and for attendees to network with each other).
- Year 4: Contribution to expenses for an international keynote presenter \$1500 (balance paid by COH commitment to CERCLL, see letter of support in Appendix C) + workshop speaker fees (4 x 3-hour workshops @\$250) + \$4,000 for livestream and recording +\$500 in advertising for the event + \$1,700 for the mobile app costs.

	300	7200	300	8700
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Teaching/Learning Communities:

- Year 1: LaTeS presenter expenses \$1,500 (2 nights lodging @\$200 + speaker fee \$500 + 2.5 days per diem \$100 + airfare \$500) + BRITE talks \$1,000 (2 x \$500 speaker fee) + costs for initiating digital badges for professional development series \$1,000 + LaTeS meeting expenses \$480 (\$12 per participant x 40 participants) + Advancing Community College Curricula activities \$1,100 (collaborations with Maricopa/Cochise Colleges: Global Forum speaker fee @\$350 each year; International Studies Partnership program fellows \$750) + Community College International Studies Workshop expenses, organized with CMES and LAS \$500. (This budget funds one of the biannual LaTeS events each; the others are funded by the COH contribution to CERCLL’s budget, see Appendix C letter of support.)
- Year 2: LaTeS presenter expenses \$1,500 (as described in year 1) + BRITE talks \$1,000 (2 x \$500 speaker fee) + LaTeS meeting expenses \$480 (\$12 per participant x 40 participants)

<p>+ Advancing Community College Curricula activities \$1,100 (collaborations with Maricopa/Cochise Colleges: Global Forum speaker fee @\$350 each year) + Community College International Studies Workshop expenses, organized with CMES and CLAS \$500.</p> <ul style="list-style-type: none"> ● <u>Year 3:</u> Two travel awards for teachers presenting on materials they created in the FLLITE and LPD PLONs at national or regional conferences, one each of \$1,000 for \$2,000 + LaTeS presenter expenses \$1,500 (as described year 1) + BRITE talks \$1,000 (2 x \$500 speaker fee) + LaTeS meeting expenses \$480 (\$12 per participant x 40 participants) + Advancing Community College Curricula activities \$1,100 (collaborations with Maricopa/Cochise Colleges: Global Forum speaker fee @\$350 each year; International Studies Partnership program fellows \$750) + contribution to the Language Pedagogy Workshop organized by CMES \$500 + Community College International Studies Workshop expenses, organized with CMES and CLAS \$500 + STEM summer institute expenses of \$200 per day x 5 days + scholarships for teachers attending the Language Program Direction workshop at LTE (invoiced by CARLA). ● <u>Year 4:</u> Six travel awards for teachers presenting on materials they created in the PLONS at conferences, four @ \$1,000 for a total of \$6,000 + LaTeS presenter expenses \$1,500 (as described year 1) + BRITE talks \$1,000 (2 x \$500 speaker fee) + LaTeS meeting expenses \$480 (\$12 per participant x 40 participants) + Advancing Community College Curricula activities \$1,100 (collaborations with Maricopa/Cochise Colleges: Global Forum speaker fee @\$350 each year; International Studies Partnership program fellows \$750) + Community College international studies workshop expenses, organized with CMES and CLAS \$500. 	<p>5580</p>	<p>3830</p>	<p>9580</p>	<p>10580</p>
<p>Digital Literacies Symposium: Contributions by collaborating units cover some costs, including bringing speakers, etc (see Appx. B, Letters of Support).</p> <ul style="list-style-type: none"> ● <u>Years 1 and 3:</u> \$200 for advertising online each year ● <u>Year 2:</u> keynote speaker expenses (\$400 speaker fee + two nights lodging @ \$200/night + \$600 travel + 2 days per diem @ \$50/day) + meeting expenses \$500 + advertising \$300 + web streaming, recording and preparation for online resources \$1,500 + mobile app \$1,200 (see ICC for explanation; L2DL is cheaper because fewer functions of the app are used) ● <u>Year 4:</u> two plenary speaker expenses (\$400 speaker fee + two nights lodging @ \$200/night + \$600 travel + 2 days per diem @ \$50/day) + meeting expenses \$500 + advertising \$300 + web streaming, recording and preparation for online resources \$1,500 + mobile app \$1,200 (see ICC for explanation; L2DL is cheaper because fewer functions of the app are used) 	<p>200</p>	<p>5000</p>	<p>200</p>	<p>6500</p>

6. Total Direct Costs

Sub-totals of lines 1-6:

	Year 1	Year 2	Year 3	Year 4
	\$ 182,291	\$ 183,038	\$ 181,007	\$ 181,301

Tuition Remission is charged to the grant account at the amount described above in each particular project where the charge applies. The expense pertains to hiring GATs at certain FTE as tuition remission is charged to the account that pays GAT's salary. Indirect Cost of 8% does not apply to tuition remission and thus the tuition remission is taken out of the Direct Cost before the 8% is applied to it. Tuition Remission in year 1 is \$7,178, year 2 is \$10,051, year 3 is \$2,871, and year 4 is \$2,871.

7. Indirect Costs at 8%

	Year 1	Year 2	Year 3	Year 4
	\$ 14,009	\$ 13,839	\$ 14,251	\$ 14,274

8. Total Costs (lines 6 and 7)

	Year 1	Year 2	Year 3	Year 4
	\$ 196,300	\$ 196,877	\$ 195,258	\$ 195,576

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERLL)
P.I. - Chantelle Warner (Reynwar)

