

**Gloria Park, Ph.D.**  
Professor of English  
Director of Graduate Studies in Composition and Applied Linguistics  
Coordinator of MA in TESOL Program  
Coordinator of TESOL Graduate Certificate Program  
Co-Director of Undergraduate Online ESL Endorsement Program

English Department  
Composition & Applied Linguistics  
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Gloria.Park@iup.edu

**EDUCATION**

**University of Maryland, College Park, Ph.D. in Curriculum and Instruction 2006**

- Recipient of 2004-2006 **Promising Researcher Fellowship** (\$40,000) for Dissertation entitled, *“Unsilencing the silenced: The journeys of five East Asian women with implications for TESOL teacher education”*

**American University, Washington D.C., M.A. in TESOL 2000**

**Harvard University Division of Extension Studies, MLA Candidate 1990-1993**

**Boston University, BA in Psychology (Pre-Medicine Track) 1989**

**HONORS & AWARDS**

**Faculty Teaching Excellence Award (2014-2015) for Content Pedagogy** sponsored and awarded by the University Center for Teaching Excellence

**Faculty Nominated for Special Recognition by Graduating Student (Spring 2013)** sponsored and awarded by African American Cultural Center (AACC)

**PROFESSIONAL EXPERIENCE**

**Indiana University of Pennsylvania, English Department**

**Since 2008**

Professor of English

2017-Current

- Director of Graduate Studies in Composition & Applied Linguistics
- Coordinator of TESOL Graduate Certificate Program
- Co-Director of Undergraduate ESL Program
- Coordinator of MA in TESOL Program

2018-Current

2015-Current

2020-Current

2018-2021

Associate Professor of English (Tenured)

2013-2017

- Director of TESOL Graduate Certificate Program

Assistant Professor of English (Tenure-Track)

2008-2013

- Director of MATESOL Program
- Interim Director of MATESOL Program

2012-2015

2011-2012

**Courses Taught & Designed**

*Undergraduate Level*

ENGL 101-MLW: College Writing

ENGL 121-MLW: Introduction to Humanities Literature

ENGL 121-Online: Introduction to Humanities Literature

ENGL 202: Research Writing on Social Justice & Diversity Issues & ENGL 202-Online

ENGL 222: Technical & Professional Writing (English for Specific Purposes)

WGS200: Introduction to Women’s & Gender Studies

*Master's Level*

ENGL 625: Introduction to TESOL and Applied Linguistics  
ENGL 649: Introduction to Research in TESOL and Applied Linguistics  
ENGL 688: Practicum in TESOL and Applied Linguistics  
ENGL 694: Observation of Teaching: Bridging Theory and Practice in Research on Teaching  
ENGL 723: Critical Perspectives on Second Language Teaching  
ENGL 752: World Englishes in Composition & Applied Linguistics-Developed New Course  
ENGL 781: Language Teacher Identities (Special Topics Course-Spring 2017)

*Doctoral Level*

ENGL 815: Qualitative Research  
ENGL 823: Critical Perspectives on Second Language Teaching  
ENGL 825: Second Language Literacy  
ENGL 852: World Englishes in Composition & Applied Linguistics-Developed New Course  
ENGL 781: Language Teacher Identities (Special Topics Course-Spring 2017)  
ENGL 998: TA Mentoring

**University of Maryland, Department of Curriculum and Instruction (EDCI) 2004-2008**

Visiting Assistant Professor (Clinical Faculty Position) 2006-2008  
Teaching Assistantship/ Advising/Portfolio Supervision, EDCI/ TESOL 2004-2006  
Elementary School Teacher Supervision 2005  
Graduate Assistantship, Department of Curriculum & Instruction/ TESOL 2002-2004  
Research Assistantship, Department of Curriculum & Instruction/ TESOL 2001-2002

**Montgomery College, Continuing Education & Workforce Development 2000-2008; 2016**

Part Time Adult ESL Instructor 2000-2008; 2016  
Supervisor for Student Teacher Interns in Adult ESL Program 2002-2007  
ESL Testing and Course Placement Counselor 2002-2008  
Adult ESL Curriculum Developer 2003-2005

**Chonan University and Chonan College of Foreign Studies, South Korea 1997-1998**

Lecturer in Department of English as a Foreign Language 1997-1998

**DongSung Educational Consulting Company, South Korea 1997**

Research Associate Primary Grade Curriculum Writer 1997

**SISA-Foreign Language Institute, South Korea 1995-1997**

Educational Director and Teacher Trainer in English as a Foreign Language Program 1995-1997  
Head Teacher Trainer for Gyoung Gi Province K-12 English Teachers 1996-1997

**The Madeira School, Virginia Fall 2006**

ESOL Consultant and Workshop Facilitator for High School Teachers

**K-12 Private Educational & Tutorial Consultant 1998-2006**

**The Potomac School, Virginia 1994-1995**

Educational Intern for PreK-3

## PUBLICATIONS

(\* Indicates Refereed, +Indicates Invited)

### **In Preparation**

**Park, G.**, Bogdan, S., Rosa, M., & Navarro, J. (Empirical Study) *The Critical Pedagogy Project: Unpacking what Teachers do as Critical Pedagogues*.

**Park, G.** Intergenerational literacy and cultural practices: Immigrant Families Negotiating their Dreams?

### **Under Review**

Park, G. (Under Review). Looking to Freire, hooks, and Lorde to unpack my stories of how I win. *Womxn of Color on the Front Lines: Stories of How We Win*

**Park, G.**, Bogdan, S., Rosa, M., & Navarro, J (Edited Book Proposal). *Exploring Critical Pedagogy as a Pedagogical Approach: Understanding Power, Privilege, Equity, and Social Justice*.

### **Published or In Press**

\*Black, W., Liang D., & **Park, G.** (Accepted for Publication). Being critical transnational English teachers: A narrative inquiry of Fulbright pre-service English language teachers. In R. Jain, B. Yazan, S. Canagarajah's (Eds.), *Transnational Research in English Language Teaching*

\*Greene, M. & **Park, G.** (2021). Promoting reflexivity during the COVID-19 Pandemic. *American Journal of Qualitative Research*, 5(1), 23-29.

+**Park, G.** (2020). Engaging in critical storytelling as a transnational immigrant woman in academy: (Un)learning from our stories and lived experiences. In L. J. Pentón Herrera & E. T. Trinh (Eds.), *Critical Storytelling: Multilingual Immigrants in the United States*. Sense Publishers.

\*Kim, K., & **Park, G.** (2020). "It Is More Expressive for Me": A translingual approach to meaningful literacy instruction through Sijo poetry. *TESOL Quarterly*, 54(2), 281-309.

\*+**Park, G.** (2018). (Editor). *TESOL Encyclopedia of English Language Teaching: Teacher Training & Professional Development Volume*. TESOL & Wiley, Inc.

\*+**Park, G.**, & Moe, K. (2018). Gender and nonnativeness. *TESOL Encyclopedia of English Language Teaching for NNESTs Volume*.

\***Park, G.** (2017). Narratives of *East Asian women teachers of English: Where Privilege Meets Marginalization*. Cambridge, UK: Multilingual Matters, LTD (Hardcover) (Paperback released in September 2018)

\*+Henderson Lee, S., McClure, K., Tanghe, S., & **Park, G.** (2017). Critical reflective inquiry in TESOL: Voices of teacher scholars. *The European Journal of Applied Linguistics and TEFL, Special Issue on Reflective Practice in ESOL Education*.

\*+Porter, C. & **Park, G.** (2017). Complementary and contradictory visions of epistemic justice in World Englishes graduate seminars: A Dialogue. In A. F. Selvi & N. Rudolph's (Eds.), *Education for glocal interaction: Conceptual shifts and contextual practices*.