Core Administration

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Dupuy, Beatrice	Professor, French/Italian	\$93,000	0.25	\$	5,150	\$	5,305
Dupuy, Beatrice	Professor, French/Italian	\$93,000		\$	3,750	\$	2,500
Warner, Chantelle	PI	\$78,000	0.25	\$	5,000	\$	5,305
Warner, Chantelle	PI	\$78,000		\$	3,750	\$	7,500
MacKay, Kate	Associate Director @ 1.0	\$64,959	0.34	\$	22,086	\$	23,431
TBA	Research Coordinator @ .50	\$48,000	0.175	\$	8,400	\$	8,912
TBA	Grad Asst, Communications/Social Media @0.5	\$34,200	0.125	\$	4,275	\$	4,275
Student	Outreach Assistant (Undergraduate)		12/hr				
Subtotal for Personnel:				\$	47,261	\$	52,226
				\$	58,477	\$	54,765
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty	\$195,629	31.20%	\$	13,411.65	\$	14,960.60
	Graduate Assistant		14.10%	\$	603	\$	603
	Student Assistant		2.00%	\$	-	\$	-
Subtotal for Fringe Benefits:				\$	14,014	\$	15,563
				\$	17,514	\$	16,356
3. Travel							
*	Core Conference Participation			\$	7,740	\$	3,200
	Title VI Project Directors Meeting			\$	3,000		
Subtotal for Travel:				\$	10,740	\$	3,200
				\$	7,740	\$	10,140
4. Supplies							
	Office Supplies, Materials			\$	1,500	\$	1,000
	Advertising			\$	-	\$	-
	Postage/Mailings			\$	300	\$	500
Subtotal for Supplies:				\$	1,800	\$	1,500
				\$	1,800	\$	2,000
5. Other							
		<i># of Days</i>	<i>Rate</i>				
	National Advisory Board (5 non-UA members)	S		\$	750	\$	750
	Roundtable Speaker (1)		\$ -	\$	1,000	\$	1,000
*	Collaborative Activity		\$ -	\$	1,000	\$	500
	Evaluation - Micheline Chalhoub-Deville			\$	1,040	\$	1,040
	Meeting expenses	n/a	n/a	\$	1,500	\$	1,500
*	Conference exhibits (with shared LRC space)			\$	3,750	\$	2,250
	Printing			\$	1,000	\$	800
	Long distance telephone tolls	1	\$0	\$	50	\$	50
	Software	n/a	n/a	\$	500	\$	200
	Computing Hardware			\$	2,500	\$	500
	Subscrip/memberships			\$	250	\$	250
	Common LRC Activities			\$	1,000	\$	1,000
	Advertising			\$	1,000	\$	1,000
	Tuition remission on Communications GA			\$	2,871	\$	2,871
Subtotal for Other:				\$	18,211	\$	13,711
				\$	22,086	\$	17,461
6. Total Direct Costs (Lines 1-5)				\$	92,026	\$	86,200
				\$	107,616	\$	100,722
7. Indirect Costs				\$	7,132.44	\$	6,666.32
				\$	8,379.63	\$	7,828.07
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$	99,159	\$	92,866
				\$	115,996	\$	108,550

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)

Project Leader - Mahmoud Azaz

Tasks for Linguistic Complexity in Arabic

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Mahmoud Azaz		\$ 72,933		\$3,500	\$2,500	\$	500
Graduate assistant		\$ 34,200	0.1250		\$2,138		
Subtotal for Personnel:				\$ 3,500	\$ 4,638	\$	500 \$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 1,092	\$ 780	\$	156 \$ -
	Graduate Assistant@0.25		14.10%	\$ -	\$ 301	\$	- \$ -
	Student Assistant		2.00%				
Subtotal for Fringe Benefits:				\$ 1,092	\$ 1,081	\$	156 \$ -
3. Travel							
* Conference for Azaz						\$	1,700
Subtotal for Travel:				\$ -	\$ -	\$	1,700 \$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	<i># of Days</i>	<i>Rate</i>					
* Participant payments	50	\$	1,000			\$	- \$ -
* Task reviewer consultants	250	\$	500				
* Training stipends						\$	2,000
Tuition remission on GA					\$	1,436	
Subtotal for Other:				\$ 1,500	\$ 1,436	\$	2,000 \$ -
6. Total Direct Costs (Lines 1-5)				\$ 6,092	\$ 7,155	\$	4,356 \$ -
7. Indirect Costs @ 8%				\$ 487	\$ 458	\$	348 \$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 6,579	\$ 7,612	\$	4,704 \$ -

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Sonia Colina

Cross-Cultural Thinking through Translation and Interpretation

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Graduate assistant		\$ 34,050	0.25		\$4,256		
* Graduate Assistant		\$ 34,200	0.100			\$ 2,500	\$ 2,500
Subtotal for Personnel:				\$ -	\$ 4,256	\$ 2,500	\$ 2,500
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%				
	Graduate Assistant		14.10%	\$0.00	\$600.13	\$352.50	\$352.50
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ -	\$ 600	\$ 353	\$ 353
3. Travel							
	Conference presentations for Colina					\$ 1,700	\$ 1,700
Subtotal for Travel:				\$ -	\$ -	\$ 1,700	\$ 1,700
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	<i># of Days</i>	<i>Rate</i>					
* Interpreters				\$ 1,500			
Tuition remission on 0.25 FTE GA					\$ 2,872		
Subtotal for Other:				\$ 1,500	\$ 2,872	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ 1,500	\$ 7,728	\$ 4,553	\$ 4,553
7. Indirect Costs @ 8%				\$ 120	\$ 389	\$ 364	\$ 364
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 1,620	\$ 8,117	\$ 4,917	\$ 4,917

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERLL)
 Project Leaders - *Wenhao Diao, Yang Xiao-Desai*
 Teaching LCTLs in K12 Schools

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Wenhao Diao		\$ 67,500				\$ 2,000	\$ 2,500
* Graduate Assistant,		\$ 20	75 hours			\$ 2,000	
Subtotal for Personnel:				\$ -	\$ -	\$ 4,000	\$ 2,500
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ -	\$ 624	\$ 780
	Graduate Assistant		14.10%	\$0.00	\$0.00	\$282.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ -	\$ -	\$ 906	\$ 780
3. Travel							
* Conference presentation about the project for Diao						\$ -	\$ 1,700
Subtotal for Travel:				\$ -	\$ -	\$ -	\$ 1,700
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
		<i># of Hours</i>	<i>Rate</i>				
* Yang Ziao-Desai						\$ 2,000	\$ 2,500
* Graduate Assistant						\$ 2,000	\$ -
* Teachers stipends	20 teachers @100 (10 AZ, 10 CA)					\$ 1,000	
Subtotal for Other:				\$ -	\$ -	\$ 5,000	\$ 2,500
6. Total Direct Costs (Lines 1-5)				\$ -	\$ -	\$ 9,906	\$ 7,480
7. Indirect Costs @ 8%							
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))						\$ 792	\$ 598
8. Total Costs (Lines 6-7)				\$ -	\$ -	\$ 10,698	\$ 8,078

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Kathy Short

Global Literacy Communities as Gateways to Language and Culture (PLON)

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Kathleen Short		\$ 106,600			\$2,000	\$ 2,000	\$ 2,000
* Online Coordinator	Grad Student	\$20/hour			\$2,000	\$ 4,000	\$ 4,000
Subtotal for Personnel:				\$ -	\$ 4,000	\$ 6,000	\$ 6,000
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ 624	\$ 624	\$ 624
	Graduate Assistant		14.10%	\$0.00	\$282.00	\$564.00	\$564.00
	Student Assistant		2.00%				
Subtotal for Fringe Benefits:				\$ -	\$ 906	\$ 1,188	\$ 1,188
3. Travel							
* Conference presentation for Kathy Short						\$ 1,700	
Subtotal for Travel:				\$ -	\$ -	\$ 1,700	\$ -
4. Supplies							
* Global literacy community supplies @\$1,000 each					\$ 2,000	\$ 3,000	
Subtotal for Supplies:				\$ -	\$ 2,000	\$ 3,000	\$ -
5. Other							
* Summer Institute							\$ 1,560
Subtotal for Other:				\$ -	\$ -	\$ -	\$ 1,560
6. Total Direct Costs (Lines 1-5)				\$ -	\$ 6,906	\$ 11,888	\$ 8,748
7. Indirect Costs @ 8%				\$ -	\$ 552	\$ 951	\$ 700
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ -	\$ 7,458	\$ 12,839	\$ 9,448

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Kathy Short
 Global Clubs towards Intercultural Curricula

* Corresponds to competitive priorities

					8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
					Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel								
	<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
*	Graduate Assitant	Video Consultant	\$ 20	50.00		\$1,000	\$ 1,000	
*	Graduate Assistant,	Data Analyst	\$ 20	50.000		\$1,000	\$ 1,000	
*	Graduate Assistant	Club leaders	\$ 20	220 hours	\$4,400	\$4,400	\$ 4,400	\$ 2,000
*	Graduate Assistant	World Language Consult	\$ 20	50.000		\$1,000	\$ 1,000	\$ 500
Subtotal for Personnel:					\$ 4,400	\$ 7,400	\$ 7,400	\$ 2,500
2. Fringe Benefits								
		<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
		Faculty		31.20%				
		Staff		31.20%	\$ -	\$ -	\$ -	\$ -
		Graduate Assistant		14.10%	\$620.40	\$1,043.40	\$1,043.40	\$352.50
		Student Assistant		2.00%				
Subtotal for Fringe Benefits:					\$ 620	\$ 1,043	\$ 1,043	\$ 353
3. Travel								
*	Conference presentation for Kathy Short Short							\$ 1,700
Subtotal for Travel:					\$ -	\$ -	\$ -	\$ 1,700
4. Supplies								
*	Books, supplies for engagement				\$ 250	\$ 500	\$ 500	
Subtotal for Supplies:					\$ 250	\$ 500	\$ 500	\$ -
5. Other								
*	Summer Institute					\$ 1,560		
Subtotal for Other:					\$ -	\$ 1,560	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)					\$ 5,270	\$ 10,503	\$ 8,943	\$ 4,553
7. Indirect Costs @ 8%					\$ 422	\$ 840	\$ 715	\$ 364
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))								
8. Total Costs (Lines 6-7)					\$ 5,692	\$ 11,344	\$ 9,659	\$ 4,917

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Blaine Smith, Jill Castek
Advancing L2 Composition through SSI

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Summer Faculty Stipend							
Graduate Assistant,		\$ 31,296	0.25 Yr 1, .5 Yr 2	\$5,868	\$3,912		
Subtotal for Personnel:				\$ 5,868	\$ 3,912	\$ -	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ -	\$ -	\$ -
	Graduate Assistant		14.10%	\$827.39	\$551.59	\$0.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ 827	\$ 552	\$ -	\$ -
3. Travel							
				\$ -	\$ 1,700	\$ 1,700	\$ -
Subtotal for Travel:				\$ -	\$ 1,700	\$ 1,700	\$ -
4. Supplies							
				\$ -	\$ -	\$ -	\$ -
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	<i># of Days</i>	<i>Rate</i>					
Teacher participants (4 @ \$250)				\$ 1,000		\$ -	\$ -
Tuition remission on GATs				\$ 4,307	\$ 2,872		
Subtotal for Contractual:				\$ 5,307	\$ 2,872	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)							
				\$ 12,002	\$ 9,036	\$ 1,700	\$ -
7. Indirect Costs @ 8%							
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))				\$ 616	\$ 493	\$ 136	\$ -
8. Total Costs (Lines 6-7)							
				\$ 12,618	\$ 9,529	\$ 1,836	\$ -

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Shelley Staples

Multilingual Academic Corpus of Assignments - Writing and Speech (MACAWS)

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
	<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>			
*	Graduate Assistant		\$ 20	50.000		\$2,000	
*	Graduate Assistant, supp comp and summer		\$ 20		\$9,000	\$5,000	
	Undergraduate student	(Unpaid intern)					
Subtotal for Personnel:					\$ 9,000	\$ 7,000	\$ - \$ -
2. Fringe Benefits							
		<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>			
		Faculty		31.20%			
*		Graduate Assistant		14.10%	\$1,269.00	\$987.00	\$0.00 \$0.00
		Student Assistant		2.00%	\$ -	\$ -	\$ - \$ -
Subtotal for Fringe Benefits:					\$ 1,269	\$ 987	\$ - \$ -
3. Travel							
	Shelley Staples conference presentation						
Subtotal for Travel:					\$ -	\$ -	\$ - \$ -
4. Supplies							
*	Transcription software and pedal x 3						
Subtotal for Supplies:					\$ 300	\$ -	\$ - \$ -
5. Other							
*	Developer (Mark Fullmer)			90/hour	\$ 900	\$ 1,800	\$ -
*	Workshop refreshments (20 people @12)				\$ 240		
Subtotal for Other:					\$ 1,140	\$ 1,800	\$ - \$ -
6. Total Direct Costs (Lines 1-5)							
					\$ 11,709	\$ 9,787	\$ - \$ -
7. Indirect Costs @ 8%							
					\$ 937	\$ 783	\$ - \$ -
					Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))		
8. Total Costs (Lines 6-7)							
					\$ 12,646	\$ 10,570	\$ - \$ -

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Jessica Summers, Jill Castek, Lia Falco
Film School for Global Scientists

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Holly Thomas-Hilburn		\$ 47,396	0.20	\$5,000			
Jessica Summers		\$ 80,000	0.2 months	\$1,843			
Jill Castek		\$ 89,760	0.2 months	\$2,068			
Lia Falco		\$ 75,000	0.2 months	\$1,728			
Natalie Amgott	Graduate Assistant	20.95/hr	0.150	\$2,514			
Natalie Amgott	Graduate Assistant	\$ 20	96.6hrs	\$1,932			
Undergraduate student							
Subtotal for Personnel:				\$ 15,085	\$ -	\$ -	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 3,319	\$ -	\$ -	\$ -
	Graduate Assistant		14.10%	\$626.89	\$0.00	\$0.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ 3,946	\$ -	\$ -	\$ -
3. Travel							
	Mileage to data collection sites			\$ 438			
Subtotal for Travel:				\$ 438	\$ -	\$ -	\$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	Filmstacker			\$ 3,000		\$ -	
	Participant support: 3 teachers @\$100/day, 6 days/year			\$ 1,800			
	Participant support: 3 teachers curriculum guides @ \$32/teacher			\$ 96			
	Workshop refreshments: 3 teachers @\$12/day, 6 days/year			\$ 216			
	Participant support: 3 teachers workshop printing supplies @\$75/teacher			\$ 225			
Subtotal for Other:				\$ 5,337	\$ -	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ 24,806	\$ -	\$ -	\$ -
7. Indirect Costs @ 8%				\$ 1,985	\$ -	\$ -	\$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 26,791	\$ -	\$ -	\$ -