- \***Park, G.**, & Amevuvor, J. (2016). An MATESOL Program housed in the English Department: Preparing teacher scholars to meet the demands of a globalizing world. In M. Strain's (Ed.), *Degree of Change: The MA in English Studies*, (pp. 215-233). Urbana, Ill: National Council for Teachers of English
- \*+Varghese, M., Motha, S., **Park, G.**, Reeves, J., & Trent, J. (2016). Language teacher identity in (multi)lingual educational contexts. *Special Themed Issue for TESOL Quarterly*, [www.tesol.org](http://www.tesol.org)
- \***Park, G.**, Rinke, C., & Mawhinney, L. (2016). Exploring the interplay of cultural capital, habitus, and field in the life histories of two West African teacher candidates. *Teacher Development: An International Journal of Teachers' Professional Development*, 20(5). <http://dx.doi.org/10.1080/13664530.2016.1202312>
- \* Tanghe, S., & **Park, G.** (2016). "Build[ing] something which alone we could not have done": International collaborative teaching and learning in language teacher education. *System: An International Journal of Educational Technology and Applied Linguistics*, 57, 1-13.
- \*+**Park, G.** & Amevuvor, J. (2015). "If you learn about these issues, you're going to learn...more about yourself and things that you come in contact with every day": Engaging undergraduate students in meaningful literacy in a research writing course. *Journal of Pedagogic Development*, 5(2), 50-68.
- \***Park, G.** (2015). Raising awareness of diversity and social (in)justice issues in undergraduate research writing: Understanding students and their lives via connecting teaching and research. *Journal of Pedagogic Development*, 5(1), 65-72.
- \***Park, G.** (2015). Situating the discourses of privilege and marginalization in the lives of two East Asian women teachers of English. *Race, Ethnicity and Education*, 18(1), 108-133.
- \***Park, G.**, & Henderson Lee, S. (2014). Critical perspectives on World Englishes: An inquiry into our disciplinary spaces as teacher-scholars. *Special Themed Issue for TESOL Journal*, 5(3), 395-411. [www.tesol.org](http://www.tesol.org).
- \*Weinstein, D. & **Park, G.** (2014). Helping students connect: Architecting learning spaces for experiential and transactional reflection. *Journal of Pedagogic Development*, 4(3), 14-22.
- +Widodo, H. J., & **Park, G.** (2014) (Edited). *Moving TESOL beyond the Comfort Zone: Exploring Criticality in TESOL*. New York: NOVA Science's Language and Linguistics Series.
- \*+**Park, G.** (2014). Book Review of Lyn Fogle's *Second language socialization and learner agency: Adoptive family talk*. *Journal of Language, Identity, and Education*, 13, 224-228.
- \*Rinke, C., Mawhinney, L., & **Park, G.** (2014). Complicating the "apprenticeship of observation": The role of modeling in the selection of a teaching career. *Teachers and Teaching: Theory & Practice*.
- +**Park, G.** (2013b). NNEST of the month: BLOG series.
- \***Park, G.** (2013a). My Autobiographical Poetic Rendition: An Inquiry into Humanizing our Teacher-Scholarship. *L2 Journal Special Themed Issue: L2 Writing and Personal History*, 5(1), 6-18. <http://escholarship.org/uc/item/2wx585r5>
- \* **Park, G.** (2013). "Writing IS a way of knowing": Writing and identity. *ELT Journal*, 67(3), 336-345.
- \*Mawhinney, L., Rinke, C., & **Park, G.** (2012). Being and becoming teachers: A road to advocacy between African-American and White preservice teachers. *The New Educator*, 8(4), 321-344.

\***Park, G.** (2012a). Critical perspectives on English language teaching and research: A push toward interdisciplinary scholarship in the era of globalization. *International Journal of Innovation in English Language Teaching and Research (IJIELTR)*, 1(1), 9-12.

\***Park, G.** (2012). "I am never afraid of being recognized as an NNES": One woman teacher's journey in claiming and embracing the NNES identity. *TESOL Quarterly*, 46(1), 127-151.

\***Park, G.** (2011). Adult English language learners constructing and sharing their stories and experiences: The cultural and linguistic autobiography (CLA) writing project. *TESOL Journal*, 2(2), 156-172.  
doi:10.5054/tj.2011.250378

**Park, G.,** Widodo, H., & Cirocki, A. (Edited) (2010). *Observation of teaching: Bridging theory and practice in research on teaching*. Berlin, Germany: Lincom Europa Publisher.

\***Park, G.** (2010). Providing meaningful writing opportunities in the community college: The cultural and linguistic autobiographical writing project. In S. Kasten's (Ed.), *TESOL Classroom Practice: Writing* (pp. 61-68). Alexandria, VA: TESOL, Inc.

\***Park, G.** (2009). "I listened to Korean society. I always heard that women should be this way...": The negotiation and construction of gendered identities in claiming a dominant language and race in the U.S. *Journal of Language, Identity, and Education*, 8(2), 174-190.

\***Park, G.** (2008). Lived pedagogies: Becoming a multi competent ESL teacher. In J. Carmona's (Ed.), *Perspectives on Community College ESL: Volume 3: Faculty, Administration, and the Working Environment* (pp. 17-29). Alexandria, VA: TESOL, Inc.

\*Oxford, R., Lee, K. R., & **Park, G.** (2007). L2 grammar strategies: The second Cinderella and beyond. In A. Cohen & E. Macaro's (Eds.), *Language learner strategies: Thirty years of research and practice* (pp. 117-140). New York: Oxford University Press.

\*Lynn, M., Benigno, G., Williams, A., **Park, G.,** & Mitchell, C. (2006). Critical theories of race, class, and gender in urban education. *Encounter: Education for Meaning and Social Justice*, 19(2), 1-9.

**Park, G.,** & VanSledright, B. (2004). Book Review of *What keeps teachers going?* By Sonia Nieto. *TESOL Quarterly*, 38(2), 358-360.

#### **INVITED KEYNOTE & PLENARY ADDRESS**

**Park, G. (2019, April).** Research on Narratives of East Asian Women Teachers of English in TESOL Programs. An Invited Panelist at the Georgetown University Round Table (GURT) 2019.

**Park, G. (2018, April).** Autobiographical writing in English Language Teaching (ELT). An Invited Pedagogical and Research Panelist at Trento University in Verona, Italy.

**Park, G.** (2010, October). *Pedagogical content knowledge in World Englishes*. An Invited Keynote Speech at the 3River TESOL Conference on October 30, 2010 at Clarion University of Pennsylvania, Clarion, PA.

**Park, G.** (2010, February). *Undergraduate research writing students' emerging academic and transformative identities via conducting qualitative research: Implications for development of URWSs' reading & writing identity*. Keynote panel at the Annual Undergraduate English Conference. Sponsored by the English Department at the Indiana University of Pennsylvania.

**Park, G.** (2009, November). *Mentoring undergraduate students in research*. Panel session at the Large Reflective Practice Meeting. Sponsored by the Center for Teaching Excellence at the Indiana University of Pennsylvania, PA.

**Park, G.** (2009, August). *Survival tips for the newer faculty*. Panel session at the New Faculty Orientation 2009. Sponsored by the Center for Teaching Excellence at the Indiana University of Pennsylvania. Indiana, PA.

**Park, G.** (2009, July). *Developing a pedagogy of effective elementary English language education*. Opening Plenary Address at the Indiana University of Pennsylvania's Summer Korean English Teachers' Immersion Program. Indiana, PA.

**Park, G.** (2008, April). *Lived pedagogies: Becoming a multicompetent ESL Teacher*. Workshop on Issues of Professional Identities and TESOL Practice at the American University TESOL Program. Washington D.C.

### **RESEARCH PRESENTATIONS**

\*Indicates Refereed      +Indicates Invited/Refereed

\*Black, L., Carr, M., Lowrey, K., & **Park, G.** (2019, April). Mothering and the academy: Four mother-teacher-scholars' journeys. Motherhood Initiative for Research and Community Development (MIRCD) at York University, Toronto, Ontario, Canada.

\*Kim, K., & **Park, G.** (2018, March). Translingualism in Bilingual Education: A Research-Based Lesson on Poetry" *Paper accepted for presentation and for recording at the TESOL International Convention in Chicago, Ill, March 27-30 2018.*

\*Park, G. (2017, March). Integrating issues of diversity and social (in)justice in undergraduate research writing course. In Henderson Lee's colloquium panel entitled, "*Cultivating Pedagogies for Social Justice: Exploring Issues of Diversity in Writing Courses,*" *Paper presented at the CCCC Convention in Portland, OR, March 15-18, 2017.*

\*+Park, G. (2017, March). Mama teacher-scholars in academy: Navigating the privilege and marginalization of one mother-scholar's unfinishedness. In B. Yazan's Colloquium Panel entitled, "*Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization,*" *paper presented at the American Association of Applied Linguistics (AAAL) Convention in Portland, OR, March 18-21, 2017.*

\*+Park, G. (2017, March). A journey of one mother-scholar. In B. Yazan's Colloquium panel entitled, "Going beyond essentialized and idealized categories in TESOL," *Paper presented at the International TESOL Convention in Seattle, WA, March 21-24, 2017.*

\*+Park, G. (2017, March). Legitimizing my identity as a scholar in doctoral program. In K. MacDonald's colloquium entitled, "*NNESTs Negotiating Identity & Securing Legitimacy; Personal Accounts,*" *paper presented at the International TESOL Convention in Seattle, WA, March 21-24, 2017.*

\*Reeves, J., Varghese, M., Motha, S., **Park, G.**, & Trent, J. (2017, March). Language teacher identity in (multi)lingual educational contexts. *Paper presented at the TESOL International Convention in Seattle, WA, March 21-24, 2017.*

\*Henderson Lee, S., Tanghe, S., & **Park, G.** (2017, March). Critical reflective inquiry in TESOL: Voices of teacher scholars. *Paper presented at the TESOL International Convention in Seattle, WA, March 21-24, 2017.*

\* Park, G., Amevuvor, J., & McKee, R. (2015, April). MA in Teaching English to Speakers of Other Languages (TESOL) and Graduate Certificate of Recognition (GCoR) Programs: Meeting the Demands of Local and Global Needs. Paper proposal accepted for Presentation at the College English Association in Indianapolis, IN, March 2015

\* Park, G., & Porter, C. (2015, April). Two Accounts of World Englishes Graduate Seminars as Practices in Linguistic and Epistemic Justice. In C. Porter's Colloquium Panel proposal entitled, *World Englishes as Local Practices: Pedagogies for Multilingual and Multi-Epistemic Justice Across the Educational Spectrum*, Colloquium Panel proposed for Presentation at the American Educational Research Association (AERA) Convention in Chicago, IL, April 16-19, 2015. (Division G: Social Contexts in Education)

\*Sitler, H., & **Park, G.** (2013, November). *Literacy Practices of Undergraduate Students in their First Writing Course: Life History Narratives of their Literacy Practices*. Panel Paper presented at the National Council of Teachers of English (NCTE) Convention in Boston, MA, November 21-24, 2013.

\* **Park, G.** (2013, March). Lived histories of novice multilingual women researchers: Meeting the scholarly demands of a globalizing world. In A. Amicucci, G. Park, M. Lee, A. Lee, & K. Vacek's Colloquium Panel proposal entitled, *Negotiating the language of a globalized academy: Preparing multilingual writers and teachers to embrace the World Englishes paradigm*, colloquium panel accepted for presentation at the American Association of Applied Linguistics (AAAL) Convention in Dallas, TX, March 16-19, 2013.

\* **Park, G.** (2013, March). Where privilege meets marginalization: Identities of East Asian women teachers of English. In S. Motha, G. Park, J. Trent, M. Varghese, & J. Reeves' Teacher Education SIG Academic session's proposal entitled, *Teacher identity research today: Implications for teacher education*, invited for presentation at the International TESOL Convention in Dallas, TX, March 20-24, 2013.

\* **Park, G.** (2013, March). MA students' lived history directing their academic writing practices in MA thesis to publications. In S. Smith, G. Park, L. Seloni, C. Casanave, & MJ Curry's Colloquium panel proposal entitled, *Multilinguals navigating advanced English literacies in higher education*, colloquium panel accepted for presentation at the International TESOL Convention in Dallas, TX, March 20-24, 2013.

\*Tanghe, S., & **Park, G.** (2011, July). *Raising awareness through pedagogy: A transnational praxis project*. Paper presented at the 22nd Penn State Conference on Rhetoric and Composition: Rhetoric and Writing across Language Boundaries. State College, PA.

\***Park, G.** (2011, April). *Undergraduate research writing students' exploration of issues of diversity and social justice: Implications for working with ENGL 202: Research Writing students*. Paper presented at the Division J: Postsecondary Education/Section 6: Society, Culture, and Change at the AERA 2011 Convention in New Orleans, LA, April 8-12, 2011.

\*Mawhinney, L., Rinke, C., & **Park, G.** (2011, April). *Doing vs. being a teacher: A life histories comparison of African-American and White pre-service teachers*. Paper presented in the SIG: Lives of Teachers at the AERA 2011 Convention in New Orleans, LA. April 8-12, 2011.

\***Park, G.** (2011, April). *An exploration of adult English language learners' (ELLs') immigration decisions: Connecting their cultural and linguistic images and symbols to their educational and professional goals in the US*. Paper presented in the Division G: Social Context of Education/Section 3: Social Context of Multiple Languages and Literature at the AERA 2011 Convention in New Orleans, LA. April 8-12, 2011.

- \*Park, G., Rinke, C., & Mawhinney, L.** (2011, April). *A critical look at international students in higher education contexts: Understanding critical and postmethod pedagogy in two West African pre-service teachers*. Paper presented in the Second Language Research SIG at the AERA 2011 Convention in New Orleans, LA, April 8-12, 2011.
- \*Rinke, C., Mawhinney, L., & Park, G.** (2010, May). *Complicating the "apprenticeship of observation": The role of modeling in the selection of a teaching career*. Paper presented at the American Education Research Association Convention in Denver, CO, April 28-May 4, 2010.
- Park, G., & Liu, P. E.** (2010, April). *Unpacking linguistic and gendered identities of East Asian students/teachers of English*. Workshop facilitated at the First Annual Gender and Sexuality Symposium at the Indiana University of Pennsylvania in Indiana, PA.
- \*Park, G., Messekher, H., Bang, J., Parrish, A., & Ashour, I.** (2010, February). *Navigating the dissertation research literacy space*. Invited Research Colloquium Panel presented at the First Annual 2010 Academic Literacies Symposium at the Indiana University of Pennsylvania in Indiana, PA, February 27-28, 2010.
- \*Park, G., Seloni, L., Liu, E., Zhang, Q., Messekher, H., Harrison, M., & Parrish, A.** (2010, March). *Navigating the complexities and rich moments as (N)NES researchers*. Colloquium Panel presented at the 2010 TESOL Convention in Boston, MA, March 24-27, 2010.
- \*Park, G., Harrison, M., Oda, T., Zacharias-Lim, H., Baek, S., Bang, J., & Burke, B.** (2010, March). *Perspectives and directions in identity research for classroom teachers*. Colloquium Panel presented at the 2010 TESOL Convention in Boston, MA, March 24-27, 2010.
- \*Park, G.** (2009, May). *Learning from the experiences of NNESTs in MATESOL programs: Implications for critical approaches to TESOL teacher education*. In D. Hanauer, G. Park, & L. Seloni's Colloquium panel entitled, *Critical Approaches: Countering the Normalizing Gaze in ESL Language Teacher Training*. Colloquium panel presented at the 2009 Language Teacher Education (LTE) in Washington D.C., May 28-30, 2009.
- \*Park, G.** (2009, May). *Complexities and tensions in identity research: Wrestling with the insider and outsider perspectives as a NNEST researcher educator*. In G. Park, & L. Seloni's Colloquium panel entitled, *Identity Research in Language & Education: Perspectives & Directions*. Colloquium panel presented at the 2009 Language Teacher Education (LTE) in Washington D.C., May 28-30, 2009.
- \*Park, G., & Suarez, D.** (2009, April). *The power to question: The role of autobiography in the empowerment and language learning of adult immigrant students of English as a second language*. Paper presented at the 2009 American Educational Research Association (AERA) Second Language Research SIG's "Perspectives on Writing in Second Language Education: Research on Multiple Literacies" session in San Diego, CA, April 13-17, 2009.
- \*Park, G., & Zhang, Y.** (2009, March). *Mentored learning to teach: A race-identity-teaching connection*. Paper presented at the 2009 TESOL Convention in Denver, CO., March 25-28, 2009.
- \*Park, G.,** (2009, March). *Non-native speaking teachers' educational and teaching narratives*. In S. Carroll, K. Figueredo, N. Ishihara, M. Martin-Beltran, S. Motha, G. Park, & M. Peercy's Colloquium panel entitled, *Extending the Use of Narrative Writing in TESOL Teacher Education*. Colloquium proposal presented at the 2009 TESOL Convention in Denver, CO., March 25-28, 2009.
- \*Park, G., & Suarez, D.** (2009, June). *The power of autobiography in the language learning of adult immigrant ESL students*. Paper presented at the 2009 Conference of the International Society for Language Studies (ISLS) in Orlando, FL, June 11-13, 2009.