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Sunyoung Yang

Socio-Scientific Issues (SSIs) in the LCTL Classroom

* Corresponds to competitive priorities

					8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
					Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel								
	<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
*	Sunyoung Yang	Assistant Professor	\$ 67,500			\$3,500	\$ 3,500	
*	Consultant (Young Ae Kim)	Assistant Research Scientist	\$ 50,000			\$1,000	\$ 1,000	
*	Graduate Assistant, Undergraduate student		\$ 20	100 hours		\$2,000		
Subtotal for Personnel:					\$ -	\$ 6,500	\$ 4,500	\$ -
2. Fringe Benefits								
		<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
		Faculty		31.20%	\$ -	\$ 1,404	\$ 1,404	\$ -
		Graduate Assistant		14.10%	\$0.00	\$282.00	\$0.00	\$0.00
		Student Assistant		2.20%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:					\$ -	\$ 1,686	\$ 1,404	\$ -
3. Travel								
*	Conference Presentations						\$ 1,700	\$ 1,700
Subtotal for Travel:					\$ -	\$ -	\$ 1,700	\$ 1,700
4. Supplies								
Subtotal for Supplies:					\$ -	\$ -	\$ -	\$ -
5. Other								
Subtotal for Other:					\$ -	\$ -	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)					\$ -	\$ 8,186	\$ 7,604	\$ 1,700
7. Indirect Costs @ 8%								
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))					\$ -	\$ 655	\$ 608	\$ 136
8. Total Costs (Lines 6-7)					\$ -	\$ 8,841	\$ 8,212	\$ 1,836

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Chantelle Warner
Multiliteracies at the Museum

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Chantelle Warner		\$ 78,000		\$3,750			
* Graduate Assistant		\$20/hour	100 hours	\$2,000			
Subtotal for Personnel:				\$ 5,750	\$ -	\$ -	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 1,170	\$ -	\$ -	\$ -
	Graduate Assistant		14.10%	\$282.00	\$0.00	\$0.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ 1,452	\$ -	\$ -	\$ -
3. Travel							
Subtotal for Travel:				\$ -	\$ -	\$ -	\$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							\$ -
Subtotal for Other:				\$ -	\$ -	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ 7,202	\$ -	\$ -	\$ -
7. Indirect Costs @ 8%				\$ 576	\$ -	\$ -	\$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 7,778	\$ -	\$ -	\$ -

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Beatrice Dupuy, Chantelle Warner
Developing and Assessing Intercultural Competence Conference

* for competitive priorities: will vary depending on accepted presentations

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Chantelle Warner		78000			3750		3750
Beatrice Dupuy	Project Coordinator	93000			2500		2500
TBA-	Workshop presenters	\$ 72,000	45/hr for 5.5 hrs	\$	500	\$	500
Yvonne Bourgeois	Tech Support	\$ 45,000		\$	450	\$	450
TBA-	Graduate Assistant	\$ 20	50 hrs	\$	1,000	\$	1,000
Subtotal for Personnel:				\$	-	\$	8,200
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty	\$ -	31.20%	\$	-	\$	2,246
	Graduate Assistant	\$ -	14.10%	\$	-	\$	141
	Student Worker		2.00%				
Subtotal for Fringe Benefits:				\$	-	\$	2,387
3. Travel							
				\$	-	\$	-
Subtotal for Travel:				\$	-	\$	-
4. Supplies							
				\$	500	\$	500
Subtotal for Supplies:				\$	-	\$	500
5. Other							
TBA	Plenary speaker					\$	1,500
TBA	Workshop speaker fees			\$	1,000	\$	1,000
	Recording/streaming			\$	4,000	\$	4,000
	Advertising			\$	300	\$	500
	Mobile app			\$	1,700	\$	1,700
	Meetings/Catering (c. \$25000, paid by registrations)						
Subtotal for Other:				\$	300	\$	7,200
6. Total Direct Costs (Lines 1-5)				\$	300	\$	18,287
7. Indirect Costs @ 8%				\$	24	\$	1,463
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17)							
8. Total Costs (Lines 6-7)				\$	324	\$	19,750

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leaders - Beatrice Dupuy, Chantelle Warner
 Teaching/Learning Communities, On Site and Online

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Beatrice Dupuy	Project Leader	93000		8750	2500	3750	2500
Chantelle Warner	Project Leader	78000					
PD webinars	Various		40/hr	\$ 300		\$ 900	\$ 900
* PLONs online facilitators	Graduate Asst	\$20/hour	100 hours	\$ 3,000	\$ 2,000	\$ 4,000	\$ 8,000
Subtotal for Personnel:				\$ 12,050	\$ 4,500	\$ 8,650	\$ 11,400
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 2,824	\$ 780	\$ 1,451	\$ 1,061
	Grad Asst		14.10%	\$ 423	\$ 282	\$ 564	\$ 1,128
	Student		2.20%				
Subtotal for Fringe Benefits:				\$ 3,247	\$ 1,062	\$ 2,015	\$ 2,189
3. Travel							
	Assessment Institute (Eddy White)			\$ 1,870			
	Language Program Direction Project (LTE conference)					\$ 3,390	
* Community College Interactions	230 miles roundtrip@ 44.5c/mi			\$ 306	\$ 204	\$ 306	\$ 306
Subtotal for Travel:				\$ 306	\$ 2,074	\$ 3,696	\$ 306
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
* Conferences for teachers in PLONs with best project						\$ 2,000	\$ 6,000
LaTeS - 1 speaker per year				\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
BRITE talks, 2 per year				\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Digital badges				\$ 1,000			
LaTeS meeting expenses				\$ 480	\$ 480	\$ 480	\$ 480
* Advancing Community Colleges Curricula				\$ 1,100	\$ 350	\$ 1,100	\$ 1,100
* Language Pedagogy Workshop (CMES)						\$ 500	
* Community College International Studies Workshop (with CMES and LAS)				\$ 500	\$ 500	\$ 500	\$ 500
Summer workshop and institute expenses (\$200 per day x 5 days)						\$ 1,000	
* Language Program Direction Project Scholarships						\$ 1,500	
Subtotal for Other:				\$ 5,580	\$ 3,830	\$ 9,580	\$ 10,580
6. Total Direct Costs (Lines 1-5)				\$ 21,183	\$ 11,466	\$ 23,941	\$ 24,475
7. Indirect Costs @ 8%				\$ 1,695	\$ 917	\$ 1,915	\$ 1,958
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17)							
8. Total Costs (Lines 6-7)				\$ 22,878	\$ 12,383	\$ 25,856	\$ 26,433

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Liudmila Klimanova
L2DL - Digital Literacies Symposium

* for competitive priorities: will vary depending on accepted presentations

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>					
Klimanova, Liudmilla	Project Co-Director	65000		\$	1,500		\$ 1,500
Yvonne Bourgeois		\$45,000					
	Student Worker	10.5/hr	76.19 hrs	\$	800	\$	800
Subtotal for Personnel:				\$	-	\$ 2,300	\$ - \$ 2,300
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate</i>				
	Faculty	\$ -	31.20%	\$	-	\$ 468	\$ - \$ 468
	Student Worker		2.00%	\$	-	\$ 16	\$ - \$ 16
Subtotal for Fringe Benefits:				\$	-	\$ 484	\$ - \$ 484
3. Travel							
Subtotal for Travel:				\$	-	\$ -	\$ - \$ -
4. Supplies							
Subtotal for Supplies:				\$	-	\$ -	\$ - \$ -
5. Other							
Keynote (honorarium, travel)				\$	1,500		\$ 3,000
Meeting expenses				\$	500		\$ 500
Advertising				\$	200	\$ 300	\$ 200 \$ 300
Web streaming/recording services				\$	1,500		\$ 1,500
Mobile app				\$	1,200		\$ 1,200
Subtotal for Other:				\$	200	\$ 5,000	\$ 200 \$ 6,500
6. Total Direct Costs (Lines 1-5)				\$	200	\$ 7,784	\$ 200 \$ 9,284
7. Indirect Costs @ 8%				\$	16	\$ 623	\$ 16 \$ 743
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$	216	\$ 8,407	\$ 216 \$ 10,027

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 P.I. - Chantelle Warner (Reynwar)

Core Administration

* Corresponds to competitive priorities

					8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
					Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel								
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>					
Dupuy, Beatrice	Professor, French/Italian	\$93,000	0.25		\$ 5,150	\$ 5,305	\$ 5,464	
Dupuy, Beatrice	Professor, French/Italian	\$93,000		\$ 3,750	\$ 2,500	\$ 3,750	\$ 2,500	
Warner, Chantelle	PI	\$78,000	0.25	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	
Warner, Chantelle	PI	\$78,000		\$ 3,750	\$ 3,750	\$ 7,500	\$ 3,750	
MackKay, Kate	Associate Director @ 1.0	\$64,959	0.34	\$ 22,086	\$ 22,749	\$ 23,431	\$ 24,134	
TBA	Research Coordinator @ .50	\$48,000	0.175	\$ 8,400	\$ 8,652	\$ 8,912	\$ 9,179	
TBA	Grad Asst, Communications/Social Media @0.5	\$34,200	0.125	\$ 4,275	\$ 4,275	\$ 4,275	\$ 4,275	
Student	Outreach Assistant (Undergraduate)	12/hr	0.33					
Subtotal for Personnel:					\$ 47,261	\$ 52,226	\$ 58,477	\$ 54,765
2. Fringe Benefits								
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>					
	Faculty	\$195,629	31.20%	\$ 13,411.65	\$ 14,960.60	\$ 16,910.92	\$ 15,752.95	
	Graduate Assistant		14.10%	\$ 603	\$ 603	\$ 603	\$ 603	
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -	
Subtotal for Fringe Benefits:					\$ 14,014	\$ 15,563	\$ 17,514	\$ 16,356
3. Travel								
*	Core Conference Participation			\$ 7,740	\$ 3,200	\$ 7,740	\$ 10,140	
	Title VI Project Directors Meeting			\$ 3,000				
Subtotal for Travel:					\$ 10,740	\$ 3,200	\$ 7,740	\$ 10,140
4. Supplies								
	Office Supplies, Materials			\$ 1,500	\$ 1,000	\$ 1,500	\$ 1,500	
	Advertising			\$ -	\$ -	\$ -	\$ -	
	Postage/Mailings			\$ 300	\$ 500	\$ 300	\$ 500	
Subtotal for Supplies:					\$ 1,800	\$ 1,500	\$ 1,800	\$ 2,000

5. Other

	# of Days	Rate						
National Advisory Board (5 non-UA members)	S		\$ 750	\$ 750	\$ 6,635	\$ 750		
Roundtable Speaker (1)		\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000		
* Collaborative Activity		\$ -	\$ 1,000	\$ 500	\$ 1,250	\$ 2,050		
Evaluation - Micheline Chalhoub-Deville			\$ 1,040	\$ 1,040	\$ 2,080	\$ 1,040		
Meeting expenses	n/a	n/a	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500		
* Conference exhibits (with shared LRC space)			\$ 3,750	\$ 2,250	\$ 3,750	\$ 5,250		
Printing			\$ 1,000	\$ 800	\$ 1,000	\$ 1,000		
Long distance telephone tolls	1	\$0	\$ 50	\$ 50	\$ 50	\$ 50		
Software	n/a	n/a	\$ 500	\$ 200	\$ 200	\$ 200		
Computing Hardware			\$ 2,500	\$ 500	\$ 500	\$ 500		
Subscrip/memberships			\$ 250	\$ 250	\$ 250	\$ 250		
Common LRC Activities			\$ 1,000	\$ 1,000				
Advertising			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000		
Tuition remission on Communications GA			\$ 2,871	\$ 2,871	\$ 2,871	\$ 2,871		
Subtotal for Other:			\$ 18,211	\$ 13,711	\$ 22,086	\$ 17,461		

6. Total Direct Costs (Lines 1-5)

\$ 92,026	\$ 86,200	\$ 107,616	\$ 100,722
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7. Indirect Costs

Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))

\$ 7,132.44	\$ 6,666.32	\$ 8,379.63	\$ 7,828.07
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8. Total Costs (Lines 6-7)

\$ 99,159	\$ 92,866	\$ 115,996	\$ 108,550
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University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Mahmoud Azaz

Tasks for Linguistic Complexity in Arabic

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Mahmoud Azaz		\$ 72,933		\$3,500	\$2,500	\$	500
Graduate assistant		\$ 34,200	0.1250		\$2,138		
Subtotal for Personnel:				\$ 3,500	\$ 4,638	\$	500 \$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 1,092	\$ 780	\$	156 \$ -
	Graduate Assistant@0.25		14.10%	\$ -	\$ 301	\$	- \$ -
	Student Assistant		2.00%				
Subtotal for Fringe Benefits:				\$ 1,092	\$ 1,081	\$	156 \$ -
3. Travel							
* Conference for Azaz						\$	1,700
Subtotal for Travel:				\$ -	\$ -	\$	1,700 \$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	<i># of Days</i>	<i>Rate</i>					
* Participant payments	50	\$	1,000			\$	- \$ -
* Task reviewer consultants	250	\$	500				
* Training stipends						\$	2,000
Tuition remission on GA					\$	1,436	
Subtotal for Other:				\$ 1,500	\$ 1,436	\$	2,000 \$ -
6. Total Direct Costs (Lines 1-5)				\$ 6,092	\$ 7,155	\$	4,356 \$ -
7. Indirect Costs @ 8%				\$ 487	\$ 458	\$	348 \$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 6,579	\$ 7,612	\$	4,704 \$ -