**Park, G.** (2008, October). Lived pedagogies of ESOL teachers: Constructing and transforming our pedagogies. *Workshop presented at the 2008 Three Rivers TESOL Conference in Murrysville, PA, October 25, 2008.*

**Park, G.** (2008, October). Engaging our ESOL students in autobiographical narrative writings: Implications for interactive learning. *Workshop presented at the 2008 Three Rivers TESOL Conference in Murrysville, PA, October 25, 2008.*

### **GRANTS SECURED AT IUP**

**College of Humanities and Social Sciences Special Project Fund (2019, Spring) (\$800)** for supporting Composition and Applied Linguistics students' Speaker Series.

**College of Humanities and Social Science Special Project Fund (2016, Summer) (\$1940)** for moving into Phase II of the new English Minor & BA in TESOL programs to be housed in the English Department.

**College of Humanities and Social Sciences Special Project Fund (2016, Spring & Summer) (\$1800)** to stipend a professional editorial assistant for my sabbatical book contracted with Multilingual Matters, LTD.

**Women and Gender Studies Professional Development Fund (2015) (\$200)** for purchasing books for course preparation as well as for sabbatical research work.

**College of Humanities and Social Science Special Project Fund (2015) (\$2000)** for moving into Phase I of the new English Minor & BA in TESOL programs to be housed in the English Department.

**College of Humanities and Social Science Research Grant (2014) (\$4800)** for moving into Phase II of the National TESOL Program Project (New Program Initiative, Qualtric Survey Research, Follow-up external grant) -Stipend for a research assistant.

**College of Humanities and Social Science Research Grant (2013) (\$1400)** for expediting the Phase I of the National TESOL Program project (document analysis) -Stipend for a research assistant.

**President's Advancing Grantsmanship Award (2011-2012) (\$2500)** for submitting a grant proposal of at least \$25,000 during the 2011-2012 AY. Submitted an IES application, "National Study of teacher education programs" (\$574,031.01).

**University Senate Research Committee Grant (Spring 2011) (\$750)** to attend the 2011 American Educational Research Association (AERA) Convention to present two research papers: (1) *Undergraduate research writing students' exploration of issue of diversity and social justice: Implications for working with ENGL 202: Research Writing Students*; (2) *A critical look at international students in higher education contexts: Understanding critical and postmethod pedagogy in two West African pre-service teachers.*

**The PDE Keystone Grant sponsored by the PASSHE Frederick Douglass Institutes, Pennsylvania State System of Higher Education, May 2010-November 2010 (\$2000)** to expedite the diversity research project examining, "*Undergraduate Students' Voices: Raising Awareness of Social Justice Issues through Research Writing*"

**President's Supplemental Research Fund, Indiana University of Pennsylvania, 2009-2010 (\$500)** to present panel presentations with doctoral students at TESOL 2010

**Research Initiative Fund (Research Institute), December 2009-December 2010 (\$3500)** to expedite the follow-up study entitled, "*A career in education: Prospective teacher views on teaching and educational experiences*" (Log No. 08-203)

**University Senate Research Committee (USRC) Award-Faculty & Student Research Award, Indiana University of Pennsylvania, 2009-2010 (\$1144)** to expedite the study entitled, *"Learning about social justice and diversity through research writing: Implications for student learning and curricular design"*

**Research Initiative Fund (Research Institute), May 2009 (\$1800)** to initiate a new project entitled, *Understanding the experiences of students in the Masters of Arts in Teaching English to Speakers of Other Language (MATESOL) Program: Policy implications for teaching, teacher education, and pre/in-service teacher recruitment*

**University Senate Research Committee (USRC) Award, Indiana University of Pennsylvania, 2008-2009 (\$1500)** to expedite the study entitled, *"A career in education: Prospective teacher views on teaching and educational experiences"* (Log No. 08-203)

**President's Research Supplemental Fund, Indiana University of Pennsylvania, 2008-2009 (\$500)** to present a manuscript at the AERA 2009 (*this manuscript is under review at Teaching & Teacher Education Journal*)

**GRANTS APPLIED FOR BUT REVISE & RESUBMIT REQUESTED BY THE FUNDING AGENCY**  
**Education Research Grant sponsored by the Institutes of Education Sciences, the US Government projected for (September 2012-August 2015) (Approximate Budget Request: \$574,031.01)** to design and implement a national study entitled, *"A national study of TESOL teacher education programs (TESOL-TEP) and their roles and responsibilities in serving the academic needs of K-16 ELLs: A critical look at the areas of faculty expertise, TESOL curricula, teachers' needs & expectations, post-program job placements, and university-school partnerships"*  
Submission Date for LOI ~ July 2011 : Final Application submitted on September 21st, 2011 (*Unfunded*) (*Revise and Resubmit requested for the future round of applications*)

**The NEH Summer 2012 Seminar Grant** ~ Submitted a full length proposal for the Summer Seminar entitled, *Integrating world Englishes in humanities*, projected for (October 2011~ September 2012) (**Approximate Budget Request: \$ 75,000**) to facilitate a summer seminar for 16 recruited and selected college/university humanities instructors. Submission Date ~ March 1, 2011 (*Unfunded*) (*Revise and Resubmit requested for the future round of applications*)

#### **GRANTS APPLIED FOR BUT UNFUNDED**

**Spencer Grant for Organizational Learning in Schools, School Systems, and Higher Education Institutions, 2011-2014** (Projected Budget of \$480,285.00) to launch a national study focusing on the following: *A national study exploring the effective partnerships between the US TESOL teacher education programs (TESOL-TEPs) and K-12 public schools in improving the oral language, literacy acquisition, and academic achievement of ELLs: A critical look at effective teachers and effective teaching of K-12 ELLs* (*Unfunded*)

**IUP Senate Fellowship, 2010-2011** (Projected Budget of \$3500) to complete a book contract entitled: *Where privilege meets marginalization: East Asian women teachers of English* (**Unfunded**)