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Sonia Colina

Cross-Cultural Thinking through Translation and Interpretation

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Graduate assistant		\$ 34,050	0.25		\$4,256		
* Graduate Assistant		\$ 34,200	0.100			\$ 2,500	\$ 2,500
Subtotal for Personnel:				\$ -	\$ 4,256	\$ 2,500	\$ 2,500
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%				
	Graduate Assistant		14.10%	\$0.00	\$600.13	\$352.50	\$352.50
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ -	\$ 600	\$ 353	\$ 353
3. Travel							
	Conference presentations for Colina					\$ 1,700	\$ 1,700
Subtotal for Travel:				\$ -	\$ -	\$ 1,700	\$ 1,700
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	<i># of Days</i>	<i>Rate</i>					
* Interpreters				\$ 1,500			
Tuition remission on 0.25 FTE GA					\$ 2,872		
Subtotal for Other:				\$ 1,500	\$ 2,872	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ 1,500	\$ 7,728	\$ 4,553	\$ 4,553
7. Indirect Costs @ 8%				\$ 120	\$ 389	\$ 364	\$ 364
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 1,620	\$ 8,117	\$ 4,917	\$ 4,917

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Wenhao Diao, Yang Xiao-Desai
Teaching LCTLs in K12 Schools

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Wenhao Diao		\$ 67,500				\$ 2,000	\$ 2,500
* Graduate Assistant,		\$ 20	75 hours			\$ 2,000	
Subtotal for Personnel:				\$ -	\$ -	\$ 4,000	\$ 2,500
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ -	\$ 624	\$ 780
	Graduate Assistant		14.10%	\$0.00	\$0.00	\$282.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ -	\$ -	\$ 906	\$ 780
3. Travel							
* Conference presentation about the project for Diao						\$ -	\$ 1,700
Subtotal for Travel:				\$ -	\$ -	\$ -	\$ 1,700
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
		<i># of Hours</i>	<i>Rate</i>				
* Yang Ziao-Desai						\$ 2,000	\$ 2,500
* Graduate Assistant						\$ 2,000	\$ -
* Teachers stipends	20 teachers @100 (10 AZ, 10 CA)					\$ 1,000	
Subtotal for Other:				\$ -	\$ -	\$ 5,000	\$ 2,500
6. Total Direct Costs (Lines 1-5)				\$ -	\$ -	\$ 9,906	\$ 7,480
7. Indirect Costs @ 8%							
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))						\$ 792	\$ 598
8. Total Costs (Lines 6-7)				\$ -	\$ -	\$ 10,698	\$ 8,078

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Kathy Short

Global Literacy Communities as Gateways to Language and Culture (PLON)

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Kathleen Short		\$ 106,600			\$2,000	\$ 2,000	\$ 2,000
* Online Coordinator	Grad Student	\$20/hour			\$2,000	\$ 4,000	\$ 4,000
Subtotal for Personnel:				\$ -	\$ 4,000	\$ 6,000	\$ 6,000
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ 624	\$ 624	\$ 624
	Graduate Assistant		14.10%	\$0.00	\$282.00	\$564.00	\$564.00
	Student Assistant		2.00%				
Subtotal for Fringe Benefits:				\$ -	\$ 906	\$ 1,188	\$ 1,188
3. Travel							
* Conference presentation for Kathy Short						\$ 1,700	
Subtotal for Travel:				\$ -	\$ -	\$ 1,700	\$ -
4. Supplies							
* Global literacy community supplies @\$1,000 each					\$ 2,000	\$ 3,000	
Subtotal for Supplies:				\$ -	\$ 2,000	\$ 3,000	\$ -
5. Other							
* Summer Institute							\$ 1,560
Subtotal for Other:				\$ -	\$ -	\$ -	\$ 1,560
6. Total Direct Costs (Lines 1-5)				\$ -	\$ 6,906	\$ 11,888	\$ 8,748
7. Indirect Costs @ 8%				\$ -	\$ 552	\$ 951	\$ 700
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ -	\$ 7,458	\$ 12,839	\$ 9,448

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Kathy Short
 Global Clubs towards Intercultural Curricula

* Corresponds to competitive priorities

					8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
					Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel								
	<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
*	Graduate Assitant	Video Consultant	\$ 20	50.00		\$1,000	\$ 1,000	
*	Graduate Assistant,	Data Analyst	\$ 20	50.000		\$1,000	\$ 1,000	
*	Graduate Assistant	Club leaders	\$ 20	220 hours	\$4,400	\$4,400	\$ 4,400	\$ 2,000
*	Graduate Assistant	World Language Consult	\$ 20	50.000		\$1,000	\$ 1,000	\$ 500
Subtotal for Personnel:					\$ 4,400	\$ 7,400	\$ 7,400	\$ 2,500
2. Fringe Benefits								
		<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
		Faculty		31.20%				
		Staff		31.20%	\$ -	\$ -	\$ -	\$ -
		Graduate Assistant		14.10%	\$620.40	\$1,043.40	\$1,043.40	\$352.50
		Student Assistant		2.00%				
Subtotal for Fringe Benefits:					\$ 620	\$ 1,043	\$ 1,043	\$ 353
3. Travel								
*	Conference presentation for Kathy Short Short							\$ 1,700
Subtotal for Travel:					\$ -	\$ -	\$ -	\$ 1,700
4. Supplies								
*	Books, supplies for engagement				\$ 250	\$ 500	\$ 500	
Subtotal for Supplies:					\$ 250	\$ 500	\$ 500	\$ -
5. Other								
*	Summer Institute					\$ 1,560		
Subtotal for Other:					\$ -	\$ 1,560	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)					\$ 5,270	\$ 10,503	\$ 8,943	\$ 4,553
7. Indirect Costs @ 8%					\$ 422	\$ 840	\$ 715	\$ 364
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))								
8. Total Costs (Lines 6-7)					\$ 5,692	\$ 11,344	\$ 9,659	\$ 4,917

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Blaine Smith, Jill Castek
Advancing L2 Composition through SSI