**National Endowment of the Humanities (NEH) Promotion of the Humanities Fellowship and Stipend, Summer 2010**, (Projected Budget of \$6500) to complete a book contract entitled: *Where privilege meets marginalization: East Asian women teachers of English* (*Unfunded*)

**Spencer Grant for Teaching, Learning, and Instructional Resources, 2009-2011** (Projected Budget, \$39,910.00) to continue and complete a project entitled: *Undergraduate students' voices: Bridging academic literacies and research skills using social and multicultural genres* (Co-Investigator: Dr. Lisy Seloni) (*Unfunded*)

**Faculty Professional Development Council Grant sponsored by PASSHE, 2010, (Projected Budget \$6500)** to continue and complete a project entitled: *Undergraduate students' voices: Bridging academic literacies and research skills using social and multicultural genres* (Co-Investigator: Dr. Lisy Seloni) (Unfunded)

### INTERNATIONAL/NATIONAL SERVICE

#### *Wiley-Blackwell Publisher's TESOL Encyclopedia of English Language Teaching Series (2015-2017)*

- Appointed as an Associate Editor for Teacher Training & Professional Development (TT&PD) Volume
  - Work with close to 70 authors on content editing their encyclopedia entry focused on teacher Training & Professional Development
  - Find and communicate with prospective authors for encyclopedia entries with awaiting authorships
  - Correspond with Managing Editor, Project Editor, and Editor-in-Chief on bimonthly basis to make sure all the entries are current

#### *The Fulbright National Screening Committee (2011-2015, 2020)*

- Invited to serve on the National Screening Committee to examine applications and rank them for English Language Teaching Fellows in South Korea
  - December 2014 meeting in New York City~ read, commented on, and ranked 88 applications
  - December 2015 meeting in Washington DC~ read, commented on, and ranked 100 applications
  - December 2020 virtual meeting ~ read, commented on, and ranked 71 applications
- Invited to serve on the National Screening Committee to examine applications for English Language Teaching Fellows to Malaysia
- Meet annually to discuss the applications and rank them for recommendations to the Fulbright office
  - December 2011 Meeting in Washington DC~ read, commented on, and ranked 72 applications
  - December 2012 Meeting in New York City ~ Conference Called in ~ read, commented on, and ranked 75 applications

#### *International Journal of Innovations in English Language Teaching and Research (2010-2012)*

- Appointed as an *Associate Editor* for a refereed journal published by Nova Science Publishers
- **Proposed the inaugural issue-special topic** on English Language Teaching and Teacher Education in the Era of Globalization and Multiculturalism **to be published in March 2011 and September 2011**
- Reviewed and Edited (for content) all the submissions before they were sent out to reviewers (double-blind) on the editorial board of the journal

#### *The TESOL Journal Book & Material Review Editor (2010-2015)*

- Appointed by the TJ Editor to serve as the Review Editor
- Solicit Reviews of recently published books focusing on TESOL/ Applied Linguistics
- Review the in-coming book reviews and provide feedback for possible publications

#### *The TESOL Journal Editorial Advisory Board & Editorial Board Member (2009-2015)*

- Appointed as a member on the Editorial & Advisory Board
- Attend annual conference meetings for EABs
- Propose calls for special themed issues
- Annually, review special manuscripts for consideration to the journal

#### *International American Educational Research Association (AERA) (2007-Current)*

- Reviewed “Distinguished Paper” proposals for Mentorship and Mentoring Practices SIG and ranked them using a set of rubrics (2012)
- Reviewed “Dissertation of the Year Award” for Second Language Research SIG (2009) application proposals
- Served as a discussant for the session titled, “*Who are teaching second language learners and how? Research on teachers and instruction*” at the 2009 AERA Annual Meeting in San Diego, California, April 13-17.
- Read proposals for Division K--Teaching and Teacher Education (Division K) (2004-2009)
- Read Proposals for Second Language Research SIG (2004-2009)
- Chaired Sessions for Second Language Research SIG (2004-2009)

***Manuscript Reviewer for National and International Refereed Journals (2008-Current)***

- TESOL Quarterly (Since 2014)
- TESOL Journal (Since 2013)
- System (2013)
- Diaspora, Indigenous, and Minority Education (2011)
- Linguistics and Education (2011)
- International Journal of Applied Linguistics (2010; 2012)
- American Educational Research Journal (2007-2008)
- Teaching and Teacher Education Journal (2002; 2010)

**UNIVERSITY SERVICE ~ IUP**

**University Institutional Review Board (2016-2018):** As one of the alternate members

**University Wide Sabbatical Award Committee (2015-2018):** As one of the committee members,

- Due to being on a Sabbatical Leave (Spring 2016), my committee work will begin in spring 2017

**Frederick Douglass Institute Advisory Board (2010-2015):** As one of the Advisory Board members,

- Reviewed applications (6) for Douglass Scholars Summer 2010 and made recommendations for the top two applicants
- Proposed and planned Frederick Douglass Institute Panel as a regular forum in the annual Teacher Scholar Symposium (co-sponsorship with Composition & TESOL Graduate Program)
- Co-planned and participated in “Issues of Diversity: Voices from the Field~ A working paper series” to disseminate and share faculty and student research in exploring topics related to diversity, social equity and inclusion from a variety of disciplinary perspectives
- Reviewed applications for Douglass Scholars Summer 2012 and made recommendations

**Recruitment & Selection Committee (2012)**

- Successfully hired Ms. Emma Archer
- Interviewed 3 top applicants for the AD position
- Served on the committee for Assistant Director position for the American Language Institute
- Read, commented, and ranked 50+ application files for the position

**Center for Teaching Excellence (Reflective Practice Group Meetings)**

- Presented on a Panel entitled, *Mentoring Undergraduate Students in Research* on November 4, 2009
- Presented on a Panel entitled, *Survival Tips for New Faculty (2009-2010)* on August 2009
- Participated in “Overcoming Apathy in the Classroom: Strategies for Teaching from the Psychology of Learning,” presented by Dr. Todd Zakrajsek on Jan. 31, 2009
- Participated in Cross-Disciplinary and Departmental Teaching Circles

- Participated in Effective Group Work
- Participated in Ah-Hah! Re-Imagining your Teaching
- Participated in 2008-2009 New Faculty Orientation

**The Annual Teacher-Scholar Symposium Founder, Organizer & Faculty Advisor (2009-2011)**

- Work closely with Frederick Douglass Institute Advisory Board to co-sponsor the Annual Teacher Scholar Symposium.
- Organize the symposium for June 2011 to include both undergraduate English majors as well as graduate students in all programs represented in the English department, faculty panel of IUP teacher scholars, panel of Douglass Institute Advisory Board members, Mentor of the Year Award, etc. (Tentative Keynote: Dr. Kathy Sohn focusing on literacy, composition, literacy development of Appalachians, and mentoring)
- Initiated and proposed an annual graduate student symposium, "Teacher Scholar Symposium." (Successfully completed on September 25, 2009 with the Keynote by Dr. Scott Kiesling from University of Pittsburgh)
- Invited and secured a guest speaker and research workshop facilitator
- Organized a steering committee to begin planning for the symposium
- Designed posters to announce the symposium within and beyond the IUP university community
- Received all proposals submitted for presentation; organized the proposals according to themes of concurrent sessions; recruited faculty discussants for each presentation; and recruited graduate student chairs for each session.
- Mentored the Event Chair to facilitate the logistics of running a one-day symposium

**Women's and Gender Studies Committee (2009+):** As a member,

- Attend monthly meetings to discuss the work of the Women's Studies program

**GAMMA SIGMA SIGMA National Service Sorority (2009-2011):** As a faculty adviser,

- Advise undergraduate sorority students with their organization work as needed
- Chaperone annual meetings and formals

**Annual Undergraduate Scholar Forum**

- In 2009 (April 7th ), reviewed, commented, and judged undergraduate students' work on English Scholarly Panel
- Advised 2 undergraduate research writing students' presentations (former students from Fall 2008 & Spring 2009 sections)

**Celebrating Literacies II Conference**

- Parrish, A., Seloni, L., & Park, G. (October, 2008). Creative writing in classrooms. *Workshop presented at the Celebrating Literacies II with Western Pennsylvania area high school students. October 29, 2008*

**DEPARTMENT SERVICE~ENGLISH**

**Department Promotion Committee Member (2017-2018):**

- Serve as one of the members to write one faculty promotion letter

**Department Evaluation Committee Co-Chair (2014-2017):** As an active co-chair,

- Create a faculty observation schedule for both fall and spring semester
- Meet with individual faculty to discuss, as needed, his/her file
- Read through all the probationary faculty files per semester

- Co-write faculty's DEC reports using the contents of the faculty files
- Correspond with DEC members via email regarding votes of (non)renewal
- Schedule, Co-facilitate, and participate in monthly meetings to discuss probationary faculty and 5<sup>th</sup> Year Faculty files
- Meet with the Department Chair to discuss files and committee structure, as needed

**Department Evaluation Committee (2013-2014):** As an active committee member,

- Read through all the probationary faculty files in fall 2013
- Wrote one faculty's DEC report using the contents of the faculty file in fall 2013
- Corresponded with DEC members via email regarding votes of (non)renewal
- Participated in once a semester meeting to discuss probationary faculty files

**Recruitment & Selection Committee (2009-2014; 2016-2017; 2017-2018)**

- **2017-2018: Member of Applied Linguistics position Search Committee (Fall 2018 for 1-2 positions)**
- **2016-2017: Chair Subcommittee for Applied Linguistics position (Fall 2016 for 1-2 positions)**
- **2014-2015: Assisted Subcommittee for Composition Hire (Fall 2015 for 1 position)**
  - Successfully hired Dr. Dana Driscoll
  - Attended candidate presentations
  - Attended dinner hosting candidates
- **2013-2014: Served on Subcommittee for Composition Hire (Fall 2014 for 1 position)**
  - Successfully hired Dr. Carolyn Wisniewski
  - Attended candidate presentations and co-hosted meals for candidates
  - Read through 75 application materials for a Composition specialist hire
  - Phone interviewed 11 candidates
  - Met with the subcommittee to discuss the files and rank the candidates
- **2012-2013: Chaired Subcommittee for Applied Linguistics positions (Fall 2013 for 2 positions)**
  - Successfully hired Drs. Curt Porter & Usree Bhattacharya
  - Constructed justifications for our hiring decisions
  - Coordinated and hosted three on campus interviews during the week of January 28<sup>th</sup> and February 4<sup>th</sup>, 2013
  - Communicated with the AL candidates to prepare them for the campus interview visits
  - Phone interviewed 11 candidates on 12/20/2012 and 1/10/2013
  - Co-wrote phone interview summaries of candidates
  - Co-wrote the advertisement for the Applied Linguistic and Critical Assessment Position
- **2010-2011 & 2011-2012: Committee member on the Teaching Associate Hiring Subcommittee**
  - Ranked the TA application files for 2011-2012 AY and made recommendations to the R&S
  - Read thoroughly through 30+ English Department Temporary Faculty for 2010-2011 AY, and ranked them from 5 (the highest) to 1 (the lowest) in terms of their composition and literature teaching experiences at university level institutions as well as their status on the academic standing and scholarly development (i.e., ABD, Ph.D., publication record)
  - Read through the ranked files of all the TAs for the English Department for the approval process
- **2010-2011: Chaired the subcommittee for Applied Linguistics positions (Fall 2011 for 1 position)**

- Successfully hired Dr. Sedef Uzun Smith
- Spearheaded revising the first and second cut sheets for the Applied Linguistics for Fall 2011.
- Spearheaded the job announcement call for the Applied Linguistics Tenure-track Position for 2011-2012 hire
- Phone interviewed two Applied Linguistics candidates on 2/18/2011 & 2/25/2011
- **2010-2011: Appointed to be on Special Hiring Committee for Temporary Faculty for Spring 2011 hire**
  - Read, Commented, and Discussed with Committee over 15 applications for 2 positions
- **2009-2010: Served on Recruitment & Hiring Subcommittees**
  - Successfully Hired Dr. Timothy Hibsman & Dr. John Branscum
  - Hosted Professional/Technical Writing Position candidates (November 8-9, 2010)
  - Co-Conducted the phone interviews for the Tenure-track Creative Writing Position (September 29, 2010).
  - Conducted phone interviews with 2 other colleagues for the tenure-track Professional/Technical Writing Position (September 16, 2010)
  - Elaborated on the existing phone interview screening calls for the tenure track position for Technical/Professional Writing course
  - Restructured the job announcement for the Technical/Professional Writing, Assistant Professor, Tenure-track Position for Fall 2010/Spring 2011
  - Attend bi-monthly meetings facilitated by the Assistant Chair of the English Department;

#### **Academic Literacies Symposium (February 2010)**

- Reviewed proposals for the single paper presentations, research panels, and poster presentations
- Assisted with the program book, and soliciting calls for volunteers, session chairs, etc.

#### **Library Committee at the IUP English Department (2008-2010):** As a member,

- Recommended a list of books in the areas of second language teaching, teacher education, qualitative research, and world Englishes

#### **English Department Workshops**

- Park, G., Amevuvor, J., & McKee, R. (2014, February). *Teaching English as an Additional Language: A Critical Look at the US, the State, and the PASSHE.*
- **Park, G., & Amicucci, A.** (2012, July). Composition teachers working with multilingual writers in Liberal Studies English courses: The 2012 Liberal Studies English Orientation.
- **Park, G., Chamcharatsri, P., Messekher, H., Nuske, K.** (2010, June). Conducting a critical review of literature.
- **Park, G., Ruefman, D., Lieske, M., Parrish, A., Ashour, I., Lederman, J., & Reynolds, L.** (2009, October). Conceptualizing our dissertation identities: Constructing our research literacies through designing research map and research proposal.
- Seloni, L., **Park, G.**, Fontaine, J., & Welsh, S. (2009, March). A 2-day workshop on "Addressing international students' academic needs: Writing across borders"
- **Park, G.** (2008, November). The intersection of gender and professional identity: Dancing around our identity positions. In M. Harrison, S. Deckert, G. Park, & L. Seloni's *Identity Research in Language and Education: Perspectives and Directions* Colloquium Panel sponsored by the English Department at the Indiana University of Pennsylvania.

#### **PROGRAM SERVICE~COMPOSITION & APPLIED LINGUISTICS**

**Graduate Studies in Composition and Applied Linguistics in IUP English Department (2008-2017):** As a program member and faculty and as a program director starting in December 2017,

- Co-member on the advisory board committee for admission (for both summer and academic year) and GA assistantship applicants (March 7, 2012)
- Review at least 15-17 Ph.D. applications **on a monthly basis** and make recommendations for admission by examining grades, test scores, statement of purpose, and recommendation letters, and other pertinent information in the file (Fall 2009-Current)
- Reviewed 1 application for Appeal to the Qualifying Portfolio Results (one of three members on the Appeal Committee) (March 2011)
- Reviewed 4 applications for Appeal to the Qualifying Portfolio Results (one of three members on the Appeal Committee) (March/April 2010)
- Participate actively in monthly meetings to transform curriculum restructuring, student advising, and other teaching, research, and administrative work
- Co-designed Ph.D. applicant phone interview protocol (w/ Dr. Sharon Deckert)
- Reviewed Qualifying Portfolios to determine students' abilities to continue with coursework, scholarship, and dissertation (Jan/Feb 2009; Jan 2010; Feb 2011; Jan/Feb 2012)
- Co-edit the C&T Online Working Papers (2008-2010):
  - \* Review incoming manuscripts, assist Editor-in-Chief with pertinent matters related to working papers
  - \* Recruit advanced doctoral students, ABDs, and IUP alumna to contribute to the working papers
- Chair Ph.D. Dissertation Students (refer to the Chairship/Readership List below)