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Summer Faculty Stipend							
Graduate Assistant,		\$ 31,296	0.25 Yr 1, .5 Yr 2	\$5,868	\$3,912		
Subtotal for Personnel:				\$ 5,868	\$ 3,912	\$ -	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ -	\$ -	\$ -
	Graduate Assistant		14.10%	\$827.39	\$551.59	\$0.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ 827	\$ 552	\$ -	\$ -
3. Travel							
				\$ -	\$ 1,700	\$ 1,700	\$ -
Subtotal for Travel:				\$ -	\$ 1,700	\$ 1,700	\$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	<i># of Days</i>	<i>Rate</i>					
Teacher participants (4 @ \$250)				\$ 1,000		\$ -	\$ -
Tuition remission on GATs				\$ 4,307	\$ 2,872		
Subtotal for Contractual:				\$ 5,307	\$ 2,872	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)							
				\$ 12,002	\$ 9,036	\$ 1,700	\$ -
7. Indirect Costs @ 8%							
				\$ 616	\$ 493	\$ 136	\$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)							
				\$ 12,618	\$ 9,529	\$ 1,836	\$ -

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Shelley Staples

Multilingual Academic Corpus of Assignments - Writing and Speech (MACAWS)

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
	<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>			
*	Graduate Assistant		\$ 20	50.000		\$2,000	
*	Graduate Assistant, supp comp and summer Undergraduate student (Unpaid intern)		\$ 20		\$9,000	\$5,000	
Subtotal for Personnel:					\$ 9,000	\$ 7,000	\$ - \$ -
2. Fringe Benefits							
		<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>			
		Faculty		31.20%			
*		Graduate Assistant		14.10%	\$1,269.00	\$987.00	\$0.00 \$0.00
		Student Assistant		2.00%	\$ -	\$ -	\$ - \$ -
Subtotal for Fringe Benefits:					\$ 1,269	\$ 987	\$ - \$ -
3. Travel							
	Shelley Staples conference presentation						
Subtotal for Travel:					\$ -	\$ -	\$ - \$ -
4. Supplies							
*	Transcription software and pedal x 3						
Subtotal for Supplies:					\$ 300	\$ -	\$ - \$ -
5. Other							
*	Developer (Mark Fullmer)			90/hour	\$ 900	\$ 1,800	\$ -
*	Workshop refreshments (20 people @12)				\$ 240		
Subtotal for Other:					\$ 1,140	\$ 1,800	\$ - \$ -
6. Total Direct Costs (Lines 1-5)					\$ 11,709	\$ 9,787	\$ - \$ -
7. Indirect Costs @ 8%					\$ 937	\$ 783	\$ - \$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)					\$ 12,646	\$ 10,570	\$ - \$ -

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Jessica Summers, Jill Castek, Lia Falco
Film School for Global Scientists

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Holly Thomas-Hilburn		\$ 47,396	0.20	\$5,000			
Jessica Summers		\$ 80,000	0.2 months	\$1,843			
Jill Castek		\$ 89,760	0.2 months	\$2,068			
Lia Falco		\$ 75,000	0.2 months	\$1,728			
Natalie Amgott	Graduate Assistant	20.95/hr	0.150	\$2,514			
Natalie Amgott	Graduate Assistant	\$ 20	96.6hrs	\$1,932			
Undergraduate student							
Subtotal for Personnel:				\$ 15,085	\$ -	\$ -	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 3,319	\$ -	\$ -	\$ -
	Graduate Assistant		14.10%	\$626.89	\$0.00	\$0.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ 3,946	\$ -	\$ -	\$ -
3. Travel							
	Mileage to data collection sites			\$ 438			
Subtotal for Travel:				\$ 438	\$ -	\$ -	\$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
	Filmstacker			\$ 3,000		\$ -	
	Participant support: 3 teachers @\$100/day, 6 days/year			\$ 1,800			
	Participant support: 3 teachers curriculum guides @ \$32/teacher			\$ 96			
	Workshop refreshments: 3 teachers @\$12/day, 6 days/year			\$ 216			
	Participant support: 3 teachers workshop printing supplies @\$75/teacher			\$ 225			
Subtotal for Other:				\$ 5,337	\$ -	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ 24,806	\$ -	\$ -	\$ -
7. Indirect Costs @ 8%				\$ 1,985	\$ -	\$ -	\$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 26,791	\$ -	\$ -	\$ -

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leader - Sunyoung Yang

Socio-Scientific Issues (SSIs) in the LCTL Classroom

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
* Sunyoung Yang	Assistant Professor	\$ 67,500			\$3,500	\$ 3,500	
* Consultant (Young Ae Kim)	Assistant Research Scientist	\$ 50,000			\$1,000	\$ 1,000	
* Graduate Assistant, Undergraduate student		\$ 20	100 hours		\$2,000		
Subtotal for Personnel:				\$ -	\$ 6,500	\$ 4,500	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ -	\$ 1,404	\$ 1,404	\$ -
	Graduate Assistant		14.10%	\$0.00	\$282.00	\$0.00	\$0.00
	Student Assistant		2.20%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ -	\$ 1,686	\$ 1,404	\$ -
3. Travel							
* Conference Presentations						\$ 1,700	\$ 1,700
Subtotal for Travel:				\$ -	\$ -	\$ 1,700	\$ 1,700
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
Subtotal for Other:				\$ -	\$ -	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ -	\$ 8,186	\$ 7,604	\$ 1,700
7. Indirect Costs @ 8%							
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))				\$ -	\$ 655	\$ 608	\$ 136
8. Total Costs (Lines 6-7)				\$ -	\$ 8,841	\$ 8,212	\$ 1,836

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Chantelle Warner
Multiliteracies at the Museum

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Chantelle Warner		\$ 78,000		\$3,750			
* Graduate Assistant		\$20/hour	100 hours	\$2,000			
Subtotal for Personnel:				\$ 5,750	\$ -	\$ -	\$ -
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 1,170	\$ -	\$ -	\$ -
	Graduate Assistant		14.10%	\$282.00	\$0.00	\$0.00	\$0.00
	Student Assistant		2.00%	\$ -	\$ -	\$ -	\$ -
Subtotal for Fringe Benefits:				\$ 1,452	\$ -	\$ -	\$ -
3. Travel							
Subtotal for Travel:				\$ -	\$ -	\$ -	\$ -
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							\$ -
Subtotal for Other:				\$ -	\$ -	\$ -	\$ -
6. Total Direct Costs (Lines 1-5)				\$ 7,202	\$ -	\$ -	\$ -
7. Indirect Costs @ 8%				\$ 576	\$ -	\$ -	\$ -
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$ 7,778	\$ -	\$ -	\$ -

University of Arizona
 The Center for Educational Resources in
 Culture Language and Literacy (CERCLL)
 Project Leaders - Beatrice Dupuy, Chantelle Warner