**TESOL Graduate Certificate of Recognition (GCoR) Program:** As a curriculum developer and coordinator, Program coordinator (3-yr term) (2015+),

- Proposed and designed a 18-credit graduate certificate program
- Publicize GCoR within and beyond the IUP undergraduate programs for recruitment purposes

**Graduate Studies in MATESOL Program:** As a faculty member (2008-2011), interim program coordinator (May 2011-2012), program coordinator (3-yr term) (2012-2015), (2018+)

- Initiated restructuring TESOL program curricula to meet the Pennsylvania Department of Education's policy on ESOL endorsement for K-12 teachers in Pennsylvania
- Reviewed the MATESOL program applications and make recommendations for admission to the Graduate School
- Worked directly with the International Education Office at IUP to promote more international teacher education exchange programs and recruit students into our MATESOL program
- Worked directly with College of Education (K-6) and Secondary English Education (7-12 housed in English Department) to create a MATESOL/MATE teacher education program for domestic pre-/in-service students
- Advised MATESOL program students individually on their coursework and other professional development and practicum opportunities within and beyond IUP educational contexts
- Co-facilitated a transnational praxis program with Dankook University's MATESOL Program for current IUP MATESOL program's practicum course students
- Publicized our MATESOL program both domestically and internationally
- Reviewed the MATESOL program applications and make recommendations to the program director
- Participated actively in restructuring the curricular reform, student advising, and graduate student organization
- Supervised students' graduating portfolios: set up information meetings, advise each student's portfolio (both academic and professional), conduct post portfolio submission interview meetings
- Mentored and guide the MATESA organization with their events, social functions, and newsletters



- Attended monthly meetings to discuss the critical needs of the TESOL program
- Chaired and Served as a Reader for MATESOL Thesis Students (MATESOL Program) (see below)

## CHAIRSHIPS & READERSHIPS~DISSERTATIONS & THESES

### 2020-2021 in Progress

#### *Chairships*

**Akiyoshi, J.** *International Multilingual Writing Teacher Identity in an interdisciplinary field of Composition and Applied Linguistics* (3 chapters defended on 9/26/2019)

**Bhuiyan, N.** *The Whole Selves: Personal and Professional Experiences of Lebanese Women Part Time Faculty* (3 chapter defense scheduled - March 30, 2021)

**Deloach, S.** *Shift happens: Narratives of First Year, First Generation students during the COVID-19 Pandemic* (3 chapters defended on 9/26/2019) (Successful Final Defense, 3/19/2021)

**Fairley, M.** *Learning from an identity focused teacher inquiry group: Narratives of transnational language teachers in an Egyptian context* (3 chapter defended on 2/3/2021)

**Florian, S.** *Exploring basic writers in university contexts* (3 chapter defense, 9/16/2020)

**Glodjo, T.** *Undergraduate pre-service language teachers' experiences, identity development, and critical engagement in a BATESOL program: A short story narrative analysis* (3 chapters defended 10/10/2019) (Successful Final defense 10/7/2020)

**Tanasale, I.** *Exploring academic identity of six Indonesian English language academics in navigating Tri Dharma.* (Final Defense scheduled, March 1, 2021)

**Ylonfoun, Ebenezer.** *Beninese secondary education English teachers work as writing teachers* (3 chapters defended in 7/2020)

#### *Readerships*

**Farrell, J.** (Re) constructing the self: The writing center as an academic identity space for first-generation college students.

**Husein, D.** The effect of EAL students' identity on their behavior toward collaborative learning (final defense on 9/18/2020)

**Liang, D.** *Exploring college students' composing practices and perceptions of collaborative multimodal composition in First Year Writing Class.* (3 chapter defense, 3/26/2021)

**Peterson, J.** *Entangled materials in the second language classroom: An ontographic approach to posthumanist, arts-based inquiry.* (3 chapter defense, 9/20/2019)

**Ward, A.** *The Writing practices and linguistic burden of Lebanese researchers* (3 chapter defense scheduled, March 4, 2021)

### 2019-2020 Completion

#### *Chairships*

**Salvadore-Vaccino, S.** *Kuwaiti English teachers' Life language (Hi)stories: A narrative approach to identity formation as EFL teachers* (Passed with Distinction)

**Webb, M.** *Professional identities of writing teachers on the Borders of Composition and TESOL* (Passed with Distinction)

#### *Readerships*

**Alharthi, A.** *Feminism in a patriarchal society: Poetic representations of Saudi women experiences living in Saudi Arabia*

**Alharty, S.** *Investigating Omani parental involvement in their children's English language learning*

**Anokye, J.** *Theorizing the multilingual perspectives on African American English through HBCU composition faculty members' lived experiences*

**Carr, M.** *Writing While Mothering: Analyzing First-Year Composition Class Student Mothers' Literate Activity* (Passed with Distinction)

**Hull, B.** *When You Use Ya "White" Voice Ta Git Da Job: Linguistic Identity Negotiation and The Black Woman Teacher of English*

**Krack, D.** *Unsilencing the silenced: An ethnodramatic exploration of the experiences of LGBTQ+ high school*

**Tchekpassi, T.** *The Becoming of Sub-Saharan Africa's Higher Education Policy: A Critical Discourse Analysis and Posthuman Reading of a Teacher's Experiences*

**Yacoub, M.** *Exploring the Narrated Experiences of Four Multilingual Muslim Students in Separated and Integrated Undergraduate Composition Courses with Implications for Composition Programs.*

### 2018-2019 Completion

#### *Chairships*

**Bookman, B.** *Transnational teacher-scholars: Voices and practices*

**Johnston, S.** *Towards Comprehensive Internationalization: A Study of Faculty and Student Perceptions and Experiences of L2 Writing Across the Curriculum*

*Readerships*

**Alruwaili, T.** *Extending Olive Branch: Ecological Thinking and Sustainable Writing Practices for University-Level Students*

**Alzahrani, H.** *Investigating Self-Regulated Learning Behaviors that Saudi Female Language Learners Hold and its Relationship to their Literacy Learning*

**Breyer, C.** *The Negotiation of English language and Mainstream Classroom Co-teacher Roles in the K-1 Classrooms*

**Ghouma, H.** *The Narrated Academic Experiences of Three Multilingual College-Aged Students Diagnosed with Specific Learning Disabilities*

**Hill, N.** *Content Analysis of Members' Interests, Participation, and Use of the Virtual Community of Practice Associated with Intensive English Language Education.*

**Hynes, K.** *Holding Space, Holding Back, Holding On: The Emotional Labor of Responding to Personal Writing*

**Levy, R.** *Language Difference in Collaboration: Peer Review Among Linguistically Diverse Students in a Mainstream First Year Composition Course*

**2017-2018 Completion**

*Chairships*

**Lee, M. E.** *Student-Centered Englishes Pedagogy: A Case Study Exploration of a New Orientation to Composition*

*Readerships*

**Kaldina, V.** *Composing PANTUN in English: Indonesian EFL students' perceptions and desire to write poetry in the EFL classroom*

**Keating, C.** *On bullying and bullying prevention: A poetic inquiry unto undergraduate students' experiences*

**Lee, A. S.** *Exploring the identity construction of multilingual writers in world Englishes writing centers*

**Simpson, S.** *Student perceptions of online writing center designs for fully-online programs*

**2016-2017 Completion**

*Chairships*

**Charles, Q.** *Black teachers of English in South Korea*

**Entisar, E.** *Libyan Teacher Educators', Student Teachers', and In-Service Teachers' Perceptions of Effective English Language Teacher Education: A Institutional Case Study*

**Lindberg, N.** *Faculty perceptions of Teaching Writing to English as an Additional Language Students*

**McKee, R.** *Arriving at this Place: A Teacher's Journey to Fostering Sustainable International Service learning in the Writing Classroom)*

**Moroz, O.** *The Gendered Impact on the English Language Teacher Identity in Ukraine*

**Robinson, S.** *How Three African American High School Seniors Perceive their Writing*

**Vacek, K.** *Merging Professional Academic Literacies and Identities: Cases of new PhDs on English Studies*

*Readerships*

**Algubaisi, Bader A.** *Exploring and Understanding of Administrators, Teachers, and Students Expectations and Actual Use of Technology-Enhanced Language learning in a Saudi Tertiary Context*

**Elbelazi, S.** *Theorizing Libyan Feminism: Poetic Representation of Libyan Muslim Women's Experiences*

**Follett, J.** *Writing Center Tutors' Responses to Student Writers' Negative Achievement Emotions*

**Glennon, M.** *Writing exchanges of couples*

**Holloway, K.** *A qualitative study of graduate and professional studies students' writing identities: The role of writing centers in constructing identities*

**2015-2016 Completion**

*Chairships*

**Weng, Z.** (2016). *Writing across the Curriculum: Experiences of Undergraduate Multilingual International Students*

*Readerships*

**Blazer, S.** (2016). *What They Say: Writing Center Tutors and Transformative Staff Education*

**Crawford, F.** (2016). *Writing Center Certification and Accreditation*

**Fish, Z.** (2016). *Fostering the Creative Mind: Creative Pedagogies in the ESL Classroom*

**Mardiningrum, A.** (2016). *EFL Preservice Teachers' Beliefs about English Language Teaching in Role-Play Based Activities*

**Prikhodko, M.** (2016). *International Multilingual Students' (re)negotiation of their Language and Literacies in First-Year Composition Class*

**2014-2015 Completion**

*Park, Gloria*

*As of March 26, 2021*

*Chairships*

None

*Readerships*

**Gutierrez, L.** (2015). *(Re)framing the immigrant narrative: Exploring testimonios that counter the essentialized image of (un)documented people within the new racist nativist discourse in contemporary U.S. rhetoric*

**Kim, K. M.** (2015). *Negotiation of multiple sources of feedback on academic writing at the graduate level: A case study of multilingual doctoral students in the U.S.*

**Kivuva, L.** (2015). *Stories of Living and Learning, Survival and Resilience: Burundian Refugee Autobiographical Narratives*

**Virgil, S.** (2015). *A year of change: Students writing hope*

### **2013-2014 Completion**

*Chairships*

**Fuijieda, Y.** (2014). *Academic literacy and Discourse Socialization of seven Multilinguals in Research Seminar Course in a Japanese University*

**McClure, K.** (2014). *Traveling the Alphabet: Exploring Armenian immigrant women's narratives of multiple literacies and languages* **(Passed with Distinction)**

**Park, S. B.** (2014). *Exploring language teachers' identity in the Korean teaching contexts with four Korean English language teachers*

*Readerships*

**Fotinakes, B.** (2014). *Belief and an act of will: Hope in the composition classroom* [Passed with Distinction]

**Khoza, H.** (2014). *What are the pedagogical understandings of writing instruction in the classroom by South African high school teachers*

**Lee, Y.** (2014). *Understanding the Korean Culture of Assessment and Implementation of a Performance Assessment Tool*

**Nuske, K.** (2014). *Investigating students' situated understandings of criticality in a Master of Arts TESOL course*

**Wang, F.** (2014). *Exploring language learning experience of highly professionals as L2 speakers*

### **2012-2013 Completion**

*Chairships*

**Al-Shareefy, R.** (2013). *Iraqi bilingual teacher-scholars' perception of collaborative writing*

**Amevuvor, J.** (2013). *Exploring the continuity of experiences within Ghanaian international students' voiced narratives*

**Ousseini, H.** (2013). *Francophone EFL teachers' perceptions of research and teaching*

**Meng, S.** (2013). *Strategies for promoting group work in TESOL courses: Perspectives of TESOL students*

**Richards, K.** (2013). *"Knowledge growth": English literature instructors composing knowledge for teaching composition*

**Tanghe, S.** (2013). *TESOL graduate student perspectives on collaborative teaching in Korea*

*Readerships*

**Ahmed, M.** (2013). *English for business communication and workplace needs: Saudi students and business managers perceptions*

**Lee, S.** (2013). *Journal writing: Exploring Japanese students' reflections in English learning*

**Kumagai, K.** (2013). *How accents indicate speakers' identities: An investigation on L2 English speakers' perceptions of their own accent and their perceived social identity*

**Romagnoli, A.** (2013). *Exploring graphic novels as primary texts: A cross-case analysis of college English classrooms*

**Thomas, K.** (2013). *Race, composition, and identity of African American professoriate's journeys*

**Susanti, R.** (2013). *Students' preferences about feedback on writing in large classes*

**Tchekpassi, T.** (2013). *Exploring students' attitudes towards learning English in Togolese high schools*

**Vetere, T.** (2013). *Learning through language socialization: A case study of two four year olds*

### **2011-2012 Completion**

*Chairships*

**Bamba, M.** (2012). *Seeking effective approaches to teaching large EFL classes in the Ivory Coast*

**Baaziz, S.** (2012). *Algerian college English teachers' experiences with students' rights: Moving from being a student to becoming a teacher.*

**Park, S. K.** (2012). *A study of the relationship between Korean non-native English speaking teachers (NNESTs)' prior teaching experience and their L2 pragmatic competence*

**Tudor-Sarver, W.** (2012). *"Doing School" right: How university students from diverse backgrounds construct their academic literacies and academic identities*

*Readerships*

**Amicucci, A.** (2012). *A descriptive study of first-year college students' non-academic digital literacy practices with implications for college writing education* **(Passed with Distinction)**

*Park, Gloria*

*As of March 26, 2021*

- Puspawati, I.** (2012). *EFL/ESL (English as a foreign/ second language) students' perceptions toward the TOEFL (Test of English as a Foreign Language) test*
- Wang, L.** (2012). *Behind the curtain: A critical view of theory and practice of tutoring international English language learners at university writing centers*
- Zhang, T.** (2012). *English learning and teaching journey of second language writers in postgraduate program: A study of bilingual and multilingual speakers' construction of identity in autobiographical narratives*
- Zhang, Q.** (2012). *An exploration of the identities of Asian graduate student mothers in the United States*

### **2010-2011 Completion**

#### *Chairships*

- Bang, J.** (2011). *The exploration of non-native English speaking (NNEs) professionals' identity constructions and negotiations as pedagogical border crossers between the U.S. and Korea*
- Haggerty, J.** (2011). *Exploring mentoring relationships and student empowerment: A phenomenological study of four women's experiences*
- Henderson Lee, S.** (2011). *Claiming their right to write: Linguistically and culturally diverse learners across a secondary curriculum*
- Messekher, H.** (2011). *Voices of pedagogy, positionality, and power: A narrative inquiry of identity and ideology (re)construction of Algerian graduate students at American universities*

#### *Readerships*

- Cheng, S.** (2011). *A historical analysis of the Chinese and English tests of the joint college entrance examinations in Taiwan from 1954 to 2008*
- Lederman, J.** (2011). *Critical, third-space phenomenology as a framework for validating college composition placement*
- Sun, X.** (2011). *Journeys of female Mainland Chinese postgraduate students in English-medium higher education in Hong Kong SAR: A study of the women's changing identities in new community of practice*
- Wetzl, A.** (2011). *L2 writing in the L1 composition course: A model for promoting linguistic tolerance*

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