Developing and Assessing Intercultural Competence Conference

* for competitive priorities: will vary depending on accepted presentations

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Chantelle Warner		78000			3750		3750
Beatrice Dupuy	Project Coordinator	93000			2500		2500
TBA-	Workshop presenters	\$ 72,000	45/hr for 5.5 hrs	\$	500	\$	500
Yvonne Bourgeois	Tech Support	\$ 45,000		\$	450	\$	450
TBA-	Graduate Assistant	\$ 20	50 hrs	\$	1,000	\$	1,000
Subtotal for Personnel:				\$	-	\$	8,200
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty	\$ -	31.20%	\$	-	\$	2,246
	Graduate Assistant	\$ -	14.10%	\$	-	\$	141
	Student Worker		2.00%				
Subtotal for Fringe Benefits:				\$	-	\$	2,387
3. Travel							
				\$	-	\$	-
Subtotal for Travel:				\$	-	\$	-
4. Supplies							
				\$	500	\$	500
Subtotal for Supplies:				\$	-	\$	500
5. Other							
TBA	Plenary speaker					\$	1,500
TBA	Workshop speaker fees			\$	1,000	\$	1,000
	Recording/streaming			\$	4,000	\$	4,000
	Advertising			\$	300	\$	500
	Mobile app			\$	1,700	\$	1,700
	Meetings/Catering (c. \$25000, paid by registrations)						
Subtotal for Other:				\$	300	\$	7,200
6. Total Direct Costs (Lines 1-5)				\$	300	\$	18,287
7. Indirect Costs @ 8%				\$	24	\$	1,463
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17)							
8. Total Costs (Lines 6-7)				\$	324	\$	19,750

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leaders - Beatrice Dupuy, Chantelle Warner
Teaching/Learning Communities, On Site and Online

* Corresponds to competitive priorities

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
<i>Name</i>	<i>Title</i>	<i>Salary</i>	<i>FTE</i>				
Beatrice Dupuy	Project Leader	93000		8750	2500	3750	2500
Chantelle Warner	Project Leader	78000					
PD webinars	Various		40/hr	\$ 300		\$ 900	\$ 900
* PLONs online facilitators	Graduate Asst	\$20/hour	100 hours	\$ 3,000	\$ 2,000	\$ 4,000	\$ 8,000
Subtotal for Personnel:				\$ 12,050	\$ 4,500	\$ 8,650	\$ 11,400
2. Fringe Benefits							
	<i>Rank</i>	<i>Salary Base</i>	<i>Rate Yr 1</i>				
	Faculty		31.20%	\$ 2,824	\$ 780	\$ 1,451	\$ 1,061
	Grad Asst		14.10%	\$ 423	\$ 282	\$ 564	\$ 1,128
	Student		2.20%				
Subtotal for Fringe Benefits:				\$ 3,247	\$ 1,062	\$ 2,015	\$ 2,189
3. Travel							
	Assessment Institute (Eddy White)			\$ 1,870			
	Language Program Direction Project (LTE conference)				\$ 3,390		
* Community College Interactions	230 miles roundtrip@ 44.5c/mi			\$ 306	\$ 204	\$ 306	\$ 306
Subtotal for Travel:				\$ 306	\$ 2,074	\$ 3,696	\$ 306
4. Supplies							
Subtotal for Supplies:				\$ -	\$ -	\$ -	\$ -
5. Other							
* Conferences for teachers in PLONs with best project					\$ 2,000	\$ 6,000	
LaTeS - 1 speaker per year				\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
BRITE talks, 2 per year				\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Digital badges				\$ 1,000			
LaTeS meeting expenses				\$ 480	\$ 480	\$ 480	\$ 480
* Advancing Community Colleges Curricula				\$ 1,100	\$ 350	\$ 1,100	\$ 1,100
* Language Pedagogy Workshop (CMES)					\$ 500		
* Community College International Studies Workshop (with CMES and LAS)				\$ 500	\$ 500	\$ 500	\$ 500
Summer workshop and institute expenses (\$200 per day x 5 days)					\$ 1,000		
* Language Program Direction Project Scholarships					\$ 1,500		
Subtotal for Other:				\$ 5,580	\$ 3,830	\$ 9,580	\$ 10,580
6. Total Direct Costs (Lines 1-5)				\$ 21,183	\$ 11,466	\$ 23,941	\$ 24,475
7. Indirect Costs @ 8%				\$ 1,695	\$ 917	\$ 1,915	\$ 1,958
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17)							
8. Total Costs (Lines 6-7)				\$ 22,878	\$ 12,383	\$ 25,856	\$ 26,433

University of Arizona
The Center for Educational Resources in
Culture Language and Literacy (CERCLL)
Project Leader - Liudmila Klimanova
L2DL - Digital Literacies Symposium

* for competitive priorities: will vary depending on accepted presentations

				8/15/18-8/14/19	8/15/19-8/14/20	8/15/20-8/14/21	8/15/21-8/14/22
				Yr 1	Yr 2	Yr 3	Yr 4
1. Personnel							
Name	Title	Salary					
Klimanova, Liudmilla	Project Co-Director	65000		\$	1,500		\$ 1,500
Yvonne Bourgeois		\$45,000					
	Student Worker	10.5/hr	76.19 hrs	\$	800	\$	800
Subtotal for Personnel:				\$	-	\$ 2,300	\$ - \$ 2,300
2. Fringe Benefits							
	Rank	Salary Base	Rate				
	Faculty	\$ -	31.20%	\$	-	\$ 468	\$ - \$ 468
	Student Worker		2.00%	\$	-	\$ 16	\$ - \$ 16
Subtotal for Fringe Benefits:				\$	-	\$ 484	\$ - \$ 484
3. Travel							
Subtotal for Travel:				\$	-	\$ -	\$ - \$ -
4. Supplies							
Subtotal for Supplies:				\$	-	\$ -	\$ - \$ -
5. Other							
Keynote (honorarium, travel)				\$	1,500		\$ 3,000
Meeting expenses				\$	500		\$ 500
Advertising				\$	200	\$ 300	\$ 200 \$ 300
Web streaming/recording services				\$	1,500		\$ 1,500
Mobile app				\$	1,200		\$ 1,200
Subtotal for Other:				\$	200	\$ 5,000	\$ 200 \$ 6,500
6. Total Direct Costs (Lines 1-5)				\$	200	\$ 7,784	\$ 200 \$ 9,284
7. Indirect Costs @ 8%				\$	16	\$ 623	\$ 16 \$ 743
Direct costs less tuition remission @ 8%. (See tuition remission explanation at the end of the budget narrative (p.17))							
8. Total Costs (Lines 6-7)				\$	216	\$ 8,407	\$ 216 \$ 10,